Vol. (6), No. (1); 2020 ISSN: 2355-2069 (Print) ISSN: 2656-5765 (Online) Published by IAIN Bengkulu



DEVELOPING SUPPLEMENTARY TEACHING SPEAKING I MATERIALS FOR STUDENTS OF ENGLISH EDUCATION PROGRAM OF IAIN BENGKULU

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DOI: http://dx.doi.org/10.29300/ling.v6i1.2713

Received: April 2020 Accepted: May 2020 Published: July 2020

Abstract

Most of third semester students of English Education program of State Institute for Islamic Studies (IAIN) Bengkulu, Indonesia, encountered many problems in speaking activity. The main problem was there were not appropriate teaching English speaking materials yet that give big portion and opportunity for the students to speak actively and freely based on their contextual or daily experiences and background in order to support teaching and learning process of English speaking I. the objective of this research is developing a set of supplementary teaching English speaking materials for the students based Contextual Teaching and Learning. This research used Research and Development design with the procedures: conducting need assessment, developing supplementary materials, conducting expert validation, revising the materials, trying out the materials, and revising the materials. The researcher collected the data by using questionnaires, interview, analyzing the syllabus, and field note. The product of this research is four units of supplementary teaching English speaking I materials for third semester students of English Education program of State Institute for Islamic Studies Bengkulu, Indonesia.

Keywords: Supplementary Materials, English Education program, Contextual Teaching and Learning

INTRODUCTION

Speaking is one way to communicate where humans can convey messages verbally. Brown and Yule (1999) said that the function or purpose of speaking is to communicate a message verbally with the aim that those who give and receive information understand the message conveyed. Therefore, to enable students to communicate, an institution or teaching staff must apply the language learned in real communication.

Speaking can be conveyed directly and spontaneously with good planning or grammatical meaning when we communicate verbally with someone. Students' confidence and enthusiasm in speaking are the most important factors in developing their oral communication skills (Harmer, 2006). A student will be able to learn English well, fluently, and effectively if there is good trust in each other in terms of good oral communication, such as an opportunity to speak in formal and informal situations, inside or outside the classroom.

Considering the importance of English in the era of the Asian Economic Community, to support the learning activities of students in the English Study Program of State Institute for Islamic Studies (IAIN) Bengkulu which has many contact with verbal communication needs, students must also be taught English as a medium to explore English language skills in activities in learning process and communicating with others. Every student is trained to speak English in their daily communication.

Unfortunately, most students cannot use English well and are active in teaching and learning activities in class or in the form of communication with their friends both inside and outside the classroom. This happens because their speaking ability is still low and influenced by their problems during the learning and teaching process in the classroom. Problems such as: first, teaching materials that fossilize the activeness and freedom of students in speaking by burdening them with grammatical patterns and not in accordance with their life context or needs in communication. This encourages students not to be verbally active during the learning and teaching process in the classroom, because students feel afraid of making mistakes about grammar patterns in their sentence construction.

Those things are happened because there are no well-developed speaking teaching materials specifically suited to their background knowledge so students can communicate and interact actively during the learning and teaching process. Second, the process of teaching English is monotonous during a learning process, where the lecturer who teach students with traditional or conventional method and approaches by giving or delivering English material in front of the class until the last moment of learning, without giving much time for students to express their abilities in speaking. This happens because the teaching materials used are teaching materials that are determined when they are already in the classroom. Sometimes teaching materials that delivered are speaking materials that talks about the latest politics, while on the other hand, students who are not learning yet to follow the latest political developments, etc. due to the limitations of electronic media in the residence of students, because almost all students live in a boarding house that does not provide television, etc.

