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A Research and Development Study to EFL Learners: Designing A Speaking Module For Introvert Students Based on Cooperative Learning

M. Arif Rahman Hakim

Institut Agama Islam Negeri (IAIN) Bengkulu, Indonesia

Abstract:

The ability of someone's communication is affected by his or her character. There are two main characters of persons; extrovert and introvert and they have their own uniqueness. Based on some theories, they can affect someone's communication competence because of motivation and egoism between extroversion and introversion are difference. Basically, the learner's personality can help them to get success in language learning. Moreover, by knowing the learners' personality, the lecturer and learners can choose the appropriate learning strategies for them. This study is aimed to designing a speaking module for introvert students of English Academy Bengkulu, Indonesia based on cooperative learning approach. The product of this research are consist of seven chapters that completed with book mapping, explanation about the topics and materials, some examples related to the topics and materials, conversation practice and some fresh colorful photographs in all chapters to make the product to be more interesting. Based on the tried out, the introvert students in English Academy Bengkulu Indonesia felt enjoy with the composition of the book.

Key Words: *Speaking Module, Introvert Students, Teaching Speaking, Cooperative Learning, EFL*

Introduction

English is the one international language, which has an important role in the world in many aspects of life. International language means a language, which is used by many people in different languages. The government of Indonesia, through the national education department, makes policy to teach this language from primary schools up to universities or higher education level. It is because the domination of the English currently is very clear. English is the language of business communication, diplomacy, education, tourism, research, science, computer technology, Internet, media and many more.

From four skill (speaking, reading, writing, and listening), speaking seems intuitive that the most important (Harmer, 1998), speaking or oral communication is a vital component of the English language arts curriculum and provides the base for growth in reading, writing, and listening

abilities. As learning and applying the skills of oral English are so closely related, the environment in Islamic boarding school should be a place where the use of spoken language is sensitively supported and where active listening is developed and valued. Talk enables students to make connections between what they know and what they are learning and listening helps them to acquire knowledge and explore ideas. According to some evidence above, the researcher feels it may be better to develop supplementary material in speaking class to improve the introvert students speaking performance by applying appropriate instructional speaking teaching material based on certain learning approaches or learning theories.

Related to personality type of students, Jung in Friedman and Miriam (2002) describe there are two main characters of persons. They are extrovert and introvert. Both of these terms are contradictious. They affect someone’s communication competence because of motivation and egoism between extroversion and introversion are different. Introvert person will more focus to his or herself. Generally, an introvert feels that he or she seems to be alone, and when they have a problem, they like to solve the problem by themselves than share with the other people. Therefore, the introverts seem they do not care about other people and they look calm. Hakim (2015), the personality can also affect motivation and egoism in real communication. Moreover, Myers- Briggs in Hakim (2015) classified character type of introvert person into the table:

Table: 1
 Type of Introvert Students by Myers-Briggs in Hakim (2015)

No	Type of Introvert Person
1	Territoriality
2	Concentration
3	Internal
4	Depth
5	Intensive
6	Limited relationship
7	Conservation of energies
8	Interest in internal reaction

On the other hand, in teaching learning process, teachers and lecturers are the important components that very influence in students' development. Leo (2013) ² mentions that a teacher or lecturer ² paid is a professional educator and scientist whose main job is to transform, develop and spread science, technology, and art through education, research and community services; is well educated, shows high performance; and gets well paid. A professional attitude of teachers or lecturers is often invisible but is felt by students. Grossman and Thompson (2004) ² suggested that a good teacher is well prepared. He prepares lessons and materials in advance. He follows a regular routine and is ready to organize activities being scheduled. He also prepared for lessons that do not go as planned. He has back up plans and is willing to change his plans if needed.

² Based on the previous problems above, the researcher believes that with explanation about the use of the topic for them, some examples related to the theories and conversation activity will be one of solution to overcome speaking performances for introvert students in speaking class. Thus, by doing such the activity the students will be more confident and they will be simultaneously involved in the class to improve the introvert students' performance. Therefore, ¹⁹ this research is aimed to develop teaching speaking instructional material for introvert students

Methodology

¹⁴ This study is an educational research and development, which conducted to designing the module of speaking performance for introvert students. Gall, Gall and Walter (2005) state Educational Research and Development is one of the research ¹³ designs that are aimed at designing and validating educational product. While Latief (2012) defines Educational Research & Development as a research design to develop educational products like curriculum, syllabuses, text books, instructional media, modules, assessment instruments and etc.

