CONSIDERATIONS AND CHARACTERISTICS FOR DESIGNING ENGLISH SPEAKING MATERIALS FOR THE STUDENTS OF LEONARDO VOCATIONAL HIGH SCHOOL

A SARJANA PENDIDIKAN FINAL PAPER

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Fransisca Natalia Susi Wulandari
Student Number: 101214120

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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February 15, 2016
A Sarjana Pendidikan Final Paper on

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Rohandi, Ph.D.
I dedicate this paper to my parents
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this final paper, which I have written, does not contain the work or parts of the work of the other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, February 15, 2016

The Writer

[Signature]

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ABSTRACT


Speaking is an activity where people deliver thoughts meaningfully. In Leonardo Vocational High School, speaking becomes one aspect that must be well-taught as the final goal of the educational system in Vocational School is to enable and enhance the students to have communication competence.

This paper aims to find out the answers stated on the problem formulations, as follows: (1) What are the considerations for designing English speaking materials for the students of Leonardo Vocational High School? (2) What are the characteristics of English speaking materials for the students of Leonardo Vocational High School?

The paper was accomplished by employing a library study. It was carried out by going to library, getting out selection of literatures related to the topic of this paper, reading the relevant chapters, and composing them into a good writing without conducting any research directly to the respondent.

The theory underlying the paper is Kemp’s Instructional Model Design. From the theory, the writer finally concluded that the considerations for designing materials are based on the majors of study of the school, the students’ needs and characteristics, the level of speaking proficiency, the supporting facilities, and the English materials’ sources.

Besides, the characteristics of English speaking materials for the students of Leonardo Vocational High School should be relevant to the students’ needs and characteristics, authentic and genuine which refer to be contextualized, and beyond the students’ level.

This paper is suggested to the English materials designer to consider the same portion among four skills when designing the English books, the English teachers in Leonardo Vocational High School to take into account the considerations stated in this paper and design a new set of suitable English speaking materials for the students, and future researchers to do follow-up action in designing English speaking materials for the students of Leonardo Vocational High School by deliberating the considerations mentioned in the discussion.

Keywords: Leonardo Vocational High School, Kemp’s Instructional Design, considerations, characteristics, speaking materials
ABSTRAK


Makalah ini bertujuan untuk menjawab rumusan masalah berikut ini: (1) Apakah pertimbangan-pertimbangan untuk mendesain materi speaking untuk siswa-siswi SMK Leonardo? (2) Apakah ciri-ciri materi speaking yang sesuai untuk siswa-siswi SMK Leonardo?


Teori yang digunakan untuk mendiskusikan makalah ini adalah teori mendesain dari Kemp. Berakar dari teori Kemp, penulis akhirnya menyimpulkan lima pertimbangan, yaitu pertimbangan tentang jurusan yang ada di SMK Leonardo, kebutuhan dan karakteristik siswa, kemampuan berbicara siswa, fasilitas pendukung kegiatan belajar, dan sumber materi belajar.

Setelah itu, ciri-ciri materi yang sesuai untuk siswa-siswi SMK Leonardo adalah materi yang relevan dengan kebutuhan mereka, otentik yang mengacu pada pengertian kontekstual, dan satu tingkat di atas kemampuan mereka.

Makalah ini ditujukan untuk penulis buku Bahasa Inggris agar mempertimbangkan porsi yang sama antara kompetensi speaking dengan tiga kompetensi yang lainnya, guru Bahasa Inggris di SMK Leonardo agar mempertimbangkan makalah ini sebagai acuan untuk mendesain materi Bahasa Inggris. Lalu, penulis selanjutnya diharapkan mampu merealisasikan makalah ini menjadi seperangkat materi speaking dengan mempertimbangkan ciri-ciri materi speaking Bahasa Inggris yang sesuai dengan siswa-siswi SMK Leonardo.

Kata kunci: SMK Leonardo, Kemp’s Instructional Design, pertimbangan, ciri-ciri, materi speaking
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My deepest and profound gratitude is given to my parents, namely Andreas Avellino Sujadi and Christiana Tumiyatmi. I thank you for the countless love, care, supports, and attention given to me from the beginning of my life until now and ever. I thank you personally, Bapak, for your plentiful love and copious facilities you have provided. Individual appreciation is presented to my Ibuk, for she was always fussy to wake me up and remind me to put in writing and have consultation.

