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DEVELOPMENT MATERIAL TEACH FOR IMPROVING THE ABILITY TO SPEAK IN INDONESIAN

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Abstract

Study This aim For develop And evaluate effectiveness module learning in increase ability speak in Language Indonesia on student class 9 JUNIOR HIGH SCHOOL Country 3 Padangsidempuan. Approach study use design development (R&D) with models ADDIE (Analysis, Design, Development, Implementation, Evaluation). the module designed For facilitate learning independent students and strengthen Skills speak. Research result show that use module learning in a way significant increase ability speak student. The results of data analysis from the pre-test and post-test show enhancement score ability speak significant students in a way statistics. Additionally, students respond positive to module this, with part big from they feel more motivated And believe self in speak Language Indonesia. Importance the role of the teacher in implementation module is also proven important in reach success learning. Teacher Which trained and involved active in learning can increase effectiveness module. By Because That, training Teacher become factor key in integration module in learning. In conclusion, use module developed learning with the ADDIE model is effective in increase ability speak student in Indonesian. this module No only help in understanding material, but also encouraging interest and motivation student in learning Indonesian . Study This give base for development more carry on in Indonesian language teaching and providing contribution in effort increase effectiveness learning speak. Learning module This can become source Power valuable in context Indonesian language education.

Keywords : module learning, ability speaking, Indonesian, development, ADDIE model

INTRODUCTION

The essence of learning language skills is oriented towards training in language use and towards students as learning subjects. The primary objective of learning Indonesian language skills is to increase students' ability to use Indonesian for various purposes, needs and situations¹. This is in accordance with one of the objectives of Indonesian language subjects which states that learning is essentially learning to communicate. Therefore, Indonesian language learning is directed at improving students' ability to communicate in Indonesian, both orally and in writing. This is stated in the curriculum².

Experts give different definitions about understanding speak. Tarigan states that speak is ability say sounds articulation or words for express, declare, as well convey thoughts, ideas, and feelings. More wide again, talking is something form behavior humans who utilize factors physical, psychological, neurological, semantic and linguistic extensive and expansive so that can considered as tool humans are the most important for social control³.

Almost limited speech The same with Tarigan stated by Kartini who revealed that speak is something incident delivery intentions, ideas, thoughts, feelings somebody to others with use spoken language, so Meaning the understood by others⁴. Enrich the expression above. that speak is productive action Language For communicate, as one Skills base in language⁵. While Ahmadi provides understanding speak with words, speeches and

¹ Budinuryanto (1998) in Rusli Ilham Fadli and et al, "Innovative Learning Model of Abdul Hadi High School Teachers with Literacy Strategies," *Journal Abidumasy* 1, no. 1 (2020).

² Depdiknas, *Content Standards* (Jakarta: Depdiknas, 2006), hlm. 231.

³ Henry Guntur Tarigan, *Introduction Semantics* (Bandung: CV Angkasa, 1985).

⁴ Tarigan, hlm. 7.

⁵ Krida Laksana, *Linguistic Dictionary* (Jakarta: Galamedia, 1982), hlm. 25.

conversations⁶.

Moris and Novia stated that speak is tool natural communication between members of the Society for disclose thoughts and as A form Act social behavior⁷. Whereas according to Nuraeni spoke is the delivery process information from speaker to listener with objective happen change knowledge, attitudes and skills listener as consequence from the information he received⁸.

Skills speak in Indonesian it is something necessary language skills mastered with Good Because Skills This is something Skills Necessary language mastered with well, because Skills This is an important indicator for success student in Study Language. By mastering good speaking skills, students can communicate their ideas, both at school nor with speaker foreign and also caring connection Good with other people. Especially when skills speak the accompanied with politeness good language. Relate with above description, skills speak actually it's not is something a simple skill that can studied with easy in short time.

