

DEVELOPING ENGLISH GRAMMAR INSTRUCTIONAL MATERIALS ORIENTED TO CONSTRUCTIVISM THEORY

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Article Info	Abstract
Article History Received: January 2023 Revised: February 2023 Published: April 2023	<i>The enhancement or modification of instructional materials is essential to ensure their effectiveness as teaching aids. For the purpose of improving the quality of instructional materials and making them more appealing to educators and students alike, a comprehensive approach must be taken that considers both the content and the form of the materials. In order to make the module an attractive teaching material, it is imperative to enhance its quality. This study aimed to identify the optimal approach for developing an English grammar instructional material based on the constructivist theory and to assess its validity. The research employed a research and development method using the DDR model. The study findings reveal that the English grammar subject 1 module, containing basic and simple materials, is the most suitable form for developing an instructional material oriented to constructivism theory. Additionally, the presentation of the module is clear and well-organized, the language used is easily comprehensible, and the module's structure is user-friendly and engaging. Furthermore, the validation results demonstrate that the developed module is highly effective as an instructional material for teaching English grammar, attesting to its overall quality.</i>
Keywords Module development; English grammar materials; Constructivism theory;	
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INTRODUCTION

In this 4.0 industrial revolution, English is increasingly becoming one of the important means for communication, both in particular and in public places. Thus, integrating effective English is very much needed in every country. According to Simaibang, Mulyadi, and Lestari (2017), English is a communication tool used as a global language that is not only used by English speakers but also by most people in the world including Indonesia. According to Gani, Fajrina, and Hanifa (2015), English is known as the international language which can be considered as the first or second language in many countries in the world. There are several skills in language learning, i.e., listening, speaking, writing, and reading (Fadli et al., 2022; Firman et al., 2021). Besides, there are also some language components, e.g., grammar, phonology, and pronunciation. Grammar as one of the language components has significant roles in language skills. According to Simaibang (2020), English grammar is a system of rules and principles of language such as sounds, words, and structures which are considered systematically as a unit in line with their relation to the official language used. In grammar also requires teaching to know how to make a good structure.

Teaching is an activity carried out by an educator to students designed to support the learning process (Sequiera, 2012; Kazemian et al., 2021). An educator needs teaching materials to ease the learning process especially in teaching grammar. Teaching materials are all forms of materials used by an educator in carrying out the learning process and become

materials for students to achieve learning targets (Bahtiar, 2015; Syarifuddin et al., 2022). Many teaching materials that can be used by educators in teaching, one of which is a module. According to Mulhayatiah et al. (2019), the learning module is one of the print and digital learning media. Talib et al. (2015), modules are packages that relate to the concepts contained in each unit and help someone master a topic before moving on to the next sub-topic. It is teaching material that is very often used by educators when teaching students in schools or universities including in teaching grammar (Aboh, 2025; Athoniessen, 2020). It is inline with Andika et al. (2021) who argue the use of the module as a media to become teaching material when the teaching and learning process is decreasing due to being displaced by increasingly sophisticated modern technology. So, there is a need for an improvement or modification of the quality so that it can become an attractive teaching material, both from the form and the contents of the module so that it can attract the attention of educators or students to use it as teaching material. If the quality of the module is not immediately addressed, the use of the module as teaching material will continue to decrease (Christensen et al. 2021; Deibel, 2020). To attract students to use the module as teaching material, it is necessary to firstly improve the quality of the module.

Based on the preliminary of the research through a distributed questionnaire conducting interviewed to lecturer of English grammar 1 subject at PGRI University of Palembang and the students of English education study program of PGRI University of Palembang who have recently studied grammar 1, it was found that in input elements there were still many students who sometimes even never prepared the facilities and infrastructure for learning grammar 1 including module because they had difficulty in preparing and using the facilities and infrastructure related to the grammar 1 subject. In the process element, the learning process of grammar 1 which was carried out was still experiencing many difficulties including there were still students who sometimes can understand and even some who never understood the material being studied which was explained by the lecturer. This was because the lecturer still sometimes even never brainstormed the students, gave motivation or perception, and informed learning objectives before starting the lesson (Matsumoto, 2020; Meguro, 2019). In addition, because the lecturer sometimes even never did question and answer, did comprehension exercises, concluded the learning material, and gave homework before ending the class after explaining the material.

