

THE DEVELOPMENT OF SPEAKING TEACHING MATERIAL WITH PROJECT BASED LEARNING FOR PACKET C AT PKBM ALVITA RAHMA

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Informasi	Abstract
Volume : 3 Nomor : 3 Bulan : Maret Tahun : 2026 E-ISSN : 3062-9624	<p><i>English speaking skills are an important aspect for the general public to get a job. For people who have difficulty continuing their education, PKBM is a forum that aims to develop abilities and skills to improve their quality of life. People who choose to continue their studies to obtain a diploma equivalent to high school (Packet C) have an age range that is variably older than the age of students who attend high school in general, therefore this research aims to improve fluent English speaking skills by applying project based learning This method is expected to make it easier for PKBM Packet C teachers and students to learn creatively and innovatively so that students are expected to be able to practice soft skills at work. The urgency of this research is the availability of educational products, namely speaking teaching materials with project based learning for PKBM packet C schools, so that graduates from PKBM package C have superior graduate quality in the world of work to improve their quality of life. This research uses Research and Development (R&D) with the ADDIE development model which consists of 5 stages, namely Analyze, Design, Develop, Implement, Evaluate. Using data collection techniques using interviews, questionnaires, and documentation, then validation was carried out by 3 experts, namely material experts, media experts, and linguist experts. Based on the results of research on the development of speaking teaching materials for packet C PKBM, the results of the development were obtained. Validation results by material experts obtained a result of $\bar{x} = 3.867$, validation results by media experts obtained a result of $\bar{x} = 3.76$, validation results by language experts obtained a result of $\bar{x} = 3.9$. The results of the questionnaire by the English subject teacher obtained a result of $\bar{x} = 3.67$ and questionnaire results by PKBM packet C students $\bar{x} = 3.8$. Evaluation of the post test results on 15 PKBM packet C students showed that 13 of the 15 students were declared complete, and from the overall results it was stated that 78.8% of students had completed/successfully.</i></p> <p>Keyword: PKBM, Packet C, Project Based Learning, Teaching Material of Speaking, ADDIE</p>
Abstrak	<p><i>Keterampilan berbicara bahasa inggris menjadi aspek penting untuk khalayak masyarakat untuk mendapatkan pekerjaan. Bagi masyarakat yang memiliki kesulitan dalam melanjutkan pendidikan adanya PKBM menjadi wadah yang bertujuan mengembangkan kemampuan dan keterampilan dalam meningkatkan kualitas hidupnya. Masyarakat yang memilih melanjutkan sekolah untuk mendapatkan ijazah setara SMA (Paket C) memiliki rentan usia yang variatif lebih tua dari usia peserta didik yang bersekolah di SMA pada umumnya, oleh karena itu penelitian ini bertujuan untuk meningkatkan keterampilan fasih berbicara Bahasa inggris dengan pengaplikasian project based learning metode ini diharapkan dapat memudahkan guru dan peserta didik paket C PKBM untuk belajar secara kreatif dan inovatif sehingga peserta didik nantinya diharapkan dapat melatih soft skill dalam bekerja.</i></p>

Urgensi dari penelitian ini adalah tersedianya produk pendidikan, yakni bahan ajar speaking dengan project based learning untuk sekolah paket C PKBM, sehingga lulusan dari paket C PKBM memiliki kualitas lulusan yang unggul di dunia pekerjaan untuk meningkatkan kualitas hidup mereka. Penelitian ini menggunakan Research and Development (R&D) dengan model pengembangan ADDIE yang terdiri dari 5 tahapan yaitu Analyze, Design, Develop, Implement, Evaluate. Menggunakan teknik pengumpulan data dengan menggunakan wawancara, angket, dan dokumentasi, kemudian dilakukan validasi ke 3 para ahli yaitu ahli materi, ahli media, dan ahli Bahasa. Berdasarkan hasil penelitian pengembangan bahan ajar speaking for packet C PKBM didapatkan hasil dari pengembangan diperoleh Hasil validasi ahli materi memperoleh hasil $\bar{x} = 3,867$, hasil validasi ahli media memperoleh hasil $\bar{x} = 3,76$, hasil validasi ahli bahasa memperoleh hasil $\bar{x} = 3,9$. Hasil angket yang dilakukan oleh guru mata pelajaran Bahasa Inggris diperoleh hasil $\bar{x} = 3,67$ dan hasil angket oleh siswa PKBM paket C $\bar{x} = 3,8$. Evaluasi hasil post test terhadap 15 siswa PKBM paket C menunjukkan bahwa 13 dari 15 siswa dinyatakan tuntas, dan dari hasil keseluruhan dinyatakan 78,8% siswa tuntas/berhasil mencapai sekolah sebagai.

