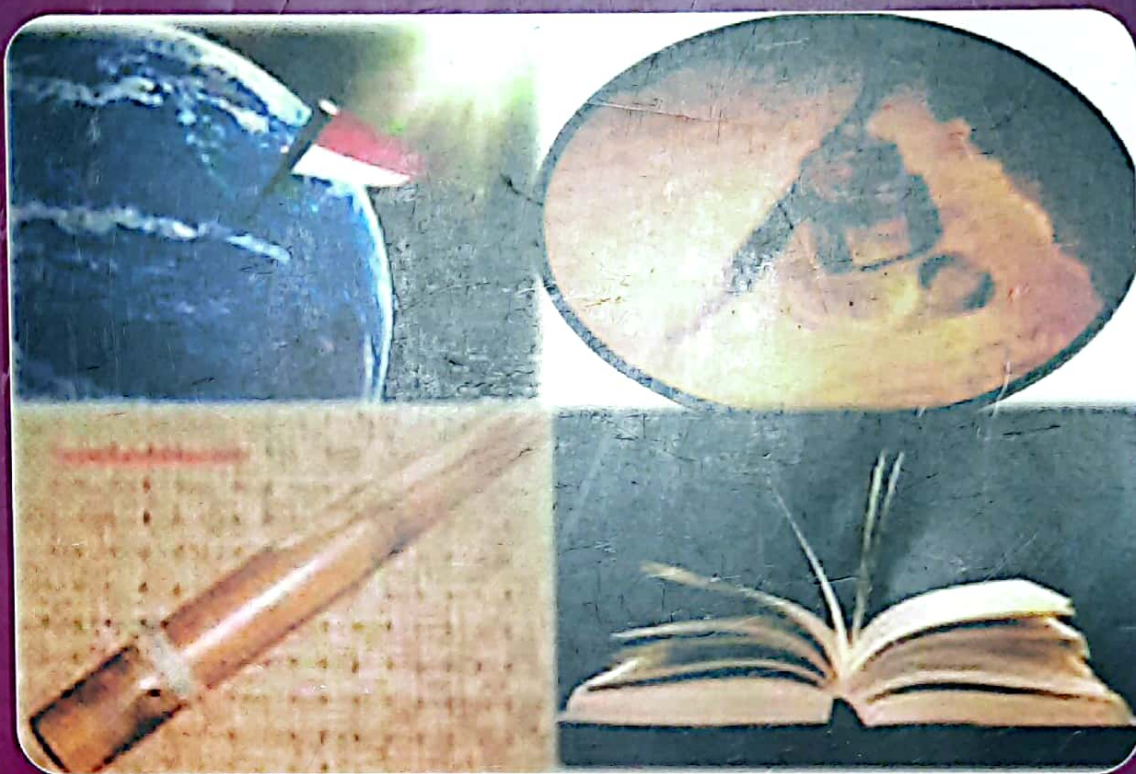




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DAFTAR ISI

Strategies And Challenges In Teaching English For Learning With Special Needs Sri Ariyanti Sabiku, Kartin Lihawa, Nonny Basalama	(105-116)
Developing Instructional Materials For Speaking Skill To Promote Communicative Interaction Mun Monoarfa, Moon H. Otoluwa, Harto Malik	(117-130)
The Influence of Instructional Media Towards on the Sstudents Mastery in English Vocabulary Helena Badu	(131-137)
A Descriptive Study on Using Multimedia Laboratory in Increasing the Students' Aability in Reading Rahmawaty Mamu	(138-147)
The Implementation Of English Materials In Students' Character Building Iswan Samad, Nonny Basalama, Karmila Machmud	(148-154)
Using Blog In Teaching Personal Recount Text ; An Analysis On Students' Writing Pieces Sri Winarti Hasan, Moon H. Otoluwa, Karmila Machmud	(155-166)
Passing Grade Criteria ; A study on Teacher's Understanding, Decision and Strategy in English Learning Surahmat Hasyim, Karmila Machmud	(167-174)
A Study Of Students' Reception In Drama Performance Haina Tombuku, Moon H. Otoluwa, Syarifuddin	(175-185)
Improving The Students' Writing Ability in Recount Text by Travelling (A Classroom Action Research Conducted at XA class of SMA Negeri 1 Tolangohula) Syamsia Yusuf Ntou	(186-197)
Citra The New Woman dalam Cerita Detektif Amerika Karya Pengarang Perempuan Perspektif Posfeminisme Mery Balango	(198-210)
Enriching Students Ability in Mastering Vocabulary Through Videogame Sandy H. Toana, Rasuna Talib, Rahmawaty Mamu	(211-218)
TOEFL Washback on Teaching Materials Used In English Department Isharyanti Ningsih Sulila, Harto Malik, Rahmawaty Mamu.....	(219-228)

