CHAPTER I

INTRODUCTION

1.1 Research Background

The era of globalization has shown a change in direction in the goals of higher education (HE). The changes are in the local context and global needs (Tight, 2021) with digital technology adoption (Skare & Soriano, 2021). There is competition regarding their quality at the global level (de Wit & Altbach, 2021). The competition shifts HE's goals and its impacts. Globalization impacts policies and strategies in accelerating the internationalization of HE (Alhalwaki & Hamdan, 2019).

Indonesia's education roadmap for 2020-2035 aims to excel in 21st-century skills and achieve world-class HE (Rayhana & Tjalla, 2021). Unfortunately, the result of the English score challenges the Indonesian young generation to be competitive in achieving the roadmap's goals. Based on the English Proficiency Index (EPI), the result of English proficiency is categorized as low proficiency. It is stated that Indonesia got a low score (469) at a rank of 81 out of 111 countries in 2022 and got a slight improvement in 2023 but still had a low score (473) at a rank of 79 (EPI, 2023). In addition, applying 21st-century skills, digital literacy, and technological practices is still challenging for English teachers (Santosa et al., 2022). It means that there are challenges for the students to compete in the global context by looking at the English aspect and technological practices.

As a foreign language, English is a core competency that must be developed in academic contexts (Fandiño et al., 2019) to acquire the latest trends in this modern era (Rao, 2019). In the university context, teaching English is divided into two, namely as a Personality Development Course (*Mata Kuliah Pengembangan Kepribadian* or so-called MPK) that must be followed by all students in all study programs and as a core competency course for the English Language Education (ELE) study program. English courses are included in the Institutional Curriculum, the contents of which are based on related universities (HE) referring to the Decree of the Minister of National Education (Kepmendiknas) Number 232 / U / 2000. Because the institutional curriculum is structured institutionally, the content is adjusted according to the characteristics of the university concerned.

Looking at the importance of English, a preliminary study was done for the second-semester students of the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar. Sixty-two students were in the academic year of 2022/2023. The preliminary study was done through a survey using a Google form. The results showed that 93.5% of the respondents responded that having English could help them be successful in their education. Then, 80.6% of the respondents answered that they need to study English for success in their future lives. Having English knowledge and skills could also help them to make good progress in their future career (98.4% of the respondents said so). This supports another item, which showed that 91.9% could use English

for their future jobs/career. It shows that academics and career are matters in motivating the students in learning English.

There were 79% of them are using English when they are studying. It implies that the use of English has to be maximized in classroom learning. Looking at the areas they wish to develop, 50% of them responded on speaking. This highlights the importance of verbal language. Even though they are showing their focus area on speaking, they also need to be focused on all aspects of English: Listening, speaking, reading, and writing. There are 64.5% of them did so. This information implies that integrated learning material needs to be considered for their study.

Then, 93.5% of respondents like an English class that makes them actively participate in varied English activities. There were 77.4% of them preferred to have pair or group work during the English class. A preference must be considered for the e-module. Then, there were found that 50% of the respondents liked to have inquiry learning. This preliminary finding addresses students' responsibility in achieving the learning goals. Moreover, it shows the role of self-regulated learning (SRL), in which learning through inquiry requires self-regulation (Barba et al., 2022; Fridman et al., 2020).

The National Standards of Education in Indonesia (part two, graduates' standard competencies, sentence 5 (1)) addresses the three crucial competencies: attitudes, knowledge, and skill. This regulation facilitates the students in achieving their competencies through relevant classroom activities and supportive learning atmospheres (Kemendikbud, 2020). In line

with *Permendikbud* Number 3/2020, interactive, inspiring, fun, challenging, and motivating atmospheres must be created during teaching and learning. Moreover, spaces for showing ownership in learning must be provided. This implies the need to provide materials with those aspects to achieve the learning atmosphere as expected.

