THESIS

DEVELOPING SPEAKING ENGLISH MODULE AT SURVIVAL CLASS

OF LKP ALOHA EDU TEGALDLIMO IN ACADEMIC YEAR 2021/2022

BY

RIZQI MAULANA ILMI

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

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presented to the faculty of education and teacher training in

a partical fulfillment of the requirement for the degree of strata 1

in english education departement

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APPROVAL SHEET

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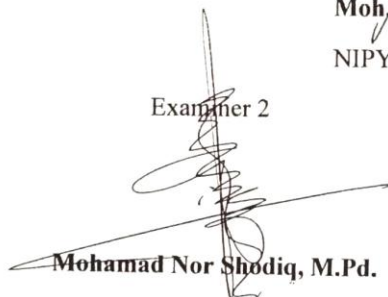
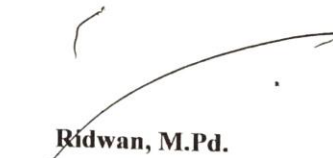Banyuwangi, 14 April, 2022.

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"Always Remember That you are Absolutely Unique, just like everyone else".- (margaret mead)

Simplicity And Complexity Are Needed To Feel The Real Life (Rizqi Maulana Ilmi)

DECLARATION OF AUTHORSHIP

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Declator,

RIZ... ...MI

DEDICATION

Praise the presence of Allah swt who has given grace, taufiq and guidance
to us all, this thesis I offer to:

1. To Mbah yai Mukhtar syafa'at who always gives blessings to the blessing of knowledge and benefits.

2. To all my book validators who had given me the advising and solution about my book

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5. To my dear parents and family who have always supported me.

ABSTRACT

Maulana Ilmi, Rizqi. 2022. developing speaking english module of survival class at lkp Aloha Edu Tegaldlimo in academic year 2021/2022

Key Word: Developing, Speaking Skill, Module, Survival Class

The historical past of the improvement of this book (Speaking Module) media is via way of means of searching on the kingdom of studying media in general. In the Survival Class at LKP Aloha Edu, using media that discusses and learns talking know-how, mainly talking with local speaker. In fact, studying media may be very a good deal had to make it less complicated for instructors to switch know-how and make it less complicated for college students. Therefore, the researcher advanced the Speaking module withinside the Survival elegance at LKP Aloha Edu. This examine pursuits to broaden studying media and enhance the talking exceptional of college students withinside the LKp Aloha edu, they continually have issues whilst talking in english, due to the fact they're affraid, language vocabs which might be pretty specific from English which has been standardized via way of means of the global community. This product, that's withinside the shape of Speaking module, has acknowledged the feasibility of the media in order that it has produced a legitimate and powerful media. The facts series method on this examine became to apply a studies and improvement questionnaire to provide suitable Speaking module primarily based totally on tests from media specialists cloth specialists, layout specialists, English instructors/ tutors and responses from college students.

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 this assessment indicate that the English vocabulary card media 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

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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish his "Thesis" after long effort of writing, Peace, blessing and salutation be upon our great prophet Muhammad, the last of his messenger, The researcherwould like appreciation are addresed to:

1. H. Ahmad Munib Syafa'at , Lc., M.E.I. The Rector of Islamic Institut of Darussalam .

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3. Adib Ahmada, M.Pd. Head of Undergraduate program in english education department, and also my advisor who has given me sincere advise and available

4. All family and freands who have supported my spirit and have helped me to finish this thesis.

 The researcher does expect this thesis gives advantages to the world of education. For improvement this thesis . I welcome warmly for any constructive and Suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin

Banyuwangi ,14th April 2022

The Writer

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CHAPTER I

INTRODUCTION

This chapter consist of an introduction such as: the background of study, the formulation of research problem, the scope of the study, the purpose of the study, the significance of the study, the previous study, and the definition of key terms

A. Background

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 selected united states of america" meaning that language has many variations among one and any other united states of america, all united states of america 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 withinside the context of tour and different intercultuxral 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 1/3 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 curiculum 2013 which said that english language is aplied 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 Benefical 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:

اَلرَّحْمٰن ـ١ عَلَّمَ رْأَ الْق ـ٢ خَلَقَ نَ الْسَا ـ٣ عَلَّمَه الْبَيَا ـ ٤

"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.

Geographically, LKP Aloha has an area of 12.5 meters wide and 100 meters long with the owner Ridwan, M.Pd or commonly called Pak John, and managed by Mrs. Siti Mudrikah, S.Pd. LKP ALOHA has several programs offered to consumers, the programs offered at LKP ALOHA include: Foreign Language Program Such as English, Japanese Language, Mandarin Language, Hospitality and also has Departement about Accommodation Tourism Service Business.

(https://lkpalohaedu.blogspot.com/2021/03/profil-aloha-edu.html) (LKP Aloha Edu, n.d.)

When the reasercher do the observation in LKP Aloha Edu Tegaldlimo, the reasercher 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 develope speaking module book, by developing speaking book so it makes student 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)..

B.   Formulation of The research problem

From the background of the study before, the researcher expresses the research problem as follows: how is the developing english module at survival class of lkp aloha edu tegaldlimo designed, what is the effect of developing english module at survival class of lkp aloha edu tegaldlimo in the academic year 2021/2022

C. Scope of the study

This research study is limited to developing english module to develope student's speaking skill at survival class of lkp aloha edu tegaldlimo in the academic year 2021/2022.

D. The aim of the study

This research and development has a purpose based on the problem research above. And the purpose is To developing english module to develope student's speaking skill at survival class of lkp aloha edu tegaldlimo in the academic year 2021/2022.

E. Significance of the study

Here are some adventage of this research study which, expected to give input to:

1. the student

This result of the study gives benefits to students to develope their ability in speaking

2. the teacher

This result of the study gives an input to the teacher in teaching Speaking.

3. The other researchers

This research study can give literature and information for the next researchers who conducts the researcher which related to develope speaking book

F. Definition of key term

1. Developing

According to cambridge dictionary, to develope is to cause something to grow or change into a more advanced, larger, or stronger form. While Oxford dictionary said that to develope is to think of or produce a new idea, product, etc. and make it successful

2. Module

According to Winkel (2009: 472) the notion of a learning module can be interpreted as a teaching and learning study program.

According to him, the learning module is defined as the smallest program unit that can be studied independently, individually or directly by the students themselves.

3. Speaking

According to cambridge dictionary speaking is to say words, to use the voice, or to have a conversation with someone

4. LKP Aloha Edu

LKP Aloha Edu is one of language course which provide English, Arabic, Japanese And Mandarin as learning choices for society, this course located on Jl. DR. Wahidin Sudirohusodo, Krajan RT 36 RW 05, Kedunggebang, Tegaldlimo, Banyuwangi Regency, East Java Province

CHAPTER II

THE REVIEW OF RELATED LITERATURE

This chapter explicates the review of theoretical related to speaking skill, Module, and previous study.

A. Definition of Speaking

Based on Rodry Jones (1989) in Nining (2014: 7), it's miles essential that what you are saying is conveyed withinside the maximum beneficial manner withinside the shape of communication. The manner you are saying some thing is simply as essential as what you are saying to recognize what it means. Therefore, speakme is found out as communication, and the speaker should be capable of encompass what she or he desires to mention as successfully as viable with a purpose to deliver the message. Speaking is the act of speaking in a language in order that humans can recognize the emotions and mind of the speaker. When humans speak, they bring their meanings, emotions, ideas, and goals from Cameron (2001: 40) via Intan (2015: 15).

Chaney (1998) through Nila (2015: 21) argues that the procedure of constructing and sharing that means speaks via the usage of nonverbal symptoms and symptoms in numerous contexts. Speaking is an crucial element of language learning. The speaker needs to generate the goal language withinside the shape of spoken language. It is supported through Campbell (1978: 32) through Umar (2019: 156). In addition, speakme is likewise an interplay among the speaker and the listener. Speaking is a manner of speakme from one speaker to the listener verbally. You can try this with oral verbal exchange. In language lessons,

overseas language running shoes need a unique choice of verbal exchange approaches, techniques and strategies that may be used to give substances withinside the classroom. Most instructors may also use a aggregate of coaching techniques and techniques to arrange and plan speakme classes.

According to Bygates, in (2008) Nurmawati, (2018: 12) speakme is a manner, an super part of social solidarity, and the social advent of a company's expert achievements. In maximum cases, human beings are judged via way of means of how they speak. In addition, speakme is likewise a medium for getting to know many languages, consisting of English. Pronouncing a chain of phrases with the right pronunciation isn't always continually spoken. We recommend that speakme manner expressing thoughts, opinions, and emotions verbally thru conversations and conversations. To do this, language rookies want to have a great information of English sounds, structures, vocabulary, and cultural systems.

Learners additionally want to reflect onconsideration on the thoughts they need to explicit. You should be capable of explicit English sounds nicely with the aid of using converting the positions of your lips, chin, and tongue. In addition, the learner is a touchy man or woman who acknowledges now no longer handiest suitable purposeful expressions however additionally the grammatical, lexical, and cultural info essential to explicit thoughts, and is straightforward to speak to, and the state of affairs wherein communication is taking place. You additionally want to be privy to it. Ultimately, the learner should have the capacity to alternate the route of questioning primarily based totally at the man or woman's reaction (Weny, 2019: 19). In addition, 4 English capabilities that scholars want to recollect are speaking. In addition, incorporating revel in of statements,

expressions, opinions, and expertise enables college students increase exact oral and direct verbal exchange with others.

B. Basic Types of speaking

To create a great oral production using the six categories of speaking skills based on Brown (2007: 327) and some of the categories expected of students in the classroom:

1. Imitative

In this form of imitation, college students attention on showing vowels, precise factors of the shape of speech, and past that withinside the shape of a drill. You can create psychomotor patterns ("enjoyable the tongue") and hyperlink the corresponding contexts to the grammatical shape of your choice. Here are a few beneficial recommendations for a hit exercise: (1) Keep it short (2) Keep it simple (3) Keep it snappy (4) Find out why college students are exercising (5) Limit to phonological or grammatical points (6) They speak Make certain it ends for the purpose (7) Don't overdo them.

