



Designing Supplementary Speaking Materials Based On Communicative Language Teaching (CLT)

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Abstract

The research is aimed at designing supplementary speaking materials based on Communicative Language Teaching (CLT) and revealing the efficacy of developed supplementary speaking materials in improving speaking skill. This research belongs to research and development (R&D) and adopts the ten steps of Borg and Gall's model. (2016) which are simplified into six steps. They are (1) Research and information collecting, (2) Planning, (3) Developing Form Product, (4) Preliminary Field Testing, (5) Main Product Revision, (6) Final Product Revision. This research is started by determining needs and principles. The needs were carried out by doing document analysis, class observation, and interviews. The need analysis was needed to design the content and sequence to achieve the goals. CLT became a choice for format and presentation. For the second objective that is to reveal the efficacy of materials, assessment, and monitoring were carried out in the field-testing which the material was tried out. The findings show that (1) the design supplementary speaking materials based on CLT that were designed in this research fulfilled the criteria of the R&D model by Borg and Gall, course grid adopted the curriculum design by Nation and Macalister (2010) and followed Communicative Language Teaching (CLT) by Littlewood (1981) was chosen to be an approach in deciding the activities, and (2) the efficacy of the supplementary speaking materials help students to improve their speaking skill. As conclusion that these supplementary speaking materials are useful and attract students to be communicatively involved in the teaching and learning process

Keywords: *CLT, Junior High School, supplementary speaking materials*



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INTRODUCTION

In Indonesia, English is one of the subjects, which is taught in almost all educational institutions. At present, we can find English is being taught at elementary, junior high, and senior high schools, also at universities, even at the Kindergarten. Indonesian students should learn English communicatively. It means that English learners should not only be able to write in English but also be able to speak English (Rezeki, et al, 2022). To do so, Indonesia students should use English in their daily communication, in line with language function itself as human interaction and English is the international language used by community and people to communicate from various societies in the world (Sujarwo et al, 2022; Sukmawati et al, 2022; Sasabone et al, 2021). (Spolsky, 2011) explains that one of the principal uses of language is to communicate meaning, but it is also used to establish and to maintain the social relationship. (Danesi, et al, 2019) states that "the use of language as a communicative instrument is clearly of central importance for language teaching (Larsen-Freeman, et al, (2013). There would be no purpose in learning language structure without knowing how to use it (Choi, J., & Nunan, 2018).

On the other hand, in the fact, the Indonesian students always use their national and local language in their daily communication. Even at schools, not all English teachers use English as a medium of instruction, most of them use the national language to explain the English lesson. The objectives of English language teaching include skills or competence to be achieved by learners. Most of the curriculum conceived the skills of listening, speaking, reading, and writing as the objectives of language teaching. Speaking becomes one of the four basic language skills that should be learned by the students at any level (Riska, et al, 2021), because it is used by someone to deliver students' opinions, thought, and feeling to others ((Titone, 2013). In order the messages can be received by the listener, nowadays, sufficient speaking skill is required.

Based on the researcher's pre-observation, the students were not so active in the learning process. The teacher focused on teaching grammar in the textbook since grammar always existed in the English examination. As we know that the linguistic competence is an important dimension of language learning, it is not all that is involved in learning a language since one can master the rules of sentence formulation in a language and still not be very successful at being able to use the language for meaningful communication. It also can be seen when the researcher asked one of the students, she said that she was afraid to speak in English. She was not confident with her ability to communicate because she thought that her pronunciation is poor, and did not know some of the vocabulary in English.

Besides that, the teacher could know the students' characteristics in the classroom (Akhiruddin et al, 2020; Widdowson, 2021). It could make the teacher manages a good strategy for the students, for example, shy students should be given a chance to communicate and participate in the learning process

because they are interested in the topic and have something new to tell about it.