Kata Kunci: PKBM, Paket C, Project Based Learning, Bahan Ajar Speaking, ADDIE

A. INTRODUCTION

In today's era of growing globalization, the role of communication is becoming increasingly vital. The era of rapid advances in science and technology has opened up opportunities to communicate internationally (Ahmadi, 2018). The implementation of the free market requires the Indonesian people to have competitive competence in various fields. According to (Im & Cheng, 2019) Indonesia can no longer rely solely on natural resources and physical capabilities to achieve the welfare of its nation but must rely more on professional human resources. One of the absolute requirements to achieve this is to have good communication skills (Ningsih Mega, 2019).

Therefore, the primary means of communication around the world is language. Language is a system of symbols in the form of sounds, arbitrary, used by people to speak, cooperate, communicate, and to identify themselves (Matsuda, 2019) Without language humans cannot communicate to convey their thoughts and feelings. Mastery of language in an integrated manner, including speaking, listening, reading and writing skills, is an important part to learn (Shahid Farooq et al., 2020). Language learning is becoming increasingly important to be able to communicate well. According to (Ilyosovna, 2024) The definition of communication is to understand and express information, thoughts, feelings and develop science, technology and culture by using language. The ability to communicate at the next level in a complete sense is the ability to discourse (Sevy-Biloon et al., 2020).

Thus, it is undeniable that until recently the first widely used international language was English. English is widely taught in many countries around the world. According to Richards & Rodger, 1986 quoted by (Oliveri & McCulla, 2019), many people in various countries use

English as a means of communication in various important international meetings. Mastery of English is very important because almost all global information sources in various aspects of life use this language. (Yusupova, 2019) states that English is a global language. This statement represents the meaning that English is used by various nations to communicate with nations around the world. Thus, English is one of the international languages as well as a global language. Learning and understanding English is an unavoidable need. By learning English, a person will open their horizons and knowledge internationally (Parupalli, 2019).

As a global language, English holds a huge function and role. One of the visible implications is that more and more people are trying to learn/master English well (Paudel, 2021). In the field of education for example. To face global competition, English is introduced to students early. Many elementary school (SD) and even kindergarten (TK) students begin to learn English. The use of English is also starting to be widely used in non-educational fields such as economics and business (Akkakoson, 2019).

(Schwartz Ed., 2022) stated;

The United States is known for its products: McDonald's, Coca cola, Nike, Ford, etc. In addition, several countries such as China, South Korea, Japan, Germany, and the Netherlands use English as a second language so that they are able to establish trade cooperation with countries such as the United Kingdom, the United States, Australia, and New Zealand. So that various kinds of trade also use English. This shows that English is not only useful in the field of education, but in other fields.

Even in fact English language skills are seen when someone is fluent in speaking English (Syafiq et al., 2021). However, learning to speak English is very difficult to learn because it must pay attention to the accuracy of pronunciation techniques and grammar. In the world of work, the need for human resources in the professional sphere will certainly be higher selling points when fluent in English (Mandasari & Aminatun, 2020). The number of companies that provide requirements for being able to speak English makes job opportunities wider, even when you have been accepted to work, having English speaking skills can develop your career and add friendship connections at work.

Thus, in practice, English language learning must be creative and interactive. One of the learning designs that constructs the competence of learners to be able to: communicating, thinking critically, technologically, solving problems, and collaborating is Project Based Learning (Haerani & Jatiraga, 2019). Project based learning model is an innovative learning that is centered on learners and sets the teacher as a facilitator and motivator. Project- based

learning models will place students in a concrete learning, students will have direct experience when learning from start to finish. Learners are fully involved in a meaningful task to solve a problem. They will learn to construct their learning patterns and ultimately produce a valuable product (Yuliansyah & Ayu, 2021).

This opinion is also supported by Larmer and Margendoller (2010) quoted by (Tomlinson, 2023) stated:

That there are important aspects in project-based learning, including starting with a question or challenge, building motivation to gain new knowledge, bringing a question or problem to gain new knowledge, encouraging critical thinking, communication, cooperation, and technological skills, and giving learners the opportunity to have an opinion and choose in completing the project.

