

## **“Smart MAV” Media Development Based on Direct Instruction in Learning Indonesian Speaking Skills**

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**Abstract:** This research is conducted to produce and develop audio and visual learning media to improve students understanding of speaking skills. The media is in the form of Smart MAV based on direct instruction. The subject of this research is the students of Indonesian Language Education at Peradaban University. This research belongs to research and development (R & D). This research uses the 4D model. They are: 1) define, 2) design, 3) development, and 4) dissemination. However, the result of this study is only at the development stage, which is product design and validation. Furthermore, data collection activities in this study were carried out through interviews, questionnaires, and observation. The data analysis used descriptive statistics. Based on the research, the result shows Smart MAV based on direct instruction is feasible and valid to use by the validators with a percentage of 93% (excellent), and the results of the material expert validation test with a rate of 83.21% (excellent). These results indicate that the developed media (Smart MAV) is feasible.

**Keywords:** learning media; research and development; Indonesian speaking skill; Smart MAV.

### **A. Introduction**

Speaking is a form of direct communication skills in oral form between a person and another person or with another group. Speaking is a form of communication between the speaker and the listener. This activity requires speaking skills and mutual understanding between speaker and listener (Simarmata & Sulastri, 2018). Speaking is the second language activity carried out by humans in language life, namely after listening activities, based on the sounds heard, humans learn to pronounce and finally become skilled at speaking. Speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors (Nurgiyantoro, 2001).

Speaking skills are the skills to produce systematic articulation sounds to convey the will, taste needs, and needs to others (Putri & Putri, 2018). Speaking skills are essential to be mastered by teacher students as a provision for interaction in the educational process (Hidayati & Darmuki, 2021).

As a form of language skills, speaking skills need to be mastered well by students because it is one of the benchmarks for a student's success in learning a language. A student will more easily convey ideas or ideas and can interact well when he has good speaking skills (Nuryanto et al., 2018). Students are required to be able to realize their speaking skills. Of course, identifying the context of speaking is a factor in achieving the expected speech intent (Irma & Setyorini, 2018). It is in line with the opinion of Setyonegoro (2013), which states that students are intellectuals who live in an intellectual environment and are always required to display speaking skills. The speaking skill is used to interact with campus residents with a high academic level. Therefore, students need to master the nature of speaking, the reasons for speaking, and the purpose of speaking as a picture of critical, creative, descriptive, and argumentative thinking.

On the other hand, speaking skills occupy a strategic position for students because good and coherent speaking skills will describe the coherence of their thinking and show the breadth of their knowledge (Hidayati & Darmuki, 2021). However, we should understand that speaking skills cannot be mastered by someone quickly. Speaking is a skill that is acquired naturally through a habitual process of using it and continuous practice (Hidayati & Darmuki, 2021). A similar opinion was expressed by Simarmata & Sulastris (2018) that speaking skills are not a form of skill that can be inherited even though humans are naturally given the ability to speak. However, speaking skills a person possesses require serious practice and direction. The two opinions above confirm that mastery of speaking skills does not only stop at the theoretical limits but also comes to aspects of speaking skills that are continuously trained and directed.

Speaking is not just an effort to convey ideas or ideas in oral form to others but also to provide listeners with understanding regarding the ideas to be expressed. It is essential in communication activities (Darmuki & Hariyadi, 2019). Therefore, a person's success in generating influence through ideas in speaking activities is related to the ability to process words, use body language, take advantage of speaking situations and conditions, and prepare for public speaking (Kusuma, 2008). Speaking is a form of language skill that is productive and difficult to master. This ability is single chess of language skill; speaking is a practical skill recognized as difficult to have. This skill requires intense practice and habituation so that, in the end, it can be mastered properly and correctly, both linguistically and non-linguistically (Ibda, 2019).

Speaking skill is one of the skills that must be mastered by students in learning Indonesian (Nuryanto et al., 2018). This speaking skill is essential because it is a characteristic of students' communicative abilities. In line with this opinion, Hidayati & Darmuki (2021) argue that speaking skills are essential skills mastered by students to communicate or convey messages/information to others with a specific purpose.

