The Development of English Public Speaking Teaching Material Based on Interpersonal Intelligence for Fifth Semester Students of English Education Department of Universitas Muslim Nusantara Al-Washliyah

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Abstract. This research aimed to describe the development, the validity, and the effectiveness of English public speaking based on interpersonal intelligence to overcome the difficulties. The method of this research was mixed qualitative and quantitative description research with test and questionnaire to collect the data. The object of this research was the 5A semester students at University of Muslim Nusantara Al-Washliyah. This research was carried out for 2 months. During this research the researcher found that public speaking material based on interpersonal intelligence can improve students' public speaking ability in terms of self- confidence, mastering the topic, delivering the messages or ideas through verbal and non-verbal. The development material will make it easier for lecturer to teach public speaking and also be able to connect well between students and lecturer. Based on the research conducted, the result is the learning tools and the media developed are feasible to be used and applied in the learning process in the classroom with the final validation from material expert 87% and media expert 92,5%. Besides, the effectiveness of the learning method applied in this research shows the results of the calculation is 75% effective.

Keywords: English public speaking, interpersonal intelligence, teaching material

I. INTRODUCTION

Nowadays, having good English skill is a precious privilege, especially speaking English fluently. It is because English has been become global language that has possibly made people communicate each other all over the world. According to (Mclntosh, 1992) in Robinson & Howard- Hamilton (2000) there are several components representing definition of privilege concept, they are; first, privilege is a special advantage; it is neither common nor universal. Second, it is granted, not earned or brought into being by one's individual effort or talent. Third, it is a right or entitlement that is related to a preferred status or rank. Fourth, it is exercised for the benefit of the recipient and to the exclusion or detriment of others. Finally, its status is often outside of the awareness of the person possessing it (Robinson, T. L., & Howard-Hamilton, 2000).

In a simple way, the meaning of privilege refers to a special right to particular people or group. It can be obtained from the family's background, if the family members have good English so there is huge possibility that their children will have good English too. It is in line with Owusu et al (2015) who state that if parents have adequate English proficiency, then the child's acquisition is relatively guided. It, therefore, stands to reason that such a student from such a background is likely to produce less ungrammatical structures in his or her academic writing courses at the university level than a student who does not have this opportunity. Another way to get the privilege is from studying and working hard. This is the most common way people do to have good English skill (Owusu et al., 2015).

For most people, this way can be challenging especially to have good speaking English. They study hard from primary school until college to gain good English. They know a lot of about grammar, writing, listening and reading; nevertheless, they get difficulty to speak English. Speaking English can be challenging because students have to deliver information or have conversation in English which is not their native language. A lot of people also feel difficult to have good speaking even with their native language. It is because they have lack interpersonal intelligence. A lot of teachers or lecturers also do not consider teaching and sharpening their students' interpersonal intelligence.

Interpersonal intelligence has a role as connection among people to have good relationship and communication. This topic, introduced by Howard Gardner (1983) who discovers Multiple Intelligence (MI). He states that at least there are 9 types of intelligence and each person is born with different types of intelligence. He also confirms each of them is interrelated one to another. Therefore, everyone certainly has different intelligence (Gardner, 1983).

MI Theory by Gardner represents the pluralist appearance of intelligence domains and the diversity of ways of expressing the skillfulness and skills of the individual within the scope of their own culture (Aydin, 2019). Some of them probably have math intelligence, linguistic intelligence, musical intelligence, interpersonal or other intelligences. With the presence of Gardner's

theory it can enlighten teachers or lecturers to solve the problem in educational field especially to solve student's problem in learning. This theory can also be the way to help students discover their intelligence tendency and develop it. It is also in line with Sener & Cokcaliskan (2018) who state that to the extent that the educational team maps learners, according to the different classes of intelligence, the subject taught is implemented optimally and effectively for all learners, and not only those who succeed in math and language (Şener & Çokçalışkan, 2018).

However, when talking about having good speaking English, that all students should master these days, we probably should concern with interpersonal intelligence. According to Gardner (1983), interpersonal intelligence is the person-to-person way of knowing. It is knowing that happens when we work with and relate to other people, often as part of a team. This way of knowing also asks us to develop a whole range of social skills that are needed for effective person-to-person communication (Gardner, 1983).