Merdeka Belajar Kampus Merdeka (after this, MBKM) is the relevant policy for this issue. The Ministry of Education and Culture of the Republic of Indonesia issued the policy to strengthen student competence by providing an innovative learning system. This could be done by following the learning process, which is student-centred learning, autonomous learning, experiential learning, and flexible learning. An innovative learning system uses technology to achieve the MBKM goals and solve problems. This shows that technology is a tool to solve problems (Roblyer & Doering, 2014).

Furthermore, as part of what is known as Technological Pedagogical Content Knowledge (TPACK), the teachers today must be able to combine technology with their knowledge, resources, and instructional practices. TPACK concerns on knowledge, content, instructional techniques, and technology in the classroom (Koehler & Mishra, 2009). Considering the elements emphasized in TPACK, these skills can help students develop into a more responsible student.

As technology could help the students to solve their problems, technology has shifted the way of teaching and learning into mobile learning. Mobile learning connects students through technologies like computers,

laptops, smartphones, and other software (Bower, 2019) to facilitate classroom activities. In addition, the presence of mobile devices helps students to put their interest in the given tasks (Dewi et al., 2020). Using technology for learning shows the existence of digitalization with a different proportion in the percentage of course delivery. A classification of course delivery is provided, such as 0% proportion of course delivery is classified as a traditional course; 1-29% is facilitated with the website; 30-79% is considered as blended or hybrid; and 80+% is classified as an online course (Allen et al., n.d.). Another study stated that technology-assisted has 20-30% in course delivery, hybrid learning is approximately 31-80%, and fully online learning is 81-100% (Putra & Santosa, 2020).

Regarding its practical purposes, task-based learning focuses on the tasks under a communicative approach framework. The tasks create interactive classroom learning and help the students understand English easily (Miyangtari et al., 2017). Thus, it greatly improves English learning (Ardika et al., 2021). It also aligns with the Second Language Acquisition (SLA) Theory of Krashen, especially about comprehensible input, comprehensible output, and affective filter. Those things can be accommodated by using TBL contextually. Then, one of the other foci is that TBL focuses on the form. It is a central construction in task-based language teaching. It is done in repetitive activities. Repetition leads to accuracy, memory building, and enrichment of language use. Thus, students' SRL is expected to be improved afterwards.

SRL is an important aspect of successful learning. Self-regulation is at the core of SRL and a self-directive process. It is transforming mental abilities into academic skills (Zimmerman, 2002). In line with the definition, self-regulation is about being aware of strengths and weaknesses, which leads to strategies used to learn (Quigley et al., 2018). The awareness that occurs can be a motivation to get engaged in their learning and improve it as well. This is in line with the previous study, which stated that SRL is a theory of how one could improve in multifaceted learning situations (Artino et al., 2022).

In student-centred learning, the students should be aware of their learning. They have to be active and responsible for their learning goals. This responsibility is referred to as Self-Regulated Learning (SLR), which is believed to be a factor in students' success in teaching-learning. Although 93.5% of respondents like to have English class that makes them actively participate and get involved in varied activities, there needs to be more research on developing an IEC e-module by integrating SRL into TBL delivered on mobile devices.

TBL and SRL are highly complementary and can be effectively integrated to support English language learning. TBL centres learning around real-world tasks that apply target language skills for meaningful communication. This aligns well with the autonomy and personalization emphasized in SRL. For example, an e-learning module could support students' needs and enable them to monitor and reflect on their learning through given tasks.

One of the ELE study program courses that builds students' foundation for their English skills is the Intensive English Course (IEC). IEC is provided in the ELE's curriculum to strengthen the student's foundation in basic English. Based on the IEC semester course plan for the 2021-2022 academic year of the ELE study program at Universitas Mahasaraswati (Unmas) Denpasar, a printed learning media is used for the teaching-learning process. The "Interchange" general English learning activities book was used for the IEC classroom.

