DEVELOPING SPEAKING COURSE BOOK FOR ENGLISH DEPARTMENT STUDENTS

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ABSTRACT

The study aims at describing the development process, the quality, and the practicality of Speaking Course Book entitled *Speaking for Daily Activities* for English Department students of the private university in West Surabaya. It employs Design and Development Research (DDR) and uses Richey and Klein's model of DDR collaborated with Richard's model of material development. The development processes of the book support Richey and Klein's model of DDR, Richards' model of development material and material development for speaking skills proposed by Bao. The mean score of items in evaluation checklist is 3.80 meaning that the quality of the book is very good, and it fully matches the characteristics of a good speaking course book. The appraisal forms show that both the lecturer and the students could use the book very easily. Also, the mean score of items in observation checklist is 3.65 meaning the practicality of the book is very good.

Keywords: development research; material development; speaking course book

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan proses pengembangan, kualitas, dan kepraktisan Speaking Course Book untuk mahasiswa Jurusan Bahasa Inggris sebuah universitas swasta di Surabaya Barat, yaitu Speaking for Daily Activities. Penelitian ini merupakan Penelitian Pengembangan yang menggunakan kolaborasi antara model Richey and Klein dalam Penelitian Pengembangan dan model pengembangan materi dari Richard. Proses pengembangan buku ajar mendukung model Penelitian Pengembangan dari Richey and Klein, model pengembangan materi dari Richards, dan pengembangan materi untuk keterampilan berbicara oleh Bao. Skor rata-rata item dalam daftar evaluasi adalah 3,80, yang berarti kualitas buku sangat bagus dan sangat sesuai dengan karakteristik buku ajar berbicara yang baik. Kepraktisan buku sangat baik. Hal ini bisa dilihat dari form isian yang menunjukkan bahwa dosen dan mahasiswa dapat menggunakan buku tersebut dengan sangat mudah. Selain itu, skor rata-rata item dalam daftar pengamatan adalah 3,65 yang berarti sangat bagus.

***Kata kunci:** penelitian pengembangan; pengembangan materi; buku ajar berbicara*

A. INTRODUCTION

Realizing the requirement in working area and the importance of speaking for the students' future be able to carry out daily activities and to communicate all events and experiences, the English Department of private university in West Surabaya includes Speaking Course in its curriculum. There are three stages of speaking: "Speaking 1" given for the second semester, "Speaking 2" for the third semester, and Speaking 3 for the fourth semester. Each of them has two credit hours so the students get 100-minute meeting per week.

Specifically, the goals of Speaking 1 Course are (a) possessing the concept of oral communication strategies to support an interactional communication concerning daily contexts, (b) having the ability to carry out an interactional communication related with the topics or issues concerning daily contexts, and through this to exchange ideas, opinions, attitudes, and feelings, and (c) being responsible for using oral communication strategies to carry out an interactional communication concerning daily contexts (English Department, 2014). Unfortunately, they are not achieved since 85.71% of the students encountered difficulties to speak accurately, appropriately and fluently.

Another fact found was that the existing Speaking 1 Course Book was just compilation of copied materials from available commercial course books without careful selection, analysis, and evaluation. As a result, it did not match the goals of Speaking 1 Course and the criteria of a good speaking course book.

Realizing the existing conditions stated above, it is important to conduct a research as the basis for developing a Speaking Course Book. The importance of teaching materials in language teaching program and the advantages of teacher-made material are also important underlying reasons. Speaking 1 Course being the focus of the study is considered more beneficial for developing subsequent researches.

A teaching material plays an important role in most language program (Nunan, 1991, p. 208; Richards, 2001, p. 251; Howard & Major, 2005, p. 101). Richards (2001, p. 251) argues that "much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial materials." A speaking course book, reasonably, is a source of vocabulary, grammar, pronunciation, and English models for students. It can help the students to know, to understand and to use language elements in an interactional communication. It can also guide the lecturer to the right track to achieve learning objectives which have already been determined in a syllabus (Cunningsworth, 1995, p. 7).

