

Developing Efl Speaking Materials for Students of Islamic in Education Department, IAI Hamzanwadi Pancor

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Abstract

This research and development (R&D) is conducted to develop EFL speaking materials for the first semester students of Islamic in Education Program. The speaking materials were developed based on needs assessment which was conducted in Islamic in Education Program of IAI Hamzanwadi Pancor. The procedure used to develop the materials was adapted from the model developed by Hyland (2003) which consists of seven stages i.e. needs assessment, developing the materials, experts and lectures validation, revision, try out, revision, and final product. The subjects of the tryout were the students of first semester C in the 2022/2023 academic year. Forty-two students were selected from this semester by stratified random sampling. The instruments used in needs assessment were questionnaires for the English lectures and the students, an interview guide for the English lectures, and field notes. A validation form was given to the experts and the English lectures to judge and give comments on the developed materials. The instruments used in the tryout were questionnaires for the students, an evaluation form for the lecture, field notes, and students' tasks. The result of the analysis revealed that the developed speaking materials were appropriate for the first semester students in terms of clarity of the contents, attractiveness, speed of delivery, and level of difficulty. The data from the result of the needs analysis shows most of the students agree to develop EFL speaking materials, to include list of vocabulary in the EFL speaking materials they are learning, to include grammar review in the future EFL speaking materials, to clarify the content of the materials in the explanation, and to arrange the materials according to the degree of its difficulty. From the try-out of the developed materials the data shows the applicability of the developed materials in helping the students to achieve the mastery of speaking skills and language components. Besides, the materials were practical to implement and effective for teaching speaking skills. The final product consisting of a teacher's guide, a speaking workbook which had 12 units for the first semester. The units were taken from any relevant references.

Kata kunci: EFL Speaking Materials; Material Development; Education

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INTRODUCTION

The teaching of EFL speaking has been deemed important in the Indonesian context. In general, Richards and Renandya point out that a large number of language learners study English in order to develop proficiency in speaking (Richards & Renandya, 2002). Hence, speaking is usually considered as the core skill in a foreign language learning and it is what learners generally want to be able to do (Broady, 2005).

In learning a second or foreign language, one is considered to have mastered the target language when s/he is able to utilize it in speaking. Nunan states that to most people, mastering the art of speaking is the most important aspect of learning a second or foreign



language and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991). Richards and Renandya also say that a large percentage of the world's language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved (Richards & Renandya, 2002).

In line with Richards and Renandya, Huda states that the oral communication is an important skill required for English language teachers. But it is the most difficult skill to develop. Further, he states that the environment in Indonesia provides less support for learners because English is not spoken in the community. In this case, learners need to identify and use their own learning strategies to develop the skill (Huda, 1999).

Regarding some factors that really influence the quality of the speaking skill, Harmer emphasizes that to speak well, speakers should have not only a good comprehension on knowledge of language features, but also the ability to process information and language in context (Harmer, 2001). In line with Harmer, Shumin states that when people learn to speak a foreign language, they require more than knowing its grammatical and semantic rules, and learners need to acquire the knowledge of how native speakers use the language in context. In short, understanding those factors really facilitate EFL learners' awareness of the speaking skill and improve its quality (Shumin, 2002).

English lecturers, however, have hardly ever taught EFL speaking skills. There is a reason is that the EFL speaking materials were not available. Therefore, for the sake of practicality, the teachers are not willing to trouble themselves with the preparation of the materials. Accordingly, the teaching of EFL speaking has hardly ever been carried out in the English teaching activities throughout the academic years.

Based on the fact of the unavailability of the EFL speaking materials and the importance of the teaching of EFL speaking, the researcher believes that the EFL speaking materials should be developed. The development of the materials could be achieved by administering research.

For those reasons, the students of Islamic in Education Department at IAI Hamzanwadi Pancor need appropriate materials for EFL speaking course that meet their needs. Sitachitta and Sagarik (in Richard) found that particularly in non-English department the main problem encountered is the lack of suitable instructional materials relevant to the specific English needs. One way to solve the problem is to develop a learning package which fulfills the students' requirement in terms of quality and attractiveness in the form of teaching materials, lecturer handbook and student handbook (Richard, 1985).