In line with the opinion (Retnawati et al., 2018) the application of project-based learning to improve fluent English speaking skills is very suitable to be used as a means of learning model for package C level at the Community Learning Activity Center (PKBM). PKBM is a forum for community learning activities that aims to develop the abilities and skills of the community in order to improve their quality of life (Laili et al., 2019). People who choose to continue school to get a high school equivalent certificate (Packet C) have a varied age range older than the age of students who go to high school, the application of the project-based learning model is an innovative so that package C level students can learn creatively in solving problems in learning so that there is knowledge in the formation of the learning that students receive.

Based on the background that has been described, this research will focus on the development of speaking teaching materials, the teaching materials developed are a collection of materials that have been collected systematically, and will be distributed as a guide for PKBM package C students. The development of teaching materials for PKBM package C learners, will focus on improving English speaking skills. The majority of learners who enroll in package C aim to improve their quality of life by continuing school. With the high level of difficulty in finding work, educators must be creative in striving for creative and innovative active learning. The writer will conduct research under the title ***"The Development of Speaking Teaching Material with Project Based Learning for Packet C at PKBM Alvita Rahma"***.

B. RESEARCH METHOD

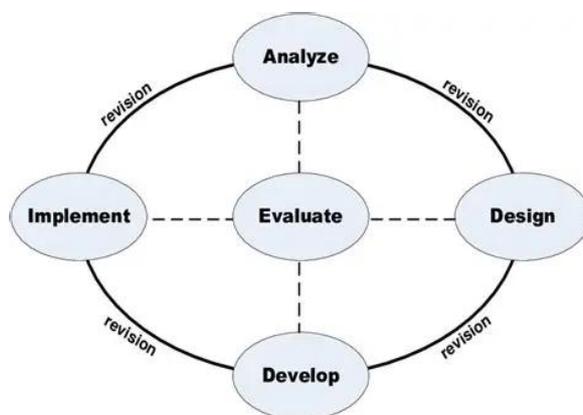
In this study, the subjects of the study were students of PKBM package C, 3 product test experts, namely media experts, teaching material experts and curriculum experts. In this test, students will be focused on speaking learning with Project Based Learning.

This study uses a qualitative and quantitative approach, this is based on the formulations that emerge in this study which require researchers to conduct exploration in order to understand and explain the problems that are the focus of this research problem, then collect various data and information through observation, distributing questionnaires and documentation studies of the required data sources. The method used by researchers is the research and development method (R&D).

The research and development method can be interpreted as a scientific way to research, design, produce and test the validation of products that have been produced¹. Another theory states that research and development is a process/method used to validate and develop products. In the field of learning there is a theory that states that this research is now called Design and Development Research.

Previously called developmental research. Design and development research is a systematic study of how to design a product, develop/produce the product design, and evaluate the performance of the product, with the aim of obtaining empirical data that can be used as a basis for creating products, tools and models that can be used in learning or non-learning.

In this study, the procedure used refers to the design development with the ADDIE approach (Analysis, Design, Development, Implementation, Evaluation). The selection of this development model is based on the reason that the basic stages of ADDIE design development are simple, easy to learn, simple and easier to practice in developing learning media.



C. RESULT AND DISCUSSION

3.1 Result

A. Result Analysis

The first stage of this research is Analysis. At this stage what is done is to carry out a needs analysis, curriculum analysis and analysis of student characteristics. The results obtained at this stage are as follows:

a. Results of Needs Analysis

The needs analysis stage aims to determine the extent to which English learning, especially speaking skills, is implemented. At this stage, the researcher conducted interviews with English teachers and observations in the Packet C class. The interview was conducted on July 1, 2024 by Mrs. Nur as the principal of PKBM

Based on interviews obtained by the resource person, information was obtained that PKBM Alvita Rahmah in the 2022/2023 academic year began using the 2013 curriculum. Mrs. Nur said that she still had difficulty implementing teaching and learning activities according to the 2013 Curriculum. As we know, the 2013 Curriculum is student- centered, which means that learning activities are centered on students. However, in its implementation, this is difficult to do.

The teacher said that there were 2 factors that caused the above problems. The first is the lack of student activity in learning activities. The teacher added that students often do not focus and rarely take notes from the teacher's delivery. So that learning seems one-way and less than optimal. The second factor is the teaching materials used. The teacher explained that the teaching materials did not use much English speaking practice. The content of the teaching materials is too short, and makes students rarely think critically.

To facilitate learning activities, teachers summarize the material to be taught so that students can receive more concise material. However, this is still less effective. Because based on previous daily tests, many students got scores below the KKM. The KKM in English is 75.