³ This research is conducted to design a module as the supplementary materials in speaking subject for introvert students, which are expected to be appropriate with the needs of introvert students at English Academy Bengkulu, Indonesia. Supplementary materials can be defined as book, module, or other materials that used in addition to the course book that tried to cover the lacks of speaking materials during teaching and learning process that course book can not.

The model of development in this study was use the research model based on Gall, Gall and Walter model (2005) ¹² that consists of needs analysis, designing, validation and revision, piloting study and revision to produce the final product. Regarding on Gall, Gall and Walter (2005) the study begins ¹² with identifying the problem of the students at English Academy Bengkulu, Indonesia, then, the researcher investigated the theory regarding to the problem of learning. After conducted the need analysis, the researcher used the results to designing a speaking instructional material. The instructional materials were verified to the experts and revised by

researcher, after that researcher did some piloting study to get a validation from the experts and finally the instructional materials are ready to use.

The researcher was conducting this study with the following procedures: classify the characteristic of students, needs analysis, development, validation and revision, try out, and revision to produce final product. The researcher was conducting this study with the following procedures: classify the characteristic of students, needs analysis, development, validation and revision, try out, and revision to produce final product.

Need analysis was being held in English Academy Bengkulu, Indonesia at speaking class. The researcher was give questionnaire to the students to find out; the English speaking material needed by the introvert students, the students opinion about speaking class, introvert students' activities and interest in speaking class, the importance of developing material, the existing materials.

The material was developed based on the result of needs analysis and after got some information about the problem from students and teachers, the researcher was designed a speaking module material to improve speaking performance based on cooperative learning. In this step, the researcher validated the product to the expert validation which involved the experience teacher in speaking subject as experts validation in material development, and English teacher whose competence in contributing to the refinement of the develop materials. The validation was cover evolution of the concept, language, picture, and the style of delivery teaching learning process.

Findings

In the result of development, it covers the classification of students' characteristic; need analysis, the data and analysis of expert validator, data and analysis of the try out and the final product. In classified the characteristic of the students, the researcher made collaboration with psychology expert from Universitas Indonesia. The researcher think it was so important to get a valid result in classify the students into extrovert and introvert characteristic. But in this research, the researcher only focused for designing an English Speaking module for introvert students.

Based on psychology test that made by the expert from Universitas Indonesia, from 50 total students of speaking class in English Academy Bengkulu Indonesia, it was found that there are 20 introvert students. It can be seen a table below:

Table: 2
Total of Introvert Students

No	Class	Gender		Total	Percentage
		Male	Female		
1	A	2	4	6	30%
2	B	3	3	6	27, 27 %
3	C	1	4	5	20, 83%
4	D	1	2	3	15, 78%
Total		8	12	20	40 %

Based on psychology test, it was found that there are 20 introvert students or 40 % from total students of speaking class in English Academy Bengkulu. Researcher found 6 introvert students or 30% from class A. Meanwhile, 6 introvert students or 27,27% from class B, 5 introvert students or 20, 83% from class C and 3 introvert students or 15,78% at the class D.

There are two kinds of information that the researcher got in collecting the data. The information is very fundamental useful in designing the materials. The data are collected from students and teachers. The question covers some criteria; they are about the important skill of speaking for English students, students' interesting in speaking subject, students' comfort in speaking class, students' opinion about their speaking materials, the illustration in speaking materials, interaction between students in teaching learning process, students' problem in speaking class and more activities than the theories in speaking subject.