The appropriate material is not available at IAI Hamzanwadi Pancor; because of this, a set of suitable instructional material for the students of Islamic in Education Department needs to be developed. The students need the material which fit their specific subject area. It is assumed that the use of materials from the student's content subject would motivate the students to learn English because of the appearance relevance to their course of study. The existing materials are not quite interesting for the students because of some weaknesses, as it has been described in the previous section.

In accordance with the illustration above, the study is intended to develop appropriate EFL speaking materials for the students of the first semester of Islamic in Education department at IAI Hamzanwadi Pancor. For this case, the product which is developed should meet the needs of the students and the teachers.

METHOD

As this study deals with the development of EFL Speaking materials, the design of this study is classified into Research and Development (R&D). It is a process used to develop and validate educational products. Products produced by R&D efforts include teacher-training materials, learning materials, sets of behavioral objectives, media materials, and management systems (Borg and Gall, 1983). R&D efforts are generally quite extensive in

terms of objectives, personnel, and time to completion. R&D cycle does result in quality products designed to meet educational needs (Gay, 1990).

The procedure used in this study was adapted from Hyland which consists of seven stages i.e., needs assessment, developing the materials, experts and teachers' validation, revision, try out, revision, and final product (Hyland, 2003) (See Figure 2.1). The adaptation and adjustment were intended to meet with the real condition in the field and for the sake of practicality.

The first stage in this study is needs assessment. It was conducted to obtain as much information as possible in any given situation in the field. To collect the data in needs assessment stage, three instruments were used. The instruments consisted of questionnaires for the English teachers and the students, an interview guide and field notes.

The questionnaires for the students were aimed at gathering the students' backgrounds including their experience in learning EFL speaking skill, and their opinion about the speaking activities they needed. The purpose of the questionnaires for the teachers was to get information about the need of EFL speaking materials. Two kinds of questions were used in the questionnaires, namely close-ended questions and open-ended questions.

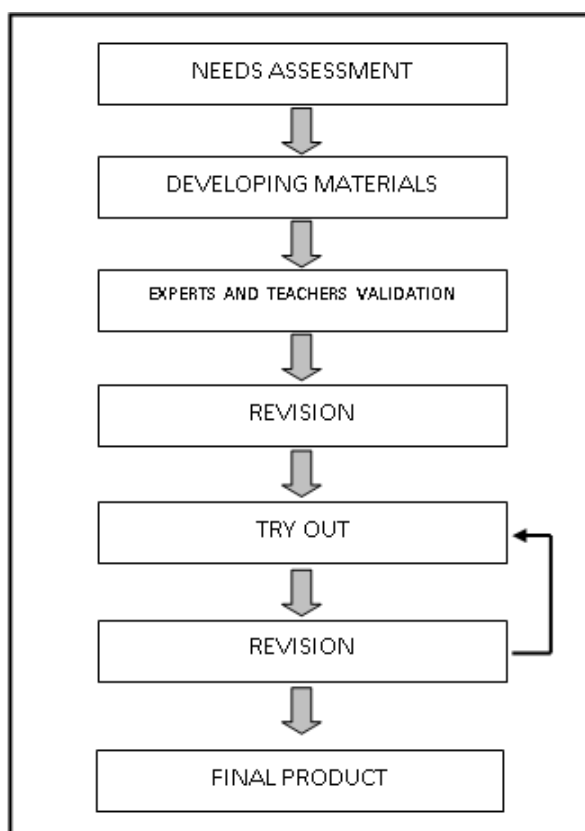


Figure 2.1 Stages in Materials Development Adapted from Hyland

The interview with the English teacher was to get information about the availability and the need of the EFL speaking materials. Observation was done to get the factual picture of the teaching-learning process by taking notes on some important information as the basic line to develop the materials. For this, the researcher used field notes.

In relation to the data analysis obtained from needs assessment, the researcher presented them in different ways. The data from the questionnaires given to the students were calculated in percentage. Furthermore, the data from the questionnaires and interview

from the teachers and field observation were described in qualitative way in which all the data from the teachers were presented descriptively.

The second stage was developing the EFL speaking materials. For this purpose, first, the map of the materials was constructed. The map contained a unit topic, objectives, indicators, main activities, and extension activities. The topics were taken from the syllabus. The objectives were formulated based on the standard of competence and basic competence stated in the Standard of Content. The indicators were the reformulation of those stated in the syllabus. Main activities were set up based on the teachers' and students' suggestion. And extension activities were added to relate the EFL speaking activities to the other language skills based on the characteristics of the materials.

