

The Development a 3D English Module Based Character for English Lesson in 4th Grade of Elementary School

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Abstract

English teaching at an elementary school in Indonesia has experienced some changes in the curriculum in 2013. Based on the curriculum, 2013 is not obliged to teach English to students, so English lessons become a local subject that teaches material based on KI (*Kompetensi Inti*) and KD (*Kompetensi Dasar*). The teacher applies local content learning based on KI and KD because it is in accordance with the achievement target and is directed and structured according to the age level. That statement makes the current research to develop a module to help students easily study. The module that the current research develops is a character-based, three-dimensional module. In accordance with its research goals, this study used the ADDIE research and development (R&D) methodology (Analysis, Design, Development, Implementation, and Evaluation). The findings of this study demonstrates the need to gather expert and student input to determine whether product development is both practical and valid. 1) Validation by material and linguistic experts receives 87.3%, meeting the criteria for a good product that is genuine and does not require change; 2) Media expert validation received 96.6% of the vote; the superior product criterion is very valid and does not require adjustment; 3) The student evaluation of the product trial received 87.62%, with the criterion being a good product. The meaning is valid and does not require revision. Based on the findings, this study can be concluded that research hopefully can help students understand English lessons, so the students can improve their motivation to study English.

Keywords: *development, English, module, character*

INTRODUCTION

Elementary schools implement English as one of the local content choices in their school-based curriculum. English teachers are responsible for more than just teaching English to young learners, but also becoming material designers (as one of the classes). As a result, elementary school English teachers require theoretical knowledge. It is based on teaching and studying English to young students. Students will be able to design resources, teach, and assess young learners if they have theories on how to teach English to them, as well as make recommendations for approaches, methods, and strategies to be implemented.

The development to English in elementary schools has experienced several problems, so that it has not been able to achieve satisfactory results. This suggests there are still some issues that limit the development of English. One of the issues is that the use of English sparks debate among English teachers. Students can continue to the next

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level easily without being surprised when they receive English lessons; second, the understanding of a language is more easily accepted by elementary school students, so English is needed at the elementary level; third, in this era of globalization, where all systems use English, introducing the English language from an early age will make it easier for elementary school students to accept technology well.

The curriculum 2013 is not obliged to teach English lessons to students, so English lessons become a local subject that teaches material based on KI (Kompetensi Inti) and KD (Kompetensi Dasar). The teacher applies local content learning based on KI and KD because it is in accordance with the achievement target and is directed and structured according to the age level. In the teaching process, the teacher should have a method or learning media that can overcome several problems, one of which is learning media. At the elementary school level, students use LKS (Lembar Kerja Siswa) books or hand books as determined by each school's policy. The content contained in the LKS has several standard topics. Besides that, due to the lack of learning media The media has a role in explaining abstract things and showing hidden things. The complexity of learning materials has a solution. Even in certain cases, the media can represent the lack of teachers in communicating subject matter (Hendra cipta et al. 2017).

The personality of a student cannot be formed in an instant in the student's body. The development of this character requires a protracted teaching and learning processing school. Then, in order to aid students' learning, teachers must not only be prepared to impart knowledge to them but also be able to instill in them a strong moral code and effective socialization with their peers and society. Learning materials that are appropriate for the educational goals and focus on the student's morals, values, and personality are required for the learning activity. a book, module, student worksheet, picture, or other instructional resource. This can improve some skills in the Curriculum 2013.

The distribution of both facilities and media that serve as supporters in the learning process is also influenced by these issues. Participants who study English in urban areas have better English skills than rural students. Access to actively participate in English, supportive advice, competent educational staff, and effective learning media appropriate to abilities at that level As a result, one of the keys to mastering English is to actively continue to use English or to be actively involved in using English (target language), as most students in urban areas do (Maduwu, 2016:5).

One of the aims of this research is to develop a module-based character as a source of learning material. Thompson (2002) argues that character education has an impact on kids' behavior. Furthermore, it is strongly recommended that character education be included in the curriculum. It isn't a particular topic. It covers a wide range of topics, including music and the arts. To meet the objectives, classroom regulations should be based primarily on noble character concepts, and teachers should serve as role models for these values.

