**Developing English Materials on Listening and Speaking for Survival English Program Students of Rafa’s English House Gumukmas**

**Ika Atiqotul Maula1**, **Ika Desy Wardani2**, **Aminullah3**

ieckz\_maula13@yahoo.co.id

**Abstract** This study employed Educational Research and Development (RnD). The employment was purposed to embody the appropriate instructional materials in form of textbook that focused on listening and speaking for Survival English (SE) program students at LKP Rafa’s English House (ROSE), Gumukmas. The research product named Fun Listening and Speaking 1 was designed based on the competence based syllabus of LKP ROSE, the finding data gathered through need analysis and Contextual Teaching Learning (CTL). Concerning to these, a set of procedures proposed by Borg and Gall are being applied in this study. The research instruments used to collect the data consisted of Course Syllabus, Focused Group Discussion (FGD), interview, questionnaires, and observation sheet and checklist validation forms. Expert validation was carried out to evaluate the textbook developed for the product betterment. Moreover, to know the applicability of the materials and students’ responses, the real tryout phase on some selected chapters during the research period had been conducted. For the reasons, the textbook on listening and speaking for SE program students is ready to be applied in teaching learning activity.

**Keywords:** Instructional material, listening and speaking, Competence based Syllabus, Contextual Teaching Learning (CTL), need analysis

.

**Introduction**

Many English course institutions are found to answer the demand of the society in mastering English as the point of facing the opportunity of working world. As the response of this, government through Direktorat Pendidikan Non Formal Informal (PNFI) launched the passing grade for General English course to create the qualified graduation and Survival English program is the beginner level of the course.

The condition to communicate in English well immerse students to master the four skills; primarily in listening and speaking for both are the basic skills needed by the students, in accordance to the study held at LKP ROSE. In order to create the holistic experience of studying English for the students that aims at aiding them obtaining their communicative competence on two basic skills, the teacher should serve the students with kinds of students centered learning activities that linked with the related curriculum. In contrast, the availability of the textbook that relates with listening and speaking are bit limited for both are laborious to be conducted. After considering the features, the researcher thought it was needed to develop the instructional materials on listening and speaking for SE program students.

**Research Problem**

How does the researcher conduct the instructional material on listening and speaking for survival English program students in accordance to competence based syllabus and need analysis?

**Research Objective**

To develop English course material on listening and speaking for Survival English program students of Rafa’s English House, Gumukmas

**Literature Review**

**Instructional Materials**

Instructional materials are the materials that serve variety kinds of learning task and learning activities that designed to help the students to gain their learning objectives. According to Romizowsky instructional materials are the mode that set up learning activities (Romiszowsky, 1988: 9). Textbook is a kind of instructional materials that can serve as functional guidance for the students’ learning (Grant, 1987:8).

1. **Listening**

Listening is also defined as a skill which requires active participation in case of a student must listen skillfully and matches what they hear as the message to be comprehended with knowledge they already know. Listening is theoretically considered as a process in which individuals concentrate on selected area of aural input, construct meaning from passages, and relate what they hear to existing knowledge (O’Malley, Chamot and Kupper: 1996).

1. **Speaking**

In very simplest words, speaking is a multipurpose two way activities used to express the idea, thought, attention, feelings and emotion. Then, Rivers said that people, through speaking, express thought, ideas, emotions, communicate attention. React to other person and situations, and influence other human beings by using audible symbol or visible body action to expect listeners to understand the meaning of message they convey (Rivers, 1981; 189).

1. **Communicative Competence**

Tomlinson stated that communicative competence is the ability to use the language effectively for the communication (Tomlinson: 2011). The obligated competence of the SE students is the ability to communicate with the social context by using simple vocabularies and language expressions in daily life. To gain such competence, the consideration of CTL employment is important for the strategies emphasize on the involvement of the students in all aspect of knowledge constructivism and application.

1. **Competence Based Syllabus**

Competence based syllabus is the official syllabus for General English course in Indonesia that immerses on what students able to do in term of specific skills as a result of instruction. Richard and Rogers described competence based syllabus as the description of essential skills, knowledge, attitudes and behaviors required for effective performance or real-world task or activity serve the basis for organization of instructional content (Richard& Rogers, 2001;144).

1. **Need Analysis**

Jack C. Richard formulated need analysis as procedures used to collect information about learners’ need (Richard, 2001:51). In gathering the data about students’ demand, the researcher should considers some following things such as the reasons why they take the course, the learning style of them, the availability of the source and the learners themselves.

**Research Framework**

1. **Conceptual Framework**

Conceptual framework lays on the textbook development theoretical guideline in the current study. In this study, the ultimate products entails with the SE program. After knowing the theoretical insight and empirical data of SE program through analyzing the syllabus and gathering need analysis. Then, the data resulted will be processed by holding on the concept of communicative competence. The draft from the first phase then was projected against the principles of developing instructional material. In this stage, the materials will be selected and classified. The output of this discussion is a blueprint of textbook contents and task. The last stage is textbook validation. After writing the book draft based on the outline of book mapping, it should be validated to the experts before being applied in real classes.

