



Chrismayani Unmas <chrismayani@unmas.ac.id>

[VELES] Submission Acknowledgement

1 message

Maman Asrobi <mmnasrobi@gmail.com>
To: Mrs Ni Wayan Krismayani <chrismayani@unmas.ac.id>

Sun, Dec 11, 2022 at 11:18 PM

Mrs Ni Wayan Krismayani:

Thank you for submitting the manuscript, "DEVELOPING ADDIE MODEL: SPEAKING FOR INFORMAL INTERACTION BASED ON OBE CURRICULUM" to VELES: Voices of English Language Education Society. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL:

<http://e-journal.hamzanwadi.ac.id/index.php/veles/author/submission/7273>

Username: krismayani

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Maman Asrobi
VELES: Voices of English Language Education Society

VELES<http://e-journal.hamzanwadi.ac.id/index.php/veles>



INVOICE

#7273V7i1

VELES Journal

Voices of English Language Education Society

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Chrismayani Unmas <chrismayani@unmas.ac.id>

INVOICE_7273

3 messages

VELES Journal <velesjournal@gmail.com>

Mon, Jan 2, 2023 at 10:32 AM



To: chrismayani@unmas.ac.id, wiryadi_joni@unmas.ac.id, mrbudi@unmas.ac.id

Dear authors,

My name is Mutawalli and I am the Editor of VELES journal that was assigned to process your article through our OJS system. I am sending this email regarding article ID#7273 entitled " Developing Addie Model: Speaking For Informal Interaction Based On Obe Curriculum " which was submitted to the VELES journal. For us, the topic of your article is interesting and fits the focus and scope of the journal, and potentially can be published in Sinta 2 journal in the April 2023 issue. Based on the new regulation of VELES journal, the article will be reviewed once the payment is confirmed. Please find the attachment for the invoice.

Regards

Muttawalli/VELES Editorial Team

2 attachments **INVOICE_7273.pdf**
548K **INVOICE_7273.pdf**
548K

Chrismayani Unmas <chrismayani@unmas.ac.id>

Mon, Jan 2, 2023 at 11:24 AM

To: VELES Journal <velesjournal@gmail.com>

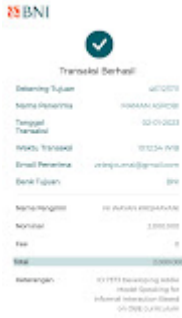
Thank you for the information. Here I would like to convey the payment for the article on behalf of **Ni Wayan Krismayani** with the title " Developing Addie Model: Speaking for Informal Interaction Based On OBE Curriculum " (Invoice Number #7273V7i1#)

I apologize for the information on mobile banking, I wrote the wrong ID. ID should be **7273** but I typed in 7373.

Kind regards

Ni Wayan Krismayani

[Quoted text hidden]



Bukti Transfer 7273_ NI WAYAN KRISMAYANI.jpeg
76K

VELES Journal <velesjournal@gmail.com>
To: Chrismayani Unmas <chrismayani@unmas.ac.id>

Mon, Jan 2, 2023 at 11:41 AM

Dear authors

Thank you for your response. Your article now is under review. Our section editor will contact you once your article is reviewed.

regards

Mutawalli

[Quoted text hidden]



Chrismayani Unmas <chrismayani@unmas.ac.id>

[VELES] Editor Decision

1 message

Maman Asrobi <mmnasrobi@gmail.com>

Mon, Feb 13, 2023 at 9:48 AM

To: Mrs Ni Wayan Krismayani <chrismayani@unmas.ac.id>

Cc: Dewa Ayu Ari Wiryadi Joni <wiryadi_joni@unmas.ac.id>, I Komang Budiarta <mrubi@unmas.ac.id>

Mrs Ni Wayan Krismayani:

We have reached a decision regarding your submission to VELES: Voices of English Language Education Society, "Developing Addie Model: Speaking for Informal Interaction Based on OBE Curriculum".

