Designing Speaking Material for English Conversation Club (ECC) Students of SMAN 2 Kota Pekalongan

Muhammad Ivan Fauzi
Linguistic Department, Universitas Diponegoro, Semarang, Indonesia
Email: ifauzi696@gmail.com

ABSTRACT

The objectives of this study areto identify the target and learning needs of English Conversation Club students in learning English and to design English learning materials for English Conversation Club in SMAN 2 Kota Pekalongan. This research is classified into Research and Development (R & D). This research was conducted through the following steps i.e.; conducting the needs analysis, analyzing syllabusdesigning the material. The subjects of this research were the ECC students of grade ten in SMAN 2 Kota Pekalongan. The data were collected by distributing questionnaires to the students. The questionnaires were administered to find out the needs of the ECC students in learning English. In this research, the researcher designed three units of learning materials with eight tasks in each unit. They are 'Congratulation', 'Complimenting', and 'Accepting and Refusing Invitation'.

Corresponding Author:

Muhammad Ivan Fauzi,
Universitas Diponegoro, Semarang, Indonesia
Jl. Prof.H.Soedarto S.H, Kec. Tembalang, Kota Semarang, Jawa Tengah 50275
Email: ifauzi696@gmail.com

INTRODUCTION

English is one of the international languages. It is understood and spoken almost everywhere in the world. English has become the key instrument of globalization. Hutchinson and Waters (1987:6) point out that the effect of technology and commerce in the world is to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English is the key to the international currencies of technology and commerce. In other words, the importance of English affects the big mass of people wanting to learn English.

The phenomenon of massive mass of people who want to learn English, then, happens almost in all countries in the world. Likewise in Indonesia, Indonesian people have a big interest in learning English. In order to convey ideas and talk to people from different countries or the requirement of their jobs, they must be able to speak in English. Because of the importance of English in the world, especially in the work place, the people learn English from many English learning places such as courses, schools, and others.

Then, the worldwide demand for English has created an enormous demand for quality language teaching and learning, especially in Indonesia. Teaching and learning of

English in schools should be emphasized on helping students to be able to communicate in English, both in written and spoken forms. Unfortunately, it seems that the English teaching and learning in the classroom only focuses on the written form, while the spoken one is put aside. The activities in the class are centered in the written cycle only. This phenomenon leads many schools to attempt developing English language skills in order to improve the students' speaking ability, for example SMAN 2 Pekalongan. To achieve the goal, SMAN 2 Pekalongan has made some efforts to improve the students' speaking ability. One of the efforts is made through the English Conversation Club (ECC).

English Conversation Club (ECC) is designed as an extracurricular activity for the tenth grade of SMAN 2 Kota Pekalongan. ECC is an extracurricular activity that helps students to develop their English proficiency, especially the speaking ability. The program is held once a week. The students who join the club are the tenth graders students of SMAN 2 Kota Pekalongan. For the effectiveness of the program, the materials for ECC should be considered as the important factor. Without appropriate materials, the program will not run well. To get the appropriate materials, the materials should be based on the needs analysis. Based on the materials problem, the researcher intends to design English learning materials for English Conversation Club (ECC) students in SMAN 2 Pekalongan. The objectives of this study are to identify the target and learning needs of English Conversation Club students, and to design English learning materials for English Conversation Club in SMAN 2 Kota Pekalongan.

THEORY AND METHODS

English Conversation Club

SMAN 2 Kota Pekalongan provides an English program which emphasizes on the English speaking skill namely English Conversation Club. English Conversation Club is one of the extracurricular activities provided in SMAN 2 Kota Pekalongan. The program is held for the tenth grade students in SMAN 2 Kota Pekalongan. English Conversation Club in SMAN 2 Kota Pekalongan which is conducted on Saturday at 2 p.m. is aimed at enhancing students' knowledge and speaking skill. There are 30 grade ten students of SMAN 2 Kota Pekalongan who join the club. The students in the English Conversation Club are taught by the English teachers of SMAN 2 Kota Pekalongan. The students are expected to have the English proficiency especially speaking.

Needs Analysis

Porcher (1977) in Richards (2001:54) states that 'need' is not a thing that exists and might be encountered ready-made on the street. Feez and Joyce (1998: propose that doing a needs analysis has an aim to collect information or data from the learners at the beginning of a course. Furthermore, according to Feez and Joyce (1998:40), the ultimate goal of all needs analysis activities is to prepare a set of course objectives which are customized to the specific needs of the particular group of learners in the class.

Hutchinson and Waters (1987: 54), then, divide needs into target needs and learning needs. The first means what the learners need to learn in the target situation. The latter means what the learners need to do in order to learn. The analysis process can be done through individual student interviews, group discussions, surveys and checklists. The needs analysis process was conducted to get the target and learning needs.