The result of the survey from the students showed that 85% stated that speaking subject is really important for them, and 15 % stated important. No one of the students stated that speaking subject was less important and unimportant for students. Concerning of the students' interest in speaking subject, there are 65 % of the students said that they were really like speaking subject, 35% of them were like. No one of the students said less like and dislike with speaking subject. About students' opinion of their comfort in speaking class, 65% of students said that they like it if the teachers can give them more chance to talk in front of other students in speaking class, 30% said less like and 5% said that they were really like. No one of the students said dislike. In the students' opinion about their favorite activity in speaking subject, 75% of the students choose playing drama were their favorite activity in speaking class and 25% of students choose fill the dialogue were their favorite activity in speaking class. No one from the students chooses memorizing a dialogue and practicing pronunciation as their favorite activity in speaking class. Discussing about students' opinion about designing speaking

materials for introvert students, 100% of the students stated that introvert students were really need a special module for introvert students in speaking subject. None of the students stated need, less need and unneeded in this case. Talking about the students' opinion about the illustration for the instructional materials in speaking subject, 100% of the students stated that they really need the illustration such as picture and photo in their speaking instructional materials. None of the students stated need, less need, and unneeded.

Related of the previous question about the illustration for the instructional materials in speaking subject, 100% of the students choose colorful photo as their favorite illustration for their instructional material in speaking subject. Actually the students is really comfort if their teacher increase their interaction between students in teaching learning process, because 80% of the students argued that they were really comfort and 20% choose comfort. No one from the students argued less comfort and uncomforted. When the students gave their opinion about their problem to improve their speaking ability in the class, 95% of students stated that less interaction between students in speaking class was their main problem and 5% stated that their problems were the domination of extrovert students in their class. No one from the students choose full domination of teachers as their problem. Therefore, the introvert students always felt unconfident to improve their speaking ability. Based on the need analysis, 100% of the students stated that they really like if the teachers can give them more activities than the theory such as a game in speaking class. No one of the students stated like, less like and dislike.

In addition, to design the instructional materials, the researcher also did an interview to the teacher of speaking subject to get information in designing the speaking instructional materials to introvert students. The questions of interview cover; the students' interest to speaking subject, availability of speaking materials in the class, the lecturer's opinion about designing of Speaking instructional module for introvert students, the benefit of the module to introvert students, the favorite activities for students in speaking class, and the problem of students when they met introvert students in his class.

When we are talking about the students' interest in learning speaking, the teachers said that the students were really enthusiast and active in learning process, but there are some of students still feel anxiety and unconfident in speaking class. Discussing about the module of speaking, the teachers said that they used general speaking materials because there are no specific materials for extrovert or introvert students. Related to the material for speaking subject, the teachers gave a good response if there would be a special module for introvert students in speaking subject. They stated that it will be very important for teaching learning process in the class, because the introvert students need the different topic and approach than extrovert students and the teachers would be really happy for that. In designing the module, the researcher needs a big suggestion especially from speaking teachers related on; the topic

area, models of the instructional module and many more. Regarding on the topic chosen, the lecturer suggested that the topics must represent the actual life and students' daily activity. It also should be more interactive and must be more interaction for introvert students. It will be related to the materials that researcher want to design based on cooperative learning, because the purpose of this product is a teaching learning process that more interactive and it should be in group activity, because the researcher think that it can help the introvert students to be more active in the class. Further, the teachers also suggested that the module should be more attractive and interesting with the colorful pictures. Talking about the favorite activity in speaking class, the teachers said that the materials should make students more active in the class, so the topics must be up to date, because based on their experience, the students might be more interested to discuss about a viral topic especially from social media. They also stated that the most important thing that the module should provide is games and more activities to the students. When the teachers discussed about the problem of introvert students in speaking class, they said that the students always felt unconfident, anxiety and feel inferior with extrovert students, like the teachers mentioned to the researcher before. Thus, the main problems of the teachers in this case are they always felt difficult to give special materials to introvert students in during the class. He said that the introvert students need a new style of learning and new topics in speaking activities, not always writing, memorizing and work it with his self. The teachers really hope that the researcher can designing the materials to solve their problem in teaching introvert students at speaking class and can give a contribution for the effectiveness of teaching and learning process