Our decision is to: accept the submission

Maman Asrobi
Universitas Hamzanwadi
Phone 081997952598
mmnasrobi@gmail.com

VELES<http://e-journal.hamzanwadi.ac.id/index.php/veles>



Chrismayani Unmas <chrismayani@unmas.ac.id>

[VELES] Copyediting Review Acknowledgement

2 messages

Maman Asrobi <mmnasrobi@gmail.com>
To: Mrs Ni Wayan Krismayani <chrismayani@unmas.ac.id>

Mon, Feb 13, 2023 at 10:55 AM

Mrs Ni Wayan Krismayani:

Thank you for reviewing the copyediting of your manuscript, "Developing Addie Model: Speaking for Informal Interaction Based on OBE Curriculum," for VELES: Voices of English Language Education Society. We look forward to publishing this work.

Maman Asrobi
Universitas Hamzanwadi
Phone 081997952598
mmnasrobi@gmail.com

VELES
<http://e-journal.hamzanwadi.ac.id/index.php/veles>

Maman Asrobi <mmnasrobi@gmail.com>
To: Mrs Ni Wayan Krismayani <chrismayani@unmas.ac.id>

Mon, Feb 13, 2023 at 10:55 AM

[Quoted text hidden]



Chrismayani Unmas <chrismayani@unmas.ac.id>

[VELES] Proofreading Request (Author)

2 messages

Maman Asrobi <mmnasrobi@gmail.com>
To: Mrs Ni Wayan Krismayani <chrismayani@unmas.ac.id>
Cc: Lalu Yaqin <layaqin@gmail.com>

Mon, Feb 13, 2023 at 11:42 AM

Mrs Ni Wayan Krismayani:

Your submission "Developing Addie Model: Speaking for Informal Interaction Based on OBE Curriculum" to VELES: Voices of English Language Education Society now needs to be proofread by following these steps.

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3. Click on VIEW PROOF in Layout and proof the galley in the one or more formats used.
4. Enter corrections (typographical and format) in Proofreading Corrections.
5. Save and email corrections to Layout Editor and Proofreader.
6. Send the COMPLETE email to the editor.

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Universitas Hamzanwadi
Phone 081997952598
mmnasrobi@gmail.com

VELES

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Chrismayani Unmas <chrismayani@unmas.ac.id>
To: Maman Asrobi <mmnasrobi@gmail.com>

Mon, Feb 13, 2023 at 10:20 PM

Dear Editor

I have done proofreading on OJS Veles. Regarding the acceptance of my article in Veles journal entitled "Developing Addie Model: Speaking for Informal Interaction Based on OBE Curriculum " are you willing to give me an LoA? I need that document for monitoring report on my institution.

Thank you for your help and attention sir.

Best Regards
Ni Wayan Krismayani
[Quoted text hidden]



Chrismayani Unmas <chrismayani@unmas.ac.id>

[VELES] Proofreading Acknowledgement (Author)

1 message

Maman Asrobi <mmnasrobi@gmail.com>
To: Mrs Ni Wayan Krismayani <chrismayani@unmas.ac.id>
Cc: Lalu Yaqin <layaqin@gmail.com>

Tue, Feb 14, 2023 at 9:24 AM

Mrs Ni Wayan Krismayani:

Thank you for proofreading the galley for your manuscript, "Developing Addie Model: Speaking for Informal Interaction Based on OBE Curriculum," in VELES: Voices of English Language Education Society. We are looking forward to publishing your work shortly.

If you subscribe to our notification service, you will receive an email of the Table of Contents as soon as it is published. If you have any questions, please contact me.

Maman Asrobi
Universitas Hamzanwadi
Phone 081997952598
mmnasrobi@gmail.com

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DEVELOPING ADDIE MODEL: SPEAKING FOR INFORMAL INTERACTION BASED ON OBE CURRICULUM

*¹Ni Wayan Krismayani, ²Dewa Ayu Ari Wiryadi Joni, ³I Komang Budiarta

^{1,2,3} Universitas Mahasaraswati Denpasar, Indonesia

*Correspondence:
chrismayani@unmas.ac.id

Submission History:
Submitted: Month date, year
Revised: Month date, year
Accepted: Month date, year



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Abstract

Coursebook plays an essential role in English language teaching. It is a guide to the prescribed curriculum and syllabus. However, the coursebook only sometimes matches the needs of students and lecturers. 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) in which the data were collected through questionnaire and interview. There were 26 students and two lecturers in the English Language Education Study Program. From the finding, the design and development of the coursebook are highly influenced by the result of the needs analysis. From the impact of 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, exercise (individual, pair, or group work), and lesson 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 for Informal Interaction, 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,

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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 (Fernandes 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 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.