The important advantage of teacher-made material is contextualization (Block in Howard & Major, 2005, p. 101). When she produced teaching material, she is aware of the characteristics of the target context of learning (Tomlinson & Masuhara, 2004, p. 38): who the users are (their age, their interest, their needs, their learning styles, their strengths and weaknesses), the goals and objectives of the English program, how the teaching/learning resources are available. A further advantage is timeliness (Block in Howard & Major, 2005, p. 102; Tomlinson & Masuhara, 2004, p. 38). It can respond

local and international events with up-to-date, relevant and high interest topics and tasks. "The teachable moment can be more readily seized" (Howard & Major, 2005, p. 102).

Some studies, Fanani (2011) and Subekti (2014) for instance, have produced the syllabus and course books for EPT training and an English Course (co-curricular program). However, they are for ESP (English for Specific Purposes) and the subjects of both studies were non-English Department students. The former covers four language skills and grammar and the latter focus on speaking but for secondary level students. Therefore, it is necessary to conduct a research as the basis for developing a speaking course book for English Department students.

The goals of this study are: (1) to describe the development process of *Speaking for Daily Activities*, (2) to evaluate the quality of the developed *Speaking for Daily Activities* based on the three valuators' opinions, (3) to describe the practicality of the developed *Speaking for Daily Activities* based on the lecturer's and the students' responses.

This study could be useful as a way of helping EFL teachers to achieve personal and professional development. The information, the understanding, and the experience taken from the developed speaking course book may help them become more aware of important issues in language acquisition and development, and more critical and creative in adapting and developing course books for their own learners in their own working environments.

B.   THEORETICAL FRAMEWORK

This section presents some principles and literature review that underlie the process of developing *Speaking for Daily Activities*, the quality and the practicality of it.

1.   Material Development for Speaking Skills

Materials are "anything that can be used to facilitate the learning of language, including course books, videos, graded readers, flash cards, games, websites and mobile phone interaction" (Tomlinson, 2016, p. 2). A course book is "a textbook which provides the core materials for a language-learning course". Such a book includes works on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking" (Tomlinson, 2016, p. xi). Materials development is "a practical undertaking involving the production, evaluation, adaption, and exploitation of materials intended to facilitate language acquisition and development" (Tomlinson, 2016, p. 2).

Bao (2013, pp. 10-15) proposes five recommendations to guide how materials can be developed for speaking skills, namely: (1) "conceptualizing learner needs", (2) "identifying subject matter and communication situations", (3) "identifying verbal communication strategies", (4) "utilizing verbal sources from real life", and (5) "designing skill-acquiring activities."

2.   Characteristics of Good Speaking Course Book

From all suggestions and views by some experts (Rowntree in Richards, 2001, p. 206; Crawford, 2002, pp. 84-87; Howard & Major, 2005, pp. 104-105) it can be summed up that a good speaking course book should (1) match the aims and objectives of speaking

course; (2) help students to use English effectively for their own purposes; (3) accommodate the diversity of the students' learning styles; (4) provide pleasurable learning experience; (5) be contextualized; (6) be relevant and useful; (7) be equipped with audio-visual materials.

3.   Course Book Evaluation

The course books need to be qualified, useful and appropriate with the program and with whom they are being used, thus course book evaluation is needed. Once their strength and weakness are revealed, optimum use can be made of their strong points, while their weaker areas can be strengthened through adaption or by substituting material from other books.

One of the common methods to evaluate course books is an evaluation checklist which provides the evaluator with a list of features of successful course books. Based on these criteria, evaluators can rate the quality of the course books and decide whether it matches the characteristics of a good speaking course book or not. The categories, sub-categories/sections and items in *Speaking for Daily Activities* evaluation checklist are adapted from factors/aspects that should be evaluated by Cunningsworth (1995), McDonough, et al. (2013), and the adaption of Mukundan's checklist. There are two categories: general attributes and learning-teaching content. General attributes cover five sub-categories: the aims and objectives, methodology, suitability to learners, physical and utilitarian attributes, efficient outlay of supplementary materials; while learning-teaching content covers six sub-categories: general, speaking, vocabulary, grammar, pronunciation, and exercises.