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Fransisca Natalia Susi Wulandari
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CHAPTER I
INTRODUCTION

This paper is intended to describe and point out the considerations and the characteristics of the suitable English speaking materials for the students of Leonardo Vocational High School. In this chapter, the writer would like to provide a description and the background information which are related to the subject and the reason of the study. The writer would like to present the background of the study, problem formulations, problem limitations, and the objectives of the study.

A. Background of the Study

Speaking is generally thought to be the most challenging among the four skills. The reason underlying it is because in speaking people can not revise what they have said directly. Moreover, McDonough and Shaw (2003) adds, “...people may often form judgements about the language competence from the speaking ability rather than from any other language skills” (p. 153).

According to Nunan (2001), “speaking is the productive aural or oral skill which consists of producing verbal utterance to convey meaning” (p. 48). Chaney (1998) also adds, “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (p. 13). The definition means that the challenge of the speaking process lays on the ability to share meaning whether or not they are meaningful.
Meaningful speaking means the message that is delivered is understood and not ambiguous. People have the ability to deliver the message and communicate English well and understanding. In order to master the English speaking skill, people can start with the habit to produce oral skill regularly. People can accomplish it in the circumstance where they can speak English.

In this paper, the circumstance and the place where people can intensively speak English are in the school. In the school, students are expected not to find any difficulties while speaking. They have partners to speak because students can interact with other students.

However, the reality is different. From the students’ perspective, speaking activity becomes one frustrating skill among other three skills: listening, reading, and writing. It is because students assume that they have put a lot of efforts to learn speaking for many years but they still cannot communicate well.

In addition, the students feel ashamed of making mistakes. They assume that making mistakes is embarrassing. They prefer to keep silent. They do not want to speak mistakenly because it will make them upset. Therefore, they have limited opportunities to train themselves to measure their speaking skill.

Speaking is seen as the most demanding of the four skills. Therefore, speaking is important. In Leonardo Vocational High School, speaking becomes one of the focuses in English course in the curriculum. Consequently, speaking should be well-taught by the English teacher of the school at least for accomplishing the goal of the study.
According to *Peraturan Pemerintah No 29 Tahun 1990, pasal 3 ayat 2*, Vocational School aims to prepare students to come into job field and to develop students’ professionalism in the job world. Preparation is important for Vocational students before entering the job world. Consequently, the preparation can be carried out by training the students the skill that is related to and required in their majors of study.

Mastering the skill of major of study means the students have reached the professionalism. However, that professionalism refers to the softskill. The curriculum of the school needs to train them with another skill to have a good communication with their partners or other workers. The intended skill is communication.

For the students of Vocational High School, communicative competence becomes a good preparation before entering the workplace. The communicative competence will help the students communicate easily and meaningfully. In order to achieve this, the teacher should take part in undertaking it.

The English teacher can teach the students with the suitable materials based on the students’ needs. Because Leonardo Vocational High School has specific majors of study, the teacher should adjust the materials with the characteristics of the students to meet the goal of the study.

In addition, the English teacher should create the materials by herself because the materials from the main handbook do not suit the needs and the general goal of study in Leonardo Vocational High School. The main handbook
pays much attention to expressions, grammar, and exercises. There are only small amount of speaking materials attached in the book.

Finocchiaro (1958) adds, “the English teacher has to create an intensive English speaking environment in the short time class in session” (p. 8). Therefore, the English teacher should design the suitable English speaking materials by herself. The teacher should pay attention to the considerations for designing English speaking materials for Leonardo Vocational High School students.

In this paper, the writer employed a library study by combining some theories from copious books. The writer went to library and selected the literatures related to the topic of the paper and read the relevant chapters. Besides, the writer also took a look other relevant writings which more or less have the similar idea.

The writer put the relevant information supporting the ideas of the study. The writer explored the references to strengthen the ideas of the writing. After that, the final product of this writing would become a soft guideline which is wholesome for the designers who are going to create materials especially focusing on speaking at Leonardo Vocational High School. However, if the designers want to use these considerations as the guideline for designing English speaking materials in other schools, they need to do several adjustments.
B. Problem Formulations

The research questions of this paper are presented, as follows:

1. What are the considerations for designing English speaking materials for the students of Leonardo Vocational High School?