Conventional teaching methods make students feel bored, they have low motivation to learn English and it is difficult to use English as a medium of communication. Third, the lack of practice in speaking, this happens because the students found some difficulties to express themselves to speak English while learning English in class because the teaching material used does not give them much time to speak freely and the material delivered is not appropriate with the needs and social backgrounds of students. Fourth, students are afraid to make mistakes when speaking English. Students are often afraid if they made some mistakes and because of their assumption that if they make mistakes, the lecturer will be angry and their friends will

laugh at them, so that they are afraid of experiencing mistakes in the learning process (learning through mistakes). Fifth, and most importantly, there is no teaching material in teaching English speaking yet that can encourage and motivate them to learn English speaking well and in accordance with their needs. Because the main book that used by lecturer when teaching English in class is more focused on reading and writing activities without giving much time and opportunity for students in the English Study Program of State Institute for Islamic Studies (IAIN) of Bengkulu to express ideas they go through speaking.

From the facts above, the researcher is interested in solving problems faced by students and improving students' speaking skills in the English Study Program of State Institute for Islamic Studies (IAIN) Bengkulu through developing English speaking I materials for students in English study programs at the State Institute for Islamic Studies (IAIN) of Bengkulu based on Contextual Teaching Learning (CTL).

The Contextual Teaching Learning (CTL) philosophy is rooted in the perspective of John Dewey (Arifuddin, 2013). John Dewey is one of the classical education experts who proposed curriculum theory and teaching methodology based on student experience. He believes that students will learn effectively if they can make connections between what they learn with the experiences they have, and also, they are actively involved in the learning process in class. In other words, what one has learned by way of knowledge and skills in one situation becomes an instrument of understanding and dealing effectively with the situations that follow, and this process lasts for life and continuous learning. Students will learn best if they are actively involved in class activities and can ask questions and develop their learning experiences through daily experiences. Students will show better and higher learning achievement through tangible things they can do. Learning is considered as an intellectual effort or activity to develop their ideas through introspection activities.

Therefore, the development of teaching materials for developing English speaking teaching materials for students in the English Study Program of State Institute for Islamic Studies (IAIN) Bengkulu based on Contextual Teaching Learning (CTL) is one of the important things done to make students able to communicate in English speaking actively as the most demanded skill to be mastered in this era of globalization. The learning principles compiled in the CTL approach must be applied by the lecturer (who is able to creatively adapt these principles to the class according to the conditions of the class in question) and must provide the textbook used. For this reason, it requires the readiness of lecturer who must be trained through in-service training and required learning materials specifically written in the color of Contextual Teaching Learning.

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Research Question

How is the process of developing English Speaking I materials in third semester, English Study Program of State Institute for Islamic Studies (IAIN) Bengkulu which is valid, practical and effective based on Contextual Teaching Learning (CTL) on academic year 2019-2020?

Research Objective

The purpose of this research is to develop English speaking I materials in English Study Program of State Institute for Islamic Studies (IAIN) Bengkulu based on Contextual Teaching Learning (CTL) on academic year 2019-2020 which is valid, practical and effective to reduce the problems faced by students in learning English Speaking.

METHOD

This research was conducted by using research and development design. Therefore, this research employs set of activities to develop and validate speaking materials (Latief, 2012). In this research, the researcher took development procedure model based on Borg and Gall (1981) and was adapted based on the necessity of the research which is started from: 1) need analysis, 2) Selecting and sequencing the materials, 3) developing the materials, 4) expert validation, 5) Revising based on expert verification, 6) evaluation that consists of try-out, evaluation, revision, and validation based on feedback during teaching and learning process, 7) finishing that consists of developing final product of speaking materials.

Need Assessment

In order to get brief information, the researcher used questionnaires, interview, analyzing syllabus and field note as the media to obtain the information. in this research, the respondents were the third semester students of English Education program of State Institute for Islamic Studies (IAIN) Bengkulu, Indonesia that consist of 33 students.

