



## Speech Development Pattern Strategy in Indonesian Language Teaching Practices by PPG Students Daljab PGRI

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### ABSTRAK

Guru berperan sebagai komunikator utama dalam kelas, menggunakan bahasa lisan untuk menyampaikan materi, memotivasi siswa, dan menciptakan lingkungan belajar yang kondusif. Namun, banyak guru, terutama guru bahasa Indonesia, belum sepenuhnya memahami pentingnya keterampilan dalam pembelajaran, sehingga mengakibatkan keterampilan berbicara mereka menjadi rendah. Penelitian ini bertujuan untuk menganalisis strategi pola pengembangan tuturan serta alasan dan tujuan penerapannya dalam praktik pengajaran bahasa Indonesia oleh mahasiswa PPG Daljab K1. Penelitian ini tergolong kedalam penelitian studi kasus. Sumber data berupa video pembelajaran yang diunggah di akun youtube masing-masing mahasiswa PPG Daljab yang berjumlah 36 data. Pengumpulan data dilakukan dengan metode observasi dan wawancara. Instrumen yang digunakan adalah lembar observasi. Setelah data dikumpulkan kemudian dianalisis melalui beberapa tahap meliputi tiga tahap yaitu reduksi data, penyajian data, dan penarikan kesimpulan atau verifikasi. Hasil utama dari penelitian ini menunjukkan bahwa siswa PPG Daljab menggunakan berbagai strategi pola pengembangan tuturan, seperti deduktif, induktif, kausal, logis, perbandingan langsung, teknik dasar penjelasan sebelum atau sesudah pernyataan, analogi, narasi, dan klimaks, dalam praktik mengajar bahasa Indonesia. Kesimpulan dari penelitian ini adalah bahwa penggunaan strategi ini menciptakan situasi belajar yang efektif, memungkinkan siswa untuk mengembangkan aktivitas mental dan intelektual secara maksimal. Implikasi penelitian ini menyarankan pentingnya integrasi strategi ini dalam kurikulum pendidikan untuk meningkatkan efektivitas pembelajaran bahasa Indonesia di tingkat PPG Daljab.

### ABSTRACT

The teacher acts as the main communicator in the classroom, using spoken language to convey material, motivate students, and create a conducive learning environment. However, many teachers, especially Indonesian language teachers, still need to fully understand the importance of skills in learning, resulting in their speaking skills being low. This study aims to analyze the strategies of speech development patterns as well as the reasons and purposes of their application in Indonesian language teaching practice by PPG Daljab K1 students. This research is classified into case study research. The data source is in the form of learning videos uploaded to each PPG Daljab student's YouTube account, totaling 36 data. Data collection is done using observation and interview methods. The instrument used is an interview sheet. After the data was collected, it was analyzed through several stages, including three stages, namely data reduction, data presentation, and conclusion drawing or verification. The main results of this study show that PPG Daljab students use various strategies of speech development patterns, such as deductive, inductive, causal, logical, direct comparison, basic techniques of explanation before or after the statement, analogy, narration, and climax, in the practice of teaching Indonesian. This study concludes that the use of this strategy creates an effective learning situation, allowing students to develop mental and intellectual activities to the fullest. The implication of this study suggests the importance of integrating this strategy into the educational curriculum to improve the effectiveness of Indonesian language learning at the PPG Daljab level.