Furthermore, the researcher also had analyzed the book which used by the English teacher in teaching speaking which was "When English Rings a Bell". In this book, there are eleventh chapters divided into five chapters for the first semester and six chapters for the second semester, the researcher found that the chapters for speaking activities had not sufficient for the first semester based on curriculum 2013. In CLT several activities provide the teaching-learning process in the classroom. In CLT practices through controlled activities such as memorization of dialogs and drills, towards the use of pair-work activities, role plays, or group work activities. Because it had not sufficient variation speaking activities in learning English so that the students could not be enthusiastic in the classroom. Therefore, the teacher should be able to design fun learning activities so that there is supportive interaction between the teacher and students.

In designing supplementary speaking materials, the application of the Communicative Language Teaching (CLT) approach is needed because this approach is the most suitable for teaching speaking. According to Richards, et al. (2014) in the Dictionary of Language Teaching and Applied Linguistics defined CLT as "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence". CLT also focuses on making meaningful communication and language use a focus of all classroom activities. The teacher also plays important role in CLT being a good facilitator and motivator is needed in CLT (Teh, W. (2021). The teacher should trigger the students to speak and make them have the self-confidence to speak up even if they speak with wrong pronunciation and wrong grammar. Because the focus of CLT is to make students can communicate in the class and also outside the class (Thamarana, 2015). The material is supposed to be a material that can trigger the students to communicate with their language ability.

To provide the materials which are suitable based on the students' need and to make the communicative activities in the classroom, the researcher would design supplementary speaking materials based on Communicative Language Teaching (CLT) for the first semester of seventh-grade students which fulfilled the principles of CLT.

Based on these problems that explained above, the researcher formulated the problems as follows; (1) How is supplementary speaking materials based on Communicative Language Teaching (CLT) developed?, (2) How is the efficacy of the designed supplementary speaking materials in improving speaking skill?

METHOD

The goal of this research was to design supplementary speaking materials for seventh-grade students. Therefore, this research used Borg and Gall's Research and Development (R&D). According to Borg and Gall (2016), R&D as the process

used to design new products and procedures, followed by the application of a research method to field-test, evaluate, and refine the products and procedures until they meet specified of effectiveness, quality, or similar standards.

In this research, a set of English speaking materials for seventh-grade students of SMP Islam Al-Azhar 34 Bintan is intended to improve the students' speaking skill. The R&D research matched to the process of designing the materials. The researcher used Borg and Gall's methodology framework.

Then, Borg and Gall (2016) also declared that the model can be simplified to make it easier to understand and can combining or adapted to other models based on the conditions. However, to ease and make shorter the process of designing the product, the researcher limits the development just to six steps.

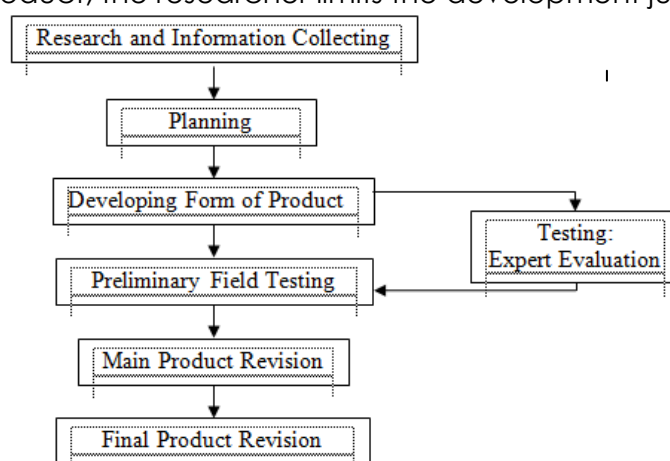


Figure 3.

Six Stages of R&D procedures by Brog and Gall (2016)

The procedure of development in this research is based on Borg and Gall development model.