DEVELOPING INSTRUCTIONAL MATERIALS FOR SPEAKING SKILL TO PROMOTE COMMUNICATIVE INTERACTION

(A Research Conducted at SMAN 3 Gorontalo)

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Abstract: This research describes the development of instructional materials, namely "Analytical Exposition Text, Biography Text and Song" for speaking skill to promote communicative interaction. This research aims at producing communicative materials for speaking skill to the second grade students and lesson plan for teachers in the even semester. This research uses Research and Development (R&D) method. The data are gathered through several procedures such as students' needs analysis, 2013 curriculum analysis, evaluation from material and product design expert, teachers' responses about readiness and usage of developed instructional materials, the observation of teaching learning process, and students' response about usage of the instructional materials. The subject of this research is the second grade students of Natural Science Department at SMAN 3 Gorontalo, in academic years of 2014/2015. There are three classes followed trialing and use test of materials. One class learns one instructional material. The total numbers of students in three classes were 90 students. The finding shows that developing instructional material should be based on the analysis of the students' needs and curriculum. The students' needs for practice speaking skill are vocabulary, pronunciation, mental readiness, language use and strategy in speaking skill. The result of curriculum analysis is the simple and less various speaking materials for practicing speaking skill on students' book, while the objective of learning English as demand of curriculum is use English for communication.

Keywords: instructional materials, speaking skill, communicative interaction.

INTRODUCTION

Government supplies books for teachers and students to achieve the aims in the application of 2013 curriculum. The books are the sources for students to learn English. The English syllabus of 2013 curriculum gives recommendation for students and teachers to add information and knowledge from other sources. The material for teaching learning English can be developed based on the situation at school. Developing instructional materials facilitate students to learn English more interestingly, easily and communicatively. Instructional materials determine the quality of language input and language practice during the learning process in the classroom. English materials are useful sources to practice students' competence in using English language.

It is believed that there are various English materials to practice students' skills namely listening, speaking, reading and writing, so students become communicative in using English in written and spoken considering that the main purpose of learning English is enabling students to speak English communicatively. They should practice how to speak English well so they can interact with each other. This can be achieved by practice speaking skill regularly in interacting with each other because speaking is a language skill. Developing materials should pay attention speaking components for teaching learning process communicatively.

Learning English for communication purposes is interesting for someone who has ability

to use English. All English teachers expect that their students are able to speak. Speaking is one important skill in learning English so there are many materials are designed by teachers to encourage students to learn the skill. Most of students face it difficult in speaking. They said that they want to speak spontaneously but they are afraid to make mistake, shame and less vocabulary. Teachers should develop communicative instructional materials to solve the students' problem in speaking.

Recently, there have been several initiate observations toward some students' books from government. The book is for even semester. English materials consist of 6 materials. Speaking material in each topics just consist of one or two materials. Thus, it is implied that the instructional materials should be developed to improve students' speaking skill. In addition, researcher found that students face it difficult during the role play. The result of students' speaking was fourteen or fifty eight percents students succeed and fifteen or fifty two percents of students failed.

In learning English, students need practice to use as much as possible expressions or phrases to speak confidently and fluently. Teacher should create various materials where students have many opportunities to practice their speaking skill. Practicing to use the expressions and phrases guide them to speak confidently and politely in certain situation. Routine practices are the key of success in speaking so they achieve speaking competence successfully. Therefore, it is the teachers' responsibility to develop materials for speaking in various communicative materials. Developing instructional materials into various activities give benefit for students to practice their speaking skill. They will guide students to create communicative interaction step by step. Communicative interaction is the purpose of learning English successfully. The successful communicative interaction where students can share their ideas and opinion, give responses, criticism, suggestion and correction when they discuss a topic of learning. It is believed

that developing various instructional materials for teaching speaking will improve speaking skill.

LITERATURE REVIEW

Definition of Instructional Materials

According to Tomlinson (2003), material is something to guide learners to learn a language (p.2). The material can give learners some information and knowledge about learning a language in spoken or written form. Tomlinson (2003) also said that the form of materials are spoken and written forms such as printed text books about the linguistic, Audio visual aids such as 'Cassette, CD-ROM, DVD' (p.2). He also said material can help language teaching. McGrath (2002) said that the design of materials can help teaching learning process such as printed books, task sheets and software materials (p.7).

Richards (2001) explained the three kinds of materials, namely (1) written texts like textbooks, task books and task sheet; (2) unwritten text like tape cassette or CD and soft copy materials; (3) created materials and online materials (p.251).

In accordance to the prior theories, it can be implied that the material is a set of knowledge and information as a source in teaching learning process to become someone who has skill. The materials are in written and spoken materials. Students can learn materials in visual and audio visual form.

Pribadi (2009) stated that the instruction is a way to get competencies involving knowledge, skill, and attitude in which doing a work needs competence (p.6). According to Yusuf in Pribadi (2009), instruction is several activities which focus on learners centered (p.9). Dick and Carey (2006) pointed out that instruction is a set of structured and planned activities by using media (p.11).

