

DEVELOPMENT OF INDONESIAN E-MODULE FOR BEGINNER LEARNER INDONESIAN LANGUAGE AS FOREIGN OR SECOND LANGUAGE BASED OF MULTIPLE INTELLIGENCES THEORY

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ABSTRACT

At this time, Indonesian language became a second national language in Vietnam, learn by more 45 country in the world, and became a favorite course in Australia. The appropriate e-module needed to support this fact and characteristic of learner, it is called as individual differences. One of individual differences is intelligence. Gardner divided intelligence of human became eight category (linguistic, logic-mathematics, visual-spasial, musical, kinesthetic, interpersonal, intrapersonal, and naturalize). The e-module based of multiple intelligence can motivate learner and improve their potential with optimum. The objectives of this research is to give another material in second language learning. Every learner Indonesian language from any country can download and use this e-module. This research problem is development process, contents advisability, presentation advisability, language advisability, and graphic advisability base of multiple intelligences. This e-module developed by Thiagarajan model. The most important finding is the quality of e-module according to evaluation from BIPA's learner (Indonesian language learner), BIPA's teacher, and expert. The value result of learners is good qualification. Expert said that e-module useable and available for beginner learner. Besides that, learner gave positive response to the e-module about contents, presentation, language, and graphic. This positive response showed from learner comment and suggestion. Generally, Indonesian language learner like this e-module.

Field of Research: *E-module Indonesian language, Multiple Intelligences, Indonesian language learner (BIPA), research and development.*

1. Introduction

Intelligence of each student can be used by teacher as an basic to make interested learning. But, teacher also use this intelligence information to choose the best material for their learner. Indeed, this material can improve multiple intelligences of learner. Learner who like learning while listening music must be supported with the music material. Learner who like movement learning must be supported with act or imitate the jerk. Other intelligence must be supported with appropriate material.

Indonesian language learning in Indonesia using material or textbook from language institution. It was used in many institution. So, the learning use the homogen material. This condition did not support the learner characteristic and cause learner will feel fed up in the learning. According to Iskandarwassid and Sunendar (2008:270), development a material which adapt the need of lerner who learn a language is the best material.

2. Multiple Intelligences

Gardner (Chatib, 2010: 102) reveals that a person's intelligence is dynamic. According to him, the intelligence of a person associated with the habit, the behavior is repeated (Chatib, 2010: 102). Therefore, Gardner divides human intelligence into eight categories, namely linguistic, logical-mathematical intelligence, visual-spatial intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence and naturalist intelligence.

The concept of multiple intelligences or the theory of multiple intelligences Gardner offered of realm of uniqueness each child. It is also explained that all learner is smart because each learner has at least one excess or biases on certain types of intelligence. In all children, multiple intelligences can be owned as a whole although each intelligence is only a few percent of the total. This table explain Gardner's Multiple Intelligence.

| | |
|-------------------|---|
| Spasial-Visual | Learner like drawing, visualisation, graph, design, art, video, film, and illustration. |
| Linguistic | Learner like learning with words. They expert in language learning about speaking, listening, reading, and writing. |
| Interpersonal | Learner like communication and interaction with other. |
| Musical | Learner think with rhythm and music. |
| Naturalist | Learner like interaction with nature. |
| Kinesthetic | They are active in the class because they like learning with movement. |
| Intrapersonal | Learner often secluded. They think reflective with their self. |
| Logic-Mathematics | Learner think with logical, scientific, and mathematics. They can solve the problems well. |

3. E-Module

Prastowo (2013: 106) states that the module is a teaching materials which arranged systematically, language that easily understood by learner, and according to the level of knowledge and age. This concept suggest that modules can facilitate learners in self-learning and conventional. Modules include instructions for their own learning, so that learners can learn according to his ability and can learn all competencies that must be mastered by the learner. The module is a tool or learning tool which contain materials, methods, definition, and how to evaluate systematically designed (Depdiknas, 2008: 3). This development focused on e-module because e-module has advantages, like easy to carry, do not require papers, easier distribution, and decrease the greenhouse effect (global warming). E-Module is supporting the effectiveness of PBL models as relevant to one of the characteristics of PBL is the empowerment of independent learning (Suarsana & Mahayukti, 2013).