RESULT AND DISCUSSION

The finding describes the process and result of each stage of the research based on the R&D model by Borg and Gall (1983) namely: research and information collecting, planning, and developing a form of product, preliminary field testing, main product revision, and final product. From the result of six stages, the answers to the formulation of the problem are presented. The answer covers the description of the development of supplementary speaking materials based on Communicative Language Teaching (CLT).

1) Research and Information Collecting

a. Result of Document Analysis

- a) There are four core competencies (KI) and twenty-eight basic competences (KD) provided by the curriculum for seventh-grade students in Junior High School.
- b) There are eleven chapters provided in the syllabus to accommodate those twenty-eight basic competences.

- c) One of the competencies that should be achieved by the students was able to communicate, in line with the main function of language, to do communication.
- d) There are eleven chapters in the textbook, five chapters learned in the first semester, and six chapters for the second semester.
- e) Five basic competencies have been analyzed with sixteen topics in the textbook. There are partly relevant to the basic competencies. There are two topics, such as introduce others and times that are not relevant to basic competencies because there is no explanation of these topics in the textbook.
- f) Speaking activities are not sufficient. Several things must be added to the speaking activity. Some topics do not provide various activities such as individual, pair, and group work.
- g) In language features such as grammar is appropriate with topics. Vocabularies are not sufficient with the topics. Pronunciation needs to be added because there is no example of pronunciation practice to help students in pronouncing the words correctly.
- h) Language functions are appropriate with basic competence.

b. Result of interviews

- a) The students have low proficiency in speaking.
- b) The students were not active in the learning process.
- c) The students are expected to be fluent in English, correct in using grammar, and have large vocabularies.
- d) The teacher wanted the students active in speaking English.
- e) The teacher wanted the materials could help students to communicate well in English.
- f) The students wanted to communicate with other people.

c. Result of classroom observation

- a) The students were a lack of vocabulary, pronunciation, grammar, and low motivation in learning English because got uninteresting activities.
- b) The students have confused about how to do communicate in English.

2) Planning

Based on the first stage, the product supplementary speaking materials were designed. The product was intended to achieve the main purpose 2013 curriculum, accommodate the needs, and accommodate the basic competence (4.1, 4.2, 4.3, 4.4, and 4.5) that was being selected to be designed. In this stage, the materials were designed based on the material development model proposed by Nation and Macalister (2010). There are core competence, basic competence, learning objectives, language features, language function, and text type.

Table 2.
Course Grid

Core Competence	Basic Competence	Learning Objectives	Language Feature		Language Function	Text Type
			Vocabulary	Grammar		
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	4.1 Menyusun teks lisan untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan unsur kebahasaan yang benar dan sesuai konteks.	Students can identify the dialogues of gratitude and responses in English. Students can pronounce correctly the expressions of gratitude and responses in English. Students can identify vocabulary. Students can identify modal verbs. Students can practice dialogue the gratitude and responses with their friends in English. Students can use the expressions of gratitude and responses in English. Students can create dialogue gratitude and	Thanks Kind Kindness Alright Nothing Any Pleasure	Simple Present Tense	Expressing gratitude Thank you (so much/very much) (many) thanks Responding to an expression of gratitude. Thank you, Not at all. It's a pleasure	Interpersonal and transactional

responses in English based on situations given.

The format and presentation had followed by Communicative Language Teaching (CLT).

Table 3.
Format and Presentation

Stage	Activity	Instruction	Description
Warm up	1	Look at the picture and answer the questions orally.	Students are asked to observe the picture of expressing gratitude and answer the questions
	2	Say it right!	Students are asked to pronounce words correctly.
Enrich your knowledge	3	Listen and repeat the expressions with your teacher.	Students are asked to listen and repeat expressions with their teacher.
	4	Look at the picture! Listen and practice it.	Students are asked to look at the picture and practice the dialog.
Follow up activities	5	Make a short dialog with your friends. Use the following situations.	Students are asked to create a short dialog with their friends in situations given.
	6	Practice the dialogue of activity 5 in pairs.	Students are asked to practice dialogue activity 5 in pairs in front of the class.
Reflection	7	Give the check (v) in the table.	Students are asked to give the check (v) in the table to know their improvement in this topic.

