

DEVELOPING SPEAKING ENGLISH MODULE AT SURVIVAL CLASS OF LKP ALOHA EDU TEGALDLIMO IN ACADEMIC YEAR 2021/2022

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ABSTRACT

This research uses research and development (R&D) methods. The development procedure follows the Borg and Gall procedure which generally can be carried out by involving 10 main steps, namely: 1) research and information collecting, 2) planning data, 3) developing preliminary from product, 4) preliminary field testing, 5) main product revision, 6) main field testing, 7) operational product revision, 8) operational field testing, 9) final product revision, 10) Dimensions and implementation. then for research conducted in the scope of undergraduate, the research is limited to five stages, namely 1) research and information collecting, 2) planning, 3) developing preliminary from product, 4) preliminary field testing, 5) main product revision. The results of the assessment in the first question indicate that the Speaking English Module has a very good feasibility according to media experts getting a percentage of 96%, material experts 100%, , teacher assessments 97,75% and student responses 91,23% which means this Learning Media is "Very Appropriate" to use.

KeyWords: Developing, Speaking, Module, Survival Class

A. Introduction

As a long way as we understand that we can not a long way from language in our every day life, we use language nearly everytime, cambridge Dictionary stated that “language is a device of communique utilized by human beings dwelling in a particular country” meaning that language has many variations among one and any other particular country, all countries has their personal language which has diverse distinction one every different, language as a way of communique has the huge function for human life, with out language human can be tough to percentage their ideas, their feelings, and their technology and information so this is why we need to observe different languages.(Cambridge Dictionary), Foreign languages are any other languages that local audio system learn. According to Saville and Troike (2005: 4), overseas languages are hardly ever used withinside the direct social context of students,

studying within the context of tour and different intercultural communication, academically or sensible. I located that I ought to examine as a language requirement. Although at school, we quickly want a realistic software for. From this we are able to finish that English is the third language of Indonesian, or a overseas language following the second one and local languages.

One of popular language in the world is English language, English language become universal language which many people in various country can use english although not fluent but they can communicate each other use english language, Sari (2015: 1) said that english language is one of obligatory lesson in school, it also from curriculum 2013 which said that english language is applied until university

The English language consists of several skills such as: Speaking, Listening, Reading, and Writing. From the skills, Speaking skill is very Significant and Beneficial for everyone in the world, Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. According to Richard (2008: 19) on Nurhayati and Harpen (2018: 79), “for amount of foreign language learners to prioritize speaking skill in English to be mastered”. hence, it is a must for the students to acquire speaking skill. Thereunto, in the Al- Qur’an surah Ar- Rahman verse 1-4 Allah already declared: **النَّبِيَّا ٤- ٣** **الرَّحْمٰنِ - اَلْقٰرِءِ اَعْلَمَ ١- اَللّٰسَانَ خَلَقَ ٢- عَلَّمَهُ ٣** “The Almighty had read the Qur’an, had created man, and had taught him to speak.” The ability to communicate has a purpose. The objective of speaking ability is to express an idea, a feeling, or a thinking in a spontaneous manner. Speaking is a challenging skill to perfect since it is a language art of talking as a communication contact with someone. Speaking and listening go hand in hand; in a speaking act, students must listen first and then speak up, because speaking is more than just learning and memorizing written lines; it is also a spontaneous way for students to communicate their ideas verbally. "Speaking," according to Chaney (1998:3), "is the process of creating and communicating meaning in a variety of circumstances via the employment of verbal and nonverbal symbols." Speaking is an important aspect of learning and teaching a second language.” It means students should be able to communicate with the others to get or to share information and/or to express what they feel.

ALOHA EDU is an English Language Course institute, founded by Mr. John on December 8, 1994 in the village of Gedunggebang, Tegaldlimo, Banyuwangi Regency. aloha educational center has graduated around 10,000 alumni spread throughout Indonesia, most of

them continue their studies and work both at home and abroad. The Aloha Educational Center program is open at any time. (http://aloha-educational.blogspot.com/p/profil_03.html) LKP ALOHA EDU is one of the institutions for foreign language courses and job training located in the southeastern city of Banyuwangi. More precisely, this institution is located on Jl. DR. Wahidin Sudirohusodo, Krajan RT 36 RW 05, Kedunggebang, Tegaldlimo, Banyuwangi Regency, East Java 68484, is one of the institutions that have legal operations.

