

**DEVELOPING ENGLISH SPEAKING MODULE FOR EIGHT
GRADE STUDENTS AT SMP S PELITA RAYA JAMBI**

A THESIS

Submitted in Partial Fulfilment of the Requirement for

Master Degree in English Education Program

A THESIS

By:

DINA AGUSTIANA

NIM : P2A419029



MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION

UNIVERSITAS JAMBI

2021

TABLE OF CONTENT

APPROVAL	i
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CHAPTER I INTRODUCTION

1.1 BackgroundThe Study	3
1.2 Formulation of the research	4
1.3 The objective of the research	4
1.4 The significance of the research	4
1.5 Limitation of the research	5
1.6 Definition of the key terms.....	5

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Teaching English For Junior High School	6
2.2 Teaching Speaking For Junior High Shool	7
2.3 Speaking Skill	8
2.4 Module	9
2.5 Developing Module	9
2.6 Criteria Of Good Module	10
2.7 Contextual teaching and Learning Theory	11
2.8 Previous Study	11

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design	19
3.2 Development Design.....	20
3.3 Development procedure	22

3.4 Research instrument	23
3.5 Technique of Data Collections.....	23
3.6 Technique of Data Analysis.....	24
CHAPTER IV FINDINGS AND DISCUSSIONS	
4.1 Findings	31
4.2 Discussions	40
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusions	45
5.2 Suggestion	48
REFERENCES	49
APPENDICES	50

CHAPTER 1

INTRODUCTION

1.1 Background of The Research

Junior high school students learned English at their school. For some learners, the first time they learned English is in junior high school. Why? Because they don't learn English at elementary school. The Ministries of Indonesia's Culture and Education since 2013-2014 school year have decided that English subject has been deleted in the curriculum 13 for elementary school. English subject was deleted to give the students a chance to understand their nation language and strength then their competences before learning a foreign language. This curriculum gives teachers a chance to develop their own materials, methods, media, and assessment. Teachers in each school must arrange and develop materials according to the standard of content (standard competence and basic competence) specified in the curriculum.

Based on the researcher's experience, most teachers used the available textbooks and taught them using such a textbook. Some teachers lacked teaching materials, but they still taught their students using defective materials. They don't know whether the material and the teaching method is appropriate or not. Therefore the learning outcomes can't run well. The Teacher focuses on the text in the textbook. They don't think about making the students able to understand English in oral and written form. Language learning strategies help students to succeed in learning and developing their communicative competency. Oxford (1990) stated that students' steps are steps to enhance their learning. They are

essential for language learners because they are tools for active, self-directed involvement, essential for developing communication competency. It means that learning strategies are individual. It will be different from one Student to another. Thus, each Student has his or her strategy in learning. Language Learning Strategies assist English language learners in mastering the materials independently, either individually or with others, where successful language learners use different learning strategies. Fedderholdt (1997) stated that language learners who can use a wide variety of language learning strategies appropriately could better improve their language skills because they are better equipped.

Students are expected to be more active in learning English by learning the English language by implementing learning strategies. The use of appropriate speaking material is need for Student. In this research, the researcher will develop English module for speaking skill

In the implementation of the 2013 curriculum, there are three related dimensions. They cannot be separated. They are planning, teaching-learning process, and learning evaluation. The planning will establish the materials will be taught, the media will be chosen, and the teaching-learning process methods. The evaluation procedures will be used to know the product of the teaching-learning process and students' achievement. Although the English teachers support the school in many aspects, implementing the 2013 curriculum in English teaching-learning is not entirely perfect. The English teachers of 8th grade who have to implement the 2013 curriculum longer than the English teachers of 8th grade still work harder to implement it well and correctly. To implement the 2013 curriculum is not like doing an easy project for them. Considering all the issues

stated above, this thesis is intended to deliver the implementation of the 2013 curriculum by the English teachers of 8th grade at SMP PELITARAYA JAMBI. It Start from how they plan and do the English teaching learning process, until how they evaluate the students based on 2013 curriculum objective. The reason of the writer in choosing the topic is that even though 2013 curriculum implementation is still in a controversy, the objectives of 2013 curriculum are for better education of Indonesia. The Teacher's role is very necessary in the success of 2013 curriculum implementation. If the Teacher implement it well, the students with real good quality will be created as the objectives of 2013 curriculum. From the reason above , the researcher try to develop English speaking module for eighth grade student , in order to help the Teacher when they want to teach speaking in the classroom. It is because the textbook that the students use is not spesific for speaking only, that's why the researcher would like to create speaking module as an additional book for students and teacher to learn English specially speaking skill.

1.2 Research Question

Based on the description of the research above, the researcher would like to make questions of the research. The problems which are discussed in this research can be stated as follows:

"How is English Speaking Module for eight graders student of SMP S Pelita Raya developed based on CTL (contextual teaching and learning) ?"

1.3 Objective Of The Research

The research objective is as follows: This research purposed to develop a Module for eighth grader students of SMP S Pelita Raya Jambi to learn English Speaking Skill.

1.4 The Significant of The Research

This research is expected to offer; the Teacher's Module as a additional Teaching material for Speaking skill. The significance of this research are:

1. Provide English speaking module materials which are following curriculum 2013.
2. Facilitate teacher to teach speaking.
3. Facilitate the further researcher as the additional source in researching the same field.

1.5 Limitation of The Research

The research focused on developing students' English speaking module. The module created for the 8th-grade Student. The module Use for Student at SMP S Pelita Raya Jambi. There are 5 units in this module. It used for one semester. The basic theory that the researcher used to develop the Module is CTL (contextual Teaching and learning) theory. The researcher used the ADDIE model by Branch, The steps are analysis, design, development and implementation.

1.6 Definition Of The Key Term

To better understand and avoid misinterpretation, it is considered necessary for the researcher to present the definition of binding terms applied in this research. The details are as follows:

Students' Module is one alternative to teaching materials developed to achieve learning goals. Nowadays, developing teaching material is essential for improving effective and efficient learning. It helps students to obtain information more systematically and practically. That Module is one of the teaching materials packed wholly and systematically; there is a set of planned learning experiences inside designed to help students comprehend specific learning goals (Rendy 2005).

Contextual teaching and learning (CTL) is a learning strategy that emphasizes students' involvement in finding the material and relating it to the real situation to elaborate students implement in their daily lives (Sanjaya, 2008).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will discuss some related topics in order to build comprehension frame of thinking of this research . The related topics to be discussed are :

2.1 Teaching English For Junior High School

According to Brown (1980:7), Teaching means showing or helping someone how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand. Teaching can be focused to help the students build up the knowledge and give the information. So, teaching English is the Sharing of language knowledge from teachers to learners to make them able to use English as a language. Effective English Teacher needs to be developed due to English in Indonesia as a foreign language. Therefore, by possessing the characteristics of effective English teachers, it is expected that they will be able to help students in learning English well. Furthermore, an influential English teacher has numerous definitions and determination in terms of different perceptions. Although effective teachers, in general, may share some characteristics, certain qualities differ among them depending on the subject matter they teach (Shishavan & Sadeghi, 2009).

