

DEVELOPING SUPPLEMENTARY LISTENING AND SPEAKING MATERIALS FOR GRADE X STUDENTS OF SENIOR HIGH SCHOOLS

PENGEMBANGAN BAHAN AJAR TAMBAHAN UNTUK MENYIMAK DAN BERBICARA BAGI SISWA KELAS X SEKOLAH MENENGAH ATAS

By: Nawangsri Ari Murti, Tri Wahyuni Floriasti, M.Hum., Yogyakarta State University
murtinawangsari@yahoo.co.id

Abstract

This research was aimed to develop the appropriate supplementary listening and speaking materials for grade X students of Senior High Schools. This was a Research and Development study. The subjects of this research were 64 students of Grade X of SMA Negeri 1 Klirong in the academic year of 2017/2018. The research procedure was the one adapted from Masuhara in Tomlinson (1998) and the steps were conducting needs analysis, writing the course grid, developing the first draft, getting the expert's judgement and revising the units, and developing the final draft. In the needs analysis process, a questionnaire was distributed to the students and an interview was conducted with two English teachers. The data collection instruments used were a needs analysis questionnaire, an expert judgement questionnaire, and interview guidelines. The products of this research were a student book and a teacher book of supplementary listening and speaking materials for grade X students of Senior High Schools. The units were developed by referring to the steps of task-based instruction. Each unit consisted of *Share It!*, *Vocabulary Builder*, *Let's Practice!*, *Let's Listen and Speak Up!*, *Let's Take Action!*, *Challenge Me!*, *Time to Sum Up!*, *Self-Reflection*, and *Break for Fun*. Based on the results of the expert judgement, the mean score of the materials is 3.91 which is categorized as "Very Good".

Keywords: supplementary materials, listening, speaking, task-based language teaching

Abstrak

Tujuan dari penelitian ini adalah untuk mengembangkan bahan ajar tambahan menyimak dan berbicara bagi siswa kelas X Sekolah Menengah Atas. Penelitian ini merupakan penelitian dan pengembangan. Subyek penelitiannya adalah 64 siswa kelas X SMA Negeri 1 Klirong tahun ajaran 2017/2018. Prosedur penelitian diadaptasi dari Masuhara dalam Tomlinson (1998) dan langkah-langkah penelitian ini mencakup analisa kebutuhan siswa, menulis silabus, menulis naskah awal materi, uji validitas materi, dan memperbaiki naskah akhir materi. Analisa kebutuhan dilakukan dengan mendistribusikan kuesioner kepada siswa dan mewawancarai dua guru bahasa Inggris. Produk dari penelitian ini adalah satu buku siswa dan satu buku guru bahan ajar tambahan menyimak dan berbicara bagi siswa kelas X SMA. Unit-unit dikembangkan berdasarkan prosedur pembelajaran berbasis tugas. Setiap unit terdiri Share It!, Vocabulary Builder, Let's Practice!, Let's Listen and Speak Up!, Let's Take Action!, Challenge Me!, Time to Sum Up!, Self-Reflection, dan Break for Fun. Berdasarkan hasil uji validitas, nilai rata-rata bahan ajar ini adalah 3.91 dan dikategorikan sebagai "sangat baik".

Kata kunci: bahan ajar tambahan, menyimak, berbicara, pengajaran bahasa berbasis tugas

INTRODUCTION

Listening skill becomes an important part in learning a language. Learners need to take parts in listening in order to be able to speak. Feyten (1991) in her journal mentions that listening plays an important role in the process of second language acquisition. In listening, learners get information to build up their knowledge in functioning the language. When they have already built up their knowledge, they will be able to speak imminently.

Most of people learn English at schools and courses. Senior high school students learn English as a compulsory subject. At school, they learn English for academic purposes. Most of the teachers tend to add more proportion in teaching reading and writing because of some reasons. One of those reasons is they have limited listening and speaking materials.

Actually, the government provides a course book, but the book

have limited materials in listening and speaking. It becomes the reason why the teacher decreases the proportion of teaching listening and speaking. Besides, the approach of language teaching used by the teacher should be an appropriate approach which can be used effectively so that the goal of the teaching program can be successfully reached. But in fact, most of the teachers have less concern in using an appropriate approach.

Beside the materials and the approach in teaching, another problem occurs from the students. They usually communicate each other by using their mother tongue. Of course they will find it difficult to speak in English. They only learn how to use the language properly and correctly, but they don't learn how to communicate each other by using English fluently and naturally. Definitely, it is because of the tendency of the teacher to teach reading and writing more than listening and speaking. Even when

students have a discussion in the classroom, the students still speak in their mother tongue much more than English. The teacher also tends to use Indonesian language when they teach the students by considering the students' English proficiency level.

Dealing with those problems, the researcher intends to develop supplementary listening and speaking materials followed up by tasks which concern with the Task-Based Language Teaching (TBLT) approach to support the learning of listening and speaking skill for the tenth grade students of Senior High School.

RESEARCH METHODOLOGY

Type of Research

This research study is categorized as research and development. According to Borg and Gall (1983), educational research and development (R&D) is the process to develop and validate educational product.

Research Setting

This research was conducted in SMA Negeri 1 Klirong around August 2017.