2. Intensive

To exhibit competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships is designed by The production of short stretches of oral language.

5. Responsive

Responsive consists of checking interactions and comprehension, however in a reasonably confined section of very brief conversations, favorable greetings and small stories, easy requests and comments. This is a form of

brief solution to a query or remark from a instructor or pupil who gives route and route. These solutions are generally enough and significant and do now no longer enlarge to dialogue:

R: How are you today?

M: Pretty good, thanks.

R: What is the main idea of the text?

M: The united nation should have authority

4. Transactional (dialogue)

Specific facts transmitted and exchanged thru the execution of a transactional language to increase the layout of a compelling speech. For example, a verbal exchange may be extra like a negotiation than a responsive statement. R: What are the primary thoughts for the text? M: The United Nations need to have authority R: Do you've got got extra authority than whatever else? M: Then it really is proper now R: What do you mean? M: Um, as an instance the United Nations M: Well, as an instance, the United Nations need to have the energy to pressure positive nations to wreck nuclear weapons.

5. Interpersonal (dialogue)

Interpersonal dialogue is the other form of conversation which bring more purpose of maintaining social relationship than the transmission of the fact and information. It involves some factors that makes learners obtain tricky words

as follows: (1) casual register, (2) Colloquial language, (3) Emotionally charged language, (4) slang, (5) ellipsis, (6) sarcasm a covert " agenda".

For example:

R: Hi Bob, How is life?

M: oh, so-so.

R: Not a fabulous weekend uh?

M: Well, But I became so irritated final week.

R: I recon to procure it precisely properly what I imply right

M: Oh, that…How come you get hit with the aid of using that over some thing like that.

R: umm, whose mistake became it, huh?

M: Oh, wow, that is great. Wonderful, Back to square . for crying out loud, bob.

6. Extensive (monologue)

Ultimately, Extensive is in the form of oral reports, summaries is extended monologue or probably short speeches are given by students at intermediate and advance levels. Students can plan and arrange it in advance

1. Technique to increase speaking skill

Knowledge of viable school room sports is likewise required to carry out talking skills. It is crucial for college kids to have interaction in significant talking sports. Based on Harmer (2001: 271275) of Nila (2015: 26), a few sports associated with talking withinside the school room: a. Acting from the script. Communication recreation c. Prepared lecture (oral presentation) d. questionnaire. Simulation and position play These sports are crucial to recollect whether or not English instructors inspire college students to communicate withinside the route of schooling and learning. Teachers also can use them to evaluate a scholar's talking performance. Therefore, the instructor turned into capable of see if the scholar had done the cappotential to talk in English.

C. Definition of 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).

D. Developing Module

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. Additionally, pupil instructors and researchers mentioned the plot and heritage of the Dumululuk speeches about introduction, challenge, apex, objection, and resolution. The subject matters and messages of Dulmuluk's performances have been conceived and expressed on this have a look at. They are the idea of improvement research. As recommended via way of means of Beach and Marshall, the principle components of the concept implemented on this have a look at have been connection and judgment.

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	a. The book cover is attractive to young learners b. The font size and type are appropriate for young learners c. The book contents and workbook materials look fun and interesting to YL
2	Layout and Design	a. The book includes a detaild overview of the structures and vocabulary that will be taugh in each

			unit
		b.	The layout and design is clear
		c.	The learners can easily see what they have to do
		d.	The illustrations are varied and attractive
		e.	The illustration stimulate learners to be creative
3	methodology	a.	The suggested methodology is learner-centered
		b.	The materials can be easily adapted to suit various approaches
4	activities	a.	There are suffcent activities and tasks which are interesting in themselves
		b.	There are plenty of activities for children who cannot yet read and write with confidence
		c.	There are plenty of varied practice for any one set of language items/skill
		d.	The activities provide opportunities for real language use
		e.	The activities incorporate individual, pair and group work
		f.	The activities can be modified or supplemented easily
5	Language skills	a.	The materials provide an appropriate balance of the four language skills
		b.	There is suffcent 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 sufficent range of interesting level appropriate reading material
6	Language content	a. The language used in the book is sufficently authentic
		b. The language used is at the right level for my student's curent english abillity
		c. The language functions exemplify english that students will be in and likely to use
7	Topic content	a. The topics are realistic and likely to appeal to young learners
		b. The topic are relevant and encourage learners to express themselves
		c. The topic 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	Teachabillity	a. The book provides sufficent support, such as Cds, cassettes, DVD, Flashcards, posters to help students get a clear input
		b. The book is suitable for mixed abillity classes and classes of different sizes
		c. The teacher still has to suplement the coursebook

		with materials from other sources
9	Fleksibility	a. The book provides adequate opportunities for learner assessement
		b. Adequate asessment 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. Previous study

Developing Speaking English Module At Survival Class Of Lkp Aloha Edu Tegaldlimo In Academic Year 2021/2022 by Rizqi Maulana Ilmi. As mentioned in his result of research study "Based on the result of this research delivered that there was an improvement on student's speaking skill" This research also has ever done by several researchers and it is strengthened by their thesis. There are several theses which conducted by some researchers and related to this research below in the previous study as follow:

1) Developing English Speaking Module For Eight Grade Students At SMP S Pelita Raya Jambi (Research And Development) by Dina Agustiana As mentioned in her result of research study "Based on the result of this research delivered that there was an improvement on students' speaking skill"

The first Previous study aimed to produce english module book. However the first previous study conducted a research study involving SMP S Pelita Raya Jambi as population, but this research study was conducted by

Involving Survival Class at LKP Aloha Tegaldlimo as population or subject of the research study.

2) Development of Contextual-Based Learning Modules to Improve Pronunciation Ability of English Education Students (research and developement) by Tyas Alhim Mubarok, Ahmad Saifudin, Siti Rofiáh

The Second Previous study has a good impact on students' learning mastery because Contextual-Based Learning Modules from this study indicate that the Module has very good feasibility according to media experts and gets a percentage of 96%, material experts 96%, teacher assessments 96 % and 86% student responses, which means this Learning Media is "Very Appropriate" to use.

3) Designing a set of interactive games to help the eighth grade students of SMP Negeri 1 Sleman Yogyakarta learn prohibition sentence patterns (research and developement) by Bernadeta Siska Indriyana

The Third study aimed to produce Design of interacrive game set. However the first previous study conducted a research study involving Students as population, but this research study was conducted by Involving Survival Class at LKP Aloha Tegaldlimo as population or subject of the research study

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains about research method, research setting, research participants, research instruments, data gathering technique, and data analysis technique.

A. Research Method

According to Borg and Gall (1983), Research and Development (R&D) study in education is to develop and validate the educational products and the steps consisting of study findings, developing the products based on the findings, field testing and revising the product.

Research and Development (R&D) is the process of developing and validating educational products (Wina sanjaya, n.d., p. 129). The final objectives of the R&D research method are:

1. Can produce a product that is considered and because it goes through continuous assessment and testing.

2. The resulting product is a product that is produced according to the needs of the field. (Wina sanjaya, n.d., p. 130)

The steps in the R&D are (1) research and information collecting, (2) planning, (3) developing preliminary form of 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, and (10) dissemination and implementation (p. 775). This model has development steps that are in accordance with educational development, namely research that

produces and develops certain products which are then carried out by expert validation tests, namely such as material testing, design testing, small-scale group product trials, and field trials to determine feasibility. of the product to be produced and then to be developed. This research includes ten steps of development which the final result will be a product that is ready to be used. However, in this Borg and Gall study, for Strata One (S1) only up to the seventh step, namely potential and problems, data collection, product design, design validation, design improvement, product testing, and product revision.

1. potential and problems

Research can depart from the potential and problems. Potential is anything that, when utilized, will have added value. Problems can also be used as potential. The potential and problems raised in the research must be demonstrated by empirical data. The potential in this development research is the Speaking English Module for the Survival class. The potential for developing these products is to make it easier for students to understand English vocabulary, and to help teachers in streamlining classroom learning, especially English lessons. Learning media has not been applied in learning English so that the development of the Speaking English Module has arisen to make it easier for students and teachers in learning.

2. Gather information.

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. Here a separate research method is needed. Collecting information was carried out at the Aloha Edu LKP by conducting direct observations and interviews with teachers

and students. In direct observation and interviews conducted at LKP Aloha Edu, the results obtained are that there is not yet available learning media for the Speaking Module that is feasible and interesting to use. The results of interviews with students that understanding vocabulary is still difficult and the teacher conveys learning rarely uses the old speaking module.

3. Product Design

The researcher conducted research on the development of the Speaking English Module which focused on learning English and the first one was collecting materials to be made. The initial product design was made by the researcher himself in order to reduce errors. The steps taken in making this early-stage Speaking English Module are:

a. Collecting material that will be included in the learning media. That is from the old Speaking English Module material.

b. Designing the Speaking English Module using Microsoft Word according to the materials and pictures.

4. Design validation

After the initial product design has been carried out, the product is then consulted with a team of experts consisting of material experts and media and design experts. Material experts will see the suitability of the material with the curriculum, correctness, adequacy, and accuracy of product content. Media and design experts look at the accuracy of the appearance, color, image location, attractive or not the media to be used. Validation is done to see the feasibility of this product and what needs to be improved in order to produce better media. In the design validation stage there are steps that the researchers took, namely as

follows:

5. Design Improvements

In improving the product design, the validity will be tested by media and material experts. That way will appear the weaknesses that exist in the product. So that it can be improved and reduce the number of weaknesses. Design improvements are carried out by researchers.