The Gardner's theory of interpersonal intelligence also has relationship with the psycholinguistic's theory by Noam Chomsky. The relationship can be seen in Chomsky's statement (1995) that all humans are born with an innate linguistic capacity that enables them to acquire and produce language. The theory describes how human is blessing with ability to acquire, produce and play certain role by using and expressing the language. Through this innate capacity, interpersonal intelligence becomes foundation for human are able to produce and express the language in certain context during social interaction. Therefore, in this way interpersonal intelligence will play the important role to develop the capacity of human language (Chomsky, 1995).

Concerning interpersonal intelligence it helps students enhance their speaking ability. Sri Handayani (2016), in her research states that interpersonal intelligence improves Indonesian students' oral presentation ability. Based on the research, most students agree that interpersonal intelligence is essential for successful relationships (Handayani, 2016). The study lasted three months and focused on teaching interpersonal intelligence to eight-semester seminary students. An interpersonal intelligent student has a great chance to improve speaking skills, both formal and informal. It can be said that English speaking becomes the key to success in English. As we all know, English is not only knowledge but also a skill. Therefore, to gain it, students must be able to speak English properly. They have to study and practice a lot in school and even at home. When they have already had proper English speaking, so it is easy for them to have good English public speaking.

Although the research discusses how interpersonal intelligence improves oral presentation and the researcher mentioned students' main problems in oral presentation such as lack of motivation, difficulty in gaining idea, less speaking practice and lack of confidence, the researcher did not elaborate how to solve these issues in detail; she even did not explain explicitly by presenting theories that were related to them. The researcher also did not explain about definition and theory of oral presentation that she meant in detail. In the result of research, she only mentioned preparation which can improve students' oral presentation without elaborating the correlation between a preparation and interpersonal intelligence in detail. What it meant by the researcher was the preparation before oral presentation in front of class which reflected their interpersonal intelligence to commit cooperation with friends; and it gave significant contributions to the success of their presentation.

However, speaking of success in oral presentation is not only about preparation at all but she also did not explain in detail what preparation she meant in her research to get succeed in oral presentation. To solve the research issues above, the research may bring up the steps to do proper oral presentation that applied by English Language Communication National University of Singapore, here they are; (1) define the purpose, (2) analyze the audience and occasion, (3) gather the material and organize the points, (4) structure the presentation, (5) prepare visual aids, (6) watch the voice, speed, eye contact, posture, gesture and facial expression, (7) handle questions, and (8) rehearse.

Based on these steps, the steps to success in public speaking is not really different from oral presentation. In public speaking there are several things to do to make it well and properly, they are; (1) select topic and purpose, (2) analyze the audience, (3) research the topic, (4) collects supporting materials, (5) develop the main idea, (6) organize the speech, (7) construct the introduction, conclusion and transition, (8) word the speech,

(9) rehearse the speech, and (10) present the speech. Therefore, the researcher will conduct and discuss further in this research how to solve the issues and to present effect of enhancing students' public speaking by applying interpersonal intelligence materials in class.

Public speaking is a speaking activity in front of a lot of people. Usually it's purpose is to entertain, persuade and deliver information and idea. It can be various themes; for instance, knowledge, science, up to date news, announcement and so on. Sellnow in Ibrahim & Yussof (2012) defined public speaking as a sustained formal presentation made by a speaker to an audience. The term of public speaking also related with psycholinguistics as well as interpersonal intelligence related with (Ibrahim & Yusoff, 2013). It can be seen from its definition Simanjutak in Harras and Bachari (2009) states psycholinguistics is a linguistic field that analyzes the psychological processes that occur when someone utters sentences heard during communication and how language abilities are acquired by humans . Referring to the definition where psycholinguistics prioritize about psychological processes involved in the production and understanding of language, this has quite close relevance to speaking mechanisms, especially public speaking mechanism. In public speaking there are several parts should consider to be a public speaker where that parts are quite relevant with psycholinguistics for instance the public speaker should concern the language production, explore the language to make audiences understand the topic easily, consider non-verbal communication, consider the language variations so the speaker can fit the certain language to the audience, use the language to express emotion. In short, the role of

psycholinguistics gives some great insight for language user or public speaker to use base language in appropriate way so it can enhance the communication effectiveness in public.

