

Effectiveness of Designed Indonesian Language Module for Foreign Learners: A Case of Darmasiswa Class

I Made Rai Jaya Widanta
Mechanical Engineering Department
Bali State Polytechnic
Denpasar, Bali, Indonesia
rai_widanta@yahoo.com

Putu Dyah Hudianaingsih
Accounting Department
Bali State Polytechnic
Denpasar, Bali, Indonesia

Anak Agung Raka Sitawati
Business Administration Department
Bali State Polytechnic
Denpasar, Bali, Indonesia

I Wayan Dana Ardika
Civil Engineering Department
Bali State Polytechnic
Denpasar, Bali, Indonesia

Abstract– The research was in purpose to design a module for Indonesian language learning for Darmasiswa students – foreigners who learn Indonesian language and culture in Indonesia on behalf of Indonesian government scholarship. The module was designed for them to learn grammar materials which had been found demanding and confusing. In order for them to learn faster and partially from the regular in-class lesson, they required an exclusive grammar lesson apart from class hours. There are ten units of grammar modules whose materials were stemmed from text books level A1 they use in daily class lesson. Prior to their use in learning centre (LC) room where students could learn grammar individually, the learning materials were piloted, validated by expert judges, and revised in accordance with inputs of revision they gained. Ninety Darmasiswa students from five campuses including Udayana University, Bali Sate Polytechnic, Teacher Training Institute of Saraswati Tabanan, Indonesia Art Institute of Denpasar, and Saraswati University were involved as research participants. The participant were given four sessions of Indonesian language grammar lesson using the designed module. There were four modules used to support the lessons. At the end of lesson, they were given a test to evaluate whether or not the lessons were successfully learned. Result of test indicated that module was effective for basic level of student (A1 level). Some revision should be given to make it appropriate for higher level students.

Key words: Effectiveness of module, autonomous learning, Indonesian language, learning center

I. INTRODUCTION

Since its establishment, Darmasiswa – foreign students of Indonesian language in Bali particularly Bali State Polytechnic – have been facing some obstacles one of which is learning activity. A number of efforts have been undertaken to continuously decrease the problems, such as improving learning strategies, improving teachers' teaching method, developing new learning and teaching model, designing more effective learning materials, and so forth. These endeavours were energized pursuant to learners' needs, request, and goal. One of requests learners required was an exclusive grammar learning as grammar of Indonesian language was found complicated, demanding, and confusing. They felt to be reluctant to use grammar in any verbal communication activity as they were still doubtful to use it appropriately. A specific grammar learning which is done outside class time was fully required. Thus, this obstacle of Darmasiswa students was responded by creating a Learning Centre (LC) model for learning Indonesian.

LC is a zone where students are able to study grammar autonomously or with self-directed learning (SDL) approach. SDL can be carried out manually or by the assistance of internet. Hiemstra [1] claimed that autonomous learning done by villagers in American was effective. Internet was recognized to be able to help learners access useful information widely that enables them to make better changes in their lives. SDL was also found effective to build learners' self-confidence [2], [3]. Autodidact and autonomous learning made them to be committed to developing their potentials, as the model combines three essential aspects, such as motivation, self-management, and self-monitoring [4]. In addition, it also enables students to build their character, self-willingness, and put forward chances to study on their own in an academic atmosphere [5]. In line with this, Stockdale [6] claimed that SDL also prioritizes learners' responsibility, initiative, distance learning, critical thinking, and their

constructing meaning. One of essential aspects to support SDL activity is learning module.

Module is a set of task that would include some components, such as grammar, vocabulary, sentence constructions, situational text materials and lesson, visual aids, pictures, charts, flash cards, drawings, objects, audio cassettes of songs, rhyme, speech, declaration, intonation patterns, word spell, pronunciation practice, radio news recordings, and audio visual materials [7]. Their investigation on impact and effectiveness of developed module to enhance students' English language ability – speaking, reading, writing, and listening – found that the experiment group were able to outperform the control group. In coinciding with it, [8]'s work on designing module for introvert students. His research and development project on the basis of Gall, [9] successfully resulted in module of seven chapters containing explanation about topic of module, examples of topic and material, conversation practices, and photographs. Result of analysis showed that the forty percent (40%) students who were considered introvert were triggered to expose their speaking motivation. Both of these research were to produce conventional module.

