English speaking materials for the tenth grade students based on the 2017 revised edition of the 2013 Curriculum

Ribut Diyari Nindyana
SMK Negeri 1 Tanjungsari, Gunungkidul. Jalan Baron, Kemadang, Tanjungsari, Yogyakarta 55881, Indonesia
* Corresponding author. Email: ana_fals@yahoo.com

Abstract
The purpose of this study is (1) to develop supplementary English-speaking materials for the students of SMKN 1 Tanjungsari grade X based on the 2013 Curriculum, (2) to describe the effectiveness of the supplementary English-speaking material for the students of SMKN Tanjungsari grade X in developing their speaking skill. The research belongs to Educational Research and Development (R&D) using a simplified six steps of Borg and Gall’s model (1983). The six steps are as follows. (1) Research and information collecting were conducted by performing document analysis, class observation, interview, product testing, as well as experts’ judgement, (2) planning and drafting were conducted following Nation and Macallister (2010), (3) Draft revision by expert, (4) Field testing was conducted in Nautica class A of the X grade of SMKN 1 Tanjungsari, (5) Revision, and (6) Final product. The finding shows that (1) supplementary materials which were developed in this research fulfil the criteria of R&D model. It is necessary to provide speaking materials which were needed for the students of SMKN 1 Tanjungsari who faced the problem in speaking skill. The product of the research also fulfils the teacher’s needs as the materials which are not covered in the recently used textbook can be found in this supplementary material, but the focus is on speaking. (2) The effectiveness of the supplementary speaking materials shows it is helpful towards the students in developing their speaking skill which is very needed in the working world. The supplementary of speaking materials provide additional learning resources for students as well as the teacher to teach.

Keywords: supplementary speaking materials; teaching speaking; vocational high school.

Introduction
The material becomes a very important thing in the teaching and learning process of a language program. There are several definitions of materials proposed by some experts. According to Tomlison (1989), materials here are anything which is used to help language learner to learn. Materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a piece of newspaper, a paragraph written on a whiteboard, anything which presents or informs about the language being learned.

Richard (2006: 251) proposed that material can be a textbook, institutionally prepared materials, or teachers’ materials. He classified the form of material as a) printed material such as books, workbooks, worksheets, or readers, b) non-printed materials such as cassette or audio materials, videos, or computer-based materials, c) materials that comprise both print and non-printed sources such as self-access materials and materials on the internet. Richard added the other materials which are not designed for instructional use, such as magazine, newspapers, and TV materials, play a role also in the curriculum.

From what the two experts proposed above, it can be concluded that materials are everything which can help teachers and students in teaching and learning a language. They can be printed or non-printed, and they can be instructional materials or those which are not purposively designed as instructional materials.

The importance of the material in teaching and learning a language is that materials generally serve as the basis for much of the language input learners receive and language...
practice that occurs in the classroom. Material helps teachers and students much, for the teacher, materials provide the idea on how to plan and teach lessons as well as formats that teachers can use. In other situation, materials serve primarily to supplement the teachers’ instruction. For the students, material can be as the basic source of contact they have with the language apart from the teacher (Richard, 2006: 251)

The 2013 Curriculum-compliant textbook is a kind of materials provided by the government in order to support teachers in the application of the 2013 Curriculum in class. At the first time, the existence of the 2013 Curriculum textbook made teachers felt relieved as there had been guidance for them to teach in class. Unfortunately, it is not easy to apply it to the teaching process in class. The reason is that the textbook does not necessarily match students’ ability and needs. The launching of the revised edition of the 2013 Curriculum also makes the book have to be analyzed by teachers as there are some of basic competences stated in the revised edition of the 2013 Curriculum which are not covered in the textbook. That is why supplementary material is needed for both teachers, as a tool and references in teaching, and for the students in learning process. Teachers surely understand which parts of the material should be emphasized or enriched (Biemer, 1992, p. 21).

Biemer’s opinion stated previously led to the idea of making supplementary material in speaking skills. The reasons for this decision are 1) Speaking is a skill that is needed by vocational school students. The ability to speak in English will support students in addition to their vocational skill. It is different from students of high school which emphasize on mastering reading skill as they are prepared to continue to university where they have to read many references during their university study. The real fact is that graduated students of SMKN 1 Tanjungsari who have good speaking competency are rarely found although the demand of English for communication in the term of speaking is really required. 2) The speaking material can provide materials missing in the 2013 Curriculum textbook. As stated in the previous paragraph, the revision of the 2013 Curriculum produced some of difference in basic competences. So, the demand of supplementary material is really crucial, especially in speaking skill.

