

DEVELOPING A SET OF COMMUNICATIVE ENGLISH SPEAKING MATERIALS FOR SEKAA TRUNA IN BANJAR KIADAN DESA PELAGA KECAMATAN PETANG KABUPATEN BADUNG IN PROMOTING LOCAL PRODUCT

Pengembangan Satu Set Materi Berbicara Bahasa Inggris yang Komunikatif untuk Sekaa Truna di Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung dalam Mempromosikan Pruduk Lokal

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan satu set materi berbicara bahasa inggris yang komunikatif untuk sekaa truna di banjar kiadan desa pelaga kecamatan petang kabupaten badung dalam mempromosikan pruduk lokal. Dalam penelitian ini, model penelitian dan pengembangan dari Sugiono digunakan sebagai prosedur penelitian. Berdasarkan prosedur-prosedur tersebut, materi baru dikembangkan, dianalisa oleh pakar ahli, direvisi, di tes lapangan, dianalisa, dan akhirnya dihasilkan satu set materi. Data dikumpulkan dengan menggunakan beberapa instrument yakni rubrik dan kuesioner yang diambil dari kriteria materi yang baik yang dikembangkan oleh Tomlinson dan BSNP. Rubric tersebut diisi oleh para pakar ahli dan guru, sedangkan kuesioner diisi oleh guru dan siswa. Selain itu, pretest dan posttest juga dilakukan. Hasil dari skor mean dari prettest adalah 79.08. Lalu hasil skor mean dari posttest adalah 86.58. Hal itu menunjukkan bahwa hasil dari skor mean posttest lebih tinggi dari skor mean pretest. Hasil dari penelitian tersebut menunjukkan bahwa satu set materi berbicara bahasa inggris yang komunikatif yang dikembangkan oleh peneliti efektif digunakan untuk mengajar berbicara Bahasa inggris untuk sekaa truna di banjar kiadan desa pelaga kecamatan petang kabupaten badung dalam mempromosikan pruduk local. Dapat disimpulkan bahwa satu set materi berbicara bahasa inggris yang komunikatif cocok digunakan untuk sekaa truna di banjar kiadan desa pelaga kecamatan petang kabupaten badung, terutama digunakan untuk mempromosikan pruduk local setempat.

Kata Kunci: Materi Berbicara Bahasa Inggris yang Komunikatif, Lokal Produk, Sekaa Truna

ABSTRACT

The aim of this study is to develop a set of Communicative English Speaking materials for Sekaa Truna in Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product. In this study, the model of Research and Development by Sugiono was employed as the research procedures. From those procedures, new materials were developed, analyzed by experts, revised, field-tested, analyzed, and finally produced. The data were collected by using several instruments namely rubric and questionnaire which was taken from the criteria of a good material by Tomlinson and BSNP. The rubric was filled by the expert judges and teacher, while the questionnaire was filled by teacher and students. In addition, the pretest and posttest were also conducted. The result of pretest's mean score was 79.08. Then the mean score of posttest was 86.58. It shows that the result of posttest's mean score is higher than pretest's mean score. The result of this study shows that a set of Communicative English Speaking materials which was developed by researcher is effective to be used for teaching speaking for Sekaa Truna in Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product. In conclusion, a set of Communicative English Speaking materials are suitable to be used for Sekaa Truna in Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung, especially it is used to promote their local product.

Key words: Communiative English Speaking Materials, Local Product. Sekaa Truna

1. INTRODUCTION

In globalization era, the human quality needs to be improved. Human have to be more innovative and creative to gain a better output. Human as the citizen are reaching a bright future. In this case, the citizen who have to reach a bright future is young generations. This is because, they are still young and have fresh idea in order to create innovative and creative product. In addition, every government in each country always struggles to lead the citizen, especially their young citizen in reaching their bright future in order to bring advantages to the country itself. The government is trying to create a new educational program, in order to refresh the educational things in their country according to world's development.

