

**EXPLORATION STUDY FOR DEVELOPMENT MODEL STUDENT LEARNING
TO SPEAK FOR EDUCATION STUDY LANGUAGE AND LITERATURE
INDONESIA**

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ABSTRACT: *This study is the initial part of a doctoral dissertation research conducted with the aim at designing a learning model in teaching speaking according to the needs of faculty and students. The learning model is designed based on curriculum of Indonesian Language Education and Literature study program, IKIP PGRI Bojonegoro, UnirowTuban, and UnisdaLamongan, East Java, Indonesia. The development of this model is done to improve the students speaking skills. Research and development are the steps consist of a needs analysis, document analysis, design models, development models and experimental models. Needs analysis was conducted by researchers to the students of the first semester and three teachers' and the head of study program of IKIP PGRI Bojonegoro, UnirowTuban and Unisdalamongan to get information related to the needs of students and faculty to model of learning speaking. Needs analysis and documents analysis were collected through questionnaires, interviews, and discussions with students and academics. Document and needs analysis in this study a syllabus, lesson plan (RPP) and the model used for this study. This research was carried out by following the nature of the procedures of research and development covering the steps of (1) an exploratory study, (2) the stage of development, (3) the testing phase models, (4) dissemination (Borg and Gall (1983) and Sukmadinata (2008)). The results of the analysis of questionnaires, and interviews revealed that lecturers need guidelines for the implementation of learning speaking. Learning model strategies wite that foster self-confidence in speaking is needed by students'.*

KEYWORDS: Model, Exploration Stage, Development, Speaking, Needs Learning.

INTRODUCTION

The world of education is full of communication require students to keep digging ability to practice both oral and written communication (Darmuki, 2013: 45). Speaking is very important for the learners to perform better their communication skills (Andayani, 2015: 218). The learning process requires communication as a marker of an effective and efficient interaction of the learning process (Bahrani and RahmatollahSoltani, 2008). In other hand, providing opportunities to students directly is needed to improve his speaking ability (Liao, 2009); (Alibakhshi and Padiz, 2011). Teachers must apply interaction management and elicitation techniques to improve student participation and creating learning opportunities (Riho, 2015: 85-86). It is generally accepted that classroom interaction is helpful for learning languages (Rahman, 2014: 1). As was the case in universities, students are required to communicate especially critical in verbal communication. Indonesian Education Studies program is an answer to overcome the difficulties of public speaking offers a curriculum that includes the

competence to speak, namely speaking subject Talk. The course which is given to students aims for his speaking ability can be actualized in everyday life.

In line with the development of democratic life is getting better, the speaking skills of students as agents of change in all aspects is really highly expected by the community at large. It should be underlined the role of student as cadres of nation is characterized by the ability to speak. Moreover, students of Language and Literature Education Indonesia (PBSI) as a candidate for Indonesian language and literature teacher can be supplied with the competence of the curriculum. The substance of the curriculum is also seen as capable of bridging students to spread into various fields synergies with science communication, for example in the field of journalism, mastering ceremony field, and the field of television.

Therefore, of subjects Speaking that was described must have been adapted to the demands of the working world. Considering it, lecturers (teachers) need for an agenda for Speaking courses according to the needs of students and society as existing in Study Program Indonesian Language and Literature Faculty of Education and Language Arts Teachers' Training College PGRI Bojonegoro. It refers to the opinion of Thornbury (2001: 112), in his book how to teach speaking said that the activities of the teaching of speaking required good planning of teaching to improve speaking skills that are described with steps, such as: (1) to unite speaking activities into the curriculum, (2) organize speaking activities in the syllabus, (3) hold a class discussion, (4) assess the speaking activities, (5) provide assessment criteria.