Learning speaking skills is very important to be taught to students, especially in the Indonesian Language Education Study Program, because this is a mandatory competency that students must possess as prospective teachers. However, in fact, in the implementation of learning speaking skills at the Indonesian Language Education

Study Program at Peradaban University, there are still some obstacles, so the results obtained are not optimal. According to [Setyonegoro \(2013\)](#), the main problem that becomes an obstacle in speaking events is why someone is silent when in conditions that require him to speak. In general, a person's silence or inability to speak in front of others is influenced by internal and external factors.

Some trigger factors include lack of mastery of the material, the emergence of anxiety, and different social strata between speakers and listeners that cause the loss of courage to speak. According to [Darmuki et al. \(2020\)](#), one of the problems that often arises in learning speaking skills is poor speaking interest and ability or speech coherence. It is in line with the results of interviews conducted with lecturers of speaking courses at the Indonesian Language Education Study Program at Peradaban University, Cintya Nurika Irma, as well as some students. They revealed several problems that caused the less-than-optimal results of learning to speak at the Indonesian Language Education Study Program at Peradaban University.

First is the low interest of students in speaking courses. It is because the learning delivered by the lecturer is more theoretical. Second, students experience several problems related to speaking activities, including difficulty in determining diction, not being confident, and not being used to speaking in front of a crowd. Third, students do not understand how to overcome insecurity, vocal processing, breathing, gestures, and other supporting speech success. Fourth, the unavailability of engaging speaking learning media in the form of video as support facilitates student understanding. Fifth, most students still have minimal experience in public speaking activities. Sixth, the learning model does not support the ease of understanding of the theory presented. Therefore, the media development carried out in this study is expected to help make it easier for students to understand the material and improve their speaking skills well.

According to [Nusa & Kii \(2017\)](#), the weakness of Indonesian language skills among students in public speaking activities can be seen in their low skills in expressing opinions using the correct language. It can be seen from the choice of inappropriate words and views that are less logical and systematic so that when speaking, they are not following the concept of an effective sentence.

[Darmuki & Hariyadi \(2019\)](#), in their research, revealed that the quality of learning speaking skills, especially in the presentation and discussion activities of level I-B students of the Indonesian Language and Literature Education Study Program, IKIP PGRI Bojonegoro, was still in the low category. The causes of the low speaking skills of students include: 1) the low interest of students in learning to speak; 2) in general, students find it difficult and afraid when they are required to express ideas or ideas in good and correct language when the lecturer asks questions or when asked to speak in front of the class. Meanwhile, the causes of the lecturers include: 1) lecturers find it difficult to arouse students' interest in learning speaking skills; 2) lecturers find it difficult to find alternative appropriate learning methods in teaching speaking skills to students.

In addition to the factors mentioned above, another cause of the low learning outcomes of speaking skills is influenced by the media used in learning activities.

Learning media explains or visualizes a material that is difficult to understand only through verbal delivery. The use of audio-visual media in learning speaking skills has significantly improved students' speaking skills. According to [Arsyad \(2015\)](#), the benefits of learning media impact learning activities, including making learning activities look more attractive to students to foster learning motivation. Learning media that are more varied are not limited to verbal communication through the utterance of words. Thus, creatively, and innovatively designed media will make students better understand the subject matter.

One of the media that is quite effective in supporting learning is media in the form of audio-visual. Audio-visual media is media designed as a tool to deliver learning material by involving two elements, namely audio (sound) and visual (image). Audio-visual media are tools in learning activities in the form of sound and images that have advantages when used in the learning process ([Salsabila et al., 2020](#)). The research result by [Rulia et al. \(2017\)](#) reveals that audio-visual media effectively increases students' activities and skills. It is indicated by increased students' speaking activities and crafts in class.