Model of Development

In this research, the developed materials were in the form of supplementary materials that focus on speaking activities in English Speaking I subject. In accordance with the students' needs from the result of need analysis, the materials were developed by using Contextual Teaching and Learning (CTL) to help the students communicate and practice English based on their contextual or daily experiences and background. One unit of the developed speaking materials consists of reading passage to establish students' experiences, authentic language, practicing, and reflection which is in the form of reinforcement.

Experts Validation

The researcher selected two experts with different criteria of validation. The first expert is English lecturer who expertised in developing English materials that validated the contents of the developed materials. Then, the second expert is also English lecturer who expertised in language usage in English developed materials, the characteristics of Contextual Teaching and Learning (CTL), validated teaching strategy, instructional media, and the appropriateness with Contextual Teaching and Learning (CTL) of the developed materials.

Try-out

The try-out was employed to evaluate the effectiveness and efficiency of revised material from the expert. This was obtained to validate the data. The required data obtained from the try-out field included the appropriateness of the materials, strength, and the weakness. The observations were conducted to validate the materials while the materials were being implemented in the classroom and the researcher used the results as the media to revise the materials.

FINDINGS AND DISCUSSION Result of Need Assessment

The result of need assessment discussing about the data that collected from questionnaires, interview, and syllabus.

a) Questionnaire

In this Research, the questionnaires covered nine points of analysis and the results of students' responses on questionnaires are as follows:

No	Indicators	Response	Total	Percentage
1	Students' interest in	- Very interest	- 10 Students	- 30, 30%
	English	- Interested	- 18 Students	- 54, 54%
		- Less interest	- 4 Students	- 12, 12%
		- Not interest	- 1 Student	- 3,03%
2	Students' opinion on	- Very difficult	- 1 Student	- 3,03%
	learning English	- Difficult	- 18 Students	- 54, 54%
		- Less difficult	- 7 Students	- 21, 21%
		- Not difficult	- 7 Students	- 21, 21%
3	Students' opinion on	- Listening	- 8 Students	- 24, 24%
	English skill	- Speaking	- 11 Students	- 33, 33%
		- Reading	- 7 Students	- 21, 21%
		- Writing	- 7 Students	- 21, 21%
4	Students' opinion on	- Very important	- 13 Students	- 39, 39%
	speaking	- Important	- 19 Students	- 57, 57%
		- Les important	- 1 Student	- 3,03%
		- Not important	- 0 Student	- 0%
5	Students' interest in	- Very interest	- 17 Students	- 51, 51%
	speaking	- Interest	- 10 Students	- 30, 30%

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		- Less interest	- 5 Students	- 15, 15%
		- Not interest	- 1 Student	- 3,03%
6	Students' interest in	- Role play	- 14 Students	- 42, 42%
	speaking activity	- Practicing dialog	- 11 Students	- 33, 33%
		- Question-answer	- 0 Student	- 0%
		- Memorizing dialog	- 8 Students	- 24, 24%
7	Students' opinion on	- Really needed	- 13 Students	- 39, 39%
	the need for speaking	- Needed	- 17 Students	- 51, 51%
	materials	- Less needed	- 2 Students	- 6,06%
		- Not needed	- 1 Student	- 3,03%
8	Students' opinon on	- Really needed	- 7 Students	- 21, 21%
	the illustration	- Needed	- 16 Students	- 48, 48%
		- Less needed	- 9 Students	- 27, 27%
		Not needed	- 1 Student	- 3,03%
9	Students' preference	- Colourfull Pictures	- 23 Students	- 69, 69%
	on the illustation	- Black & white	- 1 Student	- 3,03%
		pictures		
		- Colourful photo	- 9 Students	- 27, 27%
		- Black & white photo	- 0 Student	- 0%

Table I: The Result of Questionnaire About Students' Needs for Speaking Materials that consists of 33 Students

b) Interview with the English-Speaking Lecturer

In this research, conducting interviews with the lecturer of English Speaking in the English Language Education Study Program, State Institute for Islamic Studies (IAIN) Bengkulu has the aim to gather all information related to the teaching and learning process at the lecturer perspective and as one of the bases in developing English Speaking material contextual based. In this interview process, the researcher determines several interview points that will be asked including lecturers 'opinions about students' interest in learning English, the availability of English Speaking books that are in accordance with the needs of students in learning to speak English. In addition, it also includes suggestions on materials developed for speaking English based on Contextual Teaching Learning (CTL), materials that are suitable for learning to speak English, effective activities for students in learning to speak English, and obstacles that they encounter while teaching language. English speaking.