Based on observations in Prodi Education Indonesian Language and Literature Faculty of Education and Language Arts Teachers' Training College PGRI Bojonegoro, there are less than optimal quality of learning to speak which is caused by several factors: (1) students are less interested in the speaking subject; (2) students had difficulty in choosing the right diction when performing in front of audiences; (3) The students feel bored to the conventional method of assigning a student to perform individually; (4) students feel shy and not used to speaking in front of friends and teachers (so his speaking haltingly and the pronunciation is not clear); (5) The lecturer had difficulty finding the right strategy to deliver material and practice speaking in a fun way (Pan, 2010); (Khamkhien, 2010); (Hunter, 2011); (Lourdunathan and Menon, 2011).

THEORETICAL REVIEW

Speaking Skills

Speaking is actually an ability to convey messages through spoken language. Furthermore, Brown and Yule (2012: 2) state that talking can be defined as the ability to pronounce the sounds of language to express or convey thoughts, ideas or feelings verbally. In line with these opinions Burhan Nurgiantoro (2011: 276) states that talking is the second language activities undertaken in the life of human language, after listening. Talking is an ability convey words (sound articulation) which is expressed to convey thoughts or ideas.

St. Slamet Y. (2008: 31) adds that talking is a common means of communication in society. Agree with previous talk a communication event which expects the relationship between the speaker as speaker and listener (Darmuki, 2013: 28). Communication is the sending, receiving and transferring messages, ideas, opinions and feelings. Communication is something

important and complex, as stated by Leo F. Parvis (2001, Vol 63) in his article "The Importance of Communication and Public-Speaking Skill" which contains:

Communication, a complex process, is not an easy skill to perfect, Nevertheless, it is the most significant skills in human life. We hear this from the voices quoted in Karen Casey and Martha Vanceburg's Promise of a New Day: A Book of Daily Meditations: "What most of us want is to be heard, to berkomunikasi," says one. A second Believes that "To live in dialogue with another is to live twice. Joys are doubled by exchange and burdens are cut in half ". Life Becomes so easy with communication. This necessity of life, however, must be done right.

Speaking is a skill that must be mastered by the student. If the speaking skills can be mastered well, students will be able to communicate for a variety of purposes well too. Through speaking activities, students can express desires, information, thoughts, ideas, persuade, convince, persuade and entertain communication view is. Reinforced by James O'loghlin (2009: 11) who argued that the purpose of speech is to seek information so the listener can take and the use of such information or they want it as a picture of a reflection of their lives. So interesting and so the importance of speaking in public, but there are still many students who are less aware of it. Speaking activities are able to demonstrate the capacity to think.

Similarly those opinions may be taken conclusion that talking is an activity that is obtained after listening skills and functions to verbally communicate ideas, thoughts organized and developed according to the needs of the listener or listeners. In addition to the importance of speaking in front of audiences, skill is required to be mastered by students majoring in Indonesian Language and Literature Education besides listening skills, reading and writing.

Speaking Skills Course

Speaking of learning activities subject actually has several variants developed by each college independent. As contained in the Teachers' Training College of PGRI Bojonegoro, Unirow Tuban and Unisda Lamongan. Compose subjects in the first semester (IKIP PGRI Bojonegoro and Unirow Tuban), semester IV (Unisda Lamongan) that premises material, discussions, debates, interviews and storytelling. Speaking as a science and art can be learned and can be developed by each individual. Knowledge of science and theory speaks very helpful in supporting the skills and the success of the art or practice of speaking, which is why education is needed to speak (speech education) at the College as a provision for life in society. Tarigan (2008: 22) states that talk as art, emphasis is laid on its application as a communication tool in the community that need attention include public speaking, semantics: understanding the meaning of the word, group discussions, arguments, debates, parliamentary procedure, oral interpretation, drama and talk through the air.

Learning Model

There are many definitions related to the term model given by experts. One of them is the Bell (2005: 77), which explains that the model can be identified three different meaning when viewed from a class he said, that as a noun, the model can be interpreted as a representation of three-dimensional structures are projected. As an adjective, the model can be interpreted perfection, whereas as a verb, the model can be interpreted as demonstrating something meant.