2.2 Teaching Speaking for Junior High School

In those meanings of Teaching speaking above, the Teacher must pay attention to some crucial aspects: producing sentences, intonation, rhythm and

stress. Those sound productions must be meaningful because it must be produced logically from thoughts. 21 Harmer (2001) stated that there are three main reasons for getting students to speak in the classroom: a) Speaking activities provide rehearsal opportunities changes to practice real-life speaking in the classroom's safety. b) Speaking tasks in which students try to use any oral of language they know provide feedback for both Teacher and students. Everyone can see how well they are doing: both how successful they are and their language problems. c) In speaking, students have opportunities to activate the various elements of the language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought. They have seen how speaking activities provide rehearsal opportunities to give both Teacher and students feedback and motivate students because of their engaging qualities. Above all, they help students to be able to produce language automatically. The goal of teaching speaking

2.3 Speaking

2.3.1 Speaking skill

Nunan (1991) states that speaking skill is an essential process for learning English. Performance through speaking is an indicator of success in careers. Of the four language skills (listening, speaking, reading, and writing), speaking seems intuitively the most important. People who know a language are referred to as speakers of that language as if speaking included all other types of skills. If not most foreign language learners are primarily interested in learning to speak.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

When mastered, the speaking skill helps individuals promote their feeling of self-esteem and realization as they feel happy when they realize that their message has gone through. The speaking skill is also considered an essential tool to get information and knowledge. Our students often like and tend to the lecture or Teacher, who speaks fluently and accurately with his/her students. Perhaps, speaking is essential because skills such as dialogues, lecturing, presentation, radio talks, and TV programmes erupt. Thus, if the language is the tool of expressing all-purpose, the speaking skill is concerned with all these purposes, such as expressing feelings, sensation, ideas, and beliefs. This skill is so essential that we do many of our actions thought it. Most language activities are indeed done orally. It can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words and sound of articulation to inform, to persuade, and to entertain that can be learnt by using some teaching and learning methodologies.

2.3.2 Types of Speaking Performance

Brown (2004:271) describes six categories of speaking skill area. Those six categories are as follows :

1. Imitative

This category includes the ability to practice intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The Teacher

uses drilling in the teaching-learning process. By using drilling; students get the opportunity to listen and repeat some words orally.⁸

2. Intensive

This is the students' speaking performance that is practising some phonological and grammatical aspect of language. It usually places students doing the task in pair (group work), for example, reading aloud that includes reading the paragraph, reading the dialogue with partner in turn, reading information from the chart, etc.

3. Responsive

Responsive performance includes interaction and tests comprehensive, but at the somewhat limited level of a very short conversation, standard getting and small talk, simple request and comments.

4. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

5. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussion, conversation and games.

The emphasis of effective learning in a classroom has vital importance in student retention. The teachers are required to be adaptive to the changing

classroom and student needs' such that the students enjoy the course and establish goals. One such method is Activity Based Learning (ABL), which is defined as a learning process in which students are constantly engaged (Panko et al., 2007). Activity Based Learning is defined as a setup where students actively participate in the learning experience rather than sit as passive listeners. These writers emphasize that active learning method is different from the traditional method of teaching by: (a) the active role and involvement of students in the classrooms and (b) collaboration amongst the students in a learning environment. These two items are the key to ABL and aim to establish a positive learning environment in the classroom. Churchill (2003) propagates that activity-based learning aids students and learners to construct mental models that allow for higher-order performance such as applied problem solving and transfer of information and skills. Activity-based learning is the baseline for creative and critical thinking skills enhancement. However, this method will not function properly if students are not motivated enough to achieve their actual potential. The most useful and effective method to teach concepts that are complex in nature is by involving students in interactive activities, which is also the backbone of ABL. By utilizing different activities in the classroom, critical thinking skills and creative skills of the students are also enhanced. Hake (1998) emphasizes on the importance of various activities and their relevance in everyday activity-based teaching methodologies. He brings light to the fact that ABL is a cognitive-based learning technique that works on constructive learning. Constructive learning comprises prior knowledge along with personal experiences. This theory emphasizes that learning is a process that comprises the psychological environment of an individual along with their

Activity-Based Teaching 156 Vol. 6 No. 1 (June 2019) interactions with various other structures of the society. It is vital for learners in ABL classrooms to share personal experiences which enhance the whole constructive atmosphere. Using constructive method of teaching is believed to be far more effective than a traditional classroom setup as it enhances the learning process.

2.4 Module

Modules are one alternative to teaching materials developed to achieve learning goals. Nowadays, developing teaching material is essential for improving effective and efficient learning. It helps students to obtain information more systematically and practically. That Module is one of the teaching materials packed wholly and systematically; there is a set of planned learning experiences inside designed to help students comprehend specific learning goals. The Module gives opportunities for students to acquire knowledge, skill, and attitude (Rendy 2005).

2.5 Developing Module

Also, a module is designed as a need. As a module is for students, it should focus on them. A module is a teaching material with characteristics – specific, independent, and designed based on students' needs and skills. The development of learning modules is an essential element of the inevitable learning process (J.Enke, 2015).

In developing a module, the focus is on students' active learning principles. It emphasizes the students themselves, focuses on exploration and collaboration among students, uses higher-order thinking skills, and is oriented

toward students' needs. In addition, *Dulmuluk* performance plot and setting were discussed by student teachers and the researchers about the introduction, problem, climax, anti-climax, and resolution. *Dulmuluk* performance themes and messages were planned and formulated in this research; they are the bases for this development research. The main aspects of the theory applied in this research were connecting and judging, as Beach and Marshall suggested.

