

DEVELOPING A SET OF PUBLIC SPEAKING LEARNING MATERIALS FOR THE ENGLISH CLUBS OF INDONESIAN HIGH SCHOOL

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Abstract: The objectives of this study are: (1) to identify the target and learning needs of the English Club members of SMAN 4 Yogyakarta and (2) to develop a set of public speaking learning materials for the English Club of SMAN 4 Yogyakarta. This research is classified into research and development (R&D). The subjects were the English Club members. This research was conducted through the following steps: (1) conducting the needs analysis, (2) writing the course grid, (3) writing the first draft, (4) getting expert judgment, and (5) writing the final draft. The instruments used in this research were the needs analysis questionnaire and the expert evaluation questionnaire. The data from the needs analysis were analyzed quantitatively using frequency and percentage, and the data obtained from the materials evaluation were analyzed through descriptive statistics. In this research, there are three units of learning materials which were designed i.e. 'This house is...' which covers debating skills, 'Good evening ladies and gentlemen...' which covers speech skills, and 'I'm going to talk about...' which covers presentation skills. Based on the expert judgment result, the mean score of all aspects of the three units was 3.26, categorized as "very good". This suggests that the developed materials were appropriate to be used for the English Club of Indonesian high school.

Keywords: English club, learning materials, public speaking

ABSTRAK

Tujuan dari penelitian ini adalah (1) mengidentifikasi tujuan dan pencapaian kebutuhan pembelajaran anggota English Club SMAN 4 Yogyakarta dan (2) mengembangkan sepaket materi *public speaking* untuk English Club SMAN 4 Yogyakarta. Penelitian ini diklasifikasikan sebagai Penelitian dan Pengembangan. Subjek dari penelitian ini adalah para anggota English Club SMAN 4 Yogyakarta. Langkah-langkah penelitian ini adalah sebagai berikut; (1) menganalisa kebutuhan, (2) menyusun *course grid*, (3) menulis draft pertama, (4) penilaian ahli, dan (5) menyusun draft akhir. Instrumen yang digunakan dalam penelitian ini adalah angket analisa kebutuhan dan angket penilaian ahli. Data yang diperoleh dari analisa kebutuhan dianalisa secara kualitatif menggunakan frekuensi dan persentase, dan data yang diperoleh dari penilaian ahli dianalisa menggunakan deskripsi statistik. Terdapat tiga unit materi dari penelitian ini, yaitu 'This house is...' yang berisikan materi debat, 'Good evening ladies and gentlemen...' yang berisikan materi pidato, dan 'I'm going to talk about...' yang berisikan materi presentasi. Berdasarkan hasil penilaian ahli, rata-rata dari semua aspek yang dinilai di tiga unit adalah 3.26 yang dikategorikan sebagai 'sangat baik'. Hal ini menunjukkan bahwa materi yang dikembangkan telah sesuai untuk digunakan oleh English Club SMA di Indonesia.

Introduction

Public speaking can be seen as a process of sharing ideas from a speaker to the listener like what people do in their daily conversation. In different perspective, Nikitina (2011) describes public speaking as a process, an act and an art of making a speech before an audience. She relates public speaking to interaction between a speaker and audiences a lot. Speech, presenting, and MC-ing are the examples. Slagell (2012) says public speaking can possibly happen anytime and anywhere, not only in formal situation like speech, debate competition, or broadcasting. Within 10 years, students are urged to be able to speak in public as representatives of their school, speakers in a contest or as a presenter in certain events. It became essential, additional skills that high school and university students must have.

For students of SMAN 4 Yogyakarta, mastering public speaking skills would be very useful as one of their final tests is giving speech in English. As the follow up of these needs, an English Club was established by students that were interested in English under the supervision of the English teacher. In the beginning, they gathered weekly to share their experiences in studying English. As time passed by, they formed a speaking club whose members are those who like speech, debate, and story-telling. In this club, they shared their experiences in joining contests and its complications. Besides, they also had a study club which helps students on their English subject.

Regarding this, English teachers of SMAN 4 Yogyakarta give assistance through supervision. Every week the teacher came and supervised all activities. Everything worked well until the teacher had to leave for another school. During this period, members had less meeting and became less productive. After sometime, they got new tutors to supervise them. Together with the tutors they focused on preparing members to participate English speaking contests.

During observation, one of the tutors said that every activity he made was aimed to increase members' speaking skills, that is why he provided as much opportunity to speak as possible. As the needs of speaking English were necessary nowadays, he added, he urged members to be confident to speak up their ideas. He said that one of the biggest problems to become obstacle for the members was self-confidence so the first thing to do was to build up self-confidence. In his opinion by creating opportunities and giving motivation to speak up, members would begin to build up their self-confidence.

Providing opportunities as mentioned above is a good strategy but beginner English learners need guide books or materials as a reference. What happened is that they did not have schedule or planned materials even for at least two or three months. As a result, the club members lacked goals and activities. These also made some members absent from the English club meeting. From the interview done with them, the researcher found that some of them lose their interest

to come due to the uncertain schedule, boring activities, monotonous materials or topics, and the absence of the tutor.