Affective values are often overlooked by the younger generation in today's world (Susanto, 2013). Due to the existing centralistic structure and the classical educational approach, this is most certainly the case in general. The goal of education should be to help pupils enhance their skills. Their psychological, moral, emotional, physical, and spiritual health are fundamental traits. Recent developments appear to have resulted in the establishment of a number of affective development-focused instructional strategies (Muhtar & Dallyono, 2020:396). Some early observation syndicate that character education is implemented in a highly constrained setting, namely the classroom. The classroom has some formal structure and demands are placed upon it. As a result, students' movement, perspectives, and thinking will be limited (Muhtar & Dallyono, 2020:396).

According to Gold schmid(2014), learning modules are structured learning activities that are used to help students achieve specific goals. A module is a collection of learning materials that are organized methodically and compellingly so that the learner can complete them on their own and develop the desired capabilities. Students can learn how to master the content's completeness so they can comprehend it all with the aid of the module.

The good module relates to the appropriate curriculum and has a goal to be met in terms of learning indicators to be met by students, as well as being an adult. There are examples and exercises in the module to help students have a better grasp. The use of an English-module can support and introduce material English based on KI and KD in local context, according to what is needed at that age. Making the English book-based character for the fourth grade of elementary school has its own character. The English module has different sizes and nuances. The module can make it easier for teachers to teach material according to competence and apply according to existing guidelines and has a new design for easy study.

METHOD

Research and development was used in the research design. The design of this research is classified as intro research and development (R&D) since it works with the construction of module understanding materials. This study was carried out through implementing Research and Development (R&D) with the goal of generating a new media product to help students learning English. The ADDIE model was used to execute the Research and Development (R&D) idea in this study (Farah, et al, 2021). Learning media are developed through study and development in accordance with the current research goals.

This study focuses on 13 students from MI PSM Tempursari Mojo Kediri. The students were chosen because they show an interest in English and are actively involved in English learning. In the process of teaching and learning, some support media or methodology is required to improve the quality of teaching, and each student has a unique personality that they demonstrate every day. There were 13 students in the class; 9 of them were male and 4 were female.

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The criticism, ideas, and comments topic tests were used in this study, and the results were qualitative. Direct or indirect interviews; the questionnaire's description section; and the developer's observations collected while the product was being developed and used in the learning process to gauge interest in the product were all used to gather qualitative data. As for teaching materials, interviews with students and teachers were done to obtain feed back, criticism, and ideas from users. The second, quantitative data, refers to the test subject's form assessments. A questionnaire provided the quantitative data. A questionnaire that can be used to examine product language experts, design and content experts, teachers of elementary school, and students.

To establish the validity, quality, and interest in trialing the subject product, Describe all information obtained from the questionnaire, interview, observations, and suggestions. Data from the questionnaire was translated using a five-level Linkert scale, then evaluated to determine the proportion of item result for each answer from each questionnaire statement item. In addition, the obtained score (percentage) is compared to the criteria listed in the table below(Akbar, 2013:40-41).

Table1.The level of vailidity criteria

ValidityCriteria	ValidityLevel
85,01%-100%	Valid; can be used without revision
70,01%-85%	Fair; can be used with small revision
50,01%-70%	Less; Proposed to be unimplemented because need major revision
1%-50%	Invalid; forbidden to be implemented

Purwanto (2009) said a practicality questionnaire was given to the teacher and students to know their perceptions toward the use of a 3D English Module Based Character in the classroom in terms of aspects of ease of use, efficient use of time, and benefits. The assessment and responses from the questionnaire by validation specialists are used as material to improve the product generated as a consequence of the data analysis.

RESULTS AND DISCUSSION

Analysis

Based on the background of this research, the objectives of education are to construct, create, and grow character values in the self of the student in order to produce intelligents tudents who act on those values, in addition to providing and imparting knowledge and information. To achieve the genuine of education objective, students must establish and form character values in themselves through learning activities and need material learning that emphasizes character values. And, as a result, there is no

material for learning English that focuses on character values. However, the writer is the author of an English subject book that can be used in the 2013 curriculum. Septiarti Wijayanti, published by Prima Publishing, is based on and integrates character values, but only mentions them in the experiment activity, not directly with the material. As a result, character qualities are closely linked to the material and activities that students participate in during module development.

Design

In designing the English module, the researcher made a module with three-dimensional based characters. The material of the English Applied Curriculum 2013 of fourth grade has two parts. They are the English module and the Pop-Up book. It is supported by understanding and completing modules to be easy to study by students. The pop-up book has some stories based on the themes of the English module. The English module was designed by integrated character content for the initial trimester of grade 4. This level was chosen based on the topic because the student has been wanting to learn about things for a while. The English subject should be taught basic material like vocabulary and begin to practice skills in English.

