Developing English Speaking Materials for Tenth Grade Students of Conversation Program at Madrasah Aliyah (MA) Ali Maksum

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ABSTRACT

The purpose of this study is to develop English learning materials for MA Ali Maksum's Conversational Program. Because the presence of English materials in speaking classes is critical, material development may aid students in learning. Materials that help students improve their skills and motivate them are those that are personalised to the student's situation and background. This research and development (R&D) study employs the ADDIE instructional design model. This research consists of needs analysis, syllabus design, English speaking material development, product validation, product testing, and final product. Interviewees include experienced English teachers, an expert in English materials design, and 10th grade students from MA Ali Maksum's Conversation Program. Student questionnaires, student and teacher interview guides, and validation sheets for expert judgment are among the data collection tools used. The data obtained were analyzed quantitatively and qualitatively. The result showed that the average interval for the English module was 2.26 x 3.24, and material expert validation ranged from 2.80 to 3.40, classifying this module as good and valid with several revisions. Therefore, this English module can be used to motivate students while also assisting them in learning English in a speaking or conversation context.

INTRODUCTION

In the world of education, materials are essential for teaching-learning process. Based on Tomlinson (1998), materials are included in something which can be used to facilitate the learning of a language, so materials take an essential component inside the teaching and learning process. Materials can be textbook, module, *LKS* (students' worksheet), document, handout, or media, and can be presented in printing shape, live overall performance, and display on cassette, CD-ROM, DVD, or the net. Learning materials are tools to achieve learning objectives that guiding students in the learning process, managing classes, and help teachers in preparing assignments (Tomlinson, 2008). Learning materials also give the impression on students of a sense of achieving something because the goals in teaching materials are more specific and their achievement can immediately be felt (Branch & Kopcha, 2014). From the statements of experts, it is able to be seen that learning materials are all forms of materials used to assist teachers or education employees in learning activities. Learning materials also are defined as a set of studying substances or materials which can be systematically organized to assist teachers and students in learning activities (Tomlinson, 2011).

Madrasah Aliyah (MA) Ali Maksum's English main program or what is called the conversation program is one of the programs that must be taken by students. The conversation program has its own learning syllabus where learning is focused on training and developing students' speaking. However, the conversation

program at MA Ali Maksum does not have English books for both students and teachers to handle. This is very unfortunate because the existence of English materials in English language teaching is needed to assist the teaching and learning process and as a means to guide students in learning both at school and at home or in their dormitory. Harmer as cited in Lisan (2022) suggested that it can also help the students to build their confidence in studying English. Therefore, researcher wants to develop English speaking materials that will be used for tenth grade students of conversation program at MA Ali Maksum, with great hope that the researcher develop English speaking materials that can be useful for all parties and can be used as a means of student learning.

English is the worldwide language used by humans in this world to communicate with other human beings from different different parts of the world. According to Tiwari (2008), English is international language in the sense that it helps in interlinking the people living in other countries of the world. English is an international language that can help in establishing international relations to communicate so that English is an important language to master (Rahman & Saputra, 2021). Then the definition of the material will be discussed by several experts, Tomlinson (2012) in Putri (2019), stated that educational materials are anything that can be used to facilitate language learning, including course books, videos, step-by-step readers, flashcards, games, websites, mobile phones. Materials are designed to encourage learners to learn. In conlusion, English material is information or ideas which are used to help learning English. English materials are tools that help teachers to prepare assignments, class management, and manual students within the process of learning English to achieve learning goals.

Richard (2001) in Sinaga (2018) stated that teachers can select texts and practices that are relevant to the lives and needs of their students, and protect and organize them so that they are appropriate to their level. The procedure for gathering information about student needs is called criteria for analyzing the need for good materials to achieve learning goals. Further, Richards and Rodgers (2001) discussed the characteristics of the communicative language comprehension in speaking as follows: Language is, first of all, a system for expressing meaning. Second, the main function of language is interaction and communication. Third, the structure of language reflects its functional and communicative users. And fourth, the major units of language are not only its grammatical and structural features, but also the functional and communicative semantic categories exemplified in discourse.

Materials should build confidence in students, be perceived as applicable and useful to learners, require and encourage learners' own investment, and help learners become familiar with the language as it is actually used. Materials also need to understand that learners differ in affective attitudes, allow a silent period at the beginning of coaching, and maximize learning capability through encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities. The last, materials need to no longer depend too much on managed practice, provide possibilities for final results feedback. Then, learners need to be ready to acquire the points being taught. According to Kurum (2017), speaking is considered an essential soft skill to be recognized as proficient in a foreign language. Speaking achievement is an indicator of success in many areas. Therefore, speaking is an important part of second language learning and teaching. Speech is defined as an interactive, meaning-forming process involving the generation, reception, and processing of information.