According to Wilson et al. (1993), the application of instructional models in the field of education is successfully to arrange the learning materials. English learning materials need to be

interesting and useful so learners can achieve the aim in learning. Thus, the instructional design is necessary. Tennyson (1997) stated that the instructional design is a system of developing which applies the learning theory. The process aims to develop instructional materials which are needed to identify learner needs, purpose of learning and improvement to fulfill the learners' needs. Instructional design concerns on the improvement of instructional materials and activities, application and evaluation of all instructions and learners' activities. Miley (2008) also stated that Instructional design is a foundation for developing learning material to improve learning and motivate learners so they could study fast and get deep comprehension.

English learning material guides learners to be skillful person. The instructional design also covers in fostering learners' performance so they can appear good knowledge, behavior and competence. In other words, instruction is a set of activities that focus on learners' need and give knowledge, attitude to learners in which the learning activities are planned and structured to make learners who have competence or skill. Furthermore, developing English learning material to be qualified is the result of instructional design. Developing learning materials for speaking based on instructional design is a good way because learners do many learning materials to foster learners' competence to use English communicatively.

Developing instructional materials based on the standard of good materials. According to McDonough and Swan (2003), the standards of good materials are 'communication, real-life use, functions, appropriate, meaningful, context, setting and discourse' (p.20). Grant said that a handbook must have three good criteria namely : (1) It must match with students' need, interest, and competence.(2) It must be flexible using in the class.(3) It should fulfill the needs of official public teaching syllabuses or examinations (as cited in McGrath,2002:41). The features of good materials

are: (1) Arrange the content of knowledge match with syllabus; (2) teach in specific lesson; (3) Have various and valid activities and task; (4) use in flexible circumstances such as in the class, teaching and learning exercise, "teacher's linguistic, and methodological competence" (as cited in McGrath, 2002:153)

Tomlinson explained that the principles of materials are: (1) reach effect; (2) assist students; (3) building students' confidence; (4) appropriate to the students' need and beneficial to them; (5) students can receive the materials in teaching process; (6) materials must enlarge students' language use; (7) describe students' interest to linguistic features of the input (as cited in McGrath, 2002:153).

Nunan mentioned that the specific criteria of design materials are : materials must match with curriculum, origin exercise, guide communication, permit students to learn elements of language, support students to improve psychomotor, support students to use their improving language skill in the class (as cited in McGrath, 2002:154).

Frameworks for Developing Instructional Materials

Developing instructional materials for speaking skill follow the steps of Tomlinson. According to Tomlinson (2003), there are eleven steps in developing instructional materials, those are "(1) text collection; (2) text selection; (3) text experience; (4) readiness activities; (5) experiential activities; (6) intake response activities; (7) development activities; (8) input response activities; (9) trialing, (10) evaluation and (11) revision" (p.119).

Clearly, the steps in developing instructional materials could be described as follow:

Text Collection

According to Tomlinson (2003), this step is one strategy to reach interaction between text and learners' thought, emotion, view or opinion (p.110). Text can guide the learners to reach their own purposes to make the text to be useful for

them. Text also can guide them to increase their confidence and competence. Richards (2001) stated that collecting learning materials have many goals such as to collect useful strategies of applying materials, to give responses how to use the materials, to add teachers' materials, to help other teachers to apply the materials.

In other words, the text collection is very useful for teacher. It helps teacher to get various material and can guide teachers to determine the suitable materials for different levels of students.

Text Selection

According to Tomlinson (2003), this step is to choose a text for specific lesson or some texts as instructional materials (p.111). In selecting text, it should have some criteria such as text should give knowledge, build attitude, mental, feeling of learners. It should give contribution to the personal development and enrich the knowledge about kinds of genre and text. McGrath (2002) said that there are some considerations of choosing origin texts for learning. They are suitable with syllabus and students' needs, and have good materials, custom, language elements, quality and goals of learning (p.106).

In conclusion, selecting text is a good way to choose learning materials and media that are useful for students to help them to achieve successful in learning English. The selector should select printed texts or unprinted texts, visual and audio media to encourage and support students to reach goals of learning.

Text Experience

This step is to help designer to choose again and construct learners' learning activities. The activities focus on the example of language and linguistic aspects of the text. They can help to design materials.

Readiness Activities

This activities guide learners who are ready to reading experience. The purpose of readiness activities is to build learners' mental activities.

Experiential Activities

Division activities guide learners to present text in their thought.

Intake Response Activities

Intake response activities are division activities to guide students to give their ideas and improve their mental description about the materials.

Development Activities

Tomlinson (2003) said that the activities which produce significant output of language based on a text (p.115). Students can give contribution to develop the text. In this step students have a chance to study new language and develop new competence. Richards (2001) states that developed materials are able to improve the features of useful topics. He also said that the purpose to develop materials is supplying learning activities as useful sources. He also explained that the qualified materials must appear that students get useful thing, competence, a chance to success, and independent in learning, assess themselves.