4. BIPA

Indonesian government develop a program called Indonesian for Foreign Speakers (BIPA). The function of this program is to improve the functioning of Indonesian as a global language, create lingua franca in Southeast Asia, and develop a positive image of Indonesia in the international level. Ruskhan (in Soegihartono, 2012) explains that BIPA used to introduce the Indonesian language and culture to foreign speakers. Now, BIPA tend to thrive in international community. Darmohoetomo (in Setyawati, 2013) declare that "the interest of foreigners who studied Indonesian in the program BIPA is increasing, including foreign students who come from America, Australia, Canada, ... and most come from Japan." This fact should make Indonesian goverment, lecture, teacher, and expert in Indonesian Langage to improve the quality of teaching and learning materials for BIPA.

5. Indonesian Language E-Module for Indonesian Language Learner

Indonesian language e-module developed for Indonesian language learner or Indonesian for Foreign Speaker (BIPA). In the first developed, e-module is only intended for younger learners. Print modules will be converted into pdf then uploaded to the website e-module Indonesian Language.

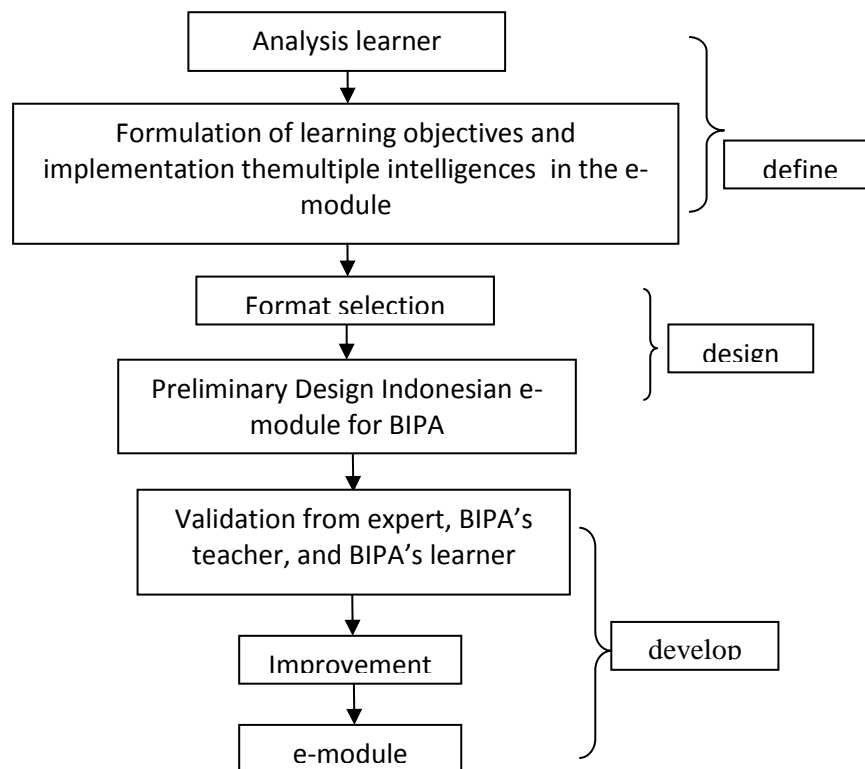
6. Methodology

6.1 The Kind of Research

The kind of this research is research and development (R&D) because this research oriented to produce a products in the form of e-module. Sukmadinata (2010: 164) states that the methods of research and development is a process to develop new products or enhance existing products and accountable.

6.2 The Development Model

4-D development model by Thiagarajan used in the research because this model accordance with the objectives research to be achieved. 4-D development model consist of define, design, develop, and disseminate. However, these studies only up to the develop stage because lack of time and a cost. There is the chart of development model (Trianto, 2007:66)



6.3 Data Collection

The data in this research is data that describes each phase of development. Data were collected by using observation, documentation, interview, and questionnaire. Questionnaire was given to experts, BIPA teachers and BIPA learners.