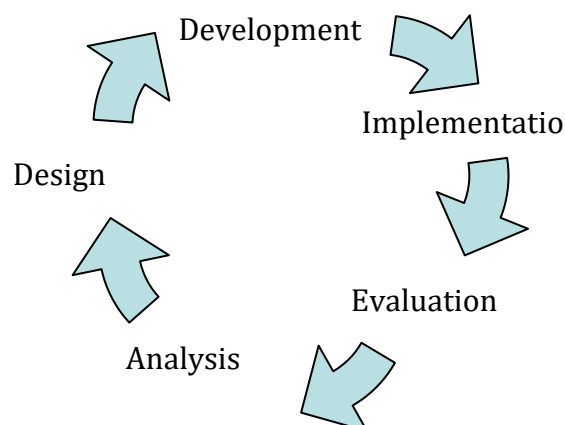


Figure1. R&D based on ADDIE model

Development

The back cover of the module offers a brief synopsis of the content and a discussion of English. The module's title is "HAPPY with English." 1) The pre-activity, which consists of delivering competency standards, base competencies, learning objectives, and introducing material, as well as gathering data from students regarding the subject to be covered, is one of the activities that make up a module. 2) The primary activity consists of the subject matter, illustrations serving as examples, arrange of character traits, student activities, and practical exercises that can illustrate the characters of kindness and greeting in Chapter 1, honesty and offering an apology in Chapter 2, and assistance in Chapter 3. 3) The post-activity goals of the competence test, practical exercise, vocabulary practice, and note-taking are intended to improve student

understanding. All the compositions on the module are organized in accordance with the layout, so they are balanced on the matter with other compositions. Description of the contents of the module using A4 paper using Calibri, Times New Roman and Comic Sans fonts in sizes 11,12, and 14. The Pop Up book use Calibri and Comic Sans fonts with sizes 12, 13, 14, and 16. Using A4 paper, that kind of paper is ivory. any part of the contents of books and pictures in design attractively. When children read the material, they are not tired or bored.



Figure2. The Pre-activity content of English module



Figure 3. The main activity content of English module



Figure 4. The post-activity content of English module



Figure5. The pop up book

Implementation

The research was conducted at MI Tempursari, located in Tempursari village, Mojo sub-district, Kediri district. MI was one of the schools in Tempursari that was religiously based. This school is to be placed in that implementation English module. The subjects of this research are 13 students. The students were chosen because they show interest in English and they are active in English learning. In the process of teaching and learning, they need some support media or method to improve the quality of teaching. Each student has a special characteristic that they always practice every day. The class consisted of 13 students, 9 of whom were male and 4 of whom were female.

Based on the assessment data from implementation conducted on 13 students in 4th grade in MI PSM Tempursari Mojo Kediri, the development module has been useful for use in the educational process and can engage students in their studies. When a module's validation percentage from assessment data is 87,62%, it can be utilized successfully in English lessons and doesn't need to be altered.

Evaluation

The assessment of implementation in the fourth grade served as the basis for the evaluation procedure. These are some of the assessments. 1) When given the results of a development module, students are highly enthusiastic, 2) When using a module in a learning activity, students are extremely interested in the module as a whole. When the students pay attention to the teacher's explanation, it is evident that some of them see the module through to the last page and then repeat it from the beginning page to the last page. The teacher is reprimanded for not paying attention to the teacher's explanation. 3) When a module includes a vocabulary component, students get better at learning new words and their meanings quickly. 4) Students pay close attention to their teachers and complete the module's exercises correctly. 5) The children are rushing to get the materials they need in order to create artistic works, such as trash cans, in order to foster their creativity and environmental awareness. In addition, when they collaborate to create garbage cans, the students support one another and solicit assistance. 6) When given a group project, students collaborate well and take their assignments seriously. 7) Students can participate in the learning process by using this module, asking and answering teacher-provided questions, and explaining things to classmates who are confused because each student has a different learning style, 8) According to the findings of the research, pupils respond favorably when they open the Pop-Up section. They feel happy when they see the pop-up. 9) To increase motivation to learn English, each student is extremely curious about the form of Pop Up and the content of the story. 10) When the kids are given a task, they take it seriously and complete it on their own. But, if any of their friends have questions, they offer an explanation or recommend asking the teacher.

