

The Philosophy of Education Integrated in the English Module for Senior High School Entitled *English Language Skill*

Anis Firdatul Rochma

Universitas Negeri Yogyakarta, Sleman, Indonesia

afrochma@uny.ac.id

Article History: Submitted May 30th, 2023; Accepted September 13th, 2023; Published November 24th, 2023

Abstract. Teaching resources, such as textbooks and modules, play crucial roles in English language teaching. Thus, it is considered necessary to assess their contents in portraying the appropriateness with the English learning standards and criteria. However, most studies of printed teaching resources mainly focused on design and organization, grammar, vocabulary, language skills features, and practical organization. Those aspects are considered essential, yet the content analysis related to the philosophy of education is expected to be carried out as well since it holds several values that need to be embedded into English language teaching. Hence, the present study is projected to analyze the contents of the English module designed and created for the Senior High School grade X. This study utilizes the inferential type of content analysis. The data analysis discloses that the English module for Senior High School Grade X is recognized to incorporate three types of philosophy of education, namely pragmatism, existentialism, and progressivism. Each type of philosophy of education is considered able to develop the student's English knowledge and skills. In addition, each philosophy of education incorporated in the English module is likely to assist the students in obtaining significant qualities for their future experiences.

Keywords: contents; module; philosophy of education; teaching resources

Abstrak. Sumber daya pembelajaran, seperti buku pelajaran dan modul, memainkan beberapa peran penting dalam pengajaran bahasa Inggris. Dengan demikian, dianggap perlu untuk menilai isinya dalam menggambarkan kesesuaian dengan standar dan kriteria pembelajaran bahasa Inggris. Namun, sebagian besar studi sumber daya cetak dicetak terutama berfokus pada desain dan organisasi, tata bahasa, kosa kata, fitur keterampilan bahasa, dan organisasi praktis. Aspek-aspek tersebut dianggap penting, namun analisis konten yang terkait dengan filsafat pendidikan diharapkan dilakukan juga karena memiliki beberapa nilai yang perlu dimasukkan ke dalam pengajaran bahasa Inggris. Oleh karena itu, penelitian ini diproyeksikan untuk menganalisis isi modul bahasa Inggris yang dirancang dan dibuat untuk kelas X SMA. Penelitian ini menggunakan tipe analisis konten inferensial. Analisis data mengungkapkan bahwa modul bahasa Inggris untuk Sekolah Menengah Atas Kelas X diakui untuk memasukkan tiga jenis filsafat pendidikan, yaitu pragmatisme, eksistensialisme, dan progresivisme. Setiap jenis filsafat pendidikan dianggap mampu mengembangkan pengetahuan dan keterampilan bahasa Inggris siswa. Selain itu, setiap filosofi pendidikan yang tergabung dalam modul Bahasa Inggris kemungkinan akan membantu siswa dalam mendapatkan kualitas yang signifikan untuk pengalaman masa depan mereka.

Kata kunci: konten; modul; filosofi pendidikan; sumber daya pembelajaran

INTRODUCTION

Teaching resources in English language teaching are likely to be crucial materials since they serve as a foundation of language inputs and practices for the students in learning English (Richards, 2001). As the learning materials, the existence of teaching resources offers several essential roles.

For instance, the teaching resources in English language teaching are necessary to be employed as the references of language competence, classroom activities, presentation process, as well as practice and communication interaction (Cunningsworth, 1995).

Generally, teaching resources are classified into three categories, namely printed, non-printed, as well as both printed and non-printed (Richards, 2001). The printed teaching resources usually consist of books, worksheets, and others. The non-printed teaching resources comprise videos, audio materials, as well as computer-based materials. The other teaching resource containing both printed and non-printed forms are the learning materials provided on the Internet (Richards, 2001). Those teaching resources have been employed in English language teaching and observed in several studies (Malabbad, 2010; Medrea & Rus, 2012; Chen, 2014; Bielousova, 2016). Those studies are basically in line with the fact that teaching resources are significant teaching instruments to develop the English language knowledge and skills of the students.

Additionally, as one of the English teaching resources, a textbook has acquired much attention from several experts. A textbook is a printed learning resource carefully designed and created to cover each material (Richards, 2001). Since the major function of a textbook is to assist both teachers and students in teaching and learning, several studies have been conducted to evaluate and assess textbooks to observe whether the contents are relevant to the standards and criteria of English learning materials (Rynanta & Ruslan, 2013; Al-Ghazo & Smadi, 2013; Sitoresmi, 2014; Muniroh, 2018; Rahmawati, 2018). In addition, other studies have been carried out to reveal the philosophy of education within English textbooks (Sprod, 2020; Mohammad & Bastani, 2022). One of the studies stated that the materials in a textbook are neutral, which means that it does not contain any stereotypes or offensive images of race, gender, and social class (Ryananta & Ruslan, 2013). Nevertheless, although a textbook is considered an essential English learning resource, it is also noteworthy to state the beneficial roles of another printed teaching resource, such as a workbook or module. It seems that there have been only a few interests in the analysis of the English module.

A module is one of the crucial printed teaching materials that is usually employed as a workbook. According to Majid (2006), the module is a book designed to allow students to study freely without the assistance of a teacher, hence the module has at least the essential components of instructional materials described earlier. This requires students to learn independently to enhance learning motivation and results. The module is particularly thoroughly constructed depending on the level of learning of each student, enabling students to study following their capacity. The proposed module may be defined as an entire unit that stands solely and comprises a sequence of learning activities structured to assist students in achieving some precise and explicit objectives (Nasution, 2005).