2. What are the characteristics of English speaking materials for the students of Leonardo Vocational High School?

C. Problem Limitations

The problem limitations on this writing focus on two things. The first one is mentioning the considerations for designing English speaking materials. The second is elaborating the characteristics of suitable English speaking materials. The considerations and the characteristics are particularly organized for the students of Leonardo Vocational High School. Therefore, if there are other schools that want to employ the considerations, there must be a few adjustments.

D. Objectives of the Study

The objective of this study is to answer the research questions stated on problem formulation. This study has purpose to mention the considerations for designing English speaking materials. In addition, the writer would like to present the characteristics of English speaking materials for the students of Leonardo Vocational High School.
CHAPTER II
DISCUSSION

In this chapter, the writer would like to discuss some relevant theories and concepts to answer the problem formulations. This chapter includes the review of related literature. It presents the discussions of any literatures related to considerations for designing the English speaking materials and the concept in designing the instructional English speaking materials. Moreover, the writer would like to present the considerations and characteristics of suitable English speaking materials for the students particularly in Leonardo Vocational High School.

To provide the theoretical background for the considerations and the characteristics of suitable English speaking materials, the writer elaborated Kemp’s Instructional Model Design. It is used as a guideline for the designers to design the materials for the students.

A. Kemp’s Instructional Design as the Guideline for Designing Materials

Kemp’s Instructional Model Design is one of the instructional model designs proposed by the writer to the English teachers of Leonardo Vocational High School and the English material designers.

The writer suggested instructional model design to the teachers and the material designers so as to consider the right way how to create the speaking materials well. When the material designers and the teachers understand the arrangements and what phases that offer best to the students, they will not get any
difficulties to design speaking materials by considering Kemp’s Instructional Model Design as the guideline.

Kemp is one of the well-known founding fathers for designing a plan for unit and course development. Kemp’s design model takes a holistic approach to instructional design. In Kemp’s theory, the eight virtual factors in the learning elements are well-considered. They include the goals, topics, and general purposes, learners characteristics, learning objectives, subject content, pre-assessment, teaching/learning activities and resources, support services, and evaluation.

The whole cycle process is iterative and can be reversed in position for it is a flexible process. There is an interdependence among the eight elements; decisions relating to one may affect others. It can be started with whichever element which has been ready then move back and forth to the other steps (Kemp, 1985, p. 9). Hence, it can be said that the sequence and order are the right of the designers.

The strength of Kemp’s instructional design model is on the iteration process which takes into considerations of the learner needs and the learning objectives. Besides, the stress is on the content analysis, which is also stated in the other educational designs. Additionally, in Kemp’s instructional design, there are supporting services which is not put forward in other instructional design models.

The writer considerably proposed Kemp’s Instructional Model Design to the English teachers as the guidance to design the suitable English speaking
materials for Leonardo Vocational High School with paying attention to the students’ needs and characteristics.

According to Kemp, the designer of the materials should pay more attention to three questions, as follows:

a. What must be learnt?

This question obviously means what kind of material that will be learnt by the learners.

b. What procedures and resources will work best to reach the desired learning levels?

The second question imitates the learning process and activities in the class. Besides, it requires the resources of the designed materials.

c. How will we know when the required learning has taken place?

The third question implies the end of the result of the design materials, which is evaluation. The writer will know the required learning has taken place if the evaluation of the design is applied and used.

From those three questions, the writer can narrow down that the first question refers to the objective of the study. However, the second question can be defined as the activities and the materials which will suit the students.

Because this paper is only a soft guideline the writer will not provide a set of English speaking materials for the students as a final product. The writer will only propose the concept of considerations and characteristics of suitable English speaking materials for the students of Leonardo Vocational High School.
Therefore, the third question can be ignored since the paper does not focus on creating the materials.

After considering the theory of designing materials by Kemp, the writer would like to provide the following discussions. Basically, there are two problem formulations which the writer would like to talk about in this paper. The first problem is the considerations for designing English speaking materials for the students of Leonardo Vocational High School. The second problem is the characteristics of English speaking materials for the students of Leonardo Vocational High School.

