DEVELOPING EFL SPEAKING MATERIALS FOR THE SECOND SEMESTER STUDENTS OF STAIN SAMARINDA

Umar Fauzan
STAIN Samarinda

Abstract: The objective of this study was to develop the speaking materials for the second semester students of STAIN Samarinda. This is a research and development (R&D) study. The instruments were questionnaires, interview, and field notes. The procedure of the study was conducting needs survey, developing materials, experts’ validation, revising, and getting the final product. The speaking topics of the draft are introducing oneself and others, telling the time, describing things, describing someone, daily activities, asking for and giving information, asking for and giving opinion, expressing likes and dislikes. The experts’ validation showed that the content and style of delivery were acceptable. However, revision had to be done in terms of cultural aspects, situational context, and the gradation of the materials should be come from the easiest one into the most difficult materials. They also suggested use this speaking materials, it’s necessary to provide the format of evaluation and a criteria to be evaluated should involve the peer assessment of the students. Then, the revision was done accordingly.

Keywords: research and development, speaking materials

In learning a language, speaking is very important. It is because being able to speak is one of the indicators of mastering the language. Ur (1996:120) states that speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, and many if not most foreign language learners are primarily interested in learning to speak. In addition, Nunan (1999) claims that the ability to function in another language is generally characterized in terms of being able to speak that language. People measure the mastery of a language by seeing whether one can speak the language or not.

Being able to speak English is difficult. Bailey (in Nunan, 1999:47) states that speaking is harder than reading, listening, or writing. Unlike reading or writing, speaking happens in real time; usually the person we are talking to is waiting for us to speak right then. We cannot edit or revise what we want to say. We cannot plan all words and sentences what we are going to say. People speak spontaneously.

The English teacher should be able to foster the learning of speaking. The teachers do teaching speaking in order to bring about changes in learners about their speaking (Richards, 1992: 12) and the teacher provides them develop their language skills (Richards, 1992: 118). In learning speaking, the students develop the number of complex skills and different types of knowledge about how and when to communicate (Burns and Joyce, 1999:2). The teacher should change the student to be a good English speaker.

The speaking learning focuses on making students able to communicate. Nevertheless, teaching students to speak English is not an easy job. The students have problems in speaking English due to reluctance, hesitation, fear of making mistakes, or lack of adequate vocabulary. They do not want to speak English. Gebhard (2000: 187) states that extreme shyness or anxiety in the part of some students becomes the cause of the ‘won’t talk’ problem. Their anxiety is due to insufficient opportunity to speak or because of their teachers’ being critical of their English in the past. Some students will not talk because they are too shy or have such high levels of anxiety over speaking. Perhaps, they are shy because they are afraid of making mistakes or their friends will laugh at them. They are also anxious because they had not many changes to speak or because the teacher always gave critics and correct their mistakes right away. Many English learners are reluctant and unmotivated (Nunan, 1999:231-233). The reluctance may be due to cultural factors, linguistics factors, and/or psychological/affective factors. Cultural factors derive from learners’ experiences and the expectations created by these experiences. Meanwhile, low motivation may be caused by lack of perception of progress, lack of perceived relevant materials, lack of knowledge about the goals of the instructional program, lack of appropriate feedback, uninspired teaching, and boredom. Making students able to speak English is not an easy thing.

The English teacher should overcome the “won’t talk” problem and make the students speak English. Nunan (1999:232-233) give some suggestions to overcome the problems of speaking as the following: (1) for reluctant students, engage in a certain amount of learner training to encourage them to participate in speaking, and (2) for unmotivated students, link learners to the need and interests of the learners, allow them to bring their own knowledge and perspectives into the learning process, encourage creative language use, and develop ways in which learners can record their own progress. Gebhard (2000:187) also give a solution to get the students to talk, that is, the teachers need to provide opportunities for students to feel at ease in the classroom. Harmer (2001:87-88) states that teachers should foster their students by giving speaking tasks that provoke them to use
all and any language at their command. Those tasks are leading the students to have a change in using English in or outside the class, to give confidence, and to motivate the students. In the teaching of speaking, the English teachers should encourage the students to communicate each other, to respond what people say, and to address questions for something we do not know right away.

