DEVELOPING ENGLISH LANGUAGE MATERIAL FOR HIGH SCHOOL LEVEL USING PICTURES MEDIA TO IMPROVE STUDENTS SPEAKING SKILLS

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Abstract

This study aims to determine the effect of developing teaching materials on the learning of high school students and knowing the effect of developing teaching materials English image media on the speaking ability of high school students (SENIOR HIGH SCHOOL). The design of research and development of teaching materials used refers to research design and development modification of the Borg & Gall development model (1985) and Kemp & Dayton (1985). The subject of the study were the students of High School students. The result of this study is 13 units of varied material. The material consists of variety of topics related to tourist spots and well known places in South Kalimantan.
Keywords: High School Students, Materials, ESP, Tourism

INTRODUCTION

Currently, the development of science and technology is occurring significantly, marked by the presence of progress in various important sectors, one of which is in the field of education. For that with the development of science and

technology in the field of education, it should also develop important aspects in it in the form of aspects of goals, aspects of educators, students, educational facilities and methods and tools. One of the effects of development this makes educational methods andtools as teaching materials more and more varies such as modules, pictures, movies, videos, web and so on.

Teaching materials are learning resources that have an important role to support the learning process. By using good and relevant teaching materials, a teacher can carry out the learning process more easily and efficiently and facilitate students to achieve learning goals. By studying, students are expected to produce a change in self-quality that begins with a conscious effort made to improve knowledge and life skills. These qualities can be demonstrated through behavior, attitude, and or performance that can be measured. So the work that can be done by the teacher is to guide students to make a conscious effort to improve the quality themselves by designing and implementing learning well. Like principle The main learning model proposed by Johnson (in Alwasillah, 2011: 18) is that students can produce relatively permanent changes in behavior and the role of educational actors is as an agent of change (agent of change), to achieve the ideal quality self-potential optimization should be done, the achievement of ideal quality will grow in line with the process of life, for that learning is a part of life that must be well designed to achieve the intended quality. But in implementation in the field, developmental paralysis can still be found, especially in creating and developing teaching materials according to the needs and characteristics of the teaching materials to be provided.

Following up on this developmental disability, teachers need to various approaches, methods, techniques, and varied learning resources to attract interest and facilitate students in the learning process. Designing alternative media/teaching materials can help students find the best way to learn to make them want to learn following the new paradigm of education, namely, "not making students learn", but "make students want to learn" (Ariani & Haryanto, 2010:80).

The teacher or educator in education has a very important role in terms of having a great influence on helping students achieve success. The success of learning is not only seen from the satisfactory result but also is necessary to achieve competence and subject matter following the objectives of learning. To achieve this, teachers need teaching materials to help them convey the message of subject matter to students, especially complex subject matter and complex (Syaiful Bahri Djamarah and Aswin Zain, 2002: 137). With that, the development of tools or image media as English teaching materials is very necessary and teachers need to use, without media the teacher will be difficult to explain the material concrete, and learning objectives will be difficult to achieve.

Based on the explanation above, there is a research question as the focus of the present study: (1) What are the English language skills needed by high school students to be able to speak in tourist spots?

Based on the research questions above, the purposes of this study is: (1) to analyze the needs of high school students in learning English based on information obtained by two sources, namely: students, teachers (2) Developing material based on the results of the above needs analysis so that the material produced alternative skills which are needed by the students' future.

LITERATURE REVIEW

Teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and ways of evaluating that are designed systematically and attractively in order to achieve the expected goals, namely achieving competence or sub-competence with all its complexity (Widodo and Jasmadi in Lestari, 2007). 2013:1). This understanding explains that a teaching material must be designed and written with instructional rules because it will be used by teachers to assist and support the learning process. Another understanding of teaching materials is that all materials (both information, tools, and texts) are systematically arranged, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and studying the implementation of learning. For example, textbooks, modules, handouts, worksheets, models or mockups, audio teaching materials, interactive teaching materials, and so on (Prastowo, 2015: 17). According to the National Center for Competency Based Training in Prastowo (2015: 16), teaching materials are all forms of materials used to assist teachers or instructors in carrying out the learning process in the classroom.

The material in question can be in the form of written or unwritten material. The views of other experts say that teaching materials are a set of materials that are arranged systematically so as to create an environment or atmosphere that allows students to learn.

RESEARCH METHODS

This study aims to develop learning materials English for high school students. Based on this goal then the proper design to use is Research and Development. Latief (2011) mentions that R &D is research that aims to develop products such as media, modules, syllabi, textbooks, and so on.

The final product of the present research was in form of lesson materials for students. Therefore, the final product of this study is expected to be ready-used materials which can be utilized by any English teachers who are interested in teaching ESP for high school students especially for studying tourism.