In the output element, there were still many students, sometimes even some who have never been able to understand what was explained by the lecturer related to grammar 1 subject. In the outcome element, there were still many students who sometimes even never get motivated after learning grammar materials and feel enthusiasm for the next materials (Meguro, 2019; Muter & Snowling, 1997). Ideally for learning fundamental grammar, students were expected to have basic knowledge of grammar in English (Sanz, 1997; Soares et al., 2021), be able to apply the knowledge and understanding of grammar in the use of good English sentences (Deibel, 2020), and identify basic grammatical errors in sentences based on the syllabus (Nava, 2017). However, in reality, based on the analysis of input, process, output, and outcome, students had not been able to achieve the learning achievement and it was not implemented properly so the results were poor.

According to Yulando et al. (2019), the module must pay attention to the following characteristics: (1) self-instruction, the module allows one to learn independently and not depend on other parties, (2) independently, all the learning material needed is contained in the module as a whole, (3) stand alone, the modules developed do not depend on other teaching materials, or do not have to be used in conjunction with other teaching materials, (4) adaptive, the modules are arranged according to the development of science and technology, and flexible for use in hardware, and (5) user-friendly, the module should contain instructions and presentation of useful information and be user-friendly, and easily accessible at will. In this

case the use of language that is simple, easy to understand, and uses terms that are commonly used.

Learning grammar 1 can be explained by learning theories by Schunk or Jordan, and etc. So from several existing theories, the researcher wanted to develop a grammar 1 module based on constructivism theory. According to Dagar and Yadav (2016), constructivism assumes that students must construct their own knowledge individually and collectively. Each learner has a tool that contains the concepts and skills with which he or she must build knowledge to solve the problems presented by the environment. The role of the community, students, and other teachers is to provide the setting, challenge, and offer support that will encourage mathematical construction. Jumaat, Tazir, Halim, and Ashari (2017), constructivism can be defined as a learning theory in which individuals create their own new understandings based on interactions between what they already know and what they have encountered. While according to Schrader (2015), constructivism has traditionally been thought to focus on how people create meaning or construct knowledge when interacting with knowledge content and the active processes of this interaction.

Based on the background above, the researcher was interested in the development of an instructional material of English grammar subject for the first semester students of English Education Study Program of PGRI University of Palembang with the title “Developing an Instructional Material of English Grammar Subject Oriented to Constructivism Theory” to determine what is the form of developing an instructional material of English grammar subject oriented to constructivism theory based on user needs and how is the validation by experts, practitioner and students assessments of the module as a result of developing an instructional material of English grammar subject oriented to constructivism theory.

RESEARCH METHOD

Research Design

As indicated by Sugiyono (2017), research methodology refers to a systematic and scientific approach that aims to gather data for specific purposes and applications. In this study, the DDR (Design and Development Research) model will be employed as the development model. Research and development (R&D) methodology is a research approach used to produce new products that are different from previous ones by developing and validating the product. R&D serves to create new or improved products of higher quality than previous ones. The use of the R&D method with the DDR model was selected by the researcher due to the model's ability to provide a framework for product development that aligned with the study's research stages. According to Sahrir et al. (2012), the selection of DDR methodology is justified as it is a pragmatic approach to testing theoretical constructs and validating practicality. Furthermore, Jaya et al. (2021) contend that the DDR model is a developmental approach that aims to provide an empirical basis for the production of instructional and non-instructional goods and tools, as well as new or improved development models.

The category of design and development research in this research was product research. The comprehensive design and development project in this research was an instructional product. Specific project phases in this research were analysis, design, and development. Emphasis of design and development research was study of specific product design and development projects. Outcome of design and development research was a lesson learned from developing specific products and analyzing the conditions which facilitate their use. The purpose of research of design and development in this research was descriptive and the common research and method of design and development in this research was interview, survey (questionnaire), and expert review. The type of participant of design and development research in this research was learners and instructor (the first semester students and lecturer of

English grammar 1 subject of the English education study program of PGRI University of Palembang).

Procedure of the Study

In the procedure of study of this research and development there are stages of preliminary study and stage of development.

Stage of Preliminary Study

During the preliminary stage of this research and development project, the researcher conducted an analysis by means of interviews with a lecturer of English Grammar 1 at PGRI University of Palembang and third-semester students in the English Education program who had recently completed their study of Grammar 1. The purpose of this analysis was to explore the process of learning Grammar 1 during the first semester of the English Education program at PGRI University of Palembang, with a particular focus on the teaching materials used in this process.

Stage of Development

During the development stage of this research and development project, the researcher designed a product and carried out product development. To inform the design of this product, the researcher administered a questionnaire to first and third-semester students in the English Education program at PGRI University of Palembang, aimed at eliciting information about the specific teaching materials needed for the Grammar 1 subject by first-semester students. The product was designed based on the results of the questionnaire, and consisted of a module containing Grammar 1 materials that adhered to the syllabus, which comprised seven themes. The module included learning objectives, instructions, materials, exercises, a conclusion, answer key, references, and a biography of the authors.

