

Developing Addie Model: Speaking for Informal Interaction Based on OBE Curriculum

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Abstract

Innovative English language teaching should be supported by a comprehensive coursebook to make the teaching process more attractive. This study aims to develop a speaking coursebook using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model based on OBE Curriculum. Researchers used Research and Development (R&D) to collect data through questionnaires and interviews. The finding showed that the design and development of the coursebook are highly influenced by the result of the needs analysis. Based on the need analysis, the researchers developed the coursebook for Speaking for Informal Interaction that provides achievable teaching ideas for lecturers, including speaking activities, vocabulary, grammar, dialogue examples, exercises (individual, pair, or group work), and lessons learned related to the topics discussed. The result of validation from experts (design, content, and language), students, and lecturers agreed that the coursebook had met the criteria of a good coursebook. The results of this study can later be effectively used to support the achievement of student communicative competence, especially in the speaking for Informal Interaction course.

Keywords: Developing, Speaking, Informal, ADDIE Model, OBE curriculum

INTRODUCTION

OBE is an approach used to accommodate 21st-century education that focuses on critical thinking skills, connecting knowledge with the real world, mastering information technology, and communicating and collaborating. OBE influences the education process; from curriculum design, learning objectives and achievements, educational strategies, learning methods, assessment, and the ecosystem. The ability to speak English is essential in increasing students' confidence and motivation to learn (Budiarta & Krismayani, 2014; Budiarta & Santosa, 2020). Speaking can be defined as a process of sharing information and

ideas. It must be mastered when learning English (Arung & Jumardin, 2016; Masuram & Sripada, 2020; Yulianasari & Kusriandi, 2018). Speaking for Informal Interaction is a course offered in the second semester at the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar. This course teaches students with knowledge of speaking English at an intermediate level fluently, accurately, and acceptably by using various language expressions in an informal interaction atmosphere. Students are trained to express ideas in an informal context. The knowledge taught includes language expressions used in an informal context.

Teaching material is one of the learning tools that have an essential role in encouraging the success of educators and students (Alabere, 2017; Firiady, 2018; Garton & Graves, 2014). Designing teaching materials is an option so that the resulting teaching materials can contribute significantly to answering the required learning outcomes. Teaching materials are a set of learning materials that are systematically arranged and display a complete picture of the competencies in learning activities with the aim of planning and studying the implementation of learning (Lim, 2019). In developing teaching materials, teachers must pay attention to the development model to ensure the quality of teaching materials. The teaching material development is a linear process with the learning process. Teaching materials should be arranged based on the learning needs and objectives.

A review of the outcomes of the OBE curriculum based on distributed questionnaires and interviews with students and lecturers of the English Study Program. It was found that the learning process was still not conducive because no main books or coursebooks were available that matched the curriculum and the learners' needs. Due to these problems, the learning process still needed to be focused, and the assignment of individual and group tasks to students has not focused on the material provided following the OBE achievement. The demand for achieving communicative competence directly affected the design of the speaking teaching material itself. Teaching materials were essential to determining learning objectives and quality in this case. In developing teaching materials, lecturers must pay attention to the development model to ensure the quality of teaching materials supporting learning effectiveness.

Numerous previous studies examined using the ADDIE model in developing materials. In the current research, the researcher used the ADDIE model to develop teaching materials, which has five stages: Analysis, Design, Development, Implementation, and Evaluation. This model was applied by several researchers in the development of speaking subjects) and to improve students' communicative competence. De La Torre, (2018) states that the ADDIE model is a research and development model with a systematic structure consisting of five interrelated components in a systematic structured manner.

Based on the preceding descriptions, this research was designed to offer an alternative preparation of teaching materials to meet the target need and learning needs. The study results can be effectively used to support the achievement of their communicative competence, especially in the Speaking for Informal Interaction course. It would give English-speaking lecturers and materials designer insight into developing an English speaking-coursebook using the ADDIE model. The issues raised in the study are as follows: what are the relevant teaching material models to be applied to the Speaking for Informal Interaction course based on the OBE curriculum?

METHOD

The current research was research and development, which aimed to produce teaching materials. It followed the ADDIE development model: Analyze, Design, Development, Implementation, and Evaluation (Branch, 2009). The population was 84 second-semester students who took the English for Informal Interaction course. They were the data source to determine needs analysis and initial information sources to see the reality and facts regarding the importance of providing teaching materials. Using a simple random sampling technique, the researcher determined 26 students as the samples. Surveys through questionnaires relating to students’ needs were given to all populations. Meanwhile, the samples were asked to give their responses about developed speaking materials.