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## 1. INTRODUCTION

In carrying out activities as an educator, the teacher will always interact with students in learning. When interacting with students, the teacher uses oral and written communication. However, oral communication is the majority activity that can be seen in educational activities, especially in teaching activities. In communicating orally, the teacher needs speaking skills. Speaking is the main capital of a teacher in carrying out his profession as an educator. However, adequate speaking is not immediately obtained. This ability is obtained through training and learning. In addition, an important thing needed to achieve communication goals is the use of speech development pattern strategies (Atmazaki et al., 2021; Fitri & Saleh, 2023; Rahmah & Mujianto, 2023). The speech development pattern strategy is a person's ability in the art of language so that he is able to influence and convince the speech partner. Besides having the main function as a vehicle for interaction in communication, language also functions as an individual control. It is further revealed that speech development pattern strategies are needed in oral communication by teachers in learning activities (Kadek et al., 2023; Widiasri, 2023). The speech development pattern strategy has a significant role when the teaching and learning process takes place. The teacher uses this strategy when expressing the importance of competence in learning objectives, doing apperceptions, explaining material, and carrying out reflections. With the speech development pattern strategy, teachers can convey their ideas to students well so that learning can run smoothly. The application of speech development pattern strategies in learning can have an impact in the form of ease in achieving learning objectives contained in basic competencies. Speech development strategies will ease the task of a teacher in providing information, conveying instructions, conveying arguments, and controlling the classroom atmosphere to be conducive (Dewantara et al., 2019; Haslinda, 2022; Pramujiono et al., 2019).

The teacher has a big, but noble responsibility for improving and developing the self-quality of students. Related to this noble task, the teacher is often seen as a driving force that can encourage students to develop themselves to achieve maturity (Sudiana, 2007; Wirahyuni et al., 2021). Teaching is an activity to create conducive conditions for students in the teaching and learning process. In addition, in learning activity, the teacher's task is to achieve goals and create active, creative, innovative, and fun classes in accordance with the Freedom to Learn curriculum (Adnyana, 2023; Hsbollah, H. M., & Hassan, 2022; Hudaa, 2018). In learning activity, there are two parties involved, namely teachers and students. Teachers are teaching and students are learning. Learning events are essentially a communication event. In this case, there are parties who convey messages verbally accompanied by gestures, and there are parties who receive messages. In learning interactions, the teacher acts as a messenger, while students act as message recipients or vice versa (Dewantara, 2020; Rahmah & Mujianto, 2023). Teachers are required to be able to communicate everything, be it delivery of material or communication by using effective and persuasive language. Teacher must carefully determine the choice of words or diction to convey ideas to students. It can be said that educators, in their duties to prepare and carry out teaching material to students, must be accompanied by the implementation of speech pattern development strategies (Karataş & Tuncer, 2020; Mujianto, 2016; Onishchuk et al., 2020; Putrayasa, 2017).

The application of language skills practical appears even more prominent in the teaching process in the classroom. In the teaching process, the teacher applies the educational principles that have been learned. At the same time, the teacher also utilizes a speech development pattern strategy based on learning materials, types of learning materials, the students they face, and the conditions of the school where they teach. The speech development pattern strategy will be seen when the teacher uses a language style that is appropriate to the developmental level of the students. Speech development pattern strategies are often used by speakers in a planned manner, meaning that they are consciously directed at one goal so that the speech partner can live, feel, and do something effectively (Mulyati et al., 2023; Pramujiono et al., 2020; Rahardi, 2017).

Speaking skills have significant functions and benefits for persuading, convincing, organizing students in learning, and even being able to create a harmonious and educative atmosphere. Speech development skills are also able to create humorous situations in a conversational context to create fun learning (Arifin et al., 2019; Arnawa et al., 2023). This image has been given to Indonesian language teachers since they are close to linguistics. However, the fact is that not all Indonesian language teachers can understand the important function of this strategy. Indonesian language teachers do not fully understand the urgency of rhetorical skills in the learning context. Their focus in learning is only on delivering substantive material rather than on persuasive and communicative aspects. Teachers can actually use speech development strategies to motivate students to take certain actions, such as providing support for an idea or taking part in a movement. By using good rhetoric, teachers can build strong relationships with students through effective communication and build mutual understanding. It should be noted that, in addition, speeches are packaged as effectively and interestingly as possible by using rhetorical devices to motivate and convince someone (Sasmaya et al., 2019; Yulika et al., 2022).

