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Development of Speaking Training Media Based Android Application for Beginner BIPA Learners



Abstract: - Darmasiswa program is an Indonesian language learning program for foreign speakers. In this program, students are introduced to Indonesian language and culture. Beginner level BIPA learning in the program still finds problems related to teaching materials on speaking skills. Based on these problems, there is a need for the development of media for practicing speaking skills. The media aims to enable students to practice speaking independently without the need to be accompanied by a teacher or native speaker. The development of the training media can answer the formulation of problems related to the feasibility of content, language, and presentation systematics. The ADDIE model was used in this development. Based on the validation of speaking training media, the results obtained (1) material validation resulted in a good category, (2) language validation resulted in a good category, (3) media validation resulted in a very good category, and (4) practitioner validation resulted in a very good category. Based on this validation, the android-based speaking skill training media can be implemented for beginner BIPA students so that it produces an excellent category. This makes this speaking training media easier for beginner-level BIPA students in meeting the competency standards of beginner-level speaking skills.

Keywords: training media, speaking, android, BIPA, and beginners

I. INTRODUCTION

The Indonesian language learning program shown for foreign students is BIPA (Indonesian for Foreign Speakers) (Nursyairofi, 2022). In this case, foreign students not only learn Indonesian, but the BIPA program aims to introduce Indonesian culture (Azizah et al., 2022). Indonesia implements a BIPA program which is divided into several levels. This is adjusted to the language skills possessed by students. Based on Ministry of Education and Culture Regulation No. 27 of 2017, the language skills of BIPA students are divided into 7 levels, including BIPA 1, 2, 3, 4, 5, 6, and 7. Each of these language levels has graduate competency standards (SKL) that must be mastered and packaged in four language skills (Suyitno, 2007). Beginner levels are in BIPA 1 and 2 and advanced is in BIPA 7.

A university that organizes BIPA programs, especially those that focus on introducing Indonesian culture, is Brawijaya University with the Darmasiswa program. The Darmasiswa program is a scholarship for foreign students to study Indonesian culture, language, and arts for a period of 1 year (Budiana, et al., 2019). This Darmasiswa program requires training media that supports the main teaching materials, especially in speaking skills with local culture of Malang. Because the relatively short learning period makes students must be able to practice communicating and recognizing local culture quickly. Based on the facts in the field, beginner BIPA students need learning supplements that contain training in communicating in a real environment. In addition, students also need teaching materials that help provide an understanding of the target culture, especially Malang.

The need for teaching materials is very important in the practice of communicating learners in the target environment. Teaching materials are a part that is closely related to the content of the subject concerned and must be in accordance with learning objectives, learning strategies and student characteristics. (Suparman, 2012). The products of teaching materials vary, including technology, print, audiovisual which are used by teachers and students for the needs of the learning process (Cahyadi, 2019). One of the teaching materials that is widely used for BIPA students is the *Sahabatku Indonesia* book.

Sahabatku Indonesia is a book produced by Kemdikbud RI in 2016. This book is divided into 7 levels that are adjusted to the language skills of BIPA students. The book uses the CEFR

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(Common European Framework of Reference) curriculum with four language skills (reading, writing, listening, and speaking). Basically, these four language skills can be accommodated well in the teaching materials. However, there are some aspects that have shortcomings, especially in speaking skills. These shortcomings, include that the themes used are still limited to “Keluargaku, Selamat Ulang Tahun, Jalan-jalan, Penyayang Binatang, Petunjuk Arah, Kegiatan Sehari-hari, Rumah Santi, serta Lagu Populer Indonesia” and have not been adapted to the local culture of Malang; the practical aspects of speaking skills have not been effective in accommodating the needs of BIPA learners to communicate quickly in a real environment; and there is still a lack of diverse exercises or evaluations in terms of speaking skills .

In addition to the need for teaching materials, the purpose of this Darmasiswa program is for BIPA students to get to know the local culture in the target environment. Local culture is the habit of people in an environment with its natural conditions. The emergence of local culture comes from the knowledge (culture) of the community related to tradition and history,

formal and informal learning, art, religion and other creative interpretations. (Arwansyah et al., 2017). Cultural and language knowledge cannot be separated in learning. This means that BIPA students can be said to be proficient in language if they have mastered the language as well as the target culture (Muzaki, 2021). Learning related to interaction patterns where students live can provide benefits in terms of cultural mastery, especially local culture. This opinion is emphasized by (Saddhono, 2016) that students' understanding of local culture will be related to language. In language learning, the need for teaching materials must be integrated with local culture so that its implementation can be effective.