In Bali there is a group of young generation which is called *Sekaa Truna*. *Sekaa Truna* is a group, place, and the development of social organization of young generation which grow and develop at basis of awareness and responsibility for society especially young generation in a village where concerns about social welfare. In this study, the writer has chosen *sekaa truna* as the subject of study because as young generation, *sekaa truna* plays an important role to advance and prosper their village. This study was conducted at Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung, in which there are 30 people from Sekaa Truna of Banjar Kiadan. There are several reasons this study would be conducted at Banjar Kiadan based on the result of observation, such as: the location of Banjar Kiadan is strategies for conducting this research; the writer is familiar with the situation and condition in Banjar Kiadan because the writer's family is originally from that village; Most of people in Banjar Kiadan rely on coffee bean as their livelihood; the young generation of Banjar Kiadan are enthusiastic to improve the

tourism of their village by promoting coffee as their local product.

This study could be categorized as Research and Design. It refers to the evaluating materials in which the findings of the study were used to develop a new product (Gall & Gall, 2003). In relation to the above definition, this research was a preliminary research and development (R&D) since the aim of this research was to design a new product of a set of Communicative English Speaking materials for Sekaa Truna in terms of its usage for promoting coffee as a local product of their village.

Furthermore, the purpose of this study is to develop a set of Communicative English Speaking materials for Sekaa Truna of Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product and to know the effectiveness of the development of a set of Communicative English Speaking materials for Sekaa Truna of Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product.

2. RESEARCH METHOD

This study was conducted at Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung, in which there are 30 people from Sekaa Truna of Banjar Kiadan. There are several reasons this study would be conducted at Banjar Kiadan based on the result of observation, such as: the location of Banjar Kiadan is strategies for conducting this research; the writer is familiar with the situation and condition in Banjar Kiadan because the writer's husband is originally from that village; Most of people in Banjar Kiadan rely on coffee bean as their livelihood; the young generation of Banjar Kiadan are

enthusiastic to improve the tourism of their village by promoting coffee as their local product.

The subjects of this research were Sekaa Truna of Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung while the object of this research is a set of Communicative English Speaking materials for Sekaa Truna. This study could be categorized as Research and Design. It refers to the evaluating materials in which the findings of the study were used to develop a new product (Gall & Gall, 2003).

In relation to the above definition, this research was a preliminary research and development (R&D) since the aim of this research was to design a new product of a set of Communicative English Speaking materials for Sekaa Truna in terms of its usage for promoting coffee as a local product of their village.

The finding of this study would be used to design and procedures, where it would be systematically field tested, evaluated, and refined. This study is descriptive qualitative research in which the data obtained from the research instrument would be described systematically. In this study, the procedures of the research design would be adapted and modified based on the model of Research and Development by Sugiono (2013).

Several activities were conducted in analyzing this study. The first step, the data was obtained from the rubric in which was filled up by the writer in order to decide the material in the syllabus that should be developed for a set of Communicative English Speaking materials for Sekaa Truna. Then, the material was developed by considering the revision of expert judgment before the material being field tested. After the development material being tested, the questionnaires were distributed in order to know member of Sekaa Truna's judgment about the set of Communicative English

Speaking materials for Sekaa Truna. The data that gather from the instruments that had been filled by member of Sekaa Truna and writer was then tabulated. The tabulated data was analyzed descriptively.

3. FINDINGS AND DISCUSSIONS

This finding is used to answer the major problem where it is developed by combining the minor problem. To get the data of the minor problems, the steps of R&D developed by Sugiono (2013) is done in this research. The finding in detail can be seen as follow.

Need analysis is the first step of the process of design Communicative English Speaking materials. In the need analysis, the writer firstly analyze syllabus which is made before. There were three syllabus types in this study, namely the Functional Syllabus, the Situational Syllabus, and the Structural Syllabus. The Functional Syllabus was used because there was a need for Sekaa Truna of Banjar Kiadan to use English communicatively in speaking. The Situational syllabus was used since the language functions were applied in particular situations that were created to support the daily events in promoting coffee as local product. Meanwhile, the Structural syllabus was used to teach language form to the learners. The writer used these analyses as the guideline for developing topics of Communicative English Speaking materials.

The topic which are needed to be developed in Communicative English Speaking materials are arranged based on the sequences in daily situation. The following are the topics which are developed.

