Developing speaking material in English program at Madrasah Ibtidaiyah Nurul Ummah Kotagede

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Abstract: This research was aimed to develop an English-Speaking Material for English program at Madrasah Ibtidaiyah Nurul Ummah and to figure out the efficacy of the developed product. This research was conducted in response to the problems faced by the teacher in developing students’ speaking skills, especially in elementary school. This is an R&D research which adopted from Borg and Gall's (1982) Model in the R&D method. The procedures of this research comprise 1) Research and Information Collecting, 2) Planning and Drafting, 3) Draft revision, 4) Field Testing, 5) Revision and 6) Final Product. The data were collected from observation and teacher’s interviews. The first stage is research and Information Collecting. The result of the first stage is about students’ need analysis. The content of need analysis are necessities, want, lack. The target situation of the English Active Program is the students can master speaking English in daily life’s context. Then, the first problems or lacks of the students in learning speaking are about vocabulary and pronunciation. Based on the result the researcher has developed the course grid and the speaking material. The result of this product development was beneficial, useful, and appropriate to be used for developing the speaking skills of students of Elementary school. The efficacy of the developed English-speaking materials involves the strengths and weaknesses of the product. The strengths of the developed English-speaking material are the use of the Direct Method and Communicative Language Teaching, the contents of speaking material are based on students ‘daily topics that make students motivated to learn, varied activities in the material stimulate the students speaking activity. This material consists activity that is joyful like a sing a song, games, and group practice. On the other side, the weakness of the developed product related to speaking skills is it lacks grammar material.

Keywords: elementary students, english program, english-speaking material.


Introduction

English in Indonesia is taught as a foreign language. Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. We know that Indonesia has multicultural ethnicities. Based on (Indonesia Government, n.d.), Indonesia has more than 300 ethnic and 1,340 tribes. So there are many mother tongues in Indonesia. English is taught in Indonesia from junior until university, but it is still taught as a foreign language.

When we talk about English in school, the Indonesian government creates a curriculum that includes English as a subject. The government includes English as a subject that teaches in the school in the regulation of the minister of education and culture republic of Indonesia. For example, Regulation number 36 of 2018 of the ministers of education, in this regulation English was taught in Senior high school. This regulation is an amendment to the regulation of the minister of education and culture number 59 of 2014 concerning curriculum 2013. The regulation of the minister will be affected in curriculum and learning activities.

English subject in the 2013 curriculum was removed in Elementary School. It is different from the curriculum before (KTPS) that includes English as a subject in Elementary school. Some people agree with this regulation. In their opinion, learning Bahasa Indonesia as a first language and national language is more important than learning English. But on the other hand, some people disagree about this opinion. They said that learning English is important because English is the international language.
Then, for the private school, English is still used as a subject. Private schools have the freedom to manage and use English in their learning activities. One of the private schools that apply English as a subject is Madrasah Ibtidaiyah Nurul Ummah (MINU). This school has Islamic background in its learning activities. It has a language program --Arabic and English subject. The name of the English program in this school is Active English. This program focused on speaking activities.

The English Active program was applied from the academic year 2019-2020. This program starts from 4 grade to 5 in 2019-2020. They have two teachers and the schedule of this program is once a week. But this program has a problem in the implementation. This program does not have a module in its process of learning speaking. They use a random material or using an LKS that does not give a specific purpose in speaking. So, this research wants to help to develop material or module in speaking English Active Program.

Speaking is one of the communications means to express ideas or opinions. Speaking is one of the tools to connect with others. when the others can get the idea and understand what the speaker talks about, it means that the speaker and listener get the meaning across. Based on (Brown, 2001) speaking is an interactive process constructing meaning that involves producing, receiving, and processing information. From the Brown statement, we know that in the speaking activity, we try to construct meaning.

The other definition is proposed by Harmer (2001), he defines speaking as an activity that happens when two people are engaged in talking to each other. In the speaking activity, the speaker has to share their idea, thought, opinions with others or the listeners.

We know that when we learn a language, we have to learn the four basic skills of the language. The four basic skills are speaking, listening, reading, writing. However, these four skills also consist of micro-skills. The ability to understand this micro skill is very important. When we understand the micro skill in each skill, it will be easier for us to determine the goals of teaching. Below is a list of the micro-skills of speaking skills proposed by Brown (2001).

1) Orally produces differences among the English phonemes and allophonic variants.
2) Produce English patterns, words in the stressed and unstressed position of rhythmic structure, and contours.
3) Produce fluent speech at different rates of delivery.
4) Use grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
5) Express a particular meaning in different grammatical forms.
6) Accomplish appropriately communicative functions according to the situation, participants, and goals.
7) Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in the face to face conversations
8) Convey links and connections between events and communicate such relations as the main idea, supporting the idea, new information, given information, generalization, and exemplification.