If we see the basic competences (KD) in the 2013 Curriculum, speaking always becomes the goal. We can see from one example of basic competence below:

3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya.

We can see clearly from the basic competence above that goals of the material of recount text are in written and spoken. It shows that speaking really needs to be emphasized instead of reading and writing. The reality, on the contrary, shows a stark contrast with the principle. Teachers and textbooks focus more on reading and writing, the test item which the books and teachers prepared are also mostly in the form of reading and writing. Speaking is rarely paid attention to. Speaking activity is not often conducted by the teacher. It is understandable as teaching speaking needs teacher’s extra efforts. In teaching speaking, the model is always in the form of audio listening or video. Providing model in the form of audio listening or video will be more complicated rather than preparing a reading text. Teaching speaking also needs teacher’s extra energy as in the process of learning, the teacher has to be active in giving English instruction, encouraging the students to speak, drilling pronunciation, and observing students whether they do practice or not and motivating students to speak. The last problem in teaching speaking is providing the form of assessment. Arranging rubric as the guidance of assessing speaking is not easy. These obstacles make the teacher reluctant to teach speaking as well as assess it. Although the topic is language function, the teacher prefers to teach it in the form of reading and writing such as completing dialogue, choosing expression, making dialogue, and so on without practicing them in the form of speaking. Speaking is not an easy skill to be learned
and taught. As Nunan (2003:48) said that speaking happens in real time, people are waiting for a partner to speak when they are having conversation and what people have said cannot be edited, as it can when it is in writing.

Although the importance of speaking is well-recognized by many, students’ speaking competence is still poor. Beside the reality about the rarity of teacher in teaching speaking above, the students also feel that speaking is not easy activity to do. The lack of vocabularies, sentence structures, and self-confidence in pronouncing English utterance makes speaking become problems for the students. It is getting worse with the unawareness of the students toward the importance of English in working world. They realize they need English when they are already in the working field.

To overcome the problem above, the researcher conducted a development of supplementary material on speaking which aimed to help the students develop their speaking competence. For the teacher, the supplementary material can be as a tool in teaching as well as a reference in preparing materials for speaking activity. For students, the supplementary material can help them in training their speaking ability.

The study covers 1) How the development of supplementary English-speaking materials for the students of SMKN 1 Tanjungsari grade X is developed, 2) The effectiveness of the supplementary English speaking materials for the students of SMKN 1 Tanjungsari. It was really expected that this study could bring some benefits. 1) For the teacher. First, this product can be as a tool for the teacher of SMKN 1 Tanjungsari in teaching speaking. The existing supplementary material will reduce the teacher’s burden in preparing instruction for teaching English speaking. Second, this study hopefully can encourage the teacher to be creative and innovative to design any materials appropriate to the students’ needs, condition and situation, not merely using what the textbook by the government provides. The teacher should create supplementary materials in order to develop the student’s competence in English. 2) For the students. The materials hopefully give benefit for the students as they are designed to encourage the students to practice their speaking skills by listening and watching some models, practicing their pronunciation, practicing with partner, and the goal of the material is ability to speak English based on the basic competence (K.D) stated in the 2013 Curriculum 2013. 3) For researchers. This research hopefully gives benefit for the other researchers to create better supplementary speaking materials based on the students’ needs and situation. For the researcher herself, this research could develop her ability of designing English materials and identifying the strengths and weaknesses of a material in order to improve English-speaking material designs.

Literature Review

Teaching English in SMK

Vocational school becomes an interesting place for students nowadays as it is a kind of formal place which prepares students to become skillful and ready to be reliable graduates in the workplaces. This kind of school has recently been given special attention by the government to reduce the number of white-collar unemployment. Vocational school students are prepared to become experts who can compete internationally. For this purpose, ability to communicate English is absolutely required.

