



Public Speaking Module to English Students Based on Communicative Language Teaching Method

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ABSTRAK

Bahan ajar atau bahan ajar Public Speaking dengan kriteria lengkap dan mudah dipahami terindikasi sangat sedikit. Hal ini menyebabkan belum optimalnya kinerja siswa dalam Public Speaking. Penelitian ini bertujuan untuk mengembangkan materi Public Speaking berupa Modul Public Speaking yang terintegrasi dengan Pengajaran Bahasa Komunikatif untuk Mahasiswa Bahasa Inggris. Penelitian ini merupakan penelitian pengembangan (Research and Development) menggunakan model ADDIE (analisis, desain, pengembangan, implementasi, dan evaluasi). Subjek uji coba produk yaitu siswa yang ditemukan 15 orang mahasiswa. Metode yang digunakan dalam pengumpulan data adalah observasi, wawancara dan angket. Instrumen yang digunakan dalam pengumpulan data adalah angket. Teknik analisis data yang digunakan adalah deskriptif kualitatif dan analisis kuantitatif. Uji validasi digunakan untuk memvalidasi pengembangan modul melalui pendapat ahli. Hasil penelitian yaitu validator pertama mengatakan modul sudah baik tetapi perlu perbaikan. Validator kedua mengatakan mengatakan modul sudah baik. Disimpulkan bahwa Bahan ajar Public Speaking layak digunakan dalam proses pembelajaran. Bahan ajar yang dikembangkan dapat meningkatkan keterampilan Public Speaking pada siswa.

ABSTRACT

Teaching materials or teaching materials for Public Speaking with complete and easy-to-reach criteria are very few. It causes the performance of students in public speaking to be not optimal. This study aims to develop Public Speaking material in the form of a Public Speaking Module integrated with Communicative Language Teaching for English Students. This research is a research and development using the ADDIE model (analysis, design, development, implementation, and evaluation). The subject of the product trial was students, who were found to be 15 students. The method used in data collection is observation, interviews, and questionnaires. The instrument used in data collection is a questionnaire. The data analysis technique used is descriptive qualitative and quantitative analysis. Validation test to validate the development module through expert opinion. The study results are that the first validator said the module was good but needed improvement. The second validator says it says the module is good. It was concluded that the Public Speaking Teaching Materials were appropriate for the learning process. The developed teaching materials can improve students' public speaking skills.

1. INTRODUCTION

Communication is a way for humans to interact with other people. Communication is divided into two things: verbal and nonverbal communication (Aripradono, 2020; Juwita, 2017; Kadarisma, 2018). Verbal communication is also divided into personal and mass communication, or what is known as public speaking (Handika et al., 2019; Wildan et al., 2019). Public speaking skills are the skills to express something on a medium and large scale. Public speaking is one of the skills that English students must master (Turner et al., 2021; Zhang et al., 2020). However, public speaking skills are also difficult for students (Li & Zhou, 2021; Mambu et al., 2018; Sondiana & Sudirman, 2017). The level of student confidence, mental readiness, and careful planning for each student when speaking are essential factors in developing public speaking skills for students, especially when speaking in public (Mishori, 2020; Zhang et al., 2020). Public speaking can be considered complicated and the biggest fear, especially for students. There are so many factors that

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affect a person's public speaking ability that they feel intimidated when speaking (Delvia et al., 2019; Hall et al., 2022). Of course, it can influence and cause changes in the substance or content of the subject

Based on observations made by researchers of English students at Dharmas Indonesia University, there are problems in learning public speaking, such as student inactivity during learning and lack of knowledge and references from lecturers and students about public speaking. So that the factors causing the lack of optimal public speaking skills are still common. The factor most often faced by students when they are going to do public speaking is the lack of preparation or the technical aspect. In addition, the finding factor or how someone evaluates themselves and self-confidence are the most influential factors in public speaking activities. The frequent emergence of these factors causes students' public speaking to be less than optimal. The resulting sentences are usually less precise and too convoluted, the ambiguity of every word spoken, and the substance of the discussion does not reach the goal.