In between the interviews, the researcher provided ideas about developing learning teaching materials, Teachers, are very supportive of this innovation, because as previously stated, the teaching materials used currently still have various weaknesses. The teacher also provided ideas so that the teaching materials developed later are detailed, concise, and coherent so that students are not confused about using them.

Based on what was found in the field, it is necessary to develop teaching materials in the form of learning teaching materials that can facilitate students to be more active in mastering

concepts. Based on this, the researcher developed Speaking Teaching Materials with the Project Based Learning (PBL) approach. Later, this teaching material will be used as a supplement to the addition of English learning facilities, especially for speaking.

b. Results of Analysis of Student Characteristics

Student characteristic analysis is a stage used by researchers to determine the characteristics of students which are the basis for researchers to compile teaching materials to be developed. Teaching materials that are in accordance with student characteristics are expected to improve student learning outcomes.

PKBM Packet C students are 17-40 years old. With this diverse age, many students find it difficult to interact and work together with their classmates. The age of PKBM Packet C students who tend to be older also makes it difficult for students to focus.

Based on the results of observations carried out by researchers on July 1, 2024, in general, students follow learning activities quite well. Learning using the lecture method makes students less active. To activate students, the efforts made by teachers are to provide questions from the learning materials used and appoint students who will work on the questions. Researchers saw that many students who were initially less active became active when the teacher gave the assignment. Based on the results of these observations, PKBM Alvita Rahmah students must be motivated to be active in learning. For this reason, teaching materials are needed that have an approach that encourages students to be active and is able to foster students' enthusiasm for learning independently and with teachers.

Based on this analysis, Teaching Materials with a Project Based Learning approach can be applied to students of PKBM Alvita Rahmah Packet C in English subjects, especially in speaking skills and are expected to be able to improve student learning outcomes.

B. Result Design

The second stage of the ADDIE development model is the design stage. At this stage, researchers begin to design the learning materials to be developed. At this step, the researcher constructed a draft design for the instructional modules that would be developed, as well as assessment instruments in the form of assessment instruments and response questionnaires. The following are the steps that researchers perform during the design step:

a. Preliminary Concept

At this point, the researcher constructed the first draft of the product to be created, namely the task-based English teaching materials for Packet C. The steps in preparing the product at the first design stage are as follows:

- 1) The title/identity of the teaching module is Task-Based Language Teaching Material Packet C PKBM
- 2) Chapter 1, contains learning about understanding vowels and consonants, this chapter is the initial stage in starting to learn speaking.
- 3) Chapter 2, with the theme Self Introduction, this lesson will practice dialogue and things you need to pay attention to when creating a 'Self Introduction' dialogue, and is accompanied by a project task for students
- 4) Chapter 3, with the theme Family Introduction, this lesson will practice dialogue and things you need to pay attention to when creating a 'Family Introduction' dialogue, and is accompanied by a project task for students
- 5) Chapter 4, with the theme At The Restaurant, this lesson will practice dialogue and things you need to pay attention to when creating an 'At The Restaurant' dialogue, and is accompanied by a project task for students.
- 6) Chapter 5, with the theme At The Bank, this lesson will practice dialogue and things that need to be considered in creating an 'At The Bank' dialogue, and is accompanied by a project task for students
- 7) Chapter 6, with the theme Making an Appointment, this lesson will practice dialogue and things that need to be considered in making a 'Making an Appointment' dialogue, and is accompanied by a project task for students
- 8) Chapter 7, with the theme Talking About Present Job, this lesson will practice dialogue and things you need to pay attention to when creating a 'Talking About Present Job' dialogue, and is accompanied by a project task for students

b. Utilizing the Task Based Learning Model

The purpose of selecting a Project Based Learning is to enhance students' English skills by working on assignments that are provided in the teaching modules, and assist students become active, communicative, and independent learners during the learning process.

c. Presentation of Teaching Module

At this point, researchers are required to concentrate on the preparation of the first product design, specifically:

- 1) The generated teaching module is based on the textbook used by class Packet C PKBM Alvita Rahmah.
- 2) Creating instructional modules with Microsoft Word 2020 and Canva for producing the front cover and images.

3) The design of instructional materials is printed items with A5 paper size that are properly packed.

d. Preparation of Assessment Instruments for Teaching Material

The purpose of developing an assessment instrument for developed teaching modules is to allow researchers to determine whether the teaching modules have become developments as well as ideas and input related to module improvements before they are disseminated. The assessment method is presented in the form of validation sheets for media and material specialists, as well as student answer surveys.