Research Design

The design of research and development of teaching materials used refers to research design and development modification of the Borg & Gall development model

(1985) and Kemp & Dayton (1985) consisting of (1) research and data collection through surveys, (2) planning, (3) preparation of printed teaching materials in the form of worksheets students, (4) expert validity test, (5) product revision, (6) small-scale field trial, (7) revision product, (8) large-scale field trials, (9) revision of the final product, and (10) dissemination and implementation. With the necessary changes, namely in this research and development did not pass steps 6, 7, 8, and 9 due to limited time, effort, and cost from researchers.

Participants

The participants of this research are the students of SMAN 8 Banjarmasin. They are from X and XI grade.

Instruments

The instruments of data collection were five: interview, questionnaire, validation checklist, observation. The interview aimed to collect the data from respondents, such as the teachers. The interview with two English teacher was interviewed to know the present teaching materials used, the students' common problems in the classroom, and his suggestions for the future materials. The questionnaire was employed to gather two kinds of data: 5 questions to gather the students' needs, wants, and lacks.

FINDINGS

The data collection of the study was gathered by interviewing key persons, conducting need assessment from the students, and evaluating the students' language ability. There were several interviews conducted during the study from the teachers. The summary of the interview was as follows: (1) the material that are in the product book or e book should not have many pages; (2) the students proficiency are varied, for the Social class, the students are below of what the teachers expected, for the Science class, the proficiency are surprising, sometimes the students are good but sometimes are not. (3) there are so many tourism material before this research are conducted but the teacher thinks that for material from South Kalimantan, there are not much of a material. It will be better for the material to be the up to date material or has viral state material. (4) the facilities that are in the school are limited, sometimes the students feel the difficulties in using the facilities. The internet sometimes are there and sometimes are missing, even for the simple thing like scanning bar code, the students feel difficult because the smart phone is not he newest or at least 3 years old (5) the time for each week teaching is forty five minutes times two. For the X class, the material that are taught in the class is crowded and don't have enough time to teach another material.

Table. 1: The questionnaire answered by the students

NO	Questions	Sub item	F	Percentage
	Is English material that uses local tourism needed	Strongly agree	44	68.8%
		Agree	20	31.3%
		Neutral	0	0%
		Disagree	0	0%
		Strongly Disaggree	0	0%
	do you often see english vocabulary or sentences in the tourist spot?	Strongly agree	15	23.4%
		Agree	19	29.7%
		Neutral	21	32.8%
		Disagree	8	12.5%
		Strongly Disaggree	1	1.6%
	do you know the meaning of those words	Strongly agree	33	51.6%
		Agree	27	42.2%
		Neutral	3	4.7%
		Disagree	1	1.6%
		Strongly Disaggree	0	0%
	the material of local tourism is useful for works	Strongly agree	39	60.9%
		Agree	18	28.1%
		Neutral	7	10.9%
		Disagree	0	0%
		Strongly Disaggree	0	0%
	you have never seen local tourism for teaching english material	Strongly agree	10	15.6%
		Agree	6	9.4%
		Neutral	24	37.5%
		Disagree	23	35.9%

		Strongly Disaggree	1	1.6%

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DISCUSSION

The next is need assessment using questionnaire to 64 (sixty four) students. The first question is "Is English material that uses local tourism needed?" From total 64 participants, 68.8 % (44 participants) are strongly agree, 31,3% (20 participants) are agree. The second question is "do you often see english vocabulary or sentences in the tourist spot?" From total 64 participants, 32,8% (21 participants) are neutral, 29.7% (19 participants) are agree, 23,4% (15 participants) are strongly agree, 12.5% (8 participants) are disagree and 1.6% (1 participants) are strongly disagree. The third questions is "do you know the meaning of those words". From total 64 participants, 51,6% (33 participants) are strongly agree, 42,2% (27 participants) are agree, 4.7% (3 participants) are neutral, 1.6% (1participants) is disagree and 0 % (0 participants) are strongly disagree. The fourth question is "the material of local tourism is useful for works". From total 64 participants, 60,9 % (39 participants) are strongly agree , 28.1% (16 participants) are agree, 10,9% (7 participants) are neutral. The fifth question is "have you never seen local tourism for teaching english material". From total 64participants, 37,5% (24participants) are neutral, 35.9% (24 participants) are disagree, 15.6% (10 participants) are strongly agree, 9.4% (6 participants) are agree.

CONCLUSION

Based on the results of the needs analysis, the expertise required by high school students is the ability to speak, the mastery of basic English skills for daily needs, tourism related (ESP), mastering certain topics and to be able to respond and create a conversation is needed.

The present study also has some limitations, such as the subject for need analysis and try out are limited to students of SMAN 8 Banjarmasin. It is possible that if the subjects are larger and gathered from various schools, the data collected will also be more comprehensive and the materials developed can be used widely for any high school students. Therefore, the next researchers are expected to enlarge the number of samples for data collection

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