Due to its function as a workbook, it is important to create a module that is following the materials since each module contains dissimilar learning contents as it depends on the courses taught to the students. For instance, a reading workbook may contain a set of reading texts from each genre along with tasks and exercises for practice skills. Meanwhile, a writing workbook may consist of compositions of text organizations and several topics for the students to write about. Moreover, a grammar workbook may provide examples and exercises to assist the students in developing grammatical knowledge. Thus, an evaluation of the English module is needed to be conducted.

An analysis of the English module had already been carried out earlier (Aryani, 2016; Zuhri, 2018). However, those studies mainly focused on several aspects, such as design and organization, language content, grammar, vocabulary, language skills features, and practical considerations. Those aspects are considered essential, yet the content analysis related to the philosophy of

education is expected to be carried out as well. This is because the philosophy of education holds several values that need to be embedded in English language teaching.

The philosophy of education is one of several branches of philosophy that seeks to comprehend education more deeply by interpreting it through general concepts. The conceptualization of educational philosophy, then, can be used as a guide in constructing educational goals and policies. The educational philosophies that are widely known among educational experts at the present moment are idealism, pragmatism, perennialism, essentialism, progressivism, critical pedagogy, and existentialism.

The primary viewpoint of idealism emphasizes the human spirit, soul, and mind as the most essential elements in life (Murtaufiq, 2014). Additionally, the focal point of idealism is to contribute to the development of mind and self. As a result, education should focus on the learners' potential including their intellectuality, aesthetics, self-realization, moral judgment, responsibility, and self-control. According to idealism, even though learning is a product of learners' activities, the learning process should be made more efficient with the existence of stimulation that comes from the environment. The suggested methods that are suitable in the classroom are questions and discussions, lectures, and projects that are carried out individually or in a group. In the learning process, the teachers should provide an opportunity for the learners to analyze, discover, synthesize, and create a meaningful learning activity. In addition, the teaching and learning process should encourage the accumulation of knowledge and thoughts that are relevant to moral evaluation.

Another well-known educational philosophy is pragmatism which states that the sense of a proposition or idea lies in its practical consequence (Murtaufiq, 2014). On that account, according to pragmatism, the purpose of education is the thorough development of the students either through experiences, self-activities, or learning by doing. The pragmatism presumes that the curriculum should offer learning materials which provide various projects and activities that are relevant to the needs, abilities, interests, and socio-economic conditions of the learners. In the opinion of pragmatism, education is a social process and construction of human experience. Therefore, pragmatists believe that students should be the center of the whole educative process. By arranging several learning activities in which the students are the center of the learning process, the teacher may motivate them to actively promote and foster their language learning autonomy.

The following notable educational philosophy is perennialism. The perennialism believes that the critical and significant ideas, that have already taken place for centuries, are still relevant up to the moment. Therefore, perennials assert that those ideas should be the central focus of education (Murtaufiq, 2014). The perennials consider schools as institutions designed to develop and enhance humans' intelligence since humans are rational creatures. Hence, the intellectual development of learners is likely to be the highest priority in education. Moreover, the perennial regard education as an iterative process based on eternal truth (Rukiyati & Purwastuti, 2015). Thus, the school curriculum is centered on knowledge about the great works of Western Civilization. In addition, the teacher must be seen as an authority and expertise which is no longer questionable. In short, according to perennialism, a school as an educational institution should emphasize the cognitive lessons that foster rationality and study of moral, aesthetic, and religious principles to initiate the students' ethical attitude and morality.

Essentialism is also included in the educational philosophy. It claims that there is a core of general knowledge that needs to be transmitted to the students in a systematic and disciplined manner. The highlights of essentialism are on the intellectual and moral standards that must be taught in educational institutions (Rukiyati & Purwastuti, 2015). The essentialists emphasize the teacher's

authority and the learning's value. Furthermore, essentialism reckons that each individual needs skills, knowledge, and attitudes that are following reality. Consequently, schools have a responsibility to deliver the accumulated experiences of human beings to be organized and coherent disciplines. Additionally, the essentialists believe in assisting students in solving immediate and urgent problems. In other words, the essentialists work on the most effective method and practice of problem-solving. Therefore, the students are considered able to solve personal and social issues as well as apply what they have learned in the real world.

The following educational philosophy is progressivism which claims that an educational institution should be an enjoyable and entertaining place of learning. Progressivism is commonly not interested in a curriculum that has been prepared and designed to transmit knowledge to the learners. Instead, the progressivists argue that the curriculum should be planned and arranged based on the student's interests (Murtaufiq, 2014). By doing so, the learning activities are likely to be active, interesting, and varied. According to the progressivists, the emphasis of learning is on the process of how one understands knowledge. Therefore, the content of the subject is usually carried out in a group project. The teacher is in charge as a facilitator, while the learners work on their projects.

Another prominent educational philosophy is critical pedagogy. According to critical pedagogy, education must be seen as a moral and political practice that always doubts the knowledge, values, citizenship, ways of understanding, and views about the future that have already been shaped. In other terms, it is crucial to create the ability of learners who are critical of dealing with the challenges of the material and symbolic order that legitimizes a culture of corruption, greed, and injustice (Giroux, 2010). Education is often considered as critical pedagogy (Giroux, 2010) since teaching is usually perceived as an effort to form learners as special agents of renewal. To put it another way, as an educational institution, a school not only empowers the students with knowledge; it also provides the students with the skills needed to function within the wider social community as a critical agent. Besides, it is also noteworthy for schools to educate the students to take transformative actions. That means, the school educates the students to take risks, to strive for institutional change, and to fight against oppression both inside and outside school.

