DEVELOPING SPEAKING MATERIAL FOR TEACHING SPEAKING BASED ON COMMUNICATIVE LANGUAGE TEACHING FOR SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM MUHAMMADIYAH UNIVERSITY OF METRO

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Abstract : This Research and Development (R&D) aimed to develop as a learning media using the assessment from the experts and determine the students' response to the Speaking Textbook in improving speaking ability. It was conducted using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation. The result obtained from the small group, field test and 5 phase of the ADDIE model. Assessing the reliability of the speaking module showed the following: 1) The Content expert gave percentage 83% which means developed the content gets "Good" category. 2) The Design expert gave percentage 71,4% which means developed the design gets "Good" category. 3) The language expert gave percentage 80% which means developed the language gets "Good" category.4) The field test questionnaires students responses in the second semester of English Department gave percentage 83,235% which means the speaking module gets "Very Positive" category. 5) The small group showed the responses from students were good responses. Based on the result, it presents that the speaking materials based on communicative language teaching (CLT) module can be learned attractively and interestingly.

Keyword: Developing, Teaching Speaking, Communicative Language Teaching**.**

Introduction

Speaking is one of the productive skills in the four main skills of language learning (listening, speaking, reading and writing). It involve communicative performance, and other important elements, such as pronunciation, intonation, grammar, vocabulary, etc. Therefore, the students should master the important element of having good speaking. Speaking skill is one of the English skills needed in having communication and interaction with others. Actually, being able to speak English is difficult. Most people speak spontaneously, there is no many time to plan all word and sentences to say because speaking happens in real life situation. It

means that students should learn and more practice in speak English anytime to get good communication using English.

By learning speaking, students are expected can communicate effectively to express a feeling, an opinion, and deliver an idea, etc. It means that students can share the information and get information by using English. Based on the data of preliminary research in the classroom, the researcher found some problems by doing observation in the class and interview some students on March 1st, 2018 to gets some data. The researcher faced some problems that the students got in the classroom when the students speak and understand the module of speaking materials.

There are many problems of students speaking such as the student's lack of vocabularies, bad of pronunciations and not self-confident. Therefore, students cannot speak English well. Besides this, the next problem is the students get difficult to understand of speaking materials textbook. Because in the textbook there is so many words without putting some pictures in each material, it needs to put off some exercise to students practice and dialogue, and some vocabulary. So the students can more interest to read the textbook and easy to understand the materials.

Learning material plays an important role and position in English language teaching. It provides anything that is used by a teacher or learner to facilitate and support language learning in every teaching process. In other word, materials are things used by the lecturer or learners in the teaching and learning process that give students the opportunity to improve the students' skill and knowledge. English subject is learnt from elementary school until university. In this case, the researcher focuses on the level of the university.

Dealing with the material, based on the statement above the students need to have an interesting speaking material textbook or module to make easy in learning to speak independently. Textbook plays very important role in teaching in the classroom. Teachers always use textbook as main materials when teaching in the classroom. Sheldon as cited in Kodriyah et al (2018:2) argues that textbooks not only "represent the visible heart of any ELT program" but also offer considerable advantages—for both the student and the teacher—when they are being used in the ESL/EFL classroom.

Therefore, the goal of speaking subject to increase the students speaking ability can be achieved easily. The lecturer also should be able to foster the learning of speaking. A Lecturer is not only a source of learning for students but also as a facilitator for the students along the teaching-learning process. To help students be able to speak, the teacher can use some methods to teach speaking skill. One of the methods appropriate to increase the speaking ability is the Communicative Language Teaching (CLT) method. This is because Communicative Language Teaching helps students to reach the goal of language learning that is communicative competence. According to Richards and Schmidt as cited in Hertika (2013:90) CLT is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities. It can be applied in teaching speaking.

Based on some findings above, the researcher developed speaking material based on Communicative Language Teaching for students of English Education Study Program of the Muhammadiyah University of Metro with adapted ADDIE model. ADDIE is one of a model of instructional design to develop material. There are five steps in the ADDIE model; analyzing, designing, developing, implementing, and evaluating. The English speaking material developed is hopefully can contribute to help the teaching and learning process of speaking in order to improve and develop the students' speaking skill for the students' need in the future.

