

## **DEVELOPING ENGLISH LISTENING AND SPEAKING MATERIALS FOR TENTH GRADE STUDENTS OF SMA N 1 SRANDAKAN**

### ***PENGEMBANGAN MATERI MENYIMAK DAN BERBICARA BAHASA INGGRIS UNTUK SISWA KELAS X SMA N 1 SRANDAKAN***

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#### **Abstract**

This study is aimed at developing appropriate supplementary English listening and speaking materials for tenth grader of SMA N 1 Srandakan. This study is a Research and Development (R&D) study using five steps proposed by Jolly and Bolitho's model in Tomlinson (1998). The subjects of this study were 19 students of X A2 class of SMA N 1 Srandakan. The instruments used in the research were needs analysis questionnaire and expert judgment questionnaire. The data were analyzed quantitatively through descriptive statistics. The product of this study is materials entitled "Listen & Speak for Grade X Students" developed by using Curriculum 2013 and TBLT Method proposed by Nunan (2004). The result of the data calculation of the expert judgment shows that the developed materials are categorized as "very good" with feasible revisions. Thus, it can be concluded that the developed supplementary English listening and speaking materials have been appropriate for tenth grade students of SMA N 1 Srandakan.

Keywords: listening, speaking, materials development

#### **Abstrak**

*Penelitian ini bertujuan untuk mengembangkan materi tambahan menyimak dan berbicara bahasa Inggris yang sesuai untuk siswa kelas X SMA N 1 Srandakan. Penelitian ini menggunakan metode penelitian dan pengembangan (Research and Development/ R&D) yang menggunakan model 5 tahapan dari Jolly dan Bolitho dalam Tomlinson (1998). Subjek penelitian ini adalah 19 siswa dari kelas X A2 SMA N 1 Srandakan. Instrumen penelitian yang digunakan adalah kuesioner analisis kebutuhan dan kuesioner penilaian ahli. Data yang didapatkan dianalisis secara kuantitatif deskriptif statistik. Produk dari penelitian ini adalah materi yang berjudul "Listen & Speak for Grade X Students." Materi ini dikembangkan dengan menggunakan Kurikulum 2013 dan metode TBLT dari Nunan (2004). Hasil dari perhitungan data penilaian ahli menunjukkan bahwa materi yang dikembangkan masuk dalam kategori "sangat baik" dengan beberapa revisi. Sehingga dapat disimpulkan bahwa materi tambahan menyimak dan berbicara bahasa Inggris yang telah dikembangkan sesuai untuk siswa kelas X SMA N 1 Srandakan.*

Kata kunci: menyimak, berbicara, pengembangan materi pembelajaran

## INTRODUCTION

The national education of Indonesia includes English in Curriculum 2013 which is the latest curriculum used in Indonesia. In this curriculum, related to Government Regulation No. 8 of 2016 about Course Books Used by Educational Institution, course books become the main component in English teaching-learning activities and become the main learning source to fulfil basic competences (*Kompetensi Dasar/ KD*) and core competences (*Kompetensi Inti/ KI*). They define the contents, methods, and procedures for the teaching learning process. It is also stated that they provide a systematic syllabus that teacher can follow in their teaching. Thus, the government provides course books to help teachers and students in the English teaching learning process, including the book entitled "*Bahasa Inggris: Buku Siswa untuk SMA/MA/SMK/MAK Kelas X Edisi Revisi 2016*" (English: Students' Book for Tenth Grade Students of Senior High School Revised Edition 2016) as the English course book for tenth grade students of senior high

school. This book becomes the main reference in the English teaching-learning process for tenth grade students of senior high school including SMA N 1 Srandakan.

Unfortunately, although this book is provided by the government, it doesn't mean that the book is perfect. English teachers of SMA N 1 Srandakan stated that the book still lacked listening and speaking materials. The book is not completed with audio and lacks speaking activities. Whereas, according to a survey done by Masuhara and Tomlinson (2008) to general English teachers and students, one of the main needs of general English learners is to improve listening and speaking to everyday English. Thus, the teacher must look for other sources and develop supplementary materials to teach students listening and speaking skills. The teachers were afraid that listening and speaking skills of the students cannot be developed well if they cannot find and develop appropriate listening and speaking materials. Hence, it is necessary that English supplementary listening and

speaking material for SMA N 1 Srandakan to be developed.