The curriculum that is currently used in SMK is the 2013 Curriculum which replaces the previous curriculum, that is school-based curriculum or it is known as Kurikulum Tingkat Satuan Pendidikan (KTSP). In KTSP, there are differences in material for SMK and SMA (senior high school). The topic of English in SMK is about business. It gives an opportunity for students to learn how to speak, write, and read English material in business contexts. This is in accordance with what is stated before, that Vocational students are to be prepared to go to
working world so that the material is focused on business context. However, the latest
curriculum, that is the 2013 Curriculum, the materials for both SMK and SMA are no different.
The government revised the 2013 Curriculum. The first revision was made in 2016 and
the second revision happened in 2017, and the latest in 2018. In this 2018 revision, the basic
competences are not significantly changed. It is basically the same with the 2017 revision.
Every revision bears different basic competences, except in the 2018 revision. The revision
makes worth for vocational high school as there are some basic competences which are
important for vocational high school and they are stated in the curriculum. For example memo,
schedule and some others, and some language functions such as offering, showing direction,
suggestion etc. The basic competence of English lesson in grade X of vocational high school
based on the 2013 Curriculum can be seen in appendix.
The 2013 Curriculum introduces scientific approach as the compulsory approach for the
learning process in the classroom conducted by the teachers. At the first time, this arose
question whether it will be possible to apply scientific approach in teaching English while
English is not categorized as science while scientific approach is identical with science. In the
2013 Curriculum, they are some recommended approaches that can be used in the teaching
process. The teacher can use problem-based approach (PBA), discovery learning (DL), genre
base approach, and project-based learning (PBL). However, chosen the approach must
elaborate with scientific approach. The teacher should integrate the syntax of the approach with
scientific approach. The compulsory scientific approach is applied in the teaching and learning
process. This approach believes that knowledge can be gained from the activities of
remembering, understanding, applying, analyzing, evaluating and creating, and whole skills can
be gained through the activities of observing, questioning, exploring, associating and
communicating. (permendikbud No. 65 tahun 2013).
Supplementary material
According to McGrath (2002), supplementary materials refer to materials taken from
another source or any other material that is designed for learning purposes. It means that teacher
may create a material taken from any source to supplement the existing book which he/she uses
as a guide book. Supplementary material comes to be the solution for the teacher when the
textbook being used is not suitable to the students. There are some important reasons why
people use supplementary materials: 1) to replace unsuitable materials in the course book, 2) to
provide material missing from the course book, 3) to provide suitable material for learners’
particular needs and interests, 4) to give learners extra language or skills practice, 5) to add
variety to their teaching.
Characteristic of Good English Material
Not all of English materials are good and appropriate in a language program. Commercial
textbooks can seldom be used without some adaptation to make them more suitable. Good
materials do many things that teacher would normally do as part of his or her teaching.
Hutchinson and Waters (1987: 107) proposed some ideas of the good learning materials such
as: (a) good materials do not teach, they encourage learners to learn; (b) good materials will
contain interesting texts, enjoyable activities which engage the learners’ thinking capacities,
opportunities for learners to use their existing knowledge and skills, and content which both
learner and teacher can cope with; (c) good materials should provide a clear and coherent unit
structure which will guide teacher and learner through various activities in such a way as to
maximize the chances of learning.
Tomlinson (1998) in Richards (2001, p. 263) suggested that good materials should
achieve impact, help learners to feel at ease, help learners to develop confidence, require and
facilitate learner self-investment, expose the learners to language in authentic use, provide the
learners with opportunities to use the target language to achieve communicative purposes, take into account that the positive effects of instruction are usually delayed, take into account that learners differ in affective attitudes, permit a silent period at the beginning of instruction, maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, not rely too much on controlled practice and provide opportunities for outcome feedback. From the experts’ opinions above, it can be concluded that a good English material is a material which can facilitate and accommodate the learner to use the target language to achieve communicative purpose easily through enjoyable and interesting activities.

Material Development

Material development according to Tomlinson (1998) refers to all the process made use by practitioner who produce and use materials for language learning, including materials evaluation, their adaption, design production, exploitation, and research. Ideally, all of these processes should be given consideration and should interface in the making of language learning materials.

Nation and Macalister (2010, p.3) believed that designing course should consist of three outer circles and a subdivided inner circle. The outer circles are principles, environment, and needs which contain practical and theoretical considerations that will have a major effect in guiding the actual process of course production. The material development is placed in the inner circle on the content and sequencing and format and presentation. The last is evaluation. Evaluation is really needed in a course program to know whether the program is valuable and gives benefit for the students, the teacher, and the environment where the program is conducted. The result of the evaluation will bring decision whether the program is appropriate to be continued or not or needs improvement.