The other educational philosophy is existentialism. It is portrayed as a way of perceiving and thinking about life that prioritizes individualism and subjectivity (Rukiyati & Purwastuti, 2015). The existentialists presume that a man is the creator of his/her essence. In other words, a man creates his/her value through freedom of choice or individual preference. Accordingly, the most important knowledge for the students is their knowledge and their choices in life. Hence, according to existentialism, education must foster the intensity of the student's awareness. That is to say, the students should learn to recognize their constant creativity and freedom to choose. Moreover, as claimed by existentialism, subjects in education are the only means for the realization of subjectivity. In other words, the students can learn only if they have a deep willingness to choose and give meaning to the subject. This is because everyone, including the students, has a responsibility to determine their education.

Hence, the present study is projected to analyze the contents of the English module designed and created for the Senior High School grade X. Specifically, the present study is intended to reveal:

- a. The content analysis of the English module evaluates several language aspects, such as grammar, vocabulary, language content, and language skills features.
- b. The content analysis of the English module reveals the type of philosophy of education that is incorporated in the English module with clarity.

Generally, philosophy and education cannot be separated. This is because philosophy carries particular aspects that should be implemented in educational practice so that the students are likely to be more critical (Mudhofir, 2013). In addition, the process of embedding the educational philosophy in the English learning materials and activities can be advantageous since the students will be accustomed to not only learning and mastering the English language skills but also understanding the important issues of education in critical, open-minded, and reflective manners.

METHOD

Type of the Study

The present study aimed to analyze the content of an English module for Senior High School students in grade X. Thus, this study adopted content analysis to examine the English module. Content analysis is included in qualitative research in which its purpose is to interpret the content and meaning of any documents, such as curriculum documents, textbooks, works of literature, letters, and others (Zuchdi & Afifah, 2019). Moreover, in educational research, content analysis is employed to observe written and visual materials to indicate particular features of the materials. Those materials consist of advertisements, textbooks, newspapers, and others (Ary et al., 2010).

Two types of content analysis can be utilized, namely descriptive and inferential analyses (Zuchdi & Afifah, 2019). The descriptive type of content analysis comprises inductive and deductive approaches (Mayring, 2000). The inductive approach deals with categorization and classification attained directly from the data (Mayring, 2014; Zhang & Wildemuth, 2009). Meanwhile, the deductive approach focuses on the theoretical aspects to analyze the data (Mayring, 2014). On the contrary, the inferential type of content analysis employs the act of drawing an inference. In conducting the inferential type of content analysis, the researchers must recognize and apprehend the symbolic meanings of the data as well as carry out the analytical construct to specify the context of the data (Zuchdi & Afifah, 2019).

This study utilized the inferential type of content analysis to draw an inference beyond the data, especially an inference related to the philosophy of education that emerged in the English module. The inferential content analysis was chosen since it allowed the researcher to conduct a deeper and more comprehensive analysis to discover an interconnection between the data and the context of the data. The document analyzed in this study was the English module designed for Senior High School grade X. Therefore, this study attempted to evaluate not only the language aspects but also the types of philosophy of education that were likely to be incorporated within the English module.

Subject and Object of the Study

The subject of the study was the English module for Senior High School grade X. The English module was selected as it was designed and created by the teachers following the standard that has to be achieved by the students in the *English Language Study (ELS)* program. Furthermore, the objects of the study were the language aspects as well as the types of philosophy of education that were likely to be incorporated within the English module. In specific, this study highlighted the language aspects, such as grammar, vocabulary, language content, and language skills features. In addition, this study also focused on the types of philosophy of education recognized in each content of the English module.

Data Collection Techniques

The data in this study were collected from the English module for Senior High School grade X in the *English Language Study (ELS)* program. The techniques to collect the data were described as follows.

1. Reading intensively and comprehensively the English module to obtain data related to the philosophy of education.
2. Signaling particular parts of the English module that were pertinent to the philosophy of education.
3. Interpreting the data of the English module that was related to the philosophy of education.

Creating a data description of the English module that was related to the philosophy of education. The data description was listed and specified in the datasheet created by the researcher.

Data Analysis Techniques

The researcher selected one of the techniques of data analysis in qualitative research which is the conceptual domain (Zuchdi & Afifah, 2019). The conceptual domain is a language description of the writing works of a group of people at a certain period. In this study, the analysis of the conceptual domain was conducted in two steps. The first step was to classify the elements of reference into several concepts that others might recognize. The second step was to interconnect the concepts that are closely related to form more general ideas, so-called themes (Zuchdi & Afifah, 2019). As the present study adopted the inferential content analysis, the processes of data analysis were carried out using an analytical construct. The analytical construct comprised the description and characteristics of the philosophy of education to assist the researcher in evaluating the data. The analytical construct is specified in Table 1.

Table 1 The Analytical Construct of the Philosophy of Education

No	Category of Philosophy	Types of the Philosophy	Description and Characteristics
1	Philosophy of Education	Idealism	Education should focus on the learners' potential including their intellectuality, aesthetics, self-realization, moral judgment, responsibility, and self-control. The learning process should be made more efficient with the existence of stimulation that comes from the environment. The teaching and learning process should encourage the accumulation of knowledge and thoughts that are relevant to moral evaluation.
2	Philosophy of Education	Pragmatism	The sense of proposition or idea lies in its practical consequence The curriculum should offer learning materials which provide various projects and activities that are relevant to the needs, abilities, interests, and socio-economic conditions of the learners.