6.4 Data Analysis

The development process was analyzed with qualitative-descriptive method. Data validation results from the experts, BIPA teachers, and BIPA leareners questionnaire summarize and analyzed with quantitative-descriptive method. The last, data analyzed using the formula.

$$P = \frac{\text{total score of all validator} \times 100\%}{\text{Total maximum score}}$$

P= Appraisal

7. Finding & Discussion

7.1 Define Stages

Developed of e-modules for beginner BIPA learners in accordance with the curriculum of BIPA. E-module is also adapted to the learning objectives BIPA 1 (Beginner, A1 - A2), at the end of this level, learners are expected to have basic competency Indonesian language using in everyday conversation. In addition, e-module was developed by Howard Gardner's theory of multiple intelligences as a base. Eight multiple intelligences implemented in different components, such as tree word, games, e-module color, literature, music, and games. Observations and interviews were conducted with BIPA learners at the University of Indonesia with regard to the learning style that shows multiple intelligences. In general, students BIPA like to learn in groups, moving, singing, and fun.

7.2 Design Stages


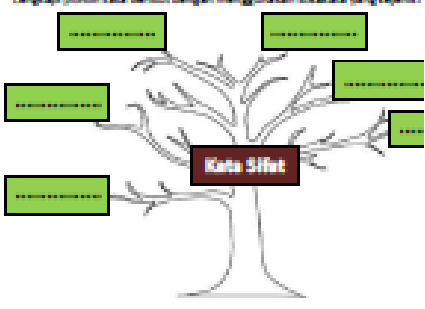

7.2.1 Format Selection




The thing that distinguishes from other e-module is an element of fun that exists in the e-module based of multiple intelligences. As a source of fun learning, e-modules have components that are different from other e-module. Here is the format.

| |
|---------------------|
| Front cover |
| Let's play |
| discussing |
| Writing |
| speaking |
| Listening |
| Reading |
| Grammar |
| Self Exercising |
| Reflection |
| Singing The lyrics! |

7.2.2 Predesign of the E-Module

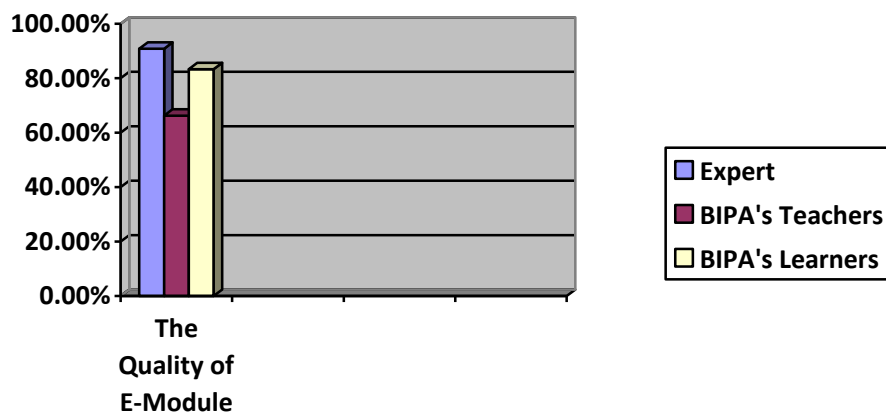
The theme chosen in the e-module is a culture of Indonesia and supported by the selection of the interested image. In unit 1, the theme choosen was Indonesian Art. Cover of e-module made attractive so that the learners liked the e-module at first glance. In unit 1, the picture is about art like puppet, ludruk, and dance. The development phase of the draft e-module begins at first and then validated by experts, BIPA teachers, and BIPA Learners. This table show the first design of e-module.