According to Seels and Richey as cited in Alim (2012:34) development is the process of drafting the design specifications into physical features. Development specifically means the process of producing learning materials. Another definition from Tessmer and Richey as cited in Alim (2012:34) add development focuses not only on needs analysis but also broad issues about early analysis, such as contextual analysis. The development aims to produce products based on field test findings.Next definition about speaking, according to Harmer (2007: 343) speaking as an activity, which happens when two people are engaged in talking to each other. In this activity, speakers have to share their ideas, thoughts, or opinions during the speaking activity. In addition from Thombury in Hamidah (2014:8) says that speaking is like writing and that a speaker produces a distinctive pattern of energy much like typewriter produces letters, for every distinct vowel and consonant that someone perceives. It means in speaking learner should master vocabulary and grammar, so learners can produce every single word that wants to say.

Sudjana as cited in Mulasari (2015:4) states that "teaching speaking is an interaction between teacher and students in its interaction process to active use language for communication". Another statement by David Nunan (2011:18) teaching speaking is to teach students, learner to produce the English speech sounds and sound patterns, use language as a means of expressing values and judgments and use the language quickly and confidently with few unnatural pauses, called as fluency. Another definition of material, aaccording to Tomlinson in Suseno (2014:15) materials refer to anything which is used by the teacher or learners to facilitate the learning of a language that is able to improve the students' knowledge and experience of the language. The material could be books, pictures, charts, cassettes, and video, workbooks or photocopies exercises. Richard and Renadya in Purnamasari (2015:17) says materials as a key component in most languages programs that many in the form of printed materials, non-print materials and materials that comprise both print and non-print sources.

Richards in Ahmad (2017:182) defines instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom. In other word, materials are things used by the teacher or learners in the teaching and learning process that give students the opportunity to improve students speaking skill and knowledge. There are four kinds of instructional materials. In order to develop the speaking materials, the researcher chooses the visual materials (module) as the instructional materials. A Module is one of the kinds of instructional materials in printed sources. Prastowo (2012:106) says modules are instructional materials that are arranged systematically with language easily understood by students, according to students' age and level of knowledge so that students can learn independently with minimal guidance from educators. In the learning process the teacher only as a facilitator.

Communicative approach in language teaching starts from a theory of language as for of communication. Therefore, the goal of English language teaching is to develop communicative competence. According to Harmer (2007:84) Communicative Language Teaching underlines the importance of language functions rather than grammar and vocabulary. Another Statement from Richards and Schmidt as cited in Hertika (2013:2) CLT is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities.

ADDIE model (analysis, design, development, implement, evaluate) is a model of the ISD (Instructional System Design). It includes such models as Dick & Carey models. The instructional design aims for learner-centered rather than the traditional teacher-centered approach to instruction so that effective learning can take place. It means that every component of the instruction is governed by the learning outcomes, which have been determined after a thorough analysis of the learners' needs (Forest 2018:2).
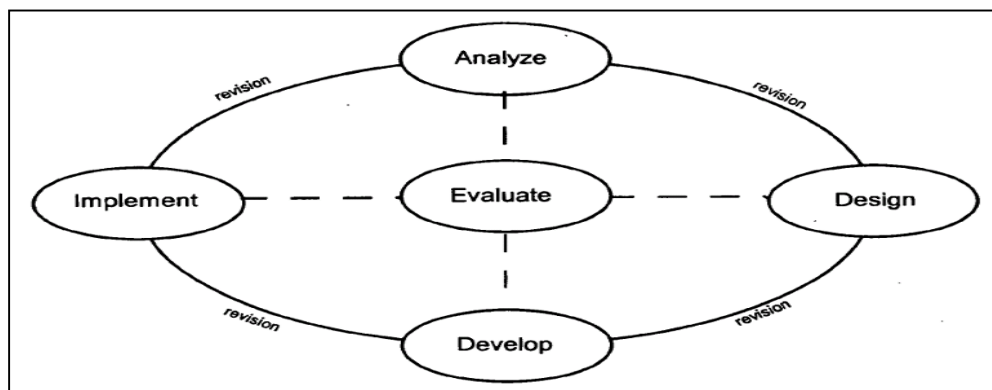
Method