## **RESEARCH METHODS**

This study used educational research and development (R&D) as the research methodology. According to Borg and Gall (1983:771), R & D is as a process used to develop and validate educational product. This research was not to formulate or test theory but to develop effective products for using in schools, in this case, students' speaking and listening learning materials. It was conducted to design listening and speaking materials based on TBLT Method for tenth grade students of SMA N 1 Srandakan.

This research was conducted in SMA N 1 Srandakan. SMA N 1 Srandakan was located in Jalan Pandansimo KM. 1, Srandakan, Trimurti, Bantul. The school was located far away from the city because it was located in the southern part of Bantul regency. It was also located on the border of Kulon Progo regency. The location of this school was near the beach. Because geographically located far

from the city, the students rarely used English. They tended to use Javanese most of the time because they lived in the village. The researcher conducted the research in the second semester of the academic year 2017/2018.

The research procedure in developing listening and speaking materials for the tenth grade students of SMA N 1 Srandakan in the second semester was done by using procedures which was adapted from Jolly and Bolitho (2011). There were six steps of materials design. They were conducting needs analysis, writing the course grid (syllabus), developing the materials, evaluating the materials, revising the design materials, and writing the final draft of the materials.

The data collection techniques used in this research were the questionnaires. The questionnaires were applied in the needs analysis stage to obtain the data about the students' characteristics and in the process of learning materials development (during expert judgment).

The first questionnaire was distributed to the students for the needs analysis which was related to Hutchinson and Waters (1987) and Nunan (2004) and the questions related to the theories such as Graves (2000), Richards (2008), Brown (2004), Brown (2001), Cunningsworth (1995), Nation and Newton (2008), and Harmer (2007). The second questionnaire was given to the evaluator to evaluate the developed materials. It was organized based on the criteria of BSNP in 2014. The criteria were the content, the language, the presentation, and the graphic of the materials. The data from the needs analysis were analyzed quantitatively using frequency and percentage and the result was used to develop the course grid for developing the product. The data from the expert judgment were analyzed quantitatively through descriptive statistics. The suggestions obtained from the expert were used to revise the first draft of the developed materials.

## **RESEARCH FINDINGS**

The aims of this research are finding the learning needs and target needs of tenth grade students of SMA N 1 Srandakan and developing appropriate supplementary English listening and speaking materials for tenth grade students of SMA N 1 Srandakan. The findings of the learning needs and target needs of tenth grade students of SMA N 1 Srandakan was included as a process in developing the materials. There were several steps in developing materials done by the researcher. It is described in the following explanations.

The first step in developing materials was conducting needs analysis. The needs analysis was aimed at determining the needs for which the tenth grade students of SMA N 1 Srandakan require the language and arrange the needs according to priorities. The needs were learning needs and target needs of tenth grade students of SMA N 1 Srandakan. The needs analysis was presented in the form of questionnaire. The questionnaire consisted of eight aspects proposed

by from Hutchinson and Waters (2006) and Nunan (2004) with eighteen questions. According to Hutchinson and Waters (1987), target needs refer to what the students need to do in the target situation. Moreover, learning needs according to Nunan (2004) cover the components of the task. The aspects used in this questionnaire were necessities, wants, lacks, goals, inputs, procedures, teachers' role, and students' role.

From the result of the needs analysis, it can be concluded that most of the students learned English because they needed it for their examination and for their future job. It also can be concluded that they were still at the beginner level of listening and speaking and they wanted to learn listening and speaking to increase their ability in communication by using English. The students also wanted to study more about transaction ability. Considering about their lacks, the students think that they lacked the ability to differentiate words which had similar sounds (i.e. sheep – ship; I – eye; bag – back; etc.), understand

the grammar from the utterance that was heard, and understand the situation, aim, and participation from the monolog or dialog which was heard. Moreover, most of the students chose expressing utterance well and clearly as their biggest lack in speaking.

