Designing English Materials for Teaching Speaking by Using Role Play to Grade XI Students of Senior High Schools

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Abstract: The objectives of the study are: 1) to describe the target needs of grade XI students in senior high school, 2) to describe the learning needs of grade XI students in senior high school, and 3) to develop the appropriate speaking materials for grade XI students in senior high school. This study is categorized as Research and Development (R&D). The study was conducted by adapting Jolly and Bolitho's model in Tomlinson (1998). The steps of the study consist of conducting needs analysis, designing the course grid, developing the first draft of the materials, evaluating the first draft through expert judgment, and revising it based on the expert feedback. The subject of this study were 32 grade XI students of senior high school at one of senior high school in Klaten, Jawa Tengah. There were two types of questionnaire used to collect the data. The first one was distributed to get the data for the needs analysis while the second one was used to get the data for the materials evaluation through the expert judgment process. To determine the quality of the developed materials, the expert put a check in the scale of each item of the questionnaire. The data for both questionnaires were analysed quantitatively using descriptive statistics. The results of the study revealed that the target needs were able to communicate in English both spoken and written in the daily life. They also need to be easily understanding any kind of information as they learned English. They also find difficulties in using accurate grammar when speaking English and want to improve their fluency in speaking English. Then, the students prefer task in the form of text and dialogue as material input, practicing activities related to the grammar and repeating after the teacher in order to enrich their vocabulary. The product of this study was three units of English materials. Based on the result of the expert judgment, the developed English materials were considered appropriate as its mean score of the overall aspects reach is 3.54 or categorized as "Very Good".

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Introduction

Language is very important for human being since it is used to communicate with other people. It is also used to express their feelings and to socialize with others. It also has a crucial role in the development of human intellectualities, social life, and emotion. One of the languages that is most widely used nowadays is English that is used globally either as a second language or as lingua franca. Harmer (2001: 1) defines lingua franca as a language that is used for communication among people who have different native language and both of them use it as the second language to communicate.

English as an international language has an important role in this global era. People use it to communicate with others who come from different countries. It helps them to build a good communicative interaction in many aspects, such as working together, doing a business, studying abroad and socializing. People also use English to acquire information and to participate in any kinds of activities in the global era. For such a reason, English teaching is recently growing rapidly in most countries in the world.

Speaking is one of four language skills in English teaching that needs to be mastered by the students because of the need to communicate effectively. The urge for mastering speaking should be given full attention by the teachers because it has an important role in helping the students acquiring further knowledge.

The process of teaching speaking has to be delivered in an interesting way. There are many teaching methods that can be used to teaching speaking. One of the technique is role play based activities.

The researcher witnessed an interesting phenomenon while doing PPL (Teaching Practicum) in one of senior high schools in Klaten, Jawa Tengah. During the program, the researcher planned to use role play based activities to teach speaking to the students. It was obvious that the students found the English learning and teaching process by using role play based technique were interesting. The students were interested and paying attention fully to the teaching and learning process.

Based on what the researcher noticed in the classroom, the researcher believed that there was a problem with the teaching and learning processes. It seemed that the students were enthusiastic about the role play as it was different from other activities done in their class. As one of methods in language teaching, role play is considered as an effective way to teach speaking. Ladousse (1997: 14) states that role playing (dramatization) helps to bring the language to life and to give the learners some experience of its use as a means of communication. Therefore, the main purpose is to develop communication situation.

Based on the background of the problem, identification of the problems, and limitation of the problems, this study formulates the following problems:
1. What are the learning needs of grade XI students of senior high school to improve their speaking skills?
2. What are the target needs of grade XI students of senior high school to improve their speaking skills?
3. What are the appropriate speaking materials for grade XI students of senior high school to improve their speaking skills?

Research Method

The aims of this research were to describe the target needs of grade XI students in senior high school, to describe the learning needs of grade XI students in senior high school, and to develop role-play based learning materials for teaching speaking which were appropriate for the students of Grade XI of senior high school based on Curriculum 2013.

The research was started from the process of conducting the needs analysis. The needs analysis was initially conducted on October27, 2016. There were 32 students of Grade XI senior high school involved in the needs analysis process and they were given the needs analysis questionnaire. The questionnaires had been able to obtain the appropriate data of the students' needs as reference in designing the role-play based learning materials.

The needs analysis questionnaire consisted of numbers of questions which aimed to find out the students' target needs and learning needs. The questionnaires had been developed in accordance with the principles of needs analysis proposed by Hutchinson and Waters (1987:55) that cover the target needs. Target needs are what the learner need to do in the target situations. According to Hutchinson and Waters (1987: 55-56), there are three kinds of target needs which are: necessities, lacks, and wants. The results of target needs were considered as the basis for developing the speaking materials.

Finding and Discussions

The findings of the target needs revealed that, first of all, in terms of students' previous learning experiences, the students found difficulties in using accurate grammar when speaking English. To overcome their current condition, one of the parts that was provided in the developed materials was Grammar Focus. This section was consisted of the using of such expression related to the target competences and followed by a number of activities in practicing the using of the expressions. This section aimed to help students understanding the using of expressions related to the target competences of the unit.

