

Simulator Laras Wicara Learning Media Needs According to The Perceptions of The Students of The Indonesian Language and Literature Education Program of Universitas Tidar

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Abstract. The research tries to study the lack of learning media that supports and improves the speaking skills of the students of the Indonesian Language and Literature Study Program (PBSI), Faculty of Teacher Training and Educational Sciences, Universitas Tidar, in the Speaking course. During this time, the students still experience difficulties in practicing public speaking like speaking in front of the class. This research also aims to describe the need for the development of Simulator Laras Wicara learning media based on the perceptions of the students of the PBSI study program of Universitas Tidar. This research method uses a survey with 111 first-semester students of the PBSI study program of Universitas Tidar as the respondents. The data are analyzed using four criteria of the Likert scale. The results show that the need to use speaking skills in everyday life is included in the "agree" criterion with a score of 2.67. The need to use speaking learning media is included in the "agree" criterion with a score of 3.03. The need to use a simulator as a learning medium to speak is included in the "agree" criterion with a score of 2.78.

Keywords: Technology-based learning, Indonesian language teaching and learning, PRISMA, systematic literature review, education.

1 Introduction

Speaking is a linguistic skill that everyone must possess. Speaking skill has become a starting point for other skills [1]. As a productive skill, there must be continuous speaking practices so that the communication process can run smoothly. Speaking is a human's ability to produce sounds intended to express ideas, thoughts, and feelings. Therefore, it is a must to support verbal communication. Temizkan [2] emphasized that communication among individuals is mostly done by speaking. Therefore, spoken language is the main basis of social life. Speaking as a contextual, social, and interactive communicative event can help individuals to build and maintain social relationships, exchange feelings, and show self-identity [3].

Speaking is crucial to support human sustainability as a social being. However, it is a challenging skill to master [4] because it requires linguistic, sociolinguistic, and rhetorical competition [5]. That is why formal educational institutions from the elementary school to tertiary levels always include speaking learning courses in the curriculum structure. Speaking is no longer a language skill but also a basic life skill. Bercow, in his work entitled "Ten Years on an Independent

Review of Provision for Children and Young People with Speech, Language, and Communication Needs in England” [6], emphasized that the most basic life skill for children is the ability to communicate.

The Indonesian Language and Literature Education Study Program (PBSI) of the Teaching and Education Faculty (FKIP) of Universitas Tidar is a formal educational institution that teaches students speaking skills. These speaking skills are included in the curriculum structure from semesters one to four with different types of graded and gradual courses. This shows that speaking skills are very vital and fundamental to supporting the graduates’ performance or skills. The study program has a vision of generating professional Indonesian teachers. A good and professional teacher must possess speaking skills to support the effectiveness of the learning process.

However, there have been many problems that occurred during the speaking learning at the PBSI study program. One of them is the absence of effective learning media to practice speaking independently. Chou et al. [7] stated that most students could understand the materials well because they felt comfortable with the applied learning media so that learning materials they would easily understand them. Also, Mina [8] explained that educators, including lecturers, must apply certain media to create something interesting in the learning system. Therefore, learning media has a crucial role to support the improvement of the student's speaking skills.

The results of preliminary observations show that the students still have barriers to speaking in front of the public or class, even just to introduce themselves and present their work. This problem occurs due to internal and external factors. The internal factors include less confidence, stage fright, limited knowledge, limited speech tools, etc. Metwally et al., [9] have investigated that non-linguistic factors such as anxiety, stress from speaking in front of the class, and other psychological matters significantly affect the students' speaking skills. Anxiety is suspected as the main obstacle in speaking, especially when speaking in front of many people [10]. This is due to a lack of information and knowledge in general [11]. The external factors are not mastering the conditions of the audience, and stage, and not mastering technology. Alkhutaba [12] showed that someone’s speaking skills are influenced by social skills, willingness, or personal intentions.

Developing speaking skills is one of the biggest challenges for teaching staff and students [13]. For the lecturers, there will be a problem when the learning time in the class is very limited. They will not be able to train all students optimally due to a few meeting times. Likewise, if the students practice on their own at home, the lecturers cannot provide direct feedback or evaluation. Also, practical courses are too subjective because they only facilitate active students. Here, active students will be getting better because they want to show up themselves, get comprehensive inputs, and develop significantly. However, the passive ones, will not be able to master the class so they remain passive and their skills do not improve well. Darmuki et al. [14] explained that in the learning process in class, the lecturers must be able to encourage the student's interest and potential in speaking skills, arouse their awareness of the importance of speaking, not dominate the learning, and encourage the students to be active.