Table 1
Topic of Each Unit in Communicative English Speaking materials

UNIT	TOPICS
1	Greeting and Introducing
2	Offering Help
3	Mentioning Price
4	Bargaining
5	Describing Leather Goods
6	Apologizing
7	Telephoning
8	Thanking and Well Wishing

Each topic consists of four sessions which support the target language learning. First is Input. This session consists of a picture and some questions related to the topic that will be discussed. Learners are encouraged to use their previous knowledge to answer the questions. It is also consists of two daily-like-situation dialogues complete with language expressions. Second is Content Focus. This session provides learners with materials that are closely related to the topic discussed. Content focus consists of two parts, namely language expressions and word list. However, some units consist of three parts, for example, unit 1 and unit 5. Time zone part is added to unit 1 in order to clarify time zone differentiation between Indonesia and Western countries. Meanwhile, Name of the Goods are added to unit 5 in order to familiarize learners with the English names of Coffee product. Next is Language Focus. This session presents grammar lessons that support each topic that is discussed. Learners are given a chance to remember strategy to form good sentences. However, grammar mastery is only an additional lesson. It is not the goal of the course. The last session is Communicative Task. This session consists of some communicative activities that can be used by learners to practice their knowledge of the topic discussed. In this session, the writer selected fun activities in each topic in order to decrease

the pressure of learners in learning materials and make fun atmosphere in the classroom. The activities which were used in the speaking materials are conversation, games, role play, and simulation.

From the above finding, a set of Communicative English Speaking materials for Sekaa Truna in Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product were designed

To find the effectiveness of material development to teach Communicative English Speaking materials for Sekaa Truna in Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product, the field test was conducted.

Furthermore, in developing a set of Communicative English Speaking materials, the writer adapted the criteria of a good material by Tomlinson and BSNP. From those criteria, the instruments are created. The instruments that are used in this study are rubric and questionnaire. The rubric is filled by expert judgments and instructor, while the questionnaire is filled by instructor and learners.

The rubric consists of three aspects that must be analyzed, namely content (*kelayakan isi*), presentation (*kelayakan penyajian*), language (*bahasa*), and graphic design (*kelayakan kegrafikaan*). First, in the content, there were several indicators which were used to analyze the content in the book, namely the appropriateness of material, the adequacy of material, the depth of material, the implementation of scientific approach, authentic assessment, and the insertion of characteristic education. The quality of the content could be measured by using those indicators. So that, the content of the book would be reliable used for teaching. Second, Presentation (*kelayakan penyajian*). The presentation should be well prepared by the instructor in order to make the teaching and learning effective. There were several indicators in

presentation, namely presentation technique, the supporting presentation, and the completeness of presentation. Third, language (*bahasa*). The usage of language in the book would influence the comprehension of the learners in understanding the instruction of every activity in the book. So that, the learners would not be confused learning the materials. In line with that, the instructions should be written in language that is appropriate for the target learners in order to be effective (Jolly & Bolitho, 1998).

Forth, Graphic design (*kelayakan kegrafikaan*). The design of cover book sometime could attract the learners to read it. Especially when they opened the book, then they found the content of the book also designed colorfully with pictures and words. They would be motivated to learn the materials. Besides that, the size and the color of words and pictures should be proportional. So, it would be eye catching. In line with that, materials should be attractive in terms of their *Physical appearance* which includes the density of the text on the page, the type size, and the cohesiveness and consistency of the layout (Jolly & Bolitho, 1998).

In fact, in the content aspect, it was found that there were some items that should be omitted, because those items were not relevant and useful for the rubric. Those items also could not be connected to the other items. Thus, it seemed there was a gap between them. Furthermore, the expert suggested adding other items which appropriate with the rubric. In the other aspects, the experts agreed that all items were suitable to be included in the rubric. And the items were relevant to be used in the rubric.

In addition, the expert commented on the materials in a set of Communicative English Speaking materials. She said that this book was too simple and lack of materials. She suggested creating more activities and giving more examples in the materials. The learners would be more

understand the materials if many examples was given. This was because those examples were their guideline to understand and apply the materials.