The application of learning speaking skills using "Smart MAV" media based on direct instruction in this study uses the following steps. First, prepare goals and prepare students. Students understand why they must actively participate in lecture activities at this stage. In addition, students are also given an understanding of what steps to take after the lecture activities. The lecturer conveyed the objectives in the time allotted for each stage. Through this method, students are expected to understand all the steps and the relationship between the stages of learning. Second, practice the theory of knowledge obtained related to the basic techniques of public speaking skills. Good planning and organization make it easier to present a presentation or convey information to students. In this case, lecturers should be able to simplify complex skills and be delivered step by step. A lecturer fully mastered the concepts and skills before he practiced these skills. Third, guiding training related to practice according to the theory presented. Preparation of "guided training" carried out by lecturers before implementation becomes an essential stage in direct teaching. In addition, the active role of students in these activities is one of the success factors of the action. Fourth, check the extent to which students understand and provide feedback on the material that has been delivered. Lecturers can do it by giving feedback to students. Fifth, the lecturer allows students to carry out advanced exercises. At this stage, students are allowed to retrain the new skills obtained.

The research aims to produce a product called "Smart MAV" (Audiovisual Media) based on direct instruction. The resulting media has undergone a development and testing process involving media and material experts to produce a good product. "Smart MAV" is a new learning medium to improve students' speaking skills. The learning media is designed to involve audio and visual components and contains practical examples related to the basic techniques of speaking skills so that later it is hoped that it will attract students' attention while making it easier for students to understand speaking skills. This follows the opinion [Kusuma \(2008\)](#), which states that

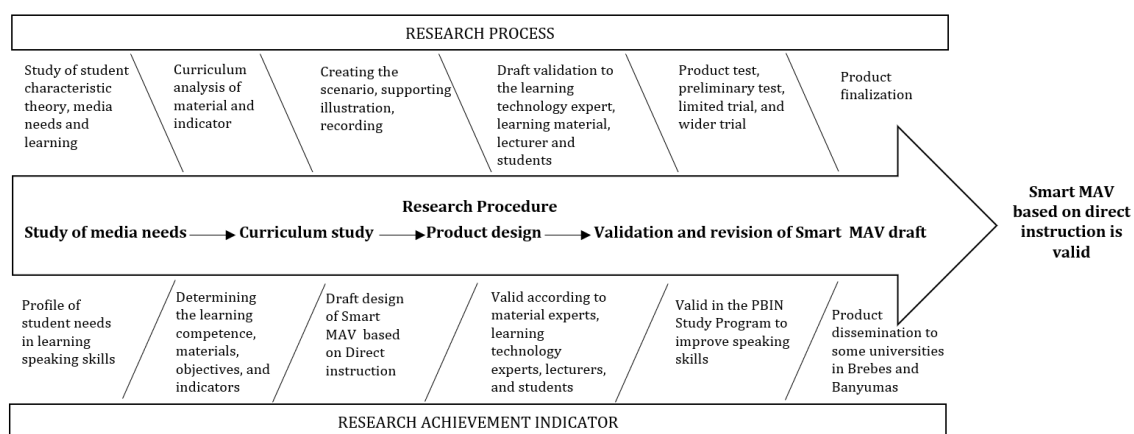
learning activities will be more exciting, and students will be more motivated by the use of learning media that helps them understand the material well. The material covers the basics of public speaking skills, including standing position, sitting position, body language, use of hand gestures, vocals, how to hold a loudspeaker, getting to know the audience, techniques for opening and closing presentations, and others. "Smart MAV" media contains speaking skills tutorials, including MC, speeches, and presentations. The development of this media aims to make it easier for students to understand theories related to speaking skills.

## B. Method

This research is R & D research. [Sugiyono \(2014\)](#) argues that the research and development method is a research method used to produce specific products and test the effectiveness of a product. The model design and development procedures refer to four stages: define, design, development, and dissemination. The media produced in this study were in the form of learning media in the form of audio and visual. This research was conducted for six months, starting from April to October 2020, at Peradaban University. Subjects in this study include media experts, material experts, and students. The stages of development are carried out using the 4 D model, which refers to the theory of Thiagarajan ([Thiagarajan et al., 1974](#)). This stage includes defining, designing, developing, and disseminating. However, the steps carried out in this research only reached the development stage. The study should be conducted in two stages (two years). Therefore, in the first stage, the analysis was only carried out until the design and validation stages of the resulting product.

In the define stage, a needs study was conducted using learning observations and interviews with lecturers and students. The design stage is the product design stage that will be produced, namely audio and visual learning media based on direct instruction. Furthermore, at the development stage, product design activities are carried out into a product, which is tested for validity repeatedly following specified standards.

