

DEVELOPING SPEAKING ENGLISH MODULE AT SURVIVAL CLASS OF LKP ALOHA EDU TEGALDLIMO IN ACADEMIC YEAR 2021/2022**Ridwan¹, Rizqi Maulana Ilmi²**E-mail: ridwan@iaida.ac.id¹, riczkysander@gmail.com²Program Studi Tadris Bahasa Inggris
Institut Agama Islam Darussalam Blokagung Banyuwangi**ABSTRACT**

The historical past of the improvement of this book (Speaking Module) media is via way of means of searching 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 within side the Survival elegance at LKP Aloha Edu. This examine pursuits to broaden studying media and enhance the talking exceptional of college students within side the LKP Aloha Edu, they continually have issues whilst talking in English, due to the fact they're afraid, 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 within side 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.

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

A. Introduction

As a long way as we understand that we can not a long way from language in our everyday life, we use language nearly every time, Cambridge Dictionary stated that “language is a device of communicate 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 communicate has the huge function for human life, without 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 within side the direct social context of students, studying within side the context of tour and different intercultural communication, academically or sensible. I located that I ought to examine as a language requirement. Although at school, we quickly want a realistic software for. From this we are able to finish that English is the 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 curriculum 2013 which said that English language is applied until university.

The English language consists of several skills such as: Speaking, Listening, Reading, and Writing. From the skills, speaking skill is very Significant and Beneficial for everyone in the world, Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. According to Richard (2008: 19) on Nurhayati and Harpen (2018: 79), “for amount of foreign language learners to prioritize speaking skill in English to be mastered”. Hence, it is a must for the students to acquire speaking skill. Thereunto, in the Al- Qur’an surah Ar- Rahman verse 1-4 Allah already declared:

الرَّحْمٰنُ عَلَّمَ الْقُرْاٰنَ خَلَقَ الْاِنْسَانَ عَلَّمَهُ الْبَيَانَ

“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 Kedunggebang, Tegaldlimo, Banyuwangi Regency. ALOHA Educational center has graduated around 10,000 alumni spread throughout Indonesia, most of them continue their studies and workboth at home and abroad. The Aloha Educational Center program is open at any time. 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 Department about Accommodation Tourism Service Business. (<https://lkipalohaedu.blogspot.com/2021/03/profil-aloha-edu.html>) (LKP Aloha Edu, n.d.)

When the researcher do the observation in LKP Aloha Edu Tegaldlimo, the researcher finds many students can speak English with their friends but their speaking skill is not enough to communicate with more English speakers, when the researcher observe students speaking skill in the class they still cannot understand well what people said, the researcher also find that English module in LKP Aloha Edu is less up to date since the vocabulary and the design is need to be updated. From the problem mentioned before, that is why LKP Aloha Edu Should develop speaking module book, by developing speaking book so it makes student 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) As a long way as we understand that we can not a long way from language.

B. Research Methodology

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.

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 miscommunication. The first step that must be done is to find out what media is suitable so that it can be used to help students improve their speaking skills with the Speaking English Module.

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.

Table 4.1 speaking student's assessment before treatment (pre-test)

No	Name	L/P	Test Result						Nilai	Ket
			Pronunciation	Grammar	Content	Vocabulary	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. Sudirm	P	2	2	1	3	2	11	44	Very bad
4	Miyuki Gust	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 Nov 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 Ag 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	Erinza Afkari nasfa	P	1	3	1	3	3	11	44	Very bad

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	\sum Per Aspek	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 user 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;

Amount of all Aspect percentage

$Persentase = \frac{\text{Aspects Amount}}{\text{Amount}}$

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

For detail, it can explain on the graph bellow:

Image 4.2 Chart Media Expert Phase I

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

Table Validation Result Content Expert Phase 1

No	Kriteria	Aspek	Ahli Materi I	Σ 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:

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

$$P = \frac{100\% + 96\%}{2} = 98\%$$

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. 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;

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

35

Percentage =

All aspects percentage amount

Aspect amount

 $P = 100 + 92 \% = 96\%$

No	Criteria	Aspec	teacher respond	Aspec 19	PSA
1	Practicality	1	5	95%	
2		5			
3		5			
4		4			
5	Appearance	5	4	28	93,3%
6		5			
7		4			
8		5			
9		5			
10		5			
11	Material	11	5	25	100%
12		5			
13		5			
14		5			
15		5			
16	Learning	16	5	25	100%
17		5			
18		5			
19		5			

20		5				
Average						97,75%
Information						Very Worthy

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.

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

No	Name	L/P	Test Result						Score	Ket
			Pronunciation	Grammar	Content	Vocabs	Fluency	Total		
1	Fara Aulia R	L	3	3	5	5	4	20	80	80
2	Samuel Duta	L	4	3	4	3	5	19	76	76
3	Moh. Sudirm	P	5	4	4	3	3	19	76	76
4	Miyuki Gust	L	4	5	3	4	3	19	76	76
5	Rusty Astika	L	3	3	5	4	4	19	76	76
6	Yudha Nov P.	L	5	5	5	4	3	22	88	88
7	Arlinda Arya	L	3	3	5	5	5	21	84	84
8	Ni Putu Ag S.	L	4	4	5	3	3	19	76	76
9	Rizky Aditya	P	4	4	4	3	4	19	76	76
10	Erinzia Afkarinasfa	P	3	3	5	5	4	20	76	76

According to the score on the table above, the researcher can conclude that the research can be said successful because the average 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 (pretest) which got 41,6.

Table. 4.2. a Paired Samples Statistics

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

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.

Right here are interpretation of SPSS output:

Table. 4.2. a Paired Samples Statistics

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

Table. 4.2. b Paired Samples Test

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:

	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	1,30639	-39,75527	-33,84473	-28,169	9	,000

T-value was bigger than t-table ($4.974 > 2.145$), so H_0 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 , H_0 is refused.
- 2) If significance > 0.05 , H_0 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 mean that 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.

Table 4.6 Assessment Results of English Subject Teachers 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:

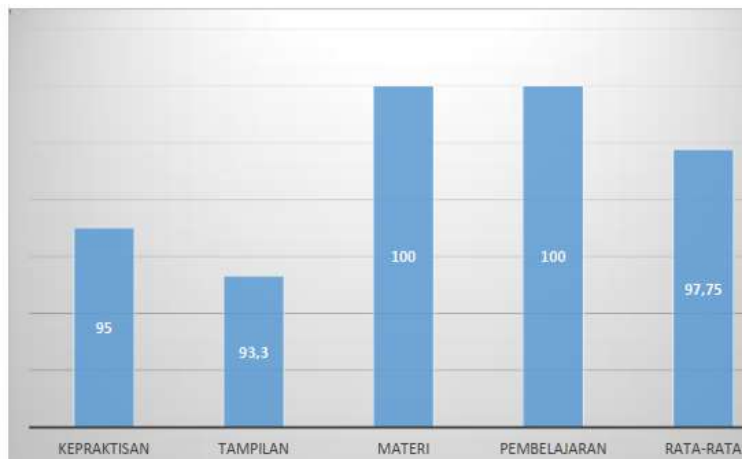


Image 4.10 Graph teacher assessment

No	Criteria	Aspec	The teacher respond	Σ 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

C. Conclusions

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

D. References

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