In other words, skills speak is something complex and related skills with various Skills micro, such as: (1) produce utterances Varied languages; (2) produce phonemes and variants different words in Indonesian; (3) produce patterns stress, words that get and don't get pressure, structure rhythmic and intonation; (4) produce shortened forms of words and phrases; (5) use the right number of words For reach goals pragmatic; (6) produce eloquent conversation in various different speeds; (7) observe Language verbally produced and used a variety of varied strategies, which include dismissal temporary, proofreading itself, repetition, for clarity message; (8) use word class (word noun, verb, etc.); (9) produce conversation that uses elements experience in appropriate phrases, stops, breaths and sentences; (10) express meaning certain in forms different grammar; (11) use k -shape cohesive in discourse oral; (12) complete functions communication with appropriate according to situation, participants and objectives; (13) using registers, implicatures, rules

⁶ Abu Ahmadi, *Didactive Methodics* (Semarang: CV Toha Putera, 1984), hlm. 9.

⁷Morris and Novia, "A. Skills Speak," pdf, Http://Repository.Upi.Edu/8719/2/T_pd_0704883_chapter2 (blog), 2022.

⁸ Nuraeni, *Development Methods Ability Speak* (Bandung: Department of National Education Directorate General of Primary and Secondary Education, Center for Written Teacher Training., 2002).

pragmatics And features proper sociolinguistics in communication direct; (14) shows connection between events and communicate relationships between main ideas, supporting ideas, old information, new information, generalizations and examples; (15) uses facial, kinetic, language body and other nonverbal languages simultaneously with verbal language for convey meaning; and (16) develop and use various speaking strategies, such as give stress on keywords, paraphrase, provide context For interpret meanings of the word, ask help and so on appropriate evaluate how much OK , the interlocutor understands what was said⁹.

Moment this is the curriculum education in various level often time more emphasize on ability writing and reading in Indonesian. This matter Can caused by pressure For fulfil standard exam written And evaluation. As a result, ability speak often ignored or not get enough attention in the learning process.

Development technology, such as social media and messaging short, have change the way people communicate. This matter Can result lack of practice speak verbally in Indonesian, which in turn influence ability speak in a way effective. In the era of technology and digital communication, many people are more often interact through message text, message voice, or video call. However, often ability speak verbally in Indonesian is still very important. Lack in ability speak Can result difficulty in conveying ideas, negotiating, and establishing strong interpersonal relationships.

Development technology information, especially social media and text messages, have change the way people communicate. This matter cause enhancement in communication written, however often reduces practice speak verbally. As the result, individual Possible feel No comfortable or less skilled in speak in a way oral in Indonesian.

The role of educational technology is important in implementing quality learning which leads to solving student learning problems by using learning resources in the form of; message, people, materials, equipment, techniques and setting. Seels and Richey Development areas include a wide variety of technologies used in learning. However, this does not mean being separated from theory and practice related to learning and design¹⁰.

⁹ Brown (2002) dalam Nuraeni.

¹⁰ B.B Seels and Richey, *Instructional Technology: The Definition and Domains Of The Field*

Indonesian is Language national and constitute tool main For communicate in various context, including education, business, And interact social. Therefore that's ability speak well in Indonesian it becomes Skills key in life everyday and deep development career. Indonesian, no only means communication everyday, but also an mirror culture and identity national. In various context, including At home, school, And place Work, ability speak in Indonesian plays role important in convey message with effective, interacting with others, and build connection between culture.

Ability speak in Indonesian it is aspect important in ability necessary communication in various aspect life. However, deep a number of year final, attention on development ability speak apparently has decrease in curriculum education. Lots school And institution education more focuses on abilities writing and reading, while speak often ignored.

In the world of work, ability speak well in Indonesian it is asset valuable. In various work, incl marketing, sales, management, and more field others, speak with clear and convincing is Skills the main one who created it opportunity more career Good. In the era of globalization, individuals often confronted on various culture And context speak Which diverse. Ability speak strongly in Indonesian is possible they For interact in a way effective with people from background behind different culture.