These days English public speaking becomes essential skill that people must have especially for recent generation. It is one of the important soft skills that people should have besides other hard skills. Despite in this era when technology is more developed soft skill is needed such English public speaking. It does not only help them speak in front of people but it also helps them get job interview easily in the future and probably helps them give English presentation about something or technology product that they invent or produce. It is great for students to have good English public speaking which is also an important subject for students' English education department in college. Students will study this subject in fifth semester. It sustains students good presentation or delivers their ideas in front of public.

However, this subject is quite challenging either for students or for lecturers. The lecturers of public speaking subject in Muslim Nusantara Al- Washliyah University also elaborated that the common problems in public speaking are as follows: (1) students are afraid of giving a speech in front of many people, (2) they have lack of vocabulary in giving a speech, (3) they have lack of practice in public speaking, and (4) they are difficult to elaborate idea to give a public speaking.

However, based on the observation above, it was found that the lecturers also admitted that it was hard to find right sources or handbook to guide the learning process of public speaking. Many ways have been done to resolve it; however, this challenge still does not resolve it at all. It is because this subject is not only talking about how to speak in front of many people but also considering how to attract audiences, how to deliver proper idea or information, how to choose the best topic, how to recognize the difficulties and overcome it and so on.

II. METHODS

This research will apply research and development (R&D) method by using ADDIE model. R&D method is a crucial aspect of the education world, focusing on creating and producing products that can be used by people. This includes curriculum, syllabus, text books, learning media, modulation, and assessment instruments. Research and development method is used to produce and test the effectiveness of these products, aiming to solve problems and construct new models and theories in the field. Researchers collect data in the field and observe existing data to create new products, which undergo testing, such as testing and validation, to ensure their effectiveness.

Richey et al (2000) define development research as the study of processes and influences specific to design impact and learning development, the use and implementation of product design, development, and evaluation of learning activities, and the process study of the entire process design, development, and evaluation of learning. In summary, R&D is a forum for researchers to develop, expand, and explore their products to make them more effective and useful (Richey, R. C., Klein, D.K and Nelson, 2000).

In development research also needs quantitative and qualitative technique to analyze data. According Rayanto et al (2020) states quantitative method is needed in development research to analyze the result of validation, the result of observation, student's questionnaire, and the result of student's achievement. They are needed to determine the validation and effectiveness from the new product. Moh Kasiram (2009) explains more explicitly that quantitative technique is a process of discovery knowledge that uses numerical data as a tool for analyzing data. While the qualitative technique is needed to analyze and narrate the data in the development research. This is in line with Rayanto et al (2020) states qualitative technique is used to analyze the data for instance notes, suggestions nor comments of examination result from the questionnaire sheet based on subject's respond and observation sheet from observer, validation sheet and the expert's reviews towards the material, lesson, test and media (Rayanto, 2020). More further, Bogdan and Taylor in (Nugrahani, 2008) defines qualitative research as a research procedure produce descriptive data in the form of written or spoken words from people and observed behavior. In short, both quantitative and qualitative is really needed in development research to analyze the data so the researcher will land accurate data either in statistical form (numbers) or in the form of descriptive explanations of events or data (Nugrahani, 2008).

The subject of this development research is fifth semester students of English Education Department of University Muslim Nusantara Al- Washliyah Medan. According to Arikunto (1998:144), the data source is the subject from which a data can be obtained (Arikunto, 1998). According to Sutopo (2006:56-57), data source is where data is the form of humans, artifacts or documents. Therefore, data source can be any formed to fulfill the topic of the research. In this research, the data source is generated from the primary data source as the main source (Sutopo, 2006).

The population in principle is all members of a group of people, animals, events, or objects living together in one place and in a planned manner becomes the target for the conclusion of the final result a research (Sukardi, 2010). The population in this research consists of 5A semester English Education Department students at Muslim Nusantara Al-Washliyah University. Referring to the research population mentioned above, the sample used for the study consists of A semester students in English Education Department at Muslim Nusantara Al-Washliyah.

III. RESULTS AND DISCUSSION

This research aims to describe the development of English public speaking teaching material based on interpersonal intelligence for University Students. This material development presents to overcome students' difficulties and effectiveness in learning public speaking at Muslim Nusantara University semester 5. This chapter discusses about the results of the research and the discussion based on the ADDIE model which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation.