Speech development strategies can be categorized as the art of speaking because it is the study of rhetoric. There are several studies on teacher speech in learning and rhetoric, some of which have significant similarities and differences. Another researcher conducted a study on the Philosophical Analysis of Aristotle's Rhetoric in Improving Public Speaking Skills and Its Relevance to Learning, with the results of the study showing that rhetoric is used for three purposes, namely, to convey logic, ethics, and emotions. Meanwhile, the research results in this article show the purpose of speech development patterns, namely making apperception and orientation, explaining the material, influencing students, controlling the class, straightening students' reasoning, reflecting, and building a positive image. In substance, the rhetorical objectives in research conducted by other researchers and this research article have similarities; it's just that the explanation of the strategic objectives of speech development patterns in this research article is more detailed. Rhetorical skills are also relevant in the classroom teaching process. Furthermore, another researcher conducted a study that showed that the speech development used by Indonesian language teachers at MTs Muallimat NWDI included inductive, deductive, cause and effect, explanation, example, and repetition techniques. However, there is a difference with the research conducted at this time, where the difference lies in the pattern of speech development obtained, which is more complex than the previous research (Nayum et al., 2022; Syahputra, 2022).

Research of the same type above indeed examines teachers' speech strategies or rhetoric, but the element of novelty that is clearly visible in this research is the relatively new data source, that is PPG Daljab K 1 2022/2023 teachers. There has been no previous research on speech pattern development skills used by teachers who are taking part in the PPG Daljab program. This research emphasizes the role of PPG Daljab students at PGRI Mahadewa Indonesia University in the practice of teaching Indonesian from the perspective of using speech development pattern strategies. This research not only examines speech development pattern strategies in teaching practice, but also reveals the reasons and objectives of their implementation. In this way, a meeting point is obtained regarding the relevance of the causes of effectiveness, harmonization and conduciveness of Indonesian language learning with the speech development strategies implemented by PPG Daljab K1 2022/2023 students at PGRI Mahadewa Indonesia University. So, this study aims to analyze the strategy of speech development patterns as well as the reasons and purposes for their application in Indonesian language teaching practices by PPG Daljab K1 students.

## 2. METHOD

This research is classified as case study research which focuses on observing and analyzing real-life, natural situations where a phenomenon occurs. This research seeks to investigate cause-and-effect relationships and understand the phenomenon of using speech development pattern strategies by PPG Daljab students in Indonesian language teaching practices (Milles, 1992; Sugiyono, 2012). The described data are the speech development pattern strategy and the function of implementing the speech development pattern strategy used by PPG Daljab K 1 students in 2022/2023 in teaching practice. There are several types of data collection methods used in this study, namely documentation, observation, and interviews. The subjects involved in this study were 36 YouTube videos uploaded by PPG Daljab K1 students. Observations were made on PPG Daljab K1 students to find out the strategies for developing speech patterns used in teaching Indonesian in class. Observation is also used to find out circumstances or conditions, such as the speaker's expression, the speech partner's (student) expression, and also the conversation context that takes place in learning.

This research used the technique of listening, watching and taking notes, as explained by Sugiyono (Milles, 1992; Sugiyono, 2012). The instrument used to collect data is an observation sheet. This instrument is used to record verbal and non-verbal communication phenomena that occur in the YouTube videos of each PPG Daljab student. After data collection, all information is presented in the form of written text, especially data in the form of YouTube videos. The data transcription process for YouTube videos was carried out in two ways. First, transcription was carried out as soon as possible after the data were obtained, with the aim of reducing errors in viewing YouTube videos. Second, if there were problems with the first technique, transcription was carried out after all the data had been collected. The data, such as the teacher's reasons or goals for using the speech development pattern strategy, were collected by the interview method. The researcher gave PPG Daljab students several questions related to speech development patterns. It is done to know that whether the use of speech development patterns for PPG Daljab K1 students is intentional or occurs naturally. The interview technique chosen was an unstructured interview using the zoom meeting application, after the PPG Daljab vicon activity ended.