B. Considerations for Designing English Speaking Materials

In order to answer the first problem formulation, the writer proposed some considerations that are recommended to think about for designing the English speaking materials. The first problem is what are the considerations for designing English speaking materials for the students of Leonardo Vocational High School.

In this paper, the writer would like to present and elaborate five considerations. They are the majors of study in Leonardo Vocational High School, the students’ needs and characteristics, the students’ English speaking level, the supporting facilities for English teaching and learning, and the source of the English materials. The considerations are specifically presented, as follows:

1. The Majors of Study in Leonardo Vocational High School

The majors of study become the first consideration for the design. Knowing majors of study in Leonardo Vocational High School is important since
it makes the teachers know what they should do with the students of a certain school. Another reason is that different Vocational High School has different majors of study, for instance secretary, hospitality, nursing, and accountancy. In Leonardo Vocational High School, there are four majors of study. They are mechatronics, automotive engineering, electrical engineering, and mechanical engineering.

The different majors of study will create different characteristics and needs for every single major. For example, for the nursing major, the skill of vaccinating is importantly needed because it is one of the skills that a nurse will do when she finally deals with the real work. For the students of mechanical engineering major, the skill of operating the lathing or welding machine is also required.

Related to the majors of study, Leonardo Vocational High School has four majors of study. Fern (1944) says, “Conquering the skill of each major is a must for every single student of the Vocational School because Vocational education has reference to training for useful employment” (p. 1). According to Peraturan Pemerintah No. 29 tahun 1990, pasal 3 ayat 2, Vocational School aims to prepare students to come into job field and to develop students’ professionalism in the job world. Therefore, the students can gain the professionalism through mastering the intended skill.

The word professionalism refers to mastering skills. For being professional, the students need to have the ability to speak orally or verbally instead of conquering the softskills. The verbal skill refers to speaking skill. This skill is needed for the students to communicate with their partners in the job field,
especially when they work abroad. Therefore, the existence of speaking becomes the preparation for the students to face their job field.

Speaking for the students of Vocational School is different from speaking for the students of Senior High Schools. It is because they have different needs. The students of Vocational High Schools are trained to deal with the real job and workplace environment. However, the Senior High School students are prepared to continue studying in higher education. Therefore, the needs of the Vocational High School and Senior High School are different. Because of that, the type of the speaking materials for the students of Vocational High School is not the same as the general English speaking materials as in Senior High School.

2. The Students’ Needs and Characteristics

After discussing the first point, the writer would like to explain the second consideration, which is the students’ needs and characteristics. Because the consideration is proposed for Leonardo Vocational High School students so the needs and the characteristics of them are specific.

Leonardo Vocational High School is the continuation of the educational development after Junior High School. The program of study is three years. According to Nunan (1995), the students of Vocational High School are classified as teenagers who are in age of transition between childhood and adult. They are in between fourteen to eighteen years old.

Furthermore, Nunan adds, “the assumption about teaching English to children apply to teaching them and to some extent assumptions about teaching adults may also work for Vocational students” (as cited in Setiyadi, 2006, p. 181).
Moreover, according to McDonough and Shaw (2007) age will affect topics chosen and types of learning activities, such as the suitability of games and role play (para. 6). Therefore, the English speaking materials should be entailing their enjoyment and experiences of childhood activities and a bit beyond their adulthood.

Setiyadi (2006) says “Teenager may feel uncomfortable and shy to follow instructions in a language class since they may bring their egos into a classroom and the fragility of egos when doing physical responses may be critical for older students” (p. 183). According to the quotation, teenagers mostly have high ego if they are asked to follow instructions. It means that they feel instructed and pressed by other people and it can create the image that they do not have power and bravery to the learning activity.

3. The Students’ English Speaking Level

The students’ English speaking level can be defined as level of English proficiency. The English proficiency of the students can be categorized as an intermediate level. It is because they basically have known the way to speak. They have got the ideas which are going to deliver but sometimes they find some difficulties.

The Vocational School students must have learnt English more or less three years, starting from the first to the third grade of Junior High School. Therefore, the students are expected to be able to speak English well.