When researcher ask about students' interest in learning English, the lecturer stated that all students like to learn to speak English. The lecturer stated that students realize that English is very important to be mastered, especially when they have good academic level and great work in the future. Through this phenomenon, in every English speaking class, students are very enthusiastic in every part of the English Speaking course. However, the researcher was quite surprised when the lecturer said that the availability of teaching materials in English speaking was very limited because the lecturer used the material more often on the spot. The

lack of teaching and learning materials, especially for speaking, is a terrible scourge because it

cannot meet the needs of students, especially to cover their great enthusiasm in learning

English, especially for speaking. This limited amount of material contributes to the

ineffectiveness of the teaching and learning process. The material used to focus almost

exclusively on certain points, not even giving many opportunities for students to express their

skills in learning to speak English freely.

c) Result of Developed Materials

According to students 'needs and lecturer's suggestions and based on the results of

needs analysis, researcher decide to develop additional material that focuses on speaking skills

to help students overcome their problems in speaking.

The design of material development as a supplementary material is focused on speaking

activities. This teaching material was developed based on Contextual Teaching Learning (CTL)

and is well organized based on competency standards and basic competencies of teaching

syllabus in the English Study Program, State Institute for Islamic Studies (IAIN) Bengkulu.

Complementary teaching material consists of four chapters and contains the objectives

of the topic stated at the beginning. Topics are chosen based on considerations related to the

needs and interests of students and aim to enrich the experience of students to support their

daily activities. The four chapters are narrative texts, expressing agreement and disagreement,

recount texts, and announcements.

Each chapter begins with a brainstorming stage that directs students to know what

material they will learn. In the first part of the material, the researcher provides reading

material. This reading section aims to direct students to understand the material and try to

communicate in spoken language in the form of interviews where students can answer

questions based on their understanding of the text above with their own language at the end of

the reading. The second part of these materials, the researcher provides authentic language.

This authentic language aims to direct students about how to arrange sentences correctly. In

this section, students do not have to memorize grammar patterns. They only need to practice in

authentic language in order to convey the message perfectly spoken and can be understood by

the listener properly. The third part of this material is practicing. This part of the exercise can

be in the form of dialogue practices, role plays, monologues, retelling stories or sequential

pictures, etc. Finally, at the end of the material is reflection. This reflection must be conveyed

by students in spoken language and be part of the reinforcement.

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d) The Result of Expert Validation

The experts also claim that the material developed is very interesting. They believe that students will have high motivation and can reduce their problems in English through these materials, because the materials are arranged in an interesting and logical order.

In particular, the expert has several opinions and suggestions for making this developed material well validated. For content evaluation, the expert said that the text in the first chapter must be in accordance with the interests and needs of students. Contextual reading texts or according to the needs and background knowledge of students will increase the desire of students to read. Therefore, he suggested to look for contextual texts or texts that fit the needs and desires of students to be easily understood. For the remainder of chapter one he claims that the materials are very good and fit the needs of students.

For the second validation characteristic, language evaluation, experts say that the first chapter to the fourth chapter is good. Therefore, he said that there was no suggestion because the use of language in the material was easily understood by students as well as sentences and grammar. However, experts advised the researcher to be careful in the second and fourth chapters because the words and sentences are not arranged properly, typos, irregular and irregular verbs, etc. In general, the expert said that the language was suited to the needs of students where the material was communicative and easy to understand.

