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Development of English Curriculum Design For Active Learning: A Step-by-Step Guide to Creating Engaging and Effective Learning Experiences

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Abstract	The theory of "English curriculum design development for active learning" centers on an imaginative approach to planning English education modules that promote active learning strategies. The paper analyzes the standards and procedures included in the creation of educational modules that empower student engagement, grounded consideration, and collaborative exercises. The paper highlights the importance of matching instructional objectives with intelligent educational strategies, which ensure that learners are not passive recipients of information, but rather make students more active in English language learning. Through a blend of hypothetical systems and sensible applications, the contemplation diagram hones in on the best abilities for teachers who wish to implement viable dynamic learning methodologies in their English dialect classrooms. The suggestions of this educational module plan for enhancing dialect proficiency and fostering an energetic learning environment are thoroughly examined, emphasizing the part of flexibility and student-centered instructional methods in modern instruction.

1. INTRODUCTION

Curriculum development is a crucial aspect of education that serves as the foundation for creating effective and meaningful learning experiences. In the context of English education, a good curriculum design should not only meet academic standards, but should also be able to encourage students' active engagement in the learning process. Active learning, which emphasizes student participation in learning

activities, has been shown to improve comprehension and retention of the material taught (Johnson & Smith, 2019).

In the current era of globalization and technological advancement, the challenges for educators are increasingly complex. They are required to design a curriculum that is not only relevant to student needs, but also responsive to social and technological changes. According to Brown (2021), "An effective curriculum must be able to adapt to the needs of students and the times, thus creating a dynamic and interactive learning environment" (p. 78).

In Indonesia, English curriculum development should consider the local context and the specific needs of students. This is important to ensure that students are not only recipients of information, but also actively involved in the learning process. As stated by Widiastuti (2022), "The integration of active learning in English curriculum design can increase student motivation and engagement, which in turn contributes to the achievement of better learning outcomes" (p. 123).

This article aims to explore the key elements in the development of English curriculum design that supports active learning, including goal setting, selection of teaching methodologies, and appropriate assessment. By understanding these principles, it is hoped to create a curriculum that is not only effective, but also engaging for students.

Based on the background of the research, the research problems are formulated as follows:

1. What specific active learning strategies can be integrated into the English curriculum to enhance student engagement and learning outcomes?
2. What are the essential components of a curriculum design framework that supports active learning in English language education?

2. METHODS

The research uses a literature study method which is very important in curriculum development. This method involves collecting, analyzing, and synthesizing information from various sources such as scientific journals, books, research reports, and other related documents. The aim is to gain a comprehensive understanding of the topic being researched, in this case curriculum development. The English curriculum design can be developed to better support active learning. Literature study will be a very useful tool to gather information and in-depth understanding of this topic.

3. FINDINGS AND DISCUSSION

From the results of the research entitled "DEVELOPMENT OF INTERACTIVE MULTIMEDIA LEARNING ENGLISH DESCRIPTIVE TEXT MATERIALS FOR

SMP/MTs STUDENTS" we can see from the results of their research trials:

Test results 1:

Media Expert Validation Results Media expert validation results in the display aspect received a score of 4 (good) with an average score of 4.0 in the good category from the 11 indicators assessed. In the programming aspect, there are 14 assessment aspects with details of all aspects assessed getting a score of 4 (good) with an average of 4.0 in the good category. The two aspects assessed received a good category with a total of 100 and an average of 4.0. These results show that the multimedia developed is suitable for field trials by making revisions according to media expert suggestions. A summary of the results of the media expert assessment is presented in Table 5.

One-on-One Trial Results The aspects assessed at this stage are learning aspects, material aspects, and media display aspects. The assessment results show that three aspects assessed by three students with a total of 11 assessment indicators obtained very good results for each aspect. The learning aspect received a very good category with a total score of 39 with an average of 4.33. In the content aspect, the number of scores obtained was 67 and the average was 4.33 in the very good category. In the display aspect, the total score is 42 and the average is 4.67 in the very good category.

Test results 2:

Results of Small Group Trials The aspects assessed were learning aspects, material aspects, and media display aspects. The assessment results show that of the 11 indicators assessed by 9 students, they received positive responses in the good category for each aspect with an average of 4.26 for the learning aspect, 4.33 for the content aspect, and 4.63 for the appearance aspect.

Test results 3:

Results of Operational Trials Analysis of Learning Outcomes Data (pre-test and posttest) Analysis of student learning outcomes data is calculated using the standard gain technique, namely the increase in score is obtained by the final score (post-test) minus the initial score (pre-test) then divided by the result of the reduction between the maximum score and the initial score (pre-test). The criteria for product effectiveness are determined based on the results of the students' pre-test and post-test seen from the average gain score of all class VII students.

Test results 4:

The pre-test and post-test results obtained by students based on the table above show that the lowest and highest scores of students on the pre-test were 3.0 and 9.00 with an average of 7.23, while the lowest and highest scores of students after using product (post-test) of 7.00 and 10.00 with an average of 9.10. The increase in student learning outcomes (gain score) after using the product was 21.65 with an average of 0.72, including the high category. It can be concluded that the product developed is effective for use in the teaching and learning process. Analysis of Field Trial Student

Assessment Data The field trial was carried out with test subjects totaling 30 students in the computer laboratory of SMPN 3 Kalasan Yogyakarta. Student assessment sheets are given after students use learning multimedia.

4. CONCLUSION

Developing an English curriculum design for active learning is a crucial step in creating an effective and relevant learning experience for students. This process involves systematic and targeted planning, taking into account various key elements such as learning objectives, content, teaching methodology, and assessment. Curriculum designs that support active learning not only encourage student engagement, but also develop critical and creative thinking skills through interactive methods such as collaborative and task-based learning.

The research results show that the use of interactive multimedia in English learning can increase the effectiveness of the teaching and learning process. Validation by media experts and trials carried out show that the product developed is suitable for use, with positive assessments from students in various aspects. The significant increase in learning outcomes between the pre-test and post-test indicates that this approach is successful in improving students' understanding and skills.

Overall, developing a curriculum design that focuses on active learning and the use of educational technology can make a positive contribution to the quality of English education in Indonesia, as well as prepare students to face challenges in an ever-changing world.

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