3. Develop

The third stage of the ADDIE development model is the develop stage. This stage aims to see the suitability of the learning teaching materials that have been designed. Learning teaching materials are revised according to validator criticism and suggestions. The validator consists of 3 experts, namely Mrs. Iswandini, M.Pd as material expert, Mr. Andrie Wijaya, S.Ds as media expert, Mrs. Siti Azizah as language expert;

a) Result Validation

1) Assessment of learning teaching materials by materials experts

The following are the results of the assessment by teaching materials experts:

TABLE 1. ASSESSMENT OF LEARNING MATERIALS BY MATERIALS EXPERTS

No	Statement	Score
Content Feasibility Aspect		
1	Suitability of material to Learning Outcomes	4
2	Completeness of learning materials in a systematic sequence and arrangement	4
3	The material in the Teaching Materials is easy for students to understand	4
4	The material in Teaching Materials can motivate student learning	4
5	The material in English learning teaching materials is in grammar categories according to the student's ability level	3
Aspects of Linguistic Feasibility		
6	The language used is easy for students to understand	4
7	The sentences used to explain the material are easy to understand	4
8	The sentences used do not give rise to double meanings	4

9	Conformity with the rules of good and correct speaking	4
10	The language used is appropriate to the student's level of thinking development	3
Presentation Aspect		
11	The material is presented coherently	4
12	Example questions in each learning activity according to the material	4
13	Practice questions at the end of the lesson according to the material and learning objectives	4
Independent Learning Aspects		
14	English Speaking Learning Teaching Materials can attract students' interest in learning	4
15	Speaking Learning Teaching Materials can help students learn independently	4

Based on material expert assessment data, it can be seen that the quality of learning teaching materials based on assessments by teaching material expert material shows a total average of 3.867 out of a maximum average score of 4.00, thus teaching materials show good criteria. However, researchers also pay attention to responses, criticism and suggestions from expert validators of teaching materials.

2) ASSESSMENT OF TEACHING MATERIALS BY MEDIA EXPERTS

The following are the results of the assessment by media experts:

TABLE 2. ASSESSMENT OF LEARNING TEACHING MATERIALS BY MEDIA EXPERTS

No	Statement	Score
Size of Teaching Material		
1	Size of teaching materials according to ISO standards: A5 (148 x 210 mm)	4
2	The margin used is proportional to the size of the teaching material	4
Teaching Material Leather Design (Cover)		
3	Teaching Material skin illustrations illustrate the content/teaching materials and reveal the character of the object.	3
4	Don't use too many font combinations	3
5	The title color of Teaching Materials contrasts with the background color	4
Design of Teaching Material Content		
6	Suitability of teaching materials with learning objectives	4

7	Placement of chapter titles or equivalent (foreword, table of contents, etc.) is uniform/consistent	4
8	The use of letter variations (bold, italic, capital, small capital) is not excessive	4
9	Relevance of the image to the text message (material)	3
10	The space between lines in normal text	4
11	Normal spacing between letters	4
12	Ukuran angka halaman sesuai	4
13	The attractiveness of the appearance of teaching materials for speaking learning	4

Based on material expert assessment data, it can be seen that the quality of learning teaching materials based on assessment by teaching material expert media shows a total average of 3.9 out of a maximum average score of 4.00, thus teaching materials show good criteria. However, researchers also pay attention to responses, criticism and suggestions from expert validators of teaching materials.

3) ASSESSMENT OF LEARNING MATERIALS BY LANGUAGE EXPERTS

The following are the results of the assessment by language experts:

TABLE 3. ASSESSMENT OF LEARNING TEACHING MATERIALS BY LANGUAGE EXPERTS

No	Statement	Score
Readability Aspects		
1	Use good and correct language rules	4
2	Use terminology that is appropriate to the concept of the subject matter	4
3	The language used is straightforward and easy for students to understand	4
4	The language used is communicative	4
5	Accuracy of language selection in explaining material	3
6	The sentences used represent the content of the message or information to be conveyed	4
7	The sentences used are simple and straight to the target	4
8	Spelling accuracy	4
9	Consistency in use of terms	4
10	Consistent use of symbols or icons	4

Based on material expert assessment data, it can be seen that the quality of learning teaching materials based on assessment by teaching material expert language shows a total average of 3.76 out of a maximum average score of 4.00, thus teaching materials show good criteria. However, researchers also pay attention to responses, criticism and suggestions from expert validators of teaching material,

4. Implementation Results (Application)

The fourth stage of the ADDIE development model is the implementation stage. After being declared suitable by the validator, the learning teaching materials are applied in class. This stage was attended by 15 students and held 2 meetings in class for 4 class hours (4 x 45 minutes). The following is the implementation schedule for the implementation phase.