This research is classified into an Educational Research and Development (R&D). Educational R & D is adapted from industry-based development model in which the results of the research will be take to create new products or procedures, which then are systematically implemented, evaluated, and revised to meet specified criteria of effectiveness, quality, or similar standards (Borg & Gall as cited in Suseno 2014:31). This research aimed to develop speaking materials to be used in university. It is conducted to design speaking materials based on communicative language teaching to teach in second semester students of English Education Study Program at Muhammadiyah University of Metro. Furthermore, the researcher use the design instructional model as the research design. It aims to develop speaking material such as Introduction, kinds of expressions and coversation at public area. Therefore to develop speaking material, the researcher follows some step that proposed by ADDIE model are consists of analysis, design, development, implementation, and evaluation.

The researcher follows some steps that proposed by ADDIE model (analyzing, designing, developing, implementing, and evaluating). The development steps of developing speaking material are below:

Figure 3.1. ADDIE Model
Sources from https://educationaltechnology.net/definitions-addie-model/

The procedure of ADDIE model can be explained as follow:

1. Analyzing
   The main activity is to analyze the need for the development of model or new learning methods and analyze the feasibility and terms of model development or new learning methods. There is a problem in the model or learning methods that have been applied, is not relevant to the needs of the target, the learning environment, technology, characteristics of learners, etc.

The researcher analyzes the problems from the subject of the research. It is decided from the pre-survey the researcher conducted in the field. The data from the pre-survey will explain what students' problem in learning process. After the problems are identified, the researcher moves to designing step.

2. Designing

In this step, the researcher designs the problem solving for the problems identified in the analyzing process from the pre-survey. The researcher designs a product to solve the problems from the analyzing process. The designed product is formed in the planning for developing step. After the designing step is done, the researcher try to develop the product in developing step.

3. Developing

In developing step, the researcher develops the speaking materials design to solve the problem from analyzing process. The researcher develops the design guided by the experts review process. The experts give some revisions to the developed product. Then, the research comes to the implementing step for the trial.

4. Implementing

At this stage the design of the model is implemented in a real situation and performed an initial evaluation for member feedback on the application of the next model. In this step, the product is implemented in the subject of the research. The researcher will take some data from the subject of the research after the product is implemented. The researcher takes the data from some processes; field test, questioners and the respons from the students about the module of speaking. After those processes are done, the researcher prepares for the final step, evaluating.

5. Evaluation

The researcher evaluates the product by doing the last test of the product in the field test. The researcher does the final revision of the product from the data taken in the field test. This process will result the final product revision from the research.

Product testing is the explanation of the research contains product design development, research subject, type of data, data collecting instrument, and data analysis technique. The research method of this research will be explained below:

1. Product Design Development

The prototype of the product is designed from the result of the analyzing step from the pre-survey and interview process. The second revision of the product is the result of the expert validation in the development step. The expert validation is to know that material was good or not. Researcher choose the lecturer from English Education Study Program at Muhammadiyah University of Metro, there are Mrs. Lilis Sholihah M.Pd as the expert of language, Mr. Dedi Subandowo M.A as the expert of the content of the speaking material and Mr. Syaifudin Latif, M.Pd as the expert of design the module. Next is the third revision is the result of teaching module speaking in the class as in development process. In the evaluation step is the result of final product for the product development.

2. Research Subject

The subjects of this research are the students of Muhammadiyah University of Metro. The especially will be research in English Department Study Program of Muhammadiyah University of Metro. The second prototype will be applied and the student will be given the questionnaire of the second prototype.

3. Type of Data

The types of data in this research are qualitative and quantitative data. The data are taken from instruments of quesionnaire for validity. Those instruments try to find the information about the speaking module is valid to the students or not. Also, some questionnaires are given to the students to know how well the speaking materials facilitate the students to learn English.