Second, based on the map of the materials, a number of available EFL speaking materials were collected. When the materials were already gathered, the materials were checked carefully. It was administered to select the appropriate ones.

Before developing the draft of the EFL speaking materials, the selected materials were labeled and given the identity. The written draft was constructed based on the selected materials, and the materials were then rearranged in such a way in line with the written ones, then the students' worksheet was developed. After that the teacher's book containing the direction how to teach using the materials was developed.

The EFL speaking materials were developed based on the result of the questionnaires on the needs of the students and the teachers, the Standard of Content, the English syllabus and the adapted criteria on selecting and developing recorded materials proposed by Underwood (Underwood, 1993).

Eleven aspects were taken into consideration in developing the EFL speaking materials. The aspects are language, length, content, style of delivery, delivery speed, and suitability with the curriculum, practicality, clarity of the content, level of difficulty, attractiveness, and effectiveness.

After the materials were developed, they were given to three experts and two English teachers to be validated. They were given a validation form for their evaluation and comments. 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 was in the form of quality comments on each aspect which consisted of three ranges, namely poor, fair, and good.

The English teacher of IAI Hamzanwadi Pancor validated the materials in terms of suitability with the curriculum, length, and speed of delivery. Their quality comments were put in a validation form by giving a checklist to one of the ranges, namely good, fair, and poor. In addition, free space was prepared both for the experts and the teachers to give free comments on each aspect for the improvement of the materials.

The data from the experts and teachers' validation were used to see whether the materials already met the criteria of good materials. The data obtained from the experts and teachers' validation were analyzed in qualitative way. Each aspect to be validated was weighed using the quality level based on the determined criteria. The level is poor, fair, and good. The validation from the experts and teachers were presented descriptively. The materials would need revising if the experts and teachers judged them in the quality of poor. The open comments were also presented descriptively and used as the basis of revision.

The next step is the try out. The purpose of the try-out of the materials is to know the product's practicality, effectiveness, and clarity of the recording, attractiveness, speed of delivery and level of difficulty of the materials.

The subject of the try-out was the first semester students of Islamic in Education Department of IAI Hamzanwadi Pancor of the academic year of 2022/2023. There are 7 classes. Each class consists of more or less 40 students. There are 283 students. For the reason of practicality, the try-out was conducted in one class consisting of 42 students. The students were selected from one class. To select the class, a simple random sampling was employed. For this purpose, each class was given a label by using alphabets A to G. Then, one class was selected by a lottery. By using this way, semester I C was selected. Next, forty

two students were taken from this class by a stratified random sampling. The stratification was based on the level of the students' English competence. The students were categorized into five levels i.e., very clever, clever, fair, poor, and very poor. Two students were taken from each level randomly by lottery.

One English lecturer tried out the materials to the students. He was selected based on the agreement among the English lecturers in the campus. During the try-out, the researcher observed the implementation of the draft product to obtain information on the practicality and effectiveness of the materials. For this purpose, field notes were used.

After the try-out of each topic, questionnaires were distributed to both the lecturer and students to find out their opinion on the materials. The questions which were asked to the students dealt with the clarity of the content, the attractiveness of the materials, and speed of delivery. The questions which were asked to the lecturer dealt with the practicality and effectiveness in implementing the product.

Concerning the level of difficulty, the data which were employed were the students' scores obtained from the students' tasks. The data were analyzed quantitatively based on the frequency count basis. In that case, the materials would not be necessarily revised if 80% of the students already got the score of at least 75 (the minimum standard of the students' passing grade).

The data obtained from the questionnaires to the students were analyzed quantitatively using percentage. There were three aspects which would be analyzed using this way i.e. the clarity of the content, the attractiveness, and the speed of delivery. If 80% of the samples judged that each aspect was at least fair, the products would not need revising.

Furthermore, in relation to the data obtained from observation and the questionnaires from the teacher in terms of practicality and effectiveness, the researcher presented and analyzed them descriptively and qualitatively.

