

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

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Abstract: This research aimed at finding the learners' needs underlying the speaking materials of tenth grade students of senior high school and developing task-based English supplementary speaking materials for the students. The procedures taken in this research were (1) conducting a needs analysis, (2) writing the course grid, (3) developing the first draft, (4) evaluating the first draft, (5) revising the first draft, and (6) writing the final draft of the task-based supplementary speaking materials. The subjects were 55 students and 2 English teachers of MAN 2 Yogyakarta. The data collection techniques were questionnaire and interview. The result of the needs analysis was further adjusted with curriculum 2013 (K-13) and the principles of Task-based Language Teaching (TBLT) approach. The course grid was written and used as the basis to develop the first draft of the materials which was in a form of students' coursebook. The result of the teacher's evaluation showed that the mean was 3.30 out of 4 and the result of expert judgment showed that the mean was 3.84 out of 4. Thus, the product was considered very good and appropriate for the students.

Keywords: Supplementary, Task-based Language Teaching, Speaking Materials, EFL

Abstrak: Penelitian ini bertujuan untuk memetakan kebutuhan siswa terkait materi bahasa Inggris lisan dan mengembangkan materi pendukung untuk siswa kelas X SMA. Prosedur yang dilaksanakan dalam penelitian adalah (1) mengadakan analisis kebutuhan siswa, (2) menulis course grid, (3) mengembangkan draft awal, (4) mengevaluasi draft awal, (5) merevisi draft awal, dan (6) menulis draft akhir. Subjek penelitian terdiri dari 55 siswa dan 2 guru dari MAN 2 Yogyakarta. Teknik pengumpulan data melalui kuesioner dan observasi. Hasil dari analisa kebutuhan siswa kemudian di sesuaikan dengan Kurikulum 2013 dan prinsip pendekatan Task-based Language Teaching (TBLT). Selanjutnya, course grid di tulis dan digunakan sebagai dasar untuk mengembangkan draft awal berupa buku teks siswa. Hasil mean dari penilaian guru adalah 3,3 dari 4 skor, dan hasil mean dari penilaian ahli materi adalah 3,84 dari 4 skor yang berarti materi tersebut sangat baik dan sesuai untuk siswa kelas X SMA.

Kata kunci: Materi pendukung, *Task-Based Language Teaching*, bahasa Inggris lisan, buku teks

INTRODUCTION

Speaking is one of important skills that should be mastered by students in order to deliver their message to receivers. Teaching speaking to Indonesian students is not easy. Moreover, Nunan (2004) presents that speaking skill is more difficult to teach compared to other skills, especially for non-English native speakers. It will not be easy for students to speak English because they rarely or never use it in their daily life.

Moreover, the researcher found in an interview held with two English teachers that the varieties of texts in the textbook provided by the government were not challenging. The teacher thought that the text type was limited and the students needed more sources to enrich their knowledge of language and text through authentic English texts. Moreover, the tasks in the textbook did not classify sections of four basic skills namely listening, speaking, reading, and writing. The last one was the absence of audio materials for listening so the teacher was required to be able to search from additional sources.

Besides, in real condition of classroom context, tenth grade students of senior

high school have very low speaking ability. The researcher held a preliminary observation in MAN 2 Yogyakarta grade X Bahasa, X IPA 2, and X IPS 1. There were many problems faced either by students and teachers. The students had problems in speaking English dealing with their confidence, vocabulary mastery, pronunciation, grammar, and also motivation. The teacher also had a problem in using English as the medium in delivering the topic. When the teacher delivered a lesson using English, the students hardly gave responses.

After conducting an observation and analyzing problems as identified above, it could be concluded that there were three main problems such as the content of speaking materials, the absence of listening materials, and the monotony of speaking materials which do not support the students-centered learning. However, this research focused on developing English speaking supplementary materials by applying Task-based Language Teaching (TBLT) approach for the tenth grade senior high school students.

According to the previous discussions, the research problems can be formulated as follows:

1. What are the learner's needs underlying the speaking materials for the tenth grade students of senior high school?
2. What are appropriate English speaking supplementary materials that are suitable for the tenth grade students of senior high school?

The result of the products was in the form of a student supplementary textbook that consists of 3 units focusing on speaking skills. However, EFL teachers or practitioners specifically use the term textbook to refer to an English book as a subject matter which is taught at schools and is designed for specific groups of learners in a defined context, such as in a specified educational context within a certain country (Nunan, 2003). In addition, Nunan (2003) defines textbooks as prepackaged, published books used by the students and teacher as the primary basis for a language course, ranging from those that are broadly focused on developing all language skills to a specific skill such

as writing or specific area such as hotel management.