Based on the Education Law No. 2 of 1989, students are defined as people who are at the level of education in various literatures. Therefore students are one of the components that must exist in the world of education, which are then processed in the educational process, so that they become quality human beings in accordance with national education goals. Students are made up of multiple levels such as elementary school,

junior high school, and senior high school. Senior high school is the 3rd years, which is a continuation of junior high school. Senior high school students aged 15 through 18 are classified as youth.

According to the Oxford Dictionary "Boarding School is school where pupils live during the term" which means boarding schools are educational institutions where students study and live together during learning activities. Maksudin (2008) states that a boarding school is an educational institution where the learners not only learn but also live together in an institution. Boarding schools combine students' residence in a school institution far from their homes and families with being taught religion and learning several subjects. According to Zahra (2008), "Boarding schools involve not only students, but also teachers and school organizers, working together in this environment for a period that usually lasts a semester.

Education in the Islamic boarding school system has a positive influence on the values or morals of students because students not only get general knowledge, but also get religious knowledge in the dormitory. Boarding school is education in a school environment where the learning process takes place 24 hours a day involving students and educators to be able to interact directly and students living in dormitories that have been provided by the school. Islamic boarding school is an educational institution that is non-formal and becomes a center for Islamic religious education that learns more about Islam as a way of life to be practiced in social life (Rahmah & Prasetyo, 2022). In Indonesian society, Islamic boarding schools are often called *pesantren,* which is an education system that is different from other educational institutions because the education program of islamic boarding school has more subjects and variations than other institutions. According to Masyhud in Busyairi (2017), the goal of Islamic boarding schools is to be a *Muslim* character who believes in Allah SWT, polite, socially helpful, independent, has a firm character, and spreads religion for that reason.

Moreover, Islamic Boarding School has special standards regarding the guidance for students in Islamic values, both in the form of subjects at school and outside school activities. In addition, students who get a *santri* background and are accustomed to living in Islamic boarding schools are certainly different from formal school students. In Islamic boarding schools, students are taught morals and Islamic values so that their character will be more humble (Rahmah & Ilham, 2022). Therefore, students with a *santri* background need to learning materials that match their background by adding Islamic values to motivate their learning.

METHODS

This study is categorized as Research and Development (R&D). According to McKenney & Reeves (2014), this research and development is used to produce certain products, it is necessary to use research that needs analysis and test the effectiveness to these products. The main objective in research and development is that the developed product can function in the wider community, so research is needed to test the effectiveness of the product. The purpose of this study is to develop English speaking materials for the 10th grade of the conversation program at MA Ali Maksum.

This study aimed to develop English speaking materials for tenth grade students of conversation program at MA Ali Maksum. In this development, the researcher used *Research and Development* (R&D) model developed with ADDIE development. In the book of *instructional design: the ADDIE approach*, as Branch (2009) stated that ADDIE is an acronym for Analysis, Design, Development, Implementation, and Evaluation. ADDIE is a product development concept. A brief description of the study procedure using ADDIE. The first analysis step will focus on Profile of the students. The next one is a design step which will cover the maps of materials. Then is Development phase which will focus on the first draft of materials and

expert judgment and the revised materials. The fourth step is implementation which is focusing on the feedback from users. The final step is evaluation will produce the final product.

RESULTS AND DISCUSSION

The Needs Analysis

The needs analysis was conducted to find out the problems in the English speaking class of the conversation program in MA Ali Maksum. The first step in the needs analysis was carried out through interviews with English teachers in the conversation program of MA Ali Maksum. Interviews with teachers were conducted with three English teachers to collect data about books or references used in learning English, difficulties faced by students in speaking English, and teachers' ideas about suitable English speaking materials for students. The teachers interviewed were senior teachers who had taught English in the conversation program. The teachers said that in English learning of conversation program at MA Ali Maksum there was no fixed module that students could use officially in learning. However, teachers are given a learning syllabus as a benchmark for what material will be taught (Brown, 2016). Further, the teachers added that this was one of the reasons for the declining enthusiasm of students in learning English, especially speaking because many students were less focused and not confident. Moreover, the teachers who were interviewed agreed that suitable English materials for students was material containing elements of Islamic values because the students had a *santri* background. In addition when the teacher asked questions about general subjects or topics the students instinctively always answered religiously.