The research process that will be carried out, in general, is described in [Figure 1](#) as follows.



**Figure 1.** Chart of research and development of learning media

## C. Result and Discussion

The research carried out regarding the development of learning media refers to the research and development steps according to Tihiagarajan (1974). The results of research and development that have been carried out include the following.

### 1. Define Stage

This stage is the first step taken by researchers to determine the product to be produced according to the needs in the field. The result of the definition obtained is that effective learning media is needed and can increase student motivation in learning to speak. Determination of the product in the form of speaking skills learning media through needs analysis activities based on literature studies and research results. Some of the activities carried out by researchers at this stage include preliminary investigations, curriculum analysis, and product design.

- a. Researchers conducted a preliminary study to know the initial conditions of learning. It is done by observing, distributing questionnaires, and conducting interviews with students and lecturers about speaking lectures. The results of these activities revealed that the learning was more theoretical, and the lecturers' examples were insufficient. In addition, the learning media relies only on the Youtube channel, so some of the material does not match the existing standards. It is one of the reasons why students are less motivated and have difficulty understanding and practicing the material presented. Therefore, we need compelling and engaging learning media. Media that contains audio and visual content and contains practical examples of the basics of speaking skills.
- b. Student analysis is carried out with the aim of understanding student characteristics which include cognitive, affective, and psychomotor aspects. At this stage, the researchers conducted observations and interviews with lecturers and students in connection with the learning. The results of these activities include the following. First, students experience a relatively high level of anxiety when speaking in public, including physical and psychological symptoms. The emergence of stress in students begins with a lack of self-confidence. Second, students also find it challenging to practice the material being taught because, so far, the lecturer has not given examples directly. Therefore, students need media in the form of audio-visuals to make it easier to understand concepts and grow their motivation. It is also in line with the results of interviews with lecturers of speaking subjects, which obtained information that: a) The low interest of students in speaking subjects. It is because the learning delivered by the lecturer is more theoretical; b) Students also experience obstacles in speaking skills, which are often having difficulty when speaking, for example, difficulty in determining diction, feeling afraid, and not being used to speaking in public. Third, students do not understand how to overcome insecurity, vocal processing, breathing, and supporting successful speaking. Fourth, the unavailability of engaging speaking learning media in videos as additional material for student knowledge. Fifth, there are still many students who do not have direct experience of speaking in public.



Sixth, there are not yet available teaching materials that can attract students' attention. Audio-Visual media was chosen as a medium for learning speaking skills because it can increase student interest and easily understand the information conveyed. After all, students can see first-hand practical examples related to the basics of speaking skills.

- c. Curriculum Analysis is done by formulating learning objectives and materials related to the basics of public speaking skills taught by paying attention to student needs. It is carried out to know the learning objectives that will be implemented and changes in student behavior after participating in learning. The results of the analysis showed several learning objectives, including students understanding and being able to practice basic speaking techniques and students mastering public speaking techniques. Furthermore, the analysis results are basic signs for compiling video designs.

## 2. Design Stage

Activities carried out by researchers at this stage are making designs or product designs that have been determined namely direct instruction-based audio-visual media. The researchers themselves made this learning media by involving several parties in the process of making videos. Some of the steps the researchers take are a) designing scripts and scenarios in the form of verbal narratives and visual displays; b) drafting in writing, which the model then acts out; c) transferring video from a camera to a computer; d) video editing process. Table 1 presents the learning media scenario/scripts in creating the learning video. It consists of visual and audio scripts from the starting point to the end of the video.

