

DEVELOPMENT OF THE TEACHING MODULES OF SPEAKING 1 INTO THE TEXTBOOK SPEAKING 1

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Abstract: This study developed the teaching modules of Speaking 1 into the textbook of Speaking 1. It aimed to find out what kinds of materials and exercises that were suitable needed to improve the teaching and learning outcomes to be applied in the textbook of Speaking 1. Research and Development Methods that was developed by Gall and Gall (2003) were used to get the answer of the research question. Since the study had the limited time, the simplification steps that were developed by Emzir (2013) were chosen. All the steps were divided into two stages. This study found out that various kinds of topics, exercises, supporting aspects and strategies in every chapter gave good impacts in improving the students' skill in speaking competence.

Key-words: development, R & D methods, textbook

Effective communication in a sophisticated technology era is needed very much and plays an important role in the world work or in everyday life. Language as a communication tool is used to convey the intended purpose. In the language there are four skills that support to each other. They are listening, speaking, reading and writing. Speaking skills are the key to good oral communication. Florez (1999: 1) states that communication and all language instructional approaches emphasize the integration between speaking, listening, reading and writing. They reflect the use of language. A good speaker must be able to anticipate and produce conversations that fit to the situation occurred. Therefore, conversations that occur in communication among individuals certainly involve a good atmosphere for free expressions but they should be structured according to the rules of grammar English as an international language will certainly make it easier for us to communicate with people from other countries. English as a foreign language is included in the education

curriculum in Indonesia. The goal is to communicate in English and to support the work activities of someone in his/her field.

At State Polytechnic of Sriwijaya, there is an English Department that concentrates in the hospitality industry where the students learn about hospitality industry using English. In this department, the students are not one hundred percent learning general English but they focus on English for Specific Purposes, such as English that is commonly used in hotels, receptionists, banks, and tourist attractions and others.

In the 2016 English curriculum, there are Speaking lessons. These lessons consist of three series that is from 1 to 3 which weighs 2 credits and they are carried out for 3 (three) hours per week. Actually, the speaking 1 lesson materials had been made in the form of teaching module created by Iskandar Rosidin, M.Pd. and Nurul Aryanti, M.Pd. in 2014. In this teaching module, topics were in accordance with the concentration of the department, namely the hospitality industry, but there was still a lack of information in the form of reading texts on the topic and the strategies and activities in speaking. The forms of existing exercises were good and creative but there was no conversation model that can be the reference for students in creating conversations in other situations. The Speaking 1 lesson is for the beginner level. So based on the evaluation of that teaching module, in 2017, Sri Endah Kusmartini, M.Pd. and her team developed the Speaking 1 teaching module by improving materials and forms of exercises and added other elements, namely language expressions in the form of vocabulary and grammar / structures.

In 2018, the researchers develop these two modules of Speaking 1 into the textbook Speaking 1 by adding other aspects that can help the students to have good knowledge about the materials to increase their speaking competence as the data from students' results of semester test in 2017 showed their average score was around 76. It means that their scores were various and not satisfied. Some were C, some were B and a few were A. The development of the modules is hoped to give contribution of the improvement of the students' Speaking 1 scores at the next semester tests.

LITERATURE REVIEW

English Speaking Skills

Speaking is a productive skill in oral form. Unlike the other three skills, namely listening, reading and writing, this speaking skill is more difficult because it is not only related to pronunciation but also involves vocabulary, intonation and speaking fluency. So to be a good speaker, the speaker must pay

attention on several elements related to good speaking skills. According to Florez (1999) the elements that need to be paid attention to, studied and mastered are as follows:

1. the utterance of voices, emphasis on rhythmic structure and intonation of the language;
2. the use of correct grammatical structures;
3. the assessment of listeners including knowledge, status, level of interest;
4. the choice of the right vocabulary and it can be understood by listeners;
5. the use of strategy so that listeners understand the topic discussed;
6. the use of gestures;
7. the successful interaction with listeners by using the right vocabulary, stable tempo rhythm and correct grammatical structures.

Furthermore, Jackson (2012) stated that in conversations, the speaker must speak naturally. And in the class of English speaking lesson, the students should not see their notes, but they should use English as much as possible spontaneously and they should engage enthusiastically and focus on the topics discussed.

English speaking skills are very important because English is an International language and in Indonesia English is a foreign language so it needs to be studied, and English language lessons become part of the lessons in the school curriculum from low level (elementary school) to high level (college). Related to the learning language, in this case, English, Harmer (1998:52) states that there are four elements in which students need to implement in the new language itself, namely (1) use the language, (2) understand its meaning, (3) understand the form of how the language is designed or organized, and (4) practice it in communication.