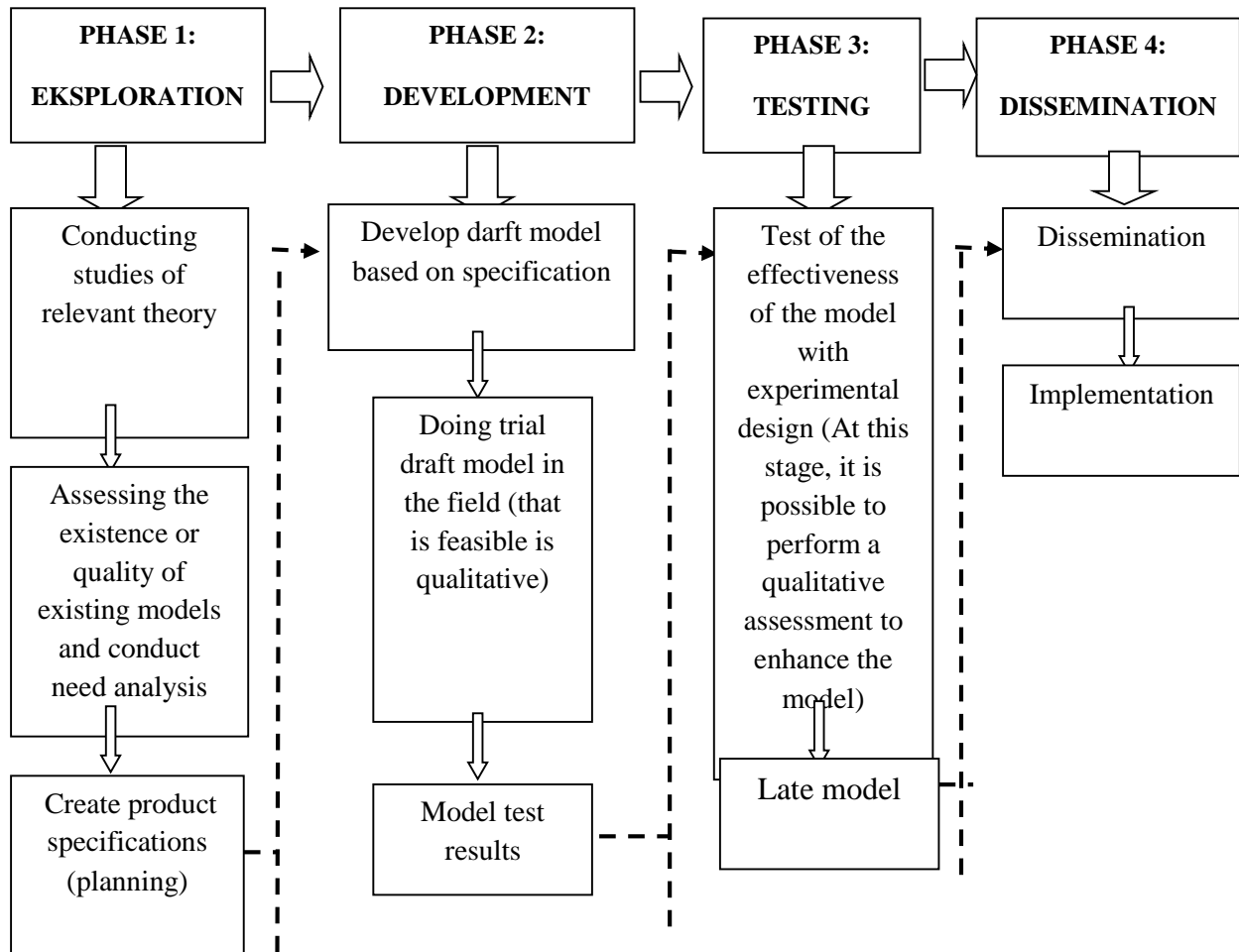
The learning model is a pattern that is used to guide the planning of learning in the classroom and usually describes the steps or procedures adopted by lecturers to create learning that is effective, efficient, and attractive (Supriyono, 2010: 46). The opinion was also expressed about the same Joyce and Weil (2009: 36), the learning model is a conceptual framework that is used as a guide in learning practices for designing and implementing the learning, organizing learning experiences in order to achieve the goals or the mastery of competencies. The model is a guideline in the process of learning that describes a systematic procedure. The learning model includes approaches, strategies, methods and techniques.