**Table 1.** Learning media scenario (script of speaking skills learning video)

No	VISUAL	AUDIO
1.	The Presenter is On Cam	Speaker I: <i>Assalamualaikum wr. wb. dan salam sejahtera untuk semuanya</i> [Assalamualaikum wr. wb. and salam sejahtera for all]. Next, explain the Learning Competency Standards.
2.	Figure & caption: " <i>MOTIVASI</i> " [MOTIVATION]	Music/FX (sound effect)
3.	Figure & caption: " <i>PRESENTASI</i> " [PRESENTATION]	Music/FX (sound effect)
4.	Figure & caption: " <i>Bisnis</i> " [Business]	Music/FX (sound effect)
5.	The Presenter is On Cam The importance of " <i>BERBICARA</i> " [SPEAKING] Camera: center	The reason why speaking skills are important. Difficulties when speaking in front of the forum.
6.	The Presenter is On Cam Speaking technique " <i>BAHASA TUBUH POSITIF</i> " [POSITIVE GESTURE] Camera: Zoom out center & close up left/right  Caption: Based on sub-chapter	The presenter explains: - Stand up and relax - Use appropriate hand movements - Smile - Facial expressions - Sitting position  The explanation is with video or pictures
7.	The Presenter is On Cam Speaking technique " <i>BAHASA TUBUH NEGATIF</i> " [NEGATIVE GESTURE]	The presenter explains: - Hands in pockets, Hands behind, <i>Clicky-clicky</i> - Standing on one leg - Jelly Legs

	Camera: Zoom out center & closeup left/right Caption: Based on sub-chapter	- Michael Jackson's Feet - Scratching nose or head The explanation is with video or pictures
8.	The Presenter is On Cam Caption: "POSISI DUDUK" [SITTING POSITION]	The presenter explains the correct and wrong sitting positions when being an MC or Moderator in an event. The explanation is accompanied by the display of video or picture examples.
9.	The Presenter is On Cam Caption: "BAHASA KEPALA" [HEAD MOVEMENT]  Camera: zoom out center & half body close-up	BAHASA KEPALA [HEAD MOVEMENT] The presenter explains the meaning of <i>Bahasa Kepala</i> - Leaning forward - Support the chin - Nod - Look around a lot
10.	The Presenter is On Cam Caption: "BAHASA MATA" [EYE CONTACT] Camera: zoom out center & closeup face	The presenter explains the meaning of <i>Bahasa Mata</i> in communication
11.	The Presenter is On Cam Caption: "GESTUR TANGAN" [HAND GESTURE] Camera: zoom out center & close up of the breast area	The presenter explains the meaning of using hand gestures and how to use the appropriate hand gestures in speaking skills
12.	The Presenter is On Cam Caption: "GERAKAN LAIN" [OTHER MOVEMENT] Camera: center & left/right	The presenter explains the meaning of movement in communication. It includes movement, which means the language of rejection and the language of openness
13.	The Presenter is On Cam The caption is next to the presenter, "TIPS BERBICARA YANG BAIK" [TIPS FOR GOOD SPEAKING] appears in each word	TIPS BERBICARA YANG BAIK [TIPS FOR GOOD SPEAKING] The presenter explains tips on how to speak well.
14.	The Presenter is On Cam The caption is next to the presenter, "PENGUNAAN TANGAN" [The Use of Hand] - Finger Counting - Sound Effect - Cherry-Picking - Dealing Card - Space Putty	Explanation of the use of beautiful hands in presentation - Finger Counting - Sound effect - Cherry-Picking - Dealing Card - Space Putty
15.	The Presenter is On Cam The caption is next to the presenter "KONTAK MATA KEPADA AUDIENS" (EYE CONTACT TO THE AUDIENCE)	The presenter explains tips on using eye contact in public speaking activities
16.	The Presenter is On Cam The caption is next to the presenter "BERPAKAIAN" [DRESS UP]	The presenter explains the importance of one's appearance
17.	The Presenter is On Cam  Camera: center & camera right/left	It explains the categories of men's and women's clothing and other things to build self-image in front of the audience.
18.	The Presenter is On Cam Caption: "VOKAL" [VOCAL]  Slide in a video is about vocals	The presenter explained the importance of vocals. It relates to breathing techniques, vocals, and how to use good vocals in speaking activities.
19.	Slide in The Presenter is On Cam The figure of the rostrum mic is next to the speaker	The presenter explains the types of microphones, how to hold them, the correct technique of using a microphone and how to return the microphone to someone