RESULT AND DISCUSSION

The data about the needs of the students was collected through the use of questionnaire and interview containing items about what EFL speaking materials the students of Islamic Department, IAI Hamzanwadi Pancor need to learn. In this case, forty two students in the first semester of Islamic in education Department, IAI Hamzanwadi Pancor were involved to fill the questionnaire and two lectures of English at IAI Hamzanwadi Pancor were involved in the interview.

Based on the result of questionnaire distributed to the students and the result of interview conducted with the lecturers, it was found that most of the students agreed (76.65%) to develop EFL speaking materials which are suitable with their major content subject namely Islamic science. Still in accordance with the previous findings, the data indicated that the students of Islamic in education Department, IAI Hamzanwadi Pancor agreed (80.30%) to include list of vocabulary in the EFL speaking materials developed. Beside the findings above, the data on the questionnaire also demonstrated that the future EFL speaking materials should include grammar review. The number of students who agreed with this was 75.67%. Finally, the interview with lecturers also indicated that since the materials have the purpose to make the instruction clear and focus, it is very important to include instructional objectives on the materials. It is hoped that the students know what they have to learn and the goal of what they are learning.

Taking the result of the needs analysis into consideration, the first draft of the material was developed. The materials were developed in the form of a textbook containing a number of dialog and tasks designed for the first semester students of Islamic in education Department at IAI Hamzanwadi Pancor. The materials in the textbook were developed to provide the students with the knowledge of mastering English conversations and to introduce to the students' English grammatical structures. Besides, the materials were intended to enrich the student's knowledge in their field of study.

The first thing to do in the process of developing the materials was to formulate the objectives of learning. After the objectives had been formulated, the content of the materials was selected. Regarding to this, the content of the materials was taken from a number of sources especially those that were related to daily activities. The following thing to do was to organize the tasks or activities for each of the materials. The tasks were presented in such an integrative way that the students were able to actively participate in the learning teaching process.

The materials were divided into twelve units based on the topics, namely: greeting and parting, introduction, campus, telling time, daily activities, my family, shopping, worship, social media, local genuine, health, and vacation. Each section contains a dialog material which involves items such as vocabulary list, speaking tasks, vocabulary tasks, grammar reviews, and grammar tasks.

After the draft of the materials had been approved by the experts in the validation process, the next thing to do was to try-out the materials. The revised drafts of the materials were tried-out to get feedback whether the developed material were fixed or needed to be revised. Because there was limited of time, only three units of the revised draft of the materials were tried-out: unit I, II and III. In line with this, a number of first semester students of Islamic in education Department were selected to be the subjects of the try-out and they were involved in the try-out process.

During the try-out process in the classroom, the researcher acted as the key instrument: observes the meeting, the learning process, and makes a note on any findings which appeared during the process. The researcher also asked for the help of the lecturer whose class was used to try out the materials, to observe the learning and teaching process when the try-out was going on and note down about it.

The try-out of the materials was conducted by giving the students and the lecturer the developed materials to be studied and by distributing questionnaires to the students and to the lecturer at the end of the try-out class to collect data about the applicability of the material in terms of the level of difficulty, usefulness, effectiveness and attractiveness, and to point the area of difficulties or problems that need to be revised. The students and the lecturer were involved in the try-out process to evaluate and give comments and suggestions on the developed materials. In the try-out, the researcher also gave a pre-test to the students at the beginning of the meeting and gave a post-test by the end of the meeting. These tests were intended to find out the learning mastery of the students before and after using the materials. The followings are the results of the try-out.

The pre-test given to the subjects was in the form of production test which consisted of comprehension, vocabulary, and grammar tests which were taken from one section of the units on the draft materials. To show the result of the test, the scoring was made by calculating the correct and wrong answers given by the subjects. Table 3.1 presents the result of pre-test obtained by each subjects.

