DEVELOPING SUPPLEMENTARY SPEAKING MATERIALS FOR THE SEVENTH GRADERS

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ABSTRACT: This study is aimed at developing supplementary speaking materials designed in line with the Ministry of Education’s standard of content, and Nunan’s (2004) task-based approach. This study uses research and development design which was adapted from Hyland (2003). It consists of seven stages covering (1) need analysis, (2) developing materials, (3) expert and teacher validation, (4) revision I, (5) Product Try Out, (6) revision II, and (7) final product. After validation and try-out, the result shows that the product is interesting, and the activities and topics are suitable for them.

Key words: Speaking, Supplementary Speaking Material

The objective of teaching English in junior high school, according to the Ministry of Education’s standard of content, is developing students’ skill to gain functional literacy level (National Standard of Content, 2006). English is used as a means to enable students to communicate for solving problems in their daily communication. As suggested by Riggenbach and Lazaraton (1991), students of second or foreign language education programs are considered successful if they can communicate effectively in the target language. In particular, being able to speak English is important. Ur (1996) states that the ability to use English in daily communication is the indicator that someone has mastered the language. One way to understand the idea of speaking skill, as suggested by Bao cited in Tomlinson (2005), is by viewing it in two basic aspects: motor-receptive skills and interaction skills. Motor-receptive skill involves a mastering of sounds and structure, not necessarily in any particular context. Interaction skill involves making decisions about what and how to say things in specific communicative situations.

In order to have a good speaking skill, students need to have sufficient language input from the teacher and environment as well. Spending more time to practice and opportunities to speak are also essential to enlarge language input. Regular practice is also considered to have contribution to the mastery of speaking. Further, Hedge (2000) emphasizes that oral practice should occupy by
far the greater part of the average class period. It is the vital part of the lesson in which new patterns become ‘internalized’ and ‘automatic’. Students will automatically utter the new patterns of language since they understand and often use it. However, the fact shows that there are many Indonesian students who cannot speak well and do not participate actively in classroom practices (Nurhajati and Wicaksono, 2011). In addition, the students do not have much time to practice their speaking ability since the schools have limited school hours and limited sources available.

Based on the need analysis done previously in SMPN 7 Malang, the researcher found that the teaching and learning process of speaking had limited learning sources available. The teacher used only a single coursebook entitled *English in Focus* (Wardiman, Jahur, and Dhusma, 2008). The coursebook contains academic context and daily life as shown in Table 1.

### Table 1. Mapping of Speaking Materials in the Coursebook.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Basic Competences</th>
<th>Topics</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>What is your name?</td>
<td>Greeting, Introducing</td>
<td>Academic life</td>
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<td></td>
<td></td>
<td></td>
<td>Listen and repeat</td>
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<td>Pair work dialogue</td>
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<td>Act out dialogue</td>
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<td></td>
<td></td>
<td></td>
<td>Complete dialogue</td>
</tr>
<tr>
<td>II</td>
<td>Things around us</td>
<td>Apology, Gratitude, Asking and giving information</td>
<td>Academic life, Personal information</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Pair work dialogue</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Complete dialogue</td>
</tr>
<tr>
<td>III</td>
<td>Let’s go to school</td>
<td>Command, Prohibition</td>
<td>Academic life</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Listen and repeat</td>
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</table>

Based on an interview with a teacher, the coursebook provided is not enough to fulfill the standard of content and the students’ need. The students’ interests toward speaking activities in class are low. The students get difficulty and remain silent when the teacher tries to evoke them to speak. The students are provided with limited speaking activities. To provide interesting activities, it is necessary to have teacher-produced materials which are contextualized (Block, 1991). For many teachers, designing or adapting their own teaching materials enables them to take into account their particular learning environment and to overcome the lack of ‘fit’ of the course book. Hammer (1998) states that a good
context of learning should be interesting for the students and makes the students want to see or hear the information.

The purpose of this study is developing supplementary speaking materials which are appropriate with the syllabus and encourage student-centered activities. Therefore, task-based approach proposed by Nunan (2004) will be used as the basis of development. This is because the approach intends to achieve particular goal in a particular situation that can bring context to build students’ competence in using the language for communication as requested by the syllabus. Students will be exposed to familiar topics related to their surroundings. It is used to assist them in expressing the target language through every-day situation.