2.6 Criteria of Good Module

According to Dickinson and Brewster (2007) there are 10 categorizes of a good module , as follow :

No	Aspect	Criteria
1.	General Apperance	a. The book cover is attractive to young learners b. The font size and type are appropriate for young learners c. The book contents and workbook materials look fun and interesting to YL
2.	Layout and Design	a. The book includes a detailed overview of the structures and vocabulary that will be taught in each unit b. The layout and design is clear c. The learners can easily see what they have to do d. The illustrations are varied and attractive e The illustrations stimulate learners to be creative
3.	Methodology	a. The suggested methodology is learner-centered b. The materials can be easily adapted to suit various approaches
4.	Activities	a. There are sufficient activities and tasks which are interesting in themselves b. There are plenty of activities for children who cannot yet read and write with confidence c. There are plenty of varied practice for any one set of language items /skill d. The activities provide opportunities for real language use e. The activities incorporate individual, pair and group work g. The activities can be modified or supplemented easily
5.	Language Skills	a. The materials provide an appropriate balance of the four language skills b. There is sufficient material for integrated skills work c. Listening material is well recorded, as authentic as possible, and attracts the interest of young learners d. There is sufficient range of interesting, level-appropriate reading material

6.	Language Content	a. The language used in the book is sufficiently authentic b. The language used is at the right level for my students' current English ability c. The language functions exemplify English that students will be interested in and likely to use
7.	Topic Content	a. The topics are realistic and likely to appeal to young learners b. The topics are relevant and encourage learners to express themselves c. The topics encourage independent thinking and active learning d. The book avoids cultural/racial/sexual stereotypes e. The topic reveals clearly what students are expected to learn in that unit
8.	Teachability	a. The book provides sufficient support, such as CDs, cassettes, DVD, flashcards, posters to help students get a clear input b. The book is suitable for mixed ability classes and classes of different sizes c. The teacher still has to supplement the coursebook with materials from other sources
9.	Fleksibility	a. The book provides adequate opportunities for learner assessment b. Adequate assessment materials such as progress tests are included or easily obtained
10.	Practical Consideration	a. The book is affordable for the parents to buy b. The book is available in the bookstores

A text book as an input material for learning should covers some criteria. (Cunningsworth, 1995) proposes four criteria for a text book. First, it should relate what students need. It also reveals the uses of the language which focus on how the students use the language effectively for their own purposes. A good text book is not only considering the students' need but also facilitate the learning process. Moreover, a good text book should have clear role as a support for learning. In other words, a good textbook which is used as input must be appropriate with students' need, have clear role, facilitate the students in learning and have a goal which is focused on the applying the language in the students' life.

2.7 Contextual Teaching and Learning Theory

CTL is a learning strategy that emphasizes students' involvement in finding the material and relating it to the real situation to elaborate students

implement in their daily lives (Sanjaya, 2008). It is suitable for the English learning objectives in Curriculum that junior high school students have to master the functional skill to solve their daily lives related to English. As the learning strategy, CTL determines planning of whole activities that designed to achieve the instructional objectives. Contextual Teaching and learning are defined as a conception of Teaching and learning that helps teachers connect the subject to the real situation(united states department of education office of vocational and adult education in Smith 2006). While Bern and Erickson (2001) argued, contextual Teaching as an innovative instructional process helps students relate the contents of learning to the real context in which content will use. This concept should use in the classroom to make the students catch the material more comfortable and make the material useful for the students directly.

2.8 Previous Studies

Some previous research that almost has the same topic or idea with this research are:

1. The researcher conducts a previous study which has been carried out to explore the case of the development speaking module in teaching that is conducted by M. Arif Rahman Hakim 2018 on the title "A Research and Development Study to EFL Learners: Designing A Speaking Module For Introvert Students Based on Cooperative Learning. The background of the research is the researcher analyzes the character of someone's abilities in communication. He believes that everybody has a different personality, so that he will create the module based on its

characteristics. The research uses Research and Development to produce the speaking module he used the cooperative learning approach. The concern of the module is for introverted students. The researcher chooses the material and approach suitable for the students to improve their confidence communication.

2. Deby Sriwinagi . She conducted the research entitled "Developing English Speaking Materials Based on Task-Based Learning For 8th grade of Junior High School “. This research focused on developing speaking material. The researcher used to research and development for the research design. The result of this research is speaking materials product.
3. Lelly Puji Lestari conducted the research entitled "Developing English Module For 8th Grade on the First Semester Based On Revision 2016 of curriculum 2013 at Mts N Sragen “. This research focused on developing english Module. The researcher used addie model . There are 5 steps based on ADDIE. In analysis the researcher analyze the Student's need , design the module based on the Student's need and developed it. In implementation step the researcher implemented it in small group, only 5 students that will shown the Module and one Teacher. The result showed the english Module was better than the previous book that the Student have

CHAPTER III

RESEARCH METHOD

This chapter is aimed to present the method of the research in developing English Speaking Module for eighth-graders SMP S Pelita Raya Jambi. This chapter describes how the research conducted the purposes stated by starting to discuss: (1) Research design,(2) Development design, (3) development procedure

3.1 Research Design

Development research is different from the other research design. This research emphasizes the study of learning as a result of designing unique instructional interventions (the design-based research collective, 2003).

The methodology which had been used in this research, Research and Development/R&D method. According to Sukmadinata (2008), Research and Development is a research that has goal to produce new product or repair an available product. The product which was produce could be software, hardware like textbook, module, methods or tools for teaching-learning process. Research and development is different to other research because other research gives contribution to produce suggestion for reparation, meanwhile Research and Development produces new product which can be implemented directly. Therefore, research and development study has position as a science because it should be bound by understanding built upon replicated empirical research and the models and procedure is validated.

Richey and Klein (2004) stated that there are two types of research and development study. The first type, in the research and development study is not only addressed to the product design, in the development evaluation. However,

they may also involve in constructing and validating the design model or process as well as to facilitate their successfulness used. While, the second type is research and development study focus on design, development, evaluation.

Based on those types of research and development study, the researcher chose the second type because the researcher had been gone to create, design, develop and implement the product. In this research the validation had been done by experts. In this Research and Development study, there will be two activities that had been done. The first is looked for information about the learners' need, and the teacher's need. The second is development. It did in developing the module.

Developing this module is a process of producing a product based on the curriculum and learning theory. The model of the development in this research uses ADDIE model by Branch (2009).

3.2 Development Design

The development design of this research was conduct based on ADDIE model which stated by Branch(2009). It consisted of five development steps as follows:

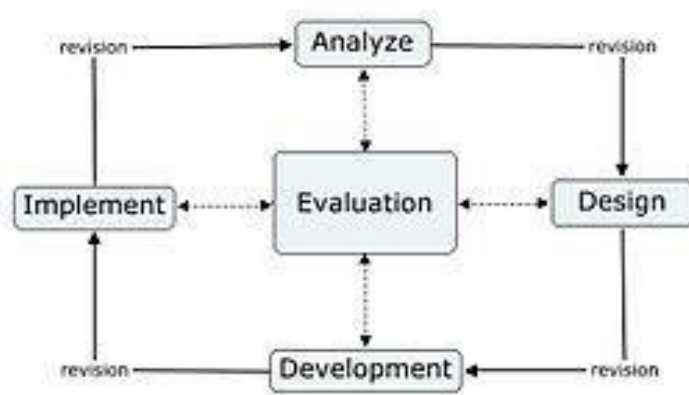


Figure 3.1 ADDIE Model

To produce an english speaking module which is suitable to the target, the researcher was analyze students' and teacher's need, interest and difficulties. After did the analysis, the researcher started to design the students' module. In designing , there are several aspects were considered such as size, form,color, and content as sketch of the students' module. After that, the researcher started to develop the product. This step was the production step where everything that had been made in the design step became real. The next step was implementation. To evaluate the product whether it has fulfilled the requirement or not, the students' module has to implement to. In implement step the researcher was implement to the small group, That would be three categorizeS that implemented they are high, middle, and low ability.