3	Philosophy of Education	Perennialism	<p>The critical and significant ideas, that have already taken place for centuries, are still relevant up to the moment. The school curriculum is centered on knowledge about the great works of Western Civilization.</p> <p>A school as an educational institution should emphasize the cognitive lessons that foster rationality and the study of moral, aesthetic, and religious principles to initiate the students' ethical attitude and morality.</p>
4	Philosophy of Education	Essentialism	<p>The intellectual and moral standards must be taught in educational institutions.</p> <p>Schools have a responsibility to deliver the accumulated experiences of human beings to be organized and coherent disciplines.</p> <p>The students are considered able to solve personal and social issues as well as apply what they have learned in the real world.</p> <p>An educational institution should be an enjoyable and entertaining place of learning.</p>
5	Philosophy of Education	Progressivism	<p>The curriculum should be planned and arranged based on the student's interests.</p> <p>The content of the subject is usually carried out in a group project.</p> <p>Education must be seen as a moral and political practice that always doubts the knowledge, values, citizenship, ways of understanding, and views about the future that have already been shaped.</p>
6	Philosophy of Education	Critical Pedagogy	<p>As an educational institution, a school not only empowers the students with knowledge; it also provides the students with the skills needed to function within the wider social community as a critical agent.</p> <p>It is portrayed as a way of perceiving and thinking about life that prioritizes individualism and subjectivity.</p>
7	Philosophy of Education	Existentialism	<p>The students should learn to recognize their constant creativity and freedom to choose.</p> <p>The students can learn only if they have a deep willingness to choose and give meaning to the subject.</p>

RESULTS AND DISCUSSION

Results

The present part attempts to specify the units of the English module. In this English module, ten units are recognized. Each unit is analyzed and examined to reveal the types of philosophy of education that are likely to be incorporated into the module.

1. Unit 1 (What Are They Doing?)

Unit 1 of the English module focuses on the use of pronouns including possessive adjectives pronouns, object pronouns, as well as possessive pronouns. Moreover, it also specifies the general structure and provides some examples of Present Continuous Tense. Furthermore, several pictures

are also employed to display several activities in which the students need to write sentences based on the pictures using the Present Continuous Tense.

This unit comprises six language tasks. The first, second, and third tasks are related to the use of pronouns while the rest is related to the use of Present Continuous Tense. In the first task, the students need to select one correct answer out of three sentences. In the second task, the multiple-choice exercises are presented so that the students need to choose one correct answer out of four choices. Meanwhile, the third task is in the form of a cloze exercise so that the students need to fill in the blanks with the correct answers. In this task, the correct answers are likely to display the proper use of pronouns. Meanwhile, in the fourth task, the students need to read a text and decide whether each statement is *true* or *false*. In the fifth task, the students need to recognize incorrect sentences and write the correct ones. Furthermore, the sixth task allows the students to write the correct forms of verbs for ten sentences provides. In these three language tasks, the students need to acknowledge and apprehend the general structures of the Present Continuous Tense so that they can write the correct forms and sentences. Above all, this unit also provides a game in which the students are required to predict what activities are performed in some pictures and write sentences according to the pictures using the proper forms of pronouns and Present Continuous Tense. The present unit is designed to introduce the concepts as well as the use of pronouns and Present Continuous Tense. Consequently, each task is created to assist and educate the students in acknowledging and understanding the essential ideas as well as the practical utilization of pronouns and Present Continuous Tense. Thus, the students are likely to have the capability to describe their activities at a particular time using pronouns and Present Continuous Tense.

2. Unit 2 (Keep an Eye on the Book)

Unit 2 of the English module emphasizes the use of articles, including indefinite and definite articles. Furthermore, it also specifies the concept of prepositions of time and place. Also, several examples related to the use of articles and prepositions are presented so that the students may get a picture of how to use articles and prepositions properly.

This unit consists of six language tasks in which three tasks focus on articles while the rest focuses on prepositions. In the first task, the students need to select one correct form of articles for each word provided in this task. In the second task, several words are also presented and the students need to choose and write one correct form of prepositions for each word. Meanwhile, the third task is in the form of text and the students need to correct the improper use of articles and prepositions within the text. Furthermore, the fourth and fifth tasks are in the form of cloze exercises and the students are required to fill the blanks with the accurate use of articles and prepositions. In completing these tasks, the students must understand the proper use of indefinite and definite articles as well as prepositions of time and place. Above all, this unit also provides two games. The first game is called the *Classroom Ghost* in which each student is required to follow the procedures provided in the English module. On the contrary, the second game is in the form of a board game, and the students are required to play the game in a group consisting of three or four members. Both games are related to the learning materials that are about articles and prepositions.

The present unit is designed to introduce the conceptualization as well as the use of articles and prepositions. Moreover, each task is created to assist and educate the students in acknowledging and understanding the essential ideas as well as the practical utilization of articles and prepositions of time and place. Therefore, the students are likely to have the ability to specify particular nouns using articles as well as indicating time and place using prepositions in their daily conversation. In

addition, this unit also provides two attractive games. Through those games, the students are likely to learn the concept and utilization of articles as well as prepositions of time and place in an enjoyable and entertaining learning situation.