For the third characteristic of validation, an evaluation of the background characteristics of students' knowledge from the English Education Study Program, State Institute for Islamic Studies (IAIN) Bengkulu, the expert said that almost the text was too general, he advised researcher to be more specific on Islamic stories or texts containing religious, life, or educative and informative values in each chapter. Experts say that through texts that contain religious, life, or educative and informative values can motivate students to become better on all sides, especially in learning something.

For the last aspect, the communicative principle aspect, the expert said that the material developed was very communicative by giving students many opportunities to practice their speaking skills without being burdened by memorizing many grammatical formulas, because researcher gave them authentic language as guidelines for speaking. When students make mistakes in speaking, the material developed provides space for lecturers who teach students then to revise mistakes through communicative principles called recast. Here, students can express their ability to speak English through various activities such as practicing dialogue, playing roles, answering direct oral questions, monologues, speaking in groups and pairs, retelling, retelling stories with sequential pictures, English material speaking after reading the section to see the students' ability to understand texts and express them in spoken language,

etc. However, the expert suggested that researcher add more activities that would motivate students to be more active in speaking activities.

Finally, revisions were made based on corrections and suggestions from both experts to make the final product better.

e) Revision of the Product

After obtaining validation from the experts or experts, the researcher revised the product based on corrections and suggestions from the experts. Revisions made are in the form of image changes, typos and misspelling of words, punctuation, etc. All material that has been revised will be validated a second time to the experts to make the material developed is better understood and qualified. Therefore, researcher consult with experts about the quality of content, language, characteristics of Islamic education, teaching strategies, instructional media, and conformity with contextual principles in communicative language.

All the suggestions from experts for the material being developed are very useful for making this material developed better. All aspects related to the weaknesses of this supplementary teaching material were developed and redesigned based on suggestions and have been validated by both experts. Then, the material is improved and ready to be tried-out.

f) Result of Try-Out

To find out the application of the material being developed, it is necessary to apply the product in a real field where this step does some information related to the material that needs to be improved to find out the suitability of the material developed for students. Therefore, researcher conducted trials for students in the English Language Study Program, State Institute for Islamic Studies (IAIN) Bengkulu on 5 till 6 October 2019. The results of try-out are as follows:

Table 2. Result of the Questionnaires for the Studentss after Try Out

No	Indicators		Response	Total of Respondent	Percentage
1	Attractiveness on the	-	Very Good	- 15 students	- 45, 45%
	materials	-	Good	- 14 students	- 42, 42%
		-	Fair	- 4 students	- 12, 12%
		-	Poor	- 0 student	- 0%
2	Level of difficulties	-	Very Difficult	- 0 student	- 0%
		-	Difficult	- 0 student	- 0%
		-	Less Difficult	- 6 students	- 18, 18%
		-	Not Difficult	- 27 student	- 81, 81%
3	Steps of activities	-	Very Good	- 12 students	- 36, 36%
		-	Good	- 15 students	- 45, 45%
		-	Fair	- 6 students	- 18, 18%

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		-	Poor	- 0 student	- 0%
4	Usefullness of the material	-	Very Good	- 20 students	- 60, 60%
	in supporting speaking	-	Good	- 13 students	- 39, 39%
	practice	-	Fair	- 0 student	- 0%
		-	Poor	- 0 student	- 0%
5	Aspect of practicality	-	Very Good	- 25 students	- 75, 75%
		-	Good	- 8 students	- 24 24%
		-	Fair	- 0 student	- 0%
		-	Poor	- 0 student	- 0%

g) Revision from Try-Out

After testing and collecting data from the questionnaire, the researcher revised the weaknesses and weaknesses of the material developed. Weaknesses or weaknesses of this product are difficulties such as vocabulary from idioms, typos, misspellings, and length of texts or sentences.

