



## Practical Analysis of Multimodality Based Student Book Development to Improve English Skill of Entrepreneurship Study Program Students at Universitas Negeri Medan

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### ABSTRACT

This study aims to produce teaching materials in the form of handbooks to improve the quality of learning in the Entrepreneurship Study Program, Universitas Negeri Medan. This study uses a 4D Model that is defined, designed, developed and disseminated. The data analysis techniques used is practicality. Practical tests were carried out on research samples, consist by 60 students of the 2<sup>nd</sup> semester entrepreneurship study program. The practicality test measured from student questionnaire obtained 90,5%, which means it is very practical.

## **INTRODUCTION**

Teaching materials are part of the complete learning process. Part of the teaching material is the textbook. The availability of textbooks is ideal support factors in the learning process. The existence of textbook make sure lectures doesn't need to explain too much about the material in class, but better guide students. User manual for students can increase their academic appeal independently or collaborative and potentially enriching information. As a media assistant printed learning, textbooks are used to facilitate educators as well as learners in improving their skills. Therefore, in compiling it must be well planned according to needs.

However, in the Business English course at Entrepreneurship Study Program, UNIMED, the development of teaching materials still limited. Lectures just provide student with printed materials in the form of hand outs, material summaries, and presentation materials in PowerPoint. Other print media such as books and study materials are still very limited. Module development simply collects material that is taught directly to students without performing a systematic analysis of different needs and processes. This type of preparatory process cannot meet the real needs of the participants so the learning material provided tends to unable to attract learners.

The use of books from the outside is not a problem, but often these books do not meet the needs of the students. Business English books should be engaging with pictures, comprehensive activities such as reading, listening, speaking and writing, practice questions and also contain contemporary business reading material. In addition, UNIMED's National Qualifications Framework Indonesia (KKNI) program, which prescribes 6 mandatory KKNI tasks for students along with the implementation of the case method, reinforces the requirement that teachers create their own books to Teachers have clear instructions in teaching. Therefore, making a business English book is necessary and necessary. In addition to learning from books, students nowadays need visual learning facilities such as learning videos, especially in Business English course.

Based on this presentation, this study aims to create a multimodal-based business English book with the aim of improving students' English skills. Books based on multimodality can be understood as books that combine text with images, colors, symbols and other semiotic sources. Multimodal-based business English books certainly have an opportunity to facilitate student understanding of the material because the content of the book is more diverse, the visual presentation facilitates the understanding of the book. With a series of multimodal business English books, it is expected to improve students' English skills.

Several studies have shown an increase in learning outcomes with the preparation and development of teaching materials, including research conducted by (Rahayu et al., 2019), (Nuryasana & Desiningrum, 2020), (Noviyanti & Gamaputra, 2020). Based on the foregoing, the researchers are

interested in conducting a study titled "Practical Analysis of Multimodality-Based Student Book Development to Improve English Skill of Entrepreneurship Study Program Students at Universitas Negeri Medan".

## LITERATURE REVIEW

Teaching material in the learning context is one of the components that must exist, because the teaching material is the basis for students to understand the lessons, and can also provide instructions for their learning. Instructional materials are all forms of material systematically organized to assist students in independent learning and designed to be consistent with the prevailing curriculum (Magdalena et al., 2020). Based on the assessment criteria for teaching materials in the form of textbooks, at least four conditions are met if a teaching material is said to be good, which are "(1) the scope of the material or content in accordance with the curriculum, (2) the presentation of the material meets learning principles, (3) good language and readability, and (4) the format of the book or graphics is interesting" (Arsanti, 2018). The Business English book that will be made on this study will also contain these elements.