4.   The Practicality of a Course Book

Practicality refers to "the extent that users (and other experts) consider the intervention as appealing and usable in 'normal' condition" (Akker, 1999, p. 10). The term "intervention" here means "common denominator for products, programs, materials, procedures, scenarios, processes, and the like" (Akker, 1999, p. 5). Nieveen (in Plomp, Tj, 2013, p. 28-29) says that intervention is practical when it is usable and that it is easy for teachers and students to use it in the setting for which it has been designed and developed. In summary, the practicality of a course book can be seen whether a teacher and students could use it in a classroom easily and the criteria of the implementation are good. There must be indicators to decide the goodness of the implementation. They cover a teacher's and students' activities.

C.   RESEARCH METHOD

This study employed Design and Development Research (DDR) using documentation, evaluation, and observation. Consequently, the research instruments were evaluation checklists and observation, and work logs. The main subjects of this study were the morning class students of English Department who were taking Speaking 1 Course in the even semester in 2016/2017 academic year, and the lecturer who was

teaching it. The lecturer used the developed *Speaking for Daily Activities* and facilitated the learning activities using the course book. Subjects of the tryout were the evening class students taking Speaking 1 Course in the even semester in 2016/2017 academic year.

This study was conducted using collaboration between Richey and Klein model of Design and Development Research (2007, p. 8), and Richards' model of material development (2001, pp. 264 & 268-269). The collaboration of these two models was used because it gives clear steps in designing and developing the course book. Richey and Klein (2007, p. 8) propose four phases in designing and developing a product, they are: analyze, design, development, and evaluation phase. Richards (2001, pp. 264 & 268-269) states that materials design follow the processes of: developing aims, developing objectives, developing a syllabus, organizing the course into units, developing a structure for units, and sequencing units. These processes must be followed by several stages of development: writing first draft, commenting on first draft, writing second draft, commenting on second draft, trying-out the materials, and writing final revisions of materials. The complete steps are presented in Figure 1 below.
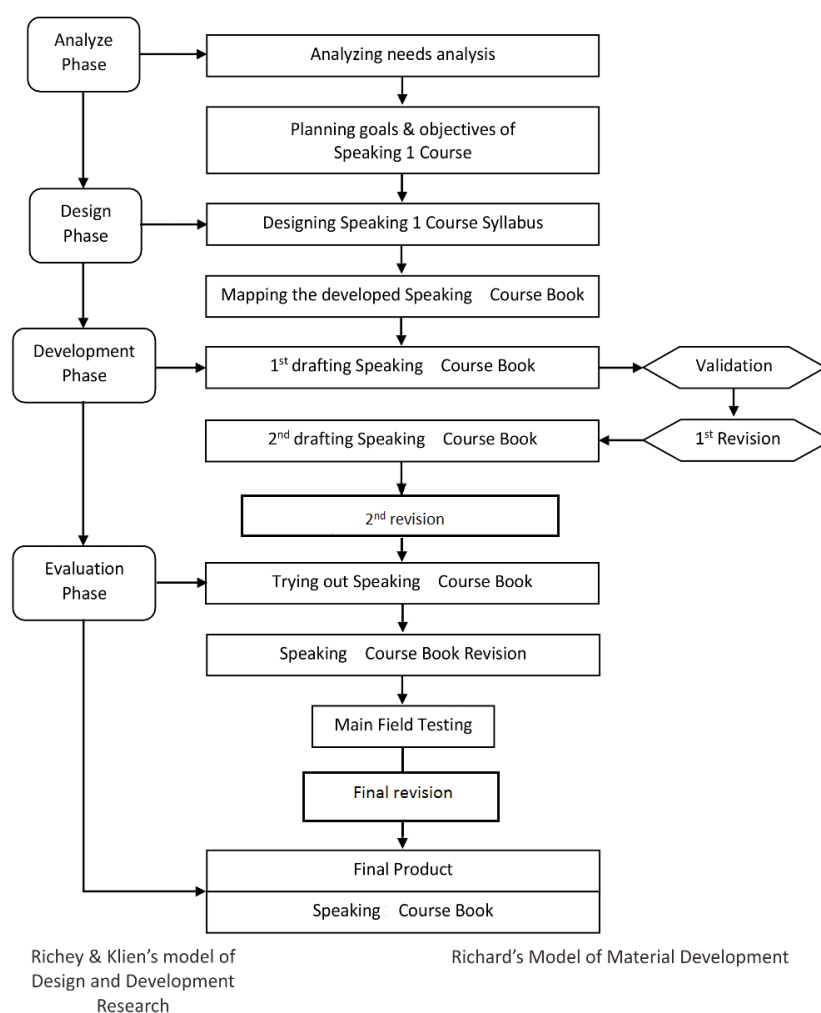
Figure 1. Procedure of Developing *Speaking for Daily Activities*