In the middle Globalization, people interact frequently with individual from various culture and background behind. Ability speak well in Indonesian is possible they For intertwine connection Which effective, understanding perspective different, and successful communicate in context cross culture.

The world is getting bigger connected globally requires individuals who can speak Language Indonesia with Good For undergo connection business And culture with various communities around the world. Ability speak is tool important in describe culture and ideas with Good. Importance ability speak No can ignored. In the digital era and globalization moment this, individual must can communicate in a way effective in various situations, including on-site work, deep presentation, and in interaction daily. Beside that, deep context culture, Indonesian as Language national hold role important in maintain identity culture.

Evaluation curriculum education moment This show that more Lots attention given on ability write And read in Language Indonesia from on speak. Factors like exam written

dominant and tendency more teaching theoretical tend ignore development ability speak. Evaluation to curriculum education show that There is imbalance between focus on abilities writing and reading compared to with speak. This resulted student often own Skills speak Which not enough ripe And not enough believe self. Evaluation data education show that level ability speak in Indonesian among student has experience decline in a number of year final. It creates need urge For develop more teaching material focus on improving ability speak.

Ability speak Language Indonesia can emphasized in culture learning at school. Learning is a process in which participants educate interact with educators and resources Study in something environment education certain with objective reach results education. In context Here, participant educate No only role as recipient passive from information, but as subject active Which in a way creative involved in interaction with educators and teaching materials provided. This matter emphasize importance participation active student in develop understanding and skills they through the learning process.

Indonesian language education is aspect important in system education For ensure participant educate own ability speak good language. Ability communicate, fine in a way oral nor write, is a very valuable skill in life everyday and deep various field work. Through Indonesian language learning, participants educate can understand, master, and implement Skills language that will support success they in communicate and interact with other people¹¹.

Element good and correct language is very important in Indonesian language teaching materials. It includes grammar, spelling, signs read, as well understanding about structure and rules Language. With understand and apply element Language with That's right, students will can communicate with effective And can understood by person other. Besides That, understanding the good one about element Language This Also help student in express idea And thinking they in a way clear and precise. That is why Indonesian language education often emphasizes importance control aspects This.

The teaching materials in question can made in form module. Modules are something tool or designed teaching materials in a way special For help in the learning

¹¹ H Kurniawan, *Learning Creative Language Indonesia (Curriculum 2013)* (Jakarta: Prenada media Group, 2015).

process. Modules usually contain information, material structured lessons, guides, activities and evaluations For facilitate understanding and learning student. Modules can shaped print or digital, and they are used as independent learning resources or as part from teaching by teachers¹².

The development of teaching materials is very dependent on the syllabus/curriculum model that applies at that time. As is currently true, by relying on contextual learning, the development of teaching materials must be able to respond to competency standards and basic competencies which are the ultimate goal of education in the curriculum.

Use module effective learning in increase ability speak has get attention in study education. Learning module possible student For Study in a way independent, mobile in level appropriate difficulty, and provide relevant context For development ability speak. Study previously also showed that development module proper learning can increase interest and motivation student in the learning process.