If it is seen from the principle of material development, it is stated that the language experience needs to be contextualized (Tomlinson, 2012). Concerning this notion, unfortunately, some parts of the book are not contextual for Indonesian context, for example, talking about cowboys, United States currency, skiing, and others. This shows that the English material used by the respondents needs to represent the Indonesian context. Therefore, more contextual materials are needed.

Looking at the IEC semester course plan of the English language Education study program, the learning material taught in the IEC classroom includes vocabulary, grammar, and basic language functions. Further, the learning materials discussed in this course are focused on the following topics: (1) greeting and parting, (2) introducing self/other, (3) cardinal and ordinal numbers, (4) part of speech, (5) describing person, place, and thing, (6) reporting unforgettable moments, (7) presenting future planning and events, and (8) expressing progressive activities.

Moreover, based on the preliminary interview, lecturers combined lecturing and giving exercises for the IEC teaching and learning process using the existing book. In addition, assessments to determine competency achievement are carried out by tests and non-tests, tasks/projects, mid-semester exams, and end-semester examinations. This conventional teaching did not stimulate the students to be active and responsible for their learning, as student-centred learning requires them to show their responsibility.

Further on, as the current English teaching practices utilize technology, the existing IEC classroom activities needed to be included to fulfil generation Z (Gen-Z) needs. There is a dependency on conventional teaching through lecturing and giving exercises. This is contrary to the needs analysis result. They prefer playing-games (80.8%), discussion (59%), and role-playing (51.3%).

They are screenagers likely to be facilitated with technological advances, such as real and compelling video, accessible social networks, and greater mobility (Santosa & Absari, 2018). It shows that teacher mobile learning mode for IEC teaching is needed. This aligns with a study that concluded that foreign language learning supported by personalized smartphone applications can effectively improve student performance (Klimova, 2019).

Task-based e-module had addressed the result of the preliminary study. The preliminary study provided an overview before the needs analysis and the full-scale study. The goals are facilitating collaboration, interactions, and

communications, cultivating positive attitudes, facilitating student-centred learning, and developing language and non-language skills (Chong & Reinders, 2002). The learning materials should represent real-life tasks. Then, a study recommended that learning material should help students in the Intensive English Course (IEC) classroom (Putra & Santosa, 2020).

Some researchers are working on learning materials development in order to meet students' needs (Darmayenti et al., 2021; Iswati, 2019a; Jumrah, 2019; McLellan et al., 2021a; Rohandi et al., 2017). They strive to assist students in improving their English language skills and language component. However, there needs to be contextual IEC learning material. IEC is crucial for sophomore students because it is the foundation of their English at the tertiary level. Therefore, contextual materials could help them build their English foundation.

In the context of content delivery, having multimedia elements is important to be considered. It accommodates the performance of students with visual, aural, and kinesthetic characteristics (Gilakjani, 2012; Gilakjani et al., 2011) and communication skills (Mukherjee, 2018). As an element of multimedia, e-module has resulted in positive student learning results. Results of previous studies show that e-modules could be used to support students' development in terms of their cognition and affection in a mathematics course and also natural science. It effectively develops students' SRL skills (Aprilia & Suryadarma, 2020; Yaniawati et al., 2021). It happened because the use of e-module supports mobile learning, which provides learning opportunities

anytime and anywhere (Ozdamli & Cavus, 2011) with an attractive and interactive appearance (Ratminingsih et al., 2018) and has been an unavoidable learning alternative (Naciri et al., 2020).

Mobile learning presents positive outcomes (Pedro et al., 2018), and specifically, mobile learning creates a more personalized learning environment in the higher education context that supports SRL (Dabbagh & Kitsantas, 2012; Hendikawati et al., 2019), which is then beneficial for foreign language learning (Kacetl & Klímová, 2019). The students' learning is facilitated with innovation from the teachers with an e-module on the students' devices so they can learn independently. They can organize learning activities, from preparation, main activities, and evaluation to reports (Filianti et al., 2020).