The next interviews were conducted with students to collect data about students' English skills, difficulties they face and expectations from books or learning modules that can help students learn English. This interview was conducted to tenth grade students of conversation program. The students said that in English learning, they are still relatively beginners with 53.33% of students learn English during elementary school with the majority of students 66.66% never taking courses outside school, so there were 40% of students stating that English was a difficult language. In addition, the frequency of students using English was 93.33% of students who rarely used English. In other hand there are many areas that students have not mastered including understanding grammar which is considered difficult, so that in speaking they are still afraid to speak because they do not understand grammar and lack of vocabulary. The students expressed their hopes in the conversation program to provide learning modules that can increase their motivation to learn English and according to their needs and context as *santri*.

The Syllabus Design

Once the needs analysis was complete, the next step was syllabus design. This syllabus was used as a guide for compiling learning activities, templates, content, and assessment of learning materials (Yassi, 2018). In developing the syllabus there were several aspects to be considered, including: analysis of the students' needs and English teachers obtained from questionnaires and interviews which were used to develop the content of the materials. In contextual analysis, researcher consider students' characteristics and backgrounds to provide the most contextual learning materials. As for document analysis, researcher have followed the learning syllabus from the conversation program at MA Ali Maksum which contents have been designed and modified according to the needs analysis obtained. The unit in English speaking material was

designed to focus on increasing students' understanding of speaking activities related to English grammar which aimed to improve students' speaking skills, an activity-based approach to speaking by incorporating grammar applied in learning activities along with the steps using different terms such as *let's explore, let's get started, let's do it, and let's act.* The syllabus consists of *unit names, learning outcomes, inputs, vocabularies, learning activities, evaluations/assessments and time allocation.*

The material developed consists of two units which themes were taken from the learning syllabus in the conversation program at MA Ali Maksum. As for each unit, there were 4 steps that must be followed in the materials template and there were 9 activities.

There was only one *Let`s Explore* activity. Its function was to brainstorm the student's understanding using the provided images on the topic that the student was trying to learn. Then *let's get started* there were two activities for the purpose of guide students with easy activities such as completing, matching, listening and reading or practice dialogue before entering the main step of the unit. *Let's do it* is presented as the main step because it provided material including practical speaking and tense formulas which are packed with 4 different activities. Then the last step is l*et's act.* Here students were expected to be ready to practice writing and orally related to the unit topic. After that, at the *reflection* step, there were five statements that students need to reflect on their understanding of the material and also reflect on religious values that they can take as guidelines to become a good *Muslim*, and this is also developed to assist the materials to be more contextual.

The details of these units were briefly described in the description below. Unit 1 is entitled "I am a student and I like English subject". This topic was in accordance with the learning syllabus in the conversation program at MA Ali Maksum. The contents have been adapted to the context of the student's situation as students with the activities they usually do. Initially, this unit provides speech act activities followed by verbal explanations and nominal sentences. In this unit there were 9 activities where students were expected to be able to make verbal and nominal sentences, both written and spoken. As for unit 2 entitled "My Daily Activities". This topic focuses on the simple present tense which was taken according to the learning syllabus. In addition to presenting the meanings and formulas of the simple present tense, in this unit there are also 9 varied activities with the hope that students were able to tell their daily activities well based on the correct grammar arrangement.

The Development Stage

This development stage discusses the developing of first draft of the material, expert validation and also the revision of the expert judgment. In this step the framework or map which was still in the form of concepts as explained above was realized to become a product that was ready to be applied to learning (Lee, 2019). The data collected becomes a reference in the preparation of learning materials. The materials were prepared based on the needs of students and the characteristics or background of students as *santri.* As for the preparation of the first draft of the materials includes:

1. Making the cover of the learning module by entering the character of the *santri* and adding the MA Ali Maksum logo followed by the word conversation program, Ali Maksum senior high school. In making the cover of this module, the researcher would like to illustrate that the targets of this module will be used by tenth grade students of conversation program at MA Ali Maksum where these students ware *santri* from various regions who study and live in the dormitory of Ali Maksum Islamic boarding school. In the cover of the module there was also a box to fill in the name and class of students.

2. Next, writing indicators for each unit of material. This indicators of materials was obtained from the results of student needs analysis and learning syllabus analysis.
3. Further, taking the content and context of the material with Islamic nuances by incorporating Islamic values, such as looking for pictures of Muslim women, and activities that match the theme and are related to the daily activities of *santri*. Of course, the material developed was based on the learning syllabus from both the school syllabus and the material template developed by the researcher itself. In the development of English speaking material, there were 9 activities with 4 steps as described above, namely: *let's explore, let's get started, let's do it, and let's act.*
4. Furthermore, then the researcher added 5 points of reflection questions or statements followed by *dalil* or *ayat* that match the context of the topic in each unit to motivate students and as a form of reflection on student learning.