Based on the consideration of the lack of references in public speaking materials that are complete, flexible, and easy to understand, the researchers took the initiative to innovate in developing public speaking teaching materials based on Communicative Language Teaching with clear and easy-to-understand language as an innovative and exciting learning resource. Modules are teaching materials systematically arranged in language that is easily understood by students according to their age and level of knowledge so that they can study independently with minimal guidance from educators (Ningsih & Mahyuddin, 2021; Safitri, 2017; Velan et al., 2015). The use of modules in learning aims to enable students to learn independently without or with a minimum of teachers (Alias & Siraj, 2012; Linda et al., 2018; Sari et al., 2020). In learning, the teacher is only a facilitator. The module is a program package that is structured and designed in such a way as an independent study material to help students master their learning objectives (Darmaji et al., 2019; Setiawan et al., 2017; Sunismi & Fathani, 2016). Therefore, students can learn according to their own pace. The development of the Public Speaking module is expected to make students more active in learning Public Speaking and master the techniques so that students can speak in public with a higher level of confidence.

Communicative Language Teaching (CLT) is an approach in foreign language teaching that emphasizes the concept of interaction, both in the process and in the objectives of the learning process (Gong et al., 2018; Sokolova et al., 2015). Historically, CLT was present as a response to the audio-lingual method considered inappropriate in language learning. This method departs from the understanding that a language is a tool for communication, not just a set of rules (Gong et al., 2018). Therefore language teaching must adhere to this understanding, namely, learning a language is learning to use language, not learning about language (Gong et al., 2018; Sarfraz et al., 2015). The hallmark of CLT is the combination of functional and structural aspects of language. Functionally, CLT emphasizes how language is used, while structurally, CLT emphasizes language systems or rules (Ho, 2020; Sokolova et al., 2015; Wei et al., 2018). However, in its application, the functional portion is more significant than the structural portion because the teaching of language rules is not given directly but is implied in the learning process. There are five characteristics of the application of the CLT method, namely: first, suitability, namely the application of language according to the context of use, both in terms of formality and conversational situations. Second, the message focuses on understanding the meaning of language to mean where precisely the movement is? Information occurs in the learning process. Third, psycholinguistic processing, namely cognitive abilities, and other processes in language acquisition (Hengki et al., 2017; Ho, 2020). Fourth is risk-taking, namely the use of various communication strategies where students can learn from language mistakes that have been made. Fifth, free practice, namely the use of various basic language skills in language learning. CLT is a holistic approach (Hengki et al., 2017; Hien, 2021). The findings of previous studies suggest that this CTL approach focuses on the traditional structural syllabus and considers the communicative dimension of language (Akbari & Razavi, 2016; Hery, 2017). Other research findings also state that CLT emphasizes students' interests and needs (Adi, 2017; Bajrami & Ismaili, 2016; Hien, 2021). There is no study on the integrated public speaking module of Communicative Language Teaching for students. This research aims to produce teaching materials in the form of an integrated public speaking module, Communicative Language Teaching, for students with valid, practical, and effective criteria so that students can master public speaking skills quickly and efficiently.

2. METHOD

This type of research is research and development (Research and Development). The model used to develop a public speaking module integrated with Communicative Language Teaching is ADDIE. The ADDIE model consists of five steps: analysis, design, development, implementation, and evaluation. The analysis step consists of two stages, namely performance analysis and needs analysis. The first stage is a performance analysis that carried out to identify and classify the problems faced related to the learning

media used in the college so far, and then finds solutions by improving or developing learning media. The second stage is needs analysis, which is to determine the learning media needed by students to improve the quality of learning and student achievement. The second step is to design. In this step, the researcher asked to design the learning media such as in term of design, material and language. And after that the researcher can continue the steps to develop the media that want to be developed. Development step defines as a step to develop learning media based on the initial media design. The stages carried out by researchers in developing the Public Speaking module. Implementation step is used to implement learning media in the learning process in the college. By conducting small group trials and large group trials involving students to determine student responses and the attractiveness of the public speaking module. Based on the stages of implementation, the public speaking module needs to be evaluated. At the evaluation stage, the final revision of the product developed was carried out based on the suggestions and input of students given during the implementation stage. The research location is Dharmas Indonesia University. product trial subjects, namely students who found 15 people The methods used in collecting data are observation, interviews and questionnaires. The instrument used in collecting data is a questionnaire. The technique used to analyze the data is descriptive qualitative and quantitative analysis.