Research Subjects

The participants of this research were 64 tenth grade students of SMA Negeri 1 Klirong in the academic year of 2017/2018.

Research Procedure

The procedure used in this research was the adaptation of the one proposed by Masuhara in Tomlinson (1998). The research procedure of this study includes conducting needs analysis, writing the course grid, developing the first draft, getting the expert's judgement and revising the units, and developing the final draft.

Data Collection Techniques and Research Instruments

The data collection techniques were survey and interview. For needs analysis process, it was done by distributing needs analysis questionnaire adapted from Nunan (2004) and Hutchinson and Waters (1987) to the students

and by conducting an interview with the English teacher. For expert judgement, it was done by distributing questionnaires adapted from BNSP (2014) and Hutchinson and Waters (1987).

Techniques of Data Analysis

The qualitative data were obtained from the interview. This data were analysed by using interactive model proposed by Miles, Huberman, and Saldaña (2014)

The quantitative data were obtained from the need analysis questionnaire and expert judgement questionnaire. The needs analysis questionnaire was analysed by calculating the percentage of each answer. Meanwhile, the expert judgement questionnaire was analysed by looking for the average score of each aspect.

RESEARCH FINDINGS AND DISCUSSION

The products of this research are a student book and a teacher book of supplementary listening and speaking materials for grade X students of Senior High School. Each

unit of a student book has nine parts: Share It!, Vocabulary Builder, Let's Practice!, Let's Listen and Speak Up!, Let's Take Action!, Challenge Me!, Time to Sum Up!, Self-Reflection, and Break for Fun. The first unit contains 21 tasks and is entitled "Hello, my name is...". It is about self-introduction and was developed based on the basic competences point 3.1 and 4.1.

The second unit contains 21 tasks and is entitled "Fantastic! It is a nice work.". It is about congratulatory and compliment. It was developed based on the basic competences point 3.2 and 4.2. The last unit contains 21 tasks and is entitled "I will go on a trip". It is stating plans and intentions. It was developed based on the basic competences point 3.3 and 4.3. In addition, there is also a teacher book for the teacher's guide in teaching.

After the materials were developed, they were evaluated by an expert of English learning materials and of the comics. The instrument of expert judgement is based on the Standard of Textbook Assessment for Senior High School

by BSNP (2014). The aspects include the appropriateness of the contents, language, presentation, and layout.

Table 1: Validation of All Units in the Developed Materials

No.	Components	Mean	Description
English Learning Materials			
1.	Appropriateness of the Content		
	Unit 1	4	Very Good
	Unit 2	4	Very Good
	Unit 3	4	Very Good
2.	Appropriateness of the Language		
	Unit 1	3.8	Very Good
	Unit 2	3.8	Very Good
	Unit 3	3.8	Very Good
3.	Appropriateness of the Presentation		
	Unit 1	4	Very Good
	Unit 2	4	Very Good
	Unit 3	4	Very Good
4.	Appropriateness of the Layout		
	Unit 1	3.85	Very Good
	Unit 2	3.85	Very Good
	Unit 3	3.85	Very Good
Mean (\bar{x})		3.91	Very Good

Based on the table above, it can be seen that the mean score of the appropriateness of the contents of all units is 4 which is categorized as “Very Good”. Then, the mean score of the appropriateness of the language is 3.8 which means “Very Good”. The mean score of the appropriateness of the presentation is 4 which means “Very Good”. Lastly, the mean score related to layout is 4 which is categorized as “Very

Good”. To sum up, the mean score of all aspects is 3.91 which came into the categorization of “Very Good”.

CONCLUSIONS AND SUGGESTIONS

Conclusions

According to the results of the needs analysis process, the students need to learn listening in order to be able to understand monologues and dialogues in English. They need to learn speaking in order to be able to communicate in English fluently. In terms of input, they wanted the duration of the recordings for listening section in the length of 3-4 minutes at least. The topic that they wanted the most for listening and speaking materials is the topic which is related to daily life, both in school and outside of the school. They also stated that native speaker recordings will be helpful and interesting for them.

The listening and speaking materials were developed based on the steps of task-based instruction proposed by Nunan (2004). It was also developed based on the core competences and basic competences

of Curriculum 2013, and the learners' needs. Then, the developed materials are considered to be appropriate based on the results of expert judgement.

Suggestions

There are some suggestions proposed for the grade X students, English teachers, and other researchers who conduct the similar study. For the grade X students, they are suggested to use the materials anytime since it is completed with a QR code which provides links to the audio. For the English teachers, they are suggested to use the developed materials for the teaching and learning process. For other researchers who conduct a similar research, they are suggested to try out these materials or to revise the develop similar to keep them up to date.

REFERENCES

- Borg, W.R. and Gall, M.D. 1983. *Educational Research: An Introduction*. New York: Longman.
- BSNP. 2014. *Standar Isi*. Kementerian Pendidikan dan Kebudayaan.
- Feyten, C.M. 1991. The Power of Listening Ability: An Overlooked Dimension in Language Acquisition. *The Modern Language Journal* / Volume 75, Issue 2.
- Hutchinson, T. and Waters, A. 1987. *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Nunan, D. 2004. *Task-based Language Teaching*. New York: Cambridge University Press.
- Tomlinson, B. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.