The data analysis method used in this research involves three stages, namely data reduction, data presentation, and drawing conclusions or verification (Milles, 1992; Sugiyono, 2012). Concrete data reduction is carried out through data identification and coding. Descriptive analysis is used to analyze data

by organizing, selecting and coding (coding techniques). Then proceed with classification and interpretation using strategy theory of speech development patterns and rhetoric. This analysis and interpretation is carried out thoroughly with a focus on problems identified inductively. To ensure the validity of the results of qualitative data analysis, an examination was carried out using triangulation. Conclusions are drawn from the findings in the data presentation process. Conclusions are drawn after the data obtained is presented using narrative descriptions.

### 3. RESULT AND DISCUSSION

#### Result

The observation results towards 36 learning videos uploaded to their respective YouTube accounts by PPG Daljab K 1 2022/2023 students show that in implementing Indonesian language learning, PPG Daljab students used a speech development pattern as a strategy to attract attention and convince students of the truth. The teacher or student of PPG Daljab arranged the main ideas of the speech so that the message was well understood by the students. The main ideas of the speech are arranged as best as possible to create a fun learning situation so as to enable students to carry out mental and intellectual activities optimally to achieve learning goals. There are nine patterns of speech development that appear in the speeches of PPG Daljab teachers/students in 2022/2023. Techniques or patterns of speech development, namely deductive, inductive, causal, logical, direct comparison, basic explanation techniques before or after statements, analogies, narration, and climax. The speech development pattern strategy used in teaching practice by PPG Daljab students in 2022/2023 has four functions, namely providing information, convincing speech partners, asserting truth or justice, and defending arguments.

A table of speech development pattern strategies used by PPG Daljab K 1 students in teaching Indonesian language practices is presented in Table 1.

**Table 1.** Speech Development Patterns Strategy Used by PPG Daljab K 1 Student at PGRI Mahadewa Indonesia University

| Number | Speech Development Patterns                     | Number of occurrences | Percentage |
|--------|---|-----------------------|------------|
| 1      | Analogy   | 8                     | 4.9%       |
| 2      | Deductive                                       | 30                    | 18.4%      |
| 3      | Inductive                                       | 21                    | 12.9%      |
| 4      | Climax  | 27                    | 16.6%      |
| 5      | Logic   | 17                    | 10.4%      |
| 6      | Explain the basis before or after the statement | 9                     | 5.5%       |
| 7      | Narration                                       | 9                     | 5.5%       |
| 8      | Direct comparison                               | 17                    | 10.4%      |
| 9      | Cause-effect                                    | 25                    | 15.3%      |

The speech development pattern strategy used by PPG Daljab teachers or students in the teaching practice of Indonesian consists of 163 data. If sorted, the amount of data on speech development patterns used by PPG Daljab teachers/students from the largest to the smallest shows that the number of occurrences of deductive development patterns is 30 data (18.4%), the climax is 27 data (16.6%), the causes consequences is 25 data (15.3%), inductive is 21 data (12.9%), logic and direct comparison together is 17 data (10.4%), explained the basis before or after statements and narratives both are 9 data (5.5%), and analogy is 8 data (4.9%). Below is a description of the analysis results of the speech development pattern strategy used by PPG Daljab K1 students in the teaching practice of Indonesian.

The deductive development pattern structures a speech by starting with a general conclusion supported by evidence to grab students' attention. This pattern, also known as the general-specific pattern, is illustrated in the following example. First, in a classroom dialog, a student asks if it is okay to interrupt a friend presenting an idea. The teacher answers by emphasizing the importance of adhering to discussion etiquette, such as not interrupting and letting friends express their opinions. This illustrates a deductive pattern where the main idea, the importance of communication etiquette, is introduced first and supported by specific details. Another example is a teacher motivating students by stating that excessive fear will hinder progress. The teacher explains that fear is an enemy that must be defeated with confidence, thus starting with a general conclusion and reinforcing it with supporting details. Both examples show how the deductive development pattern conveys information, provides explanations, and motivates students.

