



DEVELOPMENT OF SPEAKING SKILL MODULE (PRESENTER) AS A SUPPORT FOR LITERACY SKILLS JUNIOR HIGH SCHOOL STUDENTS IN KUNINGAN DISTRICT

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INTRODUCTION

Humans have four basic language skills, namely listening, speaking, reading and writing. Speaking skills are acquired since humans can pronounce language sounds and assemble them into a whole sentence, so that these skills can be used in socialising. However, speaking skills are not only needed to socialise between individuals, but also as a medium for delivering information. In delivering information or news, a presenter needs speaking techniques so that the information or news can be conveyed straightforwardly, concisely, and can be understood by the listener. Insight into the speaking skills of anchors needs to be given to students since junior high school. This can be seen in the Festival Literasi Sekolah (FLS) for junior high school which includes various competitions, one of which is a presenter competition. In the FLS activities carried out by the Kuningan Regency Education and Culture Office on 15 June 2022, problems were found from the presenter competition participants, namely the majority of participants experienced speaking limitations, lack of mastery of topics, stiff gestures, unstable speaking tempo, and lack of confidence in presenting an event. Based on this description, the researcher will develop a speaking skills module, especially presenters as a support for literacy skills for Indonesian language teachers so that they can guide students when participating in presenter competitions.

LITERATURE REVIEW

1. Literacy

Kern in Khomsiyatun (2018) states that literacy is the use of social, and historical, and cultural situational practices in creating and interpreting meaning through text. Kasupardi in Sugara, et al (2021) states that literacy is a problem-solving activity using language activities such as writing, reading, listening, and speaking. Literacy can be elaborated into: (1) self-literacy; (2) basic literacy; (3) library literacy; (4) media literacy; (5) technological literacy; and (6) visual literacy.

2. Presenter

A presenter or host is someone who presents an event. These events vary from music, gossip, quizzes, magazines, features, sports, game shows, and so on. . According to Simarmata (2017: 7-8) there are several types of event presenters, namely: (1) Continuity presenter. Continuity presenters are presenters whose job is to deliver television programmes to viewers. (2) Host, host is generally defined as a person who holds a certain event. The presence of the host is usually synonymous with the event it hosts. The presence of a characterful host will be the attraction of an event that is chosen based on its integrity and character; (3) Anchor. The term anchor is given to someone who brings or presents news.

3. Module

Modules are learning materials that are systematically designed based on a specific curriculum and packaged in the form of the smallest learning units and allow independent study in a certain unit of time (Purwanto et al, 2007: 9), while according to Hamdani (2011) modules are one form of teaching material in the form of printed materials usually used in lectures in universities with distance learning. The module referred to in this sense is printed learning material, its preparation is based on needs analysis, with the module expected that students can learn more directed and master competencies in accordance with learning objectives.

METHOD

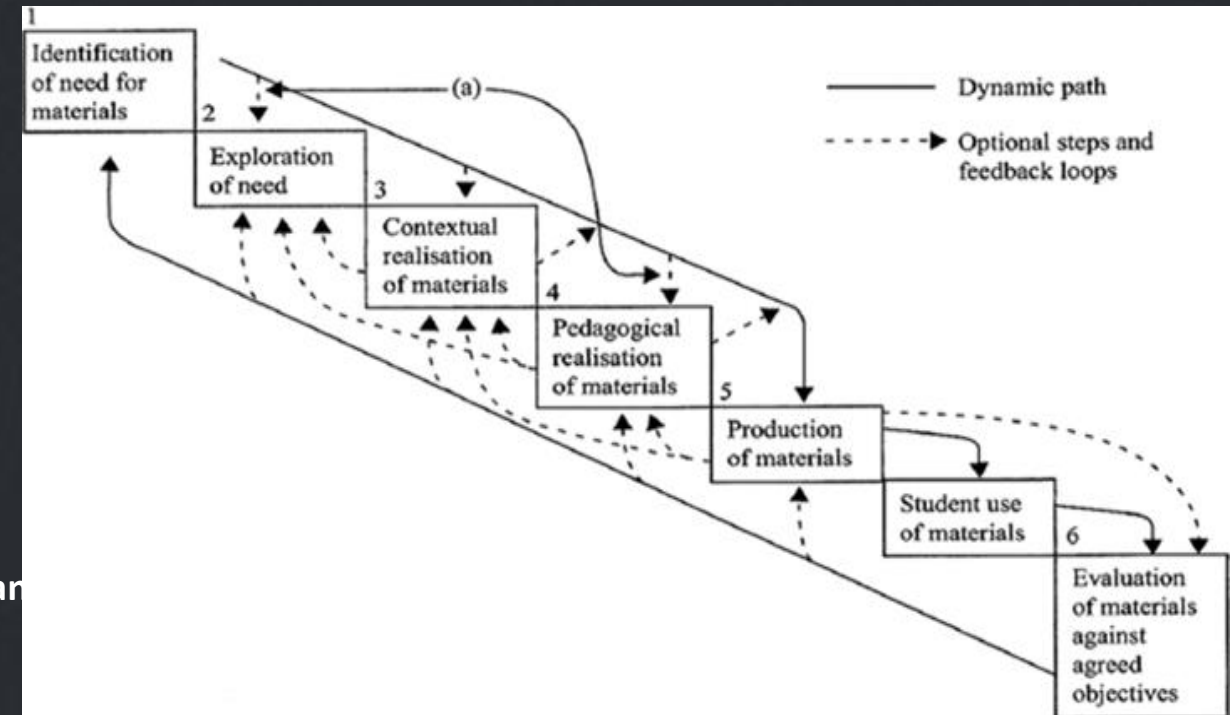
The approach used in this research is the Research and Development (R and D) approach. The development model used is the development model of Jolly and Bolitho.