The final product is a book of supplementary speaking materials. The speaking materials cover speaking skill based on Standard of Competence for seventh graders of Junior High School in the first semester by using task-based approach. Therefore, the materials produced cover the following criteria. First, the speaking materials cover basic competences of transactional and interpersonal dialogue stated in the syllabus namely greeting, introducing, command/prohibition, asking and giving information, gratitude, and apology. Second, the supplementary speaking materials are presented in the forms tasks (activities). In each activity, the students are provided with the learning objectives, six headlines namely gambits, word list, dialogue, either grammar or cultural info, free practice (make your own speech), role play and group work. Third, the supplementary speaking materials vary in terms of topics to fulfill the requirement of the curriculum covering academic life, games, birthday, times, fauna and culture. The students can use this product independently or guided by the teacher.

By the end of the study, the product is expected to make contributions for seventh graders, teachers, and further researchers. For seventh graders, the product can help them to learn speaking. Further, it is expected to vary the speaking materials to make the lesson more various. For teachers, the product will help them provide materials in the teaching speaking. For other researchers,
the result of the study can be used as a reference for further research on developing speaking material as well as other skills.

**METHOD**

In order to develop supplementary speaking materials, the researcher adapts the phases of the R&D cycle from Hyland (2003) by eliminating the doing survey phase. The adapted stages are depicted in Figure 1.

![Figure 1. The Procedure of Development](image)

Survey stage was omitted since ‘doing survey’ could be conducted in the need analysis stage. The adapted stages are (1) need analysis, (2) developing materials, (3) expert validation, (4) revision I, (5) product try out, (6) revision II, and (7) final product.

Need analysis is the starting point in developing the product in language teaching and learning. It aims at reviewing and analyzing written document in order to find the gap between the syllabus and the coursebook used. In this stage, the first activity conducted is analyzing curriculum or syllabus used. This is because curriculum outlines the goals and objectives for the learners and course of study (Richards, 2001). Nunan (1988) states whatever the curriculum, this is the teachers’ responsibility to ensure that the goals and objectives of the main curriculum are kept close at hands when designing materials. Next, the second activity is evaluating the coursebook used by the teacher. This activity is done in order to find the gap between the coursebook used and the current curriculum. The third activity is interviewing the practitioner, English teacher of VIIG. The activity is conducted to gain the information about the students’ interests toward speaking activities in class, the applicability of materials which has been
available, the significance of supplementary speaking materials, and the
expected materials related to content, language, and layout. Furthermore, the
information gained is used to guarantee that the product will suit the learners’
need and syllabus.

The process of developing materials involves two stages namely drafting
and designing. The first stage, drafting is the activity that consists of
identifying objectives of speaking skill, selecting topics, constructing text,
writing draft and activities for the product. The materials are constructed for
communicative purposes as the syllabus demand. Thus, in developing the
speaking materials task-based approach is employed. Task is the basic element
in developing the materials. Task is goal-directed activities that students do.
Carroll (1993) states that task is any activities in which a person engages, given
an appropriate setting, in order to achieve a specifiable class of objective.
Bachman and Palmer (1996) state that task is an activity that involves
individuals in using language for the purpose of achieving a particular goal or
objective in a particular situation. Task-based approach does not chop up
language into small pieces, but take holistic, functional and communicative,
rather than any specific linguistic item, as the basic unit for the design of
educational activity (Van den Branden, 2006). This is in line with the curriculum
in which English is used for communicative purposes. Accordingly, the
materials use step procedure in developing units of work proposed by Nunan
(2004).

The following stage is designing. Designing is the activity that consists
of designing and organizing the layout of the materials. This is because in the
drafting stage both draft of text and draft of tasks (activities) are in the form of
plain text. In order to make the materials attractive for students, designing texts
and activities need to be done. Calibri font and 11 point range of size are used. It
is chosen because the font is quite clear. The tasks are designed on the green and
yellow colors, the title of the task are on green while the title of six headlines is
yellow. Each headline is situated in a green box in order to make them clear and
catchy. The tasks are also completed with appropriate illustration to help
students visualize them. The Format of the book is landscape in order to make
the tasks photocopy-able. Therefore, the teacher can simply make a copy of the tasks and distribute them to the students.

Then the developed material was reviewed and evaluated by experts and a teacher using validation checklist. It is done to get the feedback for further improvement of the draft. The validation checklist is developed in the criteria dealing with the content, language used and material presentation. Those components are elaborated into several criteria. The criteria are adapted from BSNP instrument validation for English textbook (2008) and components of developing unit of work by Nunan (2004).