	<p>The figure of the standing mic is next to the speaker</p> <p>The figure of a hands-free mic is next to the speaker</p> <p>Camera: in the center &amp; close-up position on the hand area, and the microphone</p>	
20.	<p>Slide in</p> <p>The Presenter is On Cam</p> <p>Caption: "<i>Beberapa hal terkait Audiens yang perlu Anda ketahui.</i> [A few things about the audience you need to know.]</p> <p>Camera: in the center &amp; close up</p>	The presenter explained the importance of getting to know the audience before the presentation.
21.	<p>The Presenter is On Cam</p> <p>Caption: "<i>Membangun kedekatan melalui hubungan yang positif antara pembicara dan audiens.</i>" [Building closeness through a positive relationship between speaker and audience.]</p> <p>Captions are according to sub-chapter in bold</p> <p>Camera: in close-up on shown part</p>	The presenter explains the technique of building closeness with the audience
22.	<p>The Presenter is On Cam</p> <p>Caption: "<i>Teknik Membuka Presentasi</i>" [The Technique in Opening Presentation]</p>	The presenter explains the technique of opening a presentation with an example video
23.	<p>The Presenter is On Cam</p> <p>Caption: "<i>Teknik Menutup Presentasi</i>" [The technique in Closing the Presentation]</p>	The presenter explains the technique of opening a presentation with an example video
23.	<p>The Presenter is On Cam</p> <p>Slide out, dim, dark</p>	<p>The presenter closed the speaking skill learning activity.</p> <p>Music Fade Out</p>

The product design produced in the research in the form of an audio-visual media learning video (Smart MAV) is designed into three parts of each material presented. The first part is the title of the material being taught. This section contains information about the material chapters that will be discussed. Figure 2 shows examples of some titles of learning material related to eye contact with the audience, tips in using a microphone, negative gestures, positive gestures, and hand gestures.



Figure 2. Material title

The second part consists of the essential points of the material presented, namely an explanation regarding the material offered and the importance of mastering these skills in public speaking activities. It is seen in [Figure 3](#).



Figure 3. Material explanation

The third part is in the form of practice examples from the material presented. [Figure 4](#) shows the forbidden things in doing public speaking activities. The hands are in the pocket, the hands hold the head, the eyes down, and the hands behind.



Figure 4. Practice Example

Some of the speaking skill materials developed in this video include several things, including:

- a. Introductory material contains greetings and general explanations related to making learning videos tailored to learning objectives and essential competencies. The person in the video is the researcher himself. This video also contains a presentation about why speaking skills are crucial and explains some obstacles people usually experience when speaking in public.

- b. Material about positive body language. This video contains explanations and examples of positive body language in public speaking activities. The description of positive body language in this video includes standing up straight and relaxed, using appropriate hand movements, smiling, and facial expressions.
- c. Material about positive body language. This video contains explanations and examples of positive body language in public speaking activities. The description of positive body language in this video includes standing up straight and relaxed, using appropriate hand movements, smiling, and facial expressions explaining the material in the video with examples.
- d. Material about negative body language. This video contains explanations and examples of negative body language in speaking activities. The body language referred to in this video is some body language that should not be done or prohibited when someone is speaking in public. Negative body language includes hands in pockets, hands behind, clicky-clicky, standing on one leg, jelly legs, Michael Jackson feet, and scratching the nose or head. Explanation of the material in the video with examples.
- e. Material on how to stand when speaking in public. This video contains explanations and examples of a good standing position when speaking in public. The ideal standing position for a speaker is to stand with your feet shoulder-width apart, about 15-30 centimeters, when starting a public conversation, whether it's a presentation or another speaker. Shoulder position in a relaxed state, not too down or bent. This body position is used by someone when opening and closing events or conveying essential things, whether in the form of a conclusion, whether it was in the form of instructions, or other things that are considered crucial in communication activities time. Next, stand with your feet positioned like a tall horse. The standing leg position is like an L shape, with the back leg supporting 70% of the body weight and the front leg with the knee slightly bent to support 30% of the body weight. This position is ideal for when the audience is in a U-shaped or circular place and when someone is close to the audience. Stand up straight, not leaning to the left or right or forward or backward by allowing the weight to be supported by both feet, and the body is not depending on the podium. Head in an upright position with the chin slightly up. Meanwhile, let the hand position naturally be by the side of the body
- f. Material about the ideal way of sitting a speaker. The video contains explanations and examples of how to sit ideally when appearing in public as a speaker. The perfect position as a speaker is sitting on a chair with the waist in ideal condition and leaning on the chair. The body is in an upright position, and the head is raised. Furthermore, the arms and legs are not crossed. If the speaker is a man, then the part of the legs is open, not too wide, and not too narrow according to the size of the shoulder width. However, if it's a woman, the legs are tightly closed.
- g. Material about eye contact. This video contains an explanation related to how to make eye contact with the audience. Some of how the speaker refers to eye contact include: 1) if speaking in a small group, then eye contact must be made with all