3. RESULT AND DISCUSSION

Result

The result of need analysis discuss about the data that has been collected from the questioner and interview. The data collection from the questionnaire is used to find out all the information from students related to public speaking learning subject English in Universitas Dharmas Indonesia. Data that collected from English lecturers at Universitas Dharma Indonesia which is in the form of an interview is also used to find out the information related to the process of teaching and learning especially in Public Speaking. As required by the students and advice from the lecturers at Universitas Dharma Indonesia, based on the results of the needs analysis, researchers decided to develop materials additional teaching that focuses on skills public speaking to help students to solve their problems in public speaking material. Teaching material development plan complementary to public speaking courses follow public speaking activities. These materials were developed based on the approach Communicative Language Teaching and the decided syllabus English Education Study Program of Universitas Dharmas Indonesia. The development of public speaking teaching material course consists of several sub-discussions or sub-topic. Topics selected are chosen by seeing the relevancy and considerations of the needs, students interest and aimed to increase their ability of speaking skill in their daily life. The sub topic that will be discuss in the module is the definition of public speaking, the art of public speaking, type and characteristic of public speaking, methods in public speaking, techniques in public speaking, how to analysis the audience, word and sentence choice in public speaking, how to build self confidence in public speaking. In every part of the material, the researcher will provide theories related to public speaking then it will enrich the students' knowledge of public speaking structure, history of public speaking etc. this module will also write with simple and authentic sentence to make every students who read the book will get the substance of the material easily.

The next step of this research is expert validation. The researcher consult the draft of public speaking module to a English lecture as the expert to be evaluated for ensure that requirement material are applied to the students. The researcher is also needed the comments and suggestions to make better drafts. Instruments used to evaluate and validate the design in the form of a check list and suggestions. After completing the first draft of Public Speaking module developed, the researcher analyses the expert's design. The first validator said that there must be any improvement in the language used in order to make students easier to understand the public speaking module, therefore the topic written inside the module must be in sequence start from the easier one and the complex one. While the second validator said that there must be any additional material in the end of the module which is the reflection. Learning reflection is an activity carried out in the teaching and learning process in the form of written and oral assessments by teachers for students and by students for teachers to express constructive impressions, messages, expectations, and criticisms of the learning process. The validator also said that the materials developed were very communicative by giving students many opportunities to practice public speaking skills without being burdened by memorizing many formulas from grammar, because researchers provide them with simple language as a guide for speaking. When the students make mistakes in speaking, the materials provide space for students to freely express their abilities in public speaking without the burden of memorizing dialogue or script as in previous teaching materials as well as provide space for lecture who teach students student and then revise the error through way of communicative principle. Here, students, can express their abilities in public Speaking through various activities. However, validator suggests researchers add activities that will motivate students to be more active in public speaking activities.

To find out the application of teaching materials that developed, needed to implement the product in the real field where is this step done to get some information relating to the necessary materials improved in order to find out suitability of materials developed for student. Therefore, the researcher conducted a tryout for the second year students in the English studies. Tested material is as follows title Public Speaking Presentation Topic Presenting public speaking in front of the audience. Researcher that also as a lecturer who conduct the public speaking presentation also observe the effectiveness of the teaching materials developed from activities and responses, student activity, student interest, students' opinions about the material developed, etc. The researcher saw that the students are very enthusiastic during the learning process teaching public speaking. Researchers wrote several important aspects based on the situation that occurred through notes field, while the lecturer is teaching using developed materials. Based on try-out process, data is collected by using a questionnaire for focused students on five points that represent students' opinions about the Public Speaking material that was developed. The five points about the attraction to the material, level difficulty, activity steps, use of materials in support the practice of Public Speaking, and aspects of practicality.

