DEVELOPING TASK-BASED ENGLISH SPEAKING MATERIALS FOR EXTRACURRICULAR ACTIVITY FOR JUNIOR HIGH SCHOOL

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Abstract

This research aimed to identify the learners' needs for English speaking skills and develop the appropriate English-speaking materials for the extracurricular activity, *Bahasa Inggris*, at SMPN 1 Ngaglik. The research procedure was adapted from Jolly and Bolitho's materials development process, which were (1) conducting needs analysis, (2) designing course grids, (3) developing the first materials, (4) evaluating materials, and (5) revising and writing the final draft materials. The data were collected using a needs analysis questionnaire and an expert judgment questionnaire. The research findings showed that the students needed English-speaking materials which are attractive and fit their needs to help them communicate fluently in daily life. The product of this study was speaking materials which consisted of three units. The product was developed by considering the goals of the program's goals needs, the principles of TBLT (Nunan, 2004). Based on the results of expert judgment, the materials were appropriate by the mean value of the whole units (3.60 of 4). The materials were evaluated in terms of content, language, presentation, and layout appropriateness.

Key words: develop, learning materials, task-based

INTRODUCTION

The worldwide demand for English has created a paramount requirement for quality language learning. Having the ability to master English has become such a crucial skill that the government makes it a compulsory subject taught in school. According to *Permendikbud* No. 35 2018 about the Framework of Curriculum 2013, English is a subject taught twice a week at junior high. However, these limited hours reduce the amount of language exposure for the students.

In addition, the students need a place where they can get more opportunities to practice English outside classroom contact hours. Therefore, an extracurricular class is considered a great effort to improve the situation. Throughout the years, SMP N 1 Ngaglik has made some efforts to solve this problem by forming its extracurricular activity for English learning called *Bahasa Inggris*. The teachers, media, and facilities have already been sufficient.

However, there is one crucial issue regarding the extracurricular program. No specific English learning reference was used in the extracurricular activity that emphasizes improving the students' speaking ability. As a result, students performed poorly while communicating in English. Most of them find that it is difficult to use and produce sentences in English. For the program's effectiveness, developing supplementary speaking materials is needed and the existing coursebook to improve students' proficiency in junior high school. It is expected that the materials encourage the teacher to teach speaking and help the students to improve their speaking skills.

RESEARCH METHOD

This study was a research and development. Gall, Gall, and Borg (2003: 569) state that educational research and development is an industry-based development model in which the results of the study are used to design new products and procedures, which then are systematically field-tested, evaluated, and

refined until they meet specified criteria of effectiveness, quality, or similar standards.

The setting of the research

This research was conducted in SMP N 1 Ngaglik, located at Kayunan, Donoharjo, Sleman, Yogyakarta.

Research Subjects

The research subjects were the members of the extracurricular activity *Bahasa Inggris* at SMP N 1 Ngaglik, which consisted of seventh and eighth-grade students. There were 21 students.

The procedure of the research

This study adapted the process of materials writing stated by Tomlinson (2011: 113) with some revisions/additions. There are seven steps in the process of materials writing. The process can be efficient and straightforward through five steps that the researcher took in materials writing: conducting a needs analysis, designing a course grid, developing materials, evaluating materials, revising materials, and writing the final draft.

Data Collection Techniques and Instruments

In the process of data collection, the researcher distributed two kinds of questionnaires. The first questionnaires were distributed for the students of the extracurricular activity in the form of close-ended questions. The questionnaires options came from some experts' opinion related to the aspects such as students' identity (Graves, 2000: 103), aim/goal (Graves, 2000: 103), necessities (Hutchinson and Waters, 1987: 55), lack (Hutchinson and Waters, 1987: 55), wants (Hutchinson and Waters, 1987:55), input (Nunan, 2004: 47), procedure (Nunan, 2004: 47), setting (Nunan, 2004: 47), learners' role (Nunan, 2004: 47), teachers' role (Nunan, 2004: 47).