The strategy for developing inductive speech patterns is carried out by presenting details or evidence related to the subject matter first to attract interest and influence the interlocutor's views. Based

on these details or evidence, a general conclusion is then drawn which embodies the idea of the speech. This evidence can be in the form of empirical facts, experience, statistics, etc. This speech development pattern is the opposite of the deductive pattern; in other words, it can also be said to be a general-specific pattern. The following is an example of a speech that contains rhetoric with an inductive development pattern.

In learning activities, a teacher explains to students the critical role of moderators in discussions. The teacher emphasized that moderators should not simply accept existing opinions. The moderator must provide opportunities for discussion members to support or provide input. Problems that cannot be resolved must be immediately raised to the discussion members for argument. The teacher reminded me that the moderator is the leader of the discussion and must be good at managing the course of the debate. The audience's enthusiasm to participate in the conversation depends on the moderator's skill. The debate's success or failure rests on the moderator's shoulders.

This speech illustrates an inductive development pattern. The teacher begins by conveying details or explanations in the form of facts to students, such as the importance of the moderator's role in managing the course of the discussion and influencing the audience's enthusiasm. These facts are then used as a basis for the teacher to conclude that the success or failure of a discussion lies with the moderator. The function contained in the teacher's speech is convincing. This inductive development pattern is used to confirm the information conveyed so that students are influenced and interested in the teacher's speech, and learning objectives can be achieved.

Developing speech patterns using logical techniques involves packaging speech to demonstrate knowledge or truth and reinforce arguments. Teachers use this technique in education to convince students, as shown in the following examples from PPG Daljab teachers and students. The teacher stated that active participation in speaking, not just listening, is crucial in discussions. This explanation emphasizes that speaking skills are prioritized, and actively speaking students receive better marks. This serves to convince students of the logical and correct nature of the teacher's arguments, influencing their understanding. Another example involves a student discussing discipline. The teacher challenged the students' reasoning, prompting critical thinking and leading them to correct their misunderstanding. This demonstrates how the teacher's logical speech influences students to change incorrect rationale. Overall, teachers' use of logical techniques in speech development helps convince students of the conveyed truth and improves their understanding, emphasizing the importance of expressing logical and critical opinions in learning.

Teachers and students in the PPG Daljab program employ causal development techniques to enhance speaking skills by describing cause and effect. This technique involves linking causes and effects in statements, such as when teachers direct students to "listen attentively to respond to discussion partners' arguments effectively." Conjunctions reinforce these cause-and-effect relationships, stressing the urgency of information and encouraging students to reconsider their perspectives. Teachers also emphasize the importance of lively discussions and responding with well-founded arguments. For instance, prompting students with, "What are your thoughts? Some may agree, others may not, and disagreements should be supported with reasons." This approach motivates active participation and rewards courage in speaking with appreciation. These techniques aim to engage students actively, influence their perspectives, and foster articulate argumentation.

The direct comparison pattern strategy is used by speakers to compare things, highlighting their similarities and differences directly. A teacher uses this strategy effectively to convey lessons to students in the context provided. Beginning with a query about the previous day's debate material, the teacher parallels a program guide's role in discussions and a skilled carriage driver who adeptly controls a carriage. This comparison serves to clarify the presenter's role and emphasizes the importance of skillfully guiding discussions. Furthermore, the teacher reinforces the need for students to defend their opinions vigorously, citing examples from televised debates to underscore the intensity of argumentation. These rhetorical comparisons effectively persuade students to engage more actively in group discussions.

In speech development, the teacher uses the speech development pattern strategy to explain the basis before or after the statement and provide information to speech partners, in this case, students. A concrete example can be seen in the teacher's interaction that encourages students, reminding the moderator of his leading role in facilitating the discussion. By directing attention to the duties and functions of the moderator, the teacher not only provides information but also emphasizes the truth about the role in the context of the discussion. Teachers also use this technique to ensure students correctly understand school policies, such as in the case of grade XII students who are not required to participate in extracurricular activities to focus on national exams. Thus, using this pattern of speech development serves not only to convey information but also to enforce the truth and clarify students' understanding of school regulations.