After the researcher designed the product, the product was validated by experts, assessment by practitioner (lecturer of English grammar 1 subject in PGRI University of Palembang), the first and the third semester students of the English education study program of PGRI University of Palembang. The results of validated by experts and assessment of practitioner (lecturer of English grammar 1 subject in PGRI University of Palembang), the first and the third semester students of the English education study program of PGRI University of Palembang toward the product design were known, and then the researcher developed the product. The result of the development of the product became the final result of the product in the form of a module developed in this research and development

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The form of developing an instructional material of English grammar subject oriented to constructivism theory based on user needs

Table 1
Results of Needs Analysis

No.	Aspects of Module	Statements	Assessments
1	Content aspects	Nouns, Pronouns, Verb, Adjectives, Adverbs, preposition, conjunctions, articles, Do, does, Did, Doing, Is, Am, Are, Being, Have, has, Had, Present, Present Continues, Present perfect, Present perfect continuous tense, Future tense, Future continuous tense, Future perfect tense, Future perfect continuous tense, Present modals, Past modals, Perfect modals, What, Who, Where, When, Why, Whom, Whose, Which, How	Really needed

No.	Aspects of Module	Statements	Assessments
2	Presentation aspects	Brainstorming; Providing motivation or perception; Explaining the learning objectives; Presenting the learning steps; Presenting the material logically and systematically; Presenting the material in an orderly manner; Focusing the material and learning process on the learners; Encouraging learners to think creatively; Encouraging learners to think actively; Encouraging learners to think innovatively; Guiding learners to explore information; Presenting examples or illustrations that are relevant to the learning material; Presenting material that involves discussion activities; Presenting exercises related to the learning material; Presenting formative tests or follow-up exercises; Providing answer keys for the exercises or tests conducted; Providing opinions or conclusions on the learning material; Presenting conclusions from the learning material; Easily understandable.	Needed and Really Needed
3	Language aspects	Concise; Effective; Communicative; Interactive; Contextual.	Really needed

Discussion

Developing English teaching materials is essential to facilitate students to learn because it provides students with the necessary tools and resources to effectively learn and master the language (Othman & Kiely, 2016; Bodric, 2015). A well-designed teaching material can improve the quality of English language learning by providing learners with a clear structure and organization of content (Kazemian et al., 2021), relevant and engaging topics (Haerazi et al., 2020), and varied activities that cater to different learning styles. Additionally, it allows teachers to focus on their teaching methods and to adapt their approach to meet the individual needs of their students. Without proper teaching materials, the learning process can be challenging and demotivating for students (Yanto et al., 2020; Ariati, 2018). This is because the lack of appropriate materials can lead to confusion, frustration, and disengagement. Therefore, the preliminary stage of instructional material development for English grammar necessitated an extensive research and data gathering process to initiate the development process. To this end, a questionnaire was distributed to first and third semester students enrolled in the English education study program at PGRI University of Palembang. This initial research and data collection phase was undertaken to obtain essential information that would guide subsequent development processes.

Students may not be able to comprehend the content, which may result in them not being able to participate actively in class, leading to a loss of interest in learning (Mngometulu & Makgabo, 2023; Naddumba & Athiemoolam, 2022). This can have a negative impact on the learning outcomes of students. Moreover, teaching materials provide students with a sense of direction and can be an effective tool to help students to achieve their language learning goals. By providing a clear and systematic approach to learning, teaching materials can help students to track their progress and understand their strengths and weaknesses (Buana & Irawan, 2021). This can be highly motivating for students and can enhance their self-confidence (Haerazi & Kazemian, 2021). In summary, developing English teaching materials is crucial in facilitating effective learning outcomes for students. It allows teachers to provide a well-structured and organized approach to teaching, which enhances

students' understanding and learning of the language. By providing relevant and engaging content, varied activities, and catering to different learning styles, students can enjoy and be motivated to learn English, which can lead to successful language acquisition.

In this study, a thorough needs analysis was conducted prior to the development of an instructional material for the English grammar subject, which was oriented towards the constructivism theory and based on user needs. To obtain information on the form of instructional material required, a distributed questionnaire was administered to students of the first and third semesters of the English education program at PGRI University of Palembang. Based on the findings, the researcher designed a module that satisfied the user requirements. To ensure the module's quality, experts, practitioners, and students provided feedback through distributed questionnaires, which were used to validate the designed module (Kazemian et al., 2021). Finally, the module was developed as the ultimate product, which was oriented towards the constructivism theory and catered to user needs.