In summary, the developers of learning material and activities should know the purpose of learning to design instructional materials and activities to achieve the purpose. They also should pay attention the quality of materials and activities for learners.

Input Response

This step can guide students to learn again the text before elements of the language use in the text. Students can analyze a text based on their experience and do invention for them. This is a way of learning for learning for long term memory. This step has purpose to give a chance to students to increase their competence to make invention about the language use.

Trialing

This step is to determine whether the materials match with students' need and willingness in learning process. This aims to find the significant

materials for students. Trialing needs planning to organize the usage of the instructional materials. According to Richards (2001), a course should be planned and organized to arise effective teaching (p.167)

Evaluation

According to Tomlinson (2003), the principles in developing materials, such as topic should give effect to students, it also can guide students easily in learning, and it can build students' confidence, behavior, and feeling. It guides students to find and create something; the students learn language through original material. It gives a chance to students to use foreign language to reach communicative purposes (p.21). Tomlinson (2003) also said that there are three kinds of materials evaluation, those are pre-use evaluation, whilst-use evaluation, post-use evaluation (p.23). Prior to using the materials, developer should evaluate the materials to know the positive impact to the learners. When students use materials, learners can evaluate the materials about the usage, direction of learning activities, purpose and other effects of instruction. Littlejohn also stated that the step evaluates materials as a system of evaluation such as analyzing learners' condition, learning materials and evaluation, try out and application (as cited in Tomlinson, 2003, p.17).

To sum up, the evaluation of the materials focus on students and teachers who use them. Developer evaluates the instructional goal and their steps. They also focus on the user of materials. This step is to give an opportunity for students to measure their learning process. In this way, students can find significant ideas so motivating them to study. Students can find the impact of materials for them. There are some ways to measure the materials such as questionnaire, interview, and analysis of students' worksheet. There are some important principles to evaluate materials to reach validity and reliability in material evaluation.

Revision

The developing materials should appropriate with students' needs and desire. Dick and Carey (2006) stated that revision is to improve instructional program (p.107). It means that revision aims to look for the lacks of evaluation and revision also should pay attention to some aspects of instruction system design. Revision is to improve program quality.

This research doesn't use all the frameworks, but just use development activities, trialing, evaluation, revision.

Materials Development Model

According to Hutchinson and Waters, there are four categories materials development model; those are input, content, language, and task (as cited in McGrath, 2002:157). This model will guide a teacher to develop instructional materials. It is clear because in "input", teacher should put materials such as reading text, conversation, audio visual materials and etc. Material should give meaningful information in content and communicative "task and activities". There are three techniques in developing instructional materials; those are adoption, adaptation and creation. These techniques are useful to guide teacher to develop materials.

The Concept of Speaking

Expressing ideas and thoughts are transmitted through speaking. The ideas and thought are a sequence of words and expressions in daily life context. Most people usually express what they want to say or they don't like in social life because language is a tool of communication. User of language expresses thought and feeling to someone or group of people. In this case, people who can communicate, not only people can memorize the rules of language like grammar but also express what they want to say. Thornbury (2005) said that speaker also expresses a lot of words and expressions of expectation. He also said that based on reality, the ability to

communicate personal function which relates to what they like or don't like.

The aim of English learning is to enhance speaking. Richards and Renandya (2002) pointed out that students learn English to improve ability in making conversation. They also said conversation is useful to achieve various aims. Actually there are two aims in a conversation, namely transactional and interactional aims. Gebhard (1996) said that dialog has two objectives, those are response and conversation between individuals (p.169). He also said response focus on the sense and interaction focus to keep social interaction. The example of transactional, English is useful during communicating with people in social life context, forms a relationship, discuss an issue, describe thing, people and event and etc. The example of interpersonal conversation is greeting, accepting and refusing invitation, and making appointment.

There are three aspects of competences in speaking English. They are grammar, pronunciation and intonation so the sentences have meaning and people understanding. Pronunciation is a competence of in producing sound of words or sentences including intonation and stress correctly. Using language is an ability to use structure of sentences and pronunciation correctly. Thornbury (2005) said that communication focuses on the way of production of English language and the activity of speaking in easy ways likes practice, select structure of sentences and functional expressions. Saukah, et al (2002) also stated that there were three aspects to evaluate speaking. Those are (1) fluency; (2) accuracy, and communicativeness (p.44). The three aspects have big role to know students who have good competence in speaking or not. Fluency aspects include pronunciation, intonation and stress. Accuracy aspect covers the correctness of language use and uniformity of diction cover words choice, while the communicative aspect includes the comprehension of someone' speaking and speaking ability which could be understood by other people.