The detailed explanation of each step was described as follows. In the analyze phase, the result of Needs Analysis was studied to seek the students' English proficiency, their difficulties, what real-life conversational situations they need, their learning styles, their cultural preferences, and their expectation for Speaking 1 Course. The lecturer was interviewed and given questionnaires in order to know his general teaching competencies, his ELT competencies, his interaction with the students, and his attitudes toward speaking course book.

In the design phase, the units of the course book were being mapped out based on the Speaking 1 Course syllabus. The details of each unit including objectives, language functions, contents (grammar, vocabulary, and pronunciation), tasks, sources, and types of activities. The map gave clear pictures of how the course is organized into units, how a structure for units developed, and how units of the book sequenced.

In the development phase, the units of the book were being developed using six-step procedures proposed by Nunan (2004, pp. 31-33): schema building, controlled practice, authentic listening practice, focus on linguistic elements, provide freer practice, and introduce the pedagogical task. The first section in every unit, "Let's Get Started", reflects schema building step, in which plenty exercises are utilized to introduce the topic, the key vocabulary, and expressions students need to complete the task (Nunan, 2004, p. 31). The second section, "Let's Talk", is developed to provide students with controlled practice in using vocabulary, structures and functions (Nunan, 2004, p. 31). Step three which is authentic listening practice is served in the next section of the unit, "Let's Watch". The following sections are a sequence of exercises involving students to focus on one or more linguistic elements (Nunan, 2004, p. 32). They are entitled "Grammar Focus, Vocabulary and Pronunciation". Students are encouraged to engage in freer practice in a section called "Let's Practice", in which they are expected to use English with less hesitation (Nunan, 2004, p. 33). The last step intends to make students familiar with group work. This was believed to be able to increase their motivation and provide opportunities to engage in meaningful communication (Nunan, 2004, p. 33). This step is incorporated in a section called "Let's Discuss". One extra section included in the course book is "Things to Remember". It provides useful expressions used for language functions presented in the book.

Once all seven sections were developed altogether, they were validated by expert evaluators who could "cast a critical eye over the materials as they are drafted and provide constructive feedback on them" (Richards, 2001, p. 268). The feedback given by the evaluators was used to write the second draft of the units of the developed *Speaking for Daily Activities*.

In the evaluation phase, Unit 1 as the sample was being tried out as a preliminary field testing to a group of student's which characteristic is as close as possible to the main subject. A lesson of Unit 1 was delivered by a lecturer to a group of evening class students. The teaching learning activity was monitored using observation checklist. Appraisal forms were also filled in by the lecturer and the students. Both instruments were utilized for revising the first draft.

After revision, the second draft was tried out in main field testing. The same teaching learning activity as the one in the preliminary field testing was carried out to a group of morning class students. The information from this test was used to complete the final product of Unit 1. The first drafts of Unit 2—6 were validated by three evaluators and then implemented to the main subjects without being tried out. Two observers monitored the activity in the class. Feedback was used for revision and developing the second drafts. In addition, the lecturer and the students filled out the appraisal forms after every meeting. The observation checklist and appraisal forms were used to complete the final product of the developed course book.