Simulator laras wicara can be a solution to the problem of speaking practice. The fact that creativity and innovation are two obligatory skills in 21st-century learning demands that learning must always be innovative to generate new and better products [15]. This simulator is a training medium for the students to overcome existing obstacles. In the simulator, a virtual stage will be presented with the audience ready to watch it carefully. Idham et al. [16] stated that the role-

playing technique was considered effective in improving students' speaking skills. This simulator contains menu options for speaking levels, starting from elementary, intermediate, and high levels. Here, the students can bring up text or scripts that have been prepared to get used to speaking fluently. Nair & Md Yunus [17] found that digital storytelling techniques could improve students' speaking skills. Next, they can see an evaluation of the exercises. Fulcher & Davidson [18] explained that there are five components of speaking skills i.e. grammar, pronunciation, vocabulary, comprehension, and fluency. The evaluation is in the form of scores and markers of errors or inaccuracies when speaking, such as the five basic components of speaking. Menggo et al. [19] found that smartphone-assisted independent learning had a positive effect on improving speaking skills.

This article presents the results of observations through a questionnaire according to the perceptions of PBSI students of Universitas Tidar regarding the need for speaking learning media. There are four main aspects asked, namely the need for speaking skills in everyday life, the need for speaking skills in classroom activities, the need for speaking learning media, and the need for simulator media for learning speaking. Each aspect consists of five main indicators which aim to view how the existing conditions are up to the expectations needed by the PBSI students.

2 Research Method

This research uses an online survey method using a Google form. There are 111 semester 1 PBSI students of Universitas Tidar for the 2022/2023 academic year. The answer options consist of four scales according to the Likert with positive statements, namely strongly agree (score 4), agree (score 3), less disagree (score 2), and disagree (score 1) and negative statements, including strongly agree (score 1), agree (score 2), less disagree (score 3), and disagree (score 4). The data analysis uses a Likert scale which has four options with an interval of 0.7 with the following criteria.

Score 1 – 1,7	:	Disagree
Score 1,8 – 2,5	:	Less agree
Score 2,6 – 3,3	:	Agree
Score 3,4 – 4	:	Strongly agree

3 Result and Discussion

The survey aims to review four aspects of needs (related to speaking skills in everyday life, speaking skills in learning activities, learning media, and simulator media for learning speaking). Each aspect is revealed in five indicator questions. Speaking as a basic skill for communication is very crucial in everyday life. The students must master the skills well to express ideas, thoughts, opinions, and feelings verbally to others.

The following sections present the results of a survey of the PBSI FKIP of UNTIDAR students in semester 1 of the 2022/2023 academic year taking the compulsory Speaking course. The first statement is "I like to speak in public or with other people." 7 students (6.3%) state that they strongly agree, 64 students (57.7%) agree, 35 students (31.5%) disagree, and 5 students (4.5%)

strongly disagree. These results indicate that there are almost half of students do not agree to speak in front of other people. This finding should be studied because a prospective teacher, must be able to speak in front of the classes. They must teach their students in the future by communicating mass orally. If they do not like to talk in front of other people, then their skills to transfer information will also fail. They will not be able to capture important materials and deliver clear explanations.

The second statement is "I am happy if I show my speaking skills and get others' attention." The results show that 16 students or 14.4% strongly agree, 53 students or 47.7% agree, 39 students or 35.1% agree, and 3 students, or 2.7% disagree. These results indicate that there are still students who don't like to be noticed when speaking. It may be because of an unformed mentality, lack of self-confidence, or unfulfilled self-preparation. Many factors make them have no willingness to show speaking skills. It's just that teacher candidates, must start practicing speaking in front of other people and get noticed. This has an effect when it comes to explaining material to students.

The third statement is "I enjoy making presentations in front of the class." There are 8 students or 7.2% that choose to strongly agree, 63 students, or 56.8% agree, 37 students or 33.3% agree, and 3 students or 2.7% disagree. This reflects that most students do not like making presentations in front of the class. This is a particular concern because as a prospective teacher, one of their jobs is to make presentations orally in front of their students, explain materials, and transfer knowledge. If the teacher is passive and does not develop his skills to speak in front of students, then he is not a professional.