3. Unit 3 (Then and Now)

Unit 3 of the English module focuses on the use of Simple Present and Simple Past Tenses. It also specifies the general structure and examples of each tense. Furthermore, some questions are also presented that are asked about the student's daily activities. This unit comprises five language tasks. In the first task, the students need to change several verbs into past forms. The second task is created in the form of a listening task; thus, the students need to listen and select the correct answers based on the recording. The third task is also in the form of a listening task in which the students are required to choose whether each statement provided is *true* or *false*. On the other hand, the fourth task is in the form of a cloze exercise. In this task, the students need to fill the blanks in each sentence with the correct verbs. Moreover, the fifth task provides several pictures displaying the situations of particular cities in the past and present times. The students are required to recognize the differences between each picture and write those differences. In this task, the students must acknowledge the general structures of Simple Present and Simple Past Tenses so that they can write the correct sentences based on the structure. Above all, this unit also provides two games in the form of a crossword puzzle in which the students are required to fill the puzzles with the correct verbs. The present unit is designed to introduce the concept as well as the use of Simple Present and Simple Past Tenses. Therefore, each task is designed to assist and educate the students in acknowledging and apprehending the practical utilization of Simple Present tense in describing their daily activities as well as Simple Past tense in describing daily activities.

4. Unit 4 (What's Happening?)

Unit 4 of the English module emphasizes the concept of the announcement. It provides several questions to be discussed by the students. The questions are generally related to the students' experiences in either seeing or creating an announcement. Furthermore, this unit also displays several pictures of the announcement to provide the students with actual and concrete examples of the announcement.

This unit consists of six language tasks. In the first task, the students need to indicate several words that are usually employed in creating an announcement. Meanwhile, the second task is in the form of a reading task. In this reading task, the students are required to read and analyze an announcement related to *transportation*. Moreover, the students are required to answer ten questions provided in the reading task. Additionally, the third task is in the form of a writing task. In the present task, the students are allowed to create their announcements for any kind of purpose. The students may write and decorate their announcements creatively. The fourth and fifth tasks in the English module are in the form of listening tasks. In the fourth task, the students are required to listen to several announcements in the airport and write down the destination, flight number, and flight gate. Furthermore, in the fifth task, the students need to hear another recording and select one correct answer out of four choices. The speaking task is created as the sixth task in which the students are required to write a conversation in pairs related to announcements based on three situations provided in the English module. In completing these tasks, the students should apprehend the structure of writing an announcement. Therefore, they can read and understand the contents of announcements as well as employ proper dictions and textual structure in writing an announcement.

The present unit is created to introduce the conceptualization as well as the use of an announcement. Thus, each task is created to assist and educate the students so that they can acknowledge and apprehend the essential ideas as well as the practical utilization of an announcement. In addition, this unit also provides an opportunity for the students to create their announcements for any kind of purpose. Through this learning activity, the students are likely to be given a chance to show their creativity and freedom to choose by creating an announcement based on their interests and originality.

5. Unit 5 (You are Invited!)

Unit 5 of the English module focuses on the aspects of an invitation letter. It specifies the structure as well as general words and expressions employed in an invitation letter. In the present unit, some questions are provided to be discussed by the students related to their experiences in receiving or creating an invitation letter. Furthermore, this unit also displays several pictures of invitation letters to provide the students with concrete examples of the invitation letters for any occasion.

This unit comprises seven language tasks. In the first task, the students need to write down the structure of an invitation letter including the name of the host, inviting phrases, the event, the setting of time and place, as well as RSVP. The second task is created in the form of a *Match-Up Worksheet* so that the students need to select proper responses for each inviting expression. In addition, the students are also required to choose suitable inviting expressions based on the structure of an invitation letter. The third and fourth tasks are in the forms of listening tasks in which, in the third task, the students are required to predict whether each person in the recording accepts or refuses the invitation. Meanwhile, in the fourth task, the students need to decide whether each statement is *true* or *false* following the conversation provided in the recording. Moreover, the fifth task involves an example of an invitation letter. The students are required to read and answer eight questions based on the invitation letter. Meanwhile, the sixth task is in the form of a speaking task in which the students need to practice dialogue with their friends and check their comprehension related to the invitation letter. On the other hand, the seventh task is in the form of a writing task. In this task, the students must acknowledge the general structures of the invitation letter. Thus, they are likely to have the capability to write an invitation letter for any occasion with their friends. The present unit is created to introduce the concept as well as the use of an invitation letter. Hence, each task is created to assist and educate the students so that they can acknowledge and apprehend the essential ideas as well as the practical utilization of an invitation letter.

6. Unit 6 (Dear Students)

Unit 6 of the English module emphasizes the aspects of a personal letter. It provides several questions to be discussed by the students. The questions are generally related to the student's experiences in either receiving or writing a personal letter and e-mail. Furthermore, this unit also portrays the structures and common words as well as expressions to be employed in writing a personal letter.

This unit consists of five language tasks. In the first task, the students need to determine the contextual meanings of several words that are commonly employed in a personal letter. Meanwhile, in the second task, the students are required to read, analyze, and discuss the structure of a personal letter. The third task is in the form of a cloze exercise in which the students need to read and fill in some blanks in a personal letter provided in the present task. In the fourth task, the students are required to read a personal letter and select one correct answer out of four options offered in the

multiple-choice exercise. Meanwhile, the fifth task in the English module is in the form of a writing task. In this task, the students are allowed to write a personal letter either to their family members or friends. In completing these tasks, the students should recognize and understand the structure of a personal letter. Therefore, they can write personal letters to their family members, friends, teachers, pen-pals, and others.

The present unit is created to introduce the conceptualization as well as the use of a personal letter. Thus, each task is created to assist and educate the students so that they can acknowledge and apprehend the essential ideas, and structure, as well as the practical utilization of a personal letter. In addition, this unit also provides an opportunity for the students to create their personal letters either to their family members or friends. Through this learning activity, the students are likely to be given a chance to show their creativity and freedom to choose by creating a personal letter based on their interests and originality.