In the case of teaching speaking, there are many ways to enrich the students’ ability and to improve their speaking, one of which is by developing the speaking materials. For this reason, a research on “Developing EFL Speaking Materials for the Second Semester Students of STAIN Samarinda” was conducted.

Research Methodology

The design of this study is Research and Development (R&D). Borg & Gall (1983:772) states that R & D is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage.

The procedure of this study was adapted and from modified Borg & Gall (1983:772) which consists of seven stages i.e. needs assessment, developing the materials, experts validation, revision, try out, revision, and final product. The adjustment was intended to deal with the real condition in the field and for the reason of practicality.

Findings and Discussion

This section presents the findings of the study based on the result of analysis of the students’ responses to the questionnaires, the lecturers’ interviews, and field notes. The collected data was used to gather the valuable information in designing the appropriate speaking materials for the students of STAIN Samarinda.

Needs Assessment

The needs survey focuses on a guide for developing speaking material selection. The objective of it was to obtain the information needed about the students and their purposes and expectations in learning speaking and about the lecturers’ opinion and their expectation in teaching speaking. The data was gained by delivering questionnaires and interviews.

The result of questionnaires shows that 26 out of 32 students said that their purpose in learning English is to get a future job. When they were asked about the most important skill in learning English, 30 out of 32 students answered speaking as the most important one. About their ability to speak English, 25 out of 32 students claimed that their speaking was poor. Related to the appropriateness of speaking materials used, 21 out of 32 students argued that the speaking materials were not appropriate, because it was too difficult. In term of the students’ hope of their future work, 20 out of 32 students want to become a government employee as English teacher.

To reach the objective of this study, the writer interviewed two English lecturers of STAIN Samarinda. The result of it shows that the English level of student is in the elementary to intermediate level. The lecturers stated that the students’ speaking skill were in range of poor to fair. In terms of the teaching materials, the lecturers collected them from many sources such as English textbooks, magazines, newspaper, and internet.

Based on the result of facts above, it can be concluded that the development of speaking materials was needed as the instructional media in enriching the students’ ability of the students of STAIN Samarinda. The speaking materials must be sequentially arranged related to particular level of language from elementary to intermediate English. It also must be enlarged and made more varied to the students’ field of work and academic purposes.

Developing Materials

The data found in the needs survey was followed by developing speaking materials. The development of speaking materials was also considering the course description and course objectives of Speaking II of STAIN Samarinda. Course Description of Speaking II is to develop the speaking skills associated with the language and patterns of communication found in the academic setting as well as the idiomatic language found in formal and informal conversation through a variety of speaking activities. An active participation in individual, pair, and group activities is required in each class session. Course Objectives of Speaking II is designed to help the students: a) able to express the ideas or points related to the topic; b) to equip students with the speaking skills necessary for everyday living and for classroom, academic, and cultural situations; c) to strengthen students’ abilities and develop compensatory language skills; and d) to foster self-confidence and fluency in English communication.

The teaching material of speaking II is emphasized on the understanding of the suitable expressions and phrases of particular topics in English communication. The teaching activities mostly done in oral
communication through some teaching techniques, such as: conversation, describing, storytelling, individual/group presentation, discussion, and improvisation. The main topics are School life, My Experience, Experiencing Nature, Stories, In the Community, Mass Media, Social Life, Entertainment, Social Life, and Be fluent and confident! The sub topics are introducing oneself and others, describing someone, telling the time, daily activities, asking for and giving information, describing things, expressing opinions, expressing likes and dislikes, and expressing agreeing and disagreeing.

Experts Validation

Experts Validation was done by giving the developed speaking materials to two experts of curriculum development and TEFL. The experts were required to put a checklist on each aspect to be validated. The aspects are content, language, and style.