The research consisted of three stages: needs analysis, design, and development. The needs analysis stage was conducted to obtain data on an instructional material of English grammar subject oriented towards constructivism theory based on user needs. The design stage was initiated to create a module that met the outcomes of the previous needs analysis. Finally, the development stage was undertaken to create the final product based on expert, practitioner, and student assessments.

Needs Analysis

At this stage, the researcher distributed questionnaire to the first and third semester students of the English education study program at PGRI University of Palembang to find out what the form of developing an instructional material of English grammar subject oriented to constructivism theory based on user needs is. The results obtained are that user needs an instructional material of English grammar subject oriented to constructivism theory as follows:

In relation to the content aspect of studying parts of speech in English, the respondents expressed their desire for instructional materials covering a range of grammatical categories, such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and articles. Specifically, in the study of the auxiliary verb "do," the participants indicated a need for materials on "do," "does," "did," and "doing." Similarly, in the study of the auxiliary verb "be," they expressed a need for materials covering "am," "is," "are," "was," "were," "been," and "being." Furthermore, to study the auxiliary verb "have," the respondents requested materials on "have," "has," and "had." Finally, in the study of English tenses, they identified a need for instructional materials on a range of tenses, including present tense, present continuous tense, present perfect tense, present perfect continuous tense, past tense, past continuous tense, past perfect tense, past perfect continuous tense, future tense, future continuous tense, future perfect tense, and future perfect continuous tense.

In order to effectively learn and comprehend English grammar, it is crucial to have adequate teaching materials that cover various aspects of the language (Christensen et al., 2021). For instance, in terms of the content aspect of studying the parts of speech in English, students expressed a need for materials on nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and articles. Additionally, to properly study the different forms of the verb "do", students identified a need for materials on "do", "does", "did", and "doing". Similarly, for the verb "be", materials on "am", "is", "are", "was", "were", "been", and "being" were deemed necessary. Furthermore, to study the various tenses in English, students stated that they required materials on present, present continuous, present perfect, present perfect continuous, past, past continuous, past perfect, past perfect continuous, future, future continuous, future perfect, and future perfect continuous tenses. Other areas that students

identified as crucial for their understanding of English grammar were modals, question words, comparison degree, and compound sentences (Aboh, 2015; Deibel, 2020).

In terms of presentation, the participants of the study identified several requirements for the preliminary activities, including brainstorming, motivation or perception building, explanation of learning objectives, and presentation of learning steps. Similarly, for the core activities, they expressed the need for a logical and systematic presentation of material, a coherent approach to presenting material, student-centered learning processes, creative and active thinking encouragement, innovative thinking promotion, guidance in exploring information, provision of appropriate examples or illustrations, inclusion of discussion activities, and exercises related to learning materials. These identified presentation aspects are crucial in facilitating effective and efficient learning among students.

In terms of the presentation aspect of final activities, the participants articulated their need for several components, including the presentation of formative tests or advanced exercises, provision of answer keys, expression of opinions or conclusions about the learning material, and presentation of the overall conclusion (Deibel, 2020). With regards to language use, they emphasized the importance of language that is easy to understand, straightforward, effective, communicative, interactive, and contextual. These factors are crucial to ensure that the teaching materials are presented in a way that enables students to comprehend the content and effectively engage with the learning process. By utilizing language that is contextually appropriate, communicative, and interactive, teachers can provide an effective learning environment that fosters student success.

In terms of graphic design, the participants specified their requirements for font size, font style, page size, page orientation, line and paragraph spacing, font marks, font color, page numbering, columns, cover color, and cover view. Specifically, they expressed their preference for font size 12 or 14, and the use of Times New Roman font. They also required an A4 page size, portrait page orientation, and 1.5 line spacing. Additionally, they identified the need for bold, italic, and underline font marks, and a black font color. They preferred page numbering to be located at the bottom right, and the use of one column. Moreover, they preferred a bright color for the cover, which should feature both text and images.