1. Data Collecting Technique

This study applied some data collecting techniques, as follows:

a. Documentation

Drafts of syllabus, drafts of the map of Speaking 1 Course Book and drafts of the units of *Speaking for Daily Activities* were archived in soft and hard copies.

b. Observation

An observation technique is a data collecting technique performed during an observation. It was applied to seek the practicality of the developed course book. This study applied a passive participative observation, in which the researcher was present at the scene but did not participate in the activities. By applying an observation technique, the data collected were more comprehensive and meaningful.

c. Interview

This study applied in-depth interview technique to collect data from the students and the lecturer related to the quality and the practicality of the developed course book. The lecturer being interviewed holds a Master degree in English Education and has been teaching for more than ten years in English Department. This may qualify the major data to help to explore more information from the subject, for instance how his attitude toward the course book was, how important it was for him and his students.

2. Data Analysis

a. Data analysis from the documents

Drafts of syllabus, drafts of the map of *Speaking for Daily Activities*, and drafts of the units of the course book were compared with each other respectively so that changes of these documents could be identified. These changes were described to show the development process. Needs Analysis was analyzed and interpreted qualitatively to reveal what the students needed. The identified needs, then, were used to plan goals and objectives of Speaking 1 Course and to develop the course syllabus.

b.   Data analysis of the evaluation checklist

Each item's score was the mean scores given by three evaluators. It was then described qualitatively to know the quality of the developed course book. Furthermore, at the end of each category, each evaluator commented on which item should be revised. The sum of item scores in each unit divided by 48 equals the mean score of each unit. The sum of unit means scores divided by 6 shows the quality of the book. The developed *Speaking for Daily Activities* was classified as a good book if the mean score ranges from 2.50 to 3.49, and was classified as a very good book if it is between 3.50 and 4.00.

c.   Data analysis of the observation checklist.

Each item's score was the mean scores given by two observers. It was then described qualitatively to know the practicality of the developed course book. At the end of each category, each observer determined if it was easy to use in the lesson. In addition, the lecturer and the students gave comments in the appraisal forms to qualify the data from the observation checklist. The sum of item scores in each unit divided by 17 equals the mean score of each unit. The sum of unit means scores divided by 6 shows the practicality of the book. The developed *Speaking for Daily Activities* was classified as practical if the mean score ranges from 2.50 to 3.49, and was classified as a very practical book if it is between 3.50 and 4.00.

D.   FINDING AND DISCUSSION

This section presents the findings in order to answer the research questions. Firstly, there were findings from the documentation of the syllabus of Speaking 1 Course, the map and the units of the developed course book. They especially answered the first research question that is to describe the development process of *Speaking for Daily Activities*.

It began with developing syllabus of Speaking 1 Course and mapping the book. The language functions, the exercises and the tasks were based on the syllabus and the units were based on the map. The units were developed using six-step procedures proposed by Nunan (2004: 31-33). There are six units: "Thumb Up or Thumb Down", "Taboo", "Place to Live", "The Right Job", "Problems in Certain Places", and "Things Triggering Sadness". Each unit consists of seven parts: (1) *Let's get started,* (2) *Let's talk,* (3) *Let's watch,* (4) *Grammar Focus, Vocabulary and Pronunciation,* (5) *Let's practice,* (6) *Let's discuss,* (7) *Things to remember.*

During evaluation phase, it was found out that each unit took two meetings. This happened because the lecturer came 15 minutes late. Some of the video materials were not easy to understand, especially from the one in Unit 2, so it was replayed at least three times. The students also performed slowly either in individual or in pair/group work activities. A quiz was given after two units. Consequently, there were six units with three quizzes for one semester (16 meetings).

The development processes support Richey and Klein's model of Design and Development Research (2007, p. 8) and the material development process proposed by Richards (2001, pp. 264 & 268-269). The development processes of *Speaking for Daily Activities* also support the material development for speaking skills proposed by Bao (2013, pp. 10-15).