- audiences; 2) when speaking in a large group, make eye contact with each part of the group (front left, middle and back, front right, middle and back); 3) holding gaze at each individual for 2 to 4 seconds; 4) directs the gaze to the audience's upper body or eyes; 5) record essential points on a piece of paper in the form of mind mapping so that there is no need to flip through the material paper; 6) get used to not always looking at the material, especially when going to tell a funny story or emphasize essential points in the conversation.
- h. Material about vocal technique. This video contains explanations and examples of breathing techniques to maximize vocals. The breathing techniques discussed in this video include two types, namely, abdominal breathing and diaphragmatic breathing. Forms of practice include: 1) pronouncing letters, words, and sentences. Examples: a, i, u, e, aa, ii, uu, ee, oo, papa, pipi, pupu, pepe, popo, society, human, association, good morning, and so on; 2) practice pronouncing letters by letter correctly; 3) practice pronouncing letters that are often mispronounced, such as the letters f, v, and p; 3) practice breathing in and then voicing the vowels in turn. Example: aaaaa until the breath runs out, then repeat; 4) practice inhaling long breaths and then pressing and flattening the curved diaphragm; 5) practice voicing vowels from the lowest to the highest note; 6) practice basic mumbling by muttering the letter "m" namely by taking a deep breath, holding for 1 second, then exhaling while muttering the letter "m". In addition, it is also explained how to use vowels (articulation, volume, pause, tempo, intonation, and accentuation) in speaking activities.
  - i. Material about the importance of an appearance. This video explains the importance of paying attention to one's appearance when speaking in public. Some of these include: a) the use of brightly colored tops and dark-colored bottoms; b) ensuring that the coat is in a neat condition and does not smell; c) adjusting the color of the tie to the color of the pants and adjusting the end of the tie so that it is right above the belt, and the tie is not too long and too small; d) ensure that laptops and laptop bags are in a clean condition and do not contain unnecessary items; e) use shoes with low heels or no heels at all so that the calves do not feel sore and are in a clean condition; f) wearing new socks to feel comfortable and odorless; g) smoothing haircuts, nails, mustaches, beards, and using a perfume with a soft scent.
  - j. Material about microphones. This video contains explanations and examples of the types of microphones and how to use them, how to hold the microphone when speaking, the position or distance of the microphone when speaking, and the position of the microphone when handing it to someone else. In addition, this material also explains the technique of testing the microphone before starting to speak and how to overcome the method when the microphone suddenly turns off while talking.
  - k. This video contains explanations and examples of the techniques used in opening a presentation to make it more attractive to the audience. Some of the suggested methods include opening the exhibition with an exciting story with a duration of 1

to 3 minutes; opening the presentation with humor; opening the presentation with a statement or quote from someone who can attract attention and can arouse the audience to think, reflect, or understand it; open a presentation with data or facts; open the presentation by asking an interesting question to the audience.

- l. Closing the presentation, this video contains explanations and examples of the techniques used in closing a presentation. Some of the methods used to close a presentation include: 1) closing the presentation with a quote or statement from a famous person; 2) presenting data or fact that makes the audience think, ponder, and think, 3) asking a rhetorical question to the audience that makes him think so that it will produce the best answer in the form of an action that will become a call action.
- m. Build closeness with the audience. This video explains the techniques used to build familiarity with the audience.

### **3. Development Stage (Development Result)**

The validation used in this study uses construction validation, which is to measure the extent to which the instrument or product to be used can be said to be feasible. Construction validation in this study uses expert opinions, namely material and learning media experts.