1. **Operational Framework**

The framework concerns on the plan and design of the textbook development. The first is the application of CTL as the basic concept of textbook development stated beneath the communicative competence. The output design of materials from the first phase must be conducted by considering the principles of textbook development such as skill and content covered, source of language data, topic areas covered, exercise and task design and grading and sequencing. In this stage, the materials will be selected and classified. Then, the blending of the approach and principles of textbook development produce the organization of textbook which developed.

**Methods**

**Research Design**

In line with the main purpose of the study, the application of Educational Research and Development (RnD) is required then. As it is stated by Borg and Gall (2003:569) that Educational Research and Development is a process used to develop and evaluate the educational products to meet specified criteria of effectiveness and quality.

In this case, the researcher adopted and synthesized the models of development proposed by Borg and Gall into four steps as follow: (1) need analysis (2) developing materials (3) theoretical validation or expert validation phase (4) empirical validation or tryout phase.

The kind of method used in gathering the data in the presented study were qualitative and quantitative, the quantitative data were in form of language correction, suggestions, critics given by the experts and the opinion given by the students and instructors in FGD, questionnaires and interview phase. While the quantitative data gotten from the score given in both instruments and materials validation phase. The quantitative data resulted were appraised as qualitative data, for almost data were in form of qualitative data so triangulation technique were employed in order getting the valid data.

**Research Subject**

The numbers of the participants involved were the researcher herself as the analyst, observer, and material developer. Then, 23 students of SE program involved in tryout phase and questionnaires data collecting, 2 instructors participated in interview phase and 6 students of SE who cooperated in obtaining the information of students’ needs through FGD. Moreover, the participations of 2 experts were required in the study to validate both materials and the instruments to gather the needs of the students.

**Research Findings and Discussion**

**Result of Data collected from Syllabus**

The result of analyzing the competence based syllabus of LKP ROSE obviously informed the indication of speaking and listening as necessary skills according to the period of teaching both skills are more than the rest skills. Moreover, the presentation of competency standard and basic competence in the syllabus of LKP ROSE was being the nature in conducting the book map of textbook.

The following table below shows the developed chapters in Fun Listening and Speaking 1.

Table 4.1 Chapters in Fun Listening and Speaking 1

|  |  |
| --- | --- |
| **No** | **Developed Chapters** |
| 1 | Introduction and Exchanging Personal Information |
| 2 | Asking for and Giving Assistance |
| 3 | Leaving and Taking Messages over The Telephone |
| 4 | Expressing Apologies |
| 5 | Locating Personal Items and Places |
| 6 | Talking about One’s Family and Relationships |
| 7 | Describing Personal Routines |
| 8 | Describing People’s Appearance |

**Result of Data Collected from Focused Group Discussion**

From the discussion, it can be sum that the students have big motivation in learning English. At the next point, five students said that the instructors taught them in interesting way, only a student answered that some of the instructors like to teach them in lecturing style. The following pair points of questions are discussed on which skills most needed and difficult to be mastered by the students; about three students answered that listening is the most difficult skill, while two learners said speaking and reading are the most difficult and the rest told that both listening and speaking are difficult. In addition, five students involved in the discussion said that speaking is necessary, only a student had different opinion that listening is really needed by him. Then, all the students agreed in a thought that textbook which connected with the skills needed must be developed, the loading of colorful illustration to help the comprehension of students in mastering English is also necessary in accordance to the opinion of five students. The textbook development also should consider the entailment of the material developed with the real life context for English is also used in daily life communication.

**Result of Interview**

According to the result of interview it was known that the students are highly motivated in learning English. Some of the students face the difficulties in learning English, especially in listening. It’s occurred because they are often taught with reading and grammatical pattern in formal institutions. The instructors agreed that it is necessary to develop the textbook which linked with those receptive and productive skills. To create the good textbook, they suggest that the textbook should be meet a demand of some criteria as follow; first, the textbook must be conducted based on students’ needs. Second, it encourages them to learn more. Third, it appropriates to the task or language level of the students.

**Result of Questionnaire**

The first point of question discussed about the students’ opinion in studying English. Ten students stating that English is not too difficult, seven students answered that English is simple and the rest answered that learning English is uneasy. About two students confirmed English is used by them as daily communication tool; four of the participants said that they never communicate in English and almost of them said that they sometimes speak English in daily life. Then, almost of the students preferred demonstration method in learning English, whereas seven students like discussion method, two students preferred game and only a student loved lecturing method.

The next points stated that eighteen of students involved choose that speaking is the most necessary to be mastered, while about four students prefer listening and only one student thought writing is the demand skill of him. Furthermore, according to the learners’ opinion, most of them crowned listening as the hardest one and approximately nine students elected speaking as the most difficult skill and the rest was two students who each of them stated that reading and writing are uneasy.

The teaching learning process of four skills in SE program of LKP ROSE is quite balance with the appropriate portion for each skill. Because of that, sixteen students answered that they are often taught in speaking class, but there are seven students said that writing is mostly taught to them by the instructors.

Based on the students’ statement, they are unified in an agreement that is needed to develop the textbook on listening and speaking skills and completed with the colorful illustration; only a student who totally disagreed with the completion of illustration within a textbook. In addition, the positive response showed by the students that they noted the book is really interesting and adequately exceptional, moreover the illustration are attractive and can help them to enhance the ability of mastering both skills.