The researcher used a qualitative data analysis flow model consisting of data collection, data reduction, data presentation, and concluding/verification. In the reduction process, rough data were sorted through data collection such as initial tests, observations, questionnaires, and interviews to identify and classify the data needed according to the research objectives (Miles et al., 2014). Then, the second step was presenting data in excerpts from field notes, excerpts from interviews, synopsis in the form of tables and figures, and interpretation of data which were then narrated into data transcriptions. The open questionnaires data were analyzed qualitatively and the data from the closed questionnaire were analyzed quantitatively with a simple percentage formula. The third step was data verification to conclude. The conclusions of the research results were then triangulated.

FINDING AND DISCUSSION

Analysis

In the analysis stage, the researchers analyzed the target and learning needs. The researchers conducted a needs analysis for lecturers and students to obtain information about whether existing programs can meet the student's needs. The researchers used the theory of Hutchinson and Waters in conducting a needs analysis and proposed two basic needs, namely target needs and learning needs (Hutchinson, 1987). They further classify the target needs into necessities, lacks, and wants. Meanwhile, Nunan, (2004) classifies learning needs as including the following components: input, procedure, setting, learner’s role, and lecturer’s role.

Table 1. Summary of the students’ Need Analysis

Aspects	Questions	Percentage	Responses
Target Needs			
a. Necessities	The importance of Learning English	57 %	Future Profession
	Preferred type of activity	44 %	Using stress, tone, and intonation
b. Lack	Speech level	53 %	Intermediate Level
	Difficulty in speaking skill	27 %	Vocabulary and Fluency
c. Wants	Desired topic	44 %	Daily activity

	Expected Learning Outcome	51.5 %	Communicate in English accurately, clearly, and precisely in everyday/general context
	Desired type of assessment	41 %	Individual Performance-Based Assessment.
Learning Needs			
a. Input	Preferred media	36 %	Digital-based media or information technology
b. Procedure	Desired type of learning activity	49 %	Group Activities
c. Setting	Desired class situation	29 %	Working in Group
d. Role	Learner's role	43 %	Active Communicator
	Teacher's role	46 %	Facilitator

From the summary of the needs analysis above, it was found that the students considered learning necessary for their future professions. One of the importance of English is improving students' future career prospects (Fandrych, 2009; Nair et al., 2012). English mastery can open new career opportunities and change the future. Based on the interview conducted, it was found that mastery of English was vital for the future because it required English as a skill that must be mastered, as shown in the following interview excerpt:

“Mastering English proficiency is my purpose in learning English, and it is a must so that I can get more career opportunities” (IN)

Moreover, students preferred the activities using clear and precise stress, tone, and intonation so listeners could understand them. Speakers must get used to using stress, tone, and intonation clearly and precisely. Improper pronunciation could distract the listeners and make the sound less attractive. Pronunciation of stress, tone, and intonation was considered defective if it deviated too far from the usually spoken variety. This can interfere with the message, or the speaker was considered strange. It was supported by interviewees who said that they wanted to use intonation clearly and precisely, such as in the following excerpt:

“In the speaking classroom, frequent practices are needed. However, the lecturers rarely emphasize correct pronunciation and sometimes only focus on finishing the tasks. In other words, there are no corrective inputs on the tasks, particularly pronunciation, and intonation. I expected corrections on the correct pronunciations so I could speak fluently and acceptably”(RE)

The students considered themselves at the intermediate level; they could converse about various daily life topics. However, they still had a problem with vocabulary and fluency. According to (Febriyanti, 2018; Tahe, 2021), speaking skills are more challenging to master than other English skills. The cause is the lack of vocabulary, the fear of making mistakes that affect fluency, pronunciation, and the lack of grammar mastery. The learner's fluency can be heard from the speed of speaking, which is relatively fast, and a slight pause is heard (Derakhshan, Khalili, & Beheshti, 2016; Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar, 2011; Shahini & Shahamirian, 2017). They also said that they needed a coursebook which, so far, they have only been given separate material handouts in the form

of PowerPoint or pdf. They needed a coursebook to build confidence to speak in public (Menggo, Suastra, Budiarsa, & Padmadewi, 2019). They wanted to have topics related to real-world activities. Thus, they can communicate in English accurately, clearly, and precisely in everyday contexts, as shown in the following excerpt interview:

“I like learning contextual topics which are related to my daily lives. Thus, what I have learned in the class could be directly applied in my daily lives.”(AC)

Furthermore, the preferred assessment that the students chose was an individual performance-based assessment. According to (Ounis, 2017), a performance Assessment is carried out by observing students in certain activities. Regarding learning needs, the students need digital-based media or information technology. ICT can be described as learning with the support of digital devices, which can impact language teaching and learning. Meanwhile, social media allow them to interact, share knowledge and ideas, express opinions, and display activities and events in their social networking groups. The use of ICT in learning speaking positively impacts them by increasing enthusiasm. Therefore, lecturers must develop skills in making learning to achieve learning objectives. Moreover, ICT helps students to develop their critical thinking skills, teaching and learning process tend to be student-centered, help increase self-confidence, and increase their motivation to learn foreign languages effectively (Aguti et al., 2014; Gandimathi & Zarei, 2018; Ratminingsih, Mahadewi, & Divayana, 2018; Yoon, 2013). In the OBE curriculum, ICT is essential to develop critical thinking skills.

