

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 Finding**

This chapter, the researcher described the processes of the developing English speaking module for seventh grade students of junior high school using the ADDIE model by Branch (2009). Those were analysis, design and development.

##### **4.1.1 Analysis**

Analysis is the first stage in developing an appropriate English speaking module for seventh grade students of Junior High School. At this stage, the researcher analyzed two things. They are students and teacher. For doing the analysis, the researcher used two instruments. They are questionnaire and interview. First, The questionnaire was administered to the students to collect data about their problems, needs, and interests in English teaching learning process. The questionnaire was developed based on the theory proposed by Hutchinson and Waters (1986). Second, The interview was administered to the English teacher to collect data about the important of speaking for students, the lack materials including the textbook, students's problems in learning speaking, and the teachers' ideas about the suitable of English speaking materials for the students of junior high school 1 Merangin. For further information it can be seen in the following descriptions below.

- **In analysis of the students.** There were 18 questions that were answered by the seventh grade students of Junior high School 1 Merangin who became the subject of this study. The questions contented the students's problems, interests, and needs in the English teaching learning process (Appendix 1). The result of need analysis are presented in the following below.

**Question 1.** Can you speak English?

**Table 1.** The Result of Question Number 1

Answer	Student's Answer
Yes	6
No	32
<b>Total</b>	

Question no. one was made to find out the students's problem in learning English especially speaking skill. From the sum of the student's answer in the table above, it can conclude that the most of the students can not speak English. To know they problem why, we will find in the next questions.

**Question 2.** Do you have problem in learning speaking in term of being confidence to practice the dialog in front of the class?

**Table 2.** The Result of Question Number 2

Answer	Student's Answer
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Yes	36
No	2
<b>Total</b>	

This question aimed to know how many of the students' problem in learning speaking. And this table reveals that the majority of them (n, 36) feel difficult in learning speaking in term of practicing the dialog in front of the class, whereas, 2 of them say they don't have problem in learning speaking, so they participate in the most speaking activities. It means that one of the reason that they cannot speak English because they feel not confidence to practice the dialog in front of the class.

**Question 3.** Do you feel difficult in learning speaking such as finding out the meaning of the vocabulary?

**Table 3.** The Result of Question Number 3

Answer	Student's Answer
Yes	30
No	8
<b>Total</b>	

This question aimed to discover how many of the students feel difficult in learning speaking, such as finding out the meaning of the vocabulary. And, this table reveals that the majority of them (n, 30) feel difficult in finding out the meaning of the vocabulary, whereas, 8 of them say they don't feel difficult in vocabulary activity. It can conclude that the

most of the students also can not speak English because they cannot be easy to understand and practice to speak English.

**Question 4.** Do you feel difficult in learning speaking in term of spelling the words/vocabulary?

**Table 4 .** The Result of Question Number 4

Answer	Student's Answer
Yes	32
No	6
<b>Total</b>	

Question no. four aimed to discover how many of the students feel difficult in learning speaking in term of spelling the words/vocabulary. And this table reveals that the majority of them (n, 32) feel difficult in spelling the words/vocabulary. 6 of them say they don't feel difficult in it so they participate in the most speaking activities. It can conclude that the most of the students can not speak English because they also feel difficult to spell the words/vocabulary. So, they cannot be easy to practice in speaking English.

**Question 5.** In your opinion, is speaking learning process in the classroom interested?

**Table 5 .** The Result of Question Number 5

Answer	Student's Answer
Yes	9

No	29
<b>Total</b>	

This question was aimed to obtain the students' opinion whether the current learning process was interesting or not. Most of the students said that the teaching learning process in the classroom, especially speaking, was not interesting, and only few students said that speaking class was interesting. This means the speaking learning process in their classroom should be improved. One of the improvement can be conducted in their speaking class is adding interesting materials. Interesting speaking materials will engage their attention longer.

**Question 6.** Is the English textbook currently used in learning speaking has been improving your ability to speak English?

**Table 6.** The Result of Question Number 6

Answer	Student's Answer
Yes	7
No	31
<b>Total</b>	

The majority of the students said that the textbook they have was not helping them to improve their speaking ability. Most of the students said that the book was not helping their speaking ability. From the result, it can be concluded that they need an appropriate book which could enhance their speaking skill.

