

DEVELOPING TASK-BASED ENGLISH SPEAKING SUPPLEMENTARY MATERIALS FOR GRADE X STUDENTS OF SENIOR HIGH SCHOOLS

PENGEMBANGAN MATERI PENDUKUNG BERBICARA BAHASA INGGRIS BERBASIS TASK BAGI SISWA KELAS X SMA

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Abstract

The aims of this study were: (1) to find out the target needs of grade X students of senior high schools, (2) to find out the learning needs of grade X students of senior high schools and (3) to develop appropriate English speaking supplementary materials based on Task-Based Language Teaching approach for grade X students of senior high schools. This is research and development (R & D) study. The subjects of the research were grade X students of SMANegeri 2 Yogyakarta in the academic year of 2017/2018. There were two techniques of data collection in conducting this research. The first one was questionnaire which comprises needs analysis questionnaire aimed to the students and the materials development expert. The second one was the interview of needs analysis addressed to the teacher. The research procedure was adopted from the course design procedure proposed by the experts in Tomlinson (2011: 246) with some modifications. Hence, the research procedure consisted of conducting the needs analysis, formulating the course design, designing the first draft of materials, obtaining the expert judgement, and revising the final draft of materials. The product of this study consists of three units of English speaking supplementary materials. Based on the evaluation of materials, the content, the presentation, the language and the layout of the materials are appropriate. The mean score for the whole aspects of the developed materials was 3.40 which is considered 'very good'.

Keywords: Task-Based Language Teaching, speaking, supplementary materials

Abstrak

Penelitian ini bertujuan untuk: (1) mendapatkan informasi mengenai kebutuhan capaian siswa kelas X SMA, (2) mendapatkan informasi mengenai kebutuhan belajar siswa kelas X SMA, dan (3) mengembangkan materi pendukung pembelajaran berbicara berbasis pendekatan Task-Based Language Teaching untuk siswa kelas X SMA. Penelitian ini dikategorikan sebagai penelitian dan pengembangan. Subjek dalam penelitian ini adalah siswa kelas X SMANegeri 2 Yogyakarta Tahun Ajaran 2017/2018. Penelitian ini menggunakan dua teknik pengumpulan data. Teknik yang pertama dengan membagikan angket yang mencakup angket analisis kebutuhan dan angket penilaian ahli. Teknik yang kedua adalah wawancara analisis kebutuhan terhadap guru bahasa Inggris. Prosedur penelitian diadopsi dari prosedur rancangan pembelajaran yang digagas oleh para ahli yang termuat dalam Tomlinson (2011: 246) dengan beberapa modifikasi. Prosedur penelitian tersebut terdiri dari melakukan analisis kebutuhan, merumuskan rancangan pembelajaran, membuat rancangan awal materi, memperoleh penilaian ahli dan merevisi rancangan materi. Produk penelitian ini berupa tiga unit materi pendukung

pembelajaran berbicara. Berdasarkan hasil evaluasi materi, isi, penyajian, bahasa, dan kegrafikan materi dinyatakan lulus uji kelayakan. Nilai rata-rata dari keseluruhan aspek materi yang dikembangkan mencapai 3,40 dan dinyatakan 'sangat baik'.

Kata kunci: Task-Based Language Teaching, berbicara, materi pendukung

INTRODUCTION

Nowadays, many professions in Indonesia put English as one of the obligatory requirements. The ability to communicate in English is the goal behind the requirements. Moreover, American and European industries increasingly invade the Indonesian economy. This prompts the country to keep enhancing the human-resource quality, including the English mastery as a foreign language. Consequently, English learning in school plays an urgent role, especially in the senior high school level. In this school level, it might be considered as the last opportunity for the students to learn English intensively. After graduating from senior high school, students will no longer get intensive English learning, except those who take the English courses. In fact, public speaking skills, including the presentation skill and the English conversation are the obligatory soft

skills in which college students and those working in particular jobs must be able to cope with.

In line with the demanding English communication skill, English teachers have a duty to make their students able to speak English for the long term purpose. For this reason, teachers should be seriously concerned with the speaking skill in the English teaching and learning process. The successful speaking class must achieve the communicative goal, i.e., teachers are able to encourage students to speak up actively. Students are expected at least to feel free in responding to their teacher's questions, exchanging opinions with each other, and expressing their ideas confidently. Those active learning participations are the implementation of the basic competences based on the curriculum 2013 legitimated by the Indonesian Ministry of Education and Culture. However, in achieving the communicative goal, some

problems still overshadow the learning process in the speaking class.

The limited hours for students in learning English, especially learning the speaking skill is one problem that should be handled by teachers. The fact is reflected in the small number of tasks for speaking skill available in the English course book used by the students. It contrasts from the ideal speaking learning which needs many practises representing real-life communication.

The researcher intends to develop English speaking supplementary materials based on Task-Based Language Teaching (TBLT). TBLT is the communicative approach of language teaching and learning that aims to expose students to the real-world experiences through gradual tasks built of activities and language exercises. The sequence of TBLT tasks are schema building, controlled practice, authentic listening practice, focus on linguistic elements, freer practice and pedagogical task. Such combination of tasks reflects that this approach leads the learning process to achieve

the communicative goal. Meanwhile, the relation among the tasks are supported by seven principles of TBLT namely scaffolding, task dependency, recycling, active learning, integration, reproduction to creation and reflection.

RESEARCH METHOD

The type of this study is a research and development study known as R & D. According to Gall, Gall, and Borg (2003: 635), research and development refers to the research in which the findings are used to develop new products and procedures, followed by the application of research methods to field-test, evaluate and refine the products and procedures until they meet specified criteria of effectiveness, quality, or similar standards.