The product was created based on the need analysis upon learners. According to Tomlinson (2011), learner's needs consist of personal needs, learning needs, and future professional needs. But this research only focused on the personal needs and learning needs. The product was also completed with a course grid and answer key.

According to Harmer (2007), there are factors considered as the obstacle of students' speaking development such as students who are reluctant to speak English. They are reluctant because they are afraid and do not know how to express in front of other students. Moreover, the researcher also found this condition in MAN 2 Yogyakarta where the observation was conducted.

There were several categories of speaking used in classroom context. Brown (2000) lists the types of speaking as imitative, intensive, responsive, transactional or dialogue, interpersonal, and extensive. This research focused on transactional and interpersonal speaking as stated in the

Permendikbud as the basic competence requirements for tenth grade senior high school students.

Harmer (2007) suggests teacher to facilitate students with suitable or interesting topic and task in order to trigger students to participate freely and enthusiastically.

There are so many kinds of task types, but in this study task types are limited as real world task and pedagogy task according to Nunan (2004). Richards, Platt, and Weber (1986, in Nunan 2004) define pedagogical task as an activity or action which is carried out the result of processing or understanding language. However, Ellis (2003, in Nunan 2004) defines pedagogical task more specific as a work plan that requires students to process language pragmatically in order to achieve an outcome that can be assessed in terms of the correctness and appropriateness.

There were seven (7) principles of Task-based Language Teaching (TBLT) that were implemented in designing the materials namely (1) scaffolding, (2) task-dependency, (3) recycling, (4) active learning, (5) integration, (6)

reproduction to creation, and (7) reflection.

Besides, Nunan (2004) explains that in order to create learning opportunities in the classroom, the real-world tasks should be transformed into pedagogical tasks. He also argues that the form of pedagogical tasks can be placed on a continuum from rehearsal tasks to activation tasks.

RESEARCH METHOD

This research focused on developing a set of English speaking supplementary materials by employing Task-based Language Teaching (TBLT) approach. The set of the materials was categorized as additional materials or supplementary materials. The role of the materials was to support the main materials, which was the textbook provided by the government. Thus, this research could be categorized as Research and Development (R&D) because the goal of the research was to create or enable a product to be used effectively in the teaching and learning process.

Masuhara's model (Tomlinson, 1998) was employed as the procedure in conducting this research and development in order to produce English speaking supplementary materials. This model was considered as the most suitable model to be applied since it had clear and practical steps compared to other models. There were six (6) steps in developing English supplementary materials: 1) conducting a needs analysis, 2) drawing the goals, 3) finding the objectives, 4) designing the syllabus, methodology, or materials, 5) testing the product, and 6) evaluating the product. However, the researcher modified the Masuhara's model since the setting did not support to implement or test the product directly to the students. Consequently, the researcher conducted a teacher's

evaluation to find out the appropriateness of the materials. Thus, the specific steps conducted by the researcher in this research were: 1) conducting a needs analysis, 2) writing a course grid, 3) developing the first draft of the materials, 4) evaluating the materials, and 5) revising and writing the final draft of the materials.

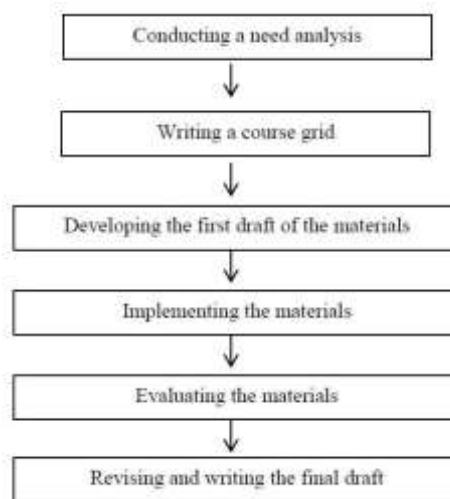


Figure 1: **Masuhara's modified model of the research (Tomlinson, 1998:247)**

RESEARCH FINDINGS AND DISCUSSIONS

The data collection instruments of the research were questionnaire and interview. The questionnaire of the needs analysis was distributed to 55 students of MAN 2 Yogyakarta and the interview was conducted with 2 English teachers of MAN 2 Yogyakarta.

The students' needs were related to how they could improve their speaking skills or what kind of approach. It was also about their needs related to the speaking supplementary materials. There were ten aspects in the questionnaire. The aspects were students' profile, setting, goal,

task/activity, topic, technology, students' role, input, material, and difficulty.