In addition, according to Mukminatien, speaking assessment needs five components of speaking, those are pronunciation, grammar, words choice, fluency and communication ability (as cited in Foley, 2005:238). Moreover, Mukminatien claimed that pronunciation is the ability to pronounce word or sentences with the correct sound, intonation and stress. Grammar is the ability to use language to create or produce the correct sentences or utterance. Words choice is an ability to choose the exact words to express meaning which is wanted to say.

Fluency is the ability to express the intentions of speaking without hesitant, but expressing them clearly. Communication ability is the ability to create conversation between someone with other people.

In summary, the five components of speaking are an unity to create communicative interaction. Teacher has responsibility to practice the five speaking components in teaching learning process.

Speaking is an important skill in learning English, because the main purpose in learning English is students are able to use English for communication. It means that students can do interaction each other by using English. Teacher has responsibility to guide them to be active speaker to communicate in English in the classroom.

Teaching speaking activities can build communicative competence. Teacher can create materials and situations what should students do in the classroom. Gebhard (1996) said that making topic of learning which focuses on increasing communicative interaction (p.170). He also said that the purpose of learning material is to practice interaction competence. Lightbown and Spada (2009) said that various materials could improve learners' habit in learning English in the classroom (p.57).

Students can develop communicative interaction through many kinds of communicative activities. According to Harmer (2001), the specific reason for applying conversation activities in

learning is guiding the learners to increase the habits of English language learning process immediately (p.271). He also mentions some speaking activities such as having a conversation based on printed text, describing pictures, discussion, presentation, simulation and role-play which are supported by audio visual aids such as pictures, video, and film.

Assessing speaking is very important to know students' ability in speaking. The assessment depends on the types of speaking. According to Brown (2004), there are several types of speaking; some examples are imitative, intensive, responsive, interactive and extensive". (p.141-142). Therefore, an assessment needs a rubric to assess someone speaking ability. Teacher will assess easily in speaking ability, if there is a rubric. Rubric will guide teacher to assess speaking ability authentically.

Communicative Interaction

According to Hedge (2003), communicative interaction is a skill to communicate successfully to achieve purpose in English language teaching (p.57). The aim of teaching English in the classroom is to create communicative interaction. In addition Brown (2001) stated that effecting teaching learning process need interaction because interaction is the heart of communication (p.165). He also said that "interaction" is a process to share opinion, emotion and ideas among users of language and the main point of communicative competence is an active conversation among users of language in different situation. Learning language in the class must be communicative where students can interact with other so the teachers should teach English with communicative ways. Richards (2001) stated that communicative approach is teaching way which focuses on original conversation in pairs or groups to divide sense and ideas fluently (p.36). He also explained that 'Communicative Language Teaching (CLT)' is a teaching way which focuses to communicative interaction. Wilga also said that learners can improve their language storage about what they

have heard and read from original materials through interaction, they also can communicate language use in true life situation (as cited in Brown (2001) . According to Hedge (2003), the purpose of teaching learning English is to achieve communicative competence and use English for communication among learners (p.44).

Based on the opinions above, I imply that to reach communicative interaction is one through many kinds of communicative materials and activities so developing different kinds materials and activities can build students' competence to speak English well.

Teaching speaking communicatively is very challenging in foreign language including English. Teacher should design teaching learning process with communicative strategy where students interacting each other. Harmer (2001) stated that one speaker can speak with other speakers communicatively in form of interaction (p.271). Brown (2001) also explained that there are teacher strategies to create interaction such as learning activities in form of pair work and group work, simulation and role-playing (p.183).

Teaching English at senior high school need strategies for practicing students' speaking because the total number of students in the classroom is usually more than twenty five with different intelligences level. Teacher usually find difficult to organize students in the classroom. The strategy or method for organizing students' speaking activities is very important to help students in achieving the goal of learning English. The goal is use English for communication.

METHOD OF RESEARCH

This research applied Research and Development (R & D) method. Sugiono (2013) states that this method is used to produce and evaluating the effectiveness of product. The procedures consists of (1) potency and problem. (2) Gathering data. (3) Design a product. (4) Validate design. (5) Revise product. (6) Try out product. (7) Revise product. (8) Use test of using

product. (9) Revise product. (10) End Product. This research will produce instructional materials for speaking communicatively.

This research conducted at SMA Negeri 3 Gorontalo. This school is located at Kihadjar Dewantoro Street, Kota Gorontalo. SMA Negeri 3 Gorontalo has thirty classrooms and other facilities, such as Library, Computer Laboratory, Parking Area, boarding and canteen. There are five English teachers.

This research conducted at even semester, academic year of 2014/2015. The subjects of this research are (1) the second grade students of SMA Negeri 3 Gorontalo in even semester in 2014/2015, they consist of 92 students in the science stream, academic year. (2) Two English teachers of senior high school who teach the eleventh grade and a national instructor of 2013 curriculum.