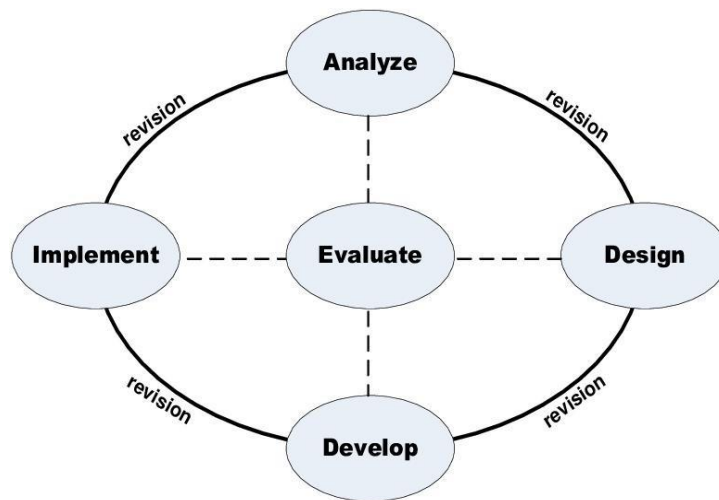
Commitment For increase ability speak in Indonesian is step positive going to preparation students and participants learning for the future complex and diverse. Therefore that, is necessary attention and effort For develop effective teaching materials To use overcome problem this and make sure that individual can speak Indonesian with believe confident and competent.

Background problem This underline urgency and importance development teaching materials that focus on improvement ability speak in Indonesian. With background behind it is us can designing relevant teaching materials, combat gap in ability speak, and give students and participants learning trust self And Skills Which required For communicate

¹² Andi Prastowo, *Qualitative Research Methods in Research Design Perspective* (Yogyakarta: Ar. Ruzz Media, 2011).

with effective in Indonesian.

List of EDDIE Model Development Design Drawings



RESEARCH METHOD

In study This, used design study development (*R&D*) with ADDIE model (*Analysis, design, Development, implementation, evaluation*) For develop material teach Which aim increase ability speak in Language Indonesia student 9th grade at SMP Negeri 3 Padangsidempuan. Stage analysis started with identification problem, that is involve analysis beginning to constraint student in speaking and understanding to need development teaching materials. Next, stage design involve planning curriculum and design module inclusive learning purpose, structure, content, as well as activity learning.

Research and development methods are research methods used to produce certain

products and test the effectiveness of these products¹³. State that research and development (*R&D*), is a research method used to develop or validate products used in education and learning¹⁴.

Process development next is implementation material teach Which has designed in class. It's involving teacher training for ensure effective implementation. Temporary that, evaluate become stage important in the ADDIE model. Evaluation formative done during use modules, incl data collection and feed come back from teachers and students. After use teaching materials, carried out evaluation summative to ability speak student. Evaluation result used For do improvement and development more teaching material good and appropriate with need student. This whole process documented in report study Which covers all stage in model ADDIE, findings from evaluation, and recommendations For development more carry on. With approach this, research This aim For produce more teaching material effective in increase ability speaking Indonesian to 9th grade students at SMP Negeri 3 Padangsidempuan.

In study this, instrument Which used covers questionnaire beginning For students, questionnaires beginning for teachers, developed teaching materials, questionnaires end For students, interviews with students, and sheets teacher observation. Questionnaire beginning For student used For identify level ability speak them, interest in teaching materials that will be used, as well hope they towards the learning process. Questionnaire beginning for teachers gather view Teacher about constraint student in speak Language Indonesia and their suggestions to teaching materials that will be developed.

Developed teaching materials become instrument main in study this, and this is

¹³ Sugiyono, *Quantitative, Qualitative and R&D Research Methods* (Bandung: PT Alfabeta, 2016), hlm. 297.

¹⁴ Borg and Gall in Sugiyono, hlm. 9.

material used during the learning process. Questionnaire end For student given after use teaching materials for evaluate change in ability speak students, effectiveness teaching materials, and experience learning. Interview with student used For understand more in view they about use material teach And What which has they learn. Lastly, the sheet teacher notes observations development student during the process learning use material teach Which developed. Instruments This provide rich data for evaluate effectiveness teaching materials in increase ability speak student in Indonesian.

Research data collected and processed in accordance with the steps that have been taken explained. Capability data speak student be measured use test ability speaking that consists from situation speak in Language Indonesia, Which tested before And after use module learning. Testing the provide score data ability speak student before implementation teaching materials (*pre-test*) and scores after implementation (*post-test*).