TABLE 4. IMPLEMENTATION PHASE SCHEDULE

No	Date	Activity	Time
1	7/9/2024	Chapter 1 and 2	2 x 45 minute
2	8/9/2024	Chapter 1 and 2	2 x 45 minute

At this stage the researcher applies all activities to the teaching materials for learning English speaking skills.

Learning activities begin with appreciation activities, motivating students, and explaining learning objectives. Then the teacher explains briefly the learning that will be carried out. The next activity is for students to form small groups consisting of 2-3 students. The division of these groups is based on looking at the portion of the many roles contained in the teaching material dialogue, the teacher gives students examples of the practices they carry out.

After students have practiced dialogue speaking, the teacher will assess, this assessment is based on the rubric that has been created, Below is the assessment rubric:

TABLE 5. SPEAKING ASSESSMENT RUBRIC

SPEAKING ASSESSMENT RUBRIC		
ASPECT	SCORE	INFORMATION
Pronunciation	5	Easy to understand and has a native speaker's accent
	4	Understandable even with a particular accent.
	3	Pronunciation difficulties necessitate full concentration from the listener and occasionally lead to misunderstandings.
	2	It is challenging to comprehend due to pronunciation issues, often requiring repetition.

	1	The pronunciation problem is serious so it cannot be understood
Grammar	5	There are no or few grammatical errors
	4	Occasionally makes grammatical errors that do not impact the overall meaning.
	3	Often makes grammatical errors that affect the meaning
	2	Numerous grammatical errors disrupt meaning and frequently require sentence restructuring.
	1	The grammatical errors are so significant that understanding becomes difficult.
Vocabulary	5	Uses vocabulary and expressions like a native speaker
	4	Sometimes uses inappropriate vocabulary
	3	Frequent use of inappropriate vocabulary limits conversations due to a lack of vocabulary proficiency.
	2	Incorrect usage of vocabulary and limited vocabulary make comprehension difficult.
	1	Vocabulary is so limited that conversation is impossible
Fluency	5	Fluent like a native speaker
	4	Fluency seemed slightly impaired by language problems
	3	Fluency is somewhat disrupted by language problems
	2	Often hesitate and stop because of language limitations

The next stage the teacher will give a project assignment, the project created by the students is in chapter 2 as follows;;

- I. Make a self-introduction card containing your name, age, place of residence, hobbies and dreams. Then you present this in class
- II. Find a partner and make a telephone conversation. Pre tend that you are a reporter of a newspaper. You make a phone call to make an appointment to interview the director. Introduce yourself on the phone

This project based learning results in students becoming more creative and active in carrying out learning, and students of all age groups are more focused on completing the project.

5. Evaluation Results (Assessment)

The fifth stage of the ADDIE development model is the evaluation or assessment stage. After the implementation stage is carried out, the next stage is assessing the teaching materials. At this stage, the assessment of teaching materials that is looked at is the practicality and effectiveness aspect of the teaching materials. The practical aspect can be

seen from filling out the student response questionnaire. Meanwhile, the effectiveness aspect is seen from the results of the post-test scores. The post-test and filling out the student response questionnaire will be carried out on September 21 2024. The following is a presentation of the results of the evaluation stage as follows:

i. Student Response Questionnaire

Data collection from student response questionnaires is used to assess the practicality of teaching materials in terms of the appropriateness of content, presentation of material, language and graphics. The following is a recapitulation of the results of the student response questionnaire