After creating the first draft, the developed product was consulted with expert before implementing the material for students. The English speaking material developed was validated by validator who was expert in the field of preparing learning materials and expert in English learning. In this step the researcher gives a questionnaires to the expert validation to collect data. The expert validator was Mrs. Harisna Hikmah, S.Pd, M.Pd. She is a lecturer in English education at the Nahdlatul Ulama University of Yogyakarta and also an English teacher at *Madrasah* Al Imdad. From her experience the researcher asked her to validate the material developed because she was an expert in that field.

The average for unit content was 3.40. It was classified as "very good" because the mean was in the range $3.25 \leq x \leq 4.00$. For details, the statement totals 5 points. Two points belong to the "very good" category and the rest belong to the "good" category. In a qualitative summary, the expert also said the material was sufficient for classroom use and only needed to be supplemented with some revisions.

The average linguistic unit validity was 2.80. It was classified as "good" because the mean was in the interval $2.26 \leq x \leq 3.24$. The qualitative summary has some comments on this aspect. Experts said there were some errors in the text and words or sentences in the instructions. This aspect should also be fixed after expert advice.

The mean in terms of the appropriateness of activities unit was 2.80. It was categorized as "Good" since the mean was within the interval $2.26 \leq x \leq 3.24$. For this aspect, there were several notes in the qualitative summary. The expert asked the researcher to try adding new vocabulary in activities not only using high frequency words.

The device design and layout adequacy average score was 3.00. It was still in the range interval around $2.26 \leq x \leq 3.24$, so it was considered "good" and rated. There was no mention of this aspect in the qualitative summary. For scores on the four dimensions, the first material was already qualified for use in the real classroom during the trial phase. However, there were some areas that require expert correction, editing, and review before proceeding to the implementation steps.

Based on expert judgment data consisting of an average score in terms of the suitability of content, language, activities, as well as design and layout, it can be concluded that the English speaking material for tenth graders in the conversation program at MA Ali Maksum was feasible and ready to be applied in real classroom. However, in this section the materials were edited and revised in accordance with the advice of expert judgment so that the materials developed were ready to be implemented at the field trial step.

The Implementation

After expert evaluation and product revision, the next step was to connect students to real classroom exercises. The purpose of the trial was to obtain data on the product implementation process in real classrooms and to obtain student reaction to the product. The implementation step was carried out for tenth graders in the conversation program of MA Ali Maksum with a total of 30 students. The unit that was trying out on students was unit 1 entitled "I am a student and I like English." The researcher chose this unit to be tested on students because in this unit the material discussed was verbal and nominal sentences, where this material was an introductory material for students to understand the classification of sentences in English.

The Evaluation

This evaluation stage was a stage carried out by researcher in various stages, including in the syllabus design stage that were evaluated consist of several components, from content, input to learning time allocation. Evaluation at this stage was of course very important to get the right syllabus based on the needs analysis that has been done. The second evaluation was in development stage, at this stage there were three main points that were evaluated, namely; the development of the first draft of the material, expert validation, and the revision stage according to the input and results of expert validation. The next evaluation was in the implementation stage, at this stage the researcher conducts trying out of products that have been made and gets feedback from users. The results of this evaluation were very important in the research process because this evaluation was the finals step carried out to create the contextual product and ready to use for students at improving speaking ability (Lapele, 2019).

CONCLUSION

The final product of this research and development was an English-speaking material for tenth grade students of conversation program at MA Ali Maksum. After analyzing the data obtained, it was assumed that according to students the material was interesting and accordance with their context. Hence, the final product is considered an effective material. Furthermore, it was considered valid, feasible and practical enough to be applied in a real classroom with the same background and characteristics of students.

Some suggestion for the development of supplementary, teachers are suggested to understand the condition of students, contextualize students, know the characteristics and backgrounds of students, so that learning can be made interesting and comfortable for students. Meanwhile, students are suggested to use the material that has been designed. These materials can be used by students as complementary materials and learning resources in the speaking class or outside the classroom. In addition, this English-speaking material is also designed to motivate students to speak English and implementing Islamic values into life. For other researchers, It is suggested that they can do similar research better. The best material is material that can reflect the background and needs of students, therefore other researchers who want to conduct similar research or want to design learning materials must consider the characteristics and context of students.

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