3.3 Development Procedure

The procedures of development for producing the english speaking module

3.3.1. Analysis stage

In this stage the researcher analyzed the learners need analysis, In learners need analysis, the researcher interviewed 5 students and one english teacher to get their preliminary research based on the use of english textbook .

3.3.2 Learners need analysis

To get the data from the analysis, the researcher was analyses the result of the interview.

3.4 Technique of data collection

The data was taken by asking somequestions. The researcher asked the questions to the eighth grade students of SMP S PELITA RAYA Jambi, in class

8.1 and 8.2. The purposes of asking some questions are to know the problems and the weaknessess of English textbook that they already used so that the researcher can help to solve the students' problem by developing the English speaking module.

There are several steps in conducting the data for interview : The data had been collected with the interview protocol. The data from the small group from students, material experts that were to check the module and design expert. In order to collect the data from the interview, the researcher followed the steps of data collection.

1. Permission

For the first step, the researcher had been asked permission to the head of SMP S PELITA RAYA Jambi City.

2. Selecting participants

In the second step, the researcher had been distributed the invitation letter and the informed consent form to make sure the students became the participants in this research. In addition, the researcher had been explained briefly about this research, so the participants understood and got the general understanding about the research and the interview that had been given by the researcher.

3. Interviewing some participants

The last step was interviewing the participants. The researcher provided the Questions in interview the researcher divided in some theme questions for students, they are time between 5-10 minutes to answer the questions

3.5 Instrument of Data Collection

According to Scott, “an **interview** is a purposeful exchange of ideas, the answering of questions and communication between two or more persons”.

3.5.1 Data Analysis

Regarding to the data analysis, the researcher analyzed the data to answer the research question of this study. The researcher collected the data from the interview. The data from interview about learners need was analyse by using descriptive qualitative. The researcher describe the result

3.5.2 Design Stage

In this stage, the Researcher designed the module based on need analysis of the student. The researcher developed the English speaking module as supplementary material for help students eight grade at SMP S Pelita Raya Jambi in learning speaking.

- Selecting materials in the form of speaking material. The things that should attach in the module like: The module consist of five units than can use for one semester. It consists of six parts: cover, preface, how to use the module, guide for teacher, table contents, map of contents.
- Collecting the material put in the module materials, exercises from websites or books that match the students' need. The Researcher gave more than 150 vocabularies to develop the students' basic competence for communicating in English.

After all the material for each unit already collected. The researcher started to design it step by step. Design module speaking. Kanva application is used to design and attach some picture for the module.

- I. Cover
 - II. Preface
 - III. Instruction for using the module
 - IV. Table of contents
- 1) Unit 1 Jono's family
 - Vocabulary List
 - Phrases List
 - Speaking Practice
 - Exercises
 - 2) That would be great
 - Vocabulary List
 - Phrases List
 - Speaking Practice
 - Exercises
 - 3) I live In the big house
 - Vocabulary list
 - Phrases list
 - Speaking practice
 - Exercise
 - 4) He is a tour guid
 - Vocabulary list

- Phrases list
- Speaking practice
- Exercises

5) What's the time

- Vocabulary list
- Phrases list
- Speaking practice
- Exercise

3.5.3 Development Stage

In this stage the researcher developed this module based on material related with the data from analysis and design. This module used software in Kanva Application. After developed the material the researcher did revise with validator to validate this module. The suggestion from expert used to revise the product.

In this stage, the results of development the material need to be revised and validate by experts. The expert team consists of two experts; they are material experts and media experts. The material expert has background knowledge in English language learning and having experience in taught speaking. Second, the media is experts that has experience in language teaching and have knowledge about the criteria of good media in teaching and learning. The source that help the researcher to revise the module .

1) Validation Sheet

This research to analyze validation sheet the researcher have two kind of validation sheet they are for material expert and design expert. All of the questions from validation sheets were validated by the experts. Validation sheets are used to collect the data in measuring some aspects such as interesting, the congruence of content and instructional goal, the systematical of material sequence, design accuracy, the material contextual, quality, and readable. Validation sheet was filled out by the experts is used to analyze the data. The data were analyzed through point one until five and gave comments and suggestions from each expert.

3.5.4 Implementation Stage

In this stage that the researcher got the data from the analysis, design and development. The module implemented to small group testing. The participants for this research were five participants of eighth grade students at SMP S Pelita Raya Kota Jambi.

In this stage the researcher implemented the product to eighth grade students of SMP S Pelita Raya Kota Jambi that used small group testing analyzed with qualitative analysis. The researcher simply made the material was revised by expert to be perfect material for worksheet. Product conducted by the next researcher who will continue this research.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 FINDINGS

This research development compiled english speaking module as a supplementary material which completed by exercises and tests based on contextual teaching and learning theory for eighth graders. This product consists of five units. They are Jono's Family , That would be great , I live in the big house, he's a tour guide and what's the time. Each unit was created based on syllabus, basic competence and also related to the core of curriculum 2013. The data of development result were from (a) data of comments and suggestions from content validator, (b) data of comments and suggestions from design validator, (c) data of small group testing.

Besides, the process in developing English speaking module consisted of four steps; (1) analysis, (2) design, (3) development, (4) implementation,

4.1.1 Analysis phase

Analysis is the first step in this research. Analysis was needed in order to develop material to create a good learning media. This analysis step in developing english speaking module for English lesson. It was conducted students' needs and teacher's need

The need analysis covered curriculum, syllabus and available students' textbook which used by eighth grade student in SMP S Pelita Raya Jambi. First, the researcher found that the school implemented curriculum of 2013 that known as K13. Therefore, English speaking module was designed based on curriculum of

2013 where programmed speaking material in a syllabus, it contains of core and basic competence.

Second, the syllabus conducted by focusing on speaking. Based on the syllabus, the eighth grade students should learn five themes for speaking as mentioned before. Besides, the students are able to speak basic communication in English.

Third, Getting the student's need analysis, the results were from responses of the students through interview. There are 5 eighth grade students of SMP S Pelita Raya Jambi and 1 English teacher that already interviewed. It was conducted in two days, on February, 4th - 5th 2021. There were 10 questions for the students' interviewed. Students' responses were assumed as their needs. The result of the interview as followed :

Motivation	Difficulties	Expectation	Teacher Strategies	Ability
1.To make it easier to get a job 2.Associating with a friend It is important for the future	1.Grammar 2.Vocabulary 3.Speaking ability	1.Really wanted to able to speak fluently 2.Supporting learning material by adding many	1.Role Play 2. Discuss with their partner	1. Memorizing the dialogue and text

		vocabulary		
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Briefly, based on the data from the interviewed to 5 students. The researcher got conclusions. There are 5 categorizes that can be conclude based on the interview of 5 students. They are , motivation , difficulties ,expectation, teacher strategies and ability. Starting from the first result ,the students have motivation to learn english specially in speaking. They want to able to speak in english. It is proven based on the interview. From 5 students , they want to easier to get a job by speaking in english and they got best future.

