

Development Supplementary English Speaking Book For Students of MTsN 1 Malang Gondanglegi

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Abstract

In this research, the researcher focuses on how the supplementary English book gives positive effect in developing the students' speaking skill. Also, the researcher gives emphasis on how the pocket book is used. Actually, this objective of the study is the bilingual students of MTsN 1 Malang Gondanglegi. Research and Development was conducted by the researcher as an approach of the study. The data were collected using two steps, such as questionnaire and interview which. The researcher figures out several points in this study which is evidenced by the result of the interview and questionnaire activity. The student's perception of Speak Up Pocketbook is stated through percentage, such as 88% applicability, 85% appropriateness, 93% usefulness, and 81% effectiveness. Meanwhile, the interview activity was conducted by the researcher to two English teachers who are competent and professional in learning and teaching process, especially in English speaking skills. The interview activity brings out that the teachers are satisfied with the pocketbook which is compiled. Also, the teachers express that the pocketbook is suitable with the student's need in the processes of developing the English speaking skill.

Keywords: supplementary material, supplementary pocketbook, pocketbook, speaking, english speaking book, language teaching program

Nowadays English is being part of international languages. In Indonesia, English is officially applied in many institutes and organizations in both formal and informal. Islamic school is one of institution that applied English as part of learning and activity. Some of the institution use English as supplementary activity, but another one use English as the main program of the school. This program usually

called by bilingual program. In Islamic institution such as *Madrasah Tsanawiyah* and *Madrasah Aliyah* the bilingual program usually consist of English as the main concern, and spread widely in many institutions. Ususally there is one class for each level, in 7th, 8th and 9th class, which apply bilingual program. Actually, the bilingual itself not only use English, it also uses other language, depends on the institution itself.

The goals of bilingual class are creating bilingual environment, especially English, which will stimulate interaction between each students, students to the teachers or students to society which at the end increasing their literacy of English itself. This class has some programs to support their bilingual activity. Some of their programs are matriculation, special self development, English camp, bilingual tutor, langauge performance and outbond. According to the previous explanation, the aims of this class is in speaking skill which is to build their practical communication and vocabulary mastery. Nunan (1991: 39) states that speaking is a single most important aspect fo learning a secong or foreign language, and success measured terms of the ability to carry out a conversation the language

Meanwhile, students on bilingual program not only be prepared as students that focus on speaking mastery but also can be a contemporary tutor for the other friend in other bilingual program. In conducting this program, the institution prepare at three languages pocket book that can make them easy to mastering English. The pocket book consists of vocabularies and the example of some conversations that ordered in two laguages, English and Indonesia. The topic of that book is about their daily conversation such introduction, at school area, or other daily situation. The pocket book that used by students was prepared by the institution. Bilingual language practiced in MTsN 1 Malang Gondanglegi is Arabic and English. Although the school practicing Arabic and English as its bilingual program, the researcher only focused to English bilingual program in this study.

Unluckily, many students of bilingual program cannot express the English speaking skill fluently. It not only happens outside the class but also inside the class. Many students feel affraid to say or express the language because they dont know the vocabulary or grammatical use. So, it makes the bilingual program hard to be reached by the students.

The students in bilingual program also facing another problem. The problem is that there are only small amount of book for speaking purposes. This situation, in another word, is that the specific book for speaking is very rare. If there any speaking materials written, that materials are part of textbook and it is small in number.

This problematic situation need to be addressed because there are so many urgencies. Those urgencies are; the student's need to communicate in international language in this global world and the need to be proficient in order to compete in academic and economic scope. More over, students also need to comprehend information and knowledge delivered in English throughout their life.

Internally, the researcher figure out the reason why learning English become the most important thing to develop, such as the needs of the students in global age which make the students must be more proficient in mastering English and the schools which are competing to increase student's motivation to speak English well which will later be delegated as participant in the English competition. While externally, the researcher find the reason why the students have to master in English is the flowing of information and education widely that is delivered by English.

Based on this situation, the students need some tools that can help them to learn English. The tools should be very helpful to make the students able to communicate in foreign language. Supplementary book become the effective and efficient solution regarding the situation. Mc. Grath (2002), extra material or supplementary material is the material which are gotten from another source so as to help the educating and learning process. By using Supplementary book, student could find out words and sentence they need for communication; to interact and transact message with their peer.

Method

This research aims to develop three languages speaking pocket book that used as contemporary tutor in MTsN I Malang. The product entitle *Al-kitaab Al-Hayyi Al-Hiwaar bi tsalaatsatilughootin Al-'Arobiyah, Al-Injiliziyahwa Al-Induunisiyyahor* in English version is three languages pocket book: Arabic, English and Indonesia. Therefore, the appropriate design for this research is research and development (R&D). Borg and Gail (1983:772) defines that educational R&D in one of the research design aimed to developing and validating educational product.