Student learning outcomes are influenced by internal and external factors. Internal factors include motivation in the student, intelligence, and also personality traits. External factors include family factors, learning facilities, environment, and including teaching obtained in class. One of the main tasks of lecturers is to provide a positive vibe to the student learning atmosphere so that students get good learning results. An effective learning environment through optimal entrepreneurial learning, and supported by high learning motivation from students can undoubtedly improve student learning outcomes. By optimizing teaching materials, students as prospective entrepreneurs will undoubtedly gain extensive knowledge and adequate skills to be used in entrepreneurship in the future. In this study, the main target that is expected is to improve students' English language skills which can be seen through learning outcomes in the Business English course.

(Nuryasana & Desiningrum, 2020) conducted research on the development of teaching materials for Teaching and Learning Strategies with the title Development of Teaching and Learning Strategies to Increase Student Learning Motivation. The research was conducted on 4th semester students of PGSD Study Program, Wijaya Kusuma University, Surabaya. The results showed that the pretest learning outcome of 63.81 was smaller than the average post-test learning. This shows that the teaching materials have an effect on improving student learning.

(Adnan et al., 2019) also conducted a research with the title Development of Constructivistic Based Biology E-books to Increase Learning Motivation of Class XI High School Students. The instruments developed are constructivist-based Biology E-Book validity instruments, student learning motivation instruments, teacher and student response instruments. The developed e-book is then tested for validity until it is declared valid by

validators and then implemented to determine student and teacher responses and effectiveness in increasing student learning motivation. The results showed that the constructivistic Biology E-Book developed met the criteria of validity (4.3), practicality (66.67%) and was effective in increasing student learning motivation, this was characterized by increasing aspects of attention, relevance, confidence and satisfaction as motivational perception factors.

## **METHODOLOGY**

This study was conducted in the Entrepreneurship Study Program, Faculty of Economic, UNIMED, from January to November 2023. The population of this study consisted of students in the second semester of entrepreneurship study program (class of 2022). This population is determined because the students are still familiar with the business English course in the first semester. The number of students consists of 2 classes, class A and class B. Class A has 25 students and class B has 39 students. The sample for this study was students in class B, as this number has reached half of the population.

This is a Research and Development (R&D). Research and Development is a research method used to manufacture certain products and test their effectiveness (Rustandi, 2021). The process of this study using 4D model development (Four D) includes 4 (four) steps, which are 1) Define, (2) Design, (3) Develop, and (4) Disseminate. The steps of this research activity based on the 4D model can be described as follows:

### **1. Define**

At this stage, there are several activities carried out, including:

- a. Analysis of student needs to determine the student's book needs, the type of book that students need.
- b. Analyze learning goals to ensure books are organized in sync with learning goals.
- c. Analysis of learning materials, at this stage teaching materials will analyze according to students' needs.

### **2. Design**

The following tasks are performed during the design phase:

- a. Constructing Criterion Referenced Test
- b. Media Selection
- c. Format Selection
- d. Initial Design

### **3. Develop**

Researchers use Development Testing, conducted to get direct input in the form of responses, reactions, comments from students about the book being compiled. This development trial will involve research samples. This trial is also called the practical.

### **4. Disseminate**

At this point, the compiled books will be distributed to students as research samples. The main objectives of the implementation phases include: 1)

guide students to achieve their learning goals, 2) provide solutions to overcome the problems students encountered before in the teaching process, 3) ensure that at the end of learning, English skills of students improved in terms of academic performance.

The data in this study is quantitative. Data analysis technique used in research is practicality. In this study, practicality tests were carried out by students who were the research samples. The results of the questionnaire were processed using the Likert Scale as used, as stated in the following table with a score of 1 to 5, namely Not Impractical, Less Practical, Practical Enough, Practical, and Very Practical. Analysis of the level of practicality of products in the questionnaire can be calculated by the following formula (Azis, 2019):

$$\text{Practicality Score} = \frac{\text{Number of score obtained}}{\text{Maximum Number of Score}} \times 100\% \quad (1)$$