Based on (Brown, 2001), there are some types of classroom speaking performance: Imitative, Intensive, Responsive, Transactional, Interpersonal, Extensive. Then Harmer (2001) recommends six types of classroom activities. There are speaking classroom activities, communication games, discussion, prepared talk, questionnaires, role-play.

Teaching English especially speaking in elementary school is different from adults according to their needs, expectations, learning style and strategies, interests, psychological and cognitive development. (Harmer, 2001) believes that learners are often described as children, young learners, adolescents, young adults, or adults. Then based on Brown (2001), the children need to have all five senses stimulated which can be accomplished by providing sensory aids and physical activity, such as role-play, games, or Total Physical Response activities (Brown, 2001).

Some methods can be applied in teaching. One of the methods that can be used in teaching speaking is a direct method. The direct method is a method designed where the educator uses the target language in the classroom activity. According to Mart (2013), the direct method should be connected directly with the target language without translation into a native language.

Communicative Language Teaching (CLT) is an approach rather than a theory. About the CLT, Miguel & Santos (2020) said that the CLT approach provides a large range of flexibilities and opportunities which both teachers and learners can exercise from time to time. Then Savignon (2002)
said that the core principle of the CLT approach is to learn in the language and to learn to use the language, but not to learn the knowledge of the language.

According to the researcher's observation at MI Nurul Ummah Kotagede, some problems faced in the English Active Programme that cause in the English Active. The first problem is about the materials. This program does not have specific material. The teacher teaches the students using many books, whereas, the material will give a direct impact on the teaching and learning activities, especially in the speaking activity. The second is about the teacher. Teachers who have already known this situation are expected to design materials that are relevant to the students' needs. But the teachers have lack time and understanding on how to create or design the speaking materials for this program.

The objectives of the research are to design appropriate speaking materials and to find out the efficacy of developed speaking materials for the 5-grade students' MI Nurul Ummah Kotagede Yogyakarta in the academic year of 2020/2021.

**Methodology**

The type of this research is categorized as Research and Development (R&D). R&D is a strategy that includes a cycle in which a version of a product is developed, field-tested, and revised based on the field-tested data (Borg, Walter R, 1983). The types of the product can be the material object such as textbook, learning media, or a set of the method in teaching. However, the research was conducted by conducting expert judgment. The research and development will apply to fifth-grade students of MI Nurul Ummah Kotagede Yogyakarta in the academic year 2021/2022. To develop English Speaking Material, some steps followed by researcher. The procedures in conducting the research and development are collecting the information (need analysis), planning, writing the course development, developing the first draft, conducting the evaluation, and revising and writing the final draft. This research was conducted from December to June in the academic year 2020/2021.

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<th>Table 1 Time of Research</th>
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<td>Activity</td>
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This research will involve several people; they are the researcher, the English teacher, and the grade 5 students of MI Nurul Ummah. The member of grade 5 students consists of 19 students. All students in the class were a participant in the research.

The research conducted at MI Nurul Ummah Kotagede Yogyakarta. The action will be implemented in Grade 5, 19 students. The need analysis is shared in the first semester of the academic year of 2020/2021. The implementation of the action was in the second semester.

The research instrument of this research is observation, interview, and questionnaires for Expert Judgment. Then, the data analysis technique of this research is data reduction, data display, conclusion drawing/verification.

Based on the two models of R&D cycles, the researcher modified and simplified the model as follows:
The product of this study is the supplementary speaking materials for Grade 5 students of MI Nurul Ummah Yogyakarta in the academic year of 2019/2020. It was for the second semester and it was completed with the coarse grid, teacher’s guide, and answer key.

The materials consisted of 4 units. Every unit of the materials was developed through the students’ need analysis results. The teacher’s guide consists of the steps which assist the teacher to teach the designed materials. The teacher’s guide also gives additional information such as the worksheet, media, and assessment sheet that the teacher can use in teaching the materials to the students. Lastly, the teacher’s guide was completed with the answer keys of the exercises in the student’s designed materials.