Based on data collected from 15 students, it was found that there were 12 students stated that the attraction to the material developed is very good. The materials they studied in try-out process can make them more active in learning English, especially public speech. In addition, there are 13 students who said that the attraction of good material. They claim that powerful material can motivate them to be a better and there are 2 students who said that the attraction of the material developed is sufficient. None of students who said that the teaching materials have been developed less attractive. In the aspect of difficulty level of the material developed, there are 10 students who stated that the teaching materials less difficult to develop. The teaching materials can well understand in order to improve their skills in Public Speaking, especially during practice in class and there were 5 students who said that the material developed is quite difficult to understand. When the researcher explained what the difficulties were they met, the students said that there are some words that are new to them. But none of the students said that the material developed is difficult or very difficult to understand or practice. In the aspect of activity steps, there are 14 students who said that activity steps in materials very well developed. The topics and the language are arranged in a good logical order. Other than that, there are 1 student who stated that the activity steps in material is well developed and there is no student who said that the steps activities in the material are developed quite well. In the aspect of the material developed to support language practice, there are 12 students who said that the usability aspect of the materials developed was very good and there 3 students who stated that aspects of the use of materials well developed. The last aspect that represents opinion students about the material developed after the try-out is the practical aspect. In this practical aspect, there are 13 students said that aspects of the practicality of the materials developed is very good and there are 2 students which states that the practical aspects of the material well developed. Besides, there's no one students who said that aspects of the practicality of the materials developed is sufficient or not good.

Discussion

In this study, the teaching materials used were developed in the form of additional teaching materials that complement and cover the shortcomings of the main book for the Public Speaking subject, which was developed based on Communicative Language Teaching. The additional teaching materials developed also aim to assist public speaking lecturers in teaching rare subjects in the main book to solve student problems in public speaking practice. In addition, it helps students by providing more opportunities to practice public speaking. Materials and pictures complement exciting and innovative teaching materials to help students be more enthusiastic and motivated in the learning process carried out (Alias & Siraj, 2012; Linda et al., 2018; Ningsih & Mahyuddin, 2021). Teaching materials can assist educators in presenting material in the learning process so that teachers have more time to guide, motivate and assist students in understanding learning. In addition, teaching materials are also helpful to assist educators in carrying out the learning process to make it easier to understand (Rizki, 2019; Sari et al., 2020; Setiawan et al., 2017). Therefore, teaching materials are essential in achieving learning objectives (Lee & Osman, 2012; Rasmawan, 2018).

The strength of the teaching materials developed is teaching materials that can cover the shortcomings or weaknesses of the leading books used by lecturers. The teaching materials have not been able to meet the needs of students optimally in learning Public Speaking. The teaching materials developed are arranged in an attractive manner and according to students' needs, which can make them communicate actively during the learning and teaching process and can be applied in honest life communication. The weakness of this developed teaching material is that the material developed is only for students in the English education study program. The teaching materials were developed to apply the CLT method. The stages of language learning through the application of the CLT method are considered to be able to improve

English speaking skills but must be packaged with various integrative learning activities so that students are motivated to interact optimally (Gong et al., 2018; Sokolova et al., 2015; Wei et al., 2018). CLT has three training activities stages: mechanical practice, meaningful practice, and communicative practice (Ho, 2020; Sarfraz et al., 2015; Wei et al., 2018). In mechanical training activities, students are given ample opportunity to use language without understanding the functions of the language they use in more detail. Activities at this stage can be in the form of repetition of exercises and changes in grammar or learning materials in a controlled manner (Hengki et al., 2017; Sokolova et al., 2015). At the same time, meaningful practice is a learning activity when students can choose the use of language according to its function (Hien, 2021; Ho, 2020). The teacher first provides a list of vocabulary that has been adapted to the language function according to the context and concepts it uses. The last stage is communicative practice, where language learning is placed on the use of language in the context of actual communication. Previous research findings also state that innovative teaching materials can help students learn (Adi, 2017; Dewantara & Sulistyarini, 2020; Sundaygara et al., 2019). Other research findings also state that teaching materials accompanied by an appropriate approach to learning will motivate students in learning so that it has an impact on increasing student learning outcomes (Adi, 2017; Arum & Wahyudi, 2016; Sundaygara et al., 2019). The advantages of the integrated public speaking module Communicative Language Teaching provide learning materials that make it easier for students to learn public speaking. In addition, this module is equipped with how to become an excellent public speaker to improve students' speaking skills.

4. CONCLUSION

The validator stated that the material developed was very communicative by providing many opportunities for students to practice public speaking skills without being burdened with memorizing many formulas from grammar. Students are very enthusiastic during the teaching and learning process of public speaking. It can be concluded that the integrated public speaking module Communicative Language Teaching is suitable for use in learning.

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