Discussion

It is clear from the discussion above that the learning resources created in the form of a 3D English module based character consist of 1) developing a module containing English language material based on KI (Kompetensi Inti) and KD (Kompetensi Dasar) grade 4 elementary school SD/MI, which is packaged in the form of a character-based module with three-dimensional characters in the form of a Pop Up. 2) The product that has been developed is then validated in two stages by one lecturer who is a media expert and one teacher of grade 4 SD/MI as an expert on material and language. 3) The first stage of validation before revision by media, material, and language expert validators yielded 85% and 79%, respectively. 4) While the results of the second stage validation percentage after revision by media expert validators, material and language, respectively, are equal to 96% and 87.3%, the media is included in the "very feasible" category to be developed. 5) On a field test, it was tested in one school, which obtained a percentage result of 87.62% with the product category "very feasible" as a learning medium. The results of the study can be stated that the character-based English module is very interesting to use as a learning medium in grade 4 SD/MI.

The result of this study to develop the 3 dimensional English module based character for 4th grade has a good response from respondents. This is in accordance with the results of the plan to make a module made with three-dimensional and character-based components. The current research has found the quality module has excellent characteristics in that it is pop-up, gives systemic composition, and is interesting to use by students in achieving the learning objective. According to Prastowo(2015), a module is made to facilitate individual learning; they are a sort of educational material that can support the learning process. The module is made up of educational materials that are methodically organized with simple-to-understand language by pupils according to their age and knowledge level. As a result, the kids are able to study independently with little direction from the teachers.

The difference between the current research and previous studies is the subject lesson that is intended to develop into a module, whereas the subject of previous studies is natural science and was conducted by Andayani (2020) using the Indonesian language, whereas the subject of current research is based on the English language. In aprior study, the study subject generated modules for elementary school students in basic science, and the current research developed modules for elementary school students in basic English. From these two studies, the current research shows that there is a pop-up as a 3-dimensional form on the English module, with the presence of the pop-up that makes students interested and makes this module unique, which can make students and teachers use the module.

The statement in the previous paragraph states that the module made by the researcher is a character-based English module which contains English material based on KI and KD grade 4 elementary schools. From the KI and KD, the current research took 4 kinds of material, which were simplified into 3 big topics, namely: greeting and leave-taking, asking and giving apology, and helping. Within the scope of the material, there are English language skills that must be taught by students. According to Harmer (1990:16), the four main abilities to be noted are speaking, reading, and writing. One of the four skills taught in an English lesson is speaking, which is used for interpersonal communication. In an English lesson, students should develop their listening, speaking, reading, and writing skills. To advance those abilities, certain elements—such as vocabulary, grammar, and pronunciation—are used. All of the skills should be attainable for learners through practice.

The results of an interview with an English teacher at MI PSM Tempursari Mojo Kediri stated that the product developed could be said to be a learning medium that can help students learn. Then they also added that it is easier for students to be interested in learning media that are new and have never been applied in school so that it raises student interest in learning. That resulted in a statement from Wijaya. According to Wijaya (2014), modules can be viewed as program packages arranged into certain units for learning purposes. A module is a type of teaching material that is presented in a complete and detailed way and contains a number of planned and created learning experiences that are meant to aid students in mastering particular learning objectives.

This current research has found that the character-based 3-dimensional English module for grade 4 SD has a highly positive response from both teachers and students. In addition, Sudjanan (2013) found that other books mention some of the values and benefits of media as teaching aids in the student learning process. Among them is that teaching becomes more attractive to students so that it fosters learning motivation. They are: a) providing a clearer meaning in teaching so as to enable students to achieve learning objectives; b) being a variation in which teachers no longer employ verbal communication through the teacher's explanation in the learning process; c) activities for students become more like observing, doing, demonstrating that the student does not always just listen to the teacher talk in front of the class. The result of current research has similarity with Sudjanan (2013) that student activities make them understand and show interest in the lesson if it is supported by a supportive teaching process, one of which is the application of media such as modules, that can help and increase teacher motivation in providing material. In addition, if the teaching process has a pleasant atmosphere, the atmosphere in the class will support and make it easier for the teacher to explain. so that students can receive the material well, feel comfortable and easily absorbing the material, and be interested in continuing to learn by applying the module.