The reality occurred in Leonardo Vocational High School is that some students have been able to communicate well and some do it mistakenly. They
meet the difficulties while arranging the sentences grammatically and mispronouncing the words.

In speaking process, grammatical errors and mispronunciations are actually well-understood and seen as a normal process. It is because they are part of having and gaining the negotiation of meaning. The most important point in having the negotiation of meaning is that the students have bravery to speak up English fluently and meaningfully. Therefore, grammar and pronunciation are seen as the second points after the meaning is well-conveyed.

In teaching and learning process, the students understand what the English teacher is speaking when the speed of speaking is slow. Knowing the level of students’ English speaking ability will help the English teacher consider the aspects of designing the materials. The materials are designed to promote and help the students speak fluently.

4. The Supporting Facilities for English Teaching and Learning

In this paper, supporting facilities are the facilities that help the English teacher carry out the English teaching and learning process. Those are the classrooms with sufficient facilities inside, such as whiteboard, markers, an eraser, a projector, speakers, electrical plugs, and some cables. The school also provides a Language Laboratory which is usually used to teaching listening and speaking.

Besides, a tape recorder is available in Leonardo Vocational High School. The teacher sometimes uses it to teach speaking by firstly giving the listening materials first.
5. The Sources of the English Materials

The last consideration is the sources of the English materials. In Leonardo Vocational High School, the English materials are taken from the handbook and the internet. The handbook was issued from Penerbit Erlangga, namely *Practise Your English Competence untuk SMK dan MAK*. The book is written by Wuri Parmaitri.

The English teachers of Leonardo Vocational High School rarely use the book because the contents of the book do not suit the basic competency targeted by the curriculum of the school. The English teachers only take some parts of the book which are related to the basic competency. Therefore, they look for the additional materials from the internet. They finally combine and design the materials taken from the book and the internet.

After presenting and discussing the considerations for designing English speaking materials for the students of Leonardo Vocational High School, the writer would like to discuss the characteristics of suitable English speaking materials for the students of Leonardo Vocational High School.

C. Characteristics of English Speaking Materials

In this part, the writer would like to answer the second problem formulation. It is the characteristics of English speaking materials for the students of Leonardo Vocational High School.

With the purpose of answering the characteristics of English speaking materials for the students of Leonardo Vocational High School, the writer offered
a curriculum. Curriculum is the underlying guideline that comprises the goal of study, the activities, and the materials for the students.

According to Caswell and Campbell (1935), “curriculum is defined as composed of all the experiences children have under the guidance of the teachers.... Thus, curriculum is considered as a field of study represents no strictly limited body of content, but rather a processor procedure (p. 66, 70). The definition is strengthened by Applebee (1974), “experience is the best of all schools.... the ideal curriculum consists of well-selected materials” (p. 119). The English teachers are responsible to handle the students using the designed experiences. Therefore, they have the right to create the curriculum to the students. The set experiences should be suitable to the needs of the students to achieve the goal of study.

In order to make the term of curriculum imaginable and doable, the writer narrowed down those set of experiences into three parts. They are goals of the study, the methods, and the materials. Even though they are separated yet they do not stand alone. They are connected one another because without one aspect, the others can not work completely.

a. The Goal of the study

The goal of the study becomes the first part of the curriculum. In this paper, it refers to the goal of the study of Leonardo Vocational High School students. Because the topic of this paper is related to speaking skill, the goal of study in the curriculum is developing the students’ ability to communicate fluently and meaningfully.
In order to achieve the goal, the English teachers should create the set of experiences. They can accomplish it by applying the suitable activities and materials to the students.

b. The Methods

The methods are defined as the ways and activities. The classrooms activities involve the activities of the students. They should promote the students to put into practice their speaking skill. It means that the activities provide opportunities for the students to measure their communicative competence. Grammatical competence is seen as the second point after the students master the speaking skill. Therefore, the activities will be predominated by speaking activities.