The researcher tries to develop the product only focused on English language based on the students' need in their speaking learning. The development of this product will complete the previous product that can be beneficial for contemporary tutor, and the students itself. The researcher adapted a theory of developing from Gall and Borg (2003: 571) to support the development which are consist of need analysis, literature review, product development, expert validation, revision, try out and revision and the result development.

The researcher will have some steps to develop the product. The researcher will conduct the research and development of English speaking pocket book approximately 3 months since the researcher got permission from the headmaster of MTsN I Malang that will be started in February until May 2017.

There are some steps that will be followed by the researcher when develop three languages speaking pocket book; need analysis, review literature, developing product, expert validation, revision and try out and revision. All these steps bring to final product.

Need analysis is to know about the necessity of students as students itself and contemporary tutor. After the researcher knows the needs, it will be beneficial for researcher to develop suitable materials to be practical and effective material for the content of product. The need analysis itself divided into three points, they are necessities, lacks and wants.

In this point, researcher doing need analysis by conducting questionnaire which held on February 2017. The questionnaire consist of 17 questions. Those questions become one of research background.

Some literature used in this research as the component of theories. The contribution of the theories were used to support the product of development. The theories also used as references for teacher and educational researcher for the further. The theory is about speaking skill that will be used for developing this product. So that the result of need analysis above will combine with the literature itself.

There are some steps of developing material that focused on the developing this research. The development based on the result of need analysis combining with some theories that used in this research.

Expert validation is aimed to know about the quality of the product. The expert validator validates the development materials from the aspect of goal and approaches, skills, language, content, type of activities, design and organisation.

This research use three validators to make sure that the product is suitable. The first and second expert validator concern on materials organization, content, language, communicative, grammar review, task and evaluation. The third validator focuses on design and layout that consist of cover design, letter, typing and font, spacing and layout.

After the material development passed expert validation, the researcher continues to revise the material development based on the feedback. It helped the researcher to correct the material development such as the content, layout, cover and etc. According to the first and second expert validator, there is no significance revision about the content of product.

The function of try out is to get the respond, benefit and weakness of product. It is used to know the applicability, appropriateness, usefulness, effectiveness of the product which is used by students' as their own knowledge or when they conduct as contemporary tutor.

After trying out the product, researcher gives questionnaire to the students. It is aimed to know the opinion about the quality of product. The researcher will also give feedback sheet to teacher to figure out their feedback upon the product. After

trying out the product, the researcher will get result from teacher and students' feedback. That result will be used to develop the new product . The second revision is used to get better material development for English speaking pocket book.

Results

Need analysis is based on students' questionnaire and teachers interview focused on the needs, lacks and interest of the students. Students have high interest in learning English but few of them feel afraid to speak. There is not any specific book for speaking yet which students could learn from. Some speaking materials taken from general English text book which only has few speaking excercises. The desirable outcomes is any pocketbook which serve special purpose for speaking. It will be beneficial for students if the speaking pocketbook has materials such as; daily life or daily activity in school, dormitory, canteen and materials which beneficial for them as peer tutor. Teachers stated that students lack of vocabulary and expression.

The developing product is a pocketbook consisting of 5 topics. The topics are introduction, school, dormitory, public area and adjective. The pocketbook also contains of phonetic spelling and appendix. Basic sentence structure, simple grammar and common irregular verb listed in appendix. Each topics consist of vocabularies enrichment and its meaning, frequently used verb list, common expression and blanks student could use for writing.

After the researcher develop the materials, the evaluation conducted trough three expert validator. First and second validator concern about the conten, material and language used in the product. The third validator concern on the design and layout of the product.

According to first validator, he suggest that picture should be provided for each chapter to represent the chapter itself. He also suggest to move the brainstorming or prompting part to be more variative. It can take place in front-middle-back.

The second validator said that over all the content is good enough. The topic is suitable for junior high school especialy for speaking. The model is good enough because it is simple and understandable. This kind of model also suitable for autonomus learning.

The third validator said that the layout of the cover should be centered and full then add a photo to make it more interesting. The color background is more interesting if it match to the photo. It also cad add a picture or ornamnet to make it more alive. She also add comment for spacing for each page to make it more neat so that there is no more space between topic and sub topic. For all layouting is good, simple and understandable.

After all the validation, the researcher continue to revise the product then continue to try the product out to make sure that the product is ready.

