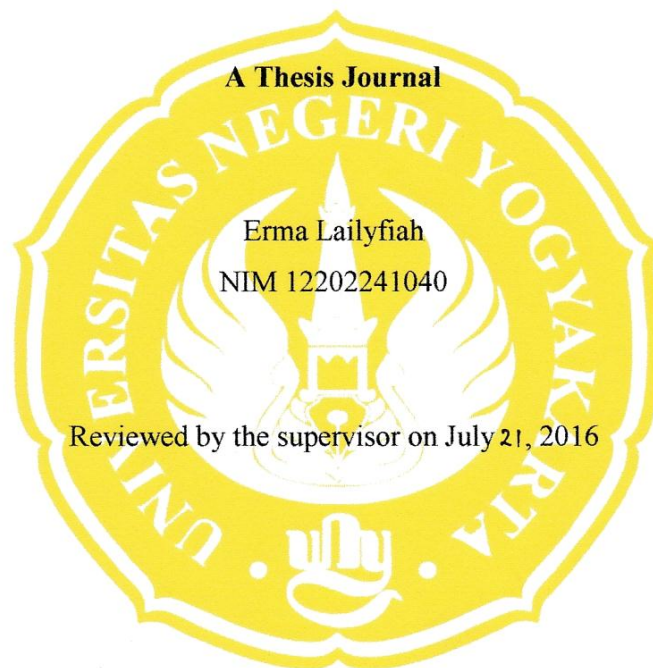# APPROVAL SHEET

DEVELOPING ENGLISH SPEAKING MATERIALS FOR GRADE TEN STUDENTS OF OFFICE ADMINISTRATION STUDY PROGRAM AT SMK

A Thesis Journal

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Developing Englih Speaking Materials for Grade Ten Students of Office Administration Study Program
at SMK

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Abstract: The objective of this research was to develop appropriate English speaking materials for grade ten students of Office Administration study program. The steps of the research were data and information collection (needs analysis), course grid writing, materials design, expert validation, materials revision and final draft writing. The subjects of the research were grade ten students of Office Administration Study Program, Class X AP1. The instruments to collect data were observation, interview guideline, needs analysis questionnaire and expert judgment questionnaire. The results of the observation and interview were analyzed qualitatively. The results of the questionnaires were analyzed using descriptive statistics. This research developed three units of materials. Each unit was organized into: 'Warm-up', 'Let's Listen', 'Say It Right', 'Word Bank', 'Let's Study', 'Let's Practice More', 'Let's Speak More', 'Summary', and 'Reflection'. Based on the findings of the expert judgments analysis, the materials were appropriate. The mean score of all aspects of the three developed units was 3. 89 which was categorized as "Very well".

Keywords: research and development, English speaking materials

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Introduction

Speaking is a part of daily life that we cannot ignore. It is the interaction between two people or more to share what they have in their minds. Speaking is one of four skills in English which is important to be learned by students. Hughes (2002) emphasizes that students should have and develop speaking abilily as one of the language skills. However, some researchers believe that developing students' English speaking skill in non-speaking English country is difficult. Based on the preliminary observations, speaking is the English skill that rarely be taught in a class. Teachers pay attention more on non-speaking skills, i.e. reading, listening and writing, since the skills are examined in the national exam. Besides, they lack of English speaking materials which are appropriate in particular context of students.

Vocational high school (SMK) students especially in Office Administration Study Program have particular context in learning speaking skill. They have different needs from the students of senior high school in general. Unfortunately, there are not many English speaking materials for vocational high school students whereas the students of vocational high school are demanded to have speaking skill to prepare them in facing the workfield. This is based on the Indonesian Qualification Framework (2014) that students of Office Administration Study

Program as called Level II Secretary should master English communication skill in the office context.

Developing English speaking materials which meet the needs of Office Administration Study Program is important to help the English teaching and learning process, especially to improve the students speaking skill since it is one of the qualifications of their study program.

In developing the materials which are appropriate to the students' needs, it is important to do the needs analysis. The needs analysis is used to gather the information about target needs and learning needs (Hutchinson and Waters, 1987). The target needs and learning needs are used to develop the course grid as guidance in developing the materials.