Table 1. Practicality Rating Criteria

No	Score in (%)	Validity category
1	0 - 21 %	Not Practical
2	21 - 40 %	Less Practical
3	41 - 60 %	Practical Enough
4	61 - 80 %	Practical
5	81 - 100 %	Very Practical

Source : (Azis, 2019)

## RESULTS

The findings of this study divide into 4 (four) stages that can be summarized as follows:

### 1. Define

The following activities are carried out during the analysis stage:

#### a. Student Needs Analysis

Student needs analysis is conducted to provide researchers with an idea of what students need during the course of a business English course. The method implemented at this stage is to interview several research subjects who are second semester students in classes A and B of the Entrepreneurship Study Program. Research shows that students want books that they can use to guide their studies. Books are essential for giving students direction during their learning. When conducting a lesson, students need a book that clearly and in detail shows which calculations and tasks are given so that they can better remember the tasks set by the teacher. In addition, especially in business English courses, books should be interesting and contain pictures and colours to make the learning process more interesting. Business English books also require you to practice four skill areas: speaking, listening, writing, and

reading. Therefore, the results of the student needs analysis are used as a guideline for the production of business English books.

#### b. Learning Objective Analysis

The learning objectives analysis is done with the aim of ensuring that the Business English books produced match with the learning outcomes of the course. Based on Volume 2 of the Entrepreneurship Study Program in 2021, the Business English course is designed to help students verbally and writtenly manage business communication and the world of work in response to challenges and potential problems. The learning outcomes of this course are that students will be able to interact and communicate actively or passively in English, make offer letters and business collaborations in English, and simulate dialogue and communication in English. Based on this, the above learning outcomes serve as a benchmark for writing business English books.

#### c. Learning Material Analysis

Analysis of the learning materials is performed to find sources or references to materials used in the book. At this stage, the existing Semester Study Plan is reviewed to determine which materials need to be added or removed. Book content specifications should be adjusted to student needs and course learning outcomes. The results of the material analysis are reflected in the content of the book.

## **2. Design**

Several processes run during this stage, including:

#### a. Constructing Criterion Referenced Test

At this stage, researchers assemble the books and evaluation tools that will use in research. An assessment tool is a tool for assessing or making assessments. Assessment tools can be in the form of tests or non-tests, and observations can be made through systematic and unsystematic observations. During this phase, assessment tools to measure student skills are prepared in the form of tests and meeting-based assignments. These challenges are presented in different forms in each chapter, including multiple choice, word squares, and case study analysis. In addition, the tools to measure student performance, researchers also create practical test to assess the level of practicality of books.

#### b. Media Selection

Media selection is performed to identify learning media that are appropriate/relevant to the characteristics of the material. Media selection is based on an analysis of the student's needs as a book user, an analysis of learning goals, and an analysis of learning materials. The choice of media should be based on maximizing the use of materials in the development of materials in the learning process. The learning media used in books are figures

and photographs. Figures and photographs help users understand the book because images can explain the meaning contained in the book. After that, the implementation of classroom learning will be supported by other media.

#### c. Format Selection

The format choices in the production of this document are intended to formulate strategies, approaches, methods, and design of learning resources. Essentially, all of the content in this book is designed around the concept of student-centered activities. So rather than general learning theory, the book contains a lot of exercises where you run simulations and practice speaking English in a business context. English proficiency can be improved by speaking steadily and practicing continuously.

#### d. Initial Design

At this stage, researchers pour all the designs that have been done into books. The resulting book consists of 10 chapters, Chapter 1 : 16 Tenses in Business English, Chapter 2 : Business Vocabulary, Chapter 3 : Introduction in Business, Chapter 4: Verbal Communication, Chapter 5: Non Verbal Communication, Chapter 6 : Business Trip, Chapter 7 : Job Interview, Chapter 8: Marketing and Sales, Chapter 9 : Finance and Banking, Chapter 10 : Business Culture.

The content of the book was determined to meet the student's needs and learning goals as a book user. Each chapter contains a variety of exercises to improve speaking, writing, listening and reading skills. There are also case studies, project assignments, and other assignments for students.