In short, the researcher believes there are many aspects that should be taken into consideration by the course designer in designing curriculum, including the course material. Before arranging a course material, the students’ needs analysis should be conducted as well as the analysis on environment and principle. The result of the analysis can be a starting point to decide the goal of the course. The content of the material should be particularly arranged, presented, and evaluated to attain the goal of the course decided before. Finally, after the curriculum, including the course material is put into consideration in the course, the evaluation of the program will be conducted to make sure whether the course is efficient and offers benefit to the students. The curriculum designed may give a positive impact, and this will automatically ensure its continuity. However, it may be continued with some improvements or it will be replaced with the new one. Therefore, the evaluation of the course design should be done regularly.

Speaking

According to Ladouse (Nunan, 1991, p. 23) speaking is described as the activity or the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that “Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari”. It means that speaking as the way of communication influences our individual life strongly.

From the explanation above, the researcher concluded that speaking is what we say about what we see, feel, and think. When we feel something, we want someone to hear us. So, in this process we can call it an interaction between two sides.

Macro and Micro skill Speaking
Brown (2001, pp.142-143) divided language skills of speaking into macro skills and micro skills. The macro skills of speaking deal with larger elements such as fluency, discourse, functions, style, and cohesion, nonverbal communication, and strategic options. Those macro skills of speaking are: (1) Appropriately accomplishing communicative functions according to situations, participants, and goals, (2) Using appropriate styles, registers, implicature, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistics features in face-to-face conversations, (3) Conveying links between events and communicate such relations as focal and peripheral ideas, events and feelings, new and given information, generalization and exemplifications, (4) Conveying facial features, kinesics, body language, and other nonverbal cues along with verbal languages, and (5) The ability in developing and using speaking strategies.

Meanwhile, the micro skills of oral communication refer to producing the smaller chunks of languages such as phonemes, morphemes, words, collocations, and phrasal units. According to Brown (2001, p. 272) there are sixteen micro skills in learning speaking. The micro skills help the students to see pieces or the small parts or language. The implication of the micro skill list is the importance of focusing both the language form and function of language.

**Method**

In this study, the researcher used Research and Development (R & D) method from Borg and Gall. They stated that educational Research and Development (R & D) is a process used to develop and validate educational product (1983, p. 772). Moreover, the goal of R & D is to develop research knowledge and incorporate research knowledge into a product by combining educational research and educational practice.

According to Borg and Gall (1938, p. 775), there are ten steps of R & D, namely: (1) Research and Information Collecting, (2) Planning, (3) Developing Preliminary Form of Product, (4) Preliminary Field Testing, (5) Main Product Revision, (6) Main Field Testing, (7) Operational Product Revision, (8) Operational Field Testing, (9) Final Product Revision, and (10) Dissemination and Implementation.

In accordance to the topic of this study, the subjects of this research were both the students and the English teachers of SMKN 1 Tanjungsari. In the process of taking the sample, the researcher chose the teachers of SMKN 1 Tanjungsari who taught grade X students which is the first batch of students who are affected by the implementation the latest revision of the 2013 Curriculum. There were two teachers who taught in grade X and they became the subject of this research. For the students, the researcher took Nautica class B which consisted of 20 students as the research subject. The reason why the researcher took this class as participants was the class was taught by the teacher the researcher used as the subject of the research.

This research used two instruments in order to get data analysis. Those two are conducting interview and observation.

**Interview**

In pre-design study, the researcher applied R & D cycle, that is Research and Information Collecting. In this section, the researcher conducted interview with the teachers in order to find out the needs analysis. As stated in Macalister that students’ needs are categorized as a) what learners wants, b) what learner know: it can be called Present Situation Analysis, c) what their lack of knowledge: Target Situation Analysis. The need analysis was conducted to identify the students’ needs, target situation analysis, the present situation analysis, what the teacher wanted in his/her speaking classroom and what material s/he used based on the students’ situation, characteristics, and ability. Through the interview the researcher also got the information on the weaknesses and the strengths of the textbook, which is already in accordance with the 2013 Curriculum, for teaching speaking.
In the post-design material, the researcher also conducted an interview with the fellow teachers and the experts. The researcher decided the experts here were the lecturers of pascasarjana program (master program) of Sarjanawiyata Taman Siswa and the fellow teacher. The researcher took one teacher of SMKN 2 Wonosari as another expert. They gave the validation and suggestion toward the material design. Based on the result, the researcher could improve what the expert suggested for the betterment of the product.