The implementation of Task-Based Language Teaching principles by Nunan (2004) in the materials are needed since it enables students to use the target language in completing the task with/without the teacher. Nunan (2004) defines seven principles of Task-Based Language Teaching. They are scaffolding, task-dependency, recycling, active learning, integration, reproduction to creation and reflection. Scaffolding means lessons and materials should provide supporting frameworks. Learners should not be expected to produce language that they have learned before in the beginning of the learning process. In task-dependency, one task should have any relation with the previous task and/or the next task. Learners are led step by step to the point where they finally can do the final task in the sequence. Recycling language will enable learners to master the language well since it will reintroduce the language given in the previous section. Learners will learn in their best condition through active learning, because they construct their own knowledge. In integration, learners should be taught the differences between linguistic form, communicative function and semantic meaning. Reproduction to creation means that learners should be able to move from reproductive tasks given by models (tape, teacher, textbook, etc) to creative language use. The task should encourage the learners to be creative. Finally, the materials should provide the students to reflect their difficulties in learning or to reflect how well they are doing.

Some techniques of teaching speaking that considered as communicative techniques should be implemented within the materials. They are role play, communication game, simulation, prepared talk and opinion-sharing activity. Many students obtain great advantages in doing role play. As it is proposed by Harmer (2001), role play can be used to encourage students' oral fluency and/or to train students for specific situations. In teaching speaking, we have to consider using games since they are interesting and challenging so that learners can learn to speak without any hesitation. Harmer (2001) sees games as a designed activity that can provoke students' communication by providing information gaps. According to Richards and Schmidt (1985), simulation is defined as an activity to simulate the real situations. Students should follow the given instructions by the teachers. The instructions may be in the form of tasks, roles in a situation or problems to be solved. Harmer (2001) sees the prepared talk as the popular speaking activities where students can make a presentation based on their own choice of topics. This activity helps students to have a well-prepared activity so

that they can speak in front of the class confidently. Furthermore, Harmer says that this activity can be extremely interesting for teachers and students because the talk is properly organized. Opinion-sharing activity enable learners to collect and compare their opinions (Richards, 2006). Not only their opinions but also they can compare their values and beliefs.

Some principles for evaluating the materials are useful not only after finishing the materials but also in the process of writing materials as the important things to consider. Hutchinson and Waters (1987) propose some questions used to evaluate the materials in terms of audience, aims, content, methodology and other criteria. In term of audience, it means that the materials should be appropriate for the intended audiences. The good materials should have the clear aim(s). It will be useful to guide the materials developer to keep in the track while developing materials. The content of the materials should cover the linguistic descriptions, language points, the proportion of work on each skill, the covered micro-skills, text types, types of topics, the organised contents within the units and materials, and the sequenced content within the units and materials. In term of methodology, the materials should be based on the theories of learning. Tasks, teaching and learning techniques and aids should be covered in the materials. Good materials are flexible; they provide a guidance for the users. In other criteria aspect, this is related to the price and the accessibility of the materials.

Research Method

The research was conducted in SMK N 1 Pengasih. This school is a vocational high school focusing on Business and Management Department which one of the study programs is Office Administration. This research was conducted from November 2015 to January 2016. The research procedures used in this study combined from the procedures proposed by Borg and Gall (1983) and Jolly and Bolitho in Tomlinson (1998). They are data and information collection (needs analysis), course grid writing, materials design, expert validation, materials revision and final draft writing. The researcher used a questionnaire to conduct the needs analysis, followed by interview using interview questions and observations. Then, another questionnaire was distributed to obtain the opinions from experts about the designed materials.

There were two types of data in this research. They were qualitative and quantitative data. The qualitative data were obtained from the interview session with the teacher. Burns (2010) proposes the main tools for analyzing qualitative data. They are categorizing and analysing talk. The deductive coding in categorizing data as proposed by Burns (2010: 107) was used to match the data with the developed categories. As the result, there were opinions and suggestions from the vocational high school teacher about what the appropriate materials should be and the target needs. The result of observations were in the form of supported documents. These documents were used to find out the target needs. Furthermore, there were also quantitative data obtained from the first and the second questionnaires. The first questionnaire (needs analysis) was in the form of multiple choice questions while the second questionnaire (expert judgements) used the five-point scale of Likert. The points—as provided by Burns (2010)—are extremely well, very well, fairly well, a little and not at all. The first

questionnaire was analysed manually in order to get the percentage of each answer. Then, the second questionnaire distributed to experts was analysed by measuring the mean values as proposed by Suharto (2006).

Findings and Discussions

Based on the research findings, grade ten students of Office Administration Study Program needed English to support their job after graduation. From the interview and observation, i.e. study documents, it could be concluded that they had the same result of needs. Students of Office Administration Study Program needed English to improve communication skills primarily in handling a telephone call, handling guest and delivering a presentation (BSNP, 2014; Ministry of Education and Culture, 2014; Curriculum 2013).