**Question 7.** Does English textbook have any information such as list of vocabulary and the way to pronounce the words/vocabulary?

**Table 7 .** The Result of Question Number 7

Answer	Student's Answer
Yes	0
No	38
<b>Total</b>	

Question no. seven asked about the lack of English textbook that they use in teaching English especially in speaking skills. It can be seen from the table that all of the students say “no”. It means that English textbook does not complete information to support the students learning English especially in speaking skills.

**Question 8 .** Do you need some information in English textbook like list of vocabulary, the way to pronounce the words/vocabulary?

**Table 8.** The Result of Question Number 8

Answer	Student's Answer
Yes	38
No	0
<b>Total</b>	

Question no. eight asked about the student's need of English textbook that they use in teaching English especially in speaking skills. It can be seen from the table that all of the students say “yes”. It means that

the students really need information of vocabulary list and the way to pronounce the words/vocabulary to support the students learning English speaking.

**Question 9.** is the material in English textbook provided easy to understand?

**Table 9.** The Result of Question Number 9

Answer	Student's Answer
Yes	3
No	35
<b>Total</b>	

There were thirty five student stated that the materials provided in the textbook is difficult to understand. And just three students stated that the material in the textbook is easy to understand. It means that the materials did not motivated the students to practice English.

**Question 10.** Are the topics used in the speaking learning activity in the classroom may provide new information?

**Table 10.** The Result of Question Number 10

Answer	Student's Answer
Yes	8
No	30
<b>Total</b>	

This question aimed to answer the role of the topic they have learned in class. 30 students stated that the topic given by the teacher in

their class was quite giving them new information they need. This result showed that students have already been familiar with the new topics which give them new things to learn.

**Question 11.** According to your opinion, do you still need additional material such as speaking module to support your speaking ability in daily life context?

**Table 11.** The Result of Question Number 11

Answer	Student's Answer
Yes	38
No	<b>0</b>
<b>Total</b>	

This question was aimed to find the students' need of the additional book such as speaking module. All of them said that they really need additional speaking module. According to the result, the researcher developed the additional speaking module based on contextual teaching and learning.

**Question 12.** Do you love learning speaking style with a variaon activity like roleplay, learning with song, and games?

**Table 12.** The Result of Question Number 12

Answer	Student's Answer
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Yes	38
No	0
<b>Total</b>	

Question no. twelve asked about the students' preference of speaking class activities. It can be seen from the table that all of the students prefer to have a class with a lot of activities. It means that the researcher should input a variation activity in the speaking module to engage students practice in speaking class.

**Question 13.** Do you love learning speaking with a media like watching “YouTube” animation video in the classroom?

**Table 13 .** The Result of Question Number 13

Answer	Student's Answer
Yes	38
No	0
<b>Total</b>	

This question asked about the student's interest in learning speaking skills. It can be seen from the table that all of the students say “yes”. It means that the students really interest in learning speaking with media “YouTube” animation video in the classroom to engage them in speaking activity.

**Questions 14 .** Do you prefer learning speaking activity in pair or group?

**Table 14.** The Result of Question Number 14

Answer	Student's Answer
Yes	38
No	0
<b>Total</b>	

Questions number twelve investigated the student's preference of learning speaking activities in the classroom. We can see the data on the table, all of the students prefer for working in pair or groups.

**Questions 15 .** Do you prefer learning speaking activity with acting out the dialog?

**Table 15 .** The Result of Question Number 15

Answer	Student's Answer
Yes	38
No	0
<b>Total</b>	

This question investigated the student's preference of learning speaking activities in the classroom. We can see the data on table all of the students prefer for acting out the dialogues. To sum up, acting the dialogues out was the favorite speaking activity.

**Questions 16 .** Do you need an English module that content the colorfull one and full of pictures?

**Table 16 .** The Result of Question Number 16

Answer	Student's Answer
Yes	38
No	0
<b>Total</b>	

Table above shows the students' needs in term of module, almost all of the students needed the materials which contained many pictures and fullcolor. So, the reseracher noted the materials in the textbook should be interesting with many pictures and fullcolor.