A. *Data Analysis*

In the first step to collect data for this research, researchers went directly to the research location at Al-Washliyah Nusantara Muslim University on December 27 2023 to conduct direct interviews with the lecturers concerned. The interview process lasted approximately 1 hour by examining the teaching and learning activities of lecturers in public speaking classes and student behavior and interests. This interview activity was carried out with the aim of obtaining information related to the problems faced by lecturers and students in class and to discover students' learning needs.

Based on the results of interviews with the lecturers concerned, it was concluded that students' interest in learning in public speaking classes had decreased drastically, which could be seen from their minimal level of activity, inability to master public speaking topics, reluctance to appear, lack of self-confidence, difficulty conveying public speaking messages and tending to not expressive.

After interviews with lecturers were carried out, on February 21 2024 the researchers continued the data collection process by conducting interviews and providing student needs questionnaires. During the interview process, the researcher called the students one by one to be asked questions regarding the teaching and learning conditions in the public speaking class and the extent to which the students understood public speaking.

After the interview process, the researcher then gave the students a questionnaire to fill out so that it could be used as reinforcing data in finding out the students' needs. In the student needs questionnaire, the researcher provides at least 15 statements to be answered by ticking the answer options agree, disagree and then providing reasons for these answer choices

it was found that 6-7 out of 8 students still experienced many obstacles when studying and improving their public speaking. Even though the choice of answer options is agree or disagree for reasons of being out of sync, the results of the interview data confirm that students do have serious problems in learning public speaking. These problems include mastery and delivery of topics, self-confidence, lack of practice opportunities, and inability to convey messages verbally and non-verbally.

From these problems, researchers came up with the development of public speaking material based on interpersonal intelligence as a solution. With the development of this material, it is hoped that it can increase students' interest in learning and public speaking skills. The teaching materials that have been developed by researchers must then pass the validation stage by 2 validators. This validation aims to determine whether the public speaking teaching materials designed by researchers are suitable for use. Therefore, it is necessary to carry out material validation tests as follows: In this study, researchers used the formula below to analyze validation, namely:

And the formula for final validation is:

$$V = \frac{V1 + V2}{2}$$

The result of Validator 1:

$$V = \frac{26}{30} \, x \, 100\% = 86,6\% \, (87\%)$$

The result of Validator 2:

$$V = \frac{26}{30} \, x \, 100\% = 86,6\% \, (87\%)$$

$$V = \frac{\sum Tse}{\sum Tsm} X \, 100\%$$

The result of Final Validation:

$$V = \frac{87\% + 87\%}{2} = 87\%$$

The data above shows that the material validation results from the 2 validators material that have been designed by researchers have met the Very Valid criteria with material descriptions that can be used without revision, this description can be seen from the explanation in chapter III.

Meanwhile, in the media validation test, in this study the researchers used PowerPoint media. Even though previous public speaking class lessons used the same media, namely PowerPoint, in this study the researcher attempted to use the same PowerPoint media more effectively and efficiently according to its function. Therefore, it is necessary to carry out media validation tests as follows.

The result of Validator 1:

$$V = \frac{31}{35} \ x \ 100\% = 88{,}5\%$$

The result of Validator 2:

$$V = \frac{34}{35} x \ 100\% = 97\%$$

The result of Final Validation:

$$V = \frac{88\% + 97\%}{2} = 92{,}5\%$$

From the results of the validation data above, it can be seen that media that have been designed as Very Valid with media descriptions can be used without revision. This explanation can be seen from the explanation in chapter III.

The next data was obtained by conducting a pre-test, meaning that the researcher tested the extent of students' public speaking abilities before implementing new public speaking teaching materials. After carrying out the pre- test, the researcher applied the public speaking material that had been developed. Then at the end of the meeting, the researcher again conducted a post-test or test the effectiveness of the material that had been developed. The results of the effectiveness test are carried out as follows:

The formula used to assess competency effectiveness is:

$$p = \frac{L}{n} x \ 100\%$$

The result is:

$$p = \frac{6}{8} x 100\% = 75\%$$

Based on the assessment classifications validity of the learning competency explained in Chapter III, the results of the public speaking test above show that the materials and media that have been designed by researchers meet the effectiveness standards to be used in public speaking classes.

After successfully carrying out the effectiveness test, the researcher again gave the students a questionnaire to fill out in the same way as when filling out the student needs questionnaire at the beginning of the data collection process. The questionnaire contained 10 statements.