Results

A. The description of Unit 1 entitled “Things in the classroom”

The title of this unit is “Things in the classroom”. Based on the title, there is a picture that described the theme. Then, at the bottom, there is a statement about the learning objectives of the unit. On the first page, there is a start with the “Get Ready” activity. In Get Ready activity, the students and the teacher will sing together a song about Things in the classroom. Then the next sub-unit is vocabulary. In this part, the students learn about vocabulary about things in the classroom (activity 1). The teacher gives the example of how to pronounce it and the students repeat the words. After practising how to pronounce the vocabularies, the teacher and the students learn grammar about singular and plural in activity 2. This activity focused on grammar and pronunciation. After learning the singular and plural form, the students will play some games in activity 3. This activity can help the students to learn vocabulary with fun. The next sub-unit is expression. This sub-unit consists of 2 activities. In inactivity...
1 the students practice 2 conversations about asking for things and giving things. Then in activity 2, there are some tasks. The task is about filling in the blank and practicing conversation. The last sub-unit is “Speak Up”. In the Speak Up activity, the students will play 2 games. The first game requests. The students get the cards with pictures, the students have to create a request/ask for help. Then, in the show your card, the teacher split the class into two groups. The students have to create a request/ask for help from other groups.

B. The description of Unit 2 entitled “My House”

![Picture 2. Unit 2 My House](image)

The title of this unit is “My House”. Based on the title, there is a picture that described the theme. Then, at the bottom, there is a statement about the learning objectives of the unit. On the first page, there is a start with the “Get Ready” activity. In Get Ready activity, the students and the teacher will sing together a song about Things in the house. Then the next sub-unit is vocabulary. In this part, the students learn vocabulary about things in the house (activity 1). The teacher gives an example of how to pronounce it and the students repeat the words. After practicing how to pronounce the vocabularies, the teacher and the students learn grammar about possessive pronouns and possessive adjectives in activity 2. This activity focused on grammar and pronunciation. In activity 2 there is a task. The form of the task is matching the statement with the correct pictures. Then, the students will play some games in activity 3. This activity can help the students to learn vocabulary with fun. The next sub-unit is expression. This sub-unit consists of 2 activities. In activity 1 the students practice sentence/statement about giving a command. Then in activity 2, there are some tasks. The task is about filling in the blank and practicing conversation. The last sub-unit is “Speak Up”. In this part the teacher gives the teacher give the students a topic or a card and then the teacher instructs the students to make a conversation based on their card/topic.

C. The description of Unit 3 entitled “Our School”

![Picture 3. Unit 3. Our School](image)

The title of this unit is “Our School”. Based on the title, there is a picture that described the theme. Then, at the bottom, there is a statement about the learning objectives of the unit. On the first page, there is a start with the “Get Ready” activity. In Get Ready activity, the students and the teacher will sing together a song. Then the next sub-unit is vocabulary. In this part, the students learn about vocabulary about giving direction (activity 1). The teacher gives an example of how to pronounce it and the students repeat the words. After practicing how to pronounce the vocabularies, the teacher and the students learn grammar about questions in activity 2. This activity focused on grammar and pronunciation. In activity
2 there is a task. The form of the task is matching the statement with the correct pictures. Then, the students will play games in activity 3. This activity can help the students to learn vocabulary with fun. The game is about direction dictation the next sub-unit is expression. This sub-unit consists of 2 activities. In activity 1 the students practice a conversation about giving/asking direction. Then in activity 2, there are some tasks. The task is about filling in the blank and practising conversation. The last sub-unit is “Speak Up”. In this part the teacher gives the teacher give students a topic or then the teacher instructs the students to make a conversation based on their card/topic.

D. The description of Unit 4 entitled “Time”

![Unit 4 Time](image)

The title of this unit is “Time”. Based on the title, there is a picture that described the theme. Then, at the bottom, there is a statement about the learning objectives of the unit. On the first page, there is a start with the “Get Ready” activity. In Get Ready activity, the students and the teacher will sing together a song entitled “What time is it?”. Then the next sub-unit is vocabulary. In this part, the students learn about vocabulary about activities (activity 1). The teacher gives an example of how to pronounce it and the students repeat the words. After practising how to pronounce the vocabulary. Then in activity 2, the students learn about time. In inactivity 3 there is a task. The form of task is fill in the blank. Then, the students will play a game in activity 3. This activity can help the students to learn vocabulary with fun. The game is about asking for friend activities. The next sub-unit is expression. This sub-unit consists of 2 activities. In activity 1 the students practice a conversation about asking the time. Then in activity 2, there are some tasks. The task is about filling in the blank and practising conversation. The last sub-unit is “Speak Up”. The Activity 1 is Read Aloud. In this part the teacher gives the students a passage with a picture. The students should write the correct answer and read it aloud. Activity 2 is about daily routine. The students should write their daily routine based on the questions.

Discussion

This research aims to develop speaking learning materials for fifth graders and to reveal the appropriateness of the speaking materials in improving their speaking skills. This research was conducted at MI Nurul Ummah Kotagede. The researcher distributed the questionnaire to the students using Google Forms. Then the researcher observed the learning activities. The learning was used Google Meet. Also, there is an English teacher who participated in this research. To make the speaking learning materials more relevant to the student's needs, a need analysis was conducted. The researcher interviewed an English teacher. The teacher was asked about the students’ target needs and learning needs in learning English through speaking learning materials. The researcher also asked the teacher about the materials that were used. It is used to obtain more information about the students' needs.