Secondly, there were findings from evaluators' opinions to answer the second research question that is to evaluate the quality of the developed course book. From the result of the evaluation checklist, the good aspects from the book are: (1) the language functions, the activities, the tasks and the assessments match the Syllabus of Speaking 1 Course, (2) the activities work well with methods/techniques in ELT, (3) it is compatible to the background knowledge, level, needs and interest of the students, (4) it is supported with audio-visual materials, vocabulary lists, teacher's guide and keys to exercises, (5) most of the tasks are interesting and move from simple to complex, the language and situations created in the dialogues are natural and real, the material is up-to-date, (6) the activities are developed to initiate meaningful communication, are balanced between individual response, pair work and group work, motivate the students to talk and kinds of activities are employed, (7) words (vocabulary) and new structures are contextualized and their functions are for communication and interaction, (8) there is sufficient work on recognition and production of stress pattern, intonation and individual sounds, (9) the exercises are adequate, have clear instructions and help the under/over achiever students. All the aspects match the characteristics of a good speaking course book summed up from Rowntree (in Richards, 2001, p. 263), from Craw ford (2002, pp. 84-87) and from Howard and Majors' suggestions and views (2005, pp. 104-107).

On the other hand, the layout, the efficient use of texts and visuals and the printing quality needed revision and improvement. The layout is not attractive, some of the photos or the pictures are not effective and the printing quality is not good enough. The exercises for vocabulary, grammar and pronunciation needed revision as well. They suggested that the exercises or tasks should be supported by examples to make the students easier to do them. Other input from the evaluators was the word choices. More updated words and names of familiar places should have been used instead.

In order to guide the evaluators to validate the book, evaluation checklist is provided. The scores in Table 1 were described to know the quality of the book.

Table 1. The Mean Scores of Each Item in Unit 1—6

	Unit						Mean
	1	2	3	4	5	6	
I. General attributes							
A. Aims and approaches							
It matches to the specification of the syllabus	3.66	3.66	4.00	4.00	4.00	4.00	3.88
It is a good resource for students and teachers	3.33	3.33	4.00	3.66	3.66	4.00	3.71
It allows different teaching and learning styles	3.66	3.33	3.00	3.66	3.66	4.00	3.55

	Unit						Mean
	1	**2**	**3**	**4**	**5**	**6**	
B. Methodology							
The activities can embrace the various methods/techniques in ELT	3.33	3.66	4.00	4.00	3.66	4.00	3.77
The activities can work well with techniques in ELT	3.66	3.33	4.00	3.66	4.00	3.33	3.71
The activities can develop the student's communication abilities	4.00	3.33	3.66	3.66	4.00	3.33	3.66
The activities are suitable for the students	3.66	3.00	3.33	3.33	3.66	3.66	3.44
C. Suitability to the students							
It is compatible to background knowledge and level of the students	3.66	3.66	3.66	3.33	3.66	3.66	3.60
It is culturally accessible to the students	3.00	3.33	3.33	3.33	3.66	3.66	3.38
It is compatible to the needs of the students	3.33	3.33	3.33	3.33	3.33	3.66	3.38
It is compatible to the interest of the students	3.66	3.33	3.00	3.33	3.66	3.66	3.44
D. Physical and utilitarian attributes							
Its' layout is attractive	3.00	3.00	3.00	2.66	2.66	3.33	2.94
Its' layout is clear	3.33	3.00	3.00	3.33	3.00	3.33	3.16
It indicates efficient use of texts and visuals (picture, table, diagrams, etc.)	3.00	2.33	3.00	3.00	2.66	3.00	2.83
It is durable	3.00	3.66	3.00	3.00	3.00	3.33	2.99
Its' size is appropriate	3.33	2.66	3.33	3.00	2.66	3.33	3.05
The printing quality is high	3.33	2.33	3.00	3.00	3.00	3.33	2.99
E. Efficient outlay of supplementary materials							
It is supported efficiently by audio-visual materials	3.66	3.66	4.00	3.33	4.00	4.00	3.77
Vocabulary lists / index is available	3.66	3.66	4.00	3.33	4.00	4.00	3.77
There is a teacher's guide to aid the teacher	3.66	3.66	4.00	4.00	4.00	4.00	3.88
Keys to exercise are given	3.66	3.66	4.00	4.00	4.00	4.00	3.88
II. Learning-teaching content							
A. General							
Most of the tasks are interesting	4.00	4.00	3.66	3.66	3.66	4.00	3.83
Tasks move from simple to complex	4.00	3.66	3.66	3.66	3.66	4.00	3.77
Tasks objectives are achievable	4.00	3.33	4.00	3.66	4.00	4.00	3.83
Cultural sensitivity has been considered	3.00	3.33	3.33	3.66	3.66	4.00	3.49
Explanations are given concerning cultural differences	2.66	3.33	3.33	3.00	3.33	4.00	3.27
The language is natural and real	3.33	3.00	3.66	3.33	3.66	4.00	3.49
Situation created in the dialogues sounds natural and real	3.33	3.00	3.33	3.66	3.66	4.00	3.49
The material is up-date	3.66	3.66	3.66	3.33	3.66	4.00	3.66