7. Unit 7 (Let's Cook)

Unit 7 of the English module focuses on the aspects of a procedure text. It specifies the structure as well as general words and expressions employed in a procedure text. In the present unit, some questions are provided to be discussed by the students related to their experiences in cooking particular food. This unit comprises seven language tasks. In the first task, the students need to indicate and write down the meanings of several imperative words that are commonly used in a procedure text. The second task is created in the form of a *Match-Up Worksheet* in which the students need to select and match the food with the recipes correspondingly. The third and fourth tasks are in the form of listening tasks. In the third task, the students are required to listen to a recording and decide whether each statement in the task is *true* or *false*. Meanwhile, in the fourth task, the students need to arrange the steps in making cheese following the recipes provided in the recording. The fifth task is in the form of a reading task in which the students need to read and re-arrange the steps in making the Japanese food called *sushi*. Meanwhile, the sixth task is in the form of a writing task. The students need to write a procedure text for any kind of food with their friends. Above all, in the seventh task, the students are required to present their procedure text in front of the class. In completing these tasks, the students must acknowledge the general structures and words employed in creating a procedure text. Thus, they are likely to have the capability to apprehend and create a procedure text for any kind of food.

The present unit is created to introduce the conceptualization as well as the use of a procedure text. Thus, each task is created to assist and educate the students so that they can acknowledge and apprehend the essential ideas, and structure, as well as the practical utilization of a procedure text. In addition, this unit also provides an opportunity for the students to create their procedure text for any kind of food. Through this learning activity, the students are likely to be given a chance to show their creativity and freedom to choose by creating a procedure text based on their interests and originality.

8. Unit 8 (Active vs Passive)

Unit 8 of the English module emphasizes the aspects of active and passive sentences. It provides the structures of active and passive sentences. The sentence structures involve the tenses of Simple Present and Simple Past as well as singular and plural nouns. Furthermore, this unit also portrays several examples of active and passive sentences.

This unit consists of six language tasks. In the first task, the students need to write the past participles of several words provided in this unit. Meanwhile, in the second task, the students are required to read, analyze, and discuss the structure of a passage. In the third task, several statements have been provided and the students are required to decide whether each statement is true or false based on the passage in the previous task. The fourth task is in the form of a crossword puzzle. In this task, the students are required to fill the puzzles with correct and proper answers following the clues provided. Meanwhile, in the fifth task, the students need to change several passive sentences into active ones. Furthermore, in the sixth task, the students need to change several active sentences into passive ones. Furthermore, a game related to active and passive sentences is also provided in this unit in which the students need to make groups consisting of five students. Each group is required to create passive sentences based on the active sentences provided by the teacher. In completing these tasks, the students must apprehend the distinctive structures of active and passive sentences. Therefore, they can create both active and passive sentences properly. The present unit is created to introduce the ideas as well as the use of a personal letter. Thus, each task is created to assist and educate the students so that they can acknowledge and apprehend the essential ideas, structure, as well as the practical utilization of active and passive sentences.

9. Unit 9 (Tell Me Their Appearance)

Unit 9 of the English module focuses on the individuals' physical appearances such as age, height, and hair color. It specifies the general words employed in describing the physical appearance of a person. Those words include short, long, straight, dark, blonde, curly, and others. In the present unit, some words are provided which the students need to discuss and decide whether each word is related to age, height, or hair color. This unit comprises seven language tasks. In the first task, the students need to indicate the meaning of several idioms related to physical appearances, such as all skin and bone, pretty as a picture, and other idioms as well. The second task is created in the form of a listening task in which the students need to listen to a recording and write down the description of an individual's appearance correspondingly. The third task is also in the form of a listening task. In the third task, the students are required to listen to a recording and decide which picture is following the recording. Meanwhile, the fourth task is in the form of a reading task. In this task, the students need to read a paragraph related to the appearance of a woman and answer the questions that follow. In the fifth task, the students are required to describe the physical appearance of individuals including their height, body type, hair, and other physical features. They are allowed to describe the appearance of their family members, friends, teachers, and other people. Meanwhile, the sixth task is in the form of a speaking task. The students need to create a group comprising 3 members. Each group needs to orally describe the appearance of a crime suspect based on the pictures provided in the present unit. Above all, the seventh task is in the form of writing text. In this task, the students are required to write and describe the physical appearance of each crime suspect that has been portrayed in the previous task. In completing these tasks, the students must acknowledge the general words employed to describe the physical appearance of a person. Thus, they are likely to have the capabilities to portray a person's physical appearance properly.

The present unit is created to introduce the idea of describing the physical appearance of a person. Thus, each task is created to assist and educate the students so that they can acknowledge and apprehend the essential ideas as well as general words and idioms in describing the physical appearance of a person. In addition, this unit also provides an opportunity for the students to describe the physical appearance of their family members, friends, teachers, or other people. Through this learning activity, the students are likely to be given a chance to show their creativity and freedom to describe the appearance of a person based on their interests and originality.

10. Unit 10 (Don't You Remember)

Unit 10 of the English module focuses on past experiences. It provides several questions related to childhood experiences to be discussed by the students. Furthermore, this unit also portrays several idioms that can be used in discussing past experiences, such as a trip down memory, rings a bell, slipped my mind, and other idioms as well. This unit consists of seven language tasks. In the first task, the students need to indicate the meanings of each idiom that can be used to describe their childhood experiences. In the second task, the students are required to read and select the proper idioms to fill in the blanks in several sentences provided in this task. Meanwhile, in the third task, the students need to listen to a recording and choose one correct answer out of four options based on the recording. On the contrary, the fourth and fifth tasks are in the form of reading tasks. In these tasks, the students are required to read a text related to past experiences and select one correct answer out of four options based on the text. The fifth task is in the form of a writing task. In this task, the students need to recall and write their memorable experiences in the past that make them happy, sad, or embarrassed. Furthermore, in the sixth task, the students need to share their memorable experiences with their teacher and friends in front of the class. In completing these tasks, the students must acknowledge the common words and idioms used in describing their past experiences. Therefore, they can narrate and illustrate their past experiences with clarity.