After the material developed is revised and considered good, the researcher consults the material developed with the expert. In the expert's perspective, this developed material has been revised to be more perfect and meets the requirements of students in the English Language Study Program, State Institute for Islamic Studies (IAIN) Bengkulu.

DISCUSSION

Discussion of Needs Analysis

Needs assessment plays an important role in this research. Through needs analysis, researcher can find out what material will be developed to meet the needs of students in learning English language material. In the needs analysis process, researcher conducted a survey to find out the speaking material and competencies that students must master in the English Language Education Study Program, State Institute for Islamic Studies (IAIN) Bengkulu. The data will be the basis for developing supplementary teaching materials. Data was collected using a questionnaire for students, interviews with the Speaking Lecturer, and a lecture event unit (SAP) used in the English Language Study Program, State Institute for Islamic Studies (IAIN) Bengkulu.

From the questionnaire data, the researcher concluded that the students were very interested in English speaking courses. They realize that by mastering English, especially speaking as a communication tool, they can achieve better achievements and a bright future. Therefore, they are very enthusiastic about the material developed in English speaking courses. To make them more interested in the material developed, researcher developed interesting and qualified English-language material based on their needs and suitability to the age and level of students.

In the interview process, the researcher got several opinions and suggestions from the

Speaking Lecturer about material that is suitable for speaking English. Opinions and

suggestions from lecturers form the basis for researcher in developing additional teaching

materials in English. Lecturers advise researcher to develop interesting material that can

motivate students to speak actively not only in class but also outside the classroom. The lecturer

also suggested developing material that could be understood and showed the characteristics of

Islamic education. In addition, he also suggested developing material with activities that could

attract students' interest and motivation, such as practicing dialogue, playing roles, answering

oral questions directly, monologues, speaking in groups and pairs, retelling, retelling, retelling

with sequential drawings, materials speaking after reading the section to see the students' ability

to understand texts and express them in spoken language, etc.

The final point in data collection, researcher surveyed the lecture event units (SAP) used

by the English Language Study Program, State Institute for Islamic Studies (IAIN) Bengkulu.

In this study, the most basic component in developing teaching materials is to use Contextual

Teaching Learning (CTL) which is in line and in accordance with the curriculum used in the

study program.

Discussion of Draft Teaching Material Development

In this study, after obtaining valid data about students' needs for English-language

materials from questionnaires, interviews, and lecturing syllabus, researcher developed

English-language materials based Contextual Teaching Learning (CTL) as the principles and

basis of material developed.

So that these materials are more interesting and interesting. Researcher supplement these

materials with color pictures and photos. As we can see from the students' preferences in the

illustrations, almost all students prefer color pictures and photos to black and white ones.

Researcher also provide a good layout so that the material is easily understood and makes

students well aware of what the material is. In addition, this additional material also comes

with an interesting cover, preface, and table of contents, good illustrations and coherent.

Researcher arranged each chapter based on Contextual Teaching Learning (CTL) which is also

equipped with competency standards and basic competencies in speaking for students in the

English Study Program, State Institute for Islamic Studies (IAIN) Bengkulu where learning

objectives are indicated at the beginning of each chapter. It aims to direct students to know

what abilities they must master at the end of the learning process.

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Discussion of Expert Validation

Based on the opinion of the expert who first validated the content of the material developed, the use of language in the material developed, and the characteristics of Islamic education, the expert said that the content of the material developed was in accordance with the needs of students in the English speaking course. The content is interesting and can motivate students to be more active in speaking activities. In contrast to the main book, the material developed provides space and a great opportunity for students to practice more with content and materials that are suitable for the lecturing syllabus used in the English Language Education Study Program, Sate Institute for Islamic Studies (IAIN) Bengkulu. The language used in the material developed is communicative and contextual and can be understood by students and it can encourage students to practice speaking better than before. This language also suits their level and age. The use of language and terms that do not represent Islamic values also change to Islamic values. In addition, the expert said that the teaching strategies in the material were developed according to the needs of students, where there is a great opportunity for students to express their ideas through spoken language. The teaching strategy in delivering material is centered on students, lecturers only monitor, facilitate, and explain material that is not yet understood by students. Through this teaching strategy, students can explore many things in the content without being a good listener of what is explained by the lecturer. In these developed materials, learning media is very interesting and fun. Through good learning media in the developed materials, students are no longer bored like what they did in the previous material from the main book used.