Speaking

According to Brown (2004:140), speaking is a productive skill that can be directly and empirically observed. Speaking involves two people who are engaged in

talking to each other (Harmer, 2007:67). Then, Thornburry (2005:1), points out that speaking is a part of daily life and the average person produces thousands of words in a day. From those definitions, it can be inferred that speaking is one of the most important skills that people should acquire well. People speak every time they need, every time they want something, every time they want to socialize, and they assess their progress in terms of their accomplishments in spoken communication.

Then, Harmer (2007:343) points out that the speakers of English, especially where it is a second language, will have to be able to use a range of conversational and conversational repair strategies. There are two purposes for people to speak to others. Firstly, they want to convey information and facilitating of goods and services. Secondly, they want to maintain and sustain good relations between people. The former purpose is usually called a transactional function and the latter is called an interpersonal function.

Materials Development

Material is one of the essential factors in the learning process. As stated in Tomlinson (1998:2), material is anything which is used to help teaching language to the learners. It can be the form of a textbook, a workbook, a cassette, a video, a newspaper, etc. It means that the term of materials is much broader than just a course book. So, it is a big mistake if a teacher teaches the students based on the course book only.

According to Tomlinson (1998:2), materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. Then, Graves (2000: 149) defines materials development as the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course.

Furthermore, Graves (2000:150) explains that for a teacher, materials development means creating, choosing or adapting, and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course. Teachers are materials developers in that they are involved everyday in matching the materials to the needs of their learners. They add, delete, lengthen, shorten, and modify the materials.

Materials are defined as anything used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard; anything which present or informs about the language being learned (Tomlinson,1998).

In line with the guidelines of developing material, Tomlinson (1998: 7-21) explains some principles of second language acquisition relevant to the development of materials for the teaching of language. They are:

1. Material should achieve impact

2. Materials should help learners to feel at ease

3. Material should help the learners to develop confidence

4. What is being taught should be perceived by learners as relevant and useful

5. Materials should require and facilitate learner self-investment

6. Learner must be ready to acquire the points being taught

7. Materials should expose the learners to language in authentic use

8. The learners" attention should be drawn to linguistic features of the input

9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes

10. Materials should take into account that the positive effects of instruction are usually delayed

11. Material should take into account that learners differ in learning styles

12. Materials should take into account that learners differ in affective attitudes

13. Material should permit a silent period at the beginning of instruction

14. Material should maximize learning potential by encouraging intellectual,

15. Material should not rely too much on controlled practice

16. Material should provide opportunities for outcome feedback

However, not all principles above can be used in designing speaking material because those are used when the material researchers want to develop the material in general which include four skills (listening, speaking, reading, and writing). The principles above should be summarized again and adjusted with the need of developing speaking material.

Previous Study

There were many previous findings that related with this research. First, Klimova (2015) conducted the research about the issue in developing materials for English for Specific Purpose (ESP). The subject was engineering students of the Faculty of Informatics and Management (FIM) of the University Hradec Kralove, Czech Republic. He met the needs from the students based on a book that they used. The book did not has clear topic, grammar, structures. The result was the material developer had to consider the way that teacher can make the resource of the materials and did not have to follow them as script. In other word, the teacher should develop the materials based on the students' needs. Then, Wahyuni et al. (2015) conduct a research at SMP Negeri 19 Palu. This research was to develop a speaking materials through short conversation. The subject was 20 students and used cluster sampling technique. They used pre- test (before treatment) and post-test (after treatment) as the instrument of the data. They analyzed statistically used t-counter to see the significance. The resulted appeared that the conversation helped the students developed their speaking skill.

Third, Mubar (2015) conducted a study to develop English speaking materials at MTsN Model Makasar in academic year 2014/2015 using ADDIE (Analysis Design, Development, and Evaluation) based on the students' needs analysis. He used Research and Development (R&D). There were 20 students in the third graders. The results presented that vocabulary and grammar were needed to be improved. The materials consisted of 6 topics and 18 activities that supported by illustrations and pictures. Furthermore, Dewi (2013) conducted a research about developing biology learning device oriented developing students compound intelligent. Result of this study was learning device oriented developing students compound intelligent that was suitable to use for students in learning process in the class.

RESEARCH METHODS

This study is classified into educational Research and Development (R&D). Borg and Gall (2003) define educational Research and Development as a process used to

develop and validate educational products. Furthermore, Gall, Gall and Borg (2003: 569) propose that the findings of research 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 steps of this process are usually referred to as the R and D cycle.