The difference between of the rresearch and the current research is that the English module has a special component that students find interesting. It is a pop-upbook that has short stories and gives information about moral values in each chapter. According to Trihartini (2016), pop-up books are books with paper elements on thepages that can be manipulated by the maker to make them look real. This allows thereader to entice the reader to pay attention to the story as they await what surprises thenext page will bring to you. According to Febrianto and Muhammad (2014), a pop-up is a type of book or card in which there are folded images that are cut and appear to form athree-dimensional layer when the page is opened. So as to maximize learning outcomes, pop-up books are expected to be an alternative medium for students to read at the beginning of the year. So, a pop-up book is a book that displays book pages in which there are folds of cut images that form a three-dimensional layer that can also be moved so that it does not bore the reader (Sholikhah, 2017). According to students, the 4th explained English module-based character makes them happy and interested in opening and reading this book again. This result, as a finding by Vembrianto (1981), reveals five characteristics of the module: The module gives a simple and complete teaching package; the module includes a series of well-designed and well-tested learning activities; and the module contains learning (teaching) objectives that are formulated explicitly and specifically.

The current research that has been conducted and the development of a character-based English module that contains a 3-dimensional building makes this module eligible to be used in the teaching and learning process. This is in accordance with the results of the assessment of material, language, and media experts, who have a "very good" assessment. In addition to this, students and instructors have responded favorably to the

created module with a "very good" predicate. This pop-up media has the aim of increasing the attractiveness of students to learning English easily, so that the buildings contained in the pop-up must be in keeping with the information or concept that the chapter contains. In addition to having to refer to the material, the pop-up must also apply an educational and Islamic character message. The result is similar to Trihartini (2016), that is A pop-up book is an interesting paper art form that forms a three-dimensional structure when opened and a two-dimensional structure when closed. Pop-up windows cannot only create 3D shapes but also use actions that make the reader happy. The pop-up book learning medium is considered very interesting for students because it can convey a depiction or visualization of the shape formed by the way it moves, folds, and appears, finally leaving admiration for students when turning each page. The advantage of this pop-up book teaching medium is that it leaves a special experience for students because it involves them in such activities as seeing, opening, sliding, and folding the pop-up book. This situation certainly leaves a unique image for the reader to make it easier to access memory when using this medium. The result that has been explained showed a similar result to Sholikhah (2017). Pop-Up Books can be used as an alternative learning medium that is able to arouse children's imaginations and is a practical medium both in use and manufacture. They only need to make drawing patterns on paper, after which they are cut out and pasted on cardboard, so it becomes a Pop-Up Book. Picture patterns can be made at will or adapted to the student's experience.

Given the benefits of the K13 curriculum listed above, it is suggested that English be taught in elementary schools so that students can begin learning and using the language at a young age (Rafika et al., 2021). It can be seen from the module design made by this study that this module has an interesting character to use, implements character education that is packaged well using pop-up buildings according to the theme of each chapter, and there is a moral view of each chapter by providing the hadith and explanation of the meaning of the hadith. The current research also adds to the list of pages with the presence of English games which involve material and vocabulary addition, and no less important is the creation of modules in the form of content, materials, and full-colour designs that make students happy to read and not bored to learn. From the explanation above, the researchers directly created interactive learning media and used easy-to-understand concepts to learn (Lasmiyati, et al., 2014). So these results are similar to those developed by Abe (1991), who said that instead of reading, we can utilize flash cards, photos, and a variety of things and realia to bring the classroom to life and make it more resemble the outside world. The use of these tools can help the teacher become more of an observer and facilitator while also enabling the students to learn how to utilize the language and benefit from what could be a truly great experience—being able to communicate with people from all over the world in a foreign tongue (Unika, et al., 2020).

In the previous paragraph, it was mentioned that teaching English is fun and in accordance with the latest ideas. This makes researchers and educators continue to

work and make teaching fun. Many people already know that the elementary level is an age where they have a high curiosity, a passion for exploring, and an easy grasp of learning. Well-programmed teaching of moral values can be a solution to changing students' behavior and character (Meindl et al., 2018). Meindl et al. explain that schools that promote character education can positively contribute to the students' moral development. In addition, Meindl et al. state that moral values teaching should be conducted by considering some aspects; namely, character education is given indirectly; teachers should provide the virtues and the moral values packaged in school programs. Curren (2017) explains that schools are a supportive environment to shape and develop students' character. Furthermore, character education should be given based on student development to produce positive progress. The strengths of students at that age must be developed according to their age. The researcher has a goal in making this English module, namely the module is designed according to age and applies the concept of character-based three-dimensional media development. The development of this module is tailored to their age and is easy to learn and understand. In addition to the development of the modules themselves, the teaching process, especially the delivery of material, must also be considered. So, with this module, it is hoped that teachers can have high motivation to continue to develop fun teaching and use media that are in accordance with the teaching that has been determined according to the institution. This is according to Vygotsky (1978). Children learn through social context in settings where they are surrounded by people they already know. Children acquire knowledge in social settings and in groups where some people have more knowledge than others. As a result, English teachers should create similar instructional circumstances in their classrooms and social contexts. From these researchers, the summary of their findings is that children still need to follow the educational process that is consistent with their social surroundings.