**Questions 17** . Do you like your teacher to have as a facilitator and guide?

**Table 17.** The Result of Question Number 17

Answer	Student's Answer
Yes	38
No	0
<b>Total</b>	

Question no. seventeen focused to examine the students' preference of teacher's role. The result in table above describe that all of the students assumed for the role of teacher as a facilitator and guide in the teaching learning activities.

**Questions 18.** According to your opinion, do you love the theme that related to your social life in speaking learning process in the classroom?

**Table 18.** The Result of Question Number 18

Answer	Student's Answer
Yes	38
No	0
<b>Total</b>	

This question aimed to find the topic they preferred to learn in the developed materials. In this question, all of the students preferred to learn speaking in social life theme. It proved that the students like the daily life topics in the developed materials.

Based on the result of analysis for students above, the reseracher can determine the learning objective and design an appropriate speaking module which covers a match learning material, suitable strategies, and valid evaluation. Finally, the speaking module designed based on the students needs is expected to make the students are being able to speak communicatively.

- **In analysis of the teacher.** There were 10 questions that were answered by the English teacher in SMP Negeri 1 Merangin (Appendix 2). It was conducted to support the result of the questionnaire analysis and also to get the accurate data. The script of the interview can be seen as follows.

Researcher: *Selamat pagi ibu* (Good morning, maam)

Teacher: *Selamat pagi mbak* (Good morning)

Resracher: *Dengan ibu, Yuhainis..*(With bu Yuhainis..)

Teacher: *Yuhainis.*(Yuhainis)

Researcher: *Ibu hari ini saya mau melakukan wawancara untuk mengambil data untuk tesis saya berjudul Developing English Speaking Module for Grade Seventh of Junior High School* .(Today I would like to do interview with you to gain some data for my thesis entitled Developing English Speaking Module for Grade Seventh of Junior High School.

Teacher: *Silahkan mbak, dengan senang hati.*(Oh sure, with pleasure)

Researcher: *Iya bu, terimakasih.*(Thank you, Maam).

*:Untuk pertanyaan yang pertama menurut ibu seberapa pentingkah pembelajaran speaking* (For the first question, how important do you think about the speaking learning process?)

Teacher: Menurut saya sangat penting sekali karena speaking materinya terkait dengan keterampilan yang nantinya bisa bermanfaat untuk para siswa, bisa diimplementasikan dalam pekerjaannya. (I think it is very important, because speaking skill is the skill that will be useful for students. They can easily implement it in their life.

Researcher: Lalu bu, bagaimana dengan pembelajaran speaking di kelas saat ini bu? (Then, how do you conduct speaking learning process in your classroom?).

Teacher: *Untuk pembelajaran speaking, itu jumlah jam nya memang tidak terlalu banyak. Lebih banyak digunakan untuk kompetensi reading.*(There is no much time for speaking learning process. They are mostly learning reading competence).

Researcher: *Reading ya bu?*(So they learned more reading competence..).

Teacher: *Iya, karena kaitannya dengan UAS. Kalau materi speaking biasanya disesuaikan aja dengan jam nya, kalau materinya sulit ya dua kali pertemuan..(Yes, because reading was used in UAS. The portion for learning skill probably is just two meetings).*

Researcher: *Terus, menurut ibu teknik seperti apa yang ibu nilai paling efektif dalam pembelajaran speaking?(What kind of technique do you think the most effective for your students to learn speaking?)*

Teacher: *Ya kalo teknik, kalo siswa model siswa smp itu mungkin teknik drill ya, latihan. Contohnya di awal kita kasi contoh dulu, misalnya ekspresing apa kita kasih contoh ungkapannya. Kalau ada video nya ya kita kasih videonya. (I think the technique which effective for my students, which are junior high school students are giving them examples first before they learn something)*

Researcher: *Lalu ibu biasanya dalam mengajar speaking pakai bahan atau media yang seperti apa ya bu?(What kind of media do you usually use in yourclass?)*

Teacher: *Kalo bahan, itu tergantung. (It's depend on the materials)*

Researcher: *Modul atau buku bu? (Do you use module or textbook?)*

Teacher: *Oh kalo itu saya pakai textbook dan Buku Erlangga dari perpustakaan juga ada banyak. (I use textbook module and Erlangga textbook. Sometimes, I use the book in library)*