This study was conducted from April, 2019 in SMAN 2 Kota Pekalongan. The school is located at Kusumabangsa street, Pekalongan. The subjects of this study are the students of grade ten who join the English Conversation Club. There are 30 students joining the English Conversation Club. The age of the students varies from 15 to 16 years old. The students were needed in collecting the data of learner needs and the students were involved in the needs analysis process only.

The research procedure in this study was modified based on the procedures proposed by some experts. Borg and Gall (1983: 775-776) propose the major steps in the R & D cycle which are used to develop mini courses consisting of research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revising, main field testing, operational product revising, operational field testing, final product revising, disseminating and implementing. Furthermore, Masuhara (in Tomlinson, 1998:247) recommends the procedure in designing courses consisting of five steps. The steps are drawn as follows: Needs analysis, Goals and objectives, Syllabus design, materials, Testing and evaluation. But in this paper the writer only conduct needs analysis, analyzing syllabus and creating the material.

In this research, the researcher used Questionnaires, According to Gall, Gall and Borg (2003: 222), questionnaires are documents that ask the same questions of all individuals in the sample. The questionnaire was used to get the data of learner needs. The questionnaire consists of some aspects, such as the goals, input, procedures, settings, teacher's role and learners' role.

FINDINGS AND DISCUSSION

Findings

The needs analysis of this research was conducted on April 24, 2019. The needs analysis questionnaire was administered in order to find the target and learning needs as the consideration to design the learning materials for English Conversation Club (ECC). The needs analysis questionnaire was distributed to the ECC students. There were 27 questions in the needs analysis questionnaire and those questions were about six task components. All of them were the aspects that have been considered in designing the questionnaires. Besides that, the researcher analyzed the English syllabus of SMA to get the target needs as well. The results of the questionnaire are presented below.

Aspects	Questions	Answer	(%)
Goal	The goal of learning English is ….	a. to pass the national exam.	5.71
		b. to support next study/career in the future.	54.28
		c. to help the students in translation.	8.57
		d. to be able to communicate with foreign people.	
		e. others:	0

Necessities	The English proficiency level which is necessary for my career is …..	a. enough like at that moment without developing.	5.71
		b. beginner.	11.42
		c. intermediate.	34.28
		d. advanced.	48.57
		e. others:	0
	In the future, I will probably use English as ….	a. a medium of oral communication with customers and colleagues.	37.14
		b. a medium of written communication both in formal and informal contexts.	28.57
		c. a mean in mastering English skills by reading the English texts.	17.14
		d. translating documents both in formal and informal contexts.	17.14
		e. others:	0
Lacks	My current proficiency level of English is ….	a. I dont know little something in English.	25.71
		b. beginner.	65.71
		c. intermediate.	2.85
		d. advanced.	5.71
		e. others:	0
	In learning English, I have some difficulties in	a. listening.	14.28
		b. speaking.	42.85
		c. reading.	11.42
		d. writing.	31.42
		e. others:	0
Wants	After having English lesson at the school, I want to ….	a. communicate fluently using English in oral communication.	45.71
		b. communicate in written communication.	28.57
		c. master the vocabulary related to the career / study.	14.28
		d. use the grammar correctly.	11.42
		e. others:	0

Discuussion

The learning materials for ECC students in SMAN 2 Kota Pekalongan were designed due to the necessity of specific materials to improve their speaking ability. In

designing the materials, the researcher analyzed the target and learning needs in the early stage. The needs analysis questionnaire was administered in order to find the target and learning needs as the consideration to design the learning materials for ECC. The questions in the questionnaire were about six task components. The six task components are goal, input, procedure, teacher role, learner role and setting (Nunan: 2004). They were the aspects that have been considered in designing the questionnaires.

After collecting the data from the questionnaire and analyzing the syllabus of SMA, the writer design the material. The syllabus includes standard of competence, basic competencies, objectives, topics or unit titles, language functions, learning activities, indicators, time allocation, sources and media. In this research, the researcher designed three units of learning materials for ECC.

The material consists of three units that have eight tasks in each unit. Since the designed materials are used for ECC which focus on the speaking skill, each unit emphasizes the spoken cycle. The materials were designed by combining listening and speaking tasks and followed by some sub skill tasks such as vocabulary, pronunciation and grammar tasks. The researcher used Communicative Language Teaching because CLT focuses on functional teaching. Each unit consists some activities that emphasized listening, speaking and some sub skill activities such as pronunciation, grammar and vocabulary tasks. Those main tasks were organized with the PPP method. Meanwhile, in the closing activities, the researcher gave a reflection, summary and vocabulary activities. The material can be seen in appendix.