The researchers distributed questionnaires and interviews to students and lecturers of the Study Program. It was found that the learning process was still not conducive because no main books or coursebooks were available that matched with 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,

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Implementation, and Evaluation. This model was applied by several researchers in the development of speaking subjects (Iswati, 2019; Kusumawati, 2019; Manan, Emzir, & Rahmat, 2020; Rahmadhani, 2021; Rokhayati, 2018) 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.

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Based on the preceding descriptions, this research was designed to offer an alternative preparation of teaching materials 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 lecturer 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?

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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 population. Meanwhile, the samples were asked to give their responses about developed speaking materials.

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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 test, observations, questionnaires, and interviews to identify and classify the data needed according to the research objectives (Miles, Huberman, & Saldana, 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.

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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 students' need. The researchers used the theory of Hutchinson and Waters in conducting a needs analysis 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.

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Table 1. Summary of the students' Need Analysis

Aspects	Questions	Percentage	Responses
Target Needs			
a. Necessities	The importance of Learning English	57 %	Future Profession
	Preffered 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, 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:

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

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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:

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"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 **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 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 also** said that they needed a coursebook which, so far, they have only been given separate material handouts in the form of **Power Point** or pdf. They needed **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:

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Commented [A34]: need an article

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"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.

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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, Walters, & Wills, 2014; Gandimathi & Zarei, 2018; Ratminingsih, Mahadewi, & Divayana, 2018; Yoon, 2013). In OBE curriculum, ICT is essential to develop critical thinking skills.

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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 an active communicator. 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.

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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.

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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

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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 accommodate the learning objectives' achievement. Each unit starts with the definition of the topic which aim 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.

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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 correctness 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

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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 image and not accompanied by sources.

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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 with the learning objective, and the book was equipped with the lesson learned that related to each unit.

Commented [A52]: the conjunction 'so' does not match with the previous statement. It was good, 'but' still need a little bit revision

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 in accordance with 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 linguist suggested that some vocabulary sounded foreign, and some sentence patterns still needed to be simplified.

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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 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 Suggestion. The researchers distributed questionnaires to the lecturers and students to obtain data. The researchers distributed closed and open questionnaire. 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) 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). Here is the figure showing that percentage:

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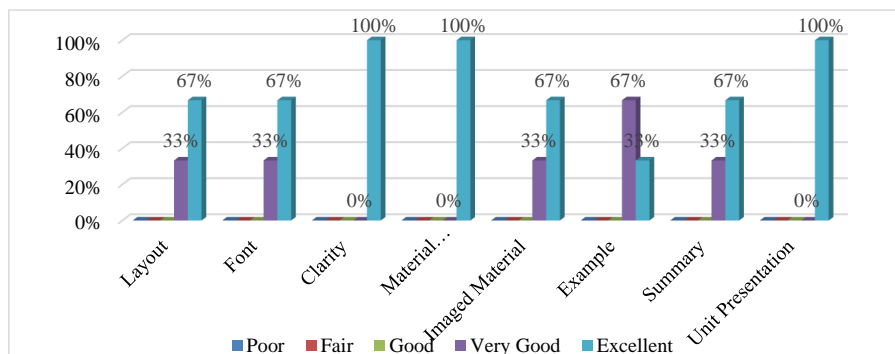


Figure 1. Lecturers' Assessment Percentage

While the assessment made by 26 students showed: (1) physical appearance of the book (3.8 % 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 following figure:

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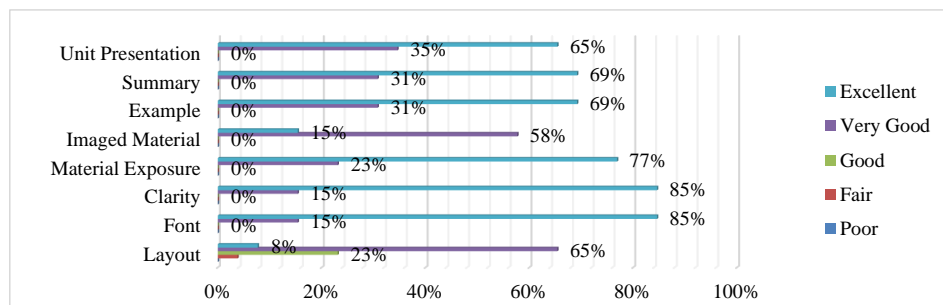


Figure 2. Students' Assessment Percentage

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 coursebook involved the participation of the teachers and students 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 coursebook could be distributed. All processes have been carried out, and most have given positive comments but several components that need improvement.