Researcher: *Apakah di kelas ibu, siswa itu dituntut untuk aktif bu?(Are students in your class have to participate in active learning process?)*

*Teacher: Sebenarnya iya. Sebenarnya itu speaking memaksa siswa untuk aktif di kelas. Terutama kalo guru ada media yang bagus, itu bisa sekali. Tapi kalo guru kurang siap dengan media yang diterapkan, siswa jadinya kurang aktif. Waktu dulu saya buat kartu itu, itu kan anak-anak jadi lebih semangat harus ngomong dan lebih membuat anak-anak mempunyai pengalaman belajar. Lebih ingat. Yes, of course (It depends on the media the teacher used. If the media encourage them to learn actively, they will learn in active learning process)*

*Researcher: Lalu selama ini materi speaking yang seperti apa sih bu yang sudah di ajarkan di kelas ibu?(What kind of speaking materials you have taught in your class?)*

*Teacher: Kalo materi di kelas jelas sesuai dengan material yang ada di KD semester itu. Karena kita nggak boleh jauh dari pedoman itu. Karena materi speaking bersama listening itu nanti ada beberapa KD yang di UAS kan.(All the materials I taught in the class were based on the Basic Competencies and standard competencies and also the syllabus)*

*Researcher: Terus, kesulitan apa sih bu yang ibu temui di dalam kelas dalam mengajar speaking?(What kind of difficulties you face in speaking teaching and learning process?)*

*Teacher: Sebenernya kalo ngajar speaking itu, senang saya. Cuma ya media. Media nya kurang, di situ keterbatasannya. Kadang guru juga kurang ide. Jadi saya kadang ambil dari internet kan banyak.(There's not enough media and materials. I have to search it in the internet) misalnya hari ini ngajar speaking, yaudah dua jam itu isinya speaking semua.*

*Kadang kalo ngajar reading kan sama writing. Nah saya kalo ngajar speaking sama listening, kan sudah otomatis kalo speaking mereka mendengarkan.*(No, I just teach speaking in early meetings with listening activities).

Researcher: *Bagaimana ibu memandang adanya pembelajaran khusus speaking bu?*(What do you think about the speaking learning process in the classroom?)

Teacher: *Saya kira itu bagus sekali ya. Baik, bagus. Karena itu untuk bekal keterampilan siswa. Karena misalnya mereka bisa ngomong aja bahasa Inggris dalam bentuk yang simple dia merasa bangga.*(I think that's good. Students need to improve their speaking. Students will feel proud if they can speak in English, although its just in a simple sentence)

Researcher: *Lalu apakah pengadaan modul dan soal untuk pembelajaran speaking saat ini menurut ibu efektif untuk digunakan di kelas?*(Then, do you think the current module you use is effective enough for them to learn speaking?)

Teacher: *Saya kira efektif sekali, karena selama ini saya menggunakan lks. Ya Alhamdulillah di LKS itu ada latihan-latihan soal speaking, walaupun sedikit. Cukup membantu. Ya tapi kalau mau ada modul khusus, ya itu lebih membantu lagi.*(Not effective. Still need more materials)

Researcher: *Kalau nanti akan ada modul khusus untuk speaking, topic seperti apakah yang ibu inginkan di dalam modul?*(What kind of topic do you want to be included in the supplementary materials?)

Teacher: *Topiknya sesuai dengan yang ada di syllabus, di kurikulum yang sedang berlangsung. (As long as it is appropriate with the KD and syllabus)*



Researcher: *Lalu kegiatan pembelajaran seperti apa yang ibu harapkan ada dalam materi speaking yang akan dibuat ini bu?* (What kind of speaking activity you would like to have in the developed materials?)