Looking at the English Proficiency Index (EPI) data, the Indonesia Roadmap, the existing book, and the preliminary study, a task-based e-module can potentially leverage the student's SRL and English skills. Previous studies found that task-based material in a digital tool or Android application could help students achieve learning outcomes (Lestariningsih et al., 2022; Ramadhan et al., 2021). As the contribution of this study, the task-based e-module was developed in the form of a mobile-based application that is useable for Android, IOS, and Web users.

1.2 Problem Identification

Developing an e-module that can help the students leverage their SRL and English skills in the IEC classroom requires data on current language

teaching and learning practices to identify potential gaps or issues needing improvement. It can be done by triangulating insights from lecturers, student's perspectives, and data analysis results from the tests and questionnaires. It provides a profile of limitations within the notion. Specifically, the problems are identified as follows.

1. The English Proficiency Index (EPI) of Indonesia in 2022 was in the rank of 80 out of 112 countries. It shows a low score in English;
2. The English level of the first-year students who get eight credits for the Intensive English Course (IEC) was in the beginner to intermediate level. Moreover, they were not provided learning materials that could make them active and responsible for their learning. It reflects the need to improve their self-regulated learning (SRL) and English skills;
3. The existing learning material was in the form of printed material and PDFs. Format. No learning material accommodates Android, IOS, and the Web in an e-module;
4. The current IEC classroom practices reveal a dependency on conventional teaching. The screenagers need to be facilitated with contextual activities and technology utilization to improve their English and prepare for their future;
5. IEC learning focused on doing exercises, assignments, and tests, which reflected inadequate development of core language skills through integrated learning activities.

6. The result of the student's English skill target showed 0% for reading and 1% for writing;
7. The students who expected to have digital literacy in the IEC classroom were 33.3%. It is contradictive with the characteristics of putting technology as part of their lives and
8. The results of students' English learning activities preferences put lecturing at 14.1% and playing at 80.8%.

1.3 Research Limitation

This study has incorporated robust measures, including surveys, pre and post-tests, document study, and interviews to answer the stated research questions. While this study makes several notable contributions, some limitations regarding the sample size must be acknowledged. The limitation was the relatively small sample size of 21 students from a single language institute, who used the e-module. It is possible to inhibit generalizability to the broader population. However, the study provided meaningful insights that could inform future research to advance knowledge in this field regarding concept, method, and outcome.

1.4 Research Question

The study addresses "How to develop a task-based e-module to leverage self-regulated learning and language skills in Intensive English Course? There are five research questions specifically described. They are:

a. What are the needs of the first-semester students in the Intensive English Course (IEC)?

b. How is the Intensive English Course (IEC) e-module developed for the first-semester students?
c. How is the quality of the developed Intensive English Course (IEC) e-module for the first-semester students?
d. What is the effect of the developed Intensive English Course (IEC) e-module for leveraging self-regulated learning and language skills?
e. How do students perceive using a task-based e-module to improve self-regulated learning and language skills?

1.5 Research Objectives

The study aimed to develop a task-based e-module. The e-module consists of eight topics with their tasks. The research objectives are listed as follows:

a. To describe the needs of the first-semester students in the Intensive English Course (IEC);
b. To develop an Intensive English Course (IEC) e-module;
c. To describe the quality of the developed Intensive English Course (IEC) e-module;
d. To investigate the effect of the developed Intensive English Course (IEC) e-module for leveraging self-regulated learning and language skills and
e. To delve into students' perception of using task-based e-modules to improve self-regulated learning and language skills.

1.6 Research Significances

This study provided theoretical and practical perspectives and contributions. Theoretically, the development of e-modules can be seen as a way to enhance the quality of English language teaching and learning using technology. It provides a more interactive and engaging learning experience for students, which can help them to improve. Hence, the study was expected to contribute to research findings and empirical evidence and enrich theoretical studies regarding task-based e-module development for leveraging students' SRL and language skills.