6. Product trial

Trial is the stage of trying out educational products developed with the aim of finding the effectiveness of the product in terms of learning outcomes and the difficulties felt by the teacher (users) both those felt by the teacher in managing learning and the difficulties of students in learning. This trial will be carried out in two, namely one elementary school and one Islamic elementary school.

7. Product Revision

In this case, the existing product will be repaired in accordance with the existing deficiencies and weaknesses in accordance with the facts on the ground. Evaluation is needed at this stage so that it will be able to produce a better and feasible product. This product revision is carried out in order to improve the products that have been made and tested. So as to be able to produce products that are suitable for use in the learning process at school.

B. Research Subject

The subject of research and development of English vocabulary card media in Survival Class conducted at Aloha Edu Tegaldlimo. For a small-scale trial at Aloha Edu Tegaldlimo as many as 10 participants. The choice as a place of research is because it has not yet developed a module in the learning process.

C. Research Instrument and Data Gathering Technique

In this part, the researcher describes about instrument and data gathering technique used in this research.

1. Instrument

In this research, the researcher used some instruments. There are three types of instruments applied to gather data which are observation, interview, and questionnaire. The detailed information describes in the following section.

a.   Observation

Observation is the first instrument used in this research. McDonough and McDonough (1997) state that there are two major types of roles researchers apply during observation. In this research, the researcher became a non participant. The researcher observed without participating or taking any active part in the situation (McDonough and McDonough, 1997, p. 434). During the observation, the researcher sit on the back row while taking notes of the teaching learning activities and the students' activities toward writing using the prepared observation forms. The class observations were done two times on 20th of January, 2022 and 7th of February 2022. The observations were conducted when the researcher was doing Research as a practice teacher at *LKP ALOHA EDU Kedunggebang, Tegaldlimo, Banyuwangi*.

b.   Interview

The second instrument used was interview. Interviews consist of oral questions asked by the interviewer and oral responses by the research participants (Gall, and Borg, 2007, p. 228). The researcher asked open-ended question to

gather the data from the teacher, so that the interviewee easily answered the questions. The researcher conducted the interview with the English teacher who was teaching Survival Class in *LKP ALOHA EDU Banyuwangi*. The interview was held in *Bahasa Indonesia* in order to gain clearer answers. The interview results were translated into English. This instrument was used to gather the information about the students' needs and also their difficulties in learning sentence patterns.

    c.   Questionnaire

The third instrument is questionnaire. Questionnaires are printed forms that ask the same questions of all individuals in the sample and for which respondents record their answers in verbal form (Gall, and Borg, 2007, p. 228). This questionnaire provided two kinds of items, which were close-ended form (multiple choice) and open-ended form (essay questions). The questionnaires were distributed to the students of in the beginning of the research, before the researcher designed the materials. It was aimed to gather more data about the students. In the close-ended part, the researcher provided some statements with the degree of agreement from 1 – 4 scale, as described in table 3.1.

Table 3.1. Degree of Agreement

Degree of Agreement	Meaning
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

D. Data Analysis Technique

The data analysis technique in this development is to describe all opinions, suggestions, and responses. This data analysis was carried out to obtain the feasibility of the learning media, namely *Speaking English Module*. The results obtained are used for consideration in improving the English vocabulary card media. This development uses data analysis techniques, namely descriptive analysis. Descriptive analysis is used to analyze the data from the feasibility assessment by calculating the average. As the data collected can be grouped into two, namely quantitative data in the form of numbers and qualitative data in the form of words. Qualitative data will be analyzed logically and meaningfully, while quantitative data will be analyzed by calculating the average. The results of this descriptive analysis are used to determine the feasibility level of the development product in the form of aussie slang vocabulary learning media.

1. Validation Questionnaire

After the questionnaire was validated by the validator and English subject teacher, then the questionnaire was analyzed and presented. The results of data analysis are used as the basis for revising the developed product. Data in the form of responses to product tests collected through questionnaires were analyzed statistically. With the results of data analysis, it will know how big the feasibility of developing this media for future learning is. The results of data analysis are used as the basis for revising the developed learning media products. In this data analysis the steps used are Likert scale assessments on the questionnaire, such as

Table 3.2 Assessment Score Against Answer Options

Category	Score
Excellent	5
Good	4
Neutral	3
Fair	2
Poor	1

To determine the result of the percentage score of the assessment by using

the formulas obtained with the following formula:

$$Ps = \frac{s}{n} \times 100\%$$

Note :

Ps   : Presentase

the calculation formula is obtained by the following formula

S   : the Number of respondents' answers in 1 item

N   : The number of ideal values in the item

Furthermore, the percentage of eligibility obtained is then interpreted

into the eligibility category based on the following table:

Table 3.2 Eligibility criteria for percentage analysis for expert validation, teacher and student responses.14

Average score (%)	Category
0-49,99	Very bad/No valid/Unattractive
50-59,99	Not good/ Less Valid/ Less attractive
60,00-79,99	Good/Sufficiently Valid/Attractive
80,00-100	Very good/Valid/Very Interesting

CHAPTER IV

DISCUSSION AND RESEARCH RESULT

A. Research and Development Results

The results obtained in this research and development is Speaking English Module. Based on the Borg and Gall method using seven stages, the results are obtained step by step as follows:

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 improving students speaking skills. The reality in the field, many students afraid to speak with foreigners, so they often miss communication. 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 hinders the difficulty of students when speaking and improving their speaking skills is the lack of knowledge of the English, resulting in miss-communication. The first step that must be done is t o find out what media is suitable so that it can be used to help students improve their 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 skill obtained in the Survival Class. making it difficult for students interning at Aloha Edu Tegaldlimo to understand what the the people was talking about. they (students) only focus on developing general English speaking.

In the pre-test conducted by the researcher, the researcher can conclude the resultsbelow:

Table for students score

NO	NAME	L/P	TEST RESULT						NILAI	KET
			PRONUNCIATION	GRAMMAR	CONTENT	VOCABS	FLUENCY	SCORE		
1	Fara Aulia R.	L	3	2	2	3	2	12	48	Very bad
2	Samuel Duta	L	2	3	1	2	1	9	36	Very bad
3	Moh. Sudirman	P	2	2	1	3	2	11	44	Very bad
4	Miyuki Gustivia	L	1	3	1	2	3	10	40	Very bad
5	Rusty Astika	L	2	3	1	2	2	10	40	Very bad
6	Yudha Noval P.	L	3	2	2	1	3	11	44	Very bad
7	Arlinda Arya	L	3	2	1	2	3	11	44	Very bad
8	Ni Putu Agni S.	L	2	1	3	2	2	10	40	Very bad

| 9 | Rizky Aditya | P | 2 | 2 | 1 | 3 | 1 | 9 | 36 | Very Bad |
| 10 | Erinzia Afkarinasfa | P | 1 | 3 | 1 | 3 | 3 | 11 | 44 | Very bad |

Note:

Students amount	10	Value	416
Finish amount	0	Lowest Value	36

From the results of the pre-test above, the researcher can conclude that the students in Survival Class Still less in Speaking. Because of that, According to the media writer, that *Speaking English Module* is considered effective. Because the Information data regarding the development of the *Speaking English Module* was obtained from book, website, previous research, as well as expert opinions, which were collected and processed to produce this *Speaking Module* product.

3. Product Design

This Speaking English Module was created using the Microsoft Word application with the following steps: first use home to set font to times new roman, use insert to insert picture, the picture was taken from unsplah.com which provide free image for commercial usage.

Example of Speaking English Module designs before being revised by experts:

CHAPTER 14

DESCRIBING PICTURE

In describing picture we can describe modesly or in detail, in describing picture in detail, we can describe

1. How many people
2. what the people are doing
3. what they look like (expressions)
4. the clothes they are wearing
5. surroundings
   if you know or take the picture
1. who the person is
2. tell the story before take the picture
3. when the picture was taken
4. where you were
5. what you were doing
6. surroundings

Example: look at the picture by CDC

There is a boy and a man in a garden, they look like planting a plant together, a boy is wearing red shirt and shorts, a man is wearing blue shirt and shorts they are look like serious in planting the plants

Notes : if the picture is not human you can describe:

1. What the object is
2. Describe the object
3. The surroundings of the object

Let's Practice: choose one of the picture and describe
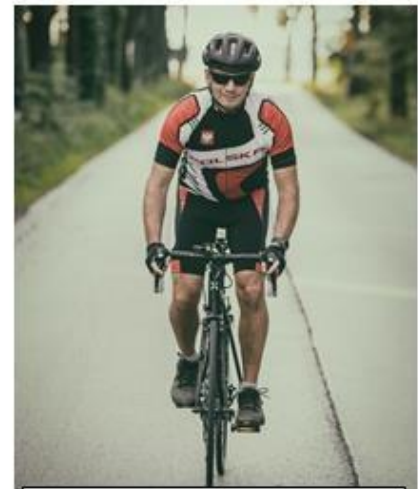
Image Example of a product before revision

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 by the supervisor. After the instrument is said to be valid by the supervisor, the validation stage is carried out to two experts.

The results of the media expert validation stage I

The results of the first stage of media expert validation by media expert obtained data such as the following table:

No	criteria	Aspect	Media Expert	∑ per Aspek (S)	PSA
1	practicality	1	5	19	95%
		2	5		
		3	5		
		4	4		
2	design	5	4	21	84%
		6	5		
		7	4		
		8	4		
		9	4		

The results of the validation of the learning media in the first stage based on the table above, the assessment of *Speaking Module* was obtained according to the conditions of the validated *Speaking Module*. Validation was carried out by two media expert lecturers by assessing two aspects, namely practicality and design. The assessment of practicality is based on the quality of the book that are easy to use, the instructions for use are easy to understand and the superiority of this media in terms of practicality gets a score of 95%. While the assessment of the appearance is about the appearance of the Speaking Module, such as color, design, selection of font and prints. This aspect of the display gets a score of 84%.