The expert also said that the material developed was in accordance with the principles or concepts of Contextual Teaching Learning. The material has a variety of topics that can encourage student activity and communicate well with their friends without being overburdened by grammar patterns such as in recent years. Here, students can express their ability to speak English through various activities, such as practicing dialogue, playing roles, answering direct oral questions, monologues, speaking in groups and pairs, retelling, retelling stories with sequential pictures, material sheets speaking after reading the reading to see the students' ability to understand texts and express them in spoken language, etc. The expert was impressed because the material developed was very contextual and communicative by giving students many opportunities to practice their speaking skills without being burdened by memorizing many grammatical formulas, because researcher gave them authentic language as guidelines for speaking. When students make mistakes in speaking, the material developed provides space for lecturers who teach students to correct errors through communicative principles called Recast.

Discussion on Try-Out

As the researcher explained in the previous chapter, the trial process is used to determine the strengths, weaknesses, and suitability of the material being developed. To find out students' opinions about the material developed, researcher identified it through five aspects. These aspects are the attraction of the material, the level of difficulty, the steps of the activity, the use of the material in supporting speaking practices, and the practical aspects.

From the aspect of attractiveness to the material, researcher arrange these materials with attractive shapes and color images or photographs. Therefore, students are very enthusiastic and highly motivated during teaching and learning in the trial process because interesting material makes them active during learning and practicing speaking activities.

From the aspect of the level of difficulty, all students stated that the material developed was easy to understand where students could understand well every material in this product. Material that is easy to understand makes it active during the teaching and learning process in the trial process.

From the aspect of the steps of the activity, students claim that the material developed is a logically good sequence. Students can understand the material well because the material is arranged from theory to real practice. Through a good sequence of activities, students will not be confused which parts must be mastered first and so on.

From the aspect of the use of the material in supporting English speaking activities, almost all students stated that the material developed was very important and useful to improve their English language skills and reduce their problems in speaking practice. They hope that the material developed can be used effectively to motivate them to be more active in learning English, especially in English.

The last aspect of the questionnaire for students after the trial is the practical aspect. For this aspect, almost all students stated that the material developed significantly influenced them to solve their problems in speaking and improve their speaking abilities. The students also claimed that these materials gave them a large space and the opportunity to actively speak and complete the main textbook used by students in the English Study Program, State Institute for Islamic Studies (IAIN) Bengkulu. Finally, from the trial process, the lecturer did not find a problem and students also did not experience difficulties to discuss the material developed. It was concluded that the implementation of the pilot in principle had been carried out well.

During the trial process, researcher saw that the effectiveness of the material developed was very good. The students can understand each topic in each unit very well and it can be seen from the activities and responses of students during the teaching and learning process in class. They also become more confident in expressing their abilities in speaking activities without fear of making mistakes during speaking, because the lecturer will revise their mistakes directly *Linguists: Journal of Linguistics and Language Teaching*

without blaming students. The students are also very active during the teaching and learning process in trying to develop material, they support each other to improve their speaking skills. The students were also very interested in the material developed because the material developed was very interesting in a good logical order and color pictures or photos in each unit. In addition, the students said that the material developed was very appropriate to their needs, age and level. Therefore, through this developed material, students can reduce their problems in speaking activities and are highly motivated to improve their abilities to be better than before.