The fourth statement is "I like to discuss with colleagues and ask questions about unclear things." 27 students or 24.3% state that they strongly agree, 77 students, or 69.4% agree, and 7 students, or 6.3% say they do not agree. It means almost all students are willing to open themselves up to discuss and ask questions regarding something they do not yet understand to their colleagues or supervisors. However, there are still 7 students who don't want to open themselves up to discussion. This shows that some are not yet open to establishing intense communication. If a teacher closes himself to discussing, the students will become victims of a lack of social skills.

The final statement in this aspect is "I am not used to hosting, moderating panel discussions, and delivering speeches at official events and entertainment." The following diagram presents the students' answers.

I'm not used to hosting events, moderating panel discussions, and delivering speeches at official events and entertainment.

111 answer

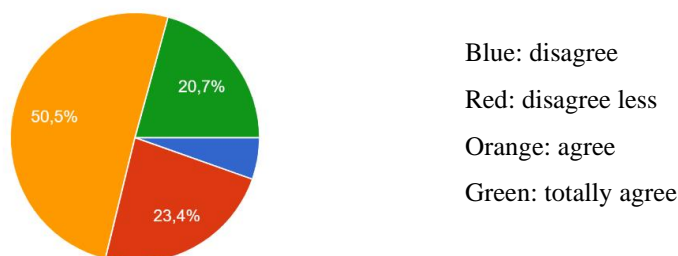


Diagram 1. Questions about the habits of being a public speaker

The diagram shows there are 23 students or 20.7% strongly agree, 56 students, or 50.5% agree, 26 students, or 23.4% agree, and 6 students or 5.4% say disagree. This means that more than half of the students are not used to performing in front, being the center of attention, guiding events, and delivering speeches. A teacher must be able to master this skill because he must be able to control the entire learning process. The teacher will lead the process of teaching and learning activities, just like the presenter. He is the discussion controller just like the moderator, and he is an orator to motivate the students in learning or in managing the class. This is a concern that must immediately find a way out so that the students can immediately build their confidence in guiding the learning process in the class.

Table 1. The scores of the need for the use of speaking skills in everyday life

Number	Score	Max. score	Acquired Score	Result
1	295	444	2.65	Agree
2	304	444	2.73	Agree
3	298	444	2.68	Agree
4	353	444	3.1	Agree
5	237	444	2.1	Less Agree
Average score			2.67	Agree

Table 1 shows that the need to speak in daily life has a score of 2.67. It means that the respondents agree that speaking is important for their routine activities.

For the second aspect (the need to speak in learning activities), five-choice questions are distributed with short essay answers. The first question is related to the difficulties when learning to speak. The following bar chart presents the students' answers.

Difficulties encountered during learning (can choose more than 1)

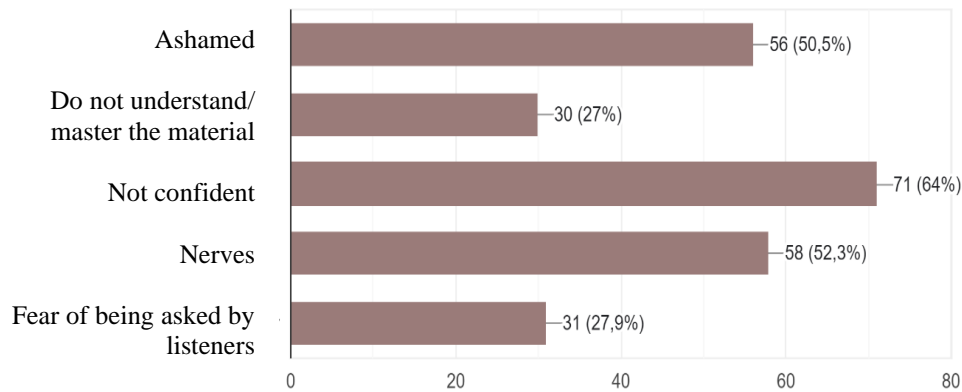


Diagram 2. Difficulties in speaking learning

The diagram shows that the problems faced by most students are less confidence (71 students or 64%), stage fright (58 students or 52.3%), shyness (56 students or 50.5%), afraid of being asked by the audience (31 students or 27.9%) and not understanding or mastering the materials (30 students or 27%). Their choices reflect that there are serious internal problems within themselves. The biggest obstacle is related to the lack of self-confidence. This problem can be solved using proper preparations (mental and material preparations). If they have been able to master the material, then they will also get their minds ready. This mentality is related to self-mastery, supported by a neat and contextual appearance, knowing the audience's backgrounds, and strong self-motivation.