The score is obtained from the average of each aspect with the following calculations;

$$Persentase = \frac{\text{Amount of all Aspect percentage}}{\text{Aspects Amount}}$$

$$P = 95\% + 84\% = 89,5\%$$

For detaily, it can explain on the graph bellow :
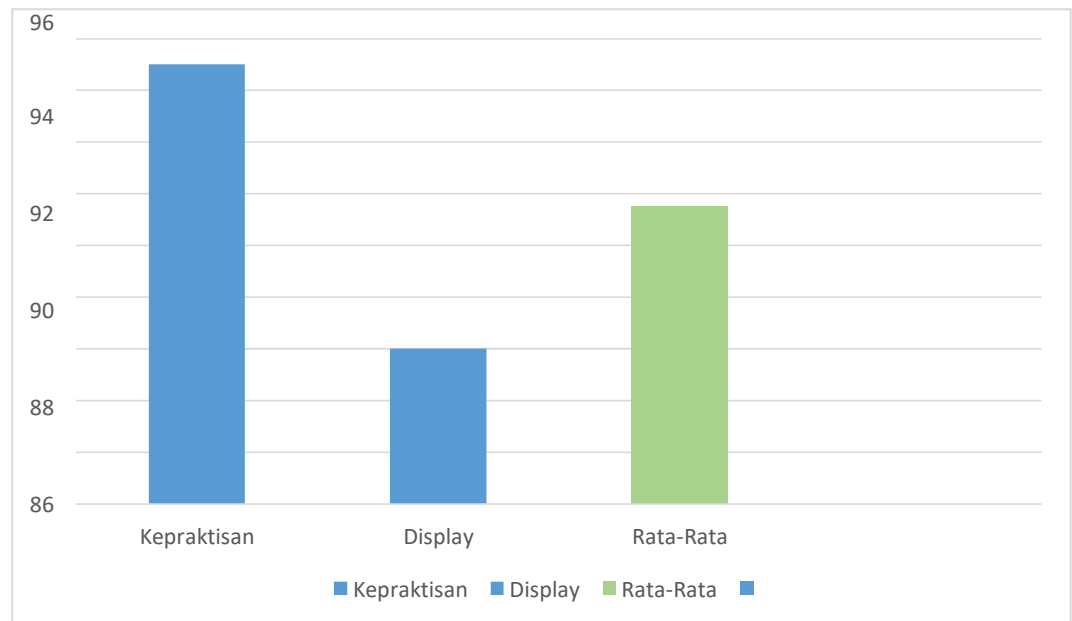
Image 4.2 Chart Media Expert Phase I

a. Results of Phase I Material Expert Validation

The results of the first stage material expert validation by the one

materialexperts obtained data such as the following table:

Table Validation Result Content Expert Phase 1

No	Kriteria	Aspek	Ahli Materi I	$\sum$ per Aspek(S)	PSA
1	Content	1	5	25	100%
		2	5		
		3	5		
		4	5		
		5	5		
2	Study	6	5	29	96%
		7	5		
		8	4		
		9	5		
		10	5		
		11	5		

.

The first phase of material validation assesses aspects of the quality of the material, and aspects of learning. Based on the table of the results of the first stage of validation by two expert lecturers, the following data were obtained: the material aspect regarding the suitability of the material presented with the learning media made, obtained a score of 100%. for the learning aspect in terms of learning motivation to students get a score of 96%. The average of these two aspects is 98%. The score is obtained from the average of each aspect with the following calculation:

All aspects persentage

$Persentase = $ *Jumlah Aspek*

P = 100% + 96%   =98%

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 aranging. Repair data and suggestions can be seen in the table below:

Suggestion	Repairing
1. Give interesting image 2. be careful with typos 3. use proper font 4. change the arangement of the lessons	1. already added 2. already fixed 3. fonts have been fixed 4. Fixed .

The list of revisions above is done after collecting revisions from the 2 experts. 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 ─── e for use.

After the product is revised according to the advice of the experts, the second stage of the validation process is carried out. Because the learning media has been improved, and the results of the validation have shown that the learning

media is feasible to use, it is sufficient to carry out two stages of validation. The following is the data from the second stage of validation.

After the product is revised according to the advice of the experts, the second stage of the validation process is carried out. Because the learning media has been improved, and the results of the validation have shown that the learning media is feasible to use, it is sufficient to carry out two stages of validation. The following is the data from the second stage of validation

.

No	Kriteria	Aspects	Media expert 1	Media expert 2	Media expert 3	∑ per Aspek (S)	PSA
1	Easyness	1	5	4	5	56	93.33%
		2	5	5	5		
		3	5	4	5		
		4	4	5	4		
2	Display	5	5	5	5	89	98.88%
		6	5	5	5		
		7	5	5	5		
		8	5	4	5		
		9	5	5	5		
		10	5	5	5		

Based on the table above, the results of the validation by media experts obtained in stage 2 are in the practical aspect getting a score of 100%, in the display aspect getting a score of 92%. The results of the media validation in the second stage get an average of 96%, the score is obtained from the average score of each aspect by calculation;

$$Percentage = \frac{\text{All aspects percentage amount}}{\text{Aspect amount}}$$

P = $\underline{100 + 92 \quad \%}$ = 96%
$\quad \quad \quad 2$

Based on this average, the media is in the "very good" category and the product is ready to use, more details can be seen in the following graph:
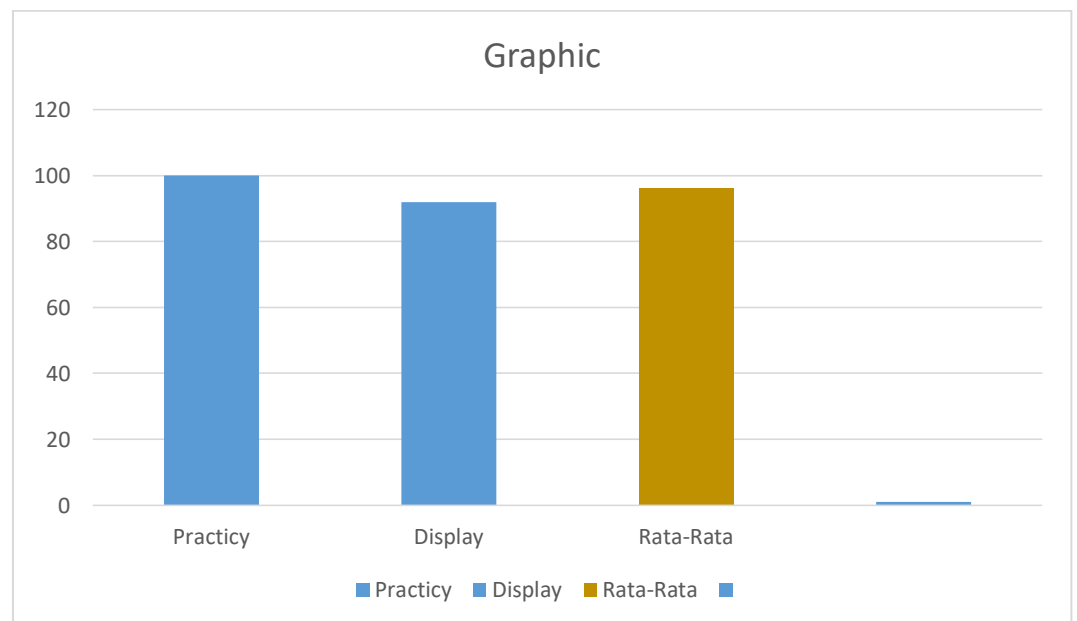
Figure 4.4 Graphics of Media Expert after revision

Material validation was also carried out twice by one material expert lecturers with the following data:

Tabel 4.6 Validation Result Content expert after Revision

No	Criteria	Aspect	Content expert	Σ per Aspect (S)	PSA
		1	5		
		2	5		

1	Content	3	5	25	100%
		4	5		
		5	5		
2	Study	6	5	30	100%
		7	5		
		8	5		
		9	5		
		10	5		
		11	5		

Based on the table above, the results of the validation by material experts obtained in the 2nd stage are on the material aspect getting a score of 100%. The implementation aspect assesses the accuracy of the material used in learning to get a score of 100%. Some of these assessments, if averaged, get a score of 100%, based on the validity level of the 100% score in the "very good" category and the material can be stated according to the Speaking Module developed. The results above can be seen in detail in the following graph;
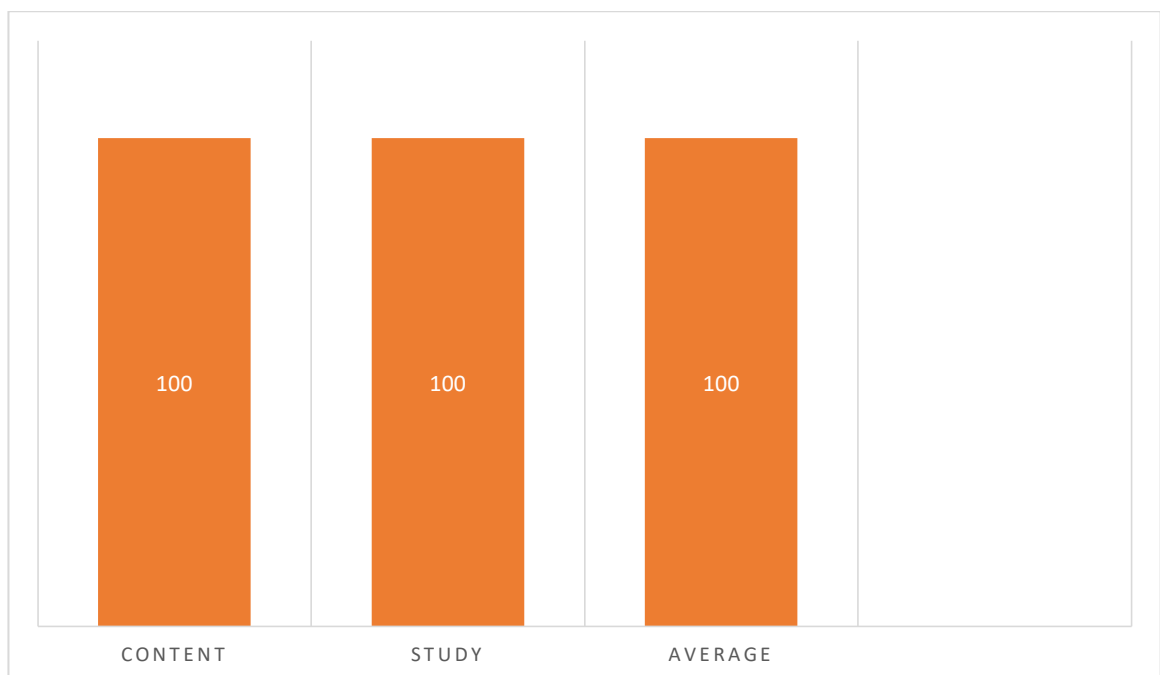
Gambar. 4.7 Graph of content expert Result validation