**Result of Textbook Development**

The textbook was developed by considering the result of need analysis gathered from triangulation data, the competence based syllabus of LKP ROSE and the principals of CTL approach. The development discusses about the language skills needed by the students, Listening and Speaking.

 The reference books used in the compilation are taken from the internet source or the textbooks that acknowledged with the materials learnt in SE program. In order to ease the usage of textbook for both instructors and learners, the completion of introduction of book usage, book mapping, table of content, learning tips, answer keys, audio scripts and adopted oral assessment from the National Competency Test of SE Program are also provided.

**Result of Experts Validation**

The score range given by the expert revolved in three to four, three scores crowned for the most of layout and design aspects except the attractiveness and appropriateness of the illustration that scored with four. The language study and skills of the textbook draft were gotten four at all. Meanwhile, the three rest aspects focused around subject content, instructional objectives and the material organization were ranked with four, except the range of the accuracy of information and the understandable of instructional objectives that given by three. It means the overall of textbook draft is good enough and ready to be applied in classroom try out.

There are some weakness points found in the textbook that must be revised such as the consistency of the font used in the draft, the clear instructional objectives, the consideration of provided tasks time management, the availability of dialogue example in chapter seven, the symbol addition to sign the skill section, and then the illustration exchange on the cover that appropriate with the SE learners age.

**Result of Observation during Tryout Phase**

The tryout phase of the textbook was conducted in eight meetings; each meeting discussed a skill to be examined to the students. The implementation of the action was done based on the lesson plans made by the researcher. There are four chapters to be tried out in the stage, they are: Unit 3: Can you leave a message? Unit 5: Where’s my soap? Unit 7: I always get up at 3.30 am every day and the last is Unit 8: What does she look like?

Table 4.1 Try Out Phase Meetings

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Date** | **Examined units** | **Skill** |
| 1. | May 28, 2015 | Unit 8 | Speaking |
| 2. | May 28, 2015 | Unit 3 | Speaking |
| 3. | May 29, 2015 | Unit 7 | Speaking |
| 4. | May 30, 2015 | Unit 5 | Speaking |
| 5. | June 1, 2015 | Unit 8 | Listening |
| 6. | June 1, 2015 | Unit 5 | Listening |
| 7. | June 4, 2015 | Unit 3 | Listening |
| 8. | June 4, 2015 | Unit 7 | Speaking |

The observation purpose which was done during the tryout phase is to know the applicability of the textbook and students’ response. The result of observation during the tryout phase showed that the students response were very positive, they got interested in doing the activities presented in textbook, for individual activities to group activities in both skills. They were also be more easily understood the materials given through the illustration. From this point of view, it can be sum that the textbook is ready to be applied in SE language teaching.

**Conclusions**

Based on the study held, it can be conclude that The product named Fun Listening and Speaking 1 is kind of instructional materials focuses on listening and speaking.MThe selection, adaptation, design, and development of the product were conducted by considering some features such as the demand of the students, SE competence based syllabus and Contextual Teaching Learning (CTL). The product is completed with acknowledgement, the explanation of book usage, book mapping, and table of content, content and appendices.

**References**

Adnan, M Latief. 2010. *Tanya Jawab Metode Penelitian Pembelajaran Bahasa.* Universitas Negeri Malang

Ahmadin, Dimjati. 2012. *English Language Teaching in Large Class.* Journal of English Teaching and Learning. Vol. 1, No. 1, December (p. 10). Islamic University of Malang

Borg, W.R. and Gall, M.D. 2003.*Educational Research: An Introduction (7th Edition)* New York: Longman

Direktorat Pendidikan Kursus dan Pelatihan Jendral Pendidikan Non Formal dan Informal Kementrian Pendidikan Nasional 2011, *Standard Kompetensi Kelulusan*: Jakarta, Indonesia

Direktorat Pendidikan Kursus dan Pelatihan Jendral Pendidikan Non Formal dan Informal Kementrian Pendidikan Nasional 2009, *Kurikulum Berbasis Kompetensi*: Jakarta, Indonesia

Hidayah, Nurul. 2014. *Developing Syllabus Design of Survival English Program for English Course Students.* Unpublished Thesis. Islamic University of Malang

Kasihani K.E. 2002. *Pengajaran dan Pembelajaran Kontektual (CTL).* A Paper presented in a seminar in Faculty of Letters, State University Malang

Muhrofi, Gunadi, Kun A. 2011. *ESP Materials Development; Theory and Practice*. Malang. Program Pasca Sarjana Universitas Brawijaya Malang

Maulidiyah, 2012. *Developing Local Content Material Based on KTSP Curriculum for 8th Grade Students of SMPN 1 Nguling*. Journal of English Teaching and Learning. Vol. 3, No. 21, December (p. 68-76). Islamic University of Malang

Richards, Jack C. 2001. *Curriculum Development in Language Teaching.* Cambridge: Cambridge University Press

Setiyadi, Bambang Ag. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Penerbit Graha Ilmu