CONCLUSION

Based on the research findings in the previous chapter, the conclusions is the Target and Learning needs of ECC Students in SMAN 2 Kota Pekalongan. The ECC students' goal in learning English in ECC is that they want the materials to develop their English knowledge, especially acquiring the language functions. In terms of the topic, the students prefer to have topics on friendship and entertainment such as artists, arts, or news. The language functions, then, had been stated in the standard of competence and basic competencies for the speaking skill as stated in the English syllabus and content standard for the second semester of the tenth grade students in SMA.

According to the research findings, most students like the materials that provide the way how to read the vocabularies correctly and provide conversation practice. The students preferred having dialogues, recordings, videos and vocabulary as the input in learning English. For the length of the listening input, most students prefer the listening input to be just 1 minute. In terms of the number of task the students want, most students prefer 10-12 tasks in each unit.

Regarding the procedure, most students prefer listening to the dialog and answering the questions. Then, for the speaking activities, the students prefer to do a role play and practice a dialogue or conversation. For vocabulary activities, most students prefer to find the synonym or antonym of the word. Then, regarding pronunciation activities, most students prefer to pronounce words, phrases, and sentences correctly as the pronunciation activities. For the grammar activities, most students prefer to practice speaking activities by paying attention to the grammar.

Furthermore, in terms of settings, it is useful to distinguish 'environment' from 'mode'. In terms of environment, the students want to have the lesson outside classroom and in classroom but with various and interesting seating arrangements. Meanwhile, regarding to mode setting, most students prefer to do the tasks in pairs and groups.

From the result, it can be concluded that appropriate learning materials for ECC students in SMAN 2 Kota Pekalongan have to fulfill the following characteristics: Speaking tasks can make the students practice their speaking skills, the content of the materials matches the standard of competence and basic competencies; the content, language, presentation, design and graphic of the materials are suitable with the students' grade and proficiency level; The content, language, presentation, design and graphic of the materials are suitable with the students' needs.

Related to the conclusions above, the researcher presents some suggestions as follows. For the ECC Teacher, the learning materials which are based on the students' needs and interests can be developed by the ECC teachers. They are also expected to help and guide the students to deal with the tasks so the students can speak confidently. For the ECC Students, the ECC students are expected to know how to learn through the materials. The students should also enrich their knowledge and improve their speaking skill not only from the designed materials but also from other sources. For the Other Material Designers, the material designers should design more interesting materials because materials are very important to support the language learning. Therefore, the researcher invites the other researchers who are interested in this topic to conduct an action or experimental research on the designed materials so the effectiveness can be measured and the weaknesses of the designed materials can be identified.

REFERENCES

Brown, H. D. 2004. Language Assessment. New York: Pearson Education.

Brown, H. D. 2007. Principles of Language Learning and Teaching. New York: Pearson Education.

Dewi.(2013). *Pengembangan Perangkat Pembelajaran IPA Terpadu*. Thesis.Yogyakarta. Universitas Negeri Yogyakarta.

Feez, Susan and Joyce, H. 1998. Text-Based Syllabus Design. Sydney: Macquarie University.

Gall, M. D., Gall, J.P and Borg. W.R. 2003. Educational Research: An Introduction 7th Edition. Boston: Pearson Education.

Graves, K. 2000. Designing Language Courses. Boston: Heinle & Heinle Publishers.

Harmer, J. 2007. The Practice of English Language Teaching. Pearson Longman.

Hutchinson, T. and Waters, A. 1987. English for Specific Purposes. New York: Cambridge University Press.

Klimova, B. (2015). Developing ESP study materials for Students at a non-philological faculty. *Social and Behavioral Sciences,* (197), 104–107.

Mubar, M.K. (2015). Developing English learning materials for young learners based on needs analysis at MTSN model Makassar. *Jurnal Pendidikan Makassar*. 1 (02), 313-330.

Nunan, D. 2004. Task-Based Language Teaching. Hongkong: Cambridge University Press.

Richards, J. C. and Rodgers, T. S. 1986. Approach and Methods in Language Teaching. Cambridge: Cambridge University Press.

Richards, J. C. 2006. Communicative Language Teaching Today. New York: Cambridge University Press.

Richards, J.C., 2001. Curriculum Development in Language Teaching. New York: Cambridge University Press.

Richards, J.C. and Schmidt, R. 2002. Longman Dictionary of Language Teaching and Applied Linguistics. London: Longman.

Thornburry, Scott. 2005. How to teach Speaking: Longman

Tomlinson, Brian. 1998. Materials Development in Language Teaching. Cambridge: Cambridge University Press.

Wahyuni, R.P., Said, M.M. & Waris, A. (2015). Developing of speaking skill for grade VII students through short conversation. *Journal of English Language Teaching Society (ELTS)*, 1 (3), 1-13.