| | | | |
|--------------------|--|------------------------|--|
| <p>Front cover</p> |  <p>Unit 1</p> <p>SENI</p> <p>Tujuan Pembelajaran: Setelah mempelajari materi pada unit ini, kalian diharapkan dapat: 1. Menjelaskan budaya yang ada di Indonesia melalui lagitaban menulle 2. Berkomunikasi secara lisan tentang budaya Indonesia 3. Menjelaskan struktur kalimat sederhana 4. Mencari kalimat sederhana dalam narasi singkat 5. Memperbaiki kalimat sederhana dengan membaca narasi singkat</p> <p>Bahasa Indonesia bagi Penutur Asing Tingkat A2</p> | <p>Reading</p> | <p>Membaca</p> <p>Bacalah paragraf berikut dengan saksama!</p> <p>Wayang tidak hanya bersifat menghibur. Wayang juga memiliki nilai-nilai dalam cerita wayang, setiap tokohnya merupakan refleksi dari sikap karakter manusia secara umum. Pada masa Walisanga, wayang dijadikan dakwah. Wayang merupakan seni budaya bangsa Indonesia yang p Budaya wayang meliputi seni peran, seni suara, seni musik, seni tutur, si lukis, seni pahat, dan juga seni perlambang. Budaya wayang m penerangan, dakwah, pendidikan, dan hiburan. (Sumber: wawasansejarah penguabahan)</p> |
| <p>Let's play</p> | <p>Ayo Bermain!</p> <p>Langgapi pohon kata berikut dengan menggunakan kosakata yang sependit!</p>  <p>Sumber: www.mangrove.com</p> | <p>Grammar</p> | <p>3. Pada masa Walisanga, wayang dijadikan sebagai sarana dakwah</p> <p>4. Budaya wayang menjadi media penerangan, dakwah, pendidikan, dan hiburan</p> <p>Gambar: Wayang Sumber: www.unesco.org</p> <p>Tata Bahasa</p> <p>S + P + O/pel + K</p> <p>S : Subjek O/Pel : Objek/Pelengkap P : Predikat K : Keterangan</p> |
| <p>discussing</p> | <p>Berdiskusi</p> <p>Berpasanglah dengan teman sebangkumu tu empat gambar berikut. Diskusikan isi gambar ya</p>  <p>Sumber: www.mspcomm.co.id</p> | <p>Self Exercising</p> | <p>Latihan Mandiri</p> <p>Berlatihlah menulis kalimat sederhana dan menggunakannya dalam komunikasi sehari-hari!</p> <ol style="list-style-type: none"> |

| | | | |
|------------------|--|----------------------------|--|
| <p>Writing</p> |  <p>Menulis</p> <p>Bersama kelompokmu, buatlah kalimat yang menunjuki</p> <p>1.</p> <p>2.</p> | <p>Reflection</p> | <p>Refleksi</p> <p>1. Apa yang telah kalian dapatkan setelah pembelajaran ini?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2. Apa yang kalian rasakan selama pembelajaran berlangsung?</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>Speaking</p> |  <p>Berbicara</p> <p>Kegiatan 1</p> <p>Bacakan kalimatmu di depan temanmu dengan suara yang ny: keakuratan pelafalanmu. Kemudian berilah komentar terhadap pen:</p> <p>.....</p> | <p>Singing The lyrics!</p> | <p>Nyanyikan Lirikny!</p> <p>Waktu itu kamu pakai baju merah Yang ku tahu aku pakai baju putih Kita bergandengan menyusuri kota Dan cinta kita seperti Indonesia</p> <p>Walau kini kau ada di wakatobi Yang jelas-jelas aku di raja ampat Luasnya lautan memisahkan kita Oh indahny bercinta di nusantara</p> |
| <p>Listening</p> |  <p>Menyimak</p> <p>Dengarkanlah simakan singkat tentang seni beriku kosakata yang kalian dengar dalam simakan!</p> <p><input type="checkbox"/> Batik</p> <p><input type="checkbox"/> Membatik</p> <p><input type="checkbox"/> Wayang</p> <p><input type="checkbox"/> Seni</p> | | |

7.3 Development Stages

E-modules have been validated by experts, BIPA's teachers and BIPA's learners. Results from each validator is different. According to the expert, the quality of e-modules developed is 90,83 %. BIPA teachers states that quality of e-module is 66,25 %, and BIPA learners state that quality of e-modules is 83,33 %. The quality of e-module drew in the following chart.



Validator also provide comments and suggestions for improvement. Experts validator claim that the e-module has provided an alternative teaching materials for BIPA and easy to download, but it also needs to be improved on the type and quality. BIPA teachers validator suggest to improve the instruction teacher in the e-module for independent study. Meanwhile, the BIPA learner stated e-module has been interesting, but it is necessary to add an English translation to help students learn. In addition, BIPA learners also requested e-module that attach authentic material such as a dance video.

Based on the comments and suggestions, improvements have been made to the e-modules, such as improvements to language, appearance, and content.

8. Conclusion and Future Recommendation

Research and development of e-module has been carried out, the expected quality still needs improvement. However, this study has contributed in the form of e-learning materials and effective and efficient modules for learners. Therefore, the development of e-module still needs to improve. Not only by researchers but also by other researchers, either in Indonesia or any other country that teaches Indonesian language.

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