Effort on involving technology in developing learning module was carried out by some scholars. Kaekiriya [10] and Harandi [11] claimed that module is effective if it is used to affix e-learning activity. E-learning has an important role in higher education and give positive effect on students' motivation. In line with it, Kanuka [12] pointed that design of e-learning needs to connect content with pedagogy. Thus pedagogical aspect should be given similar attention as there is not actually 'one-size-fits-all' e-learning software that designer should take into account theories, knowledge apart from skill to be taught in ordered to make effective e-learning and finally find good result [13]. Wu [14] also took part in developing information technology-based module. He investigated whether or not MOODLE – modular object-oriented dynamic learning environment – was better than other tools, such as WebCT and blackboard. His research was focused on find out how Moodle could be effectively used I college writing classroom in Taiwan. Development of communication skills has its own unique character, i.e. it needs social interaction between teachers and students and also among students. Thus, computer or ICT is still considered as an aid to support students' speaking and writing skill achievement [15]. This investigation ended in a result that Moodle was found effective improve students' writing skill. Lastly, Siu-lun [16] also designed computer assisted pronunciation training (CAPT) module for Chinese learning as second language (L2). It covered two models – accuracy model and fluency model. L 2 proficiency and performance are targets of L2 learning which captures the notion of 'complexity, accuracy, and fluency' [17], [18], and [19]. The three aspect have now been familiar for scholars to design assessment tools. Siu-lun [16] claimed that these aspects are used as performance descriptors in L2 assessment and performance indicator for progress in language learning. This research was undertaken to measure effectiveness of conventional module for Indonesian language learning for Darmasiswa class.

II. METHOD

The qualitative research was carried out to see effectiveness of module designed for Indonesian language learning. Module designing was the further research activity upon model development. The second-year-research activity was focused on developing learning module and validating it prior to its use.

Ninety students of Darmasiswa from five universities were involved as research participants. The number of participant was divided into two, experiment group and control group. The experiment group and control group consisted of forty five participants each. They have been learning Indonesian in Bali for almost three semesters or have finished level B1. They had the same competence in the language. It was measured by their own teachers using the same assessment tool of L1. Experiment students were given chance to work out LC program at their own university. To carry out this learning model, students were given four-session LC program in their own classes. Researchers went around to visit the five group of Darmasiswa students in each university and gave them chances to work out the modules. The research on in LC learning for Darmasiswa student was done for twenty meetings or around one month. However, the control group was given conventional learning, the learning of Indonesian language which used daily learning model used in class. Grammar learning in class was integrated with learning of other aspects or skills, such as vocabulary, pronunciation, reading, writing, speaking, and listening. Prior to learning sessions all participants were given pre-test to see their base line competence. There was one assessment tool utilized for both test –pre-test and post-test. Pre-test was not included in four-session activity. Result of pre-test was then analyzed to see their basic ability prior to their learning.

Implementation of LC model with the designed module was undertaken by visiting each university four times. Three meetings were for learning sessions and one meeting was for final evaluation. In each learning session, participants were given one topic. The topic was learned for forty five minutes including each-unit-evaluation. Participants were given a module containing of theory of grammar, explanation, example of its use, exercises, formulas, and evaluation tools. Each-unit test consisted of questions from ten until twenty questions at maximum. The questions' substances were taken from materials each unit discussed which are rewords in other ways. The final evaluation (post-test) which was given on the forth meeting accumulated all materials learned. The result of participants test were accumulated and analyzed using descriptive statistics.