4. Data Collecting Instrument

From the book of Ary et al. (2010:391) once the overall research question has been determined, the next task is to construct an instrument that will provide the desired information. The researcher uses field test, questioners and interview. Because the data consist of students responses to individual questions, it is essential to start with good questions. Related to the research, the first researcher gives questionnaires to the students after implementing the module and the second doing interview 10 students to know the student's responses about using the module after that analyze the result of the questionnaires and interview.

5. Data Analysis Technique of The Research

In Ary et al. (2010:588), typically, the qualitative research will collect a massive amount of data from the interviews, observations, and field notes. From the explanation, the qualitative design of research only analyzes the data from interviews, observation, and/or field notes to revise the product. To collect the data in this research, the researcher uses a written interview, so the analyzed data is the score of the questionnaires.

Result and Discussion

Presentation of Trial Data

This presents the result of development of the reseacrh which were the data taken from the research conducted by the researcher. The data presented below were from the Expert validation, Small Group, and Field Test step. Thus, the researcher was able to analyze in detail.

Data Presentation of Expert

The data presentation of expert was taken from the result of the score questionnaires, comments and suggestions that given to the experts. There were three experts who validated the product there were expert of design, expert of content and expert of language. It can be seen in appendix page 62.

Based on the table above, the data note that the percentage score of 78,13% in the range $66,67\% < p \leq 80\%$ which mean developed media got value good category. Validation result by the validator indicate the module developed based on the design aspect, content aspect and language aspect worthy to be tested according to the comments and suggestion from the experts.

Data Presentation of Small Group

The data presentation of small group was taken from the result of the first and second interview that given to ten students. The researcher gave five questionnaires to the students to get the students responses about the speaking module. Based on the result of the first interview, concluded that there were several students that give bad responses it can be seen on the table above. Therefore, the students also gave suggestions to this module were such as the researcher had to revise the speaking module to make an attractive cover and colorful picture in each material and clearly explanation in unit 3 of speaking module. So, the researcher needed revision and try-out again the module to get the valid data. After the speaking module had been revised, the researcher did the second interview to get valid data. Based on the result of the

second student's interview, it can be concluded that all of the students give good responses and it is appropriate with the student's questionnaire result.

Data Presentation of Field Test

The data presentation of field test was taken from the result of the written interview that given to twenty two students. The researcher was provide questionnaires to students in order to obtain data in analyzing students appeal to English learning for Students of English Department. The researcher was given 20 questionnaires to the students to get the students responses about the speaking module. It can be seen in appendix page 85. Here was the result of the questionnaire response speaking module students of English Department.Based on the students result questionnaire response of speaking module, the result showed the total percentage was 83,235% means that "very positive" category

B. Data Analysis

Data Analysis contains the explanation of the data taken by the researcher from the research subject. The data taken by the researcher were from the result of the procedure of the research, small group data analysis and field test analysis. Those data were explained below:

The Result of Procedure Research

a. **Analysis**

The researcher did need analysis using interview to the students and the lecturer. The need analysis from the students showed that the students cannot speak English well, lack of vocabularies, bad pronunciations and not self-confident. Beside this, the students got difficulty to understand the students speaking materials module. Because in the module there were some explanation not clearly, lack of the attractive picture in each material, need more some exercise and example to students practice and dialogue, and need more some vocabulary in each materials. Therefore, the students can more interest and enjoy reading the module and the materials are easy to be understood. So, the students need interesting speaking material module to make easy in learning speaking.

The need analysis from the lecturer shows that the lecturer needs interesting module with many pictures, exercise, and dialogue that made students more active in the class.

Based on the need analysis above, the students and the lecturer need a media that made students more active in the class. Speaking module is one of media that made students more active in the class especially in speaking subject.

Design

In this second stage, the indicators that underlied the process of developing the module design. The researcher was manage the data from the analysis beginning, the procedure was:

1) The Design of Module Product

The researcher was created a new look module and was design with an attractive module and easy to be understood. The researcher used Communicative Language Teaching method in this material. In this method, the students had to express the student's opinion about the material, discuss work in pair, practice the dialogue in pair, did the exercise and gave the conclusion at the end of the material. There were material, example, and exercise.