In completing a task, the students tend to choose group learning arrangements in completing the assignment. Group learning has many benefits in the teaching and learning process, including developing students' skills in asking questions and discussing problems (LaBeouf, Griffith, & Roberts, 2016; Masruddin, 2018). In that group activity, the students wished to become active communicators. They wish they could develop the skill of communication, and they need the teacher's help as a facilitator in completing assignments. Here, the lecturers must be able to help and guide students in active and creative thinking.

Design

In the design stage, the researchers designed the course and materials based on interviews and curriculum analysis data. The researchers focused on determining the components of teaching materials and compiling coursebook instruments. Researchers compiled indicators that underlaid the process of developing teaching material designs. The method of the course was reflected in the syllabus, which covered the course description, course goals, learning objectives, materials, activities, and assessment. The researcher designed an attractive cover; the contents of the teaching material were according to need analysis; and the language was appropriate to their level.

The coursebook is considered an essential component of the curriculum and the most tangible and visible aspect of pedagogy(Graves, 2000). It is designed to provide short and achievable teaching ideas for lecturers so students can express opinions about the material being taught, practice pair dialogue, perform role play in groups, do exercises, and provide conclusions at the end of the material. The exercises in the coursebook stimulate students to think and communicate in English to develop communication strategies. In addition, this coursebook is designed to equip students with knowledge of speaking English at the post-intermediate level fluently, accurately, and acceptably using various language expressions in

informal interaction settings. The lesson is distributed in 14 units: (1) making small talk, (2) compliments, (3) likes and dislikes, (4) invitation, (5) gratitude, (6) asking people to wait, (7) asking and giving directions, (8) asking for help, (9) asking and giving an opinion, (10) agreement and disagreement, (11) asking and giving advice and suggestion, (12) apology, (13) condolence, and (14) encouraging. The language skills distributions in each unit were different as the focus was on language components to accommodate the learning objectives achievement. Each unit starts with the definition of the topic which aims to engage students with each unit's topic. Another section introduces the learners to when and how to use the language expressions. Then it also provides an example of conversation. Each unit also presents the practices for individual, pair, or group work. The last section is a lesson that provides the students with the moral values related to the topic presented.

Development

In the development stage, the researchers developed a coursebook by collecting various sources relevant to the material. Preparing this material takes a long time by adjusting to the OBE curriculum. Then the researcher carried out the validation stage, which aimed to assess the feasibility of the product from the content, design, and language of the teaching materials. The design expert was asked to assess the design through closed and open questionnaires. The design was evaluated based on the following criteria: (1) The attractiveness of the cover is made to attract students' interest; (2) the consistency of the book in each unit (3) the accuracy of the typing layout (4) the clarity of writing/typing; (5) the layout of images and text is orderly and harmonious to arouse student interest; (6) the consistency of using spaces, titles, subtitles, and material typing; (7) the completeness of components in each chapter of teaching materials; (8) the accuracy of the material presentation; (9) the correct placement of images, tables, or illustrations; and (10) the clarity of the order presentation of the material. Based on the calculation of the assessment result by the design expert, the percentage of assessments by the design expert was 84%. This percentage, when converted to a conversion table for the level of achievement on a scale of 5, was in the range of the achievement level of 75%-89%. This means that the coursebook was in good qualification, so the coursebook was revised as necessary. In an open questionnaire, the design expert gave comments as follows: the difference in presentation between sub-chapters, the use of inconsistent images and not being accompanied by sources.

The content expert was asked to assess the development product in terms of course content/materials through closed and open questionnaires. The book was assessed by the content validator based on the following criteria: 1) the relevance of the expected learning outcome and the final ability; (2) the material produced is consistent with the capabilities to be performed; (3) the material developed is adequate so that students can master the expected learning outcome; (4) the developing materials include the types of material about facts, concepts, principles, and procedures; (5) the presentation of the material is appropriate; it makes students easier to master the learning material so that they can achieve the expected learning outcome; and (6) examples are easy to be comprehended by the students. The percentage for the content of teaching materials speaking for informal interaction was 80%. If it was converted to a conversion table for the achievement level on a scale of 5, it was in the range of the achievement level of 75%-89%. This means that the coursebook model was in good qualification, so the coursebook needed a little revision. In

the open questionnaire, the content expert commented positively on the book: the topic matched the learning objective, and the book was equipped with the lesson learned that related to each unit.