The data collection of this research was conducted through some instruments. Those were as follow : (a) Instructional materials validation sheet, (b) Product design validation sheet, (c) Validation sheet for readiness and usage instructional materials, (d) Content sheet about students' responses of using instructional materials in trialing, (e) Content sheet about teacher's responses for using instructional materials for speaking skill.

The researcher analyzed the data about (1) Validation of validator to get data about suggestions to develop instructional materials. The data was about the quality of instructional materials which are obtained through from validation sheet then made conclusion. This data was very useful for doing revision about components and content of instructional materials. (2) Data observation of teaching learning process. Analyzing English teachers and students' response and describing descriptively and making conclusion. This data was very useful to revise a product. (3) The data of students speaking competence analyzed through the speaking rubric which focused to the five components of speaking. They were pronunciation

grammar, words choice, fluency, and communication ability.

Furthermore, the score of speaking was counted by division of obtained score and maximum score average to good), 50 -59 (poor to average), 0-49 (poor).

DISCUSSION

Developing instructional materials should pay attention students' need and have benefit for them to learn English. Based on the analysis of students' needs, in fact that students had some needs for speaking skill. They were vocabularies, good pronunciation, mental readiness like brave and confidence, how to use English in communication and strategy or method of learning speaking. These needs were very important in developing an instructional material. According to Grant, a handbook must suitable with students' needs, interest, and competence (as cited in McGrath, 2002:41)

The comprehension of vocabularies and good pronunciation could build students' brave and confidence to make communicative interaction. Tomlinson explained that principles of material is to help students to build confidence, it also must match with students' need and benefit for them (as cited in McGrath, 2002:153). These needs had been proved that from 45 students, 51 % students often did not know words which they wanted to say and 44% students sometimes knew what they wanted to say. These numbers showed that vocabularies and their pronunciation were main factors for students to build brave and confidence in making communicative communication. Thus, developer instructional materials for speaking skill should write a list of vocabularies and symbols of their pronunciation in it. Students' brave and confidence to speak English should be practiced in teaching learning process by teachers, so teachers had responsibility to do that.

Communicative interaction also needs comprehension of language use which related to

the elements of language such as kinds of words and grammar. Tomlinson explained that one principle of material namely material must enlarge students' language use and describe students' interest to linguistic features of the input (as cited in McGrath, 2002:153). The comprehension of language use had big contribution to guide students produce words and sentences regularly, so this language use was very important to help students speak English regularly. The correct words, sentences and grammar would make listener understand what speaker said.

Teaching speaking is also need a strategy or method of how to practice English so they could create communicative interaction between them and teachers. Strategy or method of how to speak English in teaching learning process was a factor how to organize the speaking activities in the class. According to Harmer (2001), such method was used to organize kind of material and activities, teacher's role, and students. There were many kinds of speaking material and activities could guide teacher and students to teach and learn them. Teacher needed strategy or method to use or practice them in teaching learning process. The application of developing instructional materials used discussion, presentation, role playing and inner and outer method.

Based on the explanation above, the developed instructional material should cover students' need so teacher could achieve the objective of learning based on the demand of 2013 curriculum that students could use English for communication. In designing the content of developed instructional material for speaking, researcher puts the explanation of materials and language use, list of vocabularies and how to pronounce them and the clear instructions in each activity.

Developing instructional material also needed analysis of curriculum. Based on the finding that 2013 English curriculum consisted of main and basic competences. In fact, the materials of Analytical exposition Text, Biography Text and

Song were still too less because each materials just consisted of one activity. Each material in three basic competences were developed into three activities. The various activities guided students to practice their speaking skill. The various activities can motivate them to speak English. So they would be interesting because they had a chance to practice English in different ways or strategies. Developing instructional material based on analysis curriculum, Nunan said that the principle of material such as materials should match with curriculum (as cited in McGrath, 2002:154). Curriculum was compass for running education system, because curriculum had syllabus which covered main and basic competence. The main and basic competence covered materials of teaching, so analysis curriculum was very important to develop instructional materials.

Developing instructional material based on the framework of developing material by Tomlinson. Based on the finding was not all the frameworks used in the developing instructional material in this research. Because In 2013 curriculum, government had been supplied books for students, but based on the result of analysis of curriculum especially materials for speaking, the materials should be developed so students had competency to use English for communication. The developing instructional materials for speaking skill followed some frameworks in this research. They were Development of activities, evaluation, revision, trialing, revision, use test of materials, revision, and the result of developed instructional material as a product in this research.

The design of instructional material consisted of two elements. They were the appearance of writing and the content of the material. The appearance of writing included cover, font, spacing, picture, table and the content of material included the explanation of material, language use, list of vocabularies and pronunciation of words, and activities. The appearance of writing was very useful to make students learn the instructional materials and the content of material

were very useful to give knowledge and comprehension about the material to them.