Product Design

At this stage, the researcher designed the product based on the results of the need analysis carried out. The product designed by the researcher was an instructional material of English grammar subject oriented to constructivism theory for the first semester students in the form of a module. The module was designed to be used in 13 meetings which contains 7 themes namely 1) part of speech including nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and articles, 2) do be have including do, does, did, doing, am, is, are, was, were, been, being, have, has, and had, 3) tenses including, present tense, present continuous tense, present perfect tense, present perfect continuous tense, past tense, past continuous tense, past perfect tense, past perfect continuous tense, future tense, future continuous tense, future perfect tense, and future perfect continuous tense, 4) modals including present, past, and perfect modals, 5) question words including what, who, where, when, why, whom, whose, which, and how, 6) degree of comparison including comparison using *the same (as)*, *similar (to)*, *different (from)*, *-er and more*, and *-est and most*, 7) elliptical sentence including elliptical sentence in positive and in negative form.

The module also includes a table of contents, acknowledgements, and there are learning objectives, instructions, materials, exercises, test comprehension and conclusion at each meeting and there are answer keys, references, and biography of the authors at the end of the module. Module was also designed using language that is easy to understand or often used in everyday life. The font size in the module was 12 with times a new roman font type. The

module paper size was A4 with a portrait paper position. The spacing used in the module was 1,5 and there were letter signs such as bold, italic and underline with the color of the letters was black. The number of content columns in the module was one column with page numbering below the right of the module. The cover was designed in a bright color and contains writing and pictures.

Product Development

At this stage, the researcher developed a product based on validation by experts, practitioner, and students assessments of the product that has been designed and suggestions provided through questionnaires distributed. The result of the development of the product became the final result of the product in the form of a module developed in this research and development. The results of validation by experts, practitioner, and students assessments of the product that has been designed are as follows:

The results of the validation by expert 1 as a whole on the content aspect was very good, on the presentation aspect was good, on the language aspect was good, and on the graphic aspect was very good. The suggestions given by expert 1 are that one of the important components of constructivism is that students integrate new information with what they already know (prior knowledge). The expert does not see this component explicitly explained in the module's learning instructions in which students can demonstrate their prior knowledge before they learn the material. Then, exercises and test items can be reproduced to ensure the usability of the module.

The results of the validation by expert 2 as a whole on the content aspect was very good, on the presentation aspect was very good, on the language aspect was good, and on the graphic aspect was very good. The suggestion given by expert 2 namely 1) the researcher should pay very careful attention to the grammar (and punctuations) of sentences in this module, 2) the researcher can use proofreading applications (e.g. Quillbot or Grammarly) or hire a proofreader, 3) The module involves students' exploration and discussion. However, students' construction of new knowledge by building upon their prior knowledge needs to be more developed in this module. Similarly, the module should also involve students' application of the new knowledge through active engagements other than discussions (e.g. conducting tasks; for example writing, speaking, making posters, etc.). Remember that constructive pedagogy may also involve various approaches, such as task-based and project-based approaches, and 4) in the references, online sources are not written in accordance with APA style, which is used for the other sources in the references (i.e. books).

The results of the validation by practitioner of English grammar 1 subject at PGRI University of Palembang as a whole on the content aspect was very good, on the presentation aspect was very good, on the language aspect was good, and on the graphic aspect was very good. The suggestion given by a practitioner of English grammar 1 subject at PGRI University of Palembang is that the contents in the module should be given an image background to make it more attractive. The results of the students' assessment as a whole on the content aspect was very good, on the presentation aspect was very good, on the language aspect was very good, and on the graphic aspect was very good.

CONCLUSION

There exists a pressing need to enhance the quality of instructional materials to make them more appealing to educators and students alike, in terms of both their form and content. Failure to address shortcomings in the quality of these materials will inevitably lead to a continued decline in their utilization as teaching aids. Improving the quality of these materials is therefore paramount in order to attract students to use them as part of their learning process. Following the research and development of an English grammar module for first-semester students, aimed at constructing knowledge in line with constructivism theory, several

conclusions can be drawn from the results. Based on the analysis conducted, it was found that a module on English grammar for semester 1 students, containing basic concepts such as parts of speech, do be have, tenses, modals, question words, degree of comparison, and elliptical sentences, was best suited to fulfill user needs. To successfully study the material presented, it was deemed necessary to include activities such as brainstorming, giving motivation or perception, explaining learning objectives, and outlining learning steps. Furthermore, it was essential that the presentation of the material be carried out logically and systematically, in a coherent manner that is centered on students, while simultaneously encouraging creative, active, and innovative thinking, and guiding students to explore information. The module should also include examples or illustrations that are pertinent to the learning material, as well as discussion activities, exercises, formative tests, answer keys, and a conclusion derived from the learning material. The language used in the module should be easily understandable, straightforward, effective, communicative, interactive, and contextual. Additionally, the module's form should be user-friendly and aesthetically pleasing to attract students to use it as a learning tool.

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