It shows that the materials and media that have been developed by researchers are able to meet the standards of student needs and are able to provide solutions to overcome the difficulties they experience when learning public speaking, such as overcoming tension and anxiety so that they can improve the quality of their abilities and his confidence in public speaking. The results of the data above also show that the media used by researchers is more effective than previous media use, even though they use the same media, researchers are able to use the media more practically and efficiently.

At this stage, the researcher explains the results of research data findings to answer the research problems that have been formulated in chapter I, namely the development of public speaking materials, material validation and material effectiveness. The following is a more complete explanation:

1. The development of public speaking material was designed to be a solution to student problems in public speaking classes. The researchers found these problems directly and concretely by carrying out several stages to collect data, namely the researchers carried out an interview process and filled out questionnaires with public speaking lecturers and semester 5A students at Indonesian Muslim universities. Then the development process is carried out by designing teaching modules and semester learning plans. Each module represents one public speaking class meeting, which in one semester consists of 14

active learning meetings. Meanwhile, the semester learning plan (RPS) consists of 16 meetings, of which 14 are active learning meetings, while the other 2 meetings are the mid-semester exam held at the eighth meeting and the final semester exam, which coincided with the sixteenth meeting. The following is a screenshot of the semester learning plan for the public speaking course:

2. After the design of the material has been completed, a material validation test is required which is carried out by 2 experts called validators. The results of the material validation test show that the material is Very Valid and can be used without revision. Based on the results above, it shows that the media is Very Valid and can be used without revision.

3. After the validation test is carried out, the next stage is to test the effectiveness of the material. This effectiveness test was carried out on all semester 5A students at Al-Washliyah Nusantara Muslim University, consisting of 8 students. As the results have been presented in the analysis data with the following results:

$$p = \frac{6}{8} x 100\% = 75\%$$

The results above show that it has met the suitability standards for use as teaching material in public speaking classes.

B. *Discussion*

At this stage, the researcher explained explicitly and in detail the research process for developing public speaking material based on interpersonal intelligence at the research location, namely at the Indonesian Muslim University semester 5A. Each presentation of the research process will simultaneously answer the 3 main problems that researchers have formulated in chapter I, namely, how to develop interpersonal intelligence-based public speaking material, how to validate the development of interpersonal intelligence-based public speaking material, and how effective the development of public speaking material based on interpersonal intelligence. These three problems will find answers through the following detailed explanations:

The development of public speaking material is suspected to be due to the discovery of problems in students' learning and public speaking abilities. Researchers discovered these problems by going through several processes of extracting information as accurate data by conducting interviews with public speaking lecturers. The interview process was carried out to find problems from the lecturer's perspective while teaching public speaking. The results showed that students tended to be inactive in class, not confident in performing, unable to master the topic so they were unable to convey messages verbally and non-verbally. Apart from that, the lecturer in question admitted that it was very difficult for him to find books or reference teaching materials to use when teaching in class, making this problem quite complex. After interview data with lecturers was collected, the researcher continued the data collection process by conducting an interview process and giving questionnaires to students. During the interview process, the researcher succeeded in collecting interview and questionnaire data for all students consisting of 8 students in semester 5A. From the results of interviews and filling out questionnaires, it was found that students were unable to understand what public speaking was even though they had studied in the previous semester, were reluctant to appear, lacked self-confidence, did not understand how to master the topic so they were unable to convey messages verbally and non-verbally. Apart from that, they also complained that the minimal absence of lecturers and the less effective use of media had an impact on public speaking learning in class. In other words, finding problems among students can confirm that this problem is quite complex and really needs a solution. Therefore, from all the problems that had been collected, the researcher came up with the idea of developing public speaking material based on interpersonal intelligence as a solution. It is hoped that combining interpersonal intelligence in public speaking material can answer existing problems. As interpersonal intelligence coined by Howard Gardner is closely related to public speaking, the process of public speaking performance is a communication process, which means that the speaker and listener must be able to create a good connection so that what the speaker is talking about is conveyed well and the listener is able to understand the listener. This is the same as in public speaking, where the speaker must be able to connect with his audience. The connection and ability to connect between the speaker and the audience is closely tied to interpersonal intelligence. According to Anderson in Safaria (2005), interpersonal intelligence has 3 main elements, namely social sensitivity, social insight and social interaction. Social sensitivity includes self-awareness, understanding social situations and social ethics, and being able to have problem-solving skills. Social insight includes the ability to be empathetic and prosocial. Meanwhile, social interaction includes the ability to communicate and listen effectively. These three main elements become one unit to build a good connection and relationship between the speaker and the audience in public speaking. Not only that, applying interpersonal intelligence in public speaking will help the speaker improve effective communication with the audience. Simply put, the presence of interpersonal intelligence is a breath of fresh air for students to improve their public speaking skills and is also a solution for lecturers who have difficulty improving their students' public speaking skills and can be a source of appropriate learning references. The development process is carried out by designing teaching modules and semester learning plans. The design results can be seen in the results section and attachments included by the researcher. The development of teaching modules that have been designed by researchers is designed to be able answer existing problems. For example, in the results of the needs analysis carried out using lecturer interviews, student interviews and filling out questionnaires, problems were found that students did not dare to appear, did not