Development

Drafting of the Module

In this stage of development, the module produced with requires quite a long time, a module used for learning speaking in students of English Education. At this stage, the material of speaking made in Microsoft Word. The cover of book is also design by using

the program Corel Draw. The material is presented succinctly with interesting illustrations and colors.

Make Assessment Instrument

Instrument for assessment module is a questionnaire to the feasibility of the product. The questionnaire was taken in accordance with the printed book for students of English Education. After that, the researcher performs validation test against design expert, media expert, and language expert.

Product Appropriateness Validation

The data collected in this research is quantitative data as primary data and qualitative data in form of suggestion and input from the validator. Validation module is done by the expert of design, content, and language.

Design Expert Validation of Module

The expert of design in this research is the lecture from English Department. Lilis Sholihah, M.Pd is the expert of design. There are several suggestion from the design expert, the suggestions are: the picture unrelated with the material, the shape of word, and capital letter still les tidy. It can be seen in appendix page 85.

Content Expert Validation

The expert of content in this research is the lecturer from English Department. Dedy Subandowo, M.A is the expert of content. There are suggestions from the content from the expert, the suggestions are: make a clearly the instruction of the students exercises and place a summary of the material at the end in each materials. It can be seen in appendix page 82.

a. Language Expert Validation

The expert of language in this research is the lecture from English Department. Syaifudin Latief, M.Pd is the expert of language. There are several suggestion from the language expert, the suggestions are: less of vocabulary and wrong grammatical. It can be seen in appendix page 84.

Revision of the Product Module

Here are the things that need to be revised based on the advice by the experts:

a. The revisions of the design expert are: the picture unrelated with the material, the shape of word, and capital letter still les tidy. So, the researcher must put the picture that relate with the material and use the appropriate shape of word and capital letter.

b. Revision content expert are: make a clearly the instruction of the students exercises and place a summary of the material at the end in each materials. So, it is to be better if the researcher gives more clearly instruction of the students exercise in unit 3 about expressing satisfaction and dissatisfaction and summarize in each material at the end of the material.

c. In the language expert gives revisions: less of vocabulary and wrong grammatical. The researcher must give many vocabulary in unit 4 conversation at public area to improve the students speaking also corrected the grammar in explanation of unit 3 and unit 4.

Implementation

At this stage, the developed media module was applied to the actual conditions. This module was tested by the field students. The module used for field trials is the result of revision and improvements in accordance with the suggestion from design expert, content expert, and language expert. Field trials were conducted for 22 students. Implementation of the trial does

in April, 17th 2018. The researcher has taught two topics in the class, the first was kind of expressions such as expression of gratitude and expression of like and dislike, next topic was conversation at public area such as at market and at clothe store. After the learning activity was done, the students assess the module by using a questionnaire. The researcher was provide questionnaires to students in order to obtain data in analyzing students appeal to English learning for Students of English Department. It can be seen in appendix page 59. The questionnaire used rating scale 1-5. Implementation of data collection used the questionnaire the students were expected to fill out the questionnaire honestly and without haste. The result of this student's response was to the product development.

Evaluation

All the processed of research was done, the expert and most of the students gave very good response to the product, but there were some supporting components that must be refined. The first there were several suggestions from the expert about the content, design and language to be repaired. Second, bad responses from first interview of the students that the researcher must be revised and gave try out again. The last, the researcher did second try out and interview to the students, so that the objective of the development can be reached.

Small Group Data Analysis

The result of the small group was taken from the student's response that was to compare the result of field test. It can be concluded the result of small group was match the result of field test which was the speaking module was appropriate to students of English department.

Field Test Data Analysis

Based on the questionnaire response that has been filled by the students of English Department showed that module developed with aspects of Visualization of Media, Interesting, Motivation, The Learning of English, and Application of the Media shows that student's response is very positive. Total the score is 1.816 and the percentage is 83, 23% which lies in $80 < p \leq 100$. For the conclusion, the module got "Very Good" category. So, this speaking module ready to use to the students of English Department.