When the researcher do the observation in LKP Aloha Edu Tegaldlimo, the researcher finds many students can speak English with their friends but their speaking skill is not enough to communicate with more English speakers, when the researcher observe students speaking skill in the class they still cannot understand well what people said, the researcher also find that English module in LKP Aloha Edu is less up to date since the vocabulary and the design is need to be updated. From the problem mentioned before, that is why LKP Aloha Edu Should develop speaking module book, by developing speaking book so it makes student faster and easier and can adapt the period expansion, not only for students, teacher also should use new module which created before, so that's make teachers has more progress in teaching, The development of learning modules is an essential element of the inevitable learning process (J.Enke, 2015).

the researcher used the Speaking English Module as a learning strategy to develop students' Speaking skill. It is because module has good effect and benefit in learning. Reporting from thedeveloperacademy.com, the benefit of using module as learning media such as: Balancing the study better. By a modular based structure, we will be aware of what topics are coming up, allowing us to arrange our preparation time in advance. This means we will still be able to maintain another activity, Studying a module means that we will study in smaller parts. This is very beneficial in retaining information as we won't feel frazzled trying to take in all the knowledge at once. (<https://thedeveloperacademy.com/what-are-the-benefits-of-module-based-learning>) To see the problem above the researcher gives the solution with this thesis which has the title is DEVELOPING SPEAKING ENGLISH MODULE AT SURVIVAL CLASS OF LKP ALOHA EDU TEGALDLIMO IN ACADEMIC YEAR 2021/2022.

The researcher takes the title also inspired and supported by some previous theses such as : Dina Agustiana (Developing English Speaking Module For Eight Grade Students At SMP S Pelita Raya Jambi, Tyas Alhim Mubarak, Ahmad Saifudin, Siti Rofiáh (Development of

Contextual-Based Learning Modules to Improve Pronunciation Ability of English Education Students)

B. Research problem and objective of research

Based on the background of the study above, the research problem of formulation are : (1) How to develop of Speaking english module (2) Can this product affect students? And Based on the formulation of the research problem, the purpose of the research is (1) To find out the product of speaking english module. (2) to know the effect of developing speaking english module.

C. Module

Modules are one opportunity to coaching substances evolved to gain gaining knowledge of goals. Nowadays, growing coaching fabric is vital for enhancing powerful and green gaining knowledge of. It enables college students to reap records extra systematically and practically. That Module is one of the coaching substances packed totally and systematically; there may be a fixed of deliberate gaining knowledge of reports internal designed to assist college students understand unique gaining knowledge of goals. The Module offers possibilities for college kids to gather knowledge, skill, and attitude (Rendy 2005). We additionally broaden modules as needed. Modules are supposed for students, so that they need to be pupil-centered. Modules are textbooks which might be specific, independent, and tailor-made to the desires and talents of the learner. The improvement of education modules is an necessary a part of the unavoidable mastering process (J. Enke, 2015). When growing modules, the focal point is at the standards of energetic pupil mastering. It makes a speciality of the learner himself, makes a speciality of exploration and collaboration amongst learners, makes use of higher-order questioning talents, and is pupil-centered.

D. Literature review

1. Definition of Speaking Skill

Based on Nining's Rodry Jones (1989) (2014: 7), it is important that what you say is conveyed in the most informative way in the form of communication. The way you say something is just as important as you say in understanding the meaning. Speaking in this way is realized as communication, so the speaker must be able to name what he or she wants to say in order to convey the message. Speaking is to have the speaker understand the feelings and thoughts of the speaker by communicating using words. Intan's Cameron (2001: 40), (2015: 15) conveys the meaning, emotions, ideas, and desires of humans when speaking. Students

need to think about the ideas they want to express. You must be able to express English sounds well by changing the positions of your lips, chin, and tongue. The learner is also aware of the appropriate functional expressions, grammatical, lexical, cultural characteristics, and situations in which the conversation is taking place to express the idea of being a sensitive person speaking. Must be. Finally, the learner must have the ability to change the direction of thinking based on the person's reaction (Weny, 2019: 19). In addition, the ability of four people to speak in English that students must consider. In addition, it helps students build good verbal and direct communication with others and can incorporate statements, speeches, opinions and their knowledge and experience.