believe, were unable to master public speaking topics, which affected the delivery of messages verbally and non-verbally, lacked opportunities to practice, and lack of ineffective use of powerpoint media. The answers to these problems can be seen from the contents of the module, namely in module 10 which contains how to determine a speech topic as well as the problem of students who have difficulty choosing and mastering a speech topic, so in this module the researcher examines it in more detail using language that is light and easy for students to understand. as well as presenting several effective examples so that students understand the purpose of the content of the module. Apart from that, the researcher also provides a great opportunity for students to practice at each meeting according to the topic being discussed. The presentation of teaching material is made easier with the help of teaching media, namely PowerPoint, which the researcher uses PowerPoint. according to its function, not making it look like Microsoft Word.Other problems, such as students not being confident, are studied in module 5, namely how to recognize and manage emotions in public speaking. In this topic, students learn to recognize their emotions just before performing, while performing and after performing public speaking, then accept their emotions and are able to process their emotions. The emotions referred to are feelings of tension, anxiety, fear, worry. Not only that, students are also given a great opportunity to practice recognizing emotions and managing their emotions both individually and in groups.

There is a close relationship between one module and another so that all modules need to be studied and taught sequentially to get satisfactory results in improving students' public speaking skills. The modules that the researchers had designed were implemented in real terms at the Indonesian Muslim University in semester 5A, which took place on May 7 2024. Before implementing the modules, the researchers first carried out a pre-test on April 30 2024, namely testing students' public speaking skills before teaching the module. taught, this was done to see whether there was a significant change in students' public speaking abilities before and after the module was taught. The pre-test results found that the problems that researchers found during interviews with lecturers, students and filling out questionnaires were correct. Students are unable to choose and master topics, do not believe, are fixated on the text when performing, and are stiff in conveying messages verbally and non-verbally. After carrying out the pre-test, it continues with the implementation of the teaching modules in a sequential manner. Then, after the implementation of the teaching module was complete, on May 21 2024 the researchers conducted a post-test which was intended to find out whether the teaching module that had been implemented had an impact on increasing students' public speaking abilities, in other words to see the effectiveness of the teaching module. As the effectiveness results have been explained in the results section, a result of 75% was obtained, which means that the teaching module designed and implemented for semester 5A students at Al-Washliyah Nusantara Muslim University is suitable for use as teaching material in the public speaking course. With these results, the teaching materials that have been designed by researchers have succeeded in solving and becoming solutions to existing problems. This is also reinforced by research conducted by Andi Zakinah Sa'ad (2017) with the title Analyzing the Lecturers' Interpersonal Intelligence to Students' Speaking Skill at Second Semester Students' of English Education Department, in which in this research he explained the application of interpersonal intelligence to provide significant impact in improving students' speaking abilities. These results can be seen from the enthusiasm of students in class, they are relaxed and motivated to practice speaking. This is also in line with research conducted by Rima Rahmawati entitled The Strategies to Improve Speaking Ability of 5 Grade Elementary Students through Improving Interpersonal Intelligence and Self- Confidence. The results of his research showed that interpersonal intelligence 44% had a positive influence in improving students' speaking abilities. Based on previous research evidence, this can be evidence to strengthen the results of research conducted by researchers that the application of interpersonal intelligence can help improve students' public speaking abilities. Therefore, the first problem formulated in chapter 1 has been answered (Sa'ad, Z, 2017).