Product Revision

Revisions provided by the expert, small group and field test which were useful for the improvement of module products so that the developed medium can minimize errors and feasible to use. The revisions were made based on suggestions and comments given by the design expert, content expert and language expert and the result of small group and field test. Those indicators will be explained as the reference of product revision such as revision of the first product testing, revision of the second product testing and revision of the final product. These explanations were explained below:

Revision of The First Product Testing

The revisions were made based on suggestions and comments given by the design expert, content expert and language expert. The first revision was taken from the design expert, the researcher had to revise the speaking module by put the picture that related to the material and use the appropriate shape of word and capital letter. Second from content expert, it was better to give more instruction clearly in the students exercise and summarize it in each material. The third from the language expert, the researcher had to revise the speaking module by give many vocabularies to improve the students speaking also corrected the grammar. Next was taken from the result of the small group, the result was several students give bad response to module. So the researcher had to revise the speaking module to make an attractive cover, clearly explanation in unit 3 of speaking module and colorful picture in each material. The last was taken from the result of the field test, the result showed that the total the score was 1.816 and the percentage is 83, 23% which lies in $80 < p \leq 100$. For the conclusion, the module got "Very Good" category. It means the product was ready use for the students of English department.

Revision of The Second product Testing

In this revision section, researcher analyzed data from Small Group. It can be seen that the data did not show the product weaknesses on the same indicator as the first revision.

In conclusion, the product improved overall, although the speaking module did not include the CD-R that contains about some recorded from native speaker to students more practice in speaking.

The Final Product

After passing those phases from the first field test, second field test and the last revisions, the product has been ready to be applied to the students in second semester of English department. The product was speaking material based on communicative language teaching method. It can be seen in appendix page 87.

Discussion

According to the result of need analysis that was conducted by the researcher, the researcher found the students and the lecturer need a media that made students more active in the class. The media is speaking module that can increase the students speaking and more active in the class. So, the researcher developed the speaking material based on Communicative Language Teaching method with make a reliable product in second semester of students English department.

Furthermore, the result of development that was conducted by the researcher, the result were such as the students was more active in the class and the students was interested and enjoy using speaking module. Based on these result, it can be concluded that the speaking module is reliable to be used to teach speaking.

In order to compare this result with the previous research, the researcher takes one previous research from Dedi Efrizal (2014) with the title "Developing Supplementary Teaching Speaking Material Based on Communicative Language Teaching for Second Year Students of Senior High School at An-Nur Islamic Boarding School of Malang, East Java". The objective of this research is to develop supplementary teaching speaking materials based on communicative language teaching in order to overcome student's problems in the student's English speaking ability. The result of this research was the developed material could help the teacher in teaching English speaking that was rarely exists on the main book and help the students to solve the students problems in English speaking by providing more opportunities in practicing the students English speaking without too burdening the students with memorizing grammatical patterns.

Based on the previous research the result of the previous research were same as the result of the research such as the developed speaking material based on CLT method could cover the lack or the weakness of the main book that used by the lecturer which is could cover the students need of English speaking material and the developed material were completed with interesting and appropriate learning activities that can let the students communicate actively during teaching and learning process. So, it can be concluded that the result of this research is reliable to be used to teach speaking.

Conclusion And Suggestion

Conclusion

After having finished doing the research in the second semester of students English department, the researcher takes some conclusions as follows the speaking module based on communicative language teaching was appropriate to develop the English material and could

cover the student's needs in second semester students of English department at Muhammadiyah University of Metro, and the material in speaking module based on communicative language teaching can be useful. The developed materials were completed with interesting and appropriate learning activities that can let the students communicate actively during teaching and learning process. Based on the conclusions above, this product can be applied for learning speaking materials.

Suggestion

There are three suggestions of this research product:

1. Suggestion for Utilization

A module will help the students to learn speaking material easier and it can be used as instructional media to study speaking for English Education Study Program. The module can help students to explore the students speaking, because in the module there are many exercises.

2. Suggestion for Dissemination

The developed speaking materials is used for not only the students of university level and lecturer but general reader. Because of the topic of the material about daily conversations.

3. Suggestion to the Next Development of The Product

To develop more interesting speaking module based on Communicative Language Teaching (CLT) by next researchers in order to make the students interesting in learning English, it will be better the speaking module include the CD-R that contains about some recorded from native speaker to students more practice in speaking.

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