#### **a. Material validation**

The material in this study was validated by a lecturer in the speaking course of the Indonesian Language and Literature Education Study Program, University of Muhammadiyah Purwokerto, namely Siti Fathonah. The activities carried out by the author are consulting with experts on the initial product design to be made. It includes material or an outline of learning material that provides for content structure, analysis of the material, and concept mapping, as well as analysis of learning objectives to be included in the video following instructional development procedures. Making the content of the material refers to the results of the curriculum analysis that has been done. This is done to obtain assessments, inputs, and approvals related to the draft, which is the initial product of teaching materials for speaking courses. Furthermore, it is adjusted to the topic of the teaching material that will be compiled, followed by experts' validation. In the initial validation results from the experts, there are several notes. Namely, the material is still not practical, and some videos are not following essential competencies (KD); it is necessary to add an explanation related to the videos shown. Furthermore, the researchers made improvements according to the suggestions from the validator. Based on the final validation results from learning media experts, it is considered feasible to use in learning speaking skills with a percentage value of 83.21%.

#### **b. Media Validation**

Media validation was carried out by a lecturer at Peradaban University, Mukrodin. The initial stage carried out by the author is consulting on the initial draft of making media that will be used in learning speaking skills. After getting

suggestions, the researcher made several revisions. The next stage is the researcher consults about the media already in audio-visual form. Some notes from the validator include: the layout of text and images is not proportional, the proportion of colors is not balanced, the background display is not attractive, the sound is too low, the clarity of information in the illustration image, and the duration is too short. At this stage, the researcher made three improvements to the quality of the product until, finally, the product was declared eligible for use in learning with a percentage value of 93%.

Based on the explanation of the results above, the Smart MAV learning media based on direct instruction is designed to improve the speaking skills of students of the Indonesian Language Education Study Program at; the Faculty of Teacher Training and Education, Peradaban University. The preparation of this learning media has gone through the consultation stage with experts, followed up with revision and validation. The validation results show that the media is suitable for learning speaking skills.

The stages of preparing "smart MAV" media that have been carried out refer to the principles of developing learning media. According to [Miftah \(2013\)](#), include visible, attractive, simple, functional, accurate, legitimate, or commonly abbreviated as VISUALS. In addition, learning media development must also consider four factors which, according to Kentut ([in Miftah, 2013](#)), include four things, 1) developed following instructional development procedures. Instructional development procedures in developing "smart MAV" products use systematic planning in identifying, developing, and evaluating a set of directed materials to increase student creativity in learning. It follows the opinion of Pritandari ([Pritandhari, 2017](#)), which reveals that the direct instruction model can improve students' creative thinking skills. In addition, students feel more motivated to participate in learning; 2) learning media serves as supporting material for student learning, not a learning medium that will be studied independently by the target. Therefore, the messages presented in the "Smart MAV" media are made in outline and not in detail. A detailed explanation will be delivered in the presentation by the lecturer. 3) the development of learning media must consider all the potentials and characteristics of the type of learning media. The preparation of "Smart MAV" learning media has fulfilled the elements following the criteria of learning media, namely having the ability to display text, images, and audio-visual features; 4), the principle of material truth and the attractiveness of the dish. The material presented in the "smart MAV" media follows the learning objectives and is presented in an attractive manner.

This direct instruction-based "Smart MAV" learning media will be a medium that can motivate students with the role of the lecturer as a model that attracts students' attention to demonstrate the knowledge and skills that will be gradually trained to students. It follows the results of research by [Sulfemi & Nurhasanah \(2018\)](#), which proves that the use of Audio-Visual learning media can improve student learning outcomes. In line with this opinion, [Ali \(2013\)](#) revealed that audio-visual media could improve students' speaking activities and skills. The results of the same study were



also expressed by Ariestyawati et al. (2014) that the use of audio-visual media improves speaking skills

## D. Conclusion

Based on the research results, it is obtained that the learning media for speaking skills "Smart MAV" based on direct instruction is feasible and valid to use. It is based on material validation from experts showing that the media is feasible and suitable for learning speaking skills with a percentage value of 83.21%. In comparison, the results of media validation from experts stated that this media was excellent and feasible to use, with a percentage value of 93%. This learning media can help students learn public speaking skills because it contains basic public speaking techniques. In addition to explanations in the material, the video also includes examples of movements or positions related to speaking skills. It will be easier for students and lecturers to understand and practice the learning material.

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