The content of material related to the development of activities. The development activities had used standard good materials that instructional materials should have various activities. Spada and Lightbown (1999) said that various materials improved learners' motivation to learn (p.57). The various activities could guide students to practice their speaking ability. Richards (2001) also stated that developing materials could improve features of useful topics. He also said that the purpose to develop materials to supply learning activities as useful sources. He also explained that the qualified materials must provide useful thing, competence, a chance to success, and independent in learning, assess themselves. Developing instructional into various activities could practice students' competences in speaking English. The various activities could guide students step by step to produce questions, answering questions, sharing ideas or opinions. Students could create communicative interaction through the various activities.

After designing instructional materials included the development of activities, the researcher asked two valuator to validate or evaluate them. The two valuator were lecturers in State University of Gorontalo (UNG). They were as product design experts and material experts. They gave correction, comment and suggestion. The correction included cover, font, position of picture and table, source of picture and table, clear instruction in activities. Their correction, comment and suggestion were useful to perfect the instructional material. Other three English teachers also evaluated the readiness and usage of the developed instructional materials. They gave responses about the content of the materials. Their responses covered the writing appearance and benefit for user of the materials. Tomlinson (2003) said that before the materials were used, developer should evaluate the material to know the useful impacts for learners (p.23).

The result of validation was used to revise the developed instruction materials. It is found that revision covered the content of the material such as showing some pictures which related to the materials, deep explanation of materials, accuracy of words and using grammar, clear instructions in each activities. This finding matched with the opinion of Tomlinson said that material should enlarge language use (as cited in McGrath, 2002:153). The language use related to kinds of words and sentences, accuracy of grammar. He also said that the material should be received by the students. It meant that developer material should give deep explanation of material. Deep explanation of materials, according to Hutchinson and Waters Material should give meaningful information in content and communicative "task and activities" (as cited in McGrath, 2002:157).

The developed instructional materials which had been revised should be tried out. Based on the result of students' responses about trialing of material, the researcher found that the materials were interesting, understandable and communicative. They motivated to speak English easily. This finding matched with the theory of developing material. According to o McDonough and Swan (2003), the standard of good materials were 'communication, functions, meaningful' (p.20), Grant said that a handbook must have good criterias such as matched with students' needs and interest and could be used flexibly (as cited in McGrath, 2002:41).

The trialing of three instructional material increased students' knowledge and comprehension about the materials and also practiced their speaking skill. The three developed instructional materials were used to guide students to create communicative communication. They communicated with other students about some issues in Analytical exposition text, they discussed about social function, text structure and language use about Biography of famous people and Song communicatively

There were several finding from trialing of the developed instructional material. They were (1) adding explanation of material. (2) adding list difficult words (3) symbols of pronunciation of the words and (4) Meaning of the words. These finding could be used to revise again the developed instructional materials. They also matched with what Grant said that the materials should match with students' need and interest in learning process (as cited in McGrath, p.41). Students needed deep explanation of material, the meaning of vocabularies and how to pronounce them. These needs could help students to practice their speaking skill.

The revision of three instructional materials was useful to perfect them. The developed instructional materials were revised based on students' need and teacher experience, so students could use these materials to communicate communicatively in teaching learning process. The revision covered adding explanation material, list of vocabularies, the symbols of pronunciation of the words, and the meaning of words, clear instruction how to run speaking activities. Adding pictures with related to the materials.

After the revision of three instructional material finished, the use test of material had prove that the materials had been useful for students to create communicative interaction. Based on the data from the use test of materials, I found that students could read and learn the instructional material easily. They also understood it because the content of material was understandable. According to Miley (2008) that Instructional design is the foundation for developing learning material to improve learning and motivate learners so they could study fast and gain deep comprehension. This theory was clear that instructional materials should give comprehension and students would learn the materials easily.

During the teaching and learning process, the three instructional materials, in fact, could promote communicative interactions. Because of during the teaching learning process, students

answered the questions communicatively. They could share their ideas and opinion about the topics in every activity in the instructional material of Analytical Exposition Text, Biography text and Song. Through the material, they could practice their speaking ability communicatively. They practiced their pronunciation, intonation, using grammar in discussing by using the instructional material. Communication was as a requirement of good material. According to McDonough and Swan (2003), the standard of good materials is communication (P.20). Clearly, the materials should give guidance to create communication between students communicatively. Communication was the key success of teaching English generally. The successful communication whether students could discuss and share ideas or opinions communicatively.

Other finding in using test of materials Teaching learning process needed some teacher' personal characteristics such as she should be more patient and creative because students in the classroom had different need, behavior and intelligence level. She should had initiative, resourcefulness and creativity. Creativity of learning would guide students to create communicative interaction in learning process, because to create communicative interaction was very important to achieve the goal of teaching for instructional materials. Nunan said that the one of design materials criteria that the materials had to guide communication (as cited in McGrath, 2002:154). Good communication in English was the goal of teaching English based on the demand of 2013 curriculum.