The second result from the interview is difficulties. There are five students answer grammar, vocabulary and speaking abilty are the problem they feel hard to speak english. Thta's why the researcher tries to develop english speaking module and grammar is not be a focus. The students will learn and say what they can, never think aot grammar, after they can speak and the next step tell them the grammar.

The next result from the interview is expectation. The particiants have expectation. They Really wanted to able to speak fluently. They also need Supporting learning material by adding many vocabulary.

The participants said they want to learn english not only memorizing the dialog or text. They want teaching and learning process have some various activities, such as doing role play or discuss with partner.

4.1.2 Design Phase

Based on the result of need analysis that, many students thought that they are enjoy in leaarning speaking, but they have some difficulties

After analyzed the student's need and interest, the next step is designing english speaking module. This step is the first step to develop sketch of the module. The phases of designing the module are explained as follows:

1) Designing Content

Designing content of english speaking module consisted of several points; table of contents, instruction for using the module, vocabulary list based on the unit, phrases list , learning objectives ,learning materials and exercises.

A. Designing of table of contents

Using blue background which is contained stamp with the word "contents". Table of contents means list of content that stated in this english speaking module. It was designed as usual list of content.

B. Designing Instruction of Using Module

Instruction of using module is attached in the module, it is because when the students wnat to learn at home. They can follow the istruction. There are five instructions attached in the module. The instruction design with beautiful colors and pictures.

C. Vocabulary List

Vocabulary list is used to make students get new vocabulary while learning speaking based on each unit. The vocabulary list have many different colors. Each colours have different meaning and part of speech. The red one is refers vocabulary , green refers to adjective, blue refers to noun and orange refr to preposition.

D. Phrases List

Phrases list attach to make students know how to construct some vocabulary became a sentences or phrases. There are many sentences and phrases based on the theme of each unit.

E. Learning objectives

There are five units in the module. Each unit has learnig objectives based on the theme. Each learning objective design with box and has a colour.

F. Designing Learning materials

In each topic is followed by examples which describe about how to answer the exercise such as how to practice some words. The purpose is to help the students in understanding the materials and answering the exercises.

G. Designing Exercises

In designing the exercises, the form is practice some phrases and sentences , short answer and matching based on the students' needs and interest which is stated in analysis step. In addition, to help the students to communicate in english.

2) Designing Cover

Designing cover of the module involved background with several aspects designer's name, title, and target students' grade. The name of the designer's is

under the picture. The title of the module is on the middle of the top and under the title There is target students' grade . The background colour of the cover is blue. It is combined with the another colour like yellow, and white.

4.1.3 Development Phase

The next step was development step. Development is the production step where everything that has been made in the design step became real. In this step, the english speaking module considered components of learning media performance such as stylistic, selecting words, pictures, shapes and colours.

Then, the researcher arranged the students' module which consisted of cover, table of contents, instuction of using module, vocabulary list, phrases list , materials, and exercises . These were showed as follows:

1) Content Development

In developing material for each chapter, this english speaking module provide vocabulary with pictures, practice the dialog and exercises. Development result of materials as follows:



Figure 1 : Activity 1 in Unit 1



Figure 2: Activity 2 in unit 1



Figure 3 : Exercise 1

2) Exercises development

In developing the exercises and competency test, the researcher arranged the questions based on speaking aspect in each unit. This students' module provides some exercises. They are exercise 1 the students practice some vocabulary Exercise 2 they repeat after the teacher, Exercise 3 Short answer question and matching.

Development result of exercise and competency test in this students' module as follows:

ACTIVITY 3

Fill the blank words below !

1. Who is she? ...

She is

2. I am a ...

He is

3. She is an ...

A. Aunt
B. Grand mother
C. Son

ACTIVITY 5

ANSWER THE BLANK SENTENCES BELOW BY FOLLOWING THE PREVIOUS EXAMPLE !

The Benson Family

1. Jim is Anne's father.
2. Anne is Jim's daughter.
3. Tom is Anne's brother.
4. Marge is Jim's sister.
5. Kim is Jim's brother.
6. Brian is Jim's father.
7. Brian is Tom's grandfather.
8. Carol is Tom's grandmother.
9. Marge is Carol's daughter.
10. Peggy is Carol's daughter-in-law.
11. Kim is Anne's uncle.
12. Marge is Anne's aunt.
13. Sue is Anne's cousin.
14. Anne is Sue's cousin.
15. Sue is Jim's niece.
16. Steve is Jim's nephew.
17. Jane is Jim's sister-in-law.
18. Kim is Peggy's brother-in-law.
19. Phil is Carol's son-in-law.

The Taylor Family

1. Bob is Julie's ...
2. Julie is Bob's ...
3. Alan is Julie's ...
4. Lynne is Alan's ...
5. Cindy is Bob's ...
6. Paul is Bob's ...
7. Jenny is Lynne's ...
8. Christine is Lynne's ...
9. Christine is Julie's ...
10. Rose is Julie's ...
11. Julie is Rose's ...
12. Christine is Bob's ...
13. Julie is Rose's ...
14. Paul is Alan's ...
15. Don is Bob's ...
16. Rose is Bob's ...
17. Rose is Bob's ...
18. Julie is Bob's ...

A. This is my brother
B. This is my father

ACTIVITY 4

COMPLETE THESE SENTENCES BASED ON YOUR ADDRESS

1. Where do you live ?
....

2. Where does Your parents address ?
....

3. Based on the picture, where is pelita raya school?
(you are now in taman rimba zoo)

3) Table of content development

In designing table of contents, the development result for this students' module as follow:


TABLE OF CONTENT	
Preface.....	I
Instruction.....	II
Table of content.....	II
Unit 1.....	1
Activity 1.....	4
Activity 2.....	5
Activity 3.....	7
Activity 4.....	8
Activity 5.....	13
Unit 2.....	14
Activity 1.....	18
Activity 2.....	19
Activity 3.....	21
Activity 4.....	23
Unit 3.....	25
Activity 1.....	28
Activity 2.....	29
Activity 3.....	30
Activity 4.....	32

TABLE OF CONTENT	
Unit 4.....	33
Activity 1.....	36
Activity 2.....	40
Activity 3.....	41
Unit 5.....	42
Activity 1.....	44
Activity 2.....	45
Activity 3.....	47
Activity 4.....	48


4.Instruction of using module development

INSTRUCTION FOR USING THE MODULE AS FOLLOWS :


2. Understanding this module by reading, and observing the examples provided.




3. Students can also learn by way of discussion, and question and answer with your friends or form an effective discussion group.