Meanwhile, the linguist expert assessed the book based on the following criteria: (1) the language used is easy for students to understand; (2) assignment instructions use short, concise, and clear sentences; (3) description of material, examples, and assignments using clear, straightforward, and unambiguous sentences; (4) explanation of the material using effective sentences; (5) acceptable English grammar (word classes, tenses, pluralization and so on); (6) the language used is under the students' English skills; (7) grammar is presented briefly and easily; and (8) grammar and vocabulary presented in a motivating and realistic context. The linguist expert was asked to assess the language through closed and open questionnaires which resulted in a figure. Based on the closed questionnaire, the percentage of assessments by linguist experts was 95 %. Based on the conversion table for the level of achievement on a scale of 5, the achievement level range was 90%-100%. It means that the use of language in the coursebook was in excellent qualification, so the coursebook did not need to be revised. The open questionnaire found that linguists suggested that some vocabulary sounded foreign, and some sentence patterns still needed to be simplified.

Implementation

After developing the designed materials into a coursebook, the product was implemented. Teaching materials are tested on students. Before the teaching materials were distributed, suggestions from experts, stakeholders and students at the development stage were used as a reference. The teaching materials used for the trial resulted from the revisions and improvements from design, content, and language experts. Trials were conducted on 26 students. The topics tested were Invitation and Asking & Giving Suggestions. The researchers distributed questionnaires to the lecturers and students to obtain data. The researchers distributed closed and open questionnaires. In the open questionnaire, there were inputs from the lecturers and students including (1) the cover should be designed to be more attractive, both in terms of color and image; (2) there were still some mistakes in typing and grammar that must be corrected before reproduced again; (3) some pictures should be inserted in each unit to make the material more enthusiastic; (4) the font size should be big and clear; (5) the material should be able to provide the exercise which can encourage the students to learn and raise the confidence that closely related to daily activity.

In the closed questionnaire, the researchers used a Likert scale which was arranged from 1 (Poor); 2 (Fair); 3 (Good); 4 (Very good); and 5 (Excellent). The percentage of each criterion was as follows: (1) the physical appearance of the book (33% and 66.7% of lecturers respectively considered very good and excellent); (2) the font size and type used in the course book (33.3% of lecturers considered very good and 66.7% for excellent); (3) clarity of purpose learning (100% of lecturers considered excellent); (4) material exposure clarity on every chapter (100% of lecturers considered excellent); (5) the degree of correspondence between the image and the material (33.3% of lecturers considered very good and 66.7% for excellent); (6) the examples given in the coursebook help you in understanding the material (66.7 % of lecturers considered very good and 33 % for excellent); (7) the level of clarity of the summary (33.3% of lecturers considered very good and 66.7% for excellent); and (8) the

order of presentation of material on each unit (100 % of lecturers considered excellent) as presented in Figure 1.

