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

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language and culture in Indonesia on behalf of Indonesian government scholarship. The module was designed for them to learn grammar mater 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.

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*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 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 strategics, 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