Teacher: *Ya tentunya yang membuat siswa aktif, menarik.*(Interesting speaking materials)

Teacher: *Ya kan dengan dibantu dengan modul pembelajaran ini pasti membantu. Modul itu kan lengkap, terdapat contoh, latihan soal dan medianya, pasti sangat membantu bagi siswa dan guru.* (Yes, of course, it will help the learning process, because hopefully it consist of complete materials and evaluation)

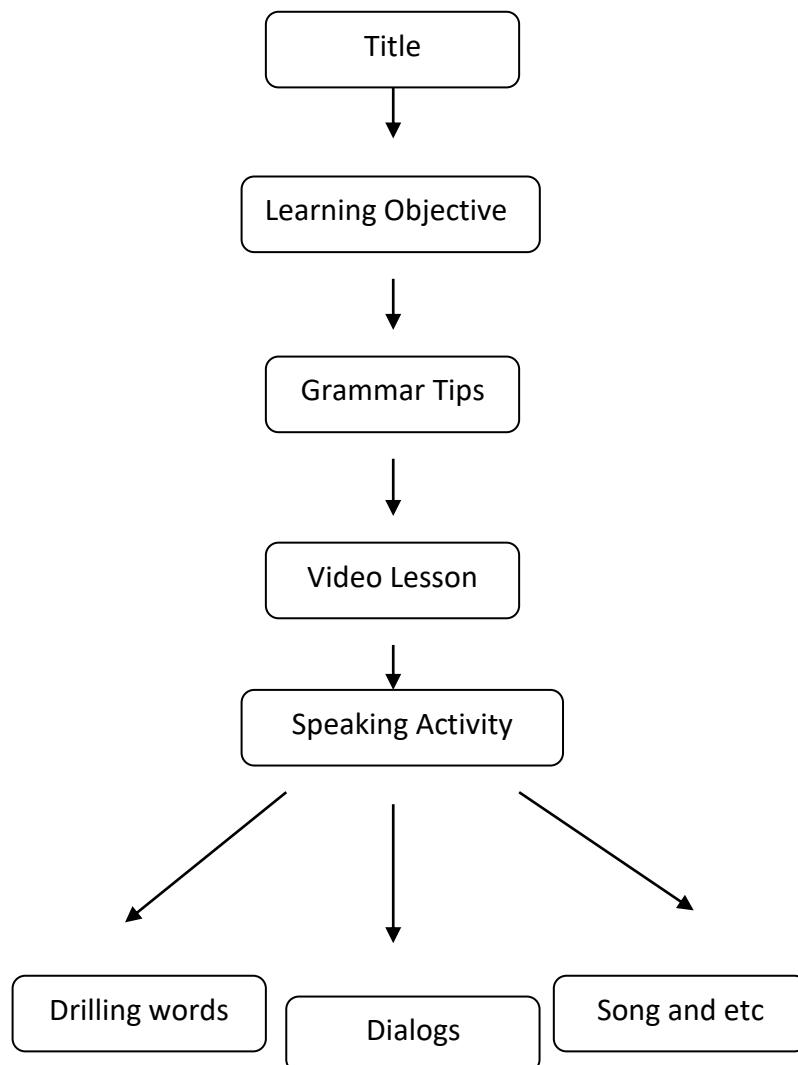
Researcher: *Baik bu. Mungkin itu saja pertanyaan dari saya, terimakasih bu atas waktunya.*(Yes, Maam. That's all from me, thank you)

From the script above, it can be concluded that the students need additional speaking maaterial as the module for speaking skill for grade seventh students of Junior High School was not available yet. Additional speaking module which contained contextual theme will help them to understand more about the concrete use of some expressions.

## **1. Design**

Design stage is the next stage of ADDIE model. In this stage, the researcher focused on designig English speaking module for seventh grade students of Junior High School based on the data that the researcher had already collected from the former stage, which is analysis stage and the reseracher also implemented contextual teaching and learning (CTL)

approach related to the aim of this study and when designing the speaking module, some original ideas of the researcher were included. The researcher designed the layout of the text, added media such as some educational animation YouTube videos, pictures, lists of vocabulary, and variation of the speaking activity in every lesson to produce English speaking materials more interesting. There are nine lessons that the researcher had designed. These are the descriptions of the speaking module.



**Figure 1.** A framework for English speaking module

- a. Title is a label of information that described in the content of materials.
- b. Learning objective is goals that the student should achieve when using the speaking materials as a source of learning. By describing the goals the students motivated in the teaching and learning process.
- c. Grammar tips, this module contains grammar focus as information only and need not be learned by the students.
- d. Video lesson is for starting up was played a. It activated the students' minds and gets them thinking and it revealed what the students already know in terms of knowledge and content.
- d. Speaking activity, this module provides variation speaking activities that need to be done by the students, the activities were designed in order to help the students promoting their speaking skills.