The results also offered practical contributions for teachers to strengthen their English classroom by providing contextual activities and technology utilization. Practically, the development of the e-module can significantly impact the effectiveness of the IEC teaching and learning process. It provides the students contextual learning activities and opportunities to practice their English skills integratively. The e-module can also support self-regulated learning, allowing students to work at their own pace and focus on areas where they need more practice. In addition, the findings provided potential changes in how the students learn IEC.

1.7 Product Specification

The product is a task-based e-module that accommodates the existing curriculum, IEC semester course plan, and student's needs. It was developed with Glide. Glide is a user-friendly mobile creation web with interesting features, like images, videos, chat, and others. It has components such as

Data, Design, Action, and Options that could be integrated with Google Spreadsheets as the database. The database is synchronized to Glide to create the final form of the e-module.

Moreover, Glide does not require a coding formula. It could be used for the users of Android, IOS and Web. As the product accommodates screenagers' characteristics in using mobile devices for learning, the product is made in order to facilitate the students in leveraging their self-regulated learning and English skills.

1.8 Importance of the Product Development

The Covid-19 pandemic has made teachers and students aware and familiar with mobile learning. In addition, it has shifted a new teaching-learning paradigm. Teaching and learning can be done everywhere, anytime, and in varied ways. The task-based e-module (ARAH) for IEC learning is developed to fill an important gap in facilitating screenagers (Android, IOS, and Web) and engaging student-centred learning. As discussed, analysis of the existing condition of the learning resource and the students' needs for IEC revealed a need for learning materials tailored to students' needs.

ARAH e-module utilizes multimedia integration and data-driven customization in Microsoft Excel and Spreadsheets to fulfill the student's needs. Implementation results showed significant and simultaneous improvement in the students' SRL and English skills compared to the conventional one. Beyond the statistical findings, this contribution is important because the ARAH e-module can be adapted to other contexts and

needs. The ARAH could also be an asset to address current teaching challenges with promising directions.

In light of these multifaceted impacts, this product makes a valuable, innovative addition to flexible English teaching practices worthy of ongoing modification. While face-to-face interaction remains vital, strategic incorporation of digital components enhances instruction with personalization, creativity and active learning. The ARAH allows customization of content as per individual skill gaps and pace, benefitting each student to engage in learning. Additionally, providing Gen Z students with educational technologies builds digital literacy capabilities crucial for their future academic and career.

1.9 Limitation of the Product

While this e-module provides engaging activities, inherent limitations must be considered. The product was developed based on the needs of first-year students of the English Language Education study program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar, who take IEC. Based on the preliminary study, their English level is beginner to intermediate. The content must be regularly modified to meet the student's needs. It shows that content boundaries have become an area of improvement for the ARAH e-module. Moreover, another limitation is the perspicuity of the developed e-module. The perspicuity aspect of the e-module is in the category of above average. Above average is good for the quality of a product. However, if one aspect in the above average, while the other aspects are in

the excellent category, it shows that the need to have improvement. As the limitation in this aspect, the developed e-module needs to be improved for the details of the starting display in each phase so that the users can use it in a clear direction.

1.10 Conceptual Definition of the Key Terms

It is important to have a conceptual definition for the key terms in order to give a clear understanding of the topic. In this study, the researcher has four key terms related to the research. The key terms are based on the research variables of the study. They are as follows.

a. Tasks

Tasks are work plans (Ellis, 2018; Willis, 1996) to facilitate the student's language learning in the classroom practice based on the real-world context (Ha et al., 2021). The tasks require the students to comprehend, produce, and interact in the target language.

b. E-Module

E-module is an electronic to-be-learned learning material that has meaningful segments. The segments could be studied under the student's control. Each segment should accomplish the learning goals (Mayer, 2009).

c. Self-Regulated Learning (SRL)

SRL refers to someone's ability to be responsible for their learning through some aspects (Zimmerman & Schunk, 2013). It represents an

active process whereby the students set and control their learning to achieve the learning goals.

d. Language Skills

Language skills are defined as the four academic skills of the target language. It consists of listening, reading, speaking, and writing. They are used in tandem with utilizing micro-language facets like vocabulary, grammar, and pronunciation mastery (Harmer, 2013).