After that, the first revision was made based on the feedback given by the expert and the practitioner. Although the experts gave high score and placed the product in the interval 75%-100%. The product still needed to have a little revision. The revision dealt with the instruction of the activities, the spelling and grammar, and the source of the illustration used. Revision I was used to improve the draft before going to the next phase, product tryout. Then, the try out was carried out to the subjects of the study. Students who were involved in the tryout were students of the seventh graders of SMPN 7 Malang and their age ranged from 11-12 years old. The students were from class VIIG whom the researcher observed for the need analysis. The researcher divided the class into four groups randomly which consists of 8-9 students from class VIIG. Totally there were 35 students were selected randomly for product try-out.

The try out guided the students to experience the activity in the product provided. However, not all tasks in the product were tried out but selected randomly from every unit. It was done in order to make best use of time management. The procedure of the try out were (1) explaining the purpose of the try out to the students, (2) dividing the class into 4 big groups, (3) showing the product to the students, (4) showing the material mapping and the activities in the product, (5) asking the students to do the activities, task 3 for group 1, task 4 for group 2, task 6 for group 3, and task 9 for group 4, (6) asking the representative of the groups to demonstrate the activity, (7) asking the students to do the exercise, and (8) asking the students to fulfill the questionnaires. The questionnaires were intended to identify the students’ interests in the product, the
effectiveness of the product, the students’ general impression and suggestions for the product. The questionnaires dealt with the clarity, the attractiveness, the language used, the difficulty level, the material presentation (layout), and the significance of the materials in learning speaking. The feedback from this phase was used to make improvement for the final product.

FINDINGS AND DISCUSSIONS

Findings

The research results are presented in accordance with the purpose of the try out covering the clarity of the dialogues, the clarity of the tasks, the clarity of the instructions, the attractiveness of the tasks, the attractiveness of the topics, the difficulty level of the dialogues, the difficulty level of the tasks, the whole activities, the clarity of the font, the clarity of the mechanics, the attractiveness of the illustrations, the attractiveness of the appearance, and the usefulness of the materials.

The students agreed that dialogues were very clear (40%) stated that the dialogue were very clear, and sixty percent students (60%) stated that the dialogue were clear. The students believed that the tasks were clear. There were thirty four point three percent students (34.3%) stated that the tasks (activities) were very clear, sixty five point seven percent students (65.7%) stated that the tasks (activities) were clear. The students stated that the instructions were clear. There were twenty eight point five percent of the students (28.5%) stated that the instruction were very clear, and sixty five point seven percent students (65.7%) stated that the instruction were clear. However, two respondents or five point eight percent students (5.8%) stated the opposite. Two respondents stated that the instructions was not quite clear.

Based on the students’ feedback for the instructions used in the materials, the instructions did not need to be revised. This is because the majority of the students agreed that the instruction was understandable as shown in the sample below (Before on the left and after on the right)
The researchers still revised the instruction that was not quite clear for the students. The revision was made only on some instruction in the group work.

The students believed that the tasks are attractive. Forty percent of the students stated that the tasks (activities) were very attractive, and 51.4% of them stated that the task (activities) were attractive. Five point seven percent of the students stated that the tasks (activities) were not quite attractive. Two point nine percent of the students (2.9%) stated that the tasks were not attractive. The students agreed that the topics are attractive. Forty five point seven percent of the students stated that the topic were very attractive, and 48.5% stated that the topic were attractive. Two point nine percent of the students stated that the topic were not quite attractive and 2.9% stated that the topic were not attractive.

Concerning the dialogues, 22.9% stated that the dialogue were very easy, and 65.7% stated that the dialogue were easy. Two point nine percent (2.9%) of the students stated that the dialogues were difficult and 8.5%) stated that the dialogue were very difficult. In terms of the tasks, 34.3% stated that the task activities were very easy, and 54.2% stated that the task were easy. However, eleven point five percent students (11.5%) stated the opposite. They stated that the task were difficult.

The students stated that the whole activities are challenging. Twenty eight point four percent of the students (28.4%) stated that the whole activities were very challenging, 57.2% stated that the whole activities were challenging. Fourteen point four percent students (14.4%) stated the opposite. Eleven point five percent of the students (11.5%) stated that the whole activities were not quite challenging and 2.9%) stated not challenging. In short, the whole activities motivate the students to learn speaking.

The students declared that the font used in the product is very clear and readable; 68.7% stated that the font and the font size were very clear, and 28.4% stated clear. However, 2.9% stated the opposite. The font and the font size were not quite clear because it is too small. Based on the students’ feedback for the font
it did not need to be revised because the majority of the students agreed that the font was very clear but only on the font size.

