

Muyassaroh, K. Nisa, Siti NA: *Efficacy of english language modules for novice-college students: a pathway to Reading Scientific Journals*

English Teaching Journal and Research

EFFICACY OF ENGLISH LANGUAGE MODULES FOR NOVICE-COLLEGE STUDENTS: A PATHWAY TO READING SCIENTIFIC JOURNALS

Muyassaroh ¹

muyassaroh@alqolam.ac.id

Khoirun Nisa²

Khoirunnisa20@alqolam.ac.id

Siti Nurrotul Aini³

, sitinurrotulaini20@alqolam.ac.id.

Abstract

This study aims to investigate the significant difference in reading scientific journals of Novice students of IAI Al Qolam Malang before and after using the English language module as the treatment. Accordingly, this current study employs a preexperimental research design precisely One-Group Pretest-Posttest Design with 25 ELT students of al Qolam University as the samples. Based on the result of statistical calculation it is discovered that the instruction using the English language module is unable to improve the Novice students' reading skills in scientific journals at IAI Al Qolam Malang.

Keywords: *scientific journals, Novice students, English model.*

¹ Dosen Tadris Bahasa Inggris, Universitas Al-Qolam Malang.

² Mahasiswa Tadris Bahasa Inggris, Universitas Al-Qolam Malang.

³ Mahasiswa Tadris Bahasa Inggris, Universitas Al-Qolam Malang.

A. INTRODUCTION

The module is defined as «a compilation or synthesis of different theories and pedagogical approaches which guide teachers in developing study programs and in systematizing the teaching and learning process» Flores- Piñas, 2015, p. Meanwhile, the module employed by new students at IAI Al Qolam Malang who are taking the PBA course is the one compiled by ELT lectures lecturing at this course entitled «English Couse Book for Elementary Level» published in 2022. This module contains material for 16 meetings for semester one and 15 meetings for semester two. Sulistianingsih examined the impact of the Online versus Paper-Based Instruction module on reading and the student's motivation after implementing both Instruction modules.

Rudian & Ghozali conducted a study to evolve a supplementary reading module through a Contextual Teaching approach for students of SMA SahabatQu and describe the efficacy of the module. Similarly, the contextual English reading module provided additional learning resources for students. Aini et al carried out a study to create an e-Module-based Content-Based Instruction and measure its success in reading mastery of the fourth-semester students of English Education. Alseweed investigated the efficacy of a proposed Intensive Preparatory Academic Module in preparing novice English major BCC students for the transition from the high school environment to the learning atmosphere in a college setting.

All these modules enhanced the students' language skills as targeted in the module. The contents of the module and objectives are certainly very sloppy. This assumption is in line with the preliminary study conducted through observation which showed that using this module alone cannot make students really understand what simple present tense is and all kinds of pronouns such as subject pronouns, object pronouns, possessive pronouns, possessive adjectives, reflexive pronouns. To prove and scientific this assumption, this present study will be carried out with the objectives to test whether the module is efficacious for improving the novice students at IAI Al Qolam Malang who are taking the PBA course in reading

scholarly journals and to figure out their perceptions regarding the effectiveness of the English language module in assisting them in reading scientific journals.

The result of this present study is expected to be a consideration for PBA leaders to return to using the module or at least have the module carried out comprehensive and in-depth improvements, especially is really designed to help students able to read scientific journals in English.

B. LITERATURE REVIEW

English language modules play a pivotal role in language education, particularly for novice-college students who are often transitioning to higher education with varying levels of English proficiency. These modules are designed to enhance students' language skills and prepare them for academic success. In recent years, several studies have explored the effectiveness of these modules and their impact on students' language development. One notable study by Smith emphasized the importance of designing English language modules that align with the specific needs of novice college students.

Smith's research highlighted that tailoring module content to the academic context and incorporating real-world language scenarios could significantly enhance students' language proficiency. Their findings indicated that the integration of digital resources, such as online language platforms and multimedia content, could positively impact students' engagement and language acquisition. This technological dimension in language module design aligns with the ever-evolving digital landscape of education. However, despite the potential benefits, some studies have also identified challenges associated with English language modules.

For instance, Chen pointed out that resource limitations and inadequate training of instructors can hinder the effective implementation of language modules. In conclusion, the literature suggests that English language modules hold promise in enhancing the language skills of novice college students. Complex sentence structures, dense technical language, and the organization of scientific articles can pose challenges for readers. The transition from high school to college can be

challenging, marked by adjustments to the academic environment, increased independence, and exposure to new social and educational experiences.