Metode and Model Design

This study was descriptive qualitative which belongs to case study this research was done in Indonesian Education and literature study program of IKIP PGRI Bojonegoro that focused on gathering information about the circumstances or the reality of the ongoing process of learning speaking. From the data that has been obtained in the form of field notes concepts and problems, this research was descriptive qualitative by describing the data collected and then analyze it. This is in accordance with the opinion of Bogdan and Taylor (1975: 5) that the qualitative research as a research procedure that produces descriptive data in the form of written word or spoken word about the people and behaviors that can be observed (Moleong, 1988: 3). Qualitative research emphasizes the record that describes the actual situation in order to support the presentation of the data and try to analyze the data with all the richness of his character which full of nuances, as close as possible to its original form when it was recorded (Sutopo, 2002: 35).

Sources of data were in the form of informant (The Head of Study Program, Lecturers and students), documents (curriculum, syllabus, lesson plans and relevant books) and place in Indonesian Education and study program of IKIP PGRI Bojonegoro and events were at the time of teaching learning process of speaking class. The Head of study program is expected to provide information about the state of the Program and the efforts made in improving learning speaking. Another informant was a lecturer who is expected to provide information about the state of the student, the student condition or understanding of the concept of teaching faculty subjects spoke as well about the components of learning to speak. of informants students are expected to provide feedback on learning to speak.

Technique of collecting data were by interview, observation and recording documents. Interviews in the study was carried out by the respective Head of Study Program, lecturers and students. Observation was focused on the process of learning speaking conducted by a lecturer, and responses and attitudes of students, which is the object of observation among other actions taken by lecturers, the words are spoken, learning materials are delivered, the use of teaching methods, and the assessment of lecturers to achieve goals learning to speak. While observations of students with the attitudes of students in participating in learning, behavior, the way students express their opinions, performance of students in the practice of speaking in front of the class and activity of students in the following study. Analysis model used in this study is interactive analysis proposed by Miles and Huberman (1992: 15-21) Interactive analysis is an analysis of qualitative data that consists of three flow of activities, namely (1) the reduction of data (2) presentation of data (3) drawing conclusions / verification.

Figure 1 The Study of the model adopted Sukmadinata development (2007)

This study is part of a research dissertation with a focus on the exploration stage that includes the results of a needs analysis, document analysis and models design of learning speaking. The purpose of research at the exploratory stage is to determine the condition / quality of learning subjects in speaking this in the IKIP PGRI Bojonegoro, East Java, Indonesia. Assessing learning model in speaking used by lecturer at semester students. The scope of the study was conducted on the components of learning (syllabus and lesson plans) and the factors that influence the success of learning, learning models used by lecturers in teaching speaking during this time and know the quality of the result in learning. In addition, research on the exploration phase also aims to conduct a needs analysis (need analysis) faculty and students to develop a model of learning speaking so that teachers can implement effective learning. The activities carried out in the form of literature studies, observations of the learning process of the interviews.