Table 3.1 *The Result of Pre-test*

Subjects	Scores	Subjects	Scores
1	65	11	56
2	56	12	45
3	73	13	74
4	55	14	57
5	62	15	62
6	56	16	46
7	38	17	35
8	47	18	64
9	54	19	46
10	68	20	57

The result of the test was unsatisfactory since the distribution of scores showed that the number of subjects who obtained the score with the criteria fail (9%), low (19%), and fair (36%) is greater than those who obtained the score with the criteria good (26%) and very good (10%). It can also be said that the learning outcome of the students was not good since many of them could not do well on the test given. The students need to learn more and need more exercises to improve their speaking skill. Table 3.2 shows the result of posttest as follows:

Table 3.2 *the Result of Post-test*

Subjects	Scores	Subjects	Scores
1	68	11	66
2	63	12	57
3	78	13	77
4	65	14	67
5	67	15	66
6	65	16	64
7	46	17	38
8	57	18	65
9	65	19	58
10	76	20	65

On this test, the students produced a satisfactory result in comparison to the pre-test result. This is shown by the distribution of scores obtained in which many subjects made a significant change of scores so that the number of subjects who obtained the scores with the criteria good (64%) and very good (17%) is greater than those who obtained the scores with the criteria fail (4%), low (4%), and fair (11%). The result of the post-test above indicates that the learning outcome of the students was good enough since many of them could do well on the test given. This also means that there was a change after the students had used the developed materials.

Observation was also done during the try-out process of the materials. Here, the researcher collaborated with the lecturer to observe the learning-teaching process in the classroom. The result of observation indicated that the students seemed to be quite interested in the topics presented on the materials because they knew that the topics they would learn were related to their major content subjects, yet many of them seemed not to be familiar with the kinds of tasks they had to do during the learning and teaching process. They were very serious listening to the explanation of the teacher and some of them asked questions for clarity.

The try-out of the developed materials was held by involving the students and the lecturer at IAI Hamzanwadi Pancor to fill the questionnaires that had been prepared before. With respect to this, fifteen students of Islamic in education Department and one English lecturer were engaged in the try-out class. At the end of the try-out, they were given questionnaires to evaluate as well as to give comments and suggestions on the developed materials and the data obtained from the result of questionnaire were used to make revision.

Dealing with the cover design, letters, typing, spacing, and layout of the materials, the students and the lecturer had the same opinion that they were attractive, clear, neat, consistent, and appropriate. Yet, the original materials, the typing, and the chart in unit 1 and 4 need to be improved.

In terms of the organization of the materials both the students and the colleague lecturer said it was attractive and it was appropriately organized in the form of units. The lecturer also said that the organization of the materials was logical in terms of tasks order. Regarding the topics, list of vocabulary, and the dialog presented on the draft, the students

found that the topics were interesting, various and up-to-date, since they were appropriate to their needs and interest and relevant to their content subject. This opinion was also supported by the lecturer who found the same things on the topics presented. Furthermore, the students stated that the lists of vocabulary were presented in appropriate form and they were defined clearly. The lecturer added that the list of vocabulary were well-selected and appropriate for the target situation since they suited the level of the students.

In relation to the directions, the grammar reviews, examples and the tasks, both the students and the lecturer stated that the directions were comprehensible, appropriate, and they provided support to practice the dialog. Concerning the directions, the coverage of the materials, and the content of the materials, the students and the lecturer had the same opinion that the directions were clear, appropriate, and comprehensible. The clarity of the instruction that precede each task helped the students follow and do the tasks on the material.

Finally, it can be said that the materials were quite applicable in terms of the level of difficulty, usefulness, effectiveness and attractiveness for the students of Islamic in education Department at IAI Hamzanwadi Pancor. It can also be stated that the material meet the needs of the students in the sense that the materials can develop the speaking skill of the students and they can enrich the student's knowledge in their major content subject.

SUMMARY

The discussion and the result of this study can be summarized as follows: the materials are developed in the form of textbook containing various kinds of dialogs, integrated skill tasks, and language exercises: vocabulary and grammar tasks. The materials are developed based on the needs and interest of the students of Islamic in education Department at IAI Hamzanwadi Pancor, so that it is considered appropriate, suitable, and applicable for the students.

The topics presented on the materials are selected from the students' major content subject namely Islamic in education. The texts on the material are exploited into several tasks that enable the students to develop their reading, writing, speaking, and listening skills and their vocabulary and grammar knowledge that lead to the mastery of language.

The developed materials have some strengths and weaknesses. The weaknesses of the materials have been revised based on the evaluation, comments and suggestions in the expert validation and in the try-out process, but so far, the materials are not tried-out anymore, and there are no enrichment for the more able students and no remedial for the less able students after the last revision had been done.

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