1. The students can study this module independently or in groups, both at school and outside of school.




4. Do the exercises and evaluations in this module.



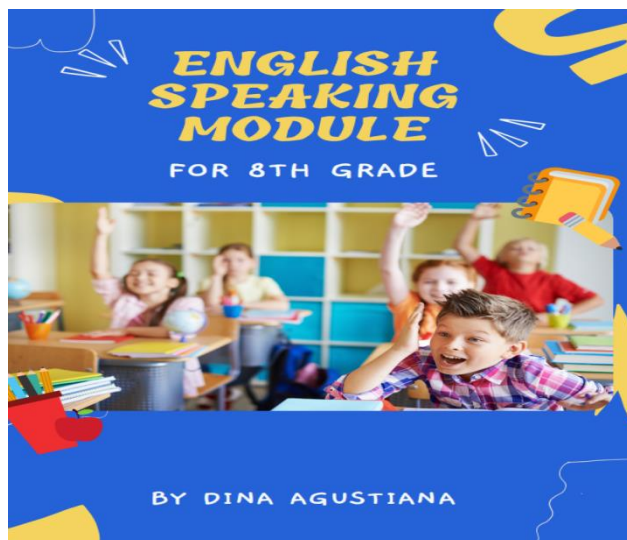
5. Learn other learning resources such as through videos or internet sites about learning or exercises about the material. If there are problems and you experience difficulties, discuss them again with your friends and if you still don't get an unsatisfactory answer, ask the teacher or other expert.





5.Cover Development

Development result of cover for this students' worksheet:



4.1.4 Implementation phase

Next process was to implement the students' module that has been developed before. Before the students' module was implemented to the users, it had been validated by material and media expert. The experts were selected based on their background knowledge. First, Mrs. Bunga Wulandari Ph.D is as material expert. She assessed, gave comments or suggestions toward contents of the students' module and also validated the accuracy of material displayed in this students' module. While, Mr. Eddy Hadiyanto, Ph.D is as media expert. He assessed, gave comments or suggestions toward cover, picture, colour, font size and design of the students' module. The results of implementation process were used as guidance to revise this students' module. After the students' module had been validated by the experts, it was implemented to the users as follows:

4.1.4.1.Validation

4.1.4.1.1 Material Expert Validation

The students' module was given to the material expert on March 25th , 2021 and it was returned on March 28th , 2021. The data from material expert was collected by using questionnaire. Validation for material expert is considered from two categories; material, and presentation. Comments and suggestions from the material expert are needed to improve and to make the students' module is better and more appropriate for the students' need and characteristics. Description of the result of the validation of each category was explained as follows:

First category is about the material of the students' module. This category consisted of nine items. There are five comments in this category; item number 3, 4,5 and 7 .The comments are “overall, it is better to use indonesia names for the characters in the module”seond “in Unit 1 it is stated how to tell family member , which is not really clear to tell what ? the relation ship “ Third “Redudancy in unit 2 activity 3 , please check again. Fourth “please change the figures in activity 4. ,

Based on the comments and suggestions from the material expert, it can be summarized that following; (1) Changing the name of the person in the module(2), adding the learningactivity for family members (3) Changing the maps with the street in Jambi

4.1.4.1.2 Materilal validation implementation result

Based on data description, the students module still needed some perfection. The data from the material expert was collected by using open questionnaire. It showed generally that the students module is suitable and contextual for eighth grader students who lived in Jambi. However, it has been acquired after some revision before implemented to the users.

4.1.4.1.2. Design expert validation

The data description described some lack of the students module. Thus, it has to revise before implemented to the users. After the students' module had been revised based on the media expert's comments and suggestion, there is no revision anymore and the product could be implemented to the users.

4.1.4.2. Small Group Testing

In small group testing, there were five students of t SMP S Pelita Raya. They were asked to answer the interview protocol Then, the results were analysed as the evaluation to revise the students' module.

4.1.4.2.1.Small group implementation result

The students' module was implemented in small group which consist of five students on May 28th, 2021. They were asked to answer the interview questions . There were 10 questions for the students. It is described as follows:

Interview Protocol

1. Bagaimana cover pada modul ini,apa kah menarik?
2. Apakah gambar,warna dan tulisan pada modul ini jelas?
3. Apakah tujuan pembelajaran ada pada setiap unit?
4. Apakah tampilan modul ini menarik?
5. Apakah materi pada modul ini menarik untuk di pelajari?
6. Apakah anda mudah dalam memahami isi modul?
7. Apakah materi yang di berikan berkaitan dengan kehidupan sehari-hari?
8. Apakah Anda mengalami kesulitan dalam mengerjakan latihan yang ada dalam modul ini?
9. Apakah penjelasan materi yang disajikan memberi kemudahan bagi Anda dalam mengerjakan latihan?
- 10. Apakah modul ini secara keseluruhan sudah memenuhi kebutuhan Anda?**

The result of the first question of interview :

(JO) “ Sudah menarik dan bagus “

(JM) “ Menarik “

(LD) “ Menarik “

(SY) “ Sudah “

(RB) “ Sudah miss “

The result of the second question of interview :

(JO) “ Jelas “

(JM) “ Ya “

(LD) “ jelas

(SY) “ cukup jelas “

(RB) “ jelas “

The result of the third question :

(JO) “ Ada “

(JM) “ Jelas “

(LD) “ ada “

(SY) “ ada “

(RB) “ ada “

The result of the fourth question :

(JO) “ Menarik “

(JM) “ ya menarik “

(LD) “ menarik “

(SY) “ menarik “

(RB) “ lumayan menarik “

The result of the fifth question :

(JO) “ cukup menarik “

(JM) “ Menarik

(LD) “ menarik “

(SY) “menarik untuk dipelajari “

(RB) “ menarik “

The result of the sixth question :

(JO) “ Mudah “

(JM) “ mudah”

- (LD) “ mudah “
- (SY) “iya “
- (RB) “ sangat mudah di mengerti “

The result of the seventh question :

- (JO) “ berkaitan “
- (JM) “ berkaitan “
- (LD) “ ya
- (SY) “ iya “
- (RB) “ iya “

The result of the eighth question :

- (JO) “ Tidak “
- (JM) “ tidak “
- (LD) “tidak”
- (SY) “ tidak “
- (RB) “ tidak miss “

The result of the nineth question :

- (JO) “ ya mudah “
- (JM) “ mudah “
- (LD) “ iya “
- (SY) “ iya “
- (RB) “ mudah miss “

The result of the tenth question :

- (JO) “ sudah “
- (JM) “ sudah “
- (LD) “ sudah “
- (SY) “ sudah
- (RB) “ sudah miss “

Based on questions above, there are 5 students that have been interview.