Richard (2006) states, “the classroom activities characteristics should promote the students communicative competence” (p. 23-24). They are mentioned as follows:

a. They seek to develop students’ communicative competence through linking grammatical development to the ability to communicate.

b. They create the need for communication, interaction, and negotiation of meaning through the use of activities such as problem solving, information sharing, and role play.

c. They make use of content that connects to students’ lives and interests.

d. They allow students to personalize learning by applying what they have learnt to their own lives.
After knowing the characteristics of the classroom activities, the writer proposed two examples of activities that can promote the students to speak. Those examples are object describing and having interview. They are described, as follows:

1) Object Describing

In Leonardo Vocational High School, object describing can be done in the classrooms or in the showrooms. In order to avoid the boredom of studying in the class, the teachers can ask the students to get into the showroom. They can ask the students to observe the objects which are available inside the showroom. After that, the students are asked to make a description of the objects in the form of speaking.

2) Having Interview

The second example that the writer proposed is having interview. Interview is a pair work activity. The English teachers can carry it out by simply asking the students to work with the one sitting next to them.

Having interview is useful for the students especially for Vocational High School students. Through interview, the students can depict how to do job interview when they are going to face it later. Interview activity can be carried out by two students. The first student becomes the interviewer and the other one becomes the interviewee, and the otherwise.

Before practicing the interview, the teacher gives some relevant questions that might appear in the job interview later on. Those questions are as follows –
Why are you interested in this company? What is the position that you wish? Why do you join this company? Etc.

c. The Materials

The selection of materials becomes the important thing for the English teachers. The reason underlying it is that the existence of materials will help both teachers and students to accomplish the goal of study. Moreover, the suitable materials will become a good preparation for the students to enter the real workplace. The selection of suitable English speaking materials are based on the considerations discussed in the previous part.

The selection of material in Leonardo Vocational High School is important. This is caused by the different needs and characteristics of the students. According to Rost (2002), in order to get attention from the students, the materials should follow some requirements. Those requirements are based on the relevance, the authenticity and genuiness, and the genre and difficulty. They are described, as follows:

1) Relevance

Being relevant means the designed materials should have a significance to the target students. The target students refer to the students of Leonardo Vocational High School.

The English speaking materials should be related to the students. It means that the materials are made according to the students’ majors of study. Different majors of study need different materials of speaking.
For example, the English teachers prepare the English speaking materials for teaching the students of Machinery Technical Engineering class. The relevant English materials can be pictures related to lathing and welding machine. Besides, to teach Automotive Engineering class, the English teachers better provide pictures or video about the procedure how to repair the broken brake. After that, students are given opportunities to repeat the procedures of repairing the broken brake.

2) Authenticity and Genuineness

According to Nunan (1988), “the designed materials should be contextualized to the curriculum they are intended to address” (p. 1-2). Richard (2006) also says, “classrooms materials typically make use of authentic materials to create interests and to provide valid model of language” (p. 24). Therefore, the suitable materials for the students of Leonardo Vocational High School are taken from the surroundings, the students’ experiences, and reality.

The example is that the speaking materials offer the chances to the students to speak. The topic of the material can be about a description of things. Therefore, the teacher can create the authentic and genuine materials by asking the students to get into the showroom and observe things. Finally, the students are expected to make a description in the form of speaking about the objects that have been observed.

3) Genre and Difficulty

The last characteristics of the speaking materials for the students of Leonardo Vocational High School are the genre and difficulty.
The genre and difficulty have to be adjusted to the students. To make the adjustments, the English teachers have to know the characteristics and the needs of the students, especially the English speaking proficiency. The adjustments are made in order to achieve the goal of the study.

In order to gain the goal of the study, the English teachers should provide the suitable materials for the students. They should not be too easy nor difficult to the students. It is because the materials should help the students recall their prior knowledge. In addition, they can give chances to the students to think a little bit higher their understanding. It aims to train them to have expectations to the higher level of materials.

The writer has stated the examples of activities and elaborated the characteristics of suitable English speaking materials. The activities of the English speaking should depict the characteristics of suitable English speaking materials for the students of Leonardo Vocational High School.

The English teachers should create the materials which are suitable for the students. Before that, they should think of some considerations which are useful for designing the materials. They are the considerations of the majors of study in Leonardo Vocational High School, the students’ needs and characteristics, the students’ English speaking level, the supporting facilities for English teaching and learning, and the sources of the English materials.

