

DESIGNING SPEAKING MATERIAL SAMPLES BASED ON COMMUNICATIVE LANGUAGE TEACHING

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Abstrak: Penelitian ini bertujuan untuk merancang materi untuk speaking berdasarkan Communicative Language Teaching untuk siswa kelas VIII semester 2 di SMP Negeri 1 Pontianak. Materi tersebut dirancang untuk menyediakan materi speaking alternatif berdasarkan CLT. Sebelum merancang materi speaking, penulis melakukan survey terlebih dahulu. Setelah itu penulis merancang materi speaking yang memiliki prinsip-prinsip dari CLT, prinsip-prinsip merancang materi, aspek-aspek rancangan materi, dan prinsip dari pengembangan materi speaking. Berdasarkan hasil interview siswa dan guru, didapatkan bahwa materi yang dirancang oleh penulis telah memenuhi prinsip-prinsip CLT.

Kata kunci: *Communicative Language Teaching, Design, Speaking*

Abstract: This research was aimed at designing speaking material samples based on Communicative Language Teaching for the second semester of eight grade students of SMP Negeri 1 Pontianak. The materials designed in order to provide the alternative speaking materials based on CLT. Before designing the speaking materials, the writer did a preliminary study. After that, the writer designed speaking material samples which fulfilled the principles of CLT. The speaking materials designed had fulfilled the principles of CLT, principles of material design, aspects of material design and principles of speaking material development. Based on the students and teacher's interview, the result showed that the materials designed by the writer had fulfilled the principles of CLT.

Key words: *Communicative Language Teaching, Design, Speaking*

Speaking is crucial for developing a second or foreign language. It is a process which enables people to share information, ideas, and feeling. It is also supported by body language or gestures. In other words speaking is a communication practice that exchange of ideas or information, between two or more persons, usually at least one speaker (sender), a message which is transmitted, and a person or persons for whom this message is intended (the receiver).

The characteristics of a successful speaking activity according to Penny Ur (1996:120) are the learners talk a lot. As much as possible the period of time allotted to the activity occupied by learner talk. All of the learners must get a

chance to speak. Moreover, there is also high motivation. Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute or to achieve a task objective. Furthermore, the learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Consequently, designing speaking materials based on Communicative Language Teaching is needed. This is because Communicative Language Teaching helps students to reach the goal of language learning that is communicative competence. Richards and Schmidt (2002:90) states “ CLT is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities.” After the writer had observed the books which were used by the eight grade English teacher of SMP Negeri 1 Pontianak in teaching speaking which was Let’s Talk, the writer found out that the units for speaking activities had some principles of CLT, but there were not any units in speaking which had the principles of CLT.

Therefore, in order to provide the materials which are suitable based on the students’ need and to make the communicative activities in the classroom, the writer designed speaking material samples based on Communicative Language Teaching for the second semester of eight grade students of SMP Negeri 1 Pontianak which fulfilled the principles of CLT. The writer designed speaking materials for the units which were lack of CLT principles. The speaking materials designed by the writer were intended to be used as supplementary materials in teaching speaking.

Designing Speaking Materials based on CLT

In designing speaking material samples the writer used Communicative Language Teaching approach. According to Jack C. Richards and Richard Schmidt (2002:90), CLT, which is also called Communicative Approach, is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities. Communicative Language Teaching has major principles in language teaching worldwide. Therefore, the writer used the principles of CLT in designing the material samples as Richard and Richard Schmidt (2002:90). Those are Integrating language skills, focusing on accuracy and fluency, practicing the language, processing creative construction and involves trial and error, and creating authentic and meaningful communication.

There are some activities that can be used to design task for the Communicative classroom. Nunan (1989: 68) proposed some activities in CLT such as questions and answer, dialogue, role play, matching activities, communicative strategies, pictures and picture stories, puzzles, problem solving, and discussion.