Moreover, the students wanted to have the topic of their learning activities which was close to their daily life. They also wanted activities which were related to intensive listening and interactive listening for the listening activities and imitative, responsive, transactional and interpersonal activities for the speaking activities.

For the teacher role, the students needed material which allowed the teacher to give various activities than a certain type of activity in studying listening and speaking. The students also preferred that the teacher corrected them after they finished their utterances rather than corrected them while they were speaking. Students also preferred that the teacher gave them clues or helped them while they were working or facing problems. Furthermore, the

students preferred to have materials which let them to have various activities and be active in the class. According to Sariçoban and Karakurt (2016), the use of TBLT Method proposed by Nunan (2004) as the teaching method in the developed materials was appropriate because task-based learning allowed the participants to practice real-world language more than common classroom environment and provided a chance to practice speaking and listening and the topics were interesting enough for learner participant.

The next step after identifying the target and learning needs was writing the course grid. Graves (2000) mentions the importance of knowing who the learners are in developing materials in order to develop materials which are appropriate for the students. Thus, the result of the needs analysis was used to develop the course grid. The materials in the course grid were about transactional texts which were taken from the Basic Competence 3.1 and 4.1 about self and family introduction, 3.3 and 4.3 about

asking and telling plans and intentions, and 3.6 and 4.6 about asking and telling past event (recount). There were three units in total. The topics of the developed materials were close to students' daily life. The topic of Unit 1 was about how to introduce ourself and family in the first day of school. The topic of Unit 2 was about how to plan a study tour with friends. The topic of Unit 3 was about how to ask and tell past experience on the last holiday.

After writing the course grid, the next step was writing the materials. The developed materials was entitled "Listen and Speak for Grade X Students". Each unit in the developed materials has the same steps which were proposed by Nunan (2004). These steps were schema building, controlled practice, authentic practice, focus on linguistic elements, providing freer practice, and introducing pedagogical task. In each unit, there were also additional information and reflection sections. The section of additional information was aimed at giving additional information for the students related

to the topic. The additional information was expected to help the students in learning the materials. The section of reflection was aimed at the students to reflect their achievements. In the first draft, Unit 1 consisted of 18 tasks, Unit 2 consisted of 18 tasks, and Unit 3 consisted of 17 tasks.

The next step after writing the materials was the expert judgment. According to Jolly and Bolito (2011), evaluation of materials in the process of developing materials make a variety of optional pathways and feedback loops which make the whole process both dynamic and self-regulating. There were four aspect used to evaluate each unit of the developed materials. These aspects were based on BSNP 2014. They were the appropriateness of the content, the language, the presentation, and the graphic of the materials. After the expert judgment, the developed materials were revised based on the suggestions given by the expert. The revision was aimed at improving the quality of the materials. In the final draft of the developed materials, Unit 1 of

developed materials consisted of 18 tasks, Unit 2 consisted of 21 tasks, and Unit 3 consisted of 18 tasks. According to the expert judgment, the supplementary English listening and speaking materials for tenth grade students of SMA N 1 Srandakan was appropriate to be used and has met the students' target and learning needs.

## **CONCLUSIONS AND SUGGESTIONS**

In conclusion, the students' goal in learning listening and speaking is to have good scores in their examination and to get more provisions for their future job. The purpose of developing this book is to help the students to improve their listening and speaking skills which will be very beneficial for them when they have their final examination. Listening section in final examination is considered as the most difficult section because listening is rarely taught. Moreover, listening and speaking skills are considered as the important skills in communication. A lot of occupations require good communication in

English. Therefore, this book meets the students' goal in learning English. It also enables the students in learning English in the fun way because the materials are developed based on their concerns. The result of the expert judgment shows that the book is appropriate to be used by the tenth grade students of SMA N 1 Srandakan.

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