### **Lesson 1: Classroom instructions**

“Classroom instructions” is the first lesson from the English speaking module. The objective of this lesson is that students will be able to understand the classroom instructions that is commonly used in the classroom. There are four activities in lesson 1. The teacher starts the lesson by playing a video lesson from YouTube. The website address has given in the module. For this activity, students are instructed to watch, listen, and learn intently the video. The video contains classroom instructions that are commonly used in the classroom. Furthermore, the video teaches students basic English skills (active vocabulary, basic grammar and language

function) using some dialogs with cartoon animation in any situation. Next, there are sixteen classroom instructions phrases that come with pictures. For this activity, the teacher will explain how to use classroom instruction. Then, students are instructed to say loudly, clearly and correctly the classroom instruction one by one. For the last activity, there are two dialogs that come with pictures.

Students are instructed to practice the dialogs in pairs. Finally, the expected result after studying the lesson 1, students are able to understand the classroom instructions that are commonly used in the classroom.

## **Lesson 2: Greeting**

Lesson 2 is the topic for the second lesson from English speaking module. The objective of this lesson is that students will be able to greet and respond teachers, friends, and others when they meet and leave them in the morning, in the afternoon, and in the evening). There are five activities in lesson 2. The teacher starts the lesson by playing a video lesson from YouTube. The website address has given in the module. For this activity, students are instructed to watch, listen, and learn intently the video. The video contains some greeting expression, statements of good bye, a song and some dialogs. Moreover, the video teaches students basic English skills (active vocabulary, basic grammar and language function) using some dialogs with cartoon animation in any situation. Next, there are five key expressions that come with pictures and students are instructed to say it loudly, clearly, and correctly. Then, there are ten dialogs of greeting

expressions and statements of saying good bye that come with pictures. For this activity, students are instructed to practice dialogs in small group. By the end of the lesson, students are instructed to practice English with fun song. For this activity, the teacher will play a video from YouTube. The website address has given in the module and students are instructed to sing together. Finally, the expected result after studying lesson 2, students are able to greet teachers, friends and others when they meet and leave them in a real life context.

### **Lesson 3: Telling The time**

Lesson 3 contains material about telling the time. The objective is that students will be able to tell the time with everyone in real life context. There are five activities in lesson 3. The teacher starts the lesson by playing a video lesson from YouTube. The website address has given in the module. For this activity, students are instructed to watch, listen, and learn intently the video. The video contains some dialogs and a song about telling the time. Moreover, the video teaches students basic English skills (active vocabulary, basic grammar and language function) using some dialogs with cartoon animation in any situation. Next, there are ordinal numbers (one, two, three, etc.) that come with pictures, the teacher will pronounce the number and students are instructed to repeat it loudly, clearly, and correctly. After that, the teacher will explain how to tell the time. Then, there are two key expressions that come with pictures and students are instructed to say it loudly, clearly, and correctly. The next activity, there are three dialogues of telling the time that come with pictures and students are instructed to answer

what time it is, then practice the dialogs in pairs. The next activity, students are given five pictures of clock that come with sentences and students should draw the hands of the clock to show the times. By the end of the lesson, students are instructed to do role play in groups. For this activity, the teacher will play a video from YouTube as an example to do role play. Finally, the expected result after studying lesson 3, students are able to tell the times with teachers, friends and others in a real life context.

#### **Lesson 4: Telling The Date?**

Lesson 4 contains material about how to tell the date in English. Students are expected to achieve learning objective (students are able to tell the date with everyone in real life context. There are five activities in lesson 4. The teacher starts the lesson by playing a video lesson from YouTube. The website address has given in the module. For this activity, students are instructed to watch, listen, and learn intently the video. The video contains some dialogs, and songs about telling the date. Moreover, the video teaches students basic English skills (active vocabulary, basic grammar and language function) using some dialogs with cartoon animation in any situation. After that, there are names of the month that come with pictures. For this activity, students are instructed to say the names of the months loudly, clearly and correctly. The next activity, there are four sentences pertaining to the names of the month that came with picture. In this activity, students should say the sentences loudly, clearly, and correctly. The teacher will read the sentences first. The next activity, there is a video lesson from YouTube. It contains ordinal numbers (first, second, third, etc.). The teacher