The next question is about things to do or preparation before speaking in front of others. Most respondents answer memorizing the materials (71 students or 64%), writing scripts and reading repeatedly (66 students or 59.5%), taking small notes (62 students or 55.9%), speaking in front of a mirror (43 students or 38.7%), and recording the speech and evaluated it independently (27 students or 24.3%). The results of the respondents' answers indicate that students still do the exercises before appearing to speak in front of other people. Speaking with proper preparation will be more successful than that without any preparation. There are many methods used as preparatory steps, but most of them require practice. When the speaker understands what is being conveyed, other things will follow.

The third question is about something to practice presentations or speeches in front of the class. Their answers include taking small notes about the subject of the conversation (86 students or 77.5%), writing down what will be said in full in written form (40 students or 36%), making independent recordings, and having independent evaluations (27 students or 24, 3%), asking friends to listen during practice and asking for inputs or suggestions (25 students or 22.5%), and practicing speaking in front of colleagues beyond the class hours (18 students or 16.2%). These results indicate that practicing with other people can be a mental preparation before standing in front of a crowd. Saidalvi [20] stated that feedback from colleagues can be a good motivation to improve public speaking skills. It also creates conditions for student-centered learning as it maintains their interest and motivates peers.

The fourth question is about the learning resources for the speaking course. 70 students or 63.1% answer books, 65 students, or 58.6% choose videos, 42 students, or 37.8% say others, and 15 students, or 13.5% answer sound recordings. The answers to this question represent the use of

teaching materials used by the lecturers. It seems that more than half of the respondents choose textbooks as the main learning source. Regarding speaking practice, it will be more optimal if use learning videos. In a video, there is a visual appearance or performance can the speaker when speaking in front of other people. Therefore, the students can learn to act like him in front of their friends.

The fifth question is about the learning media used by the lecturers in the speaking course. There are 69 students or 62.2% answer slides, 59 students, or 53.2% answer videos, 54 students, or 48.6% answer social media, 41 students, or 36.9% answer textbooks, and 21 students, or 18.9 % answer others. This implies that the use of learning media in the speaking practice is not following the expected learning objectives. The CPL of the speaking course is to produce skilled graduates who are proficient in speaking in front of crowds. The appropriate learning media will make them easier to achieve the goals set by the study program. In the practice courses, instructional media must be innovative and effective to improve the students' skills. Slide media is considered inappropriate because it does not make the students active in speaking practice.

The third studied aspect is the need for speaking learning media. The respondents are given five statements that must be answered based on personal conditions with four answer choices. The first statement is "the most preferred learning model is learning that uses media." 18 students or 16.2% strongly agree, 88 students or 79.3% agree, and 5 students or 4.5% agree. The results imply that they need learning media as a means of conveying information or material from the lecturers. Effective learning media help the reception of information to become more memorable. The use of learning media can also achieve better learning objectives. Ellis & Highsmith [21] confirmed that most students could understand the materials well due to appropriate learning media.

The second statement is "learning media is very influential in improving learning outcomes". 28 students or 25.2% strongly agree, 76 students or 68.5% agree, and 7 students, or 6.3% less agree. This result illustrates that more than half of the students agree that learning media is important for achieving the ultimate learning objectives and achieving CPL in the speaking course. Learning media is vital for students to acquire better speaking skills. Media is vital for them to make it easier to understand the materials [22].

The third statement is "the lecturers should make learning media for speaking practice". 20 students or 18% strongly agree, 88 students or 79.3% agree, and 2 students, or 1.8% less agree. The diagram below represents the students' answers.

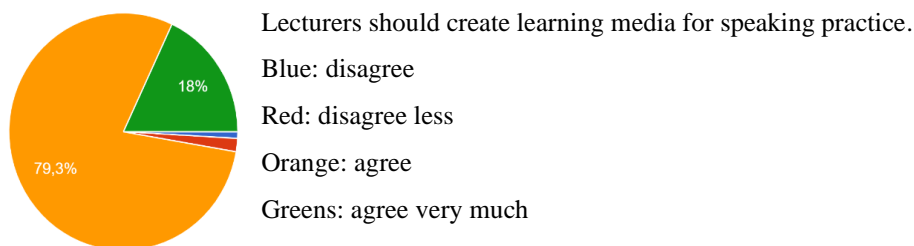


Diagram 3. Questions related to the use of speaking learning media

Their answers show that they want innovative and creative learning. Guerin et. Al. [23] stated that educators must use interesting and innovative learning media in the learning process. Learning media must be able to help improve the students' speaking skills. As a skill, speaking

must be practiced and applied continuously. If it is not, it will disappear and be buried by other applicable ones. As prospective teachers, the students need to join more supervised training independently so that they will always focus and have provisions before going directly into the real educational world.