The score is obtained from the average score of each aspect by calculation;

$$Percentage = \frac{\text{all aspect percentage amount}}{\text{Aspect amount}}$$

$$P = 100\% = \frac{100\%}{2} = 100\%$$

Based on the above calculations, the material that was repaired was very good with a score of 100%. This shows that the material seen from several aspects is declared valid and ready to be used. As a comparison of the validation results, both media experts and material experts can be seen in the comparison chart below;
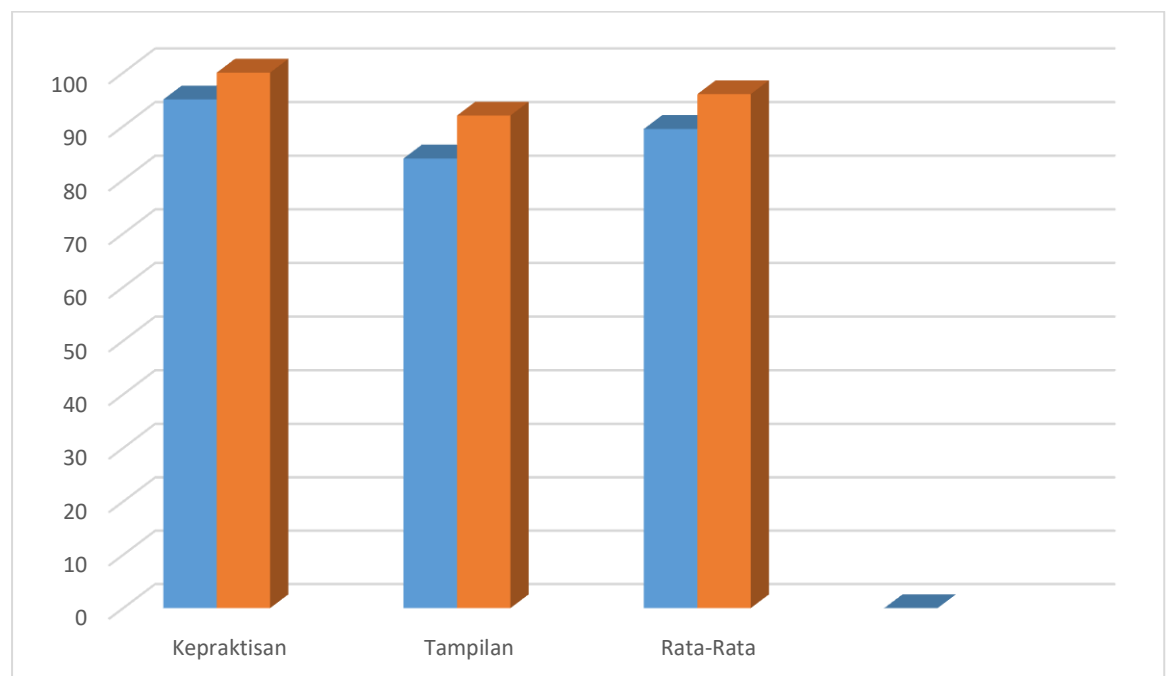
image 4.8 Comparrasion Graph media expert validation Phase 1 and 2

The validation of the first stage of the media to the second stage has increased, to find out the difference between stage 1 and stage 2 is to look at the graph where based on the graphic image the results are increased in percentage.

The increase in the value of each aspect is as follows; the practicality aspect has increased by 5%, while the design aspect has increased by 8%. The average of these two aspects is 3% of the previous score.

Image 4.9 Comparrasion graph of content expert validation phase 1 and phase 2
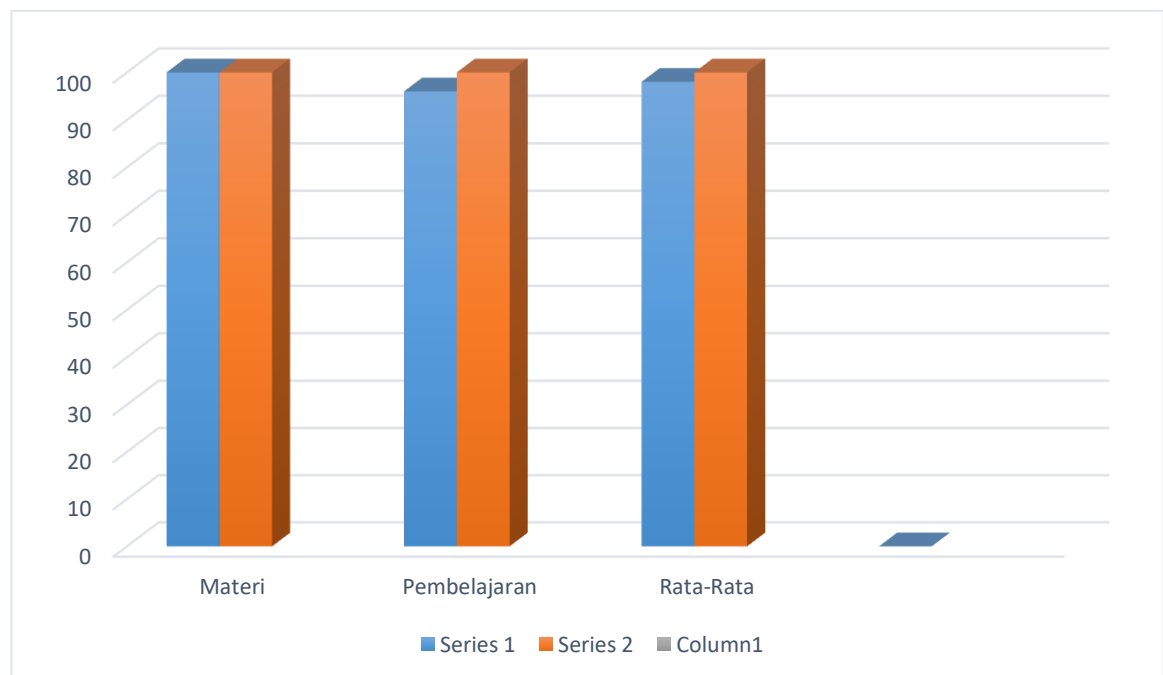
The validation of the material from the first stage to the second stage has increased, to find out the difference between stage 1 and stage 2 is to look at the graph where based on the graphic image the results are increased in percentage. The increase in the score of each aspect is as follows; the material aspect of the content has increased by 0%, the learning aspect has increased by 4%. The average score of the two aspects is 2% of the previously obtained score.

1. Product Trial (field testing)

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.

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 23days (26th of february-20th of march).

After the treatment was done, I give the students about post test and I want to know the result of my treatments. Other that Mrs. Yeni wulandari also give assessment for I do treatments till test. And this is the result score after treatment and after held the post test below

Table assessment of speaking skill after treatment (post-test)

NO	NAME	L/P	TEST RESULT						score	des
			PRONUNCIATION	GRAMMAR	CONTENT	VOCABS	FLUENCY	total		
1	Fara Aulia R.	L	3	3	5	5	4	20	80	Very good
2	Samuel Duta	L	4	3	4	3	5	19	76	good
3	Moh. Sudirman	P	5	4	4	3	3	19	76	good
4	Miyuki Gustivia	L	4	5	3	4	3	19	76	good

5	Rusty Astika	L	3	3	5	4	4	19	76	good
6	Yudha Noval P.	L	5	5	5	4	3	22	88	Very good
7	Arlinda Arya	L	3	3	5	5	5	21	84	Very good
8	Ni Putu Agni S.	L	4	4	5	3	3	19	76	good
9	Rizky Aditya	P	4	4	4	3	4	19	76	good
10	Erinzia Afkarinasfa	P	3	3	5	5	4	20	76	good

Note

Number of participants	10	Total value	784
Complete amount	10	Lowest value	76
Unfinished amount	0	The highest score	88
		Average value	78,4

According the score on the table above, the researcher can take conclude that the research can be said successful because the avarege that get by students was 78,4 after treatment (post-test). whereas the criterion for minimum achievement (SKM) of lkp aloha edu is 75. It is different before treatment (pre-test) which got 41,6.

After did pre-test and post-test, the researcher should analyzed statically by using SPSS (statistical package for the social sciences) especially paired t-test formula to know the value before and after giving treatment.

Right here are interpretation of SPSS output:

Table. 4.2. a Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test Pair 1	41,6	10	3,86437	1,22202
Post-Test	78,4	10	4,29987	1,35974

In the table paired samples statistic above, it describe about the result of treatment in improving students speaking skill between before and after giving Speaking Module which include, mean, standard deviation and standard error mean.