The second questionnaire was the expert judgment questionnaire. This questionnaire was conducted after finishing the first draft of the materials—this questionnaire was distributed to the experts to assess the appropriateness of the product. The expert judgment questionnaire was in the scale form, namely the Likert scale. There were four aspects of suitability to evaluate the materials: the content, language, presentation, and layout appropriateness of the materials. The four aspects came from the assessment instruments for textbooks stated by BSNP (2014).

Data Analysis Techniques

The quantitative data were collected through two questionnaires distributed to analyze needs analysis and expert judgment questionnaires. The data of the needs analysis questionnaires were analyzed by calculating the percentage stated by (Suharto 2005: 27) of all answers and choose the highest score of each question to get the students' preferences.

The second quantitative data was the data from the expert judgment questionnaire, which ranged from 1.00 to 4.00 by using the Likert scale. The scores of the expert judgment questionnaire were used to categorize the first draft of the materials into excellent, good, fair, or poor materials. The first step to get the scores was finding the mean of each aspect. After knowing the mean of each chapter, the data were then analyzed to find the interval of the data stated by Suharto (2005: 59) then were categorized according to the classification.

In addition, the qualitative data was obtained from the interview, expert suggestion, and expert answer in the open-ended questionnaires. In analyzing the qualitative data, the researcher uses the data analysis technique proposed by Miles, Huberman, and Saldana (2014), which includes investigating qualitative data, including data collection, condensation, data display, drawing, and verifying conclusions.

FINDINGS AND DISCUSSIONS

The Target Needs

Target needs concern about what to learn by the students. Target needs include the goals of learning, necessities, lacks, and wants. From the data of students' target needs, most of the students (81%) chose their goal in learning English is to be able to communicate fluently and well with people using English. Meanwhile, the questionnaire identifies the students' view of their need to learn speaking in the extracurricular program to communicate in English for the necessities. The students mostly (81%) prefer to have materials that can provide an opportunity to practice formal and informal communication. The data show that most of the students found difficulty in constructing ideas or opinions, which took 85.7% of the respondents. Most of the students wanted to use English fluently and accurately, shown by 85.7% of the polling. The graph also shows that 71.4% of students wish to the learning materials to help them better understand grammatical features and structures in English.

The Learning Needs

The learning needs include the input, procedure, settings, learners' role, and teachers' role. According to the data analysis results, the students' listening input, like most, is in videos, which took 90.5% of the votes. The data also shows that the preferred listening materials took 85.7% of the polling from daily life materials, such as radio broadcast, news reading, songs, etc. The 57.1% of the students considered that the two to three minutes listening section as the most preferable. The majority of the students, with 81%, wanted daily life and activities as the main topic. The listening activity that most students wish to (85.7%) is listening to dialogue or monologue while completing fill-in-the-blanks text. Regarding speaking activities, the chosen speaking activity type by 90.5% is communication games, followed by storytelling (76.2%) and discussion on a specific topic (71.4%). Furthermore, the most preferred activity to improve vocabulary is completing a blank text with the provided vocabulary with 85.7% of the overall polling.

In terms of the setting, most of the students (57.1%) preferred to learn outside the confinement of a classroom. In the aspect of learning manner, the students working in pairs to be most preferable are shown in 85.7% of the respondents. Meanwhile, 57.1% of the students acknowledge that working in a group of 3 to 5 people to be least desirable.

The learner's role refers to the parts that learners are expected to play in the learning process. The results show that most students wanted to be creative students regarding collecting information to solve a problem or finish an assignment, with 71.4% of the overall poll. On the other hand, teacher's roles refer to the parts that teachers are expected to play in the learning process. Most of the students considered that teacher's role is to explain the materials and then guide them to do the learning activity, which takes 81% of the voting.

All of these results were considered by the researcher to develop the learning materials. The researcher expected that the materials provide opportunities for the students to improve their speaking skills.

Course Grid

The course grids are made in a table that displays some points such as essential competencies, topic, unit title, indicators, learning materials, learning activities, and resources. There are three-course grids that employ each of the vital competencies focused on verbal skills derived from the Curriculum of 2013.