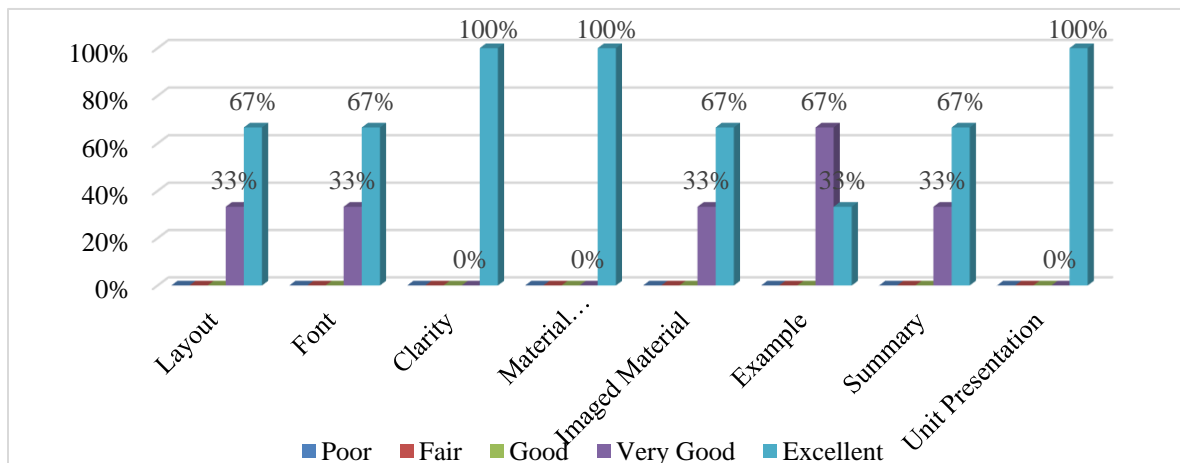


Figure 1. Lecturers' Assessment Percentage

While the assessment made by 26 students showed: (1) the physical appearance of the book (3.8 % of students considered it fair; 23.1 % good; 65.4 % very good; and 7.7% excellent); (2) the font size and type used in the coursebook (15.4% and 84.6% of students respectively considered very good and excellent); (3) clarity of purpose learning (they considered very good and excellent respectively: 15.4 % and 84.6%); (4) material exposure clarity on every chapter (23.1 % and 76.9% of them considered very good and excellent); (5) the degree of correspondence between the image and the material (26.9% of students considered good; 57.7% very good; and 15.4% excellent); (6) the examples given in the coursebook help you in understanding the material (30.8% of students for very good and 69.2% students for excellent). (7) the level of clarity of the summary at the end (30.8 % and 69.2% of them considered very good and excellent); and (8) the order of presentation of material on each (34.6% of them considered very good and 65.4% for excellent) as the Figure 2:

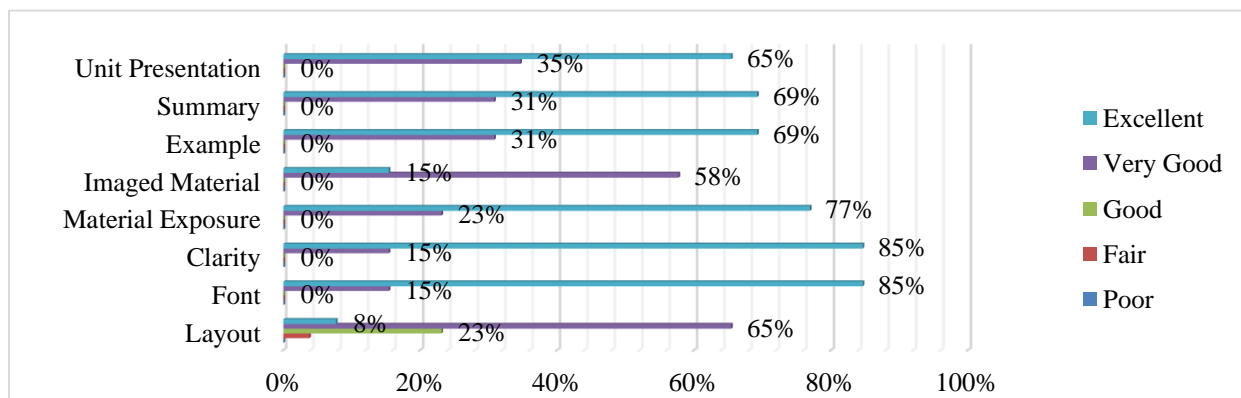


Figure 2. Students' Assessment Percentage

Evaluation

At this evaluation stage, the researcher conducted a formative evaluation that aims to validate the product of teaching materials and make revisions according to the input or suggestions that experts have given, lecturers, and students. As mentioned (Richards & Renandya, 2002) argues, an evaluation will help us identify the strengths and weaknesses of the developed materials. The evaluation of this developed course book involved the participation of the teachers and students in obtaining some information related to the developed material. The questionnaire was distributed to 26 students. Then, the researcher conducted interviews conducted with lecturers and students with the aim that the course book could be distributed. All processes have been carried out, and most have given positive comments but several components that need improvement.

CONCLUSION

The development of the coursebook using the ADDIE model produced a coursebook entitled Speaking Practice that is based on the OBE curriculum. The needs analysis result highly influences the coursebook's design and development. The learning activities presented in the speaking course book greatly guide students to be active in communicating by using English. The speaking course book provided some activities in the form of vocabulary, grammar, dialogue examples, exercises (individual, pair, or group work) and lessons learned related to the topics discussed. Regarding the validation from the experts: design expert, content expert, language expert, course lecturers, and students, the coursebook showed good quality and gave positive comments during the interview activity.

This research has proven that the ADDIE model is valuable and practical for speaking course development. However, there are limitations in this study, such as the data are only collected from English Language Education Students at Universitas Mahasaraswati Denpasar. It is suggested that further researchers develop English-speaking skills by teaching materials in different fields such as English skills in economics, law, health, banking, and tourism.

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