To practice speaking English, it requires topics to be discussed that are adapted to the curriculum and disciplines that are learned so that learning objectives are achieved. Speaking is an interaction process that builds the meaning of communication that involves creating, receiving and processing information. Therefore, teaching speaking in English must provide as many practices as possible with various types of exercises such as short dialogues, question and answer (question and response), long conversations that should be adjusted to the level of students.

English for Specific Purposes (ESP)

English for specific purposes is made according to the needs of students based on their scientific discipline. The focus of ESP is that English is not taught as a lesson that is separated from its expectations of language learning but English is integrated into important subjects that students learn such as English hospitality, tourism, offices. According to Fiorito (2005: 2) the ESP approach enhances the harmony between what students learn and allows them to use the English they learn in the classroom. ESP studies its fields and work. So ESP combines subject matter into English teaching. The abilities of students in the field of science are demonstrated in English.

Textbook

Textbooks are handbooks for students for one subject that is created and compiled by an expert in the related field. Besides that a textbook must fulfill the textbook rules and be published officially and disseminated not only in one higher education institution. Textbooks are very influential on the process of learning because textbooks must fulfill the points that support the teaching process as well. Based on the 2009 Guide lines for writing a textbook, there are some points to be paid attention in making a textbook:

1. try to generate interest in learning especially in reading;
2. designed and written for students;
3. explain the instructional objectives;
4. used by lecturers and students in the lecture/learning process;
5. arranged based on the flexible, systematic and structured learning patterns that are adjusted to the student needs and final competencies to be achieved;
6. give the many opportunities for students to practice;
7. give a summary;
8. communicative writing style;
9. there is a feedback;
10. accommodate student learning difficulties; and
11. explain how to learn the teaching materials/subjects.

Teaching Materials

Teaching materials are all forms of materials used to assist lecturers in carrying out teaching and learning activities. The teaching material can be in written form such as handouts, modules, books and unwritten forms such as videos, people / resource persons. Furthermore, Andhysastera (2018) cites about teaching material from the Dikmenjur website and states that teaching materials are a set of material that are arranged systematically to show a complete figure of competencies that will be mastered by students in learning

activities. He also states that teaching materials allow students to learn a competency.

METHODOLOGY

This research is a development research that developed the Teachings Speaking 1 Modules into a Speaking 1 Textbook . This research uses research and development (R & D) methods developed by Gall and Gall (2003) since this research produced a product. Because of the limited time, the researchers used a simplification step introduced by Emzir (2013). This step is still based on the Gall and Gall method for research on a small scale. This step is divided into two major stages. The first, there are research and information collecting and observation and interview and the second, there are planning, development product, testing, revision, field product and dissemination.

FINDINGS

Stage 1: Research and Information Collecting

In the first stage, the researchers collected the two previous speaking 1 modules, the 2016 English Curriculum and also the speaking 1 syllabus. Then, we analyzed them to determine the objectives of the course if there would be any changes from the previous ones. We also determined the themes or topics to be taught, time allocated, exercises for evaluation, supporting aspects and other elements that supported the teaching speaking 1. Based on those activities, the researchers collected all aspects including materials, exercises, supporting aspects, curriculum and syllabus to develop Speaking 1 modules became Speaking 1 textbook. We wanted that this Speaking 1 textbook was adapted to English RPS.

Stage 2: Observation and Interview

In this stage, the researchers observed the need of students for speaking 1 lesson. Even though it was not done directly, the researchers asked some of the sixth semester students for giving ideas about the materials and themes provided for Speaking 1 textbook since they had the experience about what they got during they studied and they applied when they did on the job training. We wanted to know how far the usefulness of what they had studied in speaking 1 lesson. Then, the researchers also asked the expert in education about the materials, exercises and supporting aspects provided. We wanted to know if all elements provided were suitable for the first semester students or no and if those had facilitated the students' needs. Moreover, the researchers asked the lecturer of speaking subject to give her opinions about our textbook design including the materials and other elements.