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CONCLUSION

The development of the coursebook using the ADDIE model has resulted a coursebook entitled Speaking Practice that 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 coursebook 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 a good quality and gave positive comments during the interview activity.

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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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DEVELOPING ADDIE MODEL: SPEAKING FOR INFORMAL INTERACTION BASED ON OBE CURRICULUM

*¹Ni Wayan Krismayani, ²Dewa Ayu Ari Wiryadi Joni, ³I Komang Budiarta

^{1,2,3} Universitas Mahasaraswati Denpasar, Indonesia

***Correspondence:**
chrismayani@unmas.ac.id

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Abstract

Coursebook plays an essential role in English language teaching. It is a guide to the prescribed curriculum and syllabus. However, the coursebook does not always match the needs of students and lecturers. 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) in which the data were collected through questionnaire and interview. There were 26 students and two lecturers in the English Language Education Study Program. From the finding, the design and development of the coursebook are highly influenced by the result of the needs analysis. From the impact of 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, exercise (individual, pair, or group work), and lesson 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 for Informal Interaction, ADDIE Model, OBE curriculum

INTRODUCTION

OBE is an approach used to accommodate 21st-century education that focuses on the sustainability of the learning process on critical thinking skills, connecting knowledge with the real world, mastering information technology, and communicating and collaborating. OBE significantly influences the education process, starting from curriculum design, formulation of learning objectives and achievements, educational strategies, learning

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methods, assessment, and the education ecosystem. The ability to speak English is essential in increasing students' confidence and motivation to learn (Budiarta & Krismayani, 2014; Budiarta & Santosa, 2020). In general, speaking can be defined as a process of sharing information ideas involving at least one speaker who encodes the intended message and one interlocutor who translates or receives the message given. Speaking skill is one of the language skills in English that must be mastered by students when learning English. (Fernandes Arung & Jumardin, 2016; Leong et al., 2017; Masuram & Sripada, 2020; Yuliandasari & Kusriandi, 2018). Therefore, students must learn speaking skills and other skills if they want to master English. Speaking for Informal Interaction is a course offered in semester 2 at the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar. Speaking for Informal Interaction course aims to equip 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 informal interactions. One way to support these communicative competencies is to implement the approach to accommodate 21st-century education, namely Outcome-Based Education (OBE). The concepts and principles of education based on learning outcomes are alignment between assessments, learning processes and learning outcomes. Communicative competence is a speaking skill in which speakers are required to be able to produce thoughts, ideas, or feelings appropriately and appropriately towards their interlocutors.

Teaching material is one of the learning tools that have an essential role in encouraging the success of educators and students in the learning process (Alabere, 2017; Firiady, 2018; Garton & Graves, 2014). Designing teaching materials is an option that must be fulfilled by teaching material developers so that the resulting teaching materials can contribute significantly to answering the required learning outcomes. Teaching materials are a set of learning materials or substances that are systematically arranged and display a complete picture of the competencies that will be mastered by students in learning activities with the aim of planning and studying the implementation of learning (Lim, 2019; Oktaria et al., 2016). In developing teaching materials, teachers must pay attention to the development model that aims to ensure the quality of teaching materials in supporting the effectiveness of a lesson. The development of teaching materials is a process that is linear with the learning process. Teaching materials should be arranged based on the needs of learning objectives.