The results of observations during the study also showed that many students were enthusiastic and focused on doing step-by-step the material being taught. This is in line with Bakar (2014) in his international journal. He claimed that students with high motivation can be identified by a variety of traits, including initiative, diligence, and active engagement in their studies; a resistance to complacency, punctuality, and discipline; as well as a constant pursuit of the best outcomes. Face-to-face school meetings have been used to incorporate character education (Ammatulloh et al., 2022; Fahrannisa et al., 2022; Garad et al., 2021; Haryati et al., 2021; Riyanto et al., 2022). In addition, mastery of various learning methods is also needed by educators so that they can build student interest in learning and increase mastery of concepts. In addition, the teacher becomes a model in understanding the application of character education. Character education becomes fundamental because more students behave immorally and unethically. Also, students do not have freedom of thought (Darling-Hammond et al., 2020; Kristjánsson, 2020; Sahlan, 2014; Saidek et al., 2016). According to the results of the study, the application of images, components in the competence test, in short

stories, Pop Up, and games in the module makes students understand the character of education and Islamic character.

Based on the research results described, the teaching materials delivered by the teachers must be supplemented with character values. Teachers must have an in-depth understanding of the subject matter and visualize it appropriately so that the values conveyed can impress students' memories (Bates, 2019; Pike et al., 2021). Teaching materials integrated with good character values will encourage students to develop positive morality (Berkowitz, 2011; Lovat & Clement, 2008; Narvaez & Lapsley, 2008). For this reason, the capacity and performance of teachers in internalizing character values in the learning process will affect learning outcomes. This current research includes some of the characters contained in this module, including care, greetings and leave-taking, being honest, giving and asking for an apology, giving and asking for help to others, and Islamic characters, such as praying ontime, obeying parents, always saying Assalamualaikum wr. wb to others, and positive thinking. From this explanation, it is in accordance with the theory put forward by Majid and Andayani (2011). Character education discourse emphasizes the importance of spiritual and religious values. They are strongly intertwined with the educational mission. Character education, according to the Islamic world view, consists of three basic components: values, morality, and manners. This moral demonstrates responsibility, good manners demonstrates good behavior, and exceptional character attributes are demonstrated by a decent Muslim who follows the example of Prophet Muhammad SAW. From the application of these characters, this module can meet the goals of teaching English in accordance with the relevant curriculum, despite the fact that elementary school students do not necessarily need to be taught English material. With the results and responses from respondents, it is clear that this module is in accordance with the objectives of the 2013 curriculum, which continues to apply character education and the activeness of students who have great curiosity. In order to fulfill the mandate, character development in Indonesia has become one of the goals of character education in Pancasila and the Preamble of the 1945 Constitution. The effort to support the realization of character building is mandated by Pancasila and the Preamble of the 1945 Constitution with the hope that it will be able to gradually overcome national problems. The national government has constitutionally added character development as a priority to enhance the nation's development. In the current era, character education is emphasized as being carried out in all aspects of life. At the school level, a program called "Strengthening Character Education" is specifically addressed (Presidential Regulation of the Republic of Indonesia No. 87 of 2017). The importance of character education values can be seen from the output or student learning outcomes, one of which is by looking at the effect on student learning achievement. Improving student learning achievement is the main goal and an indicator of the quality of learning (Khadidjah et al., 2021).

CONCLUSION

The goals of the 2013 Curriculum and the national education system are for teachers to instill in their students a belief in God Almighty, a positive outlook on life, and moral principles that guide their behavior. To set goals, researchers build instructional materials that are module-based and help students develop their personalities through classroom or at-home learning activities. Students in the fourth grade of elementary school were consulted as experts on the viability of developing this module for the English module. A media, language, and content specialist is one of the experts who provides feedback for this module.

Following are recommendations for developing teaching materials based on this research: developing teaching materials is necessary to provide students with new knowledge and information; developing teaching materials must be suitable with the characteristics of students and designed in a very attractive manner to stimulate their interest and make them happy to learn; it is also advised to include numerous individual or group exercises to improve students' comprehension and ability.

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