Apart from test, participants were also given questionnaires at the end of the sessions to see their insight about module and its implementation in LC program. Questionnaire consisted of question asking about materials, explanation, content of modules, test, context, relation between materials and test, exercises, translation into English used in the module, use of dialog and agreement between materials' level of difficulty and students' level. Participants commented on materials the modules included, materials' level of difficulties toward participants' level, explanation – whether or not explanation in English is really needed, what materials or strategies would be better used to set context that

readers easily comprehend the topics. In addition, it also asked if supplement materials were required to make them more effective, whether terms used in modules were valid and standard, and appropriate parts of grammar discussed as topics. Research participants had given various inputs, suggestion, revision, and opinion coinciding with questionnaire.

There were two data the research successfully obtained – participants’ test result and their perception on the module. Participants’ test result was analyzed using descriptive statistics. The statistics was used to find out total score of experiment and control group participants, average scores of both participants, and different achievement of both groups. Questionnaire was sued to find out their perception on the module designed.

III. RESULT AND DISCUSSION

3.1 Module Effectiveness

Comparison of scores of both groups (control and experiment group) is explained beneath. Control group and experiment group had similar based line ability. Students of control group gained score 980 and experiment group gained score 983.5. The similarity is the basic requirement to explicitly see improvement of both groups’ ability. The control group students gained a slight improvement to score 2.145. The score increase of control group participants was 1,160.5. Their average increase upon being given treatment with conventional learning model was 2,405.5. in line with this, students’ mean scores of pre-test and post-test were 21.77 and 47.66 respectively. The increase percentage of the group score was 25.78% with a percentage increase of 53.44.

Table 1. Control Group Scores

	Pre-Test Total Score	Post-Test Total Score	Score Increase	Average Increase
Total	980	2,145	1,160.5	2,405.5
Average	21.77	47.66	25.78	53.44%

The experiment group experienced a better increase and gained higher achievement. Their total pre-test and post-test scores were 983.5 and 3,192.5 respectively. Of the two gains, their score increase reached 2,216.5 with total average increase of 3,120.4. This achievement result, in other word, could prove that the experiment group participants score

average reached 70.94 with score increase of 49.25. Their score increase percentage gained was 69.34.

Table 2. Experiment Group Scores

	Pre-Test Total Score	Post-Test Total Score	Score Increase	Average Increase
Total	983.5	3,192.5	2,216.5	3,120.4
Average	21.85	70.94	49.25	69.34%

Increase in students’ score was certainly caused by the learning model, one of which is through module. Module was found slight effective as it could enhance students’ achievement [7]. The slight increase in three aspects in experiment group –post-test total score, total score increase, and percentage of increase–being compared to that in control group indicated that there was effectiveness (but not very optimal) the module contributed to Indonesian learning. The condition might be affected by some reasons, such as ‘learning hours’, ‘self-willingness’, and ‘learning model and materials’. Slight increase in experiment group students’ score might be influenced by learning hours. The students were exposed to the grammar learning at learning center (LC) in relatively limited hours. They were invited to study autonomously for four sessions each or which took only for forty five minutes. The limited learning time certainly resulted in an impact that they gained less optimal result. The more frequently practice on grammar learning at learning center would result in better awareness which leads in better self-management on students [4]. In line with this, students need to be backed up with feeling where they do an activity freely without any force. The sense of willingness [5] would attract and motivate them to learn grammar at LC. Self-willingness can grow in oneself when he or she gets used to do it.

Even though the learning model was found a bit effective but it was not optimally so. The model needs to be developed more effectively in order to meet students’ needs. Thus, there are some attention to pay toward model completion. The model should be made to meet students’ needs of more effective learning, one of which is by combining it with the use of technology, for instance distance learning [6]. This model is more effective as LC is not the only place to do such grammar learning. As information technology is widely used in every part of human activity, involving it in learning also worth trying. E-learning model, for instance, is of much trials to embody this effort [10].

