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Developing Supplementary Speaking Materials for "*Bahasa Inggris*" Textbook for The First Grade of Pharmacy Students

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Abstract

The purpose of this study is to develop supplementary speaking materials for *Bahasa Inggris* for grade X students of SMK Insan Mulia Yogyakarta and describe the efficacy of the supplementary speaking materials for grade X students of SMK Insan Mulia Yogyakarta. This research belongs to Educational Research and Development (R&D) using a simplified six steps of Borg and Gall's model (1983). The findings show that the students' goal of learning English is to communicate with the foreign costumers. Moreover, necessities of students are able to use English in their working field especially pharmacy and it helps students to pass job's selection besides English is very important because the students are be able to use English in their working field especially pharmacy. more than that, the research finds that the students are lacking of vocabularies and speaking activities in the classroom and The students also lack of English speaking activities in the class because the books only provide reading. More than that, in learning English the students' wants to learn English with their specific information about pharmacy. Some themes in the textbook were not relevant with the students' want such as pharmacy, hospital and medicine. The efficacy of the supplementary speaking materials textbook serve the clear instruction and encourage the students in doing activities especially speaking, besides there are various activities in the textbook. This textbook is developed based on the Insan Mulia vocational pharmacy student's need, lack, and want. Furthermore, the speaking materials as the product of this study provide additional learning resources for students.

Keyword*s*: Supplementary materials; teaching speaking, vocational high school

1. Introduction

Nowadays English is the language that is used by mostly people in the world, almost every people use English for their life to communicate with others including Indonesia. In Indonesia, English is the foreign language that is used for communication such as writing and speaking. They use it almost in all departments like for business, tourism, and also education. Indonesia is one of the countries that must adapt with this effect. There is a big progress of countries' effect in ASEAN, which shown by the existence of ASEAN Economic Community in the late of 2015.

Indonesia is one of the ASEAN members, should participate in sending several workers to outside countries. The workers of Indonesia should fulfill the good qualifications, one of them is the workers can speak English as the international language for communicating with other workers from other countries. Next, the workers should be able to compete with other workers by reading a lot books and earning a lot of experiences.

Due to a high demand in involving English as our language use, Indonesian's government does lot of efforts to improve education of Indonesia, such as designing *Standar Nasional Pendidikan* and education programs to teach students in rural areas, emphasizing more on character building in education field, and implementing the 2013 Curriculum (K13) in Indonesia. Education is the first step to achieve a good human resource in the future. One of the ways is to prepare our students especially Vocation High School where VHS create good workers in Indonesia or international.

Based on the research observation, few schools in Yogyakarta used the K13 Curriculum one of them is SMK Insan Mulia Yogyakarta. SMK Insan Mulia Yogyakarta has put the effort to implement the 2013 Curriculum (K13) in ten graders only due to this school still new and still learn how to apply the K13 well in school. Another reason of the school cannot applied K13 to other grade is the material of the book is not suitable for students of SMK Insan Mulia. Several topics of the textbook material of K13 are too general for VHS students. This statement is also relevant with the teacher statement.

From the preliminary observation, The students of SMK Insan Mulia need more specific about their pharmacy fields of learning because vocational high school students should learn based on their majors or their specific purpose. The students and the teachers also stated that students have to learn about speaking skills to face the working world at the end of the VHS of output goal. The researcher focused on the pharmacy students because the pharmacy students are in the great quantity in SMK Insan Mulia Yogyakarta besides the teacher partner of conducting this research is teaching pharmacy student. The researcher chooses the X graders because the X graders use K13 which is that curriculum is currently used now.

The teachers also believe that SMK students must prepare themselves to face the working world by practicing speaking activities. The statement of the researcher was also supported by the result of interviewing some students and teacher. The teacher said that SMK students speaking is more the important skill to face the working world later because they need to communicate well with their partner to make their job done well.

Book is an important tool in learning process. The researcher realized that every textbook has its own strengths and weaknesses. Although significant revision was already conducted, some weaknesses of textbook that used in SMK named *Bahasa Inggris* designed by government can be found when it is used as a source of teaching learning for grade X of

vocational high school (VHS). There are several units contained too many understanding of reading text rather than speaking skill. In some topics are not appropriate with the SMK students. These findings are not relevant with Brown opinion. Brown asserted on his book *Teaching by Principle* that the good book also provides the students need (2001: 388). The statement also supported by Nation and Macalister (2010) that the book should be considered by the environment of the student in this case is students of SMK Insan Mulia Yogyakarta.

For answering the students and the teacher hope, this research aimed to develop the supplementary of speaking skill in the course book named *Bahasa Inggris* designed by government used as a source of teaching learning for grade X of vocational high school (VHS) in the 2013 Curriculum and based on students' needs analysis.

2. Literature Review

2.1 Teaching mterials

Teaching materials are a key component in most language program. There are several definitions of materials proposed by some experts. According Tomlinson (1998) material here are anything which are used to help language learner to learn. Materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.

According to Richards (2006) that materials generally serve as the basis for much of the language input learners receive and language practice that occurs in the classroom. Material helps among teachers and students much, for the teacher material provide the idea on how to plan and teach lessons as well as formats that teachers can use. In other situation, materials serve primarily to supplement the teachers' instruction. For the students, material can be as the basic source of contact they have with the language apart from the teacher. Cunningsworth (1995) summarizes the role of materials (particularly course books) in language teaching as a source for presentation materials (spoken and written). Moreover, the source of activities for learner practice and communicative interaction based on the reference sources for learners on grammar, vocabulary, pronunciation, and so on. Next, the material is a source of stimulation and ideas for classroom activities where the syllabus reflecting on the learning objectives that have already been determined. Then the material support for less experienced teachers who have yet to gain in confidence.

Not all of English materials are good and appropriate in learning process. Commercial textbooks can seldom be used without some adaptation to make them more suitable. Good materials do many things that teacher would normally do as part of his or her teaching. According to Richards (2006) the material should motivate the learners' interest besides reminding them of earlier learning. Next