The present unit is created to introduce the idea of narrating the students' past experiences. Thus, each task is created to assist and educate the students so that they can acknowledge and apprehend the essential ideas and general idioms that can be used in telling their past experiences. In addition, this unit also provides an opportunity for the students to recall and write their memorable experiences in the past that make them happy, sad, or embarrassed. Through this learning activity, the students are likely to be given a chance to show their creativity and freedom to choose by writing their past experiences based on their interests and originality.

Discussion

Revealing the Language Aspects and Philosophy of Education Included in the Module

The present part highlights the philosophy of education that is noticed and recognized in the English module for Senior High School Grade X. Then, it attempts to display the learning materials as well as language tasks and exercises to disclose the philosophy of education that is likely to be incorporated into the English module.

In the process of data analysis, it is revealed that most of the units in the English module tend to introduce the conceptualization of particular language learning materials. Moreover, most of the units show a tendency to portray the practical utilization of certain language learning materials. The tendency to signify the concepts and practical utilization of the learning materials can be seen in Unit 1, Unit 2, Unit 3, Unit 5, Unit 6, Unit 7, and Unit 8. Those units are likely to not only assist the student in comprehending the conceptualization but also educate them in acknowledging and apprehending the practical utilization of the units. Thus, it can be assumed that Unit 1, Unit 2, Unit 3, Unit 5, Unit 6, Unit 7, and Unit 8 of the English module contain one of the philosophies of education that is pragmatism. The idea of pragmatism seems to be in line with the proposition of those units. This is because the proposition of those units not only focuses on the conceptualization but also lies in practical consequence (Murtaufiq, 2014; Shields, 1998). In addition, Unit 1, Unit 2, Unit 3, Unit 5, Unit 6, Unit 7, and Unit 8 of the English module contribute to the students' development through experiments, self-activities, and learning by doing. Those units are considered

able to provide significant qualities for the students in their future experiences (Carlsen & Mantere, 2007). Furthermore, those units are likely to allow the students to become the center of the learning process. Therefore, various projects and activities in Unit 1, Unit 2, Unit 3, Unit 5, Unit 6, Unit 7, and Unit 8 of the English module are relevant to the students' needs, abilities, and interests.

Additionally, several units in the English module for Senior High School Grade X provide an opportunity for the students to show their creativity and freedom to choose. The tendency to allow the students to portray their interests and originality can be seen in Unit 4, Unit 6, Unit 7, Unit 9, and Unit 10. Those units are likely to not only provide an opportunity for the students to show their creativity and freedom to choose but also allow them to portray their interests and originality in each unit. Thus, it can be assumed that Unit 4, Unit 6, Unit 7, Unit 9, and Unit 10 of the English module contain one of the philosophies of education that is existentialism. The idea of existentialism seems to be in line with the proposition of those units. This is because the proposition of those units not only focuses on individual preference but also prioritizes individualism and subjectivity (Rukiyati & Purwastuti, 2015). Moreover, Unit 4, Unit 6, Unit 7, Unit 9, and Unit 10 of the English module foster the intensity of the students' awareness. In other words, those units allow the students to recognize their constant creativity and freedom to choose which students should make a decision and commit to it (Raosaheb, 2016). Additionally, those units are likely to authorize the students to have a responsibility to highlight the inherent creativity as well as determine and give meaning to the learning materials (Bolea, 2014). Hence, the language tasks and exercises in Unit 4, Unit 6, Unit 7, Unit 9, and Unit 10 of the English module are relevant as a means for the students' realization of subjectivity.

Also, one unit in the English module for Senior High School Grade X provides a chance for the students to learn English in an enjoyable and entertaining learning situation through games. The tendency to allow the students to learn English in an enjoyable and entertaining situation can be seen in Unit 2. This unit is likely to not only assist the students in apprehending the knowledge but also provide them with active, interesting, and varied learning activities. Thus, it can be assumed that Unit 2 of the English module contains one of the philosophies of education which is progressivism. The idea of progressivism seems to be in line with the proposition of the unit. This is because the arrangement of the learning material in Unit 2 is planned following the students' interests (Murtaufiq, 2014). Furthermore, most of the language learning tasks and activities in Unit 2 are carried out in a group project. Therefore, the instructor is likely to be in charge as a facilitator while the students work on their projects for their advancement of English knowledge (Trohler, 2017).

CONCLUSION

The philosophy of education is one of the several branches of philosophy. It seeks to apprehend education more deeply by interpreting it through general concepts. The concept of the philosophy of education can be used as a guide in constructing educational goals and policies. The English module for Senior High School Grade X is recognized to incorporate three types of philosophy of education, namely pragmatism, existentialism, and progressivism. The philosophy of pragmatism integrated into the English module allows the students to develop their English knowledge and skills through experiments, self-activities, and learning by doing. Thus, they can be the center of the learning process and attain the essential qualities for their future experiences. Meanwhile, through the philosophy of existentialism incorporated in the English module, the students are allowed to highlight their inherent creativity as well as determine and give meaning to their English learning

materials. Above all, the philosophy of progressivism incorporated in the English module allows the students to work on their projects for their advancement of English knowledge.