These conditions lead the researcher to develop a set of materials to help club members find their goals and make it easier for them to practice speaking in English. In order to prepare them to face the next level of English speaking in the university, the researcher offered to develop a set of public speaking learning materials that will help them practice their speaking and critical thinking at the same time. As they practiced speaking they could also express their ideas through discussions or interactive speaking activities.

Research Method

This study was classified into research and development (R&D). It was conducted from February 2016 to November 2017 in the English Club of SMAN 4 Yogyakarta. The subjects were the members consisting of students of grades X and XI. The research procedure was the modified procedure proposed by some experts. Borg and Gall (1983: 775-776) propose the major steps in the R & D cycle which are used to develop mini courses consisting of research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revising, main field testing, operational product revising, operational field testing, final product revising, disseminating and implementing.

Furthermore, Masuhara (in Tomlinson, 1998:247) recommends the procedure in designing courses

consisting of five steps: (1) needs analysis, (2) goals and objectives, (3) syllabus design, (4) methodology/materials, and (5) testing and evaluation. However, the procedure in this research is combined procedures from some experts. The procedure was (1) conducting needs analysis, (2) writing the course grid, (3) designing materials (first draft), (4) getting the expert judgment, and (5) revising and writing the final draft.

Two instruments were used in this research. They were questionnaire for the needs analysis and questionnaire for evaluation. As the data were collected through a questionnaire, the questionnaire guidelines were made. The first guideline was made for collecting the students' needs and interest data. The second questionnaire was for getting the feedback from the expert. The expert evaluated the materials based on four criteria i.e. appropriateness of the content, appropriateness of the presentation, appropriateness of the language and appropriateness of the layout.

The data from the first questionnaire were analyzed by calculating the percentage of each answer on the questionnaire. In the second questionnaire, the researcher used descriptive statistic to analyze the data. To obtain the data, the researcher used *Likert-Scale*. The data of this second questionnaire were obtained by central tendency measure proposed by Suharto (2006: 52-53).

Research Findings and Discussions

The research findings showed that the English Club members

wanted materials that could help them improve their confidence in speaking English and develop their public speaking skills. From the needs analysis it can be seen that they found difficulties in learning pronunciation and vocabulary. In addition they wanted authentic materials and more varied activities inside and outside the classroom such as videos of real speech, sample videos of real debate, recordings of real presentation, script of speech, debating speech script, and sample of presentation script. The length of the recordings or videos was between two minutes and five minutes, while the text length was between 250 to 500 words each text.

From the results of the needs analysis the researcher wrote the course grid. It was used as the blueprint or guideline to develop a set of public speaking learning materials that consisted of three skills i.e. debate, speech and presentation. Those skills were developed into three units using the text-based instruction or genre-based approach. There were twenty one activities in each unit and they were divided into four parts, i.e. 'Let's observe', 'Let's study', 'Let's practice' and 'Let's review'. Those activities follow the five procedures of a text-based lesson in teaching speaking proceeded by Feez and Joyce (1998) in Richards (2008). Besides those four parts, there are two additional parts in each unit i.e. 'Know More' and 'Useful Links & Resources'. The materials made was called the first draft.

Once the first draft was done, then it was evaluated by the materials expert. The aspects that were

evaluated were the appropriateness of the content, the appropriateness of the presentation, the appropriateness of the language, and the appropriateness of the layout. Those aspects were adapted from the BSNP (*Badan Standar Nasional Penilaian*). The expert judgment gave scores to assess the materials using a four-point scale. The average scores of each unit are as follows. The average score of Unit 1 is 3.23. The average score of Unit 2 is 3.30. The average score of Unit 3 is 3.27. The final mean of all units is 3.26 which is categorized as very good. This suggested that the developed materials were appropriate for the members of the English Club of SMAN 4 Yogyakarta. However, there were two suggestions proposed by the expert related to the consistency of the activity and the length of the text in the materials. The results of the expert judgment were used to make revision of the materials, which was then called the final draft of the materials.

Conclusions

This research aimed to identify the target and learning needs of the members of the English Club of SMAN 4 Yogyakarta and to develop a set of public speaking learning materials for them. Based on the research findings, the following conclusions can be drawn.

First, it can be concluded that the target needs of the research consisted of three components i.e. goals, lacks and wants. The members of the English Club needed materials to improve their confidence in doing public speaking as well as materials to develop their pronunciation and

vocabulary mastery. According to the research findings, the learning needs were including various speaking activities with authentic input listening and input text. The appropriate materials for them included debate, speech and presentation. They were divided into three units. Each unit consisted of three main components i.e. opening activities, main activities and closing activities.

Related to the conclusions above, three suggestions are put forward. First, this research can be used as guide for the English Club tutors to maintain the activities in the English Club of SMAN 4 Yogyakarta. Next the members of the English Club are suggested that they use the materials and be able to perform better in contests. Lastly it is suggested that other material designers should be able to develop appropriate materials to cover the learners' needs.

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