Based on these problems, it is important to research the development of learning media that contains speaking skills training using a variety of real context communication with the theme of Malang local culture. The developed media focuses on speaking skill training. Learning speaking skills has two main objectives, namely understanding the speech of speech partners and producing speech that is easily understood by speech partners (Jazeri, 2010). Speaking skills in this case are associated with the Standar Kompetensi Lulusan (SKL) at beginner level BIPA students, namely BIPA students are able to express simple sentences, say and ask directions, places, surroundings and daily activities and can answer with simple expressions when others speak. (Ministry of Education and Culture, 2017). This speaking skill training media is packaged using android. Android was chosen because of its ability to display information that is interconnected and connected to the internet. (Sartika, et al., 2016). The utilization of android is able to motivate BIPA learners to learn independently, while reducing the space limitations between teachers and BIPA learners. This speaking training media is also equipped with various exercises tailored to the SKL and packaged using real context conversations so that BIPA learners can easily practice speaking. The themes compiled in this learning training media are based on Malang's local culture, such as tourist destinations, culinary, traditional dance, traditional clothing, and *home industry*.

Similar research has been written by Budiana et al. (2018) entitled Development of Multiculturalism-Based BIPA Textbooks for Beginner Foreign Speakers. The research produced a BIPA textbook based on Malang's local wisdom. This research focuses on providing additional teaching materials, in addition to the Sahabatku Indonesia book. This research uses the 4D development model. This teaching material contains teaching materials, exercises and audio based on Malang cultural tourism which can be used as a learning supplement for BIPA students. The similarity of this research lies in the type of development, namely training media or additional teaching materials, themes related to Malang local culture, and research subjects related to beginner level students. Meanwhile, the difference lies in the development model, the focus of language skills aspects, and the media used to develop teaching materials. Furthermore, written by Violensia et al. (2021) entitled Teaching Materials for Intermediate Speaking Skills for Online BIPA Learning. The research produced an online teaching material product consisting of 10 themes. The themes developed in each unit adjust to the characteristics of students. This research focuses on improving the speaking skills of BIPA students. This research uses the ADDIE development model. This skill

teaching material contains exercises that are tailored to the needs of BIPA learners. Therefore, this product is suitable and can be used for learning speaking skills online. The similarity of this study lies in

the ADDIE development model used and the teaching materials for speaking skills. Meanwhile, the difference lies in the research subject, namely intermediate level BIPA and the media used to develop teaching materials.

This research is entitled Development of Speaking Training Media Based Android Application for Beginner BIPA Learners. This speaking training media is android-based which can be used for beginner level BIPA learners. This learning media is themed on the local culture of Malang so that BIPA learners can understand the target culture. Speaking training in this media is structured using conversations adapted to real contexts so that BIPA learners are able to communicate in the target environment.

II. METHODS

This research is of the development type. Development research are steps used to create or improve existing products that are considered through validation of content, language, and presentation systematics (Halijah et.al., 2020). The development model used is the ADDIE model (*Analysis, Design, Development, Implementation, and Evaluation*). The data contained in this study are divided into two. First, validation data conducted by three experts, material, language, and media as well as one BIPA practitioner. Second, the data from the pilot test of nine beginner-level BIPA students in the Darmasiswa program at Brawijaya University

III. DISCUSSION

A. About Speaking Training Media

This speaking training media is made using the android operating system so that it can be operated using a device. The android operating system was chosen because currently many people are using it (Hiasa et, al., 2022). This is based on the advantages possessed by the system, namely its open nature and open source (Anggraeni & Kustijono, 2013). The Android Studio application was used to develop this speaking training media. Initially the user will be shown a splash screen, then 12 theme menus will appear consisting of “Mari Berkenalan, Berkunjung ke Rumahku, Berbelanja di Pasar Tradisional, Berobat di Rumah Sakit, Belajar di Kampus, Naik Transportasi Indonesia, Mencoba Masakan Tradisional Indonesia, Menabung di Bank, Liburan ke Tempat Wisata, Macam-macam Pekerjaan di Indonesia, Kegiatanku Sehari-hari, dan Memahami Petunjuk Arah.” After that, there are material pages related to speaking skills. Finally, students are given speaking skills training to measure their accuracy in speaking.

B. Results of the ADDIE Development Stages

(1) Analysis Stage

At the analysis stage, three results were obtained, namely problem analysis related to the

results of researchers' observations on the Sahabatku Indonesia book which found problems related to content related to language skills, especially speaking. Potential analysis related to beginner BIPA students from seven countries (Vietnam, Tunisia, Thailand, Egypt, South Korea, Cambodia, and Japan) who have different characteristics. Finally, a needs analysis was conducted through interviews with nine learners and the results showed that beginner-level BIPA learners need learning supplements that contain training in communicating in real

environments. In addition, students also need teaching materials that help provide an understanding of the target culture, especially Malang.

(2) Design Stage

At the design stage, results were obtained about three things, namely navigation, flowchart, and storyboard. The results obtained from the design. Navigation design is related to the creation of menus in the application and its direction pattern. Furthermore, the flowchart design is related to the description of the flow in this media. In

addition, the storyboard design is related to the description of the appearance and scenario on each page of the speaking training media. The storyboard description in this media is presented as follows.