3.2 Learners’ Perception on Materials

Research participants’ perception on the module seemed to take important part for model improvement. The

varied in accordance with participants views on the module. Some perceptions were positive which praise the designed materials but some of them were critics negative however. Participants' positive perceptions on module included view on materials, explanation included in materials, and content of every unit. Specifically, they commented of detailed explanation on differences of 'saya', 'anda', 'kalian', providing detailed explanation of information of any single grammatical items, some formulas of structure or phrases, and material level of difficulty.

a. Some positive inputs

Some participants stated that material the module contained were good and very sufficient for learning. The materials content was in line with needs of students who are in basic level. Detailed information of materials for instance differences between pronoun 'saya', 'anda', 'kalian' and other pronouns were explicitly explained that students were very clear. Explanations of other grammatical items were focused in most parts of units. As knowledge of forms or grammar is very important for learners, they were helped by explanation the module contained, for examples the use of verbs, position of verbs in sentences, simple sentence and complex sentence, difference of construction of question in English and Indonesian language. In addition, knowledge of the use of copula 'be', auxiliary, and modals in English and Indonesia language were found very useful. Apart from it, the module also contained complete explanation. The explanation given to every materials apart from test was sufficient. Each part of materials was explained sufficiently. Some of participants thought was also given to the content of module. Contents were mostly sufficient to explain each topic of discussion. However one topic in unit of 'kami' and 'kita' need deeper explanation on differences between both terms, situation when they are used appropriately, sentence structure they require. These good side of module given by research participants are supportive and coincide with effectiveness of the module.

b. Some critics and suggestion on the module

On the other hand, undeniably the module still had a lot of points which need to be revised and improved in order for it to meet learners' needs. Some inputs focused on the existence of explanation apart from English translation. Other suggestion emphasized on inclusion of context which is required very much to make the module more comprehensive and comprehensible. Other inputs view the essence of examples to build learners' concept about what they are learning. Presence of supplement like picture, story, dialogs are required by learners to ease them comprehend the materials. Scaffolding like dialog and questions prior to their learning the whole materials would be very useful.

Regarding needed explanation, every grammatical term which is focused in certain unit should be explained in detailed. This is very important for learners, especially beginners, to build strong understanding and concept on it prior to their doing exercise or production in written and

verbal interaction. Translation was also required (by most learners of basic level) as they would like to avoid being lost in understanding sentences or utterances which, if it happens more frequently, could result in confusion or even anxiety. Thus, every paragraph or sentence needs to be affixed with its translation. In case of translation supplemented in the existing materials, it should be made simpler so that it is not long winded and ease learners.

Context seemed to be exposed clearly in the module. Some situation or context were unclear and even absent. Thus, it would be better to appear context explicitly so that learners get ease to comprehend materials. Context can be exposed with a number of materials, such as picture, dialog, or story. Practice test, especially, which is put at the end of every unit should be completed with story or dialog. By adding these component learners will be guided to understand materials more easily and clearly. Illustration in form of picture also might leads students to easily catch the points of materials. In addition, module would look more interesting for learners.

Other ways to build learners awareness is by implementing 'example(s)' in every part of module. Every topic or sub-topic of unit should be affixed and supported with adequate examples to make learners more consciousness of the topic. In addition, example will wisely trigger learners' critical thinking so that they would be motivated to analyze other topic with their own prior knowledge [6].

Lastly, scaffolding, in form of questions is suggested by some learners. Even though not like learning communication, scaffolding in form of questions to lead in learners thought to the topic might be necessary. By exposing some questions to build and attract learners understanding on the following topic is helpful. They will have chance to build an assumption in their mind which drive them to imagine what the lesson would teach.

IV. CONCLUSION AND RECOMMENDTION

Developing module for learning Indonesian at LC was effective. Self-directed learning based Indonesian learning was found effective to learners. This was proven with the statistical analysis result which showed that experiment group students obtained higher score that the control group participants (3,120.4 and 2,405.5 respectively). The slight difference and increase in learners' achievement.

Learners' perception on the module were also proved that the module was feasible to implement to support Indonesian learning at LC. Some praise was given to the module, such as good module content and materials, coinciding or relevant module level of difficulty with learners' level, explanation the module contains, and translation-into-English each unit in module has. However, some critics and suggestions were also given for the sake of its betterment, such as adding translation more completely and comprehensively, adding context in every unit to ease students' understanding of topic more easily, giving more examples to each unit to help learners comprehend topic and

build their own concept, as well as presenting dialogs, pictures, and scaffolding to ease them comprehend topics.