Final Product

The final step of this research is the final product of English-speaking teaching materials that are fully developed with suggestions and revisions after being validated by experts and the material is developed based on Contextual Teaching Learning (CTL). The experts approved the final product and they stated that this research product was very important for students of the English Language Study Program, State Institute for Islamic Studies (IAIN) Bengkulu because these materials were very useful for students to solve their problems in speaking. The final product of this research is a set of additional English language teaching materials for students in the English Language Education Study Program, State Institute for Islamic Studies (IAIN) Bengkulu in the academic year 2019-2020. These additional materials are supplemented by covers, preface, and interesting contents, colorful images and photographs in each chapter, good and coherent illustrations.

This supplementary teaching material consists of four chapters and the four chapters are narrative text, express agreement and disagreement, recount text, and announcement. Each chapter begins with a brainstorming stage that directs students to know what material they will learn. In the first part of the material, the researcher provides reading material. The second part of these materials, the researcher provides authentic language or discusses the core of the subject. The third part of this material is Practicing.

CONCLUSION

In this research, the material developed is in the form of supplementary materials that complement and cover the lack of major books on English speaking courses which are focused on speaking skills for students of the English Language Study Program, State Institute for Islamic Studies (IAIN) Bengkulu based on Contextual Teaching Learning (CTL). The material developed also aims to assist lecturers in teaching English speaking which is rarely in the main book to solve students' problems in speaking as well as to help students by giving them more opportunities to practice speaking their English.

Obstacles that occur during the need's analysis process such as heterogeneity of students' opinions about the teaching needs of English language material make researcher a little confused in determining the material to be developed. Therefore, researcher took their opinions about the need for English-language material based on the main choices they conveyed through the questionnaire. In this study, the material developed was tried out only once because of the limited time in which students would take midterms, researcher were only given one meeting by an English speaking I lecturer, English Language Study Program, State Islamic Institute of Religion (IAIN) Bengkulu to test the material or teaching material developed. Therefore, researcher have chosen one material that is suitable for the lecturing syllabus (SAP).

After being validated by the experts, a class test was conducted to determine the suitability, needs, effectiveness, strengths and weaknesses of the teaching material developed, and was revised based on expert verification and trial results, the final product of this study consisted of four chapters namely narrative text, states agreement and disagreement, recounts, and announcements and is accompanied by attractive covers, preface, and table of contents, color pictures and photographs in each chapter, and coherent illustrations. All materials were developed based on Contextual Teaching Learning (CTL). In each unit, the material begins with the title, learning objectives, let's get ready as a form of brainstorming, reading aimed at directing students to understand the topics to be discussed, modeling as authentic forms of language, exercises, and reinforcement in the form of reflection. Therefore, to make these materials in line with the lecturing syllabus (SAP)set by the English Study Program, State Institute for Islamic Studies (IAIN) Bengkulu, the researcher compiled teaching materials from several sources selected, adopted, and adapted taking into account the needs of students about speaking material that is appropriate and in accordance with competency standards, basic competencies, and indicators in lecturing syllabus (SAP).

The strengths of the material developed are the material that can cover the weaknesses or weaknesses of the main book used by lecturers that cannot meet the needs of students in learning English speaking. The material developed is complemented by interesting and appropriate English-speaking learning activities that can make them actively communicate during the learning process and can be applied in real life communication.

The weakness of the material developed is the material developed only for students in the second semester. The material developed does not cover subsequent semesters because the time to conduct research is limited to only one semester.

In order to make these materials better, the researcher suggested the lecturer to complete these materials with lesson plan and combine it with the main book in order to supply students' need in English speaking based on their necessity, condition, and time accuracy.

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For students, the researcher suggested to use these materials effectively by practicing the content of the materials that is not only in classroom, but also outside classroom. By practicing it effectively, the researcher believes that their problems in speaking could be solved well.

For the next researcher who interested in developing English speaking materials for students in Islamic boarding school based Contextual Teaching Learning (CTL) to develop another one that cover students' need on speaking materials in the first semester and develop the materials that are not only for second year students, but also for all level with better and more attractive products.

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