TABLE 6. DATA FROM RECAPITULATION RESULTS OF STUDENT RESPONSE QUESTIONNAIRES

NO	Student Code	NOMOR ANGKET										TOTAL
		1	2	3	4	5	6	7	8	9	10	
1	S1	4	4	3	4	4	4	3	4	4	4	38
2	S2	4	4	4	4	4	4	4	4	4	4	40
3	S3	4	4	4	4	4	4	4	4	3	3	40
4	S4	4	4	4	4	3	3	4	4	4	4	38
5	S5	3	4	3	4	4	4	4	4	3	4	37
6	S6	4	3	4	3	4	4	3	4	4	3	36
7	S7	4	4	4	4	4	4	4	4	4	4	40
8	S8	4	4	3	3	4	4	4	4	4	4	38
9	S9	4	4	4	4	4	4	4	3	3	3	37
10	S10	4	4	4	4	4	4	4	4	4	4	40
11	S11	4	4	4	4	4	4	4	4	4	4	40
12	S12	3	4	4	4	4	4	4	4	4	4	39
13	S13	4	3	3	4	4	4	4	4	3	4	39
14	S14	4	4	4	3	4	4	4	4	4	4	39
15	S15	4	4	3	4	4	4	4	3	3	3	36
TOTAL		58	58	55	57	59	59	58	58	55	56	577
\bar{x}		3,87	3,87	3,67	3,8	3,93	3,93	3,87	3,87	3,67	3,73	3,846667

Based on the results of the recapitulation of the results of the student response questionnaire, an overall conclusion was obtained on the results of the student response questionnaire to the teaching materials developed. The results of these conclusions are used to see the practicality of the product being developed, as presented in table 7 below.

TABEL 7. OVERALL DATA FROM RECAPITULATION RESULTS OF STUDENT RESPONSE QUESTIONNAIRES

No	Statement	Score	\bar{x}	Category	Result
1	The teaching materials for this lesson are easy to understand.	58	3,87	Good	no revision
2	The material presented in the Teaching Materials is in accordance with my learning needs.	58	3,87	Good	no revision
3	The examples provided in the Teaching Materials are very helpful to me in understanding the material.	55	3,74	Good	no revision
4	This teaching material uses clear and easy-to-understand language.	57	4,03	Good	no revision
5	The exercises provided are relevant to the material being studied.	59	3,93	Good	no revision
6	This teaching material makes me more interested in learning.	59	3,93	Good	no revision
7	Illustrations and images in the Teaching Materials help me in understanding the concepts presented.	58	3,87	Good	no revision
8	This teaching material provides a fairly in-depth explanation of the topic being discussed.	55	3,87	Good	no revision
9	I can study independently using this Teaching Material without the help of a teacher.	55	3,67	Good	no revision
10	This teaching material presents the content in a structured and easy-to-follow manner.	56	3,73	Good	no revision
Total		577	3,84	Good	no revision

The teacher's response to the module that has been used shows a good category with a score of $\bar{x} = 3.84$ out of $\bar{x} \text{ max} = 4.00$. Based on this, the learning module does not need to be revised.

ii. Teacher Response Questionnaire

Data collection from student response questionnaires is used to assess the practicality of teaching materials in terms of the appropriateness of content, presentation of material,

language and graphics. The following is a recapitulation of the results of the teacher response questionnaire.

TABLE 8. DATA FROM RECAPITULATION RESULTS OF TEACHER RESPONSE QUESTIONNAIRES

No	Statement	Score	Result
Material Quality Aspect			
1	The material in the teaching materials is in accordance with the established competency standards.	3	no revision
2	The material is presented systematically and is easy to understand.	4	no revision
3	The material can develop students' knowledge according to the learning objectives.	4	no revision
4	The material supports students' critical and analytical thinking skills.	4	no revision
Presentation Aspect			
5	The teaching materials have an attractive appearance and are easy to read.	3	no revision
6	There are illustrations or examples that are relevant to the learning material.	4	no revision
7	The language used is easy for students to understand.	4	no revision
8	Teaching materials have a clear structure, such as the presence of an introduction, content, and conclusion.	3	no revision
The Aspect of Usefulness in Learning			
9	Teaching materials help teachers in delivering the material effectively.	4	no revision
10	Teaching materials motivate students to learn more independently.	4	no revision
11	Teaching materials encourage active interaction between teachers and students.	3	no revision
12	Teaching materials facilitate the achievement of learning objectives effectively.	4	no revision
Evaluation Aspects			
13	There are practice questions that match the material presented.	3	no revision
14	Evaluation questions can measure students' understanding comprehensively.	4	no revision
15	Practice questions support the development of students' critical thinking skills.	4	no revision
Total		55	
<i>x</i>		3,67	
Category		Good	

Result	no revision
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The teacher's response to the module that has been used shows a good category with a score of $\bar{x} = 3.67$ out of $\bar{x} \text{ max} = 4.00$. Based on this, the learning module does not need to be revised.

iii. Result Post-test

Data collection from student response questionnaires is used to assess the practicality of learning modules in terms of the appropriateness of content, presentation of material, language and graphics. The following is a recapitulation of the results of the student response questionnaire.