2. Basic Types of speaking

1. Imitation: Students focus on displaying vowels, specific elements of the speech form. This is also done in the form of exercises.
2. Intense: Demonstrating ability in a narrow band of grammatical, phrasal, lexical, or phonological relationships is determined by the generation of short oral speeches.
3. Responsive: Responsive includes interaction and comprehension confirmation, but at a more limited level of very short conversations prefers greetings and small talks, simple requests and remarks.
4. Transactions (Dialogs): Specific information transmitted and exchanged through the execution of a transactional language to reinforce a responsive language form.
5. Interpersonal Relationships (Dialogues): Another form of conversation designed to maintain social relationships rather than convey facts and information. This includes several factors that guide learners to get tricky words.
6. Details (monologue): Given by middle and high school students in the form of oral reports, summaries, extended monologues, or perhaps short speeches. Students can plan and arrange this in advance.

3. Aspect of Speaking

1. 1. Fluency: A speaker is fluent if he / she can use the language quickly and confidently with little hesitation, unnatural pauses, false starts, word searches, etc.
2. 2. Accuracy: Accuracy involves a grammatical structure that covers several aspects such as part of speech, tense, phrases, and sentences.
3. 3. Pronunciation: In addition, advanced level pronunciation goals can focus on factors that improve communication, such as stress patterns, intonation, and voice quality..

E. Criteria of good module

According to Dickinson and Brewster (2007) there are 10 categorizes of a good module , as follow :

No	Aspect	Criteria
1	General Appereance	<ul style="list-style-type: none">a. The book cover is attractive to young learnersb. The font size and type are appropriate for young learnersc. The book contents and workbook materials look fun and interesting to YL
2	Layout and Design	<ul style="list-style-type: none">a. The book includes a detaild overview of the structures and vocabulary that will be taught in each unitb. The layout and design is clearc. The learners can easily see what they have to dod. The illustrations are varied and attractivee. The illustration stimulate learners to be creative
3	methodology	<ul style="list-style-type: none">a. The suggested methodology is learner-centeredb. The materials can be easily adapted to suit various approaches
4	activities	<ul style="list-style-type: none">a. There are sufficent activities and tasks which are interesting in themselvesb. There are plenty of activities for children who cannot yet read and write with confidencec. There are plenty of varied practice for any one set of language items/skilld. The activities provide opportunities for real language usee. The activities incorporate individual, pair and group workf. The activities can be modified or supplemented easily

5	Language skills	<ul style="list-style-type: none"> a. The materials provide an appropriate balance of the four language skills b. There is sufficient material for integrated skills work c. Listening material is well recorded, as authentic as possible, and attracts the interest of young learners d. There is sufficient range of interesting level appropriate reading material
6	Language content	<ul style="list-style-type: none"> a. The language used in the book is sufficiently authentic b. The language used is at the right level for my student's current English ability c. The language functions exemplify English that students will be in and likely to use
7	Topic content	<ul style="list-style-type: none"> a. The topics are realistic and likely to appeal to young learners b. The topics are relevant and encourage learners to express themselves c. The topics encourage independent thinking and active learning d. The book avoids cultural/racial /sexual stereotypes e. The topic reveals clearly what students are expected to learn in that unit
8	Teachability	<ul style="list-style-type: none"> a. The book provides sufficient support, such as CDs, cassettes, DVD, Flashcards, posters to help students get a clear input b. The book is suitable for mixed ability classes and classes of different sizes

		c. The teacher still has to supplement the coursebook with materials from other sources
9	Fleksibility	a. The book provides adequate opportunities for learner assesment b. Adequate asesment materials such as progress tests are included or easily obtained
10	Practical consideration	a. The book is affordable for the parents to buy b. The book is available in the bookstores

F. Research methodology

a) Research Method

According to Borg and Gall (1983), R & D (R & D) research in education consists of steps: development and validation of educational products, and research results, product development based on results, field testing, and product revisions. From Sugiyono (2017:297) The steps in the R&D includes such as (1) Potential and Problems, (2) Data Collection, (3) Product Design, (4) Design Validation,(5) Design Revision, (6) Product Trial, (7) Product Revision, (8) Usage Trial, (9) Product Revision, (10) Mass Production . It strengthened by Nana syaodiah (2013:151&298). in this Borg and Gall study, for Strata One (S1) only up to the seventh step, such as potential and problems, data collection, product design, design validation, design improvement, product testing, and product revision. (Wina sanjaya, n.d.)

b) Data Collection Techniques

1. **Observation** : In this study, the researchers became non-participants. Researchers observed without participating in or actively participating in the situation (McDonough and McDonough, 1997, p.434).
2. **Interview** : Interviews consist of verbal questions from interviewers and verbal answers from survey participants (Gall, Gall and Borg, 2007, p.228).