The climax speech development pattern strategy is used to order the parts of speech from least to most important. Subordinate main ideas are well organized, making each subsequent subordinate idea

more critical. In the following data, the speech of the PPG Daljab teacher/student contains a climax development pattern. The teacher sequences his speech, starting with less important things, such as asking why students are silent without giving comments and then highlighting the importance of students taking notes on every material taught. Another example is when the teacher explores students' memories about the types of paragraphs based on the location of the main idea. The teacher starts with a less critical question and then emphasizes the importance of students taking notes on every material taught. Thus, this climax development pattern strategy effectively structures continuous speech and influences students to better understand and follow the teacher's directions.

The narrative speech development pattern strategy is a skill speakers develop to present a series of events chronologically. An example of this strategy is seen in a teacher's speech to students, where the teacher uses a flashback pattern to remind students of an important announcement about discipline at school. The teacher illustrates the new rule enforced after the incident of a student who did not bring a book because he did not have a bag. This storytelling pattern clarifies the chronology of events and aims to provide informative information to students about the importance of using school attributes. In addition, the teacher also utilizes the flashback storytelling pattern in a story that recounts the experience of a wealthy villager who shops using the traditional kase to store money. This story illustrates that there are still other ways to store items, such as books, without modern bags. Thus, the appropriate use of narrative patterns enriches students' learning about history and tradition and teaches them to be more creative in utilizing existing resources. This paragraph integrates the two example stories from the given data into a related whole, highlighting the effective use of narrative patterns in an educational context.

The strategy of analogical speech development patterns is used by equating something with something else, such as explaining the quality of an educational institution with the metaphor of a car or the development of the Indonesian language with the growth of trees. In a concrete example from the research conducted, teachers in PPG Daljab used this strategy to convince students. For example, teachers emphasize to students the importance of courageously speaking up, even though the response may be wrong, with the metaphor that one should not be like a buffalo that is easily herded everywhere after having its nose removed. This analogy aims to emphasize the need to have one's stance and not be easily influenced and inspire students to be more confident in expressing their opinions.

## Discussion

The speech development pattern strategy used by PPG students in 2022/2023 has the goal of creating harmonious communication relationships with students in learning. The speech development pattern strategy constructed by PPG students is used to provide apperception and orientation, explain material, influence students, control classes, straighten students' reasoning in opinions, and reflect so that learning runs smoothly. The speech development pattern was used by the PPG student with the intention of attracting attention and convincing students of the presented subject matter. Teachers have something that students don't have, whether it's in the form of information, knowledge, ideas, and so on. Therefore, teachers can use speech development pattern strategies in conveying information, so that the conveyed information can be easily captured by speech partners (students). Other researchers state that speaking skills have a substantial contribution to speech partners such as providing information (informative), opinions (argumentative), and influencing speech partners (persuasive) (Bormann, E & Bormann, 1991; Hasriani et al., 2023).

Speech development patterns are also often used by teachers in an effort to transfer knowledge to students by explaining as much information about learning material as possible. It is done to build an understanding of communication in learning. The pattern of speech development used by the teacher in learning has a persuasive effect, students can quickly grasp the explanation of the subject matter or the information conveyed. Speech development patterns are also used to create interesting speech impressions for speech partners (Diani et al., 2022; Ma'rufah, 2021). Speech development pattern skills are used as a tool or medium to create interesting speeches, so as to be able to influence speech partners. The speech development pattern used in learning is also used to defend arguments when the teacher responds to a problem in learning. In other words, speech development strategies are the "main weapon" to convince and influence the partner speech to take the actions wanted. It is in line with Parelman's view in other researchers which states that speech development strategies actually have the aim of providing confidence and strengthening loyalty to the delivered speech values, creating a disposition to act, and demanding that people act when they hear the delivered speech (Leech, 2014; Sudiana, 2007; Talan, 2019).