The students believed that the mechanics used are very clear; 62.8% stated that the mechanics were very clear and 37.2% clear. The students like the illustrations. They stated that the illustrations are very attractive. Seventy seven point one percent students (77.1%) stated that the illustration used was very attractive and 20% stated that it was attractive. However, only 2.9% stated that the illustration was not attractive. The students are interested in the whole appearance as 71.6%) stated that it was very attractive and 28.4% attractive.

The last criterion is dealing with the significance of the product. Based on an open-ended question, the students believed that the product could help them vary the speaking activities in class. They also believed that the product was useful to assist them in learning speaking. Another opinion showed that the materials and the topics were interesting. They were able to widen the students’ knowledge and able to reduce their boredom in learning speaking. Figure 2 shows the sample of the product.

Figure 2. The Product

Discussions

The results showed that the product is suitable and beneficial for the students. Bell and Gower (1998) stated that teacher-prepared materials provide the students with the opportunity to select the texts and activities which are exactly at the right level of particular learners, to ensure appropriate challenge and level of success. Related to the usefulness of the product it was found that the materials
and the topic were interesting. They were able to widen the students’ knowledge and able to reduce their boredom in learning speaking. As supported by Block (1991), home-made materials add a personal touch to teaching that students appreciate. Taping into the interest and taking account of the learning styles of the students is likely to increase motivation and engagement in learning.

The topic was also derived from the students’ surroundings which helped them to easily understand the materials. It is suggested by Jolly and Balitho (1998) that materials should also be contextualized to the experiences, realities and first language of learners. Moreover, the students believed that the product could help them vary the speaking activities in class. They also believed that the product was useful to assist them in learning speaking. Cunningsworth (1995) states that the role of materials (particularly textbook) in language teaching is summarized as: a resource for presentation materials (spoken and written), a resource of activities for learners practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation, for classroom, a source of stimulation and ideas for activities.

Overall, the final product was much better than the initial draft. The improvement, revision, addition and alteration had been done on the basis of the feedbacks from the expert and the subjects of the product try out. However, due to the researcher’s weaknesses in planning and time management, the final product of this study contained several weaknesses. The first weakness was that the final product only covered basic competences of transactional and interpersonal dialogue in speaking skill. The second weakness was that not all tasks were tried out; only four out of nine tasks from four units were tried out. The third weakness was that the grammar review in the product wasn’t completed with the grammar exercises.

CONCLUSION AND SUGGESTIONS

The limited sources available to teach speaking in SMP 7 Malang, which is only English in Focus (Wardiman, Jahur, Dجسمा, 2008), cannot maximize the teaching and learning especially for speaking skill. The teacher believed that the book is not enough to give various activities in teaching speaking. Consequently,
The students could not actively speak in class. They needed to have sufficient language input. Therefore, this R&D study aimed to develop teaching materials in the form of supplementary speaking materials. The product of the study can assist the students to learn speaking. They can show their speaking ability in daily life and academic context. A validation is really needed in developing an English instructional material. The purpose of this step was to gather feedback, suggestion, and criticism on the developed materials, then it was used to adjust the material to create the final developed material. Finally, the students gave their opinions about the developed materials. Most of them liked the materials very much. They believed that the product could help them vary the speaking activities in class, reduce their boredom and widen their knowledge. It means that the developed materials, “supplementary speaking materials” was good and beneficial. This implies that the product as English teaching material is appropriate for seventh graders of SMPN 7 Malang.

The developed product is intended to be used by the seventh grade students as speaking supplementary materials. By using the supplementary materials, it is expected that the students can easily learn speaking with various activities, widen their knowledge and able to reduce their boredom in learning speaking. This product is also intended for the English teachers to vary the speaking activities in the teaching and learning process. The teachers can modify the procedure based on the learning target and the students’ competences. For example, the English teachers can give additional grammar exercises related to grammar review in the product. Although the product of this study was developed using curriculum 2006 and was tried out to SMPN7 Malang, it may be used at any schools having the same standard of curriculum and the same level of proficiency and characteristics.

Further researchers are suggested to be carried out in order to develop products which will function not only for speaking activities, but also for other skills namely listening, reading, and writing. As this product focuses on transactional and interpersonal texts, the next researchers who want to conduct the same study are expected to develop materials covering other relevant genres. It is essential for further researchers to give grammar exercises in their product.
Moreover, it is suggested that further researchers conduct the try-out for all units of the product.

REFERENCES