1.11 Novelty of the Research

The study was done to fill in the gaps in the previous research studies. There is limited study of task-based learning that adopts Audio Visual Aids (AVA) contexts, technology tools, and proper integration of technology (Sholeh, 2020a; Vellanki & Bandu, 2021; Wang, 2022a). There is also a need for e-module development with mobile application language learning (MALL) to improve students' self-regulated learning and English skills. Previous studies show that mobile learning has formed to support Android-based mobile phones. However, the trend of the screenagers is not only using Android-based but also IOS and Web-based learning. Thus, this research resulted in an ARAH e-module that accommodates the students who use Android, IOS, and the Web for their learning.

Another prominent aspect of the previous research on MALL is developing applications for learning (Suprianti et al., 2021). It is useful to facilitate screenagers in the e-learning process. It is feasible and suitable to be implemented during English learning (Dharmayanti et al., 2021; Khusna et

al., 2019; Siahaan et al., 2020). Then, the use of android-based has boosted the students' engagement, motivation, and impact on their skills, achievement, and learning outcomes (Farida et al., 2018; Irawan, 2018; Khabibah et al., 2020; Obaid et al., 2022; Suhaili & Sari, 2019). Android-based materials are worth using for students in this era who use Android smartphones (Darmawan & Wariyanti, 2019; Santosa et al., 2022). Consequently, it is an effective opportunity to practice English in and outside the classroom (Rahmanita et al., 2021).

In the context of EFL, SRL has the potential to be researched with technology utilization (Dewantari et al., 2021). Technology utilization is a crucial issue discussed by the existing studies. In this study, self-regulated features are included in the ARAH e-module. The self-regulated features help students take ownership of their learning process and monitor their progress. For instance, they have a learning indicators dashboard to know and set their goals, progress tracking to track their progress, reflection prompts to encourage metacognition, and a reward system to motivate the students to learn in a consistent learning habit.

The e-module was created through research and development with the ADDIE model (Branch, 2009) integrated with a modification component of needs analysis (Graves, 2000; Hutchinson & Waters, 1982; Nunan, 2006). ANOVA and MANOVA tests were conducted to get the effect of its effect. Furthermore, the e-module quality was investigated by using the User Experience Questionnaire (UEQ) (Hinderks et al., 2019). UEQ is a method to

measure the User Experience (UX) in using certain products or services (Hinderks et al., et al., 2019b).

Further on, this study was done to fill in the gaps between the two relevant types of research. Two studies were found on material development in the Intensive English Course (IEC). The first is a study on developing digital supplementary material using Quizizz-based learning media in Intensive English Courses (Dewi et al., 2022). The study showed that the media is only used for Android users. The second research focuses on finding the students' needs for mobile-assisted language learning in intensive English courses (Putra & Santosa, 2020).

This study was a novelty to fill in the gaps in the two previous relevant research studies—the novelty concerns the concept, method, and outcome. Regarding the concept, this study integrated SRL into TBL delivered on mobile devices. The SRL aspects accommodated in this study are metacognition, motivation, and behaviour. The e-module provides metacognition aspect such as learning indicators that must be achieved by the students and quizzes. It could make the students for their learning. They are well-prepared for learning and can monitor their progress. Then, multimedia, contextual activities, and motivational quotes are provided to accommodate the motivation aspect. Clear instructions and examples are also provided to support the students to be active and responsible in learning. This integration is named as Self-Regulatory Mobile TBL Model.

For the method, this study contributed to applying a multidisciplinary approach, such as English Language Education (ELE), Educational Technology (EDUTECH), and Multimedia. The last aspect of the contribution of the study is the outcome. The present study produced a needs-based e-module for screenagers who use mobile devices and connect to the internet daily. They are not only users of Android but also IOS and Websites.