The Unit Design

They were designed based on the Task-Based Language Teaching (TBLT) by Nunan (2004) in developing the unit. The unit is classified into several parts; introduction, main lesson,

reinforcement, and fun features. In the introduction, there are unit titles, pictures, and learning objectives of the unit. It gives an overview of what students are going to learn in the unit. The main lesson of the materials consisted of *Let's Brainstorm*, *Let's Focus* and *Let's Examine*.

The First Draft of the Materials

The title of the first unit is "Get To Know Me" with descriptive text as the main topic. The topic was chosen based on the needs analysis results, which mention that the students want learning materials relevant to their reality and can be used in daily life communication. There are three learning objectives presented in Chapter 1 cover which include: students can (1) use an adjective to describe the characteristics of people, (2) ask for information related to the characteristics of people, (3) give information related to the characteristics of people.

The title of Chapter 2 is "Today Was A Fairytale" and it focuses on narrative text. This chapter also includes a brief overview of storytelling and how to be a good storyteller. In addition, students learn about the grammatical features of narrative text, mainly the simple past tense. There are three objectives presented in the Chapter 2 cover, which are: students can (1) identify the features of narrative text, (2) identify and uses language forms in narrative text, and (3) tell narrative text stories interactively.

Chapter 3 is "Treat People With Kindness" which mainly focuses on giving a good speech. In this chapter, the students will also learn the characteristics of speech and persuasive languages. The speech topic was chosen because it allows students to form opinions, influence decisions, and even motivate change. There are two learning objectives from this chapter, which are: students can (1) identify the information from a speech and its language features and (2) demonstrate a short and effective speech

The Expert Judgment

After the materials were drafted, which was later called "the first draft, " the materials would then be evaluated by an expert. The materials evaluation was conducted by distributing an expert judgment questionnaire to a lecturer which an expert in materials development. There were four aspects to evaluate the developed materials: content, language, presentation, and layout appropriateness (BSNP 2014).

After the data were collected, they were analyzed to find the interval of the data stated by Suharto (2006) then the data were converted into the intervals. The results show that the first draft of the developed materials is very good, in the range of $3.25 \le \bar{x} \le 4$. The mean score of Chapter 1 was 3.57, Chapter 2 was 3.60, and Chapter 3 was 3.63. The total mean score of the materials is 3.60. Hence, it can be concluded that it is a good product and suitable for extracurricular activity.

CONCLUSIONS AND SUGGESTIONS

Conclusions

According to the needs analysis results, the students acknowledge that they learn English to develop their knowledge and improve their speaking skills. However, the students face some difficulties in achieving these goals. They have trouble understanding and constructing utterances or sentences in English. They also lack confidence and micro-skills such as spelling, pronunciation, grammar, and vocabulary. In addition, they stated that they need learning materials that can allow them to practice speaking, accompanied by a vocabulary list and how to pronounce the words.

The expert evaluation results illustrated that the developed materials are categorized as "very good" with a score of 3.6 of 4, which was evaluated based on four criteria proposed by The National Education Standards Board of Indonesia. Furthermore, the topics of each unit were chosen and developed based on

the needs analysis results, which intended to motivate students to learn English more excitingly and authentically. In addition, the content, presentation, language, and layout of the materials are suitable for the students' needs, grades, and proficiency levels.

Suggestions

For the students of the extracurricular activity of SMP N 1 Ngaglik, the students should motivate and encourage themselves to achieve their learning target. They should also peruse and make use of the materials they have on hand to be more independent.

For English teachers of extracurricular activity in junior high school, English teachers are suggested that they develop various speaking activities that can be carried out outside the class. This kind of development is expected to help the teachers control the students' improvement and assess their speaking skills with limited speaking activities inside the class.

A researcher should conduct needs analysis in a more detailed questionnaire and insightful interview with the research participants for other researchers. Since the developed materials were evaluated by an expert, other researchers can use an implementation to know the suitability & appropriateness of the tasks from the students' point of view. This will provide a more accurate evaluation and response.

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