Data of students between before and after giving Speaking Module = 10, the average (mean) improving speaking skill before giving Speaking Module as media = 41,6 and average (mean) mastering students toward improving speaking skill after giving Speaking Module as media = 78,4. standard deviation before giving students Speaking Module book as media = 3,86437 and after giving students Speaking Module book as media = 4,29987

Based on comparison between average (mean), the level of mastering students to writing narrative text between before giving students Speaking Module as media = 41,6 and after giving students Speaking Module as media = 78,4 that means there was the high of effective about giving students Speaking Module for developing students speaking skill. So the gained score between before giving students Speaking Module and after giving Speaking English module = 36,8

Beside on used average data above, for analysis result of data the researcher also used paired sample test such us comparing between t-table and t-value, for analysis result of data.

Table. 4.2. b Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test Post-Test	-36,80000	4,13118	1,306395	-39,75527	-33,84473	-28,169	9	.000

In the table 4.2.b above, it contains the result of analysis data of t-test two samples pairs that contain t-value and significance. Based on that data above, it can be set up in two ways of testing hypothesis as follows:

   a) With comparing the t-values with t-table

      1) If t-values > t-table, Ho is rejected.

      2) If t-values < t-table, Ho is accepted.

To see the rate of t-table, so it was based on the degree of freedom, which amount is N-1 (15-1=14), based on the result of t-test analysis of paired two samples, it got t-value 4.974, if t-valued was absolute, it will become 4.974, and it

got the following result:

T-value was bigger than t-table (4.974>2.145), so Ho is accepted, it means that students of lkp aloha edu tegaldlimo banyuwangi who have been taught by using Speaking Module significantly achieve higher rating score. Beside on comparing between t-value and t-table, the researcher also comparing between the rate of taraf significance (p-value).

1) If significance < 0.05, Ho is refused.

2) If significance > 0.05, Ho is received.

Take the conclusion:

If the significant (2-tailed) < 0.05 that are proved the differences very significant both of first variabel and last variabel. It is proved the effective very useful of during treatment treatment by video clip as media.

If the significant (2-tailed) > 0.05 that are proved there is no differences very significant both of first variabel and the last variabel. It is proved there is no effective of during treatment by using Speaking Module.

In the table above the significant (2-tailed) = 0.00 < 0.05. Its meanthat the pre-test and post-test there are differences very significant. So during treatment for teaching Speaking using speaking module as media is very useful.

The consideration of researchers to involve teachers in assessing products is because teachers are potential users and implementers of learning. The results of the teacher's assessment of the product developed can be seen in Table 4.6

Table 4.6 Assessment Results of English Subject Teachers

No	Criteria	Aspec	The teacher respond	∑ per Aspec	PSA
1	Practicality	1	5	19	95%
2		2	5		
3		3	5		
4		4	4		
5	Appearance	5	4	28	93,3%
6		6	5		
7		7	4		
8		8	5		
9		9	5		
10		10	5		
11	Material	11	5	25	100%
12		12	5		
13		13	5		
14		14	5		
15		15	5		
16	Learning	16	5	25	100%
17		17	5		
18		18	5		
19		19	5		
20		20	5		
Average					97,75%
Information					Very Worthy

Based on the table above, the assessment by two teachers at LKP Aloha Edu Tegaldlimo Banyuwangi can be seen in the practical aspect getting a percentage of 95% feasibility in the 2nd aspect of the display getting a 93% feasibility percentage on the 3rd aspect of the material getting a 100% percentage of the 4th aspect of learning getting eligibility percentage 100%. The total average score is 97,75%, the percentage of data from the analysis of the results of the teacher assessment of Aloha LKp Aloha Edu Tegaldlimo Banyuwangi. For more details, see the following table:

Image 4.10 Graph teacher assessement
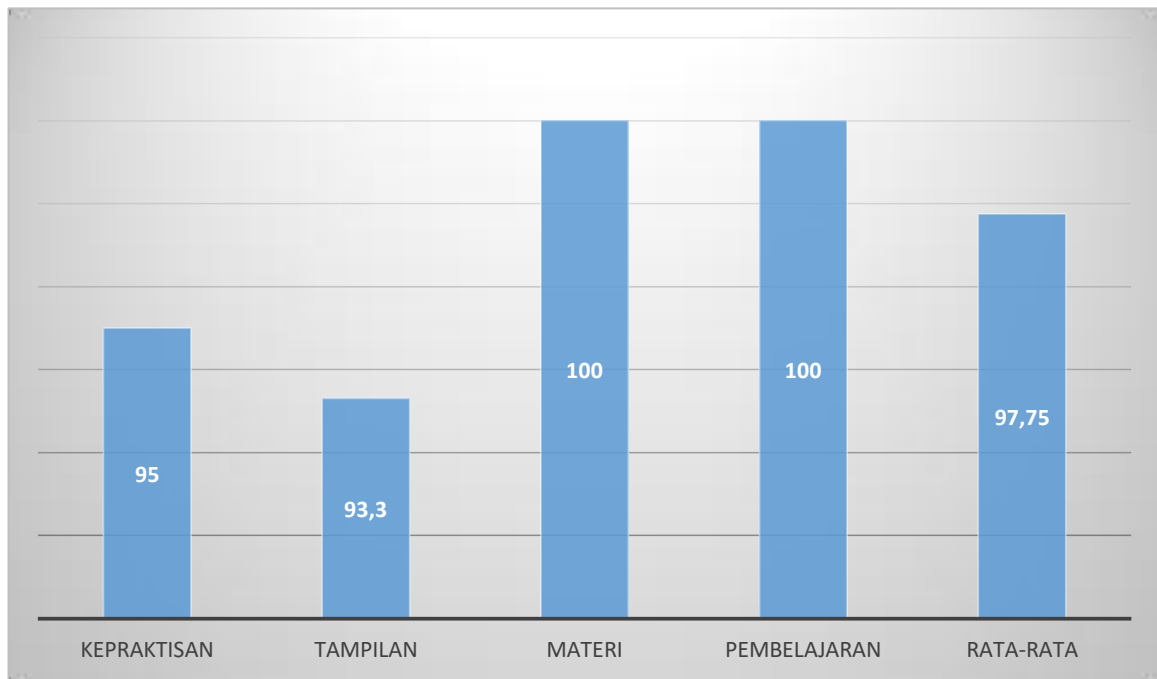
This trial was conducted at LKp Aloha Edu Tegaldlimo Banyuwangi with

10 students to respond to a questionnaire from the Speaking english module, the

number obtained can be seen in the table below:

Tabel 4.7 Questionare result about student response in LKP Aloha Edu

No	Criteria	∑per Kriteria	PSA
1	Interested in studying english vocabulary by speaking module	48	96%
2	*Speaking Module* make easy to memorize English vocabulary	41	82%
3	Interested to use speaking module when recess	45	90%
4	Study using speaking module is very fun	45	90%

5	Speaking module make me like english more	41	82%
6	Interested to have speaking module if sold in the store	44	88%
7	Ask friends to study speaking module	43	86%
8	Speaking english module is interesting	48	96%
9	After use speaking module, interested to study more about english	46	92%
10	After use it make me easy memorize vocabulary	44	88%
11	After use it study english is not boring	47	94%
12	By speaking module I understand well about english lesson	45	90%
13	After use speaking module I am happy to learn english	46	92%

Based on the table above, in a small-scale trial, this Aussie slang vocabulary book has reached the very good or very interesting category. This can be seen in the average rating in the table above reaching 100% which is included in the very good category.

2. 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.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter consists of two main discussion parts: conclusions and recommendations. Researchers present the conclusions of their research in the first part of this chapter. The conclusions are then followed by recommendations for teachers and future researchers.

A. Conclussion

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.

B. Suggestion

In this section, the researcher would like to give some recommendations for

the English teacher and the future researchers related to the research in this field. The recommendations can be presented as bellow:

1. For English Teachers

The English teacher should understand about the condition of the students. Therefore, the teacher should be creative to vary the learning activities, not merely based on the book materials so that the students will not get bored in joining the class. The teachers can also modify the technique or method that will taught to students by Speaking English Module, so that the students will be enjoy to join to the class.

2. For Future Researchers

The researcher recommends the future researchers who will conduct studies with Research and Development (R&D) select the teaching and learning activities and resources appropriately. This influences students' motivation to learn. Therefore, it is essential to understand students' needs and characteristic deeply. Besides, the researcher recommends future researchers to design the product which is needed by consumer, so that the product is useful.

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APPENDICES

Nomor : 31.5/273.7/TBIG/FTK/IAIDA/C.3/I/2022
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

LKP ALOHA EDU TEGALDLIMO

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

     Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **RIZQI MAULANA ILMI**
TTL : **Banyuwangi, 15 September 2000**
NIM : **18112210048**
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris (TBIG)
Alamat : Kedunggebang-Tegaldlimo-Banyuwangi-Jawa Timur
HP : 083853475455
Dosen Pembimbing : **Ridwan, M.Pd.**

     Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

Developing Speaking English Module to Develope Students Speaking Skill at Survival Class of LKP ALOHA EDU Tegaldlimo in Academic Year 2021-2022

     Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 08 Januari 2022
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

SURAT KETERANGAN PENELITIAN

Nomor: B-428/LKP ALOHA.13.30.03/KP.00.6/01/2022

Yang bertanda tangan dibawah ini:

Nama	: Ridwan, M.Pd
Alamat	: Jl Wahidin Sudiro Husodo 27 RT 36 RW. 05 Desa Kedunggebang
	Kecamatan Tegaldlimo Kab. Banyuwangi, Prop. Jawa Timur
Jabatan	: Direktur

Menerangkan Bahwa

Nama	: Rizqi Maulana Ilmi
Nim	: 18112210048
Fakultas	: Tarbiyah Dan Keguruan (FTK)
Prodi	: Tadris Bahasa Inggris
Status	: Mahasiswa IAIDA Banyuwangi

Yang bersangkutan benar-benar telah melakukan penelitian di LKP ALOHA EDUCATIONAL CENTER Tegaldlimo terhitung mulai tanggal 13 Februari 2021 s.d 18 Maret 2022 sesuai dengan surat dari IAIDA Banyuwangi No. 31.5/273.7/TBIG/FTK.IAIDA/C.3/I/2022.