Based on the research findings, the result of the target needs can be described as follows. The first target needs are the students’ main goal in learning English is to be able to master English appropriately. They also believe that they are at the beginner level. In terms of English form used in the next level, they argue that they will use English orally and written. The kind of English text that will be used in the next level is a dialogue about daily life. Lacks is the gap between what the learners know already and what the learners do not know.
Based on the need analysis, the students are afraid of making mistakes, less confident, have fewer vocabularies, and are mostly at the beginner level. Wants is what the learners expect about the language area that they want to master. The students claim that the English language teaching and learning process should make understand the English expression and understand the meaning of vocabulary and how to pronounce it well. The theme in English learning materials that are preferred is related to things in the classroom, My House, Our School, and Time.

In terms of learning needs of the students are divided into some points that are input, procedures, learners’ role, teacher’s role, and set as seen from the task component point of view (Nunan, 2003).

In terms of Input, the result of the needs analysis shows that the students want colourful pictures or cards as learning media and dialogue which are easily found in the students’ daily life. As the speaking input, dialogue with the explanation of expression will be learned. For speaking activities, the students want to learn speaking input. For speaking activities, the students want to learn speaking by practising dialogue in pairs and they wish to learn speaking by practising dialogue in pairs and they wish to learn speaking by role play. For vocabulary activities, the student tends to learn vocabulary by matching words with pictures provided.

In terms of the pronunciation activities, the students wish to learn pronunciation by listening and repeating the pronunciation from the teacher and learning how to pronounce every word or sentence including the stress and intonation. For the setting, the students prefer to learn inside the classroom. They also like to do the task in pairs. In terms of learners’ roles, based on the need analysis, the students want to participate in responding to the teacher’s question. For the teacher’s role, the students want the teacher to walk around to observe the students in doing the assignment and give comments toward their work and give an example of the certain assignment before asking students to do it. After conducting the needs analysis, the researcher determined the learning objectives and made the concept of materials content. Then, a course grid was developed.

Based on the course grid, the first draft of the speaking materials was developed. The speaking materials consist of four units. They are things in the classroom, My House, Our School, and Time. Each unit has 4 sub-unit; Get Ready, Vocabulary, Expression and Speak Up. Every unit has 1-3 activities depending on the theme and material.

After designing the speaking materials, the product was evaluated by expert judgments. The expert gives some corrections and suggestions on the developed materials. There are four aspects in the questionnaires; appropriateness of the content, appropriateness of language, appropriateness of presentation, and appropriateness of graphics. Based on the result, the material was categorized into good and appropriate to be used for the fifth graders of MI Nurul Ummah Kotagede. The final draft was developed using expert judgment revision and suggestions.

Conclusion

This chapter presents the conclusion and suggestions of the research. The conclusion part answers the objectives of the research and presents the conclusion of the research findings and discussion. The suggestion part presents some suggestions from the researcher to English teachers of elementary school, and others researchers or material developers. Based on finding and discussion, the researcher draws some conclusion as follow:
1. The Development of English-Speaking material is R&D research. The product was developed using Nation and Macalister Curriculum Design. The result of this product development was beneficial, useful and appropriate to be used for developing speaking skills of students of Elementary school.
2. The efficacy of the developed English-speaking materials involves the strengths and weaknesses of the product. The strengths of the developed English-speaking material are the use of the Direct Method and Communicative Language Teaching, the contents of speaking material are based on students ‘world topics that make students motivated to learn, varied activities in the material stimulate the students speaking activity. This material consists activity that is joyful like a sing a song, games and group practice. On the other side, the weakness of the developed product related to speaking skills is lacking grammar material.

This part provides some suggestions for the Elementary school’ students, the English Teacher, and other material developers who are interested in learning English material.
1. The Elementary Schools Students

The students should create a communicative circumstance in the English classroom by being involved actively in the English classroom activities. The designed materials will not well if the students do not participate actively in the teaching and learning processes. They also need to do the tasks regularly to improve their skills.

2. The English Teachers

The teachers are suggested to implement the development of speaking learning material to the fifth graders of SDN 2 Margomulyo Sleman Yogyakarta. Since the data of students' needs was gotten from this school.

3. The Other Materials Developers

They can develop English materials for the fifth graders of Elementary School for other skills, such as reading, writing, listening, or materials with integrated four skills. It is useful for materials developers to develop the material to develop the student's ability to mastery English subjects. Hence, it can be used as a reference for teaching-learning materials for teachers.

References