The researchers distributed questionnaires and interviews with students and lecturers of the English Language Education Study Program, it was found that the learning process is still not conducive because there are no main reference books or coursebooks available that match the curriculum and the learners as the institution's needs. Due to these problems, the learning process still needs to be focused, and the assignment of individual and group tasks to students has not focused on the material provided in accordance with the

achievement of OBE. The demand for achieving communicative competence directly affects the design of the speaking teaching material itself. In this case, teaching materials are essential to determining learning objectives and quality. 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 the use of the ADDIE model in developing materials. To create the teaching materials for the Speaking for informal Interaction course, the researcher used the ADDIE model of development of teaching materials, which has five stages of development: Analysis, Design, Development, Implementation, and Evaluation. This model was applied by several researchers in the development of speaking subjects (Iswati, 2019; Kusumawati, 2019; Manan et al., 2020; Rahmadhani, 2021; Rokhayati, 2018) 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 description, this research is designed to offer an alternative preparation of teaching materials that can meet the target needs and learning needs of students. The results of this study can be effectively used to support the achievement of their communicative competence, especially Speaking for Informal Interaction course and will give insight insight for English speaking lecturer and materials designer on how to develop English speaking coursebook using ADDIE model. The issues raised in the study is 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 type of research is research and development, which aims to produce teaching materials. This research and development follow the ADDIE development model, which has five steps: Analyze, Design, Development, Implementation, and Evaluation (Branch, 2009). The population in this study were all second semester students, totaling 84 people who took the English for Informal Interaction course at the English Language Education Study Program, Faculty of Teacher Training & Education, Universitas Mahasaraswati Denpasar. The student was used as a data source to determine needs analysis and initial information sources to see the reality, facts, and reality regarding the importance of providing Speaking for Informal Interaction teaching materials. The researcher used Arikunto's sampling technique, which was to select the entire population as the research sample. Determination of the sample is determined by using simple random sampling technique. A simple random sampling technique is a method of drawing from a population in a certain way so that every member of the population has an equal chance of being selected. Surveys through questionnaires relating to student need for teaching speaking for Informal Interaction were

given to all population 84 students. Meanwhile, the sample used in this study was 26 students who were asked to give their responses about developed speaking material.

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 sorting will be carried out through data collection such as initial tests, observations, questionnaires, and interviews to then identify, classify the data needed according to the research objectives (Miles et al., 2014). Then, the second step is presenting data in the form of excerpts from field notes, excerpts from interviews, synopsis in the form of tables and figures, and interpretation of data in particular and in general which are then narrated into data transcriptions. The data from open questionnaires are analyzed qualitatively and the data from closed questionnaire are analyzed quantitatively with a simple percentage formula. The third step is data verification to draw conclusions. The conclusions of the research results are then triangulated together with the Speaking for Informal Interaction.

FINDING AND DISCUSSION

Analysis

In the analysis stage, the researchers analyzed the target and learning needs. Needs analysis is an effective way to identify problems that arise in the learning process. The researchers conducted a needs analysis for lecturers and students to obtain information about whether existing programs can meet the needs of students or not. The researchers used the theory of Hutchinson and Waters in conducting a needs analysis who proposed two basic needs, namely target needs and learning needs(Hutchinson, 1987). Hutchinson and Waters 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
	Preffered 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

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	Expected Learning Outcome	51.5 %	Communicate in English accurately, clearly, 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 that learning English is important for the future of their profession. One of the importance of English is that it can improve students' career prospects in the future (Fandrych, 2009; Nair et al., 2012). Mastery in English can open up new career opportunities and change the future. Based on interview conducted by the researchers, it was found that mastery of English is important for the future because it requires English as a skill that must be mastered, as shown in the following interview excerpt:

"Ya dengan belajar bahasa Inggris hingga mahir maka akan menjadi salah satu kemampuan yang saya kuasai karena untuk keperluan pekerjaan yang nantinya akan saya gunakan dan mengharuskan saya untuk bisa berbahasa Inggris" (IN)

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Moreover, students preferred the activities using stress, tone, and intonation clearly and precisely so that listeners can understand what is being said. Speakers must get used to using stress, tone, and intonation clearly and precisely. Improper pronunciation of language sounds will distract the listener and sound less attractive. Pronunciation of stress, tone and intonation are considered defective if it deviates too far from the usual spoken variety. This of course can interfere with the message you want to convey, or the speaker is considered strange. This is supported by interviews conducted by the researchers who said that the students really wanted to be able to use intonation clearly and precisely, such as the following interview excerpt:

" Di kelas speaking perlu banyak praktek berbicara bahasa inggis dengan tepat. Selama ini, dosen jarang menekankan pengucapan, kadang hanya fokus pada selesainya tugas yang diberikan, jadi kayak apa ya saya bilang..hmmmm misalnya setelah saya selesai membuat percakapan, tidak mendapatkan koreksi terutama pada pengucapan baik itu intonasi maupun pengucapan kata....Padahal saya ingin mendapatkan koreksi, apakah yang saya ucapkan benar atau tidak. Supaya target untuk bisa lancar berbahasa inggris bisa dengan cepat tercapai" (RE)

The students consider themselves as an intermediate level namely students can participate in conversations with various topics of daily life and the surrounding environment. However,

the students still have a problem in vocabulary and fluency. They consider their speaking skills to be very lacking in terms of vocabulary and fluency which greatly affects fluency in speaking. According to (A. Gani et al., 2015; Febriyanti, 2018; Tahe, 2021) stated that speaking skills are difficult to master compared to other English skills. The cause of the difficulty of speaking skills for students is the lack of vocabulary mastered, the fear of making mistakes so that it affects fluency, pronunciation and lack of mastery of grammar. Signs of the learner's fluency in speaking skills can be heard from the speed of speaking, which is relatively fast and a slight pause is heard (Derakhshan et al., 2016; Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar, 2016; Shahini & Shahamirian, 2017). It indicates that the speaker can spend less time searching for the vocabulary needed to express a message. The students also said that they needed a coursebook which, so far, they have only been given separate material handouts in the form of Power Point or softcopy of pdf material. Students need coursebook/guides in the form of books/tips to build confidence to speak in public (Menggo et al., 2019). The students wanted to have topics related to the real world must be adapted to the activities that students do in everyday life in a professional environment where they apply the knowledge gained. So that they are able to communicate in English accurately, clearly, and precisely and in everyday/general context as shown in the excerpt of the interview

"Saya lebih suka kalau yang kita pelajari di kelas itu adalah topik yang berhubungan dengan kehidupan sehari-hari. Jadi apa yang kita dapatkan di kelas, langsung bisa kita praktekan dalam kehidupan sehari-hari"(AC)

Furthermore, the preferred assessment that the student chose is Individual Performance-Based Assessment. According to(Ounis, 2017)Performance Assessment is a performance assessment carried out by observing student activities in carrying out certain activities.

In term of learning need, the students need digital-based media or information technology. ICT can be described as learning with the support of smartphones, tablets, iPads, and other digital devices, which can impact language teaching and learning. Meanwhile, social networks such as Instagram, Facebook, and Twitter allow users 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 on increasing enthusiasm and high on-task behavior when students are doing assignments. Therefore, lecturers are required to develop skills in making learning media so that learning objectives can be achieved. 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 students' motivation to learn foreign languages effectively (Aguti et al., 2014; Gandimathi & Zarei, 2018; Ratminingsih et al., 2018; Yoon, 2013). In Outcome Based Education (OBE)-based curriculum, the use of ICT is very important to develop students' 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 et al., 2016; Masruddin, 2018). In that group activity, the students wished to

become an active communicator. They wished they can develop the skill of communication and they really need the help of the teacher 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 in teaching materials and compiling coursebook instruments. Researchers compiled indicators that underlie the process of developing teaching material designs. The method of the course is reflected in the syllabus, which covers 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 important component within the curriculum and the most tangible and visible aspect of pedagogy (Graves, 2000). The coursebook is designed to provide short and achievable teaching ideas for lecturers and is designed so that students can express opinions about the material being taught, practice pair dialogue, role play in groups, and do exercises and provide conclusions at the end of the material. The exercises contained in the coursebook stimulate students to think and communicate in English so that when they acquire a new language, students can develop strategies for communicating and be able to apply this new knowledge to new situations. In addition, this coursebook is designed to equip students with knowledge of speaking English at post-intermediate level fluently, accurately, and acceptably using various language expressions in informal interaction settings. Students will be trained to express ideas in an informal context. Knowledge taught includes language expressions used in informal interactions. To achieve the goal, the lesson are distributed in 14 units as follows (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 opinion, (10) agreement and disagreement, (11) asking and giving advice and suggestion, (12) apology, (13) condolence, and (14) encouraging. The distributions of the language skills in each unit are different because the focus is on what language components can best accommodate the achievement of the learning objectives. Each unit is started with the definition of the topic which aims to engage students with the topic of each unit. Other section is made to introduce the learners about when and how to use the language expressions. Then it also provided with the example of conversation. Each unit also presented the practice for individual, pair, or group work. The last section is lesson learned which provided the students the moral values that related to the topic presented.