Demikian surat ini dibuat dan dapat digunakan sebagaimana mestinya.

Tegaldlimo, 15 Februari 2022
Direktur

Ridwan, M.Pd

NIM	**18112210048**
NAMA	**RIZQI MAULANA ILMI**
FAKULTAS	**TARBIYAH DAN KEGURUAN**
PROGRAM STUDI	**S1 TADRIS BAHASA INGGRIS**
PERIODE	**20212**

No   Periode   Tanggal Mulai   Tanggal Selesai   Uraian Masalah   Bimbingan

Developing Speaking English Module at Survival Class of LKP Aloha Edu Tegaldlimo In academic year

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	15 November 2021	15 Februari 2022	1. Backgroundrn2. Research problemrn3. data collecting methodrn4. Data analysis teknikrn5. Research instrument	15 november 2021, backgroundrn20 november 2021, research problemrn29 November 2021, data collecting methodrn5 Desember 2021, research instrumentrn20 Desember 2021, Bab 1& 2rn9 Januari 2022, Bab 3rn25 Januari 2022, Bab 4rn03 Februari2022, Bab 5

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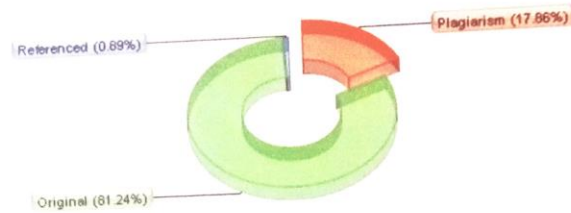
❓ Distribution graph:
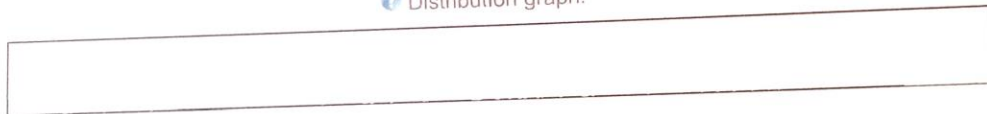
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14%	1643	1. https://docplayer.info/52966856-Silabus-kegiatan-pembelajaran-listening-about-greetings-introducing-thanking.html
9%	1100	2. https://dikawijatmoko.blogspot.com/2009/09/perangkat-mengajar.html
9%	1085	3. https://dokumen.tips/documents/8-bahasa-inggris.html

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2. Detected UniCode contamination percent: [0,3% with limit of: 4%]

3. Document not normalized: percent not reached [5%]

4. All suspicious symbols will be marked in purple color: Abcd...

5. Invisible symbols found: [0]

Assessment recommendation:

No special action is required. Document is Ok.

CURRICULUM VITAE

- Personal Identity
  Name : Rizqi Maulana Ilmi
  Phone Number : 083853475455
  NIM : 18112210048
  NIK : 3510041509000003
  Place, Birth Date : Banyuwangi, 15 September 2000
  Gender : Male
  Religion : Islam
  Status : Student
  Addres : Dsn Krajan Ds Kedunggebang Kec. Tegaldlimo Kab. Banyuwangi

- Education
  Formal
    - TK : TK Khodiijah 21 Kedunggebang
    - SD : MI Roudlotut Tholibin Kedunggebang Tegaldlimo
    - SMP : MTsN 4 Banyuwangi
    - SMA : SMK Minhajut Thullab Muncar
  Non Formal
    - LKP Aloha Edu Tegaldlimo
    - Madin Al Munadhirin

- Training Experience
    - Princom Kedunggebang
    - SMK Minhajut Thullab (1 Bulan)
    - LKP Aloha Edu Tegaldlimo (3 Bulan)
- Skill
    - Mampu bekerja baik individu maupun tim
    - Cooperatif
    - Menyukai kemajuan dan mempelajari hal baru
    - English Language
    - Microsoft Office
    - Typing & Printing

APPENDIX 1 Content Validator

MATERIALS EXPERT ASSESSMENT TOOL

PRODUCT NAME   : SPEAKING ENGLISH MODULE

VALIDATOR   : YENI WULANDARI, S.S.,M.A.

                        : 2022

TIME   :

CHARGING INSTRUCTIONS

1. Through this instrument, you are asked to give an
    assessment of the Speaking English Module media.

2. The assessment that you give to each question item
    contained in this instrument will be used as validation
    and input to perfect the Speaking English Module.

3. Please give an assessment by placing a mark (√) in one
    of the column values for SK, K, C, B, SB. With
    Description:

    SB : Very Good B : Good C: Fair K : Poor SK : Very
    Poor

4. Also provide input or suggestions in the column
    provided.

No	Aspek Penilaian	Assessment criteria	VG	G	E	P	VP
1.	LESSON	1. Completeness of material/theme					
		2. Relevant to the content of the material/theme					
		3. Conformity of content with target					
		4. Grammatical accuracy					
		5. Correctness of vocabulary writing					
2.	STUDY						
		6. Cultivate curiosity.					
		7. Make it easier to learn vocabulary					
		8. Motivate students to learn and understand English.					
		9. Student/reader centered					

SUGGESTION AND FEEDBACK

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Banyuwangi, 2022

Validator,

YENI WULANDARI, S.S.,M.A.

INSTRUMEN PENILAIAN AHLI MEDIA

NAMA PRODUK   : Speaking English Module

VALIDATOR   : Hendro Subiyantoro

HARI & TANGGAL :

WAKTU   :

1. Melalui instrument ini bapak/ibu diminta memberikan penilaian tentang media *Speaking English Module*.

2. Penilaian yang bapak ibu berikan pada setiap butir pertanyaan yang terdapat dalam instrument ini akan digunakan sebagai validasi dan masukan untuk menyempurnakan *Speaking English Module*

3. Silahkan Bapak/Ibu memberikan penilaian dengan memberikan tanda (√) pada salah satu kolom nilai SB, B, C, K, SK dengan keterangan:

        SB   : Sangat Baik

        B   : Baik

        C   : Cukup
        K   : Kurang

        SK   : Sangat Kurang

4. Berikan pula masukan atau saran pada kolom yang telah disediakan.

No	Assessement Aspect	Assessement Criteria	VG	G	E	P	VP
1	Kepraktisan SB = Jika memenuhi semua kriteria B = Jika 1 kriteria tidak terpenuhi C = jika 2 kriteria tidak terpenuhi K = Jika 3 kriteria tidak terpenuhi SK = Jika 4 kriteria tidak terpenuhi	1. Easy to use without other media					
		2. Instructions for use are easy to understand					
		3. Can be used by students without being accompanied by teachers/parents					
		4. The advantages of learning media					
2.	Display VG= If Reach Criteria G= If 1 Criteria is not reached E= If Two Criteria not reached P= If 3 criteria not met VP= If 4 criteria are not met	5. Attractive design					
		6. Writing is clear and easy to read					
		7. Print clear image					
		8. Image selection accuracy					
		9. Material selection					

Saran dan Masukan

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Banyuwangi,..........2022

Validator,

Hendro Subiyantoro

NIP. 197610212014071002

APPENDIX 3 Media Indicator Assessement

MEDIA INDICATOR ASSESSEMENT

NO	INDIKATOR	PENJABARAN INDIKATOR	
1	Mudah digunakan tanpa media lain, meliputi: 1) Media pembelajaran dapat digunakan tanpa media lain 2) Dapat digunakan secara berkala 3) Kejelasan buku petunjuk penggunaan 4) Efesiensi dalam kaitannya dengan waktu, biaya, dan tenaga.	Jika terdapat 4 indikator yang terpenuhi	SB
		Jika terdapat 3 indikator yang terpenuhi	B
		Jika terdapat 2 indikator yang terpenuhi	C
		Jika terdapat 1 indikator yang terpenuhi	K
		Jika terdapat tidak ada indikator yang terpenuhi	SK
2	Petunjuk penggunaan mudah dipahami, meliputi : 1) Petunjuk penggunaan jelas 2) Menggunakan kalimatyang tidak ambigu 3) Menggunakan kalimatyang sederhana 4) Menggunakan kalimat yang komunikatif	Jika terdapat 4 indikator yang terpenuhi	SB
		Jika terdapat 3 indikator yang terpenuhi	B
		Jika terdapat 2 indikator yang terpenuhi	C
		Jika terdapat 1 indikator yang terpenuhi	K
		Jika terdapat tidak ada indikator yang terpenuhi	SK
3	Dapat digunakan siswa tanpa didampingi guru/orang tua, meliputi	Jika terdapat 4 indikator yang terpenuhi	SB

	1) Pembelajaran dilakukan secara berkelompok dengan teman sebaya 2) Memberikan kelengkapan dan kemudahan belajar tanpa bantuan guru/orang tua 3) Memberikan peluang yang sama kepada siswa untuk belajar secara mandiri 4) Penyampaian materi pembelajaran disertai dengan petunjuk	Jika terdapat 3 indikator yang terpenuhi	B
		Jika terdapat 2 indikator yang terpenuhi	C
		Jika terdapat 1 indikator yang terpenuhi	K
		Jika terdapat tidak ada indikator yang terpenuhi	SK
4	Keunggulan media pembelajaran, meliputi: 1) Jenismedia pembelajaran popular dikalangan siswa 2) Siswa dapat bermain sambil belajar 3) Media pembelajaran mampu memfokuskan	Jika terdapat 4 indikator yang terpenuhi	SB
		Jika terdapat 3 indikator yang terpenuhi	B
		Jika terdapat 2 indikator yang terpenuhi	C
		Jika terdapat 1 indikator yang terpenuhi	K

	siswa untuk mengikuti proses pembelajaran 4) Media pembelajaran dapat digunakan berkali-kali 5) Media pembelajaran mampu menarik perhatian siswa.	Jika terdapat tidak ada indikator yang terpenuhi	SK
5	Desain menarik. Meliputi: 1) Desain menarik sesuai dengan karakteristik umum siswa 2) Desain dan tampilan sederhana dan jelas 3) Mengkombinasikan antara warna, gambar (ilustrasi), bentuk, dan ukuran huruf yang sesuai. 4) Pemilihan background serasi dengan tulisan	Jika terdapat 4 indikator yang Terpenuhi	SB
		Jika terdapat 3 indikator yang Terpenuhi	B
		Jika terdapat 2 indikator yang Terpenuhi	C
		Jika terdapat 1 indikator yang Terpenuhi	K
		Jika terdapat tidak ada indikator yang terpenuhi	SK
6	Tulisan jelas dan mudah dibaca, meliputi: 1) Tulisan terbaca dengan baik 2) Jenis huruf tepat 3) Ukuran huruf proporsional	Jika terdapat 4 indikator yang Terpenuhi	SB
		Jika terdapat 3 indikator yang Terpenuhi	B
		Jika terdapat 2 indikator yang Terpenuhi	C
		Jika terdapat 1 indikator yang	K