From the data gained, the students needed supplementary materials which focused on activities or tasks so it would be more fun in learning. The students also wanted supplementary materials which the context of its tasks were related to their daily life. The students agreed that the use of technology could catch their motivation to learn more so the researcher put several tips and self-inquiries in the supplementary materials that students could access them through internet.

According to the interview conducted, it could be concluded that students' speaking skill was generally low although there were several students that could speak English well. The teachers stated that students need supplementary materials for speaking since the materials used did not accommodate the speaking skill even there was no materials for listening as the input for learning speaking. The teacher also explained that the supplementary materials would be

better to be used outside the classroom for example in English club.

However, both teachers and students agreed that time allocated for English subject in the classroom was very limited that it led the researcher to develop a supplementary English speaking materials that supported students' self-learning. Students could use the book in the library, self-learning access center, and at home during their free time. The supplementary materials were also completed by answer key, listening script, and audio CD.

After conducting the needs analysis and analyzing the result, the researcher started writing the course grid. The course grid of the supplementary material was divided into three units. The first unit implemented the basic competence 4.1 (KD 4.1), the second unit implemented the basic competence 4.2 (KD 4.2), and the third unit implemented the basic competence 4.3 (KD 4.3). The researcher followed the concept of task components by Nunan (2004: 40). The components in the course grid were unit, language function, input text, language focus,

task/activity, indicator, assessment, and source.

The course grid was consulted with the thesis supervisor and it was used further as the basis to start writing the speaking supplementary materials in a form of coursebook. The coursebook was divided into three units. The unit 1 was entitled First Day at School, the unit 2 was entitled Congratulations! I Am So Proud of You, and the unit 3 was entitled I Am Going to Spend My Holiday in Spain.

After finishing the first draft, the researcher conducted an evaluation with an English teacher of MAN 2 Yogyakarta. The teacher also gave several feedbacks to improve the quality of the first draft. According to the result from questionnaire given to the teacher, the mean of the score was 3.3 out of 4 which showed that the materials were very good.

The researcher also conducted an expert judgment to get the validity of the materials and the appropriateness of the materials. The expert was Ari Purnawan, M.Pd., M.A. The researcher distributed a set of questionnaire using

Likert-Scale ranged from 1 to 4. The instrument was adapted from Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris Untuk Siswa Sekolah Menengah Atas/Madrasah Aliyah in BSNP (2014).

The results of the expert judgment were in a form of qualitative and quantitative data. The expert gave scores and recommendations regarding the first draft of the materials. The quantitative data were analyzed in categories proposed by Suharto (2008). The mean of expert judgment result was 3.84 out of 4 which was categorized as very good materials.

After evaluating the first draft, the researcher developed the final draft of the materials according to feedbacks given by the teacher and the expert. The final draft was the revised version of the first draft. The final draft of the materials then was completed by an audio CD to ease the students in accessing audios for doing listening practice.

CONCLUSION

This research belongs to Research and Development (R&D) which was

conducted by following Masuhara's model. The research was conducted in MAN 2 Yogyakarta to get informations about students' needs regarding the English supplementary speaking materials.

There were three main points being concluded in this research. The points were students' needs regarding to the speaking supplementary materials, criteria for good speaking materials, and the appropriateness of the developed materials.

However, the students' needs were divided into personal needs and learning needs according to Tomlinson (2008) . In term of personal needs, it was found that students had motivation in learning spoken English and they considered the current teaching and learning was already interesting. The gap found was that the students' speaking skill was below the standard although they had the motivation and considered the teaching and learning was interesting.

The lacks came from textbook that was insufficient for the students to accomodate their needs in learning

spoken English and the limited time given to learn English in the classroom. From the lacks, it was found that students had wants in term of interesting and sufficient English supplementary speaking materials.

In addition, in term of learning needs, it was found that the students wanted to have more activities in dialogue practice and more activities which involved the use of techonology. The students also considered texts as interesting materials of speaking and they also wanted to have texts completed by pictures. The students also wanted to have more information about grammar. In term of topic or theme, they considered a task related to daily life activities were the most interesting one. In doing activities, the students liked to do it in pair and in terms of roles, they considered asking to a friend was the best problem solving method.

The criteria of the good speaking materials were gained from principles which were applied in developing the materials. Task-based Language Teaching (TBLT) approach was chosen as the basis for developing the

supplementary materials. The materials were in form of student's coursebook consisted of three units.

The result of the teacher's evaluation showed that the mean was 3.3 that categorized the materials as very good and the result of expert judgment showed that the mean was 3.8 which also categorized the materials as very good. According to the result of both evaluations, it could be concluded that the materials were appropriate and suitable for the students.

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