Moreover, the expert suggested adding learners' evaluation in instructor's performance. In this evaluation, the learners could give some advises to their instructor. So that, the learners had not only made their selves reflection, they also can evaluate the instructor. It was done in order to fix some misunderstanding during learning process. The expert also added several comments to correct some grammatical mistakes, spelling, and diction in writing the material.

Suggestions and critics from the expert judgments that were filled in the rubric were as consideration to revise some points in the supplementary English teaching material. Based on the revision by the expert judgments, there were several things should be revised, they were; adding more activities in the supplementary materials; adding more examples in the materials; changing the activity of questioning into a suitable one; and adding some tips in the activities.

In this study, a set of Communicative English Speaking materials were implemented by instructor. After implementing instructor, the instructor was given two instruments to be used to assess Communicative English Speaking materials. First, the instructor was given an authority to evaluate the materials which had delivered to the learners by filling the rubric that was design based criteria of good English text book by BSNP. In this rubric, the instructor need to give check (√) in the scoring scale of each indicator that was occur in certain unit. The second instrument was a questionnaire given after each lesson has been implemented. In this study used two kinds of questionnaire. The first questionnaire was filled by the instructor. The instructor was also given a chance to express her feeling, judgment

upon the material and the possible solution for the improvements that can be done to the better material. While, the second questionnaire filled by the learners. This questionnaire forms were administrated to the learners after the entire lesson had been done. Furthermore, the result of the rubrics can be found as the following.

The Result of the Rubric based on the development of Criteria of a Good English Text Book by BSNP. The first rubric was the Rubric for instructor. It was developed based on the criteria of a good English materials proposed by Tomlinson (1998) and BSNP. Rubric contained four scoring scales, for each item of a good English material. There were 84 items in this rubric. This rubric aimed at assessing the compliance of the material with criteria of a good Communicative English Speaking materials. This rubric was given to the instructor at the end of field testing. The followings were the result of the rubrics. To know the instructor's opinion regarding material the result of the rubric were analyzed, and then the result were categorized into one of the following rating scale: Excellent Material, Good Material, average Material, below average Material, and poor Material. From the scale above the writer analyzed the result from the good material rubric and the result of the analysis showed that the accumulative score of the existing material was 313. Thus, it was categories into a good material.

Furthermore, from the result of the questionnaire filled by instructor, a set of Communicative English Speaking materials obtained only 90,91% of appropriateness level. It was affected by three no answer which was answered by the instructor. She did not agree with question number 9, 18, and 21. Overall, it summarized that a set of Communicative English Speaking materials presented were considered as good material; it meant that the instructor considered the material acceptable.

The second questionnaire was filled by the learners. The questionnaire was aimed at collecting learners' opinion on the materials. This questionnaire was given to the learners at the end of field testing. Therefore there were 23 questions administered to 24 learners. The answer of the learners in the questionnaire was coded as 1 if the learners answered yes and 0 if the answered no. The result of questionnaire filled by learners was most of the learners felt the Communicative English Speaking materials were interesting, understandable, systematic, and matched with the learners' characteristics. Besides that, the materials developed by the writer could motivate the learners to learn and they were not felt bored easily and also this material was as one of the Communicative English Speaking materials to avoid the monotonous learning English in the classroom. Moreover, it would help the instructor implementing curriculum 2013 appropriately. Based on the above results of the instruments, it can be summarized that the materials developed by the writer has complied with the criteria of good material. Beside that there were a number of suggestions should be followed such as: 1) a set of Communicative English Speaking materials should be added with more activities. 2) Each unit of materials should be added more pictures. And 3) the instructor suggested changing some instructions into the simple instructions in order to make learners easy to understand.

The writer later improved the material by correcting the wrong parts of the material as well as doing the steps above as suggested by the instructor. The improvement of this material would become the final product of this research.

Besides giving questionnaire to the learners, the pretest and posttest were also conducted in order to measure whether a set of Communicative English Speaking materials were effective or not to be used in teaching Speaking for Sekaa Truna of

Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product.