Research indicates that novice college students may face various academic and socio-emotional challenges during this transitional phase. Academic challenges often include adapting to college-level coursework, developing effective study skills, and navigating the higher education system. Moreover, the social aspect of college life, such as forming new friendships and establishing a sense of belonging, plays a vital role in students' overall well-being and academic success. Novice college students' experiences are influenced by factors such as their pre-college backgrounds, socio-economic status, and cultural diversity.

First-generation college students, for instance, may encounter unique challenges in adapting to the college environment. Additionally, the role of student engagement in the college experience cannot be understated. Research by Kuh highlights the importance of engaging novice students in active learning, extracurricular activities, and meaningful interactions with faculty and peers. Supporting novice college students in their transition to higher education is crucial not only for their individual success but also for institutional retention and graduation rates.

In conclusion, novice college students are a diverse group facing a myriad of academic and socio-emotional challenges during their transition to higher education. Further research in this area can contribute to the development of targeted interventions and programs tailored to the unique needs of novice college students.

C. RESEARCH METHOD

This design involves assessing participants' reading comprehension skills in scientific journal articles before and after they have undergone a specific pathway or intervention. Participants are tested on their comprehension abilities through a pre-test, which serves as a baseline measurement. The comparison between pre-test and post-test results helps evaluate the effectiveness of the pathway in enhancing participants' ability to read and understand scientific journals. This research design

provides valuable insights into the impact of the intervention on participants' scientific reading skills.

In the initial phase, a pre-test assessment is conducted to establish the baseline skills and comprehension levels of the participants related to reading scientific journals. This baseline measure serves as a reference point, providing insight into participants' initial capabilities before they engage with the structured pathway program. Participants actively participate in this program, which may include modules on scientific terminology, research methodologies, critical reading strategies, and effective note-taking techniques. The structured pathway program is designed to equip participants with the necessary skills and knowledge to effectively read and understand scientific journal articles.

This phase aims to provide participants with targeted instruction and resources tailored to enhance their abilities in this specific domain. The third and final phase involves a post-test assessment, which takes place after participants have completed the structured pathway program. This assessment measures the extent to which participants have improved their skills and comprehension levels in reading scientific journals compared to their baseline performance established during the pre-test. Statistical analysis techniques, such as paired-sample t-tests, will be employed to quantitatively determine whether the structured pathway program has resulted in significant enhancements in participants' abilities to read and comprehend scientific journal articles effectively.

Twenty-five of them are assigned to be the participants with the use of random sampling. Qualitative data, such as participant feedback or comments, may also be analyzed to gain insights into participants' experiences with the intervention.

D. FINDING AND DISCUSSION

FINDING

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	.00	20.00	10.8333	3.71444
Posttest	24	.00	25.00	6.3750	8.00984
Valid N (listwise)	24				

Here are the descriptive statistics belonging to both pretest and posttest provided in Table 1. This possibly means that the instruction of English language module is unable to improve the Novice students' reading skill of scientific journals. There is significant difference in reading scientific journals of Novice students of IAI Al Qolam Malang before and after using English language module as the treatment. Accordingly, inferential statistics to justify the research hypothesis is conducted later on.

In conducting inferential statistics, it is commonly recommended to perform tests for normality and homogeneity of variance before proceeding. However, In the context of a pretest and posttest one- group design, normality and homogeneity assumptions for inferential statistics are often considered unnecessary . Therefore, in this present study Inferential statistics is directly employed for verifying hypotheses i. This means that Null Hypothesis is accepted.

Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	14 ^a	14.96	209.50
	Positive Ranks	9 ^b	7.39	66.50
	Ties	1 ^c		
	Total	24		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Test Statistics^a

	Posttest - Pretest
Z	-2.204 ^b
Asymp. Sig. (2-tailed)	.027

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Table 2, it can be concluded that the instruction using English language module is unable to improve the Novice students' reading skill of scientific journals at IAI Al Qolam Malang.

DISCUSSION

The impact of various teaching methodologies and potential barriers to effective language acquisition also warrant comprehensive investigation.

Furthermore, an examination of the sociocultural context and linguistic background of the students could shed light on how these factors interplay with the English language instruction. Perhaps there are unique challenges faced by novice learners at IAI Al Qolam Malang that demand a tailored approach to language acquisition. Only through this multifaceted analysis can we unlock the nuanced reasons behind the apparent ineffectiveness of the English language module in improving the reading skills of novice students in scientific journals at IAI Al Qolam Malang.