They are RB, KY, JM, LD and JO. All the participants answer the interviewed very well. It can be concluded as follow ,The students responded are interesting and the content is easy to understand because the materials which were provided

related to daily life. The students also gave comments that the students' module is different with other students' textbook, because it is colour full and the language used is easy to be understanding. However, if there is difficult vocabulary, it can be seen on the vocabulary list of this students' module. Then, there was no difficulties in answering the assignments, because the material explanation which is provided facilitated the students in doing the exercises. In giving the comments, most of them stated that it is because the material is explained clearly. Moreover, this students' module can motivate the students to learn English.

In conclusion, this students' module is interesting to be used for students and it could motivate them to learn English.

4.2. DISCUSSIONS

This research purposed to developed an english speaking module for eighth graders of SMP S Pelita Raya Jambi to learn English Speaking Module. The researcher used CTL theory to developed this module. Contextual teaching and learning is defined as a conception of teaching and learning that helps teachers connect the subject to the real situation(united states department of education office of vocational and adult education in Smith 2006). Based on previous study There were many steps to developed a worksheet consist into five steps (ADDIE , Branch 2010); there were analysis, design , development , implementation and evaluation. .

Based on the findings of the study, the first step was related to the analysis. In analysis steps the researcher used need analysis interview to get data from the students. There are 10 questions that related to the opinion of the students about the use of available textbook , students's interest and learning

style . The data showed that most the participants said the available textbook is not really clear . “ Teks nya tidak berwarna “ tulisan tidak jelas “and “ isi nya tidak ada di sekitar kami” So that’s why the researcher used CTL theory to developed this module to make it them understand. Sanjaya (2008:256) told that five Important characteristics in learning process by using CTL approach , one of them is “In CTL , learning is a process to activate the knowledge ; it means that what are going to learn is related to what has been learned” . Therefore , it is going to be a whole that related each other.

The second step was about design. In designing the module researcher consider some aspects there were content, cover, table of content, vocabulary list, phrases list and exercises. The structure of the content should be design based on syllabus.

The research relate the material to the real life , such as the name of the street in the map. The map show the direction from alfamart to Pelita raya school,so they can easier to understand it. Bern and Erickson (2001) argued , contextual teaching as an innovative instructional process that helps students relate the contents of learning to the real context in which content will use. This concept should use in the classroom to make the students catch the material easier and make the material useful for the students directly.

The next step was developing. In developing the module was step where everything that had been made in the design step became real. In this step, the students’ module considered components of learning media performance such as stylistic, selecting words, pictures, shapes and colours. Then, the researcher

arranged the students' module which consisted of cover, table of contents, instruction of using module, vocabulary list, phrases list, materials, and exercises .

The last step was implementation. In this step the students implemented the product to the validator to give comment and suggestion. There were two validators, validator material/content validator design. The data showed Both of material and design validator was revised twice. And it was done (see appendix 1 and 2 .

The next implement to the small group testing of eight grade students of SMP S Pelita Raya Jambi , it was selected based on the ability. There were 3 components, high , middle and low ability of the students. There were 5 students. In each level consist of two students. Interview used to show the data. The data showed that all the participants like with the new english speaking module that researcher developed.

There were some comments also and suggestion from the students. Sanjaya (2008:256) told that five Important characteristics in learning process by using CTL approach, one of them is : “Applying knowledge, this means that the acquired experience and knowledge should be implemented in the students' real life, so there is improvement in the students' behavior”. The finding of these step were consistent with the finding of previous study by Hanifa (2017) showed that the factor of students like to read one of them is the appropriate material.

Furthermore, this research showed that English speaking material was not difficult if the material was familiar with the students. Researcher known It by developing this module.

4.3 Strength and weaknesses in Speaking Module

A. Strength

Everythings have strength and weakness. It also happend for this module. The previous discussion talks about how the module looks like, in this term focus on strength in this module. According to Dickinson, Pinter and Brewster (2007) there are 10 criterias of good text book as explain previosuly. Starting from general appereance means the book cover is attractive to young learners, the font size and type are appropriate for young learners and the book contents and workbook materials look fun and interesting to young learners. It based on the explanation from the criteria of good textbook, the module already has all the criteria. The layout looks interesting for the students. It proven from the validators, based on validators for layout the module already good. (See the appendix 1 and 2) .Then the module has instruction how to use it.

It is not only from the layout , it also comes from the content. In all units there are some list of vocabulary and it design with different colour. Different part of speech shows different colour. Red refers to verb, green for adjective and others. There is no different colour for each part of seech in the other module, it will be the strenght for this module. It helps the students to know directly the part of speech in english. Exercises already exists in the module. The skill is focus on speaking , therefore each unit provide some practices. To achieve the larning objective for this unit.

There are 5 unit in the module. All the unit relate to the indicators and basic competence. The reesearher choose the appropriate materials, picture and dialog based on each unit.

B. Weaknesses

Beside the strenght, this module also have some weaknesses,Such as in term of teachability, in this term teachability means the book provides sufficient support, such as CDs, cassettes, DVD, Flashcards, posters to help student to get clear input , in all units of this module , there is no sufficients support. The researcher only makes a module only without any kinds of materials. It becomes a weaknesses of this module.

The other weaknesses from this unit is , there is no teacher's module. The module can use for both teacher and student, therefore there is no spesific book for teacher or student . The last weaknesses from this unit is practical consideration, the theory stated “ The book is available in the book store “. in fact for this module is not available in a book store in Jambi. The researcher will have some steps to make it available in a book store. It should ask permission to the publisher and many things. It's not an easy way to do. Therefore for this time, the researcher doesn't put it in a book store.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This research has produced English speaking module for grade eight students of SMP Swasta Pelita Raya Jambi. This module can help students and teacher foteaching and learning process. Based on the findings and discussions, it is concluded as follows:

5.1 English Speaking module was developed based on the lack of learning media especially for speaking skill. The procedure of this development was using ADDIE model; analysis, design, development, implementation, and evaluation. Three procedures were done step by step. First, analysis step was conducting to analyse students' needs and the lack of available students' textbook. Second, in designing english speaking module, it was designing the sketch of students' module which consisted of cover , preface, instruction for using module, table of contents and the content that consists of 5 Units. Third, development step was developing the framework of english speaking module and finishing all components to real product. To measure about the content and design, the researcher gave the module to the validators. There are material expert and media expert as validator of the product to assess english speaking module to get revision.

5.2 The product of this research is an english speaking module which focus on speaking skill for eighth grade students. This module will be used as the additional learning media for teachers and students in teaching and learning process. The contents of this english speaking moduleIt consists

of six parts: cover, preface, how to use the module, table of contents, map of content, instruction for teacher and students And five units of material for speaking . they are : 1. Jhons Family , 2. That would be great ,3. I live in the big house , 4.He's a Tour Guide, 5. What's the time. In each unit consist of vocabulary lists, phrases list, speaking practice, and exercises adjusted to the material to be taught.