The result of the validation shows that the speaking materials, in general, were good for speaking activities as a part of English teaching and learning. They wrote that the content and style of delivery were acceptable. However, revision had to be done in terms of cultural aspects, situational context, and the gradation of the materials should be come from the easiest one into the most difficult materials. They also suggested use this speaking materials, it’s necessary to provide the format of evaluation and a criteria to be evaluated should involve the peer assessment of the students. They also suggested that after being revised the materials should be tried out to the students.

Revision

The revision was done in terms of cultural aspects, situational context, and the gradation level of the materials. The map of the materials was rearranged in such a way that it is culturally accepted, contextually appropriate, and it was from easy to be more difficult. The criteria in scoring speaking and peer assessment of the students were also added into the part of speaking materials.

Try Out

The purpose of the try-out of the materials is to know the product’s practicality, effectiveness, and level of difficulty of the materials. The subject of the try-out was the second semester students of STAIN Samarinda. During the try-out, the writer observed the implementation of the product by using field notes.

In general, the collected data in try-out shows that the speaking materials prepared for speaking activities could be implemented well in the teaching and learning of speaking II of STAIN Samarinda. The topics of speaking taught to the students were introducing oneself and others, describing someone, telling the time, daily activities, asking for and giving information, describing things, expressing opinions, expressing likes and dislikes, and expressing agreeing and disagreeing. Whereas, the speaking teaching techniques conducted were conversation, telling story, presentation, discussion, and improvisation.

In the observation, the writer observed that the students could initiate, maintain, and develop conversation in English based on the speaking materials given. However, there were still some deficiencies in the implementation of the speaking materials. The writer figured out that some pictures were difficult to be described by the students, few topics of role-cards in improvisation were too difficult for the student, some topics were still in foreign context, some students were too dominated the conversation, and the students were still imagining the topics; more pictures are needed.

Revision

After try-out, questionnaires were distributed to the students to find out their opinion on the materials. The students were asked about the practicality, effectiveness, and level of difficulty of the materials.

The result of questionnaires shows that the students were happy enough with the speaking material implemented in their class. They could reduce their anxiety, hesitation, and worry of making mistakes. They also could initiate, maintain, and develop conversation in English. They could enrich and improve their speaking.

The improvement of the speaking materials was made in several ways. They were: 1) choosing the easy and attractive pictures, 2) simplifying the topics of role-cards, 3) choosing the teenagers’ real world situations, 4) developing a student’s report, and 5) adding more pictures of real interesting latest news.

Final product

The final product of speaking materials consists of 10 units. The main topics are School life, My Experience, Experiencing Nature, Stories, In the Community, Mass Media, Social Life, Entertainment Social Life, and Be fluent and confident! The sub topics are introducing oneself and others, describing someone, telling the time, daily activities, asking for and giving information, describing things, expressing opinions, expressing likes and dislikes, and expressing agreeing and disagreeing. The techniques of teaching speaking can be implemented to teach those topics were conversation, telling story, presentation, discussion, and improvisation.
Conclusion and Suggestions

This is a research and development study which aimed at developing the speaking materials for the second semester students of STAIN Samarinda. Considering the facts found in the needs survey, the speaking materials were developed to make the students have the ability to communicate in English in academic and non-academic situation in the level of elementary to intermediate.

The experts’ validation showed that the content and style of delivery were acceptable. However, revision had been done in terms of cultural aspects, situational context, and the gradation of the materials was made from the easiest one into the most difficult materials.

The final product of speaking materials consists of 10 units. The main topics are School life, My Experience, Experiencing Nature, Stories, In the Community, Mass Media, Social Life, Entertainment Social Life, and Be fluent and confident! The sub topics are introducing oneself and others, describing someone, telling the time, daily activities, asking for and giving information, describing things, expressing opinions, expressing likes and dislikes, and expressing agreeing and disagreeing. The techniques of teaching speaking are suggested to be implemented to teach those topics are conversation, telling story, presentation, discussion, and improvisation.

References