This study is projected to analyze the contents of the English module for Senior High School grade X to disclose the types of philosophy of education incorporated in the module. One of the primary limitations of this study is that the present study only focuses on the module of English. It is highly suggested for other researchers to carry out a study that covers other teaching and learning resources. Additionally, the focal point of this study is only on the philosophy of education in general. Thus, it is greatly recommended that other researchers conduct a study that includes other values of philosophy, such as the philosophy of language, the philosophy of science, or the national philosophy of education to be incorporated into the modules or other teaching and learning resources.

REFERENCES

- Al-Ghazo, A., Smadi, O. (2013). A content analysis of the English reading text's authenticity in student's book of action pack eleven in Jordan. *European Scientific Journal*, Vol. 9(29), 342-359.
- Ary, D., Jacobs, L., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education Eighth Edition*. Canada: Wadsworth.
- Aryani, D. (2016). Content analysis on English module “Bahasa Inggris”. *Journal of English Language and Education*, Vol. 2(1), 1-10.
- Bielousova, R. (2016). Using Internet resources in English for specific purposes teaching. *Education and Accreditation in GeoSciences*. Retrieved at *proquest.com* on November 21, 2019.
- Bolea, S. (2014). What is existentialism? A revision of contemporary definitions. *STUDIA UBB. PHILOSOPHIA*, Vol. 59(2), 63-72.
- Carlsen, A., Mantere, S. (2007). Pragmatism. In S. R. Clegg, J. R. Bailey, C. Rhodes, C. R. Seal, Eds. *International Encyclopedia of Organization Studies*. Sage: London, 1298-1301.
- Chen, Y. (2014). The application of multimedia computer-assisted language learning in English teaching. *Advanced Materials Research*, 926-930.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Macmillan Heinemann.
- Majid, A. (2006). *Perencanaan Pembelajaran*. Bandung: PT.Remaja Rosdakarya.
- Malabbad, A. (2010). Interactive computer/network-based program for teaching English as a foreign language in the elementary levels in Saudi Arabia. *IEEE*.
- Mayring, P. (2014). *Qualitative content analysis: theoretical foundation, basic procedures, and software solution*. Austria: Klagenfurt.

- Medrea, N., Rus, D. (2012). Challenges in teaching ESP: Teaching resources and students' needs. *Procedia Economics and Finance*, 3, 1165-1169.
- Mohammad, N., Bastani, G. (2022). The Philosophy of Education for the Future from the Point of View of Thomas De Koninck. *Journal of Philosophical Investigations*, 16(39): 166-185. DOI: <http://doi.org/10.22034/jpiut.2022.52938.3340>
- Mudhofir, A. (2013). Filsafat sebagai wahana pendidikan menuju kemandirian bangsa. *Cakrawala Pendidikan*, Vol. XXXII (2), 240-249.
- Muniroh. (2018). A content analysis of the English textbook entitled "When English Rings a Bell" for grade VII of the junior high school published by the Ministry of Education and Culture of Indonesia in the year 2016. *Bachelor Thesis*. Semarang: Walisongo State Islamic University.
- Murtaufiq, S. (2014). Telaah kritis aliran-aliran filsafat pendidikan. *Akademika*, 8(2), 190-204. <https://doi.org/10.30736/akademika.v8i2.85>
- Nasution, S. (2005). *Berbagai Pendekatan dalam Proses Belajar dan Mengajar*. Jakarta: PT. BumiAksara.
- Rahmawati, L. (2018). A content analysis of the English textbook "Primary English as a Second Language". *Bachelor Thesis*. Surabaya: Sunan Ampel State Islamic University.
- Raosaheb, M. (2016). Existentialism: A philosophic standpoint to existence over essence. *The South Asian Academic Research Chronicle*, III (1), 13-20.
- Richards, J. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Rukiyati, Purwastuti, A. (2015). *Mengenal filsafat pendidikan*. Yogyakarta: Universitas Negeri Yogyakarta.
- Rynanta, R., Ruslan, S. (2013). Content analysis on the English textbook entitled "English in Mind Starter Student's Book". Retrieved from *journal-online.um.ac.id* on November 12, 2019.
- Shields, P. (1998). Pragmatism as a philosophy of science: A tool for public administration. *Research in Public Administration*, Vol. 4, 195-225.
- Sitoresmi, W. (2017). A cultural content analysis of EFL textbooks-Challenge series: 2,3, and 4 published by Pearson. *Bachelor Thesis*. Jakarta: Syarif Hidayatullah State Islamic University of Jakarta.
- Sprod, T. (2020). Philosophy in Classrooms and Beyond: New Approaches to Picture-Book Philosophy, by Thomas E Wartenberg. *Journal of Philosophy in Schools* 7 (2). 10.46707/jps.v7ii.126
- Trohler, D. (2017). Progressivism. *Oxford Research Encyclopedia of Education*, 1-36.

Zhang, Y. & Wildemuth, B. “Qualitative Analysis of Content,” In B. M. Wildemuth, Ed., *Applications of Social Research Methods to Questions in Information and Library Science*, Libraries Unlimited, 2009, 1-12.

Zuchdi, D., Afifah, W. (2019). *Analisis content etnografi & grounded theory dan hermeneutika dalam penelitian*. Yogyakarta: Bumi Aksara.

Zuhri, F. (2018). Pengembangan modul English grammar untuk meningkatkan pemahaman tata bahasa Inggris di Program Studi Pendidikan Bahasa Inggris FBS UNESA 2018. *Seminar Nasional PPM UNESA 2018*.