The teacher has the important roles in Communicative Language Teaching. According to Richards and Rodgers (1986:77), there are two main roles of the teacher. They are as follow: The first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the teaching-learning group. These roles imply a set of secondary roles for the teacher, first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities, third role for teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature learning and organizational capacities.

RESEARCH METHOD

In carrying out the research, the writer used design and development research because the reseach is about to design and develop the materials. Richey and Klein (2007:1) define design and development research as “the systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development.”

The writer used documentation technique in the research. Documentation is a technique for finding the data about things or variables from various sources, such as books, articles, transcripts, or internet. The writer collected texts from any sources to design speaking material samples based on Communicative Language Teaching for the second semester students of the eight grade.

Tools of data collecting in this research were teacher’s and students’ interview. The writer interviewed the teacher to get information about the difficulties which the teacher faced in teaching speaking, the syllabus, and the speaking materials which were used by the teacher. The teacher’s and students’ interview were also contributed to the teacher and students after the speaking materials had been tried out by the English teacher to get their perception on the speaking materials designed by the writer.

RESEARCH FINDINGS AND DISCUSSIONS

Preliminary study

In the preliminary study the writer interviewed the teacher in order to know the need of speaking material samples for students. These tables showed the need of the speaking material samples designed by the writer for the second semester of eighth grade students of SMP Negeri 1 Pontianak.

Speaking Materials Used by the Teacher

The writer found that in teaching speaking, the teacher uses some textbooks, they are: English in focus and Let’s Talk. The most common problem faced by the teacher in teaching speaking by using those materials is that because the topics are uncommon for the students, the students often get difficulties in

understanding what the topics are about. It is because the vocabularies used in the uncommon topics of texts also uncommon for the students.

- *The Content Matters of Materials Used by the Teacher*

The table showed that the topics of the materials which are uncommon for the students are not relevant to the students' prior knowledge. Besides, the topics of the materials are also not relevant to the students' interest. It is because when the students get the topic which is uncommon for them, they will get difficulties in understanding what the topics are about. Thus the students become passive. On the other hand, the topics are relevant to the learning goals and objectives of teaching speaking.

- *Instructions, Illustrations, Design and Layout of Speaking Materials Used by the Teacher*

The table showed that the instructions to do the task in the materials are clear. The sentences which are used in the instructions are simple sentences. For some instructions, it will be better to provide the example of doing the tasks. Furthermore, the illustrations of the materials are interesting and they have close relation with the content matter being discussed in the materials. Besides, designs and layouts of the materials are also interesting. The arrangements of the materials are easily to be taught to the students.

- *Teacher's Suggestion*

According to the teacher, in providing the speaking materials which are appropriate for the students, it will be better to provide the materials which are common for the students. Besides, the appropriateness of the materials with the students' ability also becomes the most important thing in providing the teaching materials.

The Materials Designed based on CLT

In designing speaking material samples based on CLT, the writer concerned with the most common problem faced by the teacher and students in teaching and learning speaking.

Based on the problem faced by the teacher, the writer found that the content matters is the most common problem, the topics are uncommon for students and are not relevant to the student's knowledge, and also are not relevant to the student's interest. The students often get difficulties in understanding what the topics are about. It is because the vocabularies used in the uncommon topics are also uncommon for students. Besides, the students do not have any prior language about the content matters because when the students get the materials in which the content are uncommon for them, they will get difficulties in understanding what the topic is about. So the learners could not totally participate in speaking. For example, Barbecue in the Park in Let's Talk page 175. This topic is uncommon for students because the students do not have any prior language about barbecue. Also, this topic provides some vocabularies which are uncommon

for them, so the learners get difficulties in understanding the topic and could not actively participate in using the language.

The writer also presented the material designed based on the principles of CLT in each unit. Those are:

- Language skills practice

In CLT, communication involves the integration of different language skills. In each unit, the writer provided the activities which the learners could improve their listening and reading skill. The learners listened to the example of monolog or dialog modelled by the native speaker then read the monolog or dialog such as the monolog of Visiting Khadariyah Palace in unit 1 (recount), the monolog of The Crying Stone story in unit 2 (narrative), and the dialog in unit 3 (Expressing Asking, Offering, Giving, and Refusing for Help).