After knowing the considerations, the writer proposed the curriculum which comprises the goal of the study, the methods, and the materials. Therefore, the characteristics of suitable English speaking materials can be precisely
mentioned. The writer described the characteristics of suitable materials as relevant, authentic and genuine, and not too easy nor difficult for the students of Leonardo Vocational High School.
CHAPTER III
CONCLUSION AND RECOMMENDATIONS

In this chapter, the writer would like to present two parts, specifically conclusion and recommendations. The first part brings to a close the summary and conclusion of the writing. Subsequently, the second part would be about the recommendations related to the findings. The recommendations are set to the the English material designers, the English teachers of Leonardo Vocational High School, and the future researchers.

A. Conclusion

The result of this paper is soft guidelines. The guidelines are about the considerations for designing English speaking materials and the characteristics of suitable English speaking materials for the students of Leonardo Vocational High School.

In this paper, the writer proposed the considerations of some aspects underlying the materials selection. The core concept of the considerations can be summarized as follows. They are the consideration of the majors of study in Leonardo Vocational High School, the students’ needs and characteristics, the students’ English speaking level, the supporting facilities for English teaching and learning, and the English materials’ sources.

The English teachers should think of those five considerations well. They will help the teachers understand the students, including the students’ needs and the proper materials for the students that best promote them to speak.
In order to design the materials well, the English teachers should know the characteristics of the materials selections. In this paper, the writer elaborated the characteristics of the materials before the teacher designs them for the students of Leonardo Vocational High School.

The characteristics of the materials should follow the requirements of the relevance, the authenticity and genuineness, and the genre and difficulty of the materials. Being relevant means the materials are significant to the students. Being authentic and genuine mean the materials are taken from the students’ surroundings and reality. Being not too easy or difficult are related to the level of the materials. It means that the materials can not be very easy for the students. However, that should be a little higher the students’ understanding.

B. Recommendations

After summing up the discussions, the writer would like to present the recommendations. They are particularly addressed for the English materials designers, the English teachers of Leonardo Vocational High School, and the future researchers. The recommendations are described as follows:

1. For the English Material Designers

The first recommendation is addressed for the English material designers. There are four skills of English mastery: listening, reading, speaking, and writing. Above those all skills, speaking is the most demanding one since people tend to be regarded as capable to certain language if they can speak the language fluently.
In the main handbook, most of the focuses lay on the other aspects, such as reading, listening, and writing. Moreover, the English speaking skill is not measured in the National Examination. Therefore, the English materials designers should consider the same portion of generalizing the aspects of English mastery among the four skills before designing the materials.

2. **For the English Teachers of Leonardo Vocational High School**

There are several recommendations suggested by the writer to the English teachers of Leonardo Vocational High School. The are mentioned as follows:

a. The writer suggested that the English teachers of Leonardo Vocational High School adjust the English materials given from the *Dinas Pendidikan* to the needs and the majors of study of the students of Leonardo Vocational High School. They can do it by developing supplementary materials namely handout. This handout is used for the additional source for studying and doing exercises, which especially focuses on advancing speaking skill. The materials can be creative and interesting. At least, they can fascinate the students’ motivation to learn and speak English as much as possible and does not forget the standard competency of the English speaking level.

b. The English teachers can create the atmosphere and environment of speaking at least inside the classroom while English lesson is being taught. It will train the students to be accustomed to listening English then finally speaking as well. The example is that the teachers teach the students using English slowly most of the time. If the students get confused of what the teachers say, they can actually repeat in Bahasa.
c. The English teachers can conduct the teaching and learning activity using the available media such as Wi-fi connection. The use of Wi-fi connection can be useful for E-learning. For example, the teachers create Dropbox which can involve the students to get in touch with. The teachers can ask the students to record their voices then send them to the Dropbox as a folder of certain class.

3. **For Future Researchers**

Hopefully, this paper will become one of the references for the future researchers who are interested in conducting the similar topic of writing. The writer hopes that it will not be stuck in the guideline. The writer welcomes other future researchers to put into practice the considerations for designing English speaking materials and the characteristics of suitable English speaking materials for the students of Leonardo Vocational High School. The future researchers can conduct the follow-up action to the final product of English speaking materials. Therefore, the considerations can be measured when they are applied by the future researchers in designing the English speaking materials in certain school. However, if the future researchers would like to implement the considerations in other schools, they need to make some adjustments.