5.2 Suggestions

Based on conclusion above, the researcher suggested to other researcher to :

- a.** This english speaking module ony has a printed material, hopefully for the next researcher to add the online material , such as E-Book , or DVD.
- b.** Hopefully the next researcher can implement the product to the students to know how efisient the product that already designed.

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APPENDICES

APPENDIX 1 (Content Validator)

CONTENT VALIDATION SHEETS DEVELOPMENT OF "ENGLISH SPEAKING MODULE"

Product Name : English Speaking Module

Target : Grade 8 students

Designer : Dina Agustiana

Validator : Bunga Ayu Wulandari ,Ph.D

Date and time :

instructions

1. You can give an assessment by giving a check mark (v) in the available column.

2. The meaning of Yes is agree with the statement and No means Disagree with the statement

No	Main Criteria	Aspect(s) assessed	Response		Comments
			Yes	No	
1	Objective	a. The material objectives are apparently stated in each unit	x		
		b. The module contents and exercise materials look interesting to students	x		Please read the suggestions and comments below related to this statement.

		c. The module includes a detailed overview of the structures and vocabulary in each unit	x		
2	Methodology	a. The suggested methodology is learner-centered		x	It is not really clear where the students can bring their own experiences to the learning process, which is the key to learner-centred method.
		b. The materials can be easily adapted to suit various approaches		x	Not really clear, what does it mean?
3	Activities	a. There are sufficient activities and tasks which are interesting in themselves	x		

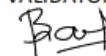
4	Language Content	<p>a. The language used in the module is sufficiently authentic</p> <p>b. The language used is at the right level for students' current English ability</p>	X	x	<p>Apart from the use of strange names and places</p> <p>Perhaps the language is too easy for the students.</p>
5	Topic Content	<p>a. The topics are realistic and interesting for students</p> <p>b. The topics are relevant and encourage learners to express themselves</p> <p>c. The topics encourage independent thinking and active learning</p>	<p>x</p> <p></p> <p>x</p>	<p></p> <p>x</p> <p>x</p>	<p></p> <p>I don't believe so because not so much room for the students to express their own experiences.</p> <p>Yes and no see my aforementio</p>

					ned comments
		d. The topic reveals clearly what students are expected to learn in that unit	x		
6	Assessments	a. Providing periodic review exercise	x		

Suggestions and comments:

1. Overall, it is better to use Indonesian names for the characters in the module.
2. In Unit 1 it stated the objective is 'how to tell your family member', which is not really clear to tell what? The relationship??.
3. Redundancy in unit 2 activity 3, please check again.
4. Please change the figures in Activity 4. I am afraid it is not culturally appropriate to be included in the book.
5. Unit 3. I live in 'a big house' instead of 'the big house'.
6. Unit 4. Use addresses that are familiar to the students. Use streets in Jambi perhaps. The same is true for places.

VALIDATOR



Bunga Ayu Wulandari, Ph.D

APPENDIX 2 (Design Validator)

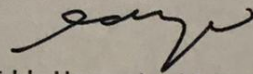
DESIGN VALIDATION SHEETS
DEVELOPMENT OF "ENGLISH SPEAKING MODULE"

Product Name : English Speaking Module
 Target : Grade 8 students
 Designer : Dina Agustiana
 Validator : Eddy Haryanto, M.Sc.,Ed.,Ph.D
 Date and time :
 instructions

1. You can give an assessment by giving a check mark (v) in the available column.
 2. The meaning of Yes is agree with the statement and No means Disagree with the statement

No	Main Criteria	Aspect(s) assessed	Response		Comments
			Yes	No	
1	Cover	a. Providing interest pictures or photograph	✓		
		b. Including author name	✓		
		c. Including publisher name			
		d. Providing clear print title	✓		
		e. Including grade for the book user	✓		
		f. The cover is attractive to students	✓		
		g. Colorful	✓		
2	Layout and Design	a. The layout and design are appropriate and clear	✓		
		b. The pictures are various and attractive	✓		
		c. The pictures stimulate students to be creative	✓		
		d. The module is organized effectively			
		e. The font size and type are appropriate for students	✓		

VALIDATOR

A handwritten signature in black ink, appearing to read 'Eddy Haryanto', written in a cursive style.

Eddy Haryanto, M.Sc.,Ed.,Ph.D

APPENDIX 3 (Interview Protocol for student's need).

Interview Protocol

1. Bagaimana pendapat anda tentang belajar speaking (berbicara/komunikasi) dalam Bahasa Inggris disekolah?
2. Apa yang ingin anda pelajari dalam belajar speaking (berbicara/komunikasi) dalam bahasa inggris ?
3. Apa yang sering anda lakukan dalam proses belajar speaking (berbicara/komunikasi) dalam bahasa inggris dikelas ?
4. Sumber belajar apa yang anda gunakan saat belajar speaking (berbicara/komunikasi) dalam Bahasa inggris di kelas ?
5. Ketika anda belajar speaking (berbicara/komunikasi) dalam Bahasa Inggris, apa yang gurumu lakukan ?
6. Ketika anda belajar speaking (berbicara/komunikasi) dalam bahasa inggris disekolah, seperti apa aktivitas yang kamu inginkan ?
7. Ketika anda belajar speaking (berbicara/komunikasi) dalam Bahasa Inggris dikelas, bagaimana cara guru mengajar materi tersebut ?
8. Ketika anda speaking (berbicara/komunikasi) dalam bahasa inggris, bentuk latihan seperti apa yang anda inginkan ?
9. Design modul/buku pegangan siswa bahasa inggris seperti apa yang anda inginkan ?
10. Apa yang membuat anda tertarik menggunakan buku pegangan siswa untuk belajar speaking (berbicara/komunikasi) dalam bahasa inggris ?

Dickinson and Brewster (2007)

Appendix 4

Interview protocol for small group testing

Small Group Testing

Instrument of Students' Responses as Users of Product

Nama:

Kelas :

1. Bagaimana cover pada modul ini,apa kah menarik?
2. Apakah gambar dan warna pada modul ini jelas?
3. Apakah tujuan pembelajaran ada pada setiap unit?
4. Apakah tampilan modul ini menarik?
5. Apakah materi pada modul ini menarik untuk di pelajari?
6. Apakah anda mudah dalam memahami isi modul?
7. Apakah mayeri yang di berikan berkaitan dengan kehidupan sehari-hari?
8. Apakah Anda mengalami kesulitan dalam mengerjakan latihan yang ada dalam m
ini?
9. Apakah penjelasan materi yang disajikan memberi kemudahan bagi Anda dalam
mengerjakan latihan?
10. Apakah modul ini secara keseluruhan sudah keseluruhan sudah memenuhi
kebutuhan Anda?

Appendix 5

Small group tetsing's documents