3. Questionnaire : A printed form in which asks the same question to everyone in the sample and respondents verbally record their answers (Gall, Gall and Borg, 2007, p.228).

c) Data Analysis Techniques

1. Validation Questionnaire : According to Sugiyono (2017: 166) the questionnaire was validated by validators and English subject teachers, then analyzed and presented.
2. Using Score rubric (Jeremy Harmer, adopted since 2007): Researchers used the scoring rubric to analyze student scores for referrals to native speakers.

G. Research and Development Results

1. Results of Potential and Problem Analysis

The learning process is one of the important phases in gaining knowledge, this triggers the author to seek and understand the problems that occur during the learning process. the author observes and participates in the learning process at LKP Aloha Edu Tegaldlimo Banyuwangi at survival class. In this observation, the researcher focus more on Developing student's speaking skills, especially by developing English Module, which in fact is difficult to understand due to different accents, and often uses slang in their daily conversations. The reality in the field, many students still confuse and less confident to talk with native speaker, so they often affraid to start conversation. After knowing the problems that occur in the field, the writer conducts interviews with educators and students, the writer concluded that the main problem that make learning is less easy and fast to learn speaking, resulting in miss-communication. The first step that must be done is to find out what media is suitable so that it can be used to help students Increase speaking skills with the Speaking English Module.

2. Data Collection

After the potential and problems can be shown factually and up to date, then it is necessary to carry out various information that can be used as material for planning certain products that are expected to overcome these problems. Information collection is carried out after analyzing problems in the field the lack of knowledge about the Speaking English Module obtained in the Survival Class. In addition to carrying out the analysis described above, researchers are still not satisfied with the results of the analysis obtained. Therefore, the researchers also conducted a T-test on students in the tourism business department. (*for the record, they already have the ability to speak General English which is good enough,. But they still less vocabulary and confident when speaking*) The researcher conducted a pre-test on 10

students before doing the treatment or field test first. they are not given supply of speaking english module so that researchers know how much they can speak fluently.

3. Product Design

This English speaking Module was created using the Microsoft Word, adobe photoshop, Google Chrome, Snipping tool and so on.

4. Result of product validation phase I

Before validation to media experts, material experts and experiments to students were carried out, the test instrument for media experts and material experts was validated first first by the supervisor. After the instrument is said to be valid by the supervisor, the validation stage is carried out to three experts.

5. Design revision

The first stage of validation can show the level of validity of the learning media if it is used during the learning process. Each expert gave suggestions to add or improve this Speaking English Module. In addition to the media created, experts or validators also provide suggestions for improvement regarding the material presented, both content and arranging. The revision of the material expert is more concerned with the quality of the content of the material, the suitability of the product with the material and the writing. There are some lesson in the product that is wrong in writing,. In media experts, this product was asked to improve the typos in the vocabulary. so that it can be easier to learn. in design experts All revisions from media, design and material experts have been carried out so that this product is suitable for use

6. Product Trial (field testing)

7. The stages of testing carried out by researchers is small group trials but before carrying out the trials the researchers also involving English teachers at LKP Aloha Edu Banyuwangi, she is Mrs. Yeni Wulandari, M. Pd. to assess the products developed from the aspects of practicality, appearance, design, materials and learning. But right here, the researcher do research by himself. And Mrs. Yeni wulandari M. Pd as supervisor what I did.

8. For treatment, I give the Survival students about Speaking module. And I teach them about the Speaking start from basic, Sometimes, I give them the video and audio relate to speaking, I ask them to practice the lesson on the book). It is aimed to make common

of students to speak English and easy to understand what speakers sayings when they have a conversation. The treatment is happened for 23 days (26th of february-20th of march).

7. Product revision

After a limited trial or small group trial was conducted to determine the feasibility of this Australian slang vocabulary book, the product was said to be of very high feasibility, so no re-testing and revision were carried out. Furthermore, this Speaking Module can be used as a learning medium s at LKP Aloha Edu Tegaldlimo Banyuwangi.