Teacher had responsibility to create good communication through designing instructional materials. She should creative to design them with communicative speaking activities. The readiness and usage of instructional materials for speaking determined whether the material can promote achieving the objective of communicative speaking or not. Teacher should make a plan in lesson plan form. The lesson plan determined the role of

teacher and students in teaching learning process. Lesson plan managed main and basic competence, time allocation of teaching, teacher and students' activities, method of teaching and assessment. According to Richards (2001), a course should be planned and organized to arise effective teaching (p.167).

Teacher and students' activities in a lesson plan were very important, because the achievement of the learning objective depended on their activities. Based on the checklist for evaluating teacher's lesson in the classroom, I found that class management was very important in teaching learning process. The teacher's activities had five aspects. They were Preparation, presentation, execution/methods, personal characteristic and teacher and students interaction. In preparation aspect, teacher should organize class, link the last and new material and determine the objective of learning. While in presentation aspect, teacher should explain the lesson in an understandable and communicative way. The lesson should practice students' speaking skill so direction of each activities should clear and concise. The material of the lesson also should help students interesting to produce their own language. Teacher also should help students who get trouble in practicing their speaking so they would show an interest and enthusiast in practicing English Language.

Based on the finding in the result of speaking test that there were five components of speaking skill, they were pronunciation, grammar, words choice, fluency and communicative ability. The result of speaking test also showed that all components of speaking were one unity to build or improve students' speaking skill. This finding matched with what Mukminatien (in Foley, 2005) said that there were five aspects to guide speaking assessment, they were pronunciation, grammar, words choice, fluency, and communication ability or communication strategy (as cited in Foley, 2005:238).

The result of speaking skill showed that the developed instructional material for speaking skill could improve students' speaking skill.

Communicative interaction had been proved that from the assessment of five speaking components, communication ability had the highest score. The communicative score in test of Analytical exposition text was 120 (97%), in the test of biography text was 119 (96%), and in the test of song was 105 (91%). Communication was one important aspect to create communicative interaction between people and other people. According to Hedge (2003), communicative interaction is a skill to communicate successfully to achieve purpose in English language teaching (p.57). The aim of teaching English in the classroom is to create communicative interaction. In addition Brown (2001) stated that effecting teaching learning process need interaction because interaction is heart of communication (p.165). He also said that "interaction" is a process to share opinion, emotion and ideas among users of language and the main point of communicative competence is active conversation among users of language in different situation.

Based on the prior opinion, communicative interaction could be seen in speaking ability, because speaking ability could guide students to make conversation with other people communicatively.

All explanations above could prove that the developed instructional materials which contained communicative speaking activities could promote communicative interaction.

CONCLUSION

There are three instructional materials which have been developed in this research; they are "Analytical Exposition Text, Biography Text and Song". There are two analysis to support developing instructional materials. They are analysis students' needs and curriculum which cover students' textbook. The first is the analysis of students' needs to learn speaking English. The result of students' need analysis based on their problems in speaking English, those are (1) vocabularies; (2) pronunciation; (3) brave and

confidence; (4) Strategy to speak English; (5) How to use English in discussion in classroom.

The second analysis is curriculum analysis. The result of curriculum analysis is the materials in students' book that is too less because one of basic competence just has one activity to practice speaking skill. Developing instructional materials for speaking English to promote communicative interaction follow the frameworks for materials development from Tomlinson (2003). The frameworks for material development, those are (1) development activities; (2) trialing; (3) evaluation and (4) revision. This research uses research and development (R&D) methodology. The procedure of R&D methodology are (1) potency and problem. (2) Gathering data. (3) Design a product. (4) Validate design. (5) Revise product. (6) Try out product. (7) Revise product. (8) Try out using of product. (9) Revising product. (10) End Product. Based on the frameworks for materials development and methodology of R&D, this research yields one product of instructional materials for speaking skill.

The developed instructional materials are as a product in this research. This product has been evaluated, revised, tried out in three classes. The results of trialing of developed instructional materials gain good responses from students, English teachers and observers. The form of developed instruction materials for speaking consists of "input, content, language, and activities". This development material covers the presentation of the explanation of materials, list of vocabularies, meaning and pronunciation of words and communicative activities.

The characteristics of materials which have been developed in this research are interesting, useful, achieving objective of learning, fulfilling students' needs; they can motivate students, give comprehension, give knowledge; they can also build mental readiness such as brave and confidence, communicative, guide communication; they are meaningful and flexible using in the class; they match with curriculum, have various activities,

enlarge students' language use, improve psychomotor in speaking; every speaking activities could create communicative interaction. Speaking activities need strategy or method of how to practice students' speaking skill.

The developed instructional materials also should have good writing appearance such as the kinds of font which can be read clearly; they should have spacing and margin; they should have interesting colour; they have picture and table which match with materials, and have clear instruction in every speaking activities.

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