	Unit						Mean
	1	**2**	**3**	**4**	**5**	**6**	
Topics and texts include elements from local and target culture	3.00	2.66	3.00	3.00	3.33	4.00	3.16
B. Speaking							
Activities are developed to initiate meaningful communication	4.00	4.00	3.66	4.00	4.00	4.00	3.94
Activities are balanced between individual response, pair work and group work	3.66	3.66	4.00	4.00	4.00	4.00	3.88
Activities motivate the students to talk	4.00	3.66	3.66	3.66	3.66	3.66	3.71
Kinds of activities are employed	4.00	3.66	4.00	3.33	3.33	4.00	3.72
Activities make the students feel happy, ease, relax, and enthusiastic	3.66	3.00	3.33	3.66	3.33	3.66	3.44
C. Vocabulary							
The load (number of words in each lesson) is appropriate to the student's level of ability	3.00	4.00	3.00	3.33	3.33	3.00	3.27
There is a good distribution (simple to complex) of vocabulary load across units and the whole book	3.00	4.00	3.00	3.33	3.33	3.33	3.33
Words are contextualized	4.00	3.66	4.00	3.66	3.66	3.66	3.77
D. Grammar							
The grammar points presented with brief and easy examples and explanations	3.00	4.00	3.00	3.33	3.33	3.00	3.27
The primary function of new structures for interaction and communication	4.00	3.66	4.00	3.33	3.66	3.66	3.55
The new structures are contextualized	4.00	3.66	4.00	3.66	3.66	3.33	3.71
The grammar points are recycled in the following units	3.00	3.33	3.00	3.66	3.33	3.00	3.22
E. Pronunciation							
Pronunciation points are repeated and reinforced in subsequent lessons	3.00	3.66	3.00	3.66	3.66	3.66	3.44
There is sufficient work on recognition and production of stress pattern, intonation, and individual sounds	3.00	3.66	3.00	3.33	3.00	4.00	3.33
F. Exercises							
They have clear instructions	4.00	4.00	4.00	3.33	3.66	3.66	3.77
They are adequate	4.00	4.00	4.00	3.66	3.66	3.66	3.83
They help the students who are under/over-achieves	4.00	3.33	4.00	3.33	3.66	3.66	3.66
Mean Score							**3.80**

Each evaluator scores each item using 1 to 4 rating scale. Score 4 indicates the quality of the item is very good, 3 means good, 2 indicates fair, and 1 means poor. The numbers listed in the previous table are the mean scores given by three evaluators.

Regarding the practicality of the developed *Speaking for Daily Activities*, the last finding resulted from the teacher's and the students' responses and the observation checklist. In the appraisal forms which were filled in after every lesson, there are seven questions for the students and eight for the lecturer. All of them are Yes/No questions followed by the reasoning behind each answer. Observation checklist was used to qualify the data from the appraisal forms. Every time the lecturer applied the units, two observers gave scores out of 4, in which 4 means very good and 1 is poor. The scores in Table 2 were described to know the practicality of the developed course book.