H. Discussion

Research and product development was carried out with an early stage planning carried out by observations and interviews conducted in the Survival class at LKP Aloha Edu Tegaldlimo Banyuwangi. It is known that many students get difficult in learning English through the English module, so the teacher seldom use the English module of Alohaedu. The initial step taken in improving students' speaking skills was Speaking English Module. This media has collected material that is in accordance with the existing syllabus. After that, just make a design using Microsoft Word and Adobe Photoshop software. In accordance with the standards for making books, the materials, letters and colors are adapted to the students. The product that has been developed is then validated by several experts before being tested, validation is carried out by 2 experts, namely 1 material expert, and 1 media expert and 1 English subject teacher.

1. Media Expert Assessment Results

Verification performed by media experts consists of two aspects. That is, practicality and materials. The utility rating is based on the quality of the book, it is easy to use, the instructions are easy to understand, and the utility advantage of this medium is 95%. Appearance judgment, on the other hand, is about the appearance of Aussie's slang vocabulary books. Example: color, design. , Font and print selection. This aspect of the display receives a score of 84% In the second stage, based on the table above, the results of verification by media experts obtained on the practical side are 100% on the side of the display. I received the score. The score achieved a score of 92%. The media verification results in the second stage average 96%. This means that this medium is the result of a "very good / rational" material expert evaluation. The validation performed by the Material Expert Validator evaluates two aspects. That is, the first phase of material verification evaluates the quality and learning aspects of the material. Based on the table of results from the first stage of validation by experts and English teachers, the following data were obtained: Aspects of the material related to the validity of the material presented with the learning media created received a score of 100%. In terms of learning related to learning motivation, students scored 96%. The average of these two aspects is 98%. The result of the verification by the material expert on the material surface achieved in the second stage was evaluated as 100%. On the implementation side, we evaluate the accuracy of the material used for learning in order to get a 100% score. Some of these reviews receive an average score of 100% based on the validity level of the 100% score in the "Very Good" category and give content according to the Speaking english module developed by the media.

The teacher's answers were adopted by LKp Aloha Edu Tegaldlimo Banyuwangi's English teachers, Ms. Yeni Wulandari and M.Pd, to evaluate the products they developed in terms of practicality, appearance, materials and learning. Since teachers are potential users and implementers of learning, researchers are considering involving teachers in product evaluation. From this evaluation, we can see that the ratio of feasibility is 95% in the practical aspect, the ratio of feasibility is 93.3% in the second side of the presentation, and the ratio of the substance is 100% in the third side. , The fourth aspect of learning receives a 100% feasibility percentage. Average total point percentage 97.75%

2. Product Trial

This experiment was conducted in LKp Aloha Edu Tegaldlimo Banyuwangi's Tourism Services Business Class, a small experiment consisting of 10 students, and filled out a checklist sheet with the following percentages of results. This is a small experiment. Based on the above expert and teacher evaluations, the researchers also evaluated their language proficiency and scored 78.4 points. The lkp aloha rating is 75, indicating a successful survey. Finally, this Australian slang vocabulary book has achieved a very good or very interesting category. The average rating is 91.23%, which falls into a very good category.

I. Conclusions

As stated for research purposes, this study focuses on (1) finding products for English-speaking modules and (2) developing English-speaking modules to develop student speaking skills in survival classes. The purpose was to know the impact. To answer the first research question and achieve the first purpose of this research, researchers adopted an instructional design model. The new instructional design model was Kemp's instructional design model (1977). It consisted of six steps: (1) Identifying the learner. Features, (2) Objectives, topics, and general objectives list, (3) Definition of learning objectives, (4) List of subject matter content, (5) Educational and learning activities and resource selection, (6) Assessment These six steps are then combined with the five phases of the R & D cycle proposed by Gall and Borg (1983). The five phases were (1) research and information gathering, (2) planning, (3) development of preliminary product formats, (4) preliminary field testing, and (5) major product revisions.

The feasibility level for the media gets a score of 96% and the material is 100%. The teacher's response gets a score of 97,75%. And the students response gets score of 91,23% has reached the very feasible criteria, which means that this media Speaking English Module is very "appropriate" to use. It's the answering for the first question in the research problem, and the answer for second question is $= 0.00 < 0.05$. It means that the pre-test and post-test there are differences very significant. Souduring treatment for teaching speaking using aussie slang vocabulary as media is very useful.

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