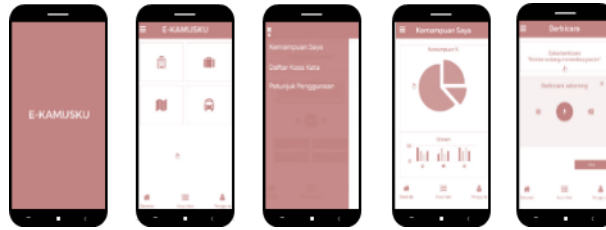


Figure 1 Storyboard of Speaking Training Media

(3) Development Stage

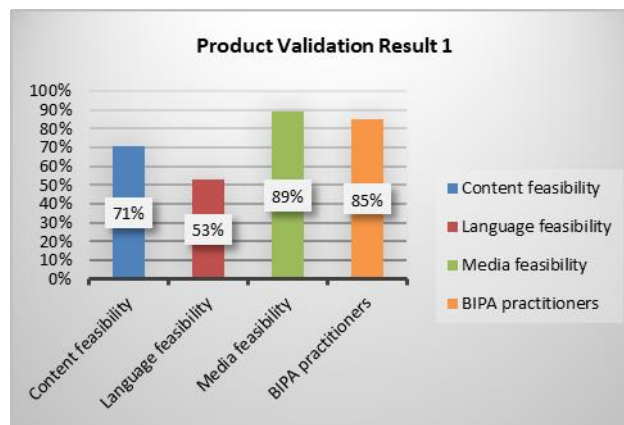
In this development stage, the things that are done are related to producing, validating, revising product I, and assembling product II.

The speaking training media was developed using 12 themes based on the local culture of learners in Malang city, among them, “Ayo Kenalan, Mampir ke Rumahku, Belanja di Pasar Tradisional, Ke Rumah Sakit, Kuliah di Kampus, Naik Angkutan Indonesia, Coba Masakan Tradisional Indonesia, Hemat di Bank, Mengunjungi Tempat Wisata, Berbagai Pekerjaan di Indonesia, Aktivitas Harian Saya, dan Memahami Arah.” This media focuses on practicing speaking skills.



Figure 2 Product 1

Product development is inseparable from suggestions and comments related to the suitability of content, language, media, and trials to Indonesian Language Learner practitioners. The results of validation, comments, and suggestions on product I are described as follows.



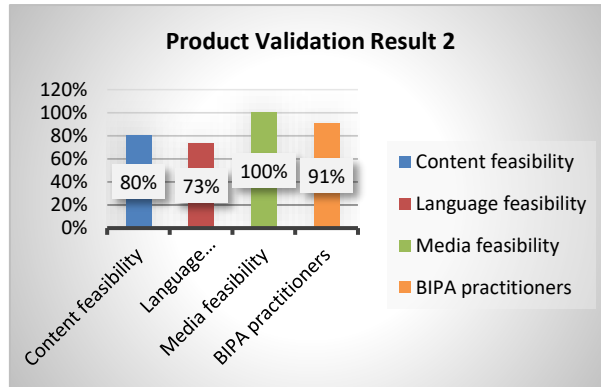
Graph 1 Product Validation Result 1

From the results of the first validation, content feasibility scored 71% in the Good category, language feasibility scored 53% in the Poor category, media feasibility scored 89% in the Very Good category, and BIPA Practitioners scored 85% in the Very Good category. The results of this first validation resulted in suggestions and comments as follows: conformity between content and learning objectives, accuracy of material, diction, communicative, and supporting presentation. Finally, from the delivery of suggestions and comments from experts and practitioners of Indonesian Language Learners, this product was

revised. The revised product I is called product II. In this phase, practitioner reviews are very important because researchers need feedback before the product is given to users. In addition, the tools used in the design phase are still used in this phase, as done by Durak et al. (2016), Ghani & Daud (2018), and Saman et al. (2019).

(4) Implementation Stage

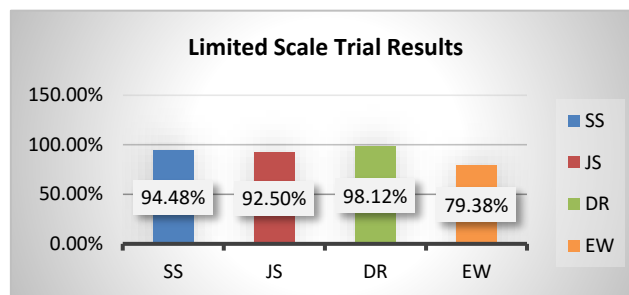
In the implementation stage, the things that are done are related to validating product II, testing on a small scale, revising product II, producing product III, and testing on a wide scale. The results of the validation, comments, and suggestions for product II are described as follows.