After designing the module and also before testing the module, the module must pass the expert validation stage. This expert validation answers the questions formulated in the problem in chapter 1. The results of the expert validation determine whether the module that has been designed is suitable or not for use in public speaking courses. The material and media validation process is carried out by two experts called validators. Validator 1 is Prof. Dr. Laut Hasibuan, M.Pd. and validator 2 Sutikno, S.Pd., MP.d., Ph.D., CIQar. The validation process is carried out sequentially, meaning that the researcher meets validator 1 by bringing a set of modules and media that have been designed for expert examination. The results of the expert examination are stated or filled in by the expert on an expert validation questionnaire sheet consisting of indicators, assessment categories (very good, good, poor, not good, very bad), expert suggestions and conclusions. Based on the results of validator 1's examination, a score of 26 was obtained from the total score of 30, so the final score was 86.6%, with advice from validator 1 to review the typing and grammar used in the teaching module and with the final conclusion that the teaching module was suitable for use without revision. Meanwhile, during media validation by validator 1, an examination was also carried out by filling out a media expert questionnaire consisting of indicators, assessment categories (very good, good, poor, not good, very bad), expert suggestions and conclusions. From the results of this examination, 31 scores were obtained from a total score of 35 scores, so the total score obtained was 88.5%, with the suggestion to re-check typing and grammar and the media conclusions can be used without revision. After the researcher obtained the assessment results from validator 1, the next step was to obtain an examination and assessment from validator 2. The assessment questionnaire sheet given to validator 2 had the same content as the assessment sheet for validator 1. From the results of the assessment by validator 2, a score of 26 was obtained. 30 scores, then the final score is 86.6%, with suggestions to continue developing it into teaching materials that suit teaching conditions by prioritizing teaching positions and final conclusions that the material is suitable for use with revision. Meanwhile, the results of the media expert examination by validator 2 obtained a score of 34 out of 35 scores, so the final score was 97%, with expert advice to consider an attractive media

appearance, and the media conclusions that could be used with revisions. After the validation data is collected, the next step is to calculate the validation value of the material obtained from validators 1 and The final validation test value is 87%, which means the material is Very Valid and can be used as teaching material in class. The calculation of the media validation results by validators 1 and 2 also goes through the same process, by combining the validation results from 2 expert validators, a result of 92.5% is obtained, which means the media is Very Valid and can be used as learning media in the classroom. The results that have been described confirm that the materials and media designed by researchers have met the appropriateness standards to be used for teaching in the classroom.

After the module passes the expert validation process and is implemented in the classroom, the next step is to test its effectiveness. This test is carried out to prove whether the designed module is effective enough to be used in the classroom, and at the same time it will answer the question of the effectiveness of the teaching module which was formulated in chapter 1. This effectiveness test can be carried out if the designed module has been taught as a whole in the class. Based on the results of tests on the effectiveness of developing public speaking material based on interpersonal intelligence in semester 5A at Al-Wasliyah Muslim University, totaling 8 students, the results were 75%, which means that public speaking material based on interpersonal intelligence is quite effective in being applied in public speaking classes to improve students' public speaking skill.

IV.CONCLUSIONS

Based on the results of the research and development carried out, it can be concluded that The development of public speaking material designed by researchers is to combine interpersonal intelligence. This aims to meet students' needs and overcome the difficulties students experience in learning public speaking, such as their need for lots of practice, overcoming anxiety and tension, and also how to master public speaking material/topics. Interpersonal intelligence is synonymous with communication sensitivity, which means that someone who has interpersonal intelligence is able to recognize, understand and build communication with other people effectively and healthily. If this interpersonal intelligence ability is utilized well in public speaking, it will be able to solve problems that exist in the quality of students' public speaking at Semester 6 of Muslim Nusantara University. The development of public speaking material based on interpersonal intelligence that has been designed by researchers has passed the validation stage by 2 expert validators. From the expert validation data, it was found that the public speaking material met the appropriateness standards for use in class with a score of 87%, which means that the Very Valid material with descriptions can be used without revision. The effectiveness of public speaking material based on interpersonal intelligence that has been developed by researchers can be seen from the results of the effectiveness test in chapter IV. The results obtained were 75%, which means the material meets the effectiveness standards to be used in class. The effectiveness of the material can also be supported by the respondents' answers to the questionnaire given by the researchers, with the average answer being that the material developed was very helpful in improving their public speaking compared to previous learning using old teaching materials.

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