In this stage, the researchers also joined The 8th SRSTEFLIN 2018 Seminar that was held at Pasca Sarjana Universitas Sriwijaya in December 2018 to find some opinions, concepts for our textbook because the theme was very interesting and it dealt with our design. The theme was ***Promoting Professionalism in ELT for Global Challenges***. This theme was divided into eleven sub-themes. They were (1) Teacher Professional Development, (2) English Knowledge and Skill to Provide Sustainable Development, (3) Effective ELT for Young Learners, (4) Integrating ICT in Classroom, (5) ICT for Teacher's Professionalism, (6) The Development of Qualified Preschool and Primary School Teacher, (7) Educational Policy and Partnership Collaboration, (8) Qualification of Vocational Education to Meet Global, (9) Teacher's Leadership, (10) Educators Learning through Research, and (11) Inclusive Approaches and Practices for Professionalism in ELT. All those sub-themes gave many contributions such as ideas and concepts in making the Speaking 1 textbook.

So the purposes of observations and interviews were to develop the teaching modules criteria format into the required textbook because it was for the students at the beginner level speaking abilities and they especially concentrated on the English for hospitality industry.

Stage 3: Planning

At planning stage, the researchers designed and determined the materials, exercises, supporting aspects that would be used. We still used some of the materials, exercises, and supporting aspects from the previous speaking 1 modules because this study was about development. We used the materials that were still suitable with the students need when they would be in the world work. We planned to design the textbook into 5 chapters. The themes were Front Office, Tourism Destination, At the Airport, Restaurant, and Tour Guide. Each chapter consisted of two parts, part A and part B.

Stage 4: Development Product

In this stage, the researchers developed the product. We developed the speaking 1 modules became speaking 1 textbook. We redesigned the materials to be adjusted into the Speaking 1 textbook. We selected which materials to be reused and which ones were omitted. Furthermore, we also added new materials, exercises, supporting aspects that were suitable with the 2016 English curriculum and speaking 1 syllabus. This Speaking 1 textbook had five chapters and each chapter had two parts, part A and part B. In chapter 1, part A discussed Hotel Reservation and part B discussed Receptionist. In chapter 2, part A discussed Ampera Bridge and part B discussed Kemaro Island. In chapter 3, part A discussed Ticketing and part B discussed Lost and Found. In

chapter 4. part A discussed Waiter and Waitress and part B discussed About Menu. In chapter 5, part A discussed Tour Leader and part B discussed Code of Ethics of Tour Guide.

In each part, the researches provided the text dealt with the topic followed some exercises that were adapted to the students' needs of speaking abilities. So every chapter, there was a theme. Then it was provided with a text followed with Thinking Ahead in which the students were asked to give their opinions about the theme. Every part was provided with the text too and it was followed with Questions for Discussion in which the students were asked to discuss about the questions dealt with the text.

Moreover, it was also followed with Model Dialogue and Language Expressions. Model Dialogue gave a model for students to be followed so they could create their own dialogue. And Language Expression gave the students information about what kinds of expression that they could use to communicate with other based on the topic. In this part, there were also some exercises. Exercise 1 was about making their own dialogue of the topic. They could see the model. Exercise 2 asked the students to give the definition of the word or phrases dealt with topic. Exercise 3 gave the students change to fill in the blank spaces in the dialogue with the correct word or phrases. Exercise 4 asked the students to tell about the photos or pictures.

Stage 5: Testing

In the fifth stage, the design of Speaking 1 textbook was given to the education expert that was Dr. Welly Ardiansyah, M.Pd. to get the suggestions or any kinds of comments for the forms of materials, exercises and the supporting aspects. He said that all the materials and their accessories for the Speaking 1 activities had already been good to facilitate the Speaking 1 lesson, but he suggested to manage the materials into the professional performance. This designed textbook was also given to one of the lecturers that teaches Speaking lesson, Dr. Nurul Aryanti, M.Pd. She suggested to add the speaking strategy before the parts in each chapter. She said that it was very useful for the students to follow the speaking strategy.

Stage 6: Revision

In the sixth stage, the researchers collected all the information and suggestions from the expert and the lecturer that teaches Speaking lesson. We revised the textbook by adding the speaking strategy and managing the professional performance for the materials and other aspects.

Stage 7: Final Product

In the seventh stage, the final product was printed.

Stage 8: Dissemination

This is the last stage. After printing the final product, the Speaking 1 textbook disseminate to English Department and P3M at State Polytechnic of Sriwijaya, Palembang.

CONCLUSIONS

Based on the stages that had been done, so it can be concluded that the Speaking 1 textbook had followed the 2016 English Curriculum and also speaking lesson syllabus of English Department at State Polytechnic of Sriwijaya, Palembang. Some developments of the teaching materials, exercises, supporting aspects in every chapter give the students the challenges to practice speaking activities.

SUGGESTIONS

It is suggested that if there is a change of the curriculum, so the materials, exercises and supporting aspects should be adjusted to the new curriculum and the need of the objectives of English Department.

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