The fourth statement is "the learning media used by the lecturers have not been able to improve individual speaking skills". In this statement, 5 students, or 4.5% strongly agree, 66 people or 59.5% agree, and 40 students, or 36% less agree. These results represent that the learning media are still conventional and cannot trigger the students to practice consistently. The media also acts as a motivation booster, so good media will generate strong learning motivation [24]. The current learning media used still cannot improve the students' speaking skills. Of course, effective learning media can encourage learning motivation, desire, and outcomes. There must be continuous practice to sharpen speaking skills to get better day by day.

The fifth statement is "the lecturers must provide feedback or evaluation on the development of the speaking skills of each individual ". The results show that 21 students or 18.9% strongly agree, 76 students or 68.5% agree, 13 people or 11.7% less agree, and 1 student or 0.9% disagree. There are more than half of the respondents expect that the lecturers as supervisors should provide guidance and evaluations for skills development. This assistance is necessary to find out where the deficiencies are. There must be also inputs to make them more skilled.

The results of these percentages are summarized in a score table interpreted by the numbers 1-4. The following table summarizes the results.

Table 2. The scores of the need for the use of speaking learning media

Number	Acquired score	Max. score	Acquired score	Result
1	346	444	3.11	Agree
2	354	444	3.18	Agree
3	349	444	3.14	Agree
4	257	444	2.68	Agree
5	339	444	3.05	Agree
Average score			3.03	Agree

Table 2 shows that the score of acquisition for the use of speaking learning media is 3.03. This means that the respondents agree that speaking learning media is important and required in the learning process. Innovative and creative speaking learning media is vital to foster the student's interest and motivation in understanding the materials and improving their skills in speaking in front of the class.

The fourth aspect is the need for *simulator laras wicara* as a learning medium for speaking. There are five statements given to the students according to their respective conditions. The first statement is "I prefer learning to speak directly and give feedback". 17 students or 15.3% strongly agree, 70 students or 63.1% agree, 23 students or 20.7% less agree, and one student or 0.9% disagree. These results reflect that the respondents prefer practical courses with practical

exercises as well. Even though there is still the delivery of the theories, there should be also more opportunities to practice speaking in front of others directly. Another thing the students want is feedback or input after practicing in front of the class. It is to check if there are any deficiencies or something to be improved and find the best solutions.

The second statement is "learning in class is limited by time so it is not optimal if all students practice speaking in front of the class". 24 students or 21.6% strongly agree, 69 respondents or 62.2% agree, 17 respondents or 15.3% less agree, and one respondent, or 0.9% disagree. The speaking course in the UNTIDAR curriculum structure has two credits. Each credit consists of a face-to-face meeting for 50 minutes. It means there are only 16 face-to-face meetings in one semester and only 100 minutes for each meeting. It is very short to view and improve the students to practice speaking in front of the class and give feedback. In each meeting, usually only around ten students can have presentations, and each class has 40 students. The amount of delivered materials also affects the students' acceptance of direct practices. Therefore, the limited time also has become a serious obstacle for the students to practice.

The third statement is "the lecturer does not give thorough feedback and is very subjective". 35 students or 31.5% agree, 68 students or 61.3% less agree, and 8 students, or 7.2% disagree. It means that learning in class is going well. The lecturer has provided inputs and is objective in giving scores. The lecturer's assessment is under the guidelines for evaluating speaking skills. However, there are still some students who feel that the assessment is unsatisfactory. They think the assessment is not comprehensive on aspects of speaking skills and seems subjective because it only assesses those who are actively performing speaking. The passive ones do not get any input or directions which makes them feel less confident about speaking in front of the class.

The fourth statement is "I have never encountered speaking learning media with simulator technology." 6 students or 5.4% strongly agree, 74 students or 66.7% agree, 30 students, or 27% agree, and one person, or 0.9% disagrees. It seems that *simulator laras wicara* is something new for the students. Such an application can be found in the Play Store for smartphone users with the Android system. However, during this time, the speaking learning activities have not included technological elements so the students are not used to using simulators to practice speaking.