Table 2. Mean Scores of Each Item (Unit 1—6)

Lecturer's Activities	Unit						Mean
	1	2	3	4	5	6	
The teachers' directions were clear and concise and the students can carry them out	4.00	4.00	4.00	4.00	4.00	4.00	4.00
The teacher showed an interest in, and enthusiasm for, the subject taught	4.00	4.00	4.00	4.00	4.00	4.00	4.00
The teacher brainstormed the topic communicatively and effectively	4.00	4.00	4.00	4.00	4.00	4.00	4.00
The teacher introduced the sample dialogue effectively	2.00	3.00	3.50	3.00	3.50	3.50	3.08
The teacher made use of sample dialogs to encourage the students	2.50	3.00	3.50	4.00	3.50	3.50	3.41
The teacher encouraged and assured the students to complete the tasks and to do the exercises	4.00	4.00	4.00	4.00	4.00	4.00	4.00
The teacher set up interactive pair/group activities appropriately	4.00	4.00	4.00	4.00	4.00	4.00	4.00
The teacher made good use of examples and illustrations	3.50	4.00	3.00	4.00	4.00	4.00	3.50
The teacher made good use of audio-visual materials	3.50	4.00	3.500	4.00	4.00	4.00	3.83
Students' activities							
The students were attentive and involved	4.00	4.00	4.00	4.00	4.00	4.00	4.00
The students felt free to ask questions, to disagree, or to express their own ideas during pair / group activities	4.00	4.00	4.00	4.00	3.50	4.00	3.58
The students were interested and enthusiastic to engage in communication practice	4.00	4.00	4.00	4.00	4.00	4.00	4.00
The students are able to do exercises	3.50	3.50	3.50	3.00	3.00	3.00	3.25
The students are able to complete the tasks successfully	3.00	3.50	3.50	3.00	3.00	3.00	3.16

Lecturer's Activities	Unit						Mean
	1	**2**	**3**	**4**	**5**	**6**	
The students can cope new language items easily	3.00	3.00	3.00	3.00	3.00	3.00	3.00
The students used examples and illustrations effectively	3.50	3.50	3.00	3.00	3.00	3.00	3.16
The students used audio-video materials effectively	3.50	4.00	3.50	4.00	3.50	3.50	3.66
Mean Score							**3.65**

Nieveen (in Plomp, 2013, p. 28) also says that to know whether a teacher and students could use the course book easily, a researcher and an observer observe how the teacher conducts the learning process using the course book and how the students do the activities in it. Along with Richards' statement, Nieveen (2013, p. 162) also suggests to use reviews and observation to know the practicality of a course book.

Based on the lecturer's and the students' responses via review and the scores of all items in the observation checklist, the developed *Speaking for Daily Activities* was considered very good. Both the lecturer and the students could use it very easily.

E.   CONCLUSION

Concerning the first purpose of the study, the process of analyzing, designing, developing and evaluating of *Speaking for Daily Activities* are documented in the work logs. They show that the development process of *Speaking for Daily Activities* has followed Richey and Klein model of Design and Development Research (2007) and collaborated with Richard's model of material development (2001). These processes also support the material development for speaking skills proposed by Bao (2013).

Related to the second purpose of the study, it can be concluded that the quality of the developed course book is very good. The mean score in evaluation checklist from Unit 1—6 is 3.80. Judging from the characteristics of good speaking book point of view, the developed course book is very good because the topics, the language functions, the tasks and the exercises in it are fully matched the aims and objectives of Speaking 1 Course.

Regarding the third purpose of the study, it can be concluded that the practicality of the developed *Speaking for Daily Activities* is very good. It can be seen from the mean score of items from Unit 1—6 in observation checklist which is 3.65. The appraisal forms also tell that the lecturer and the students could use the book very easily.

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