RESEARCH RESULT**Problems and Needs Relating Lecturers and Students with Learning Speaking**

Concerned about the needs of lecturers and students in learning Speaking in Higher Education obtained by observations, questionnaires and interviews. From the observations, questionnaires and interviews were found problems faced by lecturers and students in learning Speaking in Higher Education. Based on observations in the classroom, filling open questionnaire, and interviews the problems encountered by lecturer at the Speaking subject found in this study were (1) The syllabus; (2) preparation of the RPP; (3) the application of learning procedures; and (4) ways of learning assessment is Speaking in Higher Education. To browse the condition of lecturers in teaching speaking ability in the University, in addition to observation, interviews, and discussions, at this preliminary study also used a questionnaire. The contents of the questionnaire covers aspects of (1) an understanding of curriculum, (2) planning for learning to speak; (3) RPP speaking (4) procedure / approach to learning to speak at the university; (5) evaluation of learning Speaking in Higher Education; and (6) the competence of lecturers about speaking at university and learning. All these aspects are explained into 25 item questionnaire.

The results of the questionnaire is described as it is, which is illustrated in the following table.

Table 1 Conditions Capabilities and Needs Lecturer in Learning Speaking at the Universities at Phase Preliminary Study

No Question	Answer			
	A	B	C	D
1	88	12%	-	-
2	72	28%	-	-
3	88	12%	-	-
4	44	52%	4%	-
5	8	24%	64%	4%
6	8	72%	16%	4%
7	12	84%	4%	-
8	20	12%	68%	-
9	28	72%	-	-
10	12	64%	24%	-
11	84	16%	-	-
12	44	48%	8%	-
13	52	4%	4%	4%
14	68	12%	20%	-
15	28	52%	20%	-
16	72	8%	8%	12%
17	28	48%	24%	-
18	56	40%	-	4%

19	28	24%	48%	-
20	12	8%	4%	76%
21	32	28%	40%	-
22	8	8%	12%	72%
23	12	4%	12%	72%
24	4	20%	4%	72%
25	12	-	72%	16%

Table 1 shows the conditions and the ability of lecturer in speaking subjek. There were 88% of respondents stated that the KTSP is better than KBK curriculum others, and only 12% of respondents stated that the KBK is the same as the others, on the grounds that "the curriculum that has been imposed was good, depend on Teacher skill in teaching "because the lecturers is main pillars of learning, including learning to speak at the university. This was revealed by 44% of respondents arguing that the course material in Higher Education is not just about speaking in Universities and Students learn to speak remain under the guidance of the lecturer. Nevertheless there are still 52% of respondents stated that the curriculum KTSP remains influential in learning to speak, both material and judgment. The contents of the curriculum KTSP provides learning experiences for students to utilize art as a vehicle for self-development in an integrated manner.

Respondents who have enough ability to teach learning to speak at universities there are 20%, which could be an example / model for the students there are 12% of respondents, and 68% of respondents said they are looking for a suitable learning for learning to speak in Higher Education. Yet others argue that respondents are less hobby by learning to speak. Respondents also reported less satisfied with the success Its students in the subject of speaking that there is 72%, only 28% of respondents are satisfied with the success Its students in courses Speaking in Higher Education. This is in line with the opinion of the next that there are 64% of respondents stated that students still need to be increased interest in subjects speaking at universities, and only 12% were quite interested to speak at university, while 24% of respondents stated that students are very less interested even not interested in learning of speaking because they think that speaking is not so important for students.

Actually, 84% of respondents also stated that students have a positive attitude towards all subjects including speaking, and only 16% stated that students are less positive attitude towards learning Speaking in Higher Education. Nevertheless, only 48% of respondents stated that they are common complaints of the lecturer before the end of the semester restating that the material has not been discharged, while 52% of respondents said that complaints like it never happened because of the important achievement of student competence. Despite that, 68% respondents remains that lecturer are not the only source of learning.

The assessment of learning speaking in Higher Education, there are 52% of respondents stated that the lecturer is authorized to determine the type of assessment and criteria for success in learning to speak Students in Higher Education. Only 20% of respondents stated that the assessment should be centered on criteria (PAP) and the reference norm (PAN). However it turns out there are 72% of respondents stated that assess learning outcomes speaking at university of productive need to be guided by the assessment rubric. Only 12% of respondents

who do not require an assessment rubric, on the grounds that the results of learning to speak in university productively apparent / obvious.