In this research, two experts and practitioners conducted the validation. The suggestions from the experts are really important to make the module to be better. In evaluation on the content, the first expert in generally gave excellent points for the topics in the module. In evaluation of the language, the expert also gave an excellent point for some topics, such as; let's make a conversation, let's know each other, see me at the party, speaking naturally and guess where am I from?. And for topics; who is true and promoting, he was gave fair point. The expert stated that there is no big problem on the content of language in the module but he think the researcher only need pay attention on the grammatical, because it will be important for the students in understanding the materials. On the other hand, the second expert gave fair point in all topics. She suggested the researcher to change the pictures because it not suitable for introvert students in English Academy Bengkulu Indonesia. She also gave the statement that some pictures in the materials need to show a unity in diversity. Related to the content of materials, the expert suggested that the researcher should change the composition of the topics. The researcher also should write down the reference and the acknowledgment of the materials. She thinks it will be very important in designing a speaking module for introvert students and to make the book will be better as well.

All of ¹⁴ suggestions from the experts in the previous step were very useful. All of the aspects concerning with weaknesses of the suggestions that given by the experts. Then the revised topic and increased well than before and it has been ready to give in piloting study. To get a vision about the effectivly of the topics with students' need in speaking subject, the researcher made a piloting study of the product. The piloting study carried out by delivery two chapters of materials, which had been choose and randomly by the teachers based on students' need during the class activity.

To get some descriptions of the materials, the teachers choose two chapters of materials in randomly, and they conducted the piloting study by their self. The topics chosen were; who is true and promoting. Then, after that, the teachers evaluated the materials chosen to find out whether the materials are suitable or not for introvert students at English Academy Bengkulu Indonesia. The topics chosen were tried out for introvert students at English Academy Bengkulu. The chosen materials are taught for two meeting (Once for each topic). The meetings were as follow:

Table 3:
The Topics of Piloting Study

Meeting	Topic	Basic Competence
1	Who is True?	To practice the speaking ability including an issue in the topic
2	Business Communication	Comprehend on promoting and socializing, such as; product, company, school, university, etc.

Those materials above were taught (tried out) for introvert students, which consist of 20 students. It was conducted to get some information and to see the effectiveness of module in teaching learning process ¹¹ based on the students' need. Based on the observation of researcher, interview and questioners, the researcher concluded that the implementation of piloting study was principally carried out well. The researcher saw that the students are quite interesting with the topics that given by their teachers. They understand the materials and interested with the pictures in the materials. Almost of them said that the topics are attractive and really important for them to improve their speaking ability.

Discussing about the revision from piloting study, the third expert of this research is the teacher of speaking subject in English Academy Bengkulu Indonesia who gave suggestion and correction

for the final product. There were some aspects in the materials that need to be corrected after the researcher did piloting study. In this moment, the expert argued that the module still seems like her teaching module, so it should be more practical, direct activities on what students' doing while conducting a conversation. She also suggested the researcher should write the sources of the pictures to avoid plagiarism, repair the construction of the topics in the materials and the materials should be completed by acknowledgment and references as well. Overall, she said that she just enjoyed using the module in piloting study process. The researcher thinks all of the suggestion and comments must be very important to revise again the module to get a good product.

The final product of this development is a speaking module as a supplementary speaking materials for introvert students in English Academy Bengkulu Indonesia, it is completely with suggested and revision after being validated by the experts and the practitioner. The materials were completely developed. The module is contains with 7 chapters, there are; let's make a conversation, let's know each other, speaking naturally, guess where am I from, see me at the party, promoting something and who is true. The product was designed following the format; A. Theory and explanation about the lesson, B. Examples related to the materials and topics, C. Conversation practice. All of the steps were designed in each chapter. In this case, researcher got some suggestions from the expert of educational psychology about the composition. She thinks that introvert students cannot interest if the teacher give the practical directly. They need a right time to do that. They also need know more about the teacher. If they feel comfort to their teacher, so they can enjoy the lesson. That's why the researcher gives theory and explanation in the first step, and after that the researcher gives some examples to make introvert students feel comfort with the lesson. And the last is the researcher wants they work in a team with their friends. This step is very important because the purpose of this step is to increase their confidence in speaking skill based on cooperative learning approach.