### **3. Develop**

Development testing is the testing activity of a product design to the real subjects topic. During this experiment, researchers asked for data such as responses, reactions, and comments from the target users of the model. Practical results are used to improve the product. After repairing the product, it will be tested again until valid results are obtained. Practical test was administered to a research sample of 60 Entrepreneurship students in the second semester. Questionnaires distributed to students and an evaluation book will be created. There are 12 questions covering aspects of material (5 questions), design (4 questions), and language (3 questions). Practical test results are shown in table 2 below.

Table 2. Result of Practical Test

No	Aspects	Percentage	Category
1	Material	91,47%	Very Practical
2	Design	89,33%	Very Practical
3	Language	90,17%	Very Practical
	<b>Total</b>	90,50%	Very Practical

#### 4. Disseminate

The dissemination phase is the final phase conducted in this study. This phase consists of two steps, which are:

##### a. Book Dissemination

The dissemination of books is the phase of turning books into research subjects. The purpose of this stage is to measure how effective the produced book is in improving students' English skills through learning outcomes.

##### b. Book Finalization

At this point, the language of the book is further revised and simplified to make it easier for users to understand. So, at this stage the books have been produced that has been tested for practicality. The results show that books have the effect of improving student learning outcomes. All phases of research are well underway, starting with the define, design, development, and disseminate phase.

The final business English book cover display is as follows:

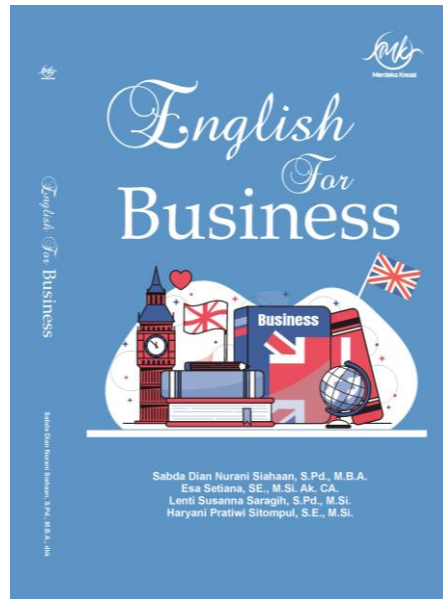


Figure 1. Book Cover

## DISCUSSION

The discussions in this study aim to address the issues raised in the problem formulation process. The result is what determines the practicality of the book. The results of the practical test are checked from the results of the questionnaire distributed to the research subjects who are students. Three aspects are assessed, namely content, design and language. Based on the results of the survey of respondents, it can be seen that the pragmatic value of the book is 90.50%, so it can be concluded that this business English book is practical to use.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of our research and discussion, we can draw the following conclusion and recommendations:

- a. Multimodality based Business English course book products for Entrepreneurship Study Program students are developed using the Four D (4D) models, namely: (1) Define, (2) Design, (3) Develop, and (4) Disseminate. The book consists of 10 chapters, namely: (1) 16 Tenses in Business English; (2) Business Vocabulary; (3) Introduction in Business; (4) Verbal Communication; (5) Non-Verbal Communication; (6) Business Trip; (7) Job Interview; (8) Marketing and Sales; (9) Finance and Banking; (10) Business Culture. The book consists of 175 pages.
- b. The book has been recognized as practical for use in learning with the total score 90,50%.

- c. We encourage you to use your semester's study plan and the available infrastructure to develop the materials outlined in this book, from low to high difficulty, so that you can plan well and perform optimally.

### **FURTHER STUDY**

This research still has limitations, so further research needs to be done on the topic “Practical Analysis of Multimodality Based Student Book Development to Improve English Skill of Entrepreneurship Study “. Future research can use different human resource Multimodality Based Student Book Development to Improve English objects to add insight for readers.

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