Secondly, in terms of gap between students' current proficiency level and target level, the study found out that most of the students' current proficiency level was able to communicate in the daily contexts and in a particular context but they were not really fluent.

Then, in terms of students' goals and expectation related to the teaching and learning activities. According to the needs analysis result, the research findings found that the students hoped that their goal of learning English was to be able to communicate both spoken and written in the daily life. To help students achieve what they expect, the developed materials were designed to prepare the students by providing the input texts related to the daily context. Most of the activities that were provided in the developed materials were also correlated to the daily life expressions and served as the basis of communicative purposes.

Nunan (2004: 47) defines input as the spoken, written, and visual data that learners work with in the course of completing task. Based on the needs analysis result related to the length of spoken text, the students agreed that the length of spoken text was more than 250 words. In

terms of the kind of inputs for the speaking activities, the students chose texts related to the theme. Most of the students also agreed that the kind of material input to help them learning was dialogues. Nunan (2004:52) states that procedures mean what learners will actually do with the input in the learning materials that forms the point of departure for the learning activities/tasks. Based on the results of the need analysis, the learning activities that the students wanted were to have preparation before they do the role-play. In the building their grammar knowledge. In pronunciation section, the students preferred to repeat after their teacher to help them in improving their pronunciation accuracy.

Related to the setting, the classroom management specified or implied in the task (Nunan, 2004:70), the students wanted to do the teaching and learning activities in small group. However, in the developed materials, the students were also asked to do some task individually.

After analyzing the needs, the researcher developed a course grid. The course grid was the guidance in developing the materials. It consisted of the number of units, titles, the core competences and the basic competences of grade XI students of senior high school, indicators, language functions, learning activities and also sources and media.

There are three units in the developed materials. Each unit consisted of 14-16 tasks in which each of them contained different topic and language function to learn. The topic and the language function learned in the materials were developed based on the basic competence 3.1, 4,1, 3.2, 4.2, 3.3, 4.3 of curriculum 2013. However, the design of the units had similar pattern. Each unit consisted of three main parts which were introduction, main lesson and reinforcement.

After finishing the first draft of the materials, the next step was evaluating the materials. The process of evaluation was done by distributing materials evaluation or expert judgment questionnaire to the material expert. The expert judgment questionnaire was adapted from "Instrumen Penilaian Coursebook Bahasa Inggris" from BNSP (2007). The questionnaire covered four aspects which were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic/layout.

The expert gave some feedbacks and suggestions. The revisions were done by the researcher based on the feedbacks and suggestion from the expert.

Conclusion

Reflecting on the practice of teaching process witnessed by the researcher, this research attempted to solve the problem emerged in process of teaching and learning in the classroom. In doing so, this research tried to provide solutions to the two problems emerge in this research's background of the problems: The English learning materials and method used in the classroom.

Firstly, the English learning materials should have been developed with regards to the needs analysis. In line with Tomlinson (1998: 110), materials writing is at its most effective when it is turned to the needs of a particular group of learners. It means that the process of finding needs analysis is considered important as the guidance to meet the students and target needs. The

developed learning materials had also been done by following a number of stages as the procedures, they were: conducting the needs analysis, designing the course grid, developing the materials, evaluating the materials through expert judgments and writing the final draft of the materials based on the expert judgment evaluation.

Secondly, the way of teaching should have promoted interactive and communicative activities in engaging every participant. Promoting role-play based activities, this research attempted to develop communication situation among the students. According to Blatner (2009), role play helps students to becomes interested and involved, especially by applying knowledge to action, by solving problems, valuating alternatives and looking for original solution Thus, the efforts of improving students' communicative skills has been accommodated by giving them activities to get the students interacted in the classroom.

Then, based on the findings and discussions, based on the result of the questionnaire, the students' view about what they need are: (1) wanted to be able to communicate in English both spoken and written in the daily life and understand any kind of information. (2) students' proficiency level was able to communicate in the daily context and in a particular context but they were not really fluent and find difficulties in using accurate grammar when speaking. And (3) by learning English especially speaking skill, most of the students wanted to be able to improve their speaking in English in the daily contexts and improve their fluency.

The second objective of this research was to identify the learning needs of grade XI students in senior high school. The findings of the research reveal the learning needs of the grade XI students of senior high school are: (1) In terms of input, most of the students preferred texts in form of dialogue which was more than. 250 words. (2) Most of the students wanted to have preparation before they do the role-play. (3) For grammar activities, most of the students wanted to do practice activities related to the tenses and grammar. (4) For pronunciation activities, most of the students preferred to repeat after the teacher in order to improve their pronunciation accuracy.

The third objective of this research was to develop role play based speaking materials for grade XI students in senior high school. In order to develop appropriate role-play based speaking materials for grade XI of senior high school, the materials were developed by considering the theories and analysis of target needs and learning needs and were revised through the expert judgment. The materials produced by this research was formulated into a course grid, the first draft of the materials and the final draft of the materials. The materials consisted of three units; the topic of the units were related to the basic competences of 2013 curriculum. The language functions of each unit were expressing suggestions and offers, expressing and responding to opinions and expressing and responding to hopes and dreams.

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