This study's results differ from the previous research, which found six types of speech development patterns of teachers at MTs Mu'allimat NWDI Pancor: deductive, inductive, causal, explanatory, sampling, and repetition techniques. This difference is caused by the limited number of teacher samples used in the previous study, namely four people, which affects the variation in the findings of the types of speech

development patterns in learning at MTs Mu'allimat NWDI Pancor (Nayum et al., 2022; Sugiyono, 2012). This aligns with the view that population or sample validation is significant in determining research results. In the context of learning, the strategy of developing speech patterns of PPG Daljab 2022/2023 students can be understood as an attempt to create a positive image in the view of students through the use of language. Rhetoric is an image restoration strategy that uses reinforcement, differentiation, compensation, and corrective action. To influence students in learning, PPG Daljab students' speech development patterns are supported by appropriate language choices (Keraf, 2009; Mardiana et al., 2021). The choice of diction serves to influence the emotions of the listener. Accuracy in selecting diction material is an attempt to produce identical concepts in the listener's imagination according to the speaker's plan (Indrayani, 2022; Wulandari, 2018).

In addition, the choice of language materials or diction determines the effectiveness of speech. The selection of language materials is helpful in conveying the speaker's ideas so that the meaning is conveyed accurately and can be appropriately used to re-express ideas by the interlocutor or listener. The choice of language materials is one of the teacher's strategies to gain legitimacy from students. Canale and Swain develop four communication competencies: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. The selection of language materials or diction is part of grammatical competence in communication (Leaker & Ostman, 2009; Mardiana et al., 2021). This competence allows language users to manage language use to achieve specific communicative goals, including efforts to achieve learning goals through communicative skills possessed by a teacher (Ataboyev & Turgunova, 2022; Ilmiah & Pendidikan, 2023). This research innovatively explores a previously unexamined source of data from teachers enrolled in the PPG Daljab program. It differentiates it from existing literature that focuses on rhetoric in educational settings. It underscores the critical role of PGRI Mahadewa University Indonesia students in integrating speech development pattern strategies into Indonesian language teaching practices, aiming to improve communication effectiveness.

However, limitations of this study include the relatively small sample size of 36 YouTube videos, which could affect the findings' generalizability. To address this, future research could expand the sample size or incorporate diverse data sources for a more comprehensive analysis. Methodologically, this research used a case study approach with multiple data collection methods, such as documentation, observation, and interviews, to ensure robust data triangulation and in-depth analysis. Challenges in transcription accuracy and interview consistency were overcome through careful procedures. The implications of this study are significant to educational practice and theory. By describing nine different speech development patterns used by PPG Daljab students, including deductive reasoning and analogy, this study enriches pedagogical strategies to promote student engagement and understanding. In addition, it underscores the role of language choice in influencing students' perceptions and emotions, aligning with the framework of communication competence in educational contexts. These insights contribute to improving teaching effectiveness and student learning outcomes, providing avenues for curriculum development and teacher training initiatives.

#### 4. CONCLUSION

The speech development pattern strategy appeared in the speech of PPG Daljab K1 teacher or students at PGRI Mahadewa Indonesia University in 2022/2023 when practicing Indonesian learning consists of 9 types. They are deductive, inductive, causal, climax, direct comparison, narration, analogy, logic, and basic explanations after or before statements. The teacher uses a development pattern strategy in speech with the function of upholding the truth, providing information, and convincing students to change their attitudes, beliefs, views, and thoughts. Speaking skills will make it easier for teachers to influence students by using speech, so that the learning objectives contained in basic competencies can be achieved properly. In conclusion, this study provides an in-depth understanding of how speech development patterns are applied in educational settings, thus offering practical implications for educators and policymakers to optimize teaching methodologies and student engagement in Indonesian language learning. Future research could further explore the longitudinal impact of these strategies on student learning and academic performance.

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