Graph 2 Product Validation Result 2

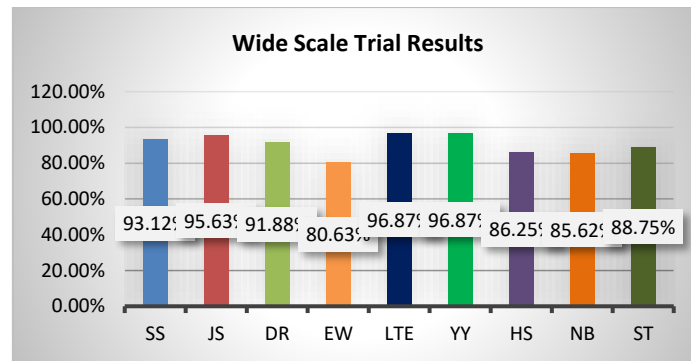
From the results of this second validation, it can be seen that content feasibility scored 80% in the Good category, language feasibility scored 73% in the Good category, media feasibility scored 100% in the Very Good category. BIPA practitioners scored 91% in the Excellent category. The summary of the second validation resulted in the following suggestions and comments on the suitability of the content and learning objectives.

Furthermore, a limited trial was conducted with four beginner BIPA learners from Tunisia, South Korea, Thailand, and Japan. The foreign students were selected randomly or commonly known as *random sampling*. The results obtained are as follows.



Graph 3 Limited Scale Trial Results

The implementation of the limited trial resulted in an average of 91% which is categorized as Very Good. In addition, there were no suggestions and comments on product II. Furthermore, revising product II from material feasibility suggestions and comments to develop product III. Product III is ready to be implemented to beginner BIPA learners. The results obtained are as follows.



Grafik 4 Hasil Uji Coba Skala Luas

The implementation of this broad-scale trial resulted in an average score of 91% which is categorized as Very Good, and no suggestions and comments were found on product III. Therefore, product III was ready to be packaged to produce the final product. Since, this phase allows all materials to be tested to identify whether they function well and are appropriate for the intended audience (Ghani & Daud, 2018), as well as researchers then disseminate online and share them with users.

(5) Evaluation Stage

At this stage there was no product revision III, so the process of packaging the speaking training media was carried out. Packaging is done by distributing it through Google Drive.

C. Speaking Training Media Study

The findings are related to the use of the local cultural theme of Malang and the communicative approach associated with the SKL of beginner BIPA learners. This speaking training media can fulfill the SKL of beginner-level BIPA learners in the aspect of language appropriateness, as evidenced by the selection of evaluation texts using 4-5 sentences. The assessment is related to the readability level of basic Indonesian learners, who only introduce a limited number of letters, symbols, and characters. Furthermore, the use of a single sentence structure in sentences and evaluations so that learners do not experience errors in understanding the reading. Then the use of speech and example sentences in vocabulary so that learners do not experience errors in writing the letters *l* and *r* in the words *give* and *buy* (give and buy), writing the letter *-ng* in the word *count*, and also the use of affixes.

In the aspect of media feasibility, this speaking training media can fulfill the SKL of beginner level BIPA learners. The assessment is proven by the presence of facilities that can make learners practice speaking independently. Content is provided to find out which words, phrases, and sentences are pronounced correctly, or there are still pronunciation errors. This convenience is related to the communicative approach and beginner-level BIPA learners can master Indonesian and communicate daily.

Therefore, from the evaluation results of experts and users, it can be said that the development of this learning supplement was successful. This statement is also supported by the fact that the whole process of developing speaking training materials meets the needs of beginner-level BIPA learners. In addition, each step in the ADDIE model is also carried out based on the initial analysis. In this study, the researchers analyzed user needs based on user skills, tool models, goals, and objectives of the learning tool (Aldoobie, 2015). After that, the researchers design the product, which takes time and several revisions to meet the users' goals and expectations, which goes directly to the development phase. Thus, in this phase, user feedback is very important. This statement is in line with Aldoobie's (2015) statement that users are expected to be involved in using the strategy during the design and development phase and provide feedback regarding the product. Finally, the final product is given to some experts and users so that they can use and evaluate the product to determine the feasibility of the product.

IV. CONCLUSION

Based on the results of the development and small and large scale trials related to speaking training media for beginner level BIPA learners, several things can be concluded from the media. There are themes used that are adapted to the local culture of Malang, the practical aspects of speaking skills are effective to accommodate the needs of BIPA learners to communicate quickly in a real environment, and diverse exercises or evaluations in terms of speaking skills. In addition, the results of this study are supported by previous research related to the development of the ADDIE model, which shows that by learning to use the developed learning tools, learners will more easily capture the material.

V. ACKNOWLEDGMENTS

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