Relating to RPP (Lesson Plan) speaking at universities, it turns out 56% of respondents said that the RPP serves as a guide to plan teaching program. One respondent said that the RPP as teaching faculty in private plans that are functional only 40%, and 4% responen stated that RPP just meeting academic administration. In order for learning to speak is working well, there are still 72% of respondents stated that the need for professional lecturers who are able to handle his cultivated fields. Only 16% of respondents stated that the amount of aid given to the facility for them most determines the success of learning to speak. As for the 12% of respondents stated that the condition of the infrastructure most determines the success of learning speaking at the university. Therefore, there are 72% of respondents stated that in order for learning speaking at the university successfully, smoothly and successfully the lecturer should prepare, select and determine the learning strategies and to develop daily teaching preparation. Only 20% of respondents stated that lecturers should read a lot of books to speak at universities, and 4% of respondents stated that lecturers should give a lot of practice to talk more to students. In learning of speaking in Higher Education, 72% of respondents said that learning of speaking is conducted by lecturers give examples of good speaking and then conduct a discussion about the content and the elements discussed, as well as the existing impression on the students about the discussion. Only 12% of respondents who asked this students to perform speaking with a free theme. As for the implementation of learning of speaking, there are 72% of respondents stated that the learning material taken from the book and developed lecturers Its students according to ability. Only 8% of respondents stated that the material of speaking compiled by lecturers, 8% of respondents said that the material was taken from the books that are relevant, while 12% of respondents state that the material taken from textbooks.

On the formulation of learning objectives in the curriculum, there were 48% of respondents stated that the formulation of specific objectives are detailed and easy to reach, and 24% of respondents said that the formulation of the curriculum is already specified operationally. Only 28% of respondents stated that the curriculum is only portrayed through competency to be achieved in the learning process. Therefore, it is natural that only 12% of respondents stated that the assessment of competence achievement oriented, and 8% of respondents stated that the assessment should be contextual. Respondents who stated that the vote should go through the process of learning to speak ongoing, data taken from various sources in various ways, not only from the results of tests, as many as 76% of respondents. For that reason, 32% of respondents who administer portfolios Its students. Nonetheless, there are 40% of respondents stating that portfolio assessment was less effective because of the way the other votes yet exist, and could use the practice to determine the completeness of students in learning.

Based on the above statement, it can be said that there are really problems in learning of speaking at the university that have not been realized among them that the understanding of the curriculum is only one part, the syllabus, lesson plans including indicators and learning goals, the competence of lecturers about talking in Higher Education, procedures and approaches in learning to speak and evaluation. Lecturer already understand about learning of speaking but not to optimize the implementation of a student's ability to learn to speak in Higher Education. From there it appears that the actual implementation of the guidelines requires lecturers to speak Learning in Higher Education. To cope with such conditions requires the development of learning models to speak in accordance with the development and needs of

students, and to motivate students to dare to speak in public in both the academic and social sphere, both receptive and productive nature.

Problems and Needs and Capabilities Speaking Students in Learning in Higher Education

In addition to these problems needs and abilities of Lecturers in this preliminary study also aims to determine the problem needs and abilities of students in learning Speaking in Higher Education. Based on observations in the classroom, students in the learning problems Speaking at the university found in the study of which problems of motivation, interest and courage and interest in learning-Speaking Students in Higher Education.

The main problem which comes from students is a matter of motivation to learn to speak in Higher Education. Based on preliminary observations and asked questions that researchers do against some students, it can be concluded that many students who do not have a high motivation in participating in learning to speak. Low motivation of these students can be caused by at least two things. First, the advent of the student's own self (internal), among them the students are not interested in learning. Disinterest Students for Students learn to speak due to not knowing the benefits for themselves if they have the skills to speak at the university. Lack of motivation and interest in students to learn Speaking in university looks when lecturers ask students to perform speaking, there are still activities that are not related to student learning, including student silent, still busy throwing his paper with the seat rather distant. In addition, many students are afraid to speak and appear to speak in front of the classroom and in front of the group.