The procedure in conducting this research consisted of five steps, namely conducting needs analysis, formulating course design, designing first draft of materials, obtaining expert judgement, revising final draft of materials, and availability of developed materials.

The research was conducted on September 2017. The technique used was a survey. The research instruments consisted of two kinds of questionnaires, namely needs analysis and expert judgement questionnaires. The scores of the needs analysis were analysed by using percentage, while the scores of the expert judgement questionnaire were analysed by dividing the total scores of the appropriateness criteria gained from each unit by the numbers of the units. After the scores of the units were determined, the data were converted into descriptive analysis in terms of the score tendency.

FINDINGS AND DISCUSSIONS

The research was conducted on September 22nd and 23rd 2017 and it was aimed to find out the target needs and learning needs of grade X natural science I students of SMA N 2 Yogyakarta in learning speaking, and to develop the appropriate task-based English speaking supplementary materials for grade X students of senior high schools.

This research was begun by conducting needs analysis to find out the students' target needs and learning needs (Hutchinson and Waters, 1987). In terms of target needs especially in case of necessities, most of the students' motivation is being able to communicate in English, both in spoken and written languages. Meanwhile, in the future they hope to be able to go or study abroad as the results of studying English currently. In terms of learning materials, they assumed the availability of English textbooks was helpful as the learning sources of speaking. Moreover, they stated that they agreed to have a set of supplementary materials especially designed for speaking. They agreed if the topics used in the developed speaking materials reflected the daily activities.

In terms of lacks, the numbers of the students who categorised their English proficiency level into the beginner level and the intermediate level were the same. Referring to the learning of speaking process, most of them complained

that the most difficult problem they face was arranging their sentences while speaking. Related to the problem, they also wanted to reduce their hesitation while speaking.

In relation to the learning needs particularly in terms of input, many students wanted each unit of the developed materials to consist of 10 to 14 tasks. For the input of the listening tasks, they agreed to have the authentic recording input. In dealing with the topics of the units, they wanted the topics about social and culture. In terms of the speaking activities, most of them preferred to do role-playing activities. In building up vocabulary, they wanted the task of finding the words' meanings from the dictionary. In the case of pronunciation exercise, they liked imitating the teacher to pronounce words correctly. In terms of setting, their preference was mostly working in groups. In terms of the teacher's role, they liked the teacher who monitored them while practising their speaking, welcomed to be asked questions and prompted the students to speak up. For the learner's role, they liked to be given autonomy and

freedom to explore their speaking without worrying to make mistakes.

After analysing the results of the needs analysis, the researcher continued to formulate the course design. The course design covers nine items, i.e., units, topics, goals, inputs, indicators, language functions, language features, activities, and skills. The course design was then drawn into developed materials.

The developed materials entitled 'Everyday We Talk' consist of cover, preface, key to pronunciation, table of contents, and the main content or a set of units. Each unit consists of 12 to 14 tasks. The units are developed in the same pattern of gradual activities. The pattern applied was the adopting pattern of the task-based units of work (Nunan, 2004). The series of the activities in the developed materials are *Let's Start*, *Start to Speak*, *Listen to It*, *Let's Focus on*, *Be Fluent*, *Speak More*, *Express Your Ideas* and *Let's Reflect*. The developed materials consist of three units. Unit 1 is about congratulations, unit 2 is about asking and stating

people's intention about what to do in the future, and unit 3 is about telling experience in the form of the recount text.

Next, the developed materials are validated through expert judgement by the expert of materials development. The expert gave the assessment by filling the Likert-scale questionnaire of expert judgement. It was developed by referring to the assessment rubric of developed learning materials proposed by BSNP (2014). By adapting the rubric, it can be measured whether the learning materials meet the appropriateness criteria. The criteria cover appropriateness of content, appropriateness of presentation, appropriateness of presentation, appropriateness of language, and appropriateness of layout. The results of the expert judgement were as follows.

Table 1. The mean score of the expert judgment

Unit	Mean
Unit 1	3.61
Unit 2	3.19
Unit 3	3.41
The total mean	3.40

Based on the results of the expert judgement above, they fall into the range of $3.40 \leq x \leq 4$, which is categorised 'very good'. Therefore, the materials are considered appropriate.

The products of this study are three units of task-based English speaking supplementary materials for grade X students of senior high schools. The developed materials have been validated and considered appropriate. The availability of the workbook is expected to solve the problem in which the availability of speaking learning materials in the classroom is limited. The workbook contains many activities especially designed in scaffolding learning and it provides the materials for speaking skills.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Since this research was a product-based study, the aims of this research was to develop an appropriate task-based English speaking supplementary materials for grade X students of senior high

schools. The research was conducted to find out the target needs and the learning needs of grade X natural science I students of SMA N 2 Yogyakarta in learning speaking, and to develop the appropriate task-based English speaking supplementary materials for grade X students of senior high schools.

Suggestions

To fulfil the limited availability of English learning materials which should provide sufficient speaking tasks, the teacher and the students are suggested to use these speaking supplementary materials. To be able to use the supplementary materials effectively, the teacher may first introduce the particular topic from the available textbook to the students. After that, the teacher may get the students to do the effective series of tasks from the supplementary materials. The gradual task-based activities are especially designed to make the students gradually practice from the bottom to the top mastery, so that they can achieve the expected speaking competences.

Because this study copes with developing speaking supplementary materials for grade X students of senior high schools, the other researchers are expected to develop the similar supplementary materials, but in different skills. Then, since these materials have not been implemented yet to the students, it is pleased to welcome any researchers who are willing to try out these materials at school as their research.

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