The interview was conducted to see whether the material was appropriate and acceptable to the students of SMKN 1 Tanjungsari. It could be said that this data collection as the feedback of the strengths and the weaknesses of the material application in the classroom.

**Observation**

In the pre-design study, classroom observation was conducted to discover the students’ situations and characteristics in learning English as such information is crucial data for the designing material the researcher was arranged. The second reason was conducting classroom observation helped the researcher to know the teacher’s way of teaching speaking in classroom and how he/she applied the 2013 Curriculum in teaching speaking.

In post-design study, the aim of observation was to find out how the supplementary product applied in the classroom. The result would be treated as the evaluation whether the product was effective and easy to be applied to the students in learning English speaking class or the products needed some improvements.

In collecting data, the researcher interviewed two teachers, as well as did classroom observation to their class in grade X. The researcher only focused on the first-grade material for the second semester. The interview was conducted to know the students’ needs, characteristics and situations in their speaking class. The researcher also wanted to know what the teachers’ needs in teaching speaking, the teacher’s way in teaching speaking, and how they applied the 2013 Curriculum 2013 teaching speaking. During the interview, the teachers freely gave answers and comments to the needs analysis and the weaknesses and the strengths of the application of the 2013 Curriculum accommodated in the textbook which was used for teaching speaking.

![Figure 1. Research and Development adapted from Borg and Gall stages](image-url)
Borg and Gall (1938, p. 775) formulated ten steps of R&D as explained before. However, concerning with the two main focuses of the study mentioned previously, in this study, the researcher, having ensured the efficiency, effectiveness, and validity of the result beforehand, modified those steps into six steps of Research and Development (R & D) cycles. The steps were research and information collecting, planning and drafting, draft revision, field testing, revision, and final product. The developing model used can be simplified into the chart in Figure 1.

Findings and Discussion

Based on the objectives of the research, the findings of this research would present the three important results. Those are (1) The development of English-speaking material (2) The strength of supplementary materials and (3) the weaknesses of supplementary materials.

The development of English-speaking material

The development of English-speaking material was based on Borg and Gall (1983). There are ten stages presented in their theory but the researcher only made use of six of them. The researcher also used the theory of Nation and Macalister in designing the content of the product. In Research and information collecting, the researcher collected data from the document analysis, the teacher analysis, and student analysis.

The result of documents analysis are (a) In Widiati’s book, the English textbook used as the object of analysis, the speaking activities are in the form of telling and retelling story, playing drama. There is no model, guided or semi-guided activities before the main activities take place. The pronunciation practice is also needed in order to increase students’ self-confidence when producing English utterance. (b) There are two activities which are irrelevant to the basic competences stated in the curriculum, recount and narrative. Those irrelevancies are observable in chapter VIII activity 1 and chapter XII activity (c) The activity refers to conditional if type 2 and does not refer to activities which deliver to the goal of recount and narrative (basic competence 3.7/4.7 and 3.8/4.8). The next irrelevant activity is activity 2 in chapter XIV, about writing drama script. It must be not included in speaking activity, as it is included in writing activity. (d) The topic of the textbook for the second semester only accommodates two basic competences stated in the latest revision of the 2013 Curriculum. Those are recount and narrative. The other basic competences which are not covered are: (3.9) Memo, menu, schedule and sign, (3.10) Adjectives comparison, (3.11) Showing direction, (3.12) Simple routine, and (3.13) Suggestion and offer. (e) There is one chapter which does not fit with the basic competence of the 2013 Curriculum anymore, about analyzing song.

Results of teacher analysis are: (a) The teacher needed materials which are appropriate with the students’ condition and the materials should be simple and related to the basic competences stated in the 2017 revised edition of the 2013 Curriculum. (b) The teacher sometimes still used Bahasa Indonesia while teaching and she did not fully apply scientific approach (5M). (c) Speaking practices were rarely given to the students.

Result of student analysis is as follow: the students were active in the classroom but the problems were their lack of vocabulary, pronunciation, and self-confidence which made the students bumped into difficulty when speaking English.