The fifth statement is "speaking learning media is more interesting in the form of a simulator video to practice and give an assessment". The diagram below presents the respondents' answers.

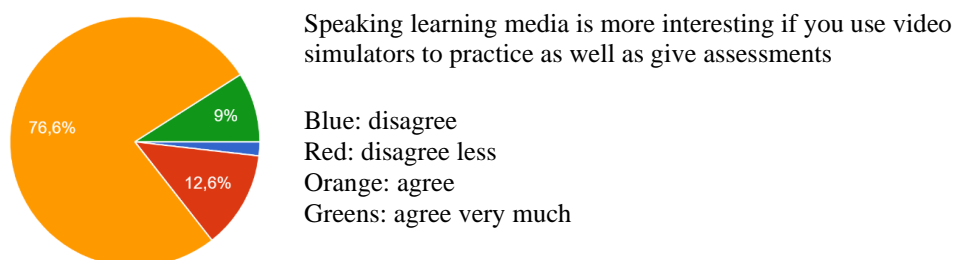


Diagram 4. Questions related to Learning Media Speaking using a Simulator

The diagram shows there are 10 students or 9% strongly agree, 85 students, or 76.6% agree, 14 students, or 12.6% answer less agree, and 2 students, or 1.8% disagree. These results represent

that more than half of the respondents are interested in using technology-based video as a medium for learning speaking practice. The simulator offered is in the form of a virtual space to shape the user's mentality and habits by practicing speaking in front of many people. Yuan Mambu, et al., n.d. [25] explained that the use of a public speaking simulator based on virtual reality allows users to practice speaking anywhere and anytime. The students will get excited because the course is full of practice so they can achieve the expected final course objectives.

The results of these percentages are summarized in a score table interpreted by the numbers 1-4. The following table presents the scores in detail.

Number	Acquired score	Max. score	Acquired score	Result
1	325	444	2.92	Agree
2	338	444	3.04	Agree
3	249	444	2.24	Less Agree
4	307	444	2.76	Agree
5	325	444	2.92	Agree
Average score			2.78	Agree

Table 3. The scores of the need for using a simulator as a medium for speaking learning

Table 3 shows that the score on the aspect of the need to use a simulator as a speaking learning medium is 2.78. This means that the respondents agree that there should be a simulator application as a speaking learning medium. The public speaking simulator application by utilizing virtual reality technology based on Android allows its users to carry out simulations in cyberspace on an ongoing basis without spending a lot of money. The simulator is capable of simulating a virtual environment well which makes users feel like they are in a real environment [26]. Thus, there should be continuous development of simulator applications as learning media in speaking classes.

Besides the statements regarding the four aspects of the needs, there are some inputs from the students regarding speaking learning in the PBSI study program. Their inputs have been summarized in four points. The first is the students want intensive practices for those who are still on stage fright or shy and do more public speaking projects to get used to it. The second is giving evaluations after presentations. Next is having interesting and innovative learning media using video or audio so that it will be easier to understand the materials. The last is speaking courses should have more direct practices and examples.

4 Conclusion

The descriptions in previous sections conclude that the students need to master speaking skills to support oral communication. They are not only for academic purposes but also act as basic skills to live with other people. Speaking aims to convey ideas, thoughts, and feelings verbally. The score of the need to use speaking skills in everyday life is 2.67 on a scale of 4. This indicates that the students agree that this skill is important to support everyday life in communicating.

In the Speaking course, there are still many problems such as difficulties in speaking in front of the class, lack of confidence, stage fright, embarrassment, fear of being asked by the audience, and not mastering the materials. They need good preparation before speaking in front of other people. They do several things like memorizing the materials, writing scripts and reading them over and over again, taking small notes, practicing speaking, and having independent evaluations.

The existence of speaking learning media is vital in speaking courses. They should not only be in the form of slides but there must be something that can attract the students' interest and motivation to practice and improve their speaking skills. The score of the need for using speaking learning media is 3.03 out of a scale of 4. It means that the students agree that speaking learning media is important in the learning process. The score of the need to use a simulator as a medium for learning to speak is 2.78 out of a scale of 4. It means that the students agree that the simulator can be used as a medium for learning to speak. There should be further development on a simulator named simulator laras wicara. Virtual reality-based simulators can be a cheap and easy training medium for students to speak.

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