5 Discussion

Following the subsections in findings, the researcher concluded some important findings. The researcher collected the general information and the students' need from both point of view of students and teachers based on their experience. The data gained in this stage were used to provide fundamental information in designing a speaking module for introvert students in English Academy Bengkulu Indonesia. It is very important since the information will guide the researcher on choosing a good model and topics of the materials. The introvert students need a chance to make more interactions in speaking class. When the researcher asked to the students about that thing, almost of them said like if the teachers gave them more chance to talk in front of class. Sometime in learning process, the introvert students always felt shy to raise their hand for get that chance to talk in front of the class. Role-play was one of the favorite activities in

speaking class for introvert students. But the introvert students still need a special material for them in speaking subject. They need a strong material that can lead their willingness in speaking and can improve their ability as well. Related to the materials, after the introvert students did the piloting study, they suggested that the module should be completed with illustration such as pictures or photos and they stated that colorful photo was their favorite illustration in the instructional materials. They think that colorful photo will help them to understand the topics and materials given easily. Related to the activity in speaking class, the introvert students really comfort if their teachers can increase more interaction between students, because actually they really need it and it will be important for introvert students to upgrade their speaking ability in teamwork. But the main problems for them are less interaction in teaching learning process. So, the based on their suggested, the researcher should design more activities in the module to improve students' interaction. On the other side, the introvert students were really like more activities than theory in speaking subject.

To make the draft of this product better, the researcher need some revisions. The revisions of the draft found when the draft discussed with the experts and English-speaking teacher. The first expert and teacher gave some suggestions to revise the topics in the instructional materials. The first expert also even said that the trending topic or newest information was appropriate to put especially in chapter that discussing about spontaneous speaking and debating. He argued that it would be something interest to talk and it also can improve the students' activeness. He was also impressed with all of photos, which appeared in all lessons of these materials. But the expert said that the pictures must be match with the topic discussions.

On the other hand, the second expert also gave the important suggestion for improvement the materials. She suggested the researcher to repair the construction of the topic in the materials. She stated that the step in giving materials to introvert students is really important to make them interesting and understand about the topic that given by their teacher. Related to the photos in the materials, she recommended the researcher to use local culture's photos. She think it will be delightful for students in make the topics to be more active and it also for introduce our local culture to the students.

In piloting study, the researcher want to know about the effectiveness of the topics, how teachers implemented the materials and how students' response to the materials. On the other hand, the teachers did not find any serious problem when they delivered the topics to their students. In level difficulties of the materials, the students did not find something difficulties. They felt enjoy with the topics and the model of supplementary materials.

Picture 1.
The cover of final product



Conclusion

The unavailability of supplementary speaking materials for introvert students in speaking subject becomes the main problem in English Academy Bengkulu Indonesia. Before did the research, the materials that the teacher used in the speaking class is not specifically for introvert students, but for English students generally. It makes the introvert students cannot improve their speaking ability freely. They do not have the materials to learn. Finally, they have to collect the materials by their own selves and it not good for them. This research involves research and development (R&D) based on Gall, Gall and Walter (2005) and started by obtaining the information, classified the students' characteristic, need assessment and analysis, developing the instructional materials, expert validation, revision the product, try out and revision to produce final product.

The final product of the research is a speaking module for introvert students at English Academy Bengkulu Indonesia. The topics of this materials used composition in each chapter; the explanation of the topics, the examples related to the topic and conversation practice. Through that strategy, hopefully it can improve the speaking ability of introvert students. In addition these materials are completed with fresh pictures and attractive activity. The result showed that the introvert students' motivation on the speaking subject increase well. They become enthusiast in learning speaking. They argued that the supplementary materials could lead them to mastery English speaking. The final version of the module is made based on the result of the expert judgment, expert validation and completed with the result of piloting study. As suggested at the stage of validation, the module should be more practical product and attractive. Therefore, the final version of the speaking instructional materials for introvert students consist of; materials and topics, examples related to the topics, and learning activities.

The strength of this module is completed by explanation of the material and topic, it also completed with some samples of the lesson and activity for the students. The module has been implemented to the introvert students' classroom during the piloting study stage. The module that has been tried out can be the model for the students to know the others materials. The materials begin with explanation of basic concept related to the topic and materials, examples and some practices in that introverts students' need.

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