Development

In the development stage, the researchers develop coursebook by collecting various sources relevant to the material prepared with the aim of enriching the material. The preparation of this teaching material takes a long time by adjusting to the Outcome-Based Learning-based 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 as presented. The design is 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 correctness placement of images, tables, or illustrations; and (10) The clarity of the order presentation of the material. Based on the calculation of the results of the assessment by design expert, it can be seen that the percentage of assessments by design expert is 84%. This percentage, when converted to a conversion table for the level of achievement on a scale of 5, is in the range of the achievement level of 75%-89%. This means that the coursebook is in good qualification, so that the coursebook is revised as necessary. In open questionnaire, the design expert gave comment as follows: (1) the difference in presentation between sub-chapters, (2) the use of images that are not consistent and are not accompanied by sources.

The book was also assessed by the content expert. 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 is 80%. If it was converted to a conversion table for the level of achievement on a scale of 5, it is in the range of the achievement level of 75%-89%. This means that the course book model is in good qualification, so the coursebook needs a little revision. In open questionnaire, the content expert gave a positive comment on the book as follows: 1) the topic is matched with the learning objective (2) the book is equipped with the lesson learned that related to each topic in each unit.

Meanwhile, the linguist expert assessed the book based on the following criteria including: (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 in accordance with 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. Based on the closed questionnaire, the percentage of assessments by linguist experts is 95 %. If it is into a conversion table for the level of achievement on a scale of 5, the range of the achievement level of 90%-100%. It means that the use of language in the coursebook is in excellent qualification, so the coursebook does not need to be revised. From the open questionnaire, it was found that there are some suggestions from linguists: some of the vocabulary sounds foreign and some sentence patterns still need to be simplified.

Implementation

After developing the designed materials into a coursebook, the product was implemented. Teaching materials are tested on students in the field. Suggestions from experts, stakeholders and students at the development stage become a reference before the Speaking for Informal Interaction teaching materials are distributed. The teaching materials used for the trial are the result of revisions and improvements from design experts, content experts and linguists. Trials were conducted on 26 students. The trial was conducted on June 15th, 2022. The topics tested were about Invitation and Asking & Giving Suggestion. After that, the researchers distributed questionnaires to the course lecturers and students with the aim of obtaining data on teaching materials. The researchers distributed both closed and open questionnaire. While in the open questionnaire there were several 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 are still some mistakes in typing and grammar that must be corrected, before reproduced again, (3) inserted some pictures in each unit to make 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 student to learn and raise the students 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). Here are the percentage of each criteria obtained by the speaking lecturers including : (1)Physical Appearance of the book (33 % lecturers considered very good and 66.7 % lecturers considered excellent); (2) The font size and type used in the course book (33.3% lecturers considered very good and 66.7% lecturers considered excellent); (3) Clarity of purpose learning (100 % lecturers

considered excellent); (4) Material exposure clarity on every chapter (100 % lecturers considered excellent); (5) The degree of correspondence between the image and the material (33.3% lecturers considered very good and 66.7% lecturers considered excellent); (6) The examples given in the coursebook help you in understanding the material (66.7 % lecturers considered very good and 33 % considered excellent); (7) The level of clarity of the summary (33.3% lecturers considered very good and 66.7% lecturers considered excellent); and (8) The order of presentation of material on each unit (100 % lecturers considered excellent). Here is the figure shown that percentage:

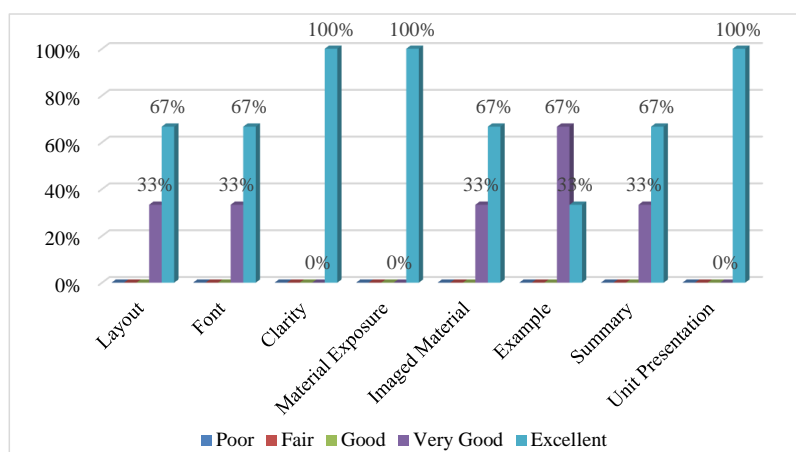


Figure 1. Lecturers' Assessment Percentage

While there are the assessment made by 26 students of the English Language Education Study Program: (1) Physical Appearance of the book (3.8 % students considered Fair, 23.1 % students considered Good, 65.4 % students considered Very good, 7.7% students considered Excellent); (2) The font size and type used in the course book students (15.4% students considered very good and 84.6% students considered excellent); (3) Clarity of purpose learning (15.4% students considered very good and 84.6% students considered excellent); (4) Material exposure clarity on every chapter (23.1 % students considered very good and 76.9% students considered excellent); (5) The degree of correspondence between the image and the material (26.9% students considered good , 57.7% students considered very good and 15.4% students considered excellent); (6) The examples given in the coursebook help you in understanding the material (30.8% students considered very good and 69.2% students considered excellent). (7) The level of clarity of the summary at the end (30.8 % students considered very good and 69.2% students considered excellent); and (8)

The order of presentation of material on each (34.6% students considered very good, 65.4% students considered excellent). Below is the figure shows the students' assessment:

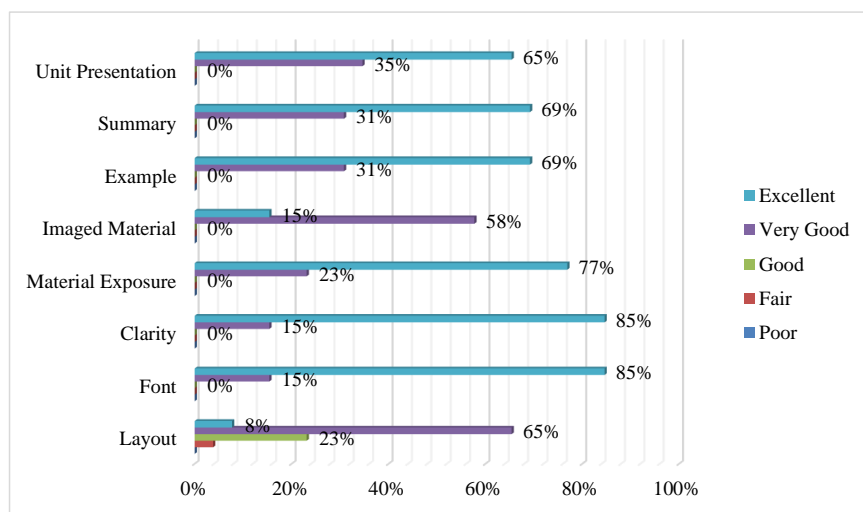


Figure 2. Students' Assessment Percentage

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 have been given by experts, 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 coursebook involved the participation of the teachers and students to obtain some information related to developed material. The questionnaire was distributed to 26 students. Then, the researcher conducted interviews conducted with lecturers and students with the aim that coursebook could be distributed. All processes have been carried out and most of them have given positive comments but there are several components that need to be improved.

CONCLUSION

The development of the coursebook using the ADDIE model has resulted a coursebook entitled Speaking Practice that based on OBE curriculum. The design and development of the coursebook are highly influenced by the result of needs analysis. The learning activities presented in speaking course book greatly guide students to be active in communicating by using English. The speaking coursebook 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, it shows that the coursebook shows a good quality and further, they gave positive comments during 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 for further researchers to develop English-speaking skills teaching materials in different fields such as English-speaking skills in economics, law, health, banking, tourism and so on.

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