- Language feature practice in context

Fluency and accuracy in CLT are both important goals in language learning. The writer also provided the activities that focus on accuracy and fluency in each unit such as in unit 3, the learners chose the correct phrase to complete the dialog then practice the dialog in pair.

- Communication practice

In CLT, the learners use a language through using it to communicate. The writer also provided the activities of this principle in each unit such as in unit 1, the learners discussed the tourism objects they have known by using the guideline questions with the language function of *asking and giving opinion*, in group of four.

- Students' creativity in using the language

Learning is a process of creative construction and involves trial and error. The activities of this principle can be found in each unit such as make a story line in unit 1, arrange the random picture and make a story based on the picture in unit 2, and make a conversation based on the pictured card in unit 3. These activities let the learners to construct their own speaking and creative thinking, and it involves trial and error.

- Authentic and natural communication practice

In CLT, authentic and meaningful communication should be the goal of the classroom activities. The writer also provided the activities of creating authentic and meaningful communication in each unit. Here, the learners showed their own performance in front of the class. For example, in unit 1, the learners told their experience when visiting the tourism object in holiday, unit 2, the learners told a narrative (folklore/folktale, fable, myth, legend) they have already known, and in unit 3, the learners make a dialog in pair about expressing asking, offering, giving, and refusing for help with the situation given.

Teacher's and Students Opinion about Speaking Materials Designed based on CLT

Here are the result of teacher's interview about the materials designed by the writer adopted from Tomlinson and Masuhara (2004:28):

- The Material Designed based on CLT

According to the teacher, the speaking material samples designed by the writer has fulfilled the principles of CLT. They are integrating language skills, practicing the language, focusing on fluency and accuracy, processing creative construction and involve trial and error, and creating authentic and meaningful communication.

- The Content Matters of Materials Designed

The content matters of the materials are relevant to the students' prior knowledge and students' interest. In addition, the content matters also relevant to the goals and objectives of language teaching. The learners could actively using the language and interact with each other. So, the materials help the students to be active in speaking.

- Instructions, Illustrations, Design and Layout of Speaking Materials Designed

The instructions to do the tasks in the materials are clear enough and include the examples. The sentences which are used in the instructions are simple sentences. Furthermore, the illustrations of the materials are interesting and they have close relation with the content matter being discussed in the materials. Besides, designs and layouts of the materials are also interesting. The arrangements of the materials are easily to be taught to the students.

Based on students' interview, the result showed that all of the students said that the speaking materials designed by the writer are not difficult for them. The materials designed provide the familiar vocabularies and contextual for them. The materials are interesting, because they have colourful pictures and the topics are common for them. They also already have the prior knowledge about the topics so that the students could not get difficulties in understanding the topics. The speaking materials also provide the activities that make the students actively in using the language, so that they could participate in communicative activities.

CONCLUSION AND SUGGESTION

Based on the result of the preliminary study, the writer found that not all of the speaking materials used by the teacher provide the students with the content matters which are suitable for the students. So that the students could not actively use the language because they had no idea on their mind. From this case, the writer knew the need of the material samples. It was designing the material samples which provided the students with the content matters which were

common for the students. In order to get the material samples with common content matters for the students, the writer designed the materials samples based on CLT approach. The writer designed the material samples by paying attention to the principles of CLT approach such as integrating language skills, focusing on accuracy and fluency, practicing the language, processing creative construction and involves trial and error, and creating authentic and meaningful communication.

According to the result of teacher's and the students' interview, it can be concluded that the speaking material samples designed by the writer has fulfilled the principles of Communicative Language Teaching. Those are integrating language skills, practicing the language, focusing on accuracy and fluency, processing creative construction and involves trial and error, and creating authentic and meaningful communication. By choosing the topics that are common, interesting, and new for learners, so the learners will get high motivation to follow the communicative activities and it lets them to make a meaningful communication in their real time.

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