The second cause is something that comes from outside yourself Students (external). The cause of which come from outside yourself Students, among which is the context for learning, especially on the part of lecturer and learning of speaking in Higher Education. In this case, the lecturer is less able to present the process of learning to speak that attract attention and interest of the students, so often feel tired and bored easily in learning because every time just focus on training provided lecturers, students do the questions given to the task, which instead of measuring and giving regular students to speak but measured his knowledge only means of passive students. To browse the needs and abilities of students in learning Speaking in Higher Education, in this study, in addition to the observations are also used questionnaires. The contents of the questionnaire covers aspects (1) motivation to learn Speaking Students in Higher Education; (2) interest in learning Speaking in Higher Education; (3) experience appreciation Speaking in university receptively; and (4) the experience of appreciation Speaking in university productively. All these aspects terjabar into 20 item questionnaire. The questionnaire results are described in what the.

Table 2 Conditions Capabilities and Needs Students in Learning to speak at the College of the Preliminary Study Phase

No	Answer			
	A	B	C	D
1	95%	1%	3%	1%
2	68%	23%	8%	1%
3	27%	27%	43%	4%
4	67%	12%	21%	-
5	88%	5%	4%	3%
6	9%	4%	87%	-
7	40%	52%	7%	1%
8	92%	8%	-	-
9	77%	14%	4%	5%
10	7%	7%	83%	3%
11	37%	55%	5%	3%
12	92%	5%	-	3%
13	25%	4%	14%	57%
14	21%	54%	20%	5%
15	77%	7%	7%	9%
16	49%	7%	3%	41%
17	87%	12%	-	1%
18	53%	24%	20%	3%
19	27%	40%	25%	8%
20	55%	74%	1%	-

Table 2 shows the condition of the needs and capabilities in learning of speaking Students in Higher Education. There are 95% of respondents said that by learning of speaking, a person can learn to respect each other, and only 3% of respondents stated not know whether to learn to speak can learn to respect others. In terms of learning to talk productively for example, there was a presentation of 43% of respondents stated that they make a presentation only to perform tasks of lecturer, and only 27% of respondents said that if the presentation is sometimes passenger name only; and there are 27% of respondents said that if they could / could the presentation of necessity. Nonetheless there are 88% of respondents stated that by reading exercise books speak at universities, will add courage to speak in public. There are only 4% of respondents who expressed less agreed that by reading speaking books on Higher Education could bring courage to speak in public.

According to the students that learning of speaking is important because the benefit to the future of students (83% of respondents). Nevertheless there is also stated that the learning of Speaking in Higher Education was not important because the less useful for the future (7% of respondents), and 7% of respondents said that perhaps learning to speak in Higher Education

was not important because the less useful for the future. Preferably the library is provided textbooks speak at universities. Regarding it turns out that 37% of respondents stated strongly agree, and 55% of respondents agreed. Respondents who disagree / do not know there are 8% of respondents. Because of this, there are 92% of respondents said that reading the book of Speaking in Higher Education will help in improving language skills. Only 5% of respondents said that reading reference books probably will help students to improve their language skills. Based on the statements above it can be said that there is still a problem in learning of speaking, especially on learning of speaking in university productively. Therefore, later researchers, lecturers, Ka.Prodi conduct a workshop to develop a prototype model of learning of speaking at the university of Teachers' Training College campus PGRI Bojonegoro.

CONCLUSION

Based on the identification of problems and needs of faculty and students, it is necessary to a learning model development of Speaking in Higher Education that can enlighten justice for lecturers and students as subjects of study. It also refers to the purpose of research, which generates an implementation of Speaking learning guide in Higher Education.

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