No	Indikator	Kriteria	Nilai
	4) Warna tulisan tepat	Terpenuhi	
		Jika terdapat tidak ada indikator yang Terpenuhi	SK
7	Cetakan gambar jelas, meliputi: 1) Warna gambar jelas 2) Bentuk gambar jelas 3) Kontras bagus 4) Ukuran gambar sesuai	Jika terdapat 4 indikator yang Terpenuhi	SB
		Jika terdapat 3 indikator yang Terpenuhi	B
		Jika terdapat 2 indikator yang Terpenuhi	C
		Jika terdapat 1 indikator yang Terpenuhi	K
		Jika terdapat tidak ada indikator yang terpenuhi	SK
8	Ketepatan pemilihan gambar, meliputi: 1) Kejelasan bentuk gambar 2) Kemenarikan gambar 3) Kejelasan warna gambar 4) Kesesuaian gambar dengan materi	Jika terdapat 4 indikator yang Terpenuhi	SB
		Jika terdapat 3 indikator yang Terpenuhi	B
		Jika terdapat 2 indikator yang Terpenuhi	C
		Jika terdapat 1 indikator yang Terpenuhi	K
		Jika terdapat tidak ada indikator yang terpenuhi	SK
9	Keawetan kertas meliputi: 1) Ketepatan jenis kertas yang digunakan 2) Ketepatan ukuran kertas	Jika terdapat 4 indikator yang terpenuhi	SB
		Jika terdapat 3 indikator yang Terpenuhi	B
		Jika terdapat 2 indikator yang Terpenuhi	C

		Jika terdapat 1 indikator yang Terpenuhi	K
	yang digunakan 3) Keamanan bahan untuk anak-anak 4) Keawetan bahan yang digunakan	Jika terdapat tidak ada indikator yang terpenuhi	SK
10	Kualitas cetakan,meliputi: 1) Cetakan bersih 2) Warna tajam 3) Gambar dan tulisan terbaca 4) Kontras yang sesuai	Jika terdapat 4 indikator yang Terpenuhi	SB
		Jika terdapat 3 indikator yang Terpenuhi	B
		Jika terdapat 2 indikator yang Terpenuhi	C
		Jika terdapat 1 indikator yang Terpenuhi	K
		Jika terdapat tidak ada indikator yang Terpenuhi	SK

APPENDIX 4 Content Validation

INSTRUMEN PENILAIAN AHLI MATERI

NAMA PRODUK : SPEAKING ENGLISH MODULE

VALIDATOR : YENI WULANDARI, S.S.,M.A.

HARI & TANGGAL :

WAKTU :

PETUNJUK PENGISIAN

1. Melalui instrument ini bapak/ibu diminta memberikan penilaian tentang media *Speaking English Module*.

2. Penilaian yang bapak ibu berikan pada setiap butir pertanyaan yang terdapat dalaminstrument ini akan digunakan sebagai validasi dan masukan untuk menyempurnakan *Speaking English Module*.

3. Silahkan Bapak/Ibu memberikan penilaian dengan memberikan tanda (√) pada salah satu kolom nilai SK, K, C, B, SB. Dengan Keterangan:

    SB : Sangat Baik B : Baik   C : Cukup K :Kurang SK : Sangat Kurang

4. Berikan pula masukan atau saran pada kolom yang telah disediakan.

No	Aspek Penilaian	Kriteria Penilaian	SB	B	C	K	SK
1.	Materi	1. Kelengkapan materi/tema					
		2. Relevan dengan isi materi/tema					
		3. Kesesuaian isi dengan target					
		4. Ketepatan tata bahasa					
		5. Kebenaran penulisan kosa kata					
2.	Pembelajaran	6. Menumbuhkan rasa ingin tahu.					
		7. Mempermudah belajar kosa kata					
		8. Memotivasi siswa untuk belajar dan mengerti tentang bahasa inggris.					
		9. Berpusat pada siswa/pembaca					
		10. Keterlibatan siswa					
		11. Keterjalinan komunikasi interaktif antara siswa					

Saran dan masukan

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Banyuwangi,   2022

Validator,

YENI   WULANDARI,   S.S.,M.A

APPENDIX 5 Learning Activities Images

APPENDIX 6 ALOHA SYLLABUS OF SURVIVAL CLASS

SILABUS

NAMA LEMBAGA : ALOHA EDUCATIONAL CENTER

MATA PELAJARAN : **BAHASA INGGRIS**

LEVEL : Survival English

STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

ALOKASI WAKTU : 168 jam X 45 menit

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
1. 1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan	• Ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat • Memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat • Berbagai ungkapan terima kasih dan responnya digunakan secara tepat • Berbagai ungkapan penyesalan dan permintaan maaf serta responnya diperagakan secara tepat	• Greetings and leave takings − Good morning. − How are you? − I'm fine, thanks − See you later. • Introducing − May I introduce myself. I am Budi. − Ani, this is Ida. − Nice to meet you. • Thanking − Thank you very much. − You are welcome. • Apologizing − I am sorry for ... − Please forgive me .. • Grammar Review − Personal Pronoun (Subject & possessive) ❖ I – my ❖ You – your − Simple Present Tense : to be & Verb 1	• Listening − About greetings, introducing, thanking, leave takings, and apologizing − Listening for information − Dictation • Speaking − Saying greetings, introducing, thanking, leave takings, and apologizing − Role playing, dialogues, introducing, thanking, leave takings, and apologizing − Telling one's self • Reading for information − Short passages − Dialogues • Writing − Completing dialogues − Arranging jumbled dialogues − Composing dialogues	• Tes lisan: − Memperagakan dialog secara berpasangan • Tes tertulis: − Melengkapi dialog	9			❖ Global Access to the World of Work ❖ English for Hotel Services ❖ Grammar in Use

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
1.2 Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	• Nama-nama benda dan kata yang mendeskripsikan benda yang terkait dengan warna, bentuk, asal (*origin*), ukuran, bahan, jumlah dan kualitas disebutkan dengan tepat. • Kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya disebutkan dengan tepat. • Waktu (*time of the day*), nama-nama hari/tanggal, bulan, tahun disebutkan dengan tepat.	• Adjectives showing colours, quality, size, shape, age, origin, material - *green, good, big, old, Indonesian, wooden,* dsb. • Profession, nationality • Adjectives showing physical (appearance), non-physical (characteristic) - beautiful, humorous dsb • Nouns showing time, day, date, month, year - *six o'clock, Sunday, 1st of May, July, 2006* • Grammar review: − Singular – plural nouns. (*book – books* *box - boxes* *child – children* *fish – fish)*	• Listening − Matching pictures with words − Dictation − Listening for information • Speaking: − Naming objects, quality of objects and persons, professions, nationalities, and time of the day. • Reading: − Reading for information • Writing: − Completing passages with suitable words	• Tes lisan − Mendes-kripsikan gambar secara lisan • Tes tertulis − Meleng-kapi kalimat − Pilihan Ganda − Memberi label pada gambar − Menja-wab per-tanyaan cerita.	12			❖ Breakthrough ❖ Global Access to the World of Work ❖ Person to Person ❖ Grammar in Use

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
1.3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	• Bilangan (*cardinal / ordinal*) digunakan dengan tepat dalam berbagai konteks. • Kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (*origin*), ukuran, bahan, jumlah dan kualitas. • Kata-kata dirangkai dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya. • Kata-kata dirangkai dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu (*time of the day*), nama-nama hari/tanggal, bulan, tahun.	• Cardinal and ordinal numbers − ten, twenty, first, fifth, dsb • Adjectives of quality: good, beautiful, dsb • Adjectives of size: big, small, dsb. • Adjectives of shape: round, straight, dsb. • Adjectives of age: old, new, dsb. • Adjectives of colour: blue, red, dsb. • Nationality, profession − John is an American. − He is a very busy chef • Adjective in series: A beautiful big U-shaped wooden house. • Description of events: The accident happened at nine PM on Monday, the 26th of July 2006. • Antonym / synonym	• Listening: − Matching pictures with words. − Dictation − Listening for information • Speaking: − Describing things, people, profession, and nationalities − Telling numbers, responding to questions about numbers. − Discussing things based on physical appearance. − Role playing dialogues • Reading: − Understanding and discussing passages. • Writing: − Describing things − Matching numbers and the way they are said. − Arranging jumbled paragraphs. − Composing dialogues involving the use of numbers in various contexts − Writing paragraphs based on pictures.	• Tes lisan − Mendes-kripsikan gambar − Menyebut-kan waktu, bilangan. − Menceritakan kejadian secara lisan. • Tes tertulis: - Pilihan ganda - Menjodoh-kan gambar. - Menyusun paragraph pendek.	21			❖ English for Hotel Services ❖ International Hotel English ❖ Person to Person ❖ Grammar in Use ❖ Posters or pictures from magazines or newspapers