The researcher revised the product based on expert validation both in content and design. The researcher provided relevant image for each topics which could represent the topics in interesting way. The brainstorming and prompting section revised to be more variatife. The cover of pocketbook revised to be more centered and full of interesting image. The researcher also add some ornaments and picture to make it more interesting.

After revising the product, the researcher conducted product try out and ask students and teachers dealing with the product.

Students perception to the pocketbook overall are above 80%. It means students find the pocketbook is good enough for them to learn from. The students perception of its applicability is 88.8%, appropriateness is 85%, usefulness is 92.5% and effectiveness is 81%. Among these parameters, effectiveness parameter gain lowest percentage. Students think that this pocketbook is not effective because lack of obligation to bring the book with and sometimes their friend dont bring it to school. Overall, the satisfaction rate of students is high.

Both teacher asked for feedback upon the product. The first teacher expressed positive feedback towards the pocketbook. From proficiency level aspect, the pocketbook level proficiency is suitable with students' needs. Teacher also expressing satisfaction in topic the pocketbook deliver. The pocketbook materials also enriched so the teacher could use the pocketbook to level up students' proficiency.

The second teacher also expressed positive feedback towards the pocketbook. From proficiency level aspect, the teacher said that students' proficiency is below the pocketbook, so the students should use the book quite often to level up their proficiency. The second teacher also expressing satisfaction in topic and materials the pocketbook deliver. The second teacher comment dealing with pocketbook is that it needs more topic so students could use it in a semester or a year.

The final product is Speak Up pocketbook with introduction, school, dormitory, public area and adjective topics. The pocketbook acontains of phonetic spelling and appendix. In the appendix section, the pocketbook contains basic sentence structure, simple grammar and common irregular verb list. The brainstorming or prompting section is more variative than its developing stage.

Conclusion and Reccomendation

After doing all this research, the researcher found that students in bilingual class still need the other supplementary material to support their speaking activity. Because this research shows that the students' perception on Speak Up pocket book is suitable with their needs. This is evidenced by the following, such as 88% applicability 85% appropriateness, 93% usefulness and 81% effectiveness. From that perception above, it shows that this supplementary book become the most importance component in developing their speaking skill.

The difference between this product with another speaking materials existed in the market is that this product is exclusively designed by the students' needs, lacks and desired outcomes in MTsN 1 Malang Gondanglegi. That means this product address the correct problem. Second, this product designed in full color, it designed specifically so that students could remember what color should be pronounced in which way. This product also specifically designed that its simple grammar section and adjectives coded by specific color. By this design, the students will remember what parts of speech a word is or what part of structure a word is. That means the product design address the problem in correct way.

By the students and teacher feedback, the researcher found out that students and teacher are satisfied with this product. The parameters which researcher use to measure this are applicability, appropriateness, usefulness and effectiveness. The researcher also get feedback from teachers. All parameters scored above 80%. Product applicability scored by 89%, appropriateness scored by 85%, usefulness scored by 92.5% and effectiveness scored by 81%. All teachers reported positive feedback. This means that this product addressing correct problem in correct way and resulting correct desirable outcomes.

As the other supplementary book, this book has its own way to use it. There are some steps to use this supplementary English book. This book consist of five part themes. There are introduction, school, dormitory, public are and adjective. In each part there are some sub topic that is find vocabulary, vocabularies relates to the theme, common verb, common expressions, dialogues, matching words and free writing. Each of those topics have their own aims which is to stimulate them to speak.

This supplementary book cannot be done in one meeting because they have to memorize the vocabularies or sentences then practice it. They also can discuss the topic in each sub topic with their friends to increase their ability and it takes more time to finish it. For peer teaching (temporary tutor) it also takes long time because the time is short so they can only 5 words in a time.

This product is still need development to make it more perfect. There are three recommendation to develop this supplementary book that is for English teacher, The school or institution and future researcher.

For english teacher, you can use this meeting in speaking section in your time. By using this supplementary book, your students can get more information about speakings' idea. It also can help them to find some vocabularies that they will use in their speaking.

For school or institution, this kind of activity should be get more attention especially in supervising speaking activity in order to get more time and effort in it. This supplementary book is also suitable for students in 7th-9th grade so it can relates all stages.

For the next developer, you may add some interesting topics and make it into interesting design in order students can interest to speaking activity.

Before spreading this supplementary book, its better for the researcher to make sure that the quality is good enough. The researcher must find the expert who can guide to make the product suitable. The expert will validate the quality of content and design. After get validation from the expert, the researcher revise & try the product out to make sure that the product is suitable or not. Then the researcher continue to final development. Finally the product can be spreaded.

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