After both pretest and posttest had been found, they would be compared by finding the mean scores. The result of pretest's mean score was 79.08. Then the mean score of posttest was 86.58. It shows that the result of posttest's mean score is higher than pretest's mean score. From that result, it can be concluded that a set of Communicative English Speaking materials which was developed by writer is effective to be used for Sekaa Truna of Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product. Therefore, that a set of Communicative English Speaking materials are suitable to be used for Sekaa Truna of Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product.

4. CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

There were two major objectives of this study. The first objective was to find which materials should be developed to teach Communicative English Speaking for Sekaa Truna of Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product. This objective covered several minor objectives, they were (1) to analyze the topics which are needed to be developed in a set of Communicative English Speaking materials for Sekaa Truna of Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product; and (3) to find the activities which are needed to be included in a set of Communicative English Speaking materials for Sekaa Truna of Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local

product. The second objective was to know how effective the development of a set of Communicative English Speaking materials that are used to teach Sekaa Truna of Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product.

The data were gained by using several instruments namely rubric and questionnaire. The rubric was taken from the criteria of a good material by Tomlinson and BSNP. This rubric was filled by the expert judgments and instructor. While the questionnaire was filled by instructor and students in order to know their opinion about a set of Communicative English Speaking materials.

After designing the instruments, the model of Research and Development by Sugiono (2013) was employed as the research procedures. The data obtained were qualitatively analyzed. From the result, new materials were developed, analyzed by experts, revised, field-tested, analyzed, and finally produced.

Considering the findings and discussion, several conclusions could be drawn. In developing a set of Communicative English Speaking materials, several procedures were conducted. It started from the need analysis. It was done by analyzing syllabus. There were three syllabus types in this study, namely the Functional Syllabus, the Situational Syllabus, and the Structural Syllabus. From the need analysis, it was found that there were eight units in a set of Communicative English Speaking materials, namely Greeting and Introducing, Offering Help, Mentioning Price, Bargaining, Describing Leather Goods, Apologizing, Telephoning, and Thanking and Well Wishing. Each unit had a topic and activities. The topics and the activities were taken from the need analysis by analyzing the syllabus. A set of Communicative English Speaking materials are also contained several

activities. The writer selected fun activities in each topic in order to decrease the pressure of learners in learning materials and make fun atmosphere in the classroom. The activities which were used in the speaking materials are conversation, games, role play, and simulation. After that, the writer begun to design a developed material. In developing materials, discussing and revising with expert judgments and supervisors was conducted in order to find the compatibility of the new material. After the materials have been designed, the field test was conducted to know the application of the supplementary materials. After that, several revisions were done for the betterment.

After doing the field test, rubric and questionnaire were given to instructor and students. Based on the results of the instruments, it can be summarized that the materials developed by the writer has complied with the criteria of good material. Besides that there were a number of suggestions should be followed such as: 1) several activities should be more added in a set of Communicative English Speaking materials. 2) Some pictures should be added in each unit of a set of Communicative English Speaking materials. And 3) some instructions are suggested to be changed into the simple one.

The pretest and posttest were also conducted in order to measure whether a set of Communicative English Speaking materials were effective or not to be used in teaching Speaking for Sekaa Truna of Banjar Kiadan. After both pretest and posttest had been found, they would be compared by finding the mean scores. The result of pretest's mean score was 79.08. Then the mean score of posttest was 86.58. It shows that the result of posttest's mean score is higher than pretest's mean score. From those result, it can be concluded that a set of Communicative English Speaking materials which was developed by writer

is suitable to be used for Sekaa Truna of Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product. In conclusion, a set of Communicative English Speaking materials are effective to be used for Sekaa Truna of Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product.

The implication of this study expects that the instructor could use a set of Communicative English Speaking materials in teaching Speaking. These materials are suitable to be used by Sekaa Truna of Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product, since it was developed based on the requirement of the criteria of a good materials by Tomlinson and BSNP.

This research is a preliminary research aiming at developing a set of Communicative English Speaking materials for Sekaa Truna of Banjar Kiadan Desa Pelaga Kecamatan Petang Kabupaten Badung in promoting local product. Since there are some limitations of this study, further test still need to be done to this particular material. Instructors and other writers are encouraged to develop their own material for teaching Communicative Speaking. Moreover, the result of this research still needs a broader scope of field testing in order to get a better result and to ensure the effectiveness of the product.

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