Data from questionnaire beginning For student used For measure interest student to teaching materials that will be used, meanwhile questionnaire beginning for teachers to give view about constraint student in speak Indonesian. Questionnaire end For student give description about How student evaluate effectiveness teaching materials used. Interview result with student covers view deep about experience learning them and understanding they about concepts taught in module.

Apart from these data, it is carried out data analysis from sheet teacher's note-taking observations development student during the learning process with developed teaching materials. Data This in analysis use device soft statistics with method analysis statistics descriptive For identify change pre-test and post-test scores as well difference significant. Data analysis also includes comparison results questionnaire beginning and end, as well results interview with student. The data obtained from various instrument used For evaluate effectiveness teaching materials in increase ability speak student.

The results of data analysis show change positive in ability speak student after use developed teaching materials. This data give support strong to effectiveness module learning in enhancement ability speak in Indonesian to students 9th grade at SMP Negeri 3 Padangsidempuan.

RESULTS AND DISCUSSION

Research result show that use module developed learning in a way significant increase ability speak student in Indonesian. Data analysis results from *pre-test* and *post-test* show significant improvement in score ability speak student. Score average ability speak student before use module (*pre-test*) is 58.3, whereas after use module (post- test) increased to 75.9. Difference This is significant difference in a way statistics ($t=5.67, p<0.01$), show effectiveness module in increase ability speak student.

In terms of this is necessary noted that module learning covers various aspect speaking, incl use vocabulary words, fluency speaking, and understanding speak. The *post-test* results show that increase consistent in all aspect this, confirms effectiveness module in increase ability speak student.

In addition to test data, results from questionnaire end For student show that part big students (85%) felt that module learning has help they in increase ability speak they. Besides That, 90% student state that they like approach proposed learning in module. Interview result with students also expressed that student feel more believe self in speak Indonesian after use module. They feel more motivated and engaged in the learning process.

Significant improvement in ability speak student after use module learning indicated that R&D approach with the ADDIE model used in study This succeed. Module learning designed with Good And in accordance with need student. Results positive This

consistent with findings study previously which supports use approach based module in increase ability speak.

Importance the role of the teacher in implementation neither do modules Can ignored. Teachers have role important in ensure implementation effective, support student in the process learning, And give bait come back Which constructive. By Because That, adequate teacher training become factor key in success use module.

In this context , module learning No only role as tool For increase ability speak student but also as source driving force interest, motivation, and participation student in Indonesian language learning. With positive results this, module learning can become source Power valuable in context teaching Language Indonesia at school. Besides That, study This give contribution in strengthen proof empirical about effectiveness development module in education Indonesian .

CONCLUSION

Deep conclusion study This is that development module learning with using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model prove its effectiveness in increase ability speak student in Indonesian. Research result show significant improvement in ability speak student after follow learning with module. Learning module the capable give encouragement positive to interest And motivation student in Indonesian language learning.

Result of questionnaire final and interview with students also confirmed that student feel more believe self-motivated and motivated after use module. This matter indicated that module No only increase ability speak, but also give experience learning more positive. Besides That, support active from the teacher inside implementation module

is very important in reach success in teaching speak.

The role of educational technology in developing quality learning that leads to solving student learning problems can be designed using learning resources including teaching materials. The development of teaching materials needs to refer to the development model to ensure the quality of teaching materials to support effective learning.

One design for developing teaching materials that is often used is the ADDIE Model through 5 stages: Analysis, Design, Development, Implementation and Evaluation. In further development, the development of the ADDIE Model is often used in the development of teaching materials such as modules, worksheets and textbooks.

In conclusion, modules developed learning in study This can made source Power Which very valuable in effort increase ability speak student in Indonesian. Use module with the R&D approach and the ADDIE model constitute effective approach in context teaching Indonesian. this module own potency For become effective tool in reach objective learning and improving competence speak student. Study This give contribution positive in development method effective teaching in increase ability speak student.

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