TABEL 9. RESULT POST TEST FROM SCORE PROJECT TASK

No	Code Student	Score Task Project		Total Score	Average Score	KKM
		1	2			
1	S1	76	75	151	75,5	Complate
2	S2	80	75	155	77,5	Complate
3	S3	72	75	147	73,5	Not Complate
4	S4	75	80	155	77,5	Complate
5	S5	74	80	154	77	Complate
6	S6	85	85	170	85	Complate
7	S7	90	70	160	80	Complate
8	S8	80	70	150	75	Complate
9	S9	87	80	167	83,5	Complate
10	S10	88	83	171	85,5	Complate
11	S11	83	70	153	76,5	Complate
12	S12	85	70	155	77,5	Complate
13	S13	88	90	178	89	Complate
14	S14	75	80	155	77,5	Complate
15	S15	70	75	145	72,5	Not Complate
Jumlah					1183	
Rata rata					78,8666667	

Based on Table 9, the average is 78,867. Based on this, learning with modules is effective and it can be stated that the modules are well developed in terms of their effectiveness.

4.2 Discussion

1. Analysis of the Validation Teaching Material

Data analysis of the validation results of the learning module is based on the average results of 3 expert judgments. The following is an overall assessment of each aspect assessed by all validators:

Table 10. Overall Assessment Data on Every Aspect of the Validator

No	Aspect	Score	Category
1	Validation of Material	3,867	Good
2	Validation of Media	3,76	Good
3	Validation of Language	3,9	Good

Based on the data above, it can be seen that the overall average is 3.84 with good criteria. Thus the learning module is declared valid and does not need to be revised. Based on the validation results, it can be concluded that the learning module using the Project Based Learning approach to speaking skills is declared valid and does not require significant changes and is suitable for use as specialization mathematics teaching material in schools.

2. Analysis of the Practicality of the Teaching Material

Practicality analysis by providing a response questionnaire during the evaluation stage. Based on the student questionnaire, the result was and on the teacher questionnaire, the practicality score was obtained with $\bar{x} = 3.67$ with good criteria and can be declared practical. Based on this, it can be said that the learning module with a project based learning approach is practically used as one of the speaking teaching materials for PKBM package C.

3. Analysis of the Effectiveness of Teaching Materials

The effectiveness of the learning modules developed can be seen from the percentage of student learning completeness. Student learning completeness comes from the post-test scores carried out by researchers at the evaluation stage. Based on the results of student learning completion, it was 78.8%. This shows that learning using learning modules with a project based learning approach has met the effectiveness aspect.

Based on the analysis of the post-test results, it can be concluded that learning using learning modules with a Project Based Learning approach is effective as a speaking teaching material for PKBM package C.

Based on the results of the three analyzes above, it can be concluded that learning modules using the Project Based Learning approach are suitable for use as teaching materials that have valid, practical and effective qualities.

D. CONCLUSION

Based on the analysis and discussion of Chapter IV, research into the development of learning media can be concluded that:

1. The development of this media product uses the ADDIE learning design model with the following development procedures: (a) Analysis, (b) Design, (c) Development, (d) Implementation, (e) Evaluation
2. The implementation carried out by researchers is 4 hours of lessons (4x45 minutes) carried out on 2 days. The feasibility of English teaching materials with Alvita Rahmah's PKBM Package C speaking skills is based on experts, and the results of evaluations from teachers and students show the following results:
3. Validation results by material experts obtained a result of $\bar{x} = 3.867$ from a maximum score of $\bar{x} = 4.0$ and the result was interpreted as "Good/Decent"
4. Validation results by media experts obtained a result of $\bar{x} = 3.76$ from a maximum score of $\bar{x} = 4.0$ and the result was interpreted as "Good/Decent"
5. Validation results by language experts obtained a result of $\bar{x} = 3.9$ from a maximum score of $\bar{x} = 4.0$ and the result was interpreted as "Good/Decent"
6. The results of the questionnaire by the English subject teacher obtained a result of $\bar{x} = 3.67$ which means that the book can be declared suitable as an additional book for the skills of PKBM package C students
7. Questionnaire results by PKBM packet C students $\bar{x} = 3.8$ can be stated as a teaching material book suitable for use by students because it meets the criteria of PKBM packet C students
8. Evaluation of the post test results on 15 PKBM packet C students showed that 13 of the 15 students were declared complete, and from the overall results it was stated that 78.8% of students had completed/successfully achieved the school as.

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