The Jolly and Bolitho development mode itself consists of the following steps

1. Identification of needs
2. Exploration of needs
3. Contextual Realisation
4. Pedagogical Realisation
5. Physical Production
6. Product Trial
7. Evaluation

The seven steps will then be applied into 4 stages of development research, namely: introduction, development planning, validation, and implementation.

The model can be described as follows



Jolly and Bolitho model (Syatriana, Husain, Haryanto, & Jabu, 2010)

FINDING AND DISCUSSION

To identify the needs of teachers in having an appropriate speaking skills module (presenter), the researcher distributed questionnaires to 10 junior high school Indonesian language teachers in Kuningan Regency. This teacher needs identification activity was carried out using Google Form on 25 September 2022 with the results of all teachers needing a presenter module.

From the results of the identification of teachers' needs obtained from filling out the questionnaire, 10 junior high school Indonesian language teachers who became participants answered "yes" for each question.

The following is a recapitulation of teachers' expectations and needs based on the results of the questionnaire:

No	Recapitulation of Teacher Expectations and Needs Based on Questionnaire Results
1	Students must know the competency standards or objectives when reading the module
2	Students need a speaking skills module that has instructions
3	Students need a speaking skills module whose content is close to the students' environment
4	Students need a speaking skills module that has exercises to test students' understanding
5	In learning speaking skills students must learn how to formulate and determine problems
6	In learning speaking skills students must be taught to give opinions on problems that occur
7	In learning speaking skills students need to know the difference between facts and opinions and data that can support arguments
8	In learning speaking skills students must also be equipped with problem analysis activities

Module Design Description The module is designed in accordance with the rules for preparing modules, namely independent teaching materials so that there must be instructions for use, exercises and assignments that will be given to students. The following is the presenter module design:

1. Cover
2. Preface
3. Table of contents
4. Instructions for using the module
5. Module description
6. Core material
7. Exercises
8. Summary
9. Task
10. References

Feasibility Test / Expert Assessment of the Module

In the previous stage of module preparation, a needs analysis was carried out on Indonesian language teachers as mentors of students who would take part in the FLS2N competition, from the results of the analysis all Indonesian language teachers stated that they really needed a module to guide students. The next stage is an expert assessment of the module, experts who will assess two people, namely 1. Mrs Ifah Hanifah, M.Pd as a linguist, she is a lecturer in the Indonesian Language and Literature Education study programme at FKIP Uniku, 2. Mrs Ida Hamidah, M.Pd as a linguist, she is also a lecturer in Indonesian Language and Literature Education at FKIP Uniku.

Revision of Module Feasibility Test Results

The results of the feasibility test of the presenter module in general all from the aspects of content, language, and presentation are all feasible, there are only a few improvements or additions, namely in the module there is no purpose so that the purpose of making the module must be added and references must be added from the latest journals. The point is that the presenter module does not have much to revise.

CONCLUSION

The conclusions from the results of this study are:

1. The results of the needs analysis through a questionnaire distributed to Indonesian language teachers in Kuningan Regency that the module for presenters is needed by teachers to guide students who will take part in the FLS2N competition organised by the Kuningan Regency education office.

2. The presenter module design consists of Cover

1. Preface
2. Table of contents
3. Purpose of the module
4. Instructions for using the module
5. Module description
6. Core material
7. Exercises
8. Summary
9. Assignment
10. Reference

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THANK YOU!