The results of the three analyses above became the basic information in developing supplementary materials. These were the basic competences developed in the research: 3.7. recount, 3.8. Narrative (legend), 3.10. Adjective Comparison, 3.11. Showing directions. The basic competences became the topic of the supplementary materials which were arranged from simple materials to the more complex one. So in this supplementary, the arrangement does not follow the order stated in the curriculum. The development of the supplementary can be seen from the grid below:
Table 1. Course Grid

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Indicator</th>
<th>Language function</th>
<th>grammar</th>
<th>activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can you show me where the post office is?</td>
<td>Cognitive goal</td>
<td>Asking and giving direction</td>
<td>Modals: could, can</td>
<td>Warm up</td>
</tr>
<tr>
<td></td>
<td>Students are able to:</td>
<td></td>
<td></td>
<td>Preposition: On Next to Across from/opposite In the corner In front of In At Behind Near/next to Opposite</td>
<td>Observing</td>
</tr>
<tr>
<td></td>
<td>1. Identifying the social function, generic structure, and language feature of oral transactional about asking and giving direction.</td>
<td></td>
<td></td>
<td>- Imperative Follow this street, turn left, turn right etc.</td>
<td>- Conversation - Comprehensive questions</td>
</tr>
<tr>
<td></td>
<td>2. Gaining the explicit meaning of the recorded conversation.</td>
<td></td>
<td></td>
<td></td>
<td>- Jumbled questions and using them to ask partner. - Discussing language function of the topic.</td>
</tr>
<tr>
<td></td>
<td>3. Defining the meaning of certain places given.</td>
<td></td>
<td></td>
<td></td>
<td>Exploring Vocabulary building</td>
</tr>
<tr>
<td></td>
<td>4. Identifying the rising and falling intonation of asking for directions.</td>
<td></td>
<td></td>
<td></td>
<td>- Matching Discussing Presenting Pronunciation Listening and practice Exercises Grammar Focus Modals could and can Preposition Associating Doing some tasks concerning with grammar focus Communicating Let’s speak</td>
</tr>
<tr>
<td></td>
<td>Psychomotor goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Pronouncing the expression of asking for direction with correct falling and raising intonation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Producing a transactional interaction using asking and giving directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result of the supplementary material is presented through the course grid above. The indicators given are as goals which have to be attained by the students through the activities and tasks arranged from the simple tasks to complex ones. The warming up starts to lead the students to the topic. The next activity is observing. this activity covered two tasks, those are listening conversation model and answering comprehensive questions. The next activity is questioning. This activity aims to train students to be curious in learning something. Exploring activity is the activity which leads students to explore knowledge related to the topic. There are vocabulary building, pronunciation, and grammar focus. Vocabulary is a must activity to empower students when they do speak activity. Since this study focused on speaking, pronunciation practice is needed as micro skill training. This activity facilitates the indicator number 4 of cognitive goal and number 2 for psychomotor goal. In order to make the students able to construct sentence when speaking, grammar focus must become a material to be discussed as well. In associating activity, students are given some activities to associate what they got from observing and exploring activities. Every task has a purpose to activate and practice their present knowledge that they got from the previous tasks. The associating activity covers indicators number 2 and 3 of cognitive goals. The last activity, and also the most
challenging activity, is communicating. The students are asked to speak freely but still get help from a picture of a map. All the activities above facilitate to gain the first goal of both cognitive and psychomotor goal.

**Conclusion**

Based on the research findings and discussion, the conclusions of the product are presented as follows: 1) Supplementary materials which were developed in this research fulfill the criteria of R&D model. It is necessary to provide speaking materials which were needed for the students of SMKN 1 Tanjungsari who faced the problem in speaking skill. The product of the research also fulfills the teacher needs as the materials which are not covered in the textbook in-use can be found in this supplementary material, although the focus is in speaking. 2) The efficacy of the supplementary speaking materials helps the students to develop speaking skill which is very needed in the working world. This product will help the teacher in developing speaking skill because in this product, there is a model in term of listening, and other exercises which have been arranged in a proper way. It will reduce the time preparation for the teacher in teaching speaking. This product can help the students with varieties of speaking activities in the class and assist them in learning speaking.

Some suggestions for the development of the supplementary materials are: 1) For the teacher. Dealing with materials, it is suggested that the teacher conducts a needs analysis before designing the syllabus. Needs analysis can synchronize material development and students’ needs. This suggestion is raised due to some students’ perspectives that are not in accordance with basic competence stated in revised edition of the 2013 Curriculum and students’ needs and ability which the textbook focuses on. 2) For the other researchers. The results can be a reference for other researchers to conduct similar studies. In this supplementary material, the listening session still uses a machine program. For the next researchers hopefully it is done by the real native speakers so that the intonation, rhythm, stressed, and pronunciation can be really a good model for the students.

**References**