Pursuant to the slight increase in experiment group students' achievement and critics and suggestion given modules and materials, further replicated study needs to be undertaken to see module effectiveness with SDL method. Thus, different number of participants, setting, learning treatment, learning duration should be implemented.

ACKNOWLEDGMENT

We would like to express our gratitude to Ministry of Research Technology and Higher Education, Republic of Indonesia who had funded the research. In addition, much thank was also forwarded to unit of research and social service, Bali State Polytechnic who organized that the research could be undertaken successfully.

REFERENCES

- [1] Hiemstra, Roger. 2006. Is the Internet Changing Self Directed Learning? Rural Users Period Some Answers. *International Journal of Self-Directed Learning*. Vol. 3 No. 2.
- [2] Mok, M.M., & Lung, C. H. 2005. Developing SDL in Student Teachers, *International Journal of Self Directed Learning*, 2 (1): 18-39
- [3] Scott, Karen Wilson. 2006. Self-Directed Learner' Concept of Self as Learner: Congrous *International Journals of Self-Directed Learning*. Vol 3 No. 2. Pp1-13.
- [4] Garrison, D. R.elf-directed learning: Toward acomprehensive model. *Adult Education Quarterly*, 48, 18-33.
- [5] Candy, P. C. 1991. *Self-direction for lifelong learning: A comprehensive guide to theory and practice*. San Francisco: Jossey-Bass.
- [6] Stockdale, S L. 2003. *Development of an instrument to measure self-directedness*. Unpublished doctoral dissertation, University of Tennessee, Knoxville.
- [7] Fernandes, Fr. Telesphoro Tiago and Khirwadkar, Anjali (2016) Development of Modules for Enhanching English Language Abilities among the Students of Primary Teacher Education Programme. *Research Journal of Language, Literature and Humanities* Vol. 3(4), 1-9, April (2016) available at online at: www.isca.in, www.isca.me
- [8] Hakim, M. Arif Rahman. 2018. A Research and Development Study to EFL Learners: Designing A Speaking Module for Introvert Students Based on Cooperative Learning. ISSN: 2278-4012, Volume:7, Issue:2, (1-13) April 2018. www.ijee.org.
- [10] Kaewkiriya, T. (2013). A design and development of Learning content for multimedia technology using multimedia games. *International Journal of Software Engineering & Applications*, 4(6), 61-69.
- [12] Kanuka, H. (2006). Instructional design and eLearning: A discussion of pedagogical content knowledge as a missing construct. *E-Journal of Instructional Science and Technology*, 9(2), 1-17.
- [13] Steen, H. L. (2008). Effective eLearning design. *MERLOT Journal of Online Learning and Teaching*, 4(4), 526-680.
- [14] Wu, Wen-Shuenn. 2008. The application of Moodle on an EFL collegiate writing environment *Journal of Education and Foreign Languages and Literature*, V. 7, June 2008, p.45-56 45
- [18] Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- [19] Housen, A., & Kuiken, F. (2009). Complexity, accuracy, and fluency in second language acquisition. *Applied Linguistics*, 30(4), 461-473.
- [15]. Brandle, K. (2005). Are you ready to "MOODLE"? *Language Learning & Technology*, 9, 16-23. Retrieved September 7, 2007, from <http://lt.msu.edu/Vol9num2/review1/>
- [16] Siu-lun, Lee. 2018. Modular approach in eLearning design: computer assisted pronunciation training design and evaluation: *Journal of Technology and Chinese Language Teaching*. *Journal of Technology and Chinese Language Teaching* Volume 9 Number 1, June 2018 <http://www.tclt.us/journal/2018v9n1/lee.pdf> pp. 48-61
- [17] Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.
- [20] Larsen-Freeman, D. (2009). Adjusting expectations: The study of complexity, accuracy, and fluency in second language acquisition. *Applied Linguistics*, 30(4), 579-589. doi.org/10.1093/applin/amp043.