3) Expert evaluation

In this step, the materials were evaluated by the researcher's consultants. Three main points revised in this product were; (1) content, (2) language, and (3) layout of the product.

a. Content Revision

- a) Adding the learning objectives in front of the page because learning objectives were an important goal that they should achieve in the teaching and learning process. Therefore, learning objectives should be made and should be clear, so that the teacher and students understand well what they are going to learn.

b) Change activity 5 in the first chapter of the first topic should be replaced because it was not sufficient communicative activity for students.

b. Language Revision

a) Revise the activity 4 in chapter 4 to give an example so that students will not get confused and understanding while doing the activity.

c. Layout Revision

a) Resize the font 14 into 13 to ensure that every word in the materials is not too big.

4) Preliminary Field Testing

Field testing was done to reveal the efficacy of the supplementary speaking materials.

a. The level of difficulties of the material was appropriate to students' ability, so students could enjoy the learning process.

b. The supplementary speaking materials helped students to improve their speaking skills and gave a good response to what being taught in the learning and teaching process.

c. The list of pronunciation practice in the product was very useful to drill or help students how to pronounce the words correctly. Most of the students needed to drill more on how to pronounce the words.

d. The collaborator English teacher gave feedback which was needed to add more situations in activity 5 of the first chapter.

5) Main Product Revision

a. Content

a) The material is already suitable for the 2013 curriculum.

b) The supplementary speaking materials were appropriate to the basic competence and its learning objectives.

c) The materials assist students to improve their speaking skills.

d) The activities were presented in various so that make students interesting to do activities.

b. Layout

a) The materials were interesting because printed in colorful.

b) The combination of layout in activities will help students understand the material.

6) Final Product

The final product that has been tried out, reviewed, and revised can be used.

1. How is the efficacy of the designed supplementary speaking materials in improving speaking skills?

Based on the final product that has been tested, the supplementary speaking materials meet the students' needs. It also is in accordance 2013 Curriculum and followed Communicative Language Teaching (CLT). It can be seen as a result of field-testing that students could improve their speaking skills. The activities are namely warm-up, enrich your knowledge, follow up activities, and reflection. Those activities are effective to improve students' speaking skills. These can be

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proven in every activity was successful, they could share their thoughts, pronounced words did role play, created spoken text, and performed in front of the class. The strengths of the final product of the supplementary materials presented as follows:

- 1) The content is following the core and basic competence of the 2013 Curriculum for seventh-grade students in Junior High School.
- 2) The content of these materials meets the students' needs, such as vocabulary, pronunciation, grammar, language function, and text.
- 3) The supplementary speaking materials provided more speaking activities to a sufficient level that integral teaching of four language skills could be conducted in class.
- 4) The language used in the instruction is appropriate for students' level of understanding.
- 5) The format and presentation of the supplementary materials are following the steps of Communicative Language Teaching (CLT).
- 6) The activities inside this product vary (individual activity, pairs, and, group work).
- 7) The color and the picture were attractive for students to use this product.

CONCLUSION AND RECOMMENDATION

Based on the research findings and discussion, the conclusion of the product is supplementary speaking materials were developed in this research fulfilled the criteria of the R&D model by Borg and Gall (2016), In constructing the course grid, the researcher adopted the curriculum design by Macalister and Nation (2019) and followed Communicative Language Teaching (CLT) by Littlewood (2011) was chosen to be an approach in deciding the activities. The materials helped students to improve their speaking skills. From the result of field-testing, it yields that these supplementary speaking materials are useful and attract students to be communicatively involved in the teaching and learning process. The activities are lead in the warm-up, enrich your knowledge, follow up activities, and reflection. Those activities are successful in assisting students to improve their speaking skills.

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