Meanwhile, The research findings reveal a noteworthy observation regarding the efficacy of English language modules in enhancing the reading skills of novice students at IAI Al Qolam Malang when it comes to scientific journals. In light of these findings, educators and curriculum developers may need to reassess the suitability of current English language modules for novice students aiming to engage with scientific literature. Addressing these concerns may involve tailoring language modules to better cater to the unique challenges posed by scientific journals. Additionally, this research underscores the importance of incorporating diverse instructional strategies that go beyond language modules, aiming to holistically develop students' abilities to comprehend and analyze academic texts.

They highlight the significance of adapting teaching methodologies to the evolving needs and diverse learning styles of students. As the landscape of education continues to evolve, embracing flexibility in language instruction becomes paramount. This research calls for a nuanced approach to language learning, encouraging educators to consider alternative strategies and resources that may better resonate with novice students navigating the intricacies of scientific discourse. In conclusion, the research not only sheds light on the limitations of current instructional methods but also serves as a catalyst for a broader conversation on the dynamic nature of language education.

By acknowledging and addressing these challenges, educators can pave the way for more effective language instruction tailored to the unique demands of reading scientific journals.

E. CONCLUSION AND SUGGESTION

CONCLUSION

Based on the statistical analysis conducted, it has been observed that the use of an English language module fails to enhance the reading skills of novice students in scientific journals at IAI Al Qolam Malang. This outcome raises questions about the effectiveness of the current language module in catering to the specific needs of novice learners in the context of scientific literature.

It is imperative to consider factors such as the language proficiency level, teaching methodologies, and the nature of scientific content in designing instructional strategies that foster meaningful improvement in reading skills.

SUGGESTION

Based on the statistical findings, it is evident that the English language module has not proven effective in enhancing the reading skills of novice students when it comes to scientific journals at IAI Al Qolam Malang. In light of these results, it is recommended to consider tailored interventions that cater to the specific challenges faced by novice learners, potentially incorporating more interactive and culturally relevant teaching methods.

This might involve exploring the integration of multimedia resources, peer collaboration, or incorporating elements of the local context into the English language instruction.

REFERENCES

- Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. In P. D. Pearson (Ed.), *Handbook of Reading Research* (pp. 255-291). Routledge.
- Astin, A. W. (1993). *What matters in college? Four critical years revisited*. Jossey-Bass.
- Braxton, J. M., Milem, J. F., & Sullivan, A. S. (2008). The influence of active learning on the college student departure process: Toward a revision of Tinto's theory. *Journal of Higher Education*, 79(5), 535-563.
- Chen, L. (2020). Challenges and Solutions in Implementing English Language Modules: A Case Study. *Journal of Language Education*, 45(3), 265-280.
- Horn, L., & Nuñez, A. M. (2000). Mapping the road to college: First-generation students' math track, planning strategies, and context of support. *Education Statistics Quarterly*, 2(4), 38-43.
- Johnson, A., & Brown, K. (2019). Integrating Technology into English Language Modules: Enhancing Engagement and Proficiency. *Journal of Educational Technology*, 36(2), 145-160.
- Kuh, G. D. (2009). *The national survey of student engagement: Conceptual framework and overview of psychometric properties*. Indiana University Center for Postsecondary Research.
- Myers, J. L. (1993). Textbooks and lectures: Complementary sources of information in the undergraduate curriculum. In J. L. Myers & J. A. Niles (Eds.), *Texts and Textuality* (pp. 49-60). Academic Press.
- Smith, J. (2017). Tailoring English Language Modules for Novice-College Students: A Contextual Approach. *Journal of Language Teaching*, 22(1), 55-70..
- Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1(2), 117-175.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (Vol. 2). Jossey-Bass.
- Perfetti, C. A., & Roth, S. F. (1981). Some of the interactive processes in reading and their role in reading skill. In A. M. Lesgold & C. A. Perfetti (Eds.), *Interactive Processes in Reading* (pp. 273-303). Erlbaum.
- Pressley, M., & Afflerbach, P. (1995). *Verbal protocols of reading: The nature of constructively responsive reading*. Routledge.
- Pichert, J. W., & Anderson, R. C. (1977). Taking different perspectives on a story. *Journal of Educational Psychology*, 69(4), 309-315.).
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). University of Chicago Press.