The learning needs were gathered from the first questionnaire. There were 3 components. They were activities, teacher's roles and learner's roles. These components were suitable with the components proposed by Hutchinson and Waters (1987) in the learning needs framework. In term of activities, filling in the blanks was the most favourite listening activity and acting the dialogues out was the most favourite speaking activity. Students wanted to interpret the meaning of English words in the vocabulary activities and to repeat after their teacher in the pronunciation activities. In term of the teacher's roles, the students wanted their teacher to give keywords while they were having difficulties. It had the highest percentage at 52%. In relation with the learner's roles, listening to the teachers' explanations was the most preferred one.

The result of target needs and the learning needs were used as guidance to design the course grid. The course grid consisted of three units. It had eleven components in each Unit. They were *Unit Title, Goal, Objectives, Indicators, Input Text, Key Grammatical Structure, Key Vocabulary Items, Key Pronunciation Items, Language Functions, Media, and Activities.*

There were three units of the developed materials. The tasks of the units ranged from 16 to 19. Each unit had 9 sections. They were *Warm-Up, Let's Listen, Say it Right, Word Bank, Let's Study, Let's Practice More, Let's Speak More, Summary and Reflection.* These sections reflected the principles of Task-Based Language Teaching as proposed by Nunan (2004). The principles are scaffolding, task dependency, recycling, active learning, integration, reproduction to creation and reflection.

The developed materials were considered as the first draft of the materials. The first draft needed to be evaluated by an expert (Borg and Gall, 1983). The expert judgment questionnaire was distributed. The questionnaire contained two sections. They were open-ended questions and close-ended questions. The results of the expert judgment were used to assess the appropriateness of goals in writing materials, input texts, language structures, language skills, tasks, textbook organizations and textbook layout. These aspects to assess the appropriateness of the materials were implemented from some experts, i.e. Brown, 2001; BSNP, 2014; Nunan, 2004; Celce-Murcia, 2001; Hutchinson and Waters, 1987; Tomlinson, 1998.

The results of the expert judgment were in the form of quantitative data. The data were interpreted by finding the mean value using the formula proposed by Suharto (2006). The mean value of Unit 1 was 3. 85. It was in the interval of 3. 7 – 4. 5. Unit 2 had the mean value of 4. 08 which was in the same interval. The last unit had the mean value of 3. 75. All of the units were categorized as "Very well". At last, the final mean value of three units was 3. 89 and it was categorized as "Very well".

Based on the result of the expert judgment analysis, there were still revisions needed to be done. Most of the revisions were in term of the instructions in the tasks. The instructions should be clear either for students or teachers (Celce-Murcia, 2001). The main differences of the first draft and the evaluated materials were in the instructions and in the "Summary" section. In term of instructions, the changes were mostly in the grammatical structures and the idea of the instructions, i.e. learning technique. In the "Summary" section, the idea of this section should be changed. It is better to add a task which enable the students to recall their memory of each unit. After the developed materials had been revised, the second draft of the materials was called the final draft of the English speaking materials for grade ten students of Office Administration Study Program.

Conclusions, Implications and Suggestions

According to the findings, the learning needs can be concluded as follows.
1. In the listening activities, fill in the gaps of monologues or dialogues was the most preferred one.
2. In the speaking activities, the students wanted to act out the monologues or dialogues.
3. In the vocabulary activities, the students preferred to interpret the meaning of difficult words.
4. In the pronunciation activities, repeating after the teacher in pronouncing words was the most favourite activity.
5. In the teachers' role, the students wanted their teacher to give keywords while they were having difficulties.
6. In the learners' role, the students preferred to listen to the teachers' explanations.

From the target needs and learning needs, it can be concluded that the appropriate English speaking materials for grade ten students of Office Administration Study Program consisted of three units which had been validated and each unit had the following sections. They are the title of the unit, *Warm-Up, Let's Listen, Say It Right, Word Bank, Let's Study, Let's Practice More, Let's Speak More, Summary and Reflection.*

The implications of this study are 1) the process of needs analysis is needed to be done well since it is very useful as guidance to develop the materials; 2) getting the data and information of needs from various resources is necessary to get the actual needs needed in developing the materials, and 3) the principles of Task-Based Language Teaching are important to be implemented in developing

speaking materials since they enable the students to complete the task using the target language.

The suggestions are proposed for the materials developer who wants to conduct the relevant study and the teachers. In order to develop good materials, there should be a clear needs analysis. A clear needs analysis will help the material developer to develop the material which is really relevant to the needs. Teachers should be able to encourage students to do the speaking activities. It is important to build students' confidence first to speak because it will influence the teaching and learning process in the class.

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