will play the video. For this activity, students are instructed to watch, listen and learn the video instantly. After that, the teacher will pause and replay the video and students are instructed to say the ordinal numbers loudly, clearly, and correctly. The next activity, there is a summary chart of the ordinal numbers from 1st to 31st (both as numbers and in words). Then, the teacher will explain the ordinal numbers, especially for telling the days. The next activity, there is a dialogue related to asking the date, and the students should ask their friends when she/he birthday is. To encourage students more practice in speaking and understand well about telling the date, students are instructed to practice more in pairs. There are fourteen the national days in Indonesia. the teacher will say about the event, then, the students will say the month, and date we celebrate it. Finally, the expected result after studying lesson 4, students are able to tell the date in English correctly with everyone in real life context.

### **Lesson 5: Telling The Days**

Lesson 5 contains material about telling the days. Students are expected to achieve learning objective ( students are able to tell the days with teacher, friends, and others in daily life every day). There are four activities in lesson 5. The teacher starts the lesson by playing a video lesson from YouTube. The website address has given in the module. For this activity, students are instructed to watch, listen, and learn intently the video. The video contains some dialogs, and songs about telling the days. Moreover, the video teaches students basic English skills (active vocabulary, basic grammar and language function) using some dialogs with

cartoon animation in any situation. After that, there are the names of the days that come with pictures, for this activity, the teacher will pronounce the names of the day and students repeat them one by one. Next, students practice the dialogues in pairs. The dialogues contain common expression to ask the days that come with pictures. The next activity, students are instructed to say the name of before and after the day. The teacher will help them to read it firstly. The last activity, there is a dialog and students do role play in pairs. The expected result after studying lesson 5, students are able to tell the days in daily life context every day.

**Lesson 6:** How do you spell your name?

“How do you spell your name” is the topic for the sixth from the English speaking module. The objectives of this lesson are that students will be able to pronounce the alphabet in English correctly and students are able to spell the name with teacher, friends, and others in real life context. There are four activities in lesson 6. The teacher starts the lesson by playing a video lesson from YouTube. The website address has given in the module. For this activity, students are instructed to watch, listen, and learn intently the video. The video contains a song to learn the alphabet (A to Z) . Moreover, the video teaches students basic English skills, especially in pronunciation. Next, students are instructed to song together with friends. For the next activity, the teacher will play more a video lesson from YouTube, students are instructed to watch and learn the video the dialog about the way to ask the name and how to spell the name. The video teach students basic English skills (active vocabulary, basic grammar, and language function) using



dialogs with cartoon animation. Then, students will practice the dialog in pairs. To Encourage students practice more in speaking and to understand well about spelling the name, students are given three questions. In this activity students practice in pairs and takes turn with friends. The last activity, there is a video lesson of the alphabet that come with the things. In this activity, students watch, listen, and learn the video in group intently. Next, students find, write, and report the things A-Z based on the video showed. Finally, The expected result after studying lesson 6, students are able to pronounce the alphabets in English correctly and they are able to ask the name and spelling it with everyone in a real life context.

### **Lesson 7: Introducing Yourself**

Lesson 7 contains material about introducing self. Students are expected to achieve learning objective (students are able to introduce introduce theirself to someone by talking about personal details). There are four activities in lesson 7. The teacher stars the lesson by playing a video lesson from YouTube. The website address has given in the module. For this activity, students are instructed to watch, listen, and learn intently the video. The video contains common statements, and some dialogs to introduce self. Moreover, the video teaches students basic English skills (active vocabulary, basic grammar and language function) using real statements, and dialogs with cartoon animation. After that, there are key sentences that are commonly used for introducing self. For this activity, the

teacher will read the sentences first, then students will repeat each sentence. The next activity, students are given two examples of the description to introduce self. For this activity, the teacher give an example to introduce self and read the description firstly. Next, students are instructed to repeat it after the teacher. The last activity, students are instructed to write, draw, and tell his/her self. The teacher may help them to do this activity. Finally, the expected result after studying lesson 7, students are able to introduce his/her self with good action.

### **Lesson 8:** My Hobby is ...

Material 8 is called “My Hobby is ...”. The objective of this lesson is students are able to describe their favorite free-time activity. There are four activities in lesson 8. The teacher starts the lesson by playing a video lesson from YouTube. The website address has given in the module. For this activity, students are instructed to watch, listen, and learn intently the video. The video contains vocabulary and some sentences of hobby and interest. Moreover, the video teaches students basic English skills (active vocabulary, basic grammar and language function) using dialogs with cartoon animation. After that, there are fifteen pictures and students are instructed to say what kind of hobby and interest based on the picture. For the next activity, students practice the dialog in pairs based on the instruction given in the module. For this activity, the teacher will help students do it. By the end of the lesson, students are instructed to do role play in group. For this activity, the teachers will play the video lesson from YouTube. The video contains some conversations and it is an example to

do role play. The teacher may play the video twice. Finally, the expected result after studying lesson 8, students are able to describe their favorite free-time activity in daily life context.

### **Lesson 9: My Daily Activity**

The last lesson from the English speaking module is “My Daily Activity”. The objective is for students to tell daily activity in real life context. There are four activities in lesson 9. The teacher starts the lesson by playing a video lesson from YouTube. The website address has given in the module. For this activity, students are instructed to watch, listen, and learn intently the video. The video contains vocabulary and some sentences of daily activity. Moreover, the video teaches students basic English skills (active vocabulary, basic grammar and language function) using dialogs with cartoon animation. After that, there are fifteen pictures and students are instructed to say what kind of daily activity based on the picture. For the next activity, students practice the dialog in pairs based on the instruction given in the module. For this activity, the teacher will explain how to ask and tell daily activity firstly. For the last activity, students are instructed to do role play in group. For this activity, the teachers will play the video lesson from YouTube. The video contains some conversations and it is an example to do role play. The teacher may play the video twice, and more. By the end of this lesson, students are instructed to talk about daily activity, and the teacher will help students. Finally, the expected result after studying lesson 9, students are able to tell daily activity in daily life context.

## **2. Development**

After the researcher designed the speaking module, it was time to start developing the speaking module. From this stage, the researcher gave the speaking module to an expert to get any weakness or any comments and suggestions, the researcher used questionnaire which was adapted from Brewster (2007), it divided into two aspects. Those are content and layout (Appendix 3). The result of the expert evaluation was described in the following below.

### **a. Content**

The things to evaluate the content are topic content, language skill, and activities. Based on the result of evaluation in the content aspect, the expert suggested to recheck and revise in grammar mistakes and misspelling about instruction of the speaking activity. The expert also suggested to add the meaning of video transcription in the last of the module page, so the instructions for the activity can be clearer and easier to understand by the students.

### **b. Layout**

The things to evaluate the layout included the fonts used in the materials, pictures and color choice. Based on the result of evaluation in the layout aspect, the expert suggested to change the font face become "Comic Sans MS", it will be interesting for the students. The expert also suggested to change the font size to be bigger, and the expert gave any comments for the choices of font color.

After getting the information of evaluating from the expert, first, the researcher revised the speaking module, then the researcher designed the final product of the speaking module based on the suggestion from the expert. The last, the speaking module had validated by expert, the result showed that the speaking module are appropriate to be used by the seventh grade students of junior high school 1 Merangin.

### **Discussion**

Based on the results of needs analysis for students, they need to have good English language skills. Most of the students have some problem in speaking skill, they cannot speak English because they are not confidence to speak English, they feel difficult in vocabulary activity, most of the students cannot pronouce the words correctly and they don't understand the meaning of the words. So the reseracher can determine the learning objective and design an appropriate speaking module which covers a match learning material, suitable strategies, and valid evaluation to make the students are being able to speak confidently.

Based on the result of need analysis for teachers, the researcher found that the students need additional speaking material as the module for speaking skill for grade seventh students of Junior High School was not available yet. Additional speaking module which contained contextual theme, variation speaking activity, colorfull pictures.

From the results of expert validation, it can be seen that the materials developed were valid and appropriate for the students. In short, the materials presented were accepted by the experts. The materials were

developed in ten lesson design. The materials were developed based on students need, analysis of teachers related to the speaking material, task and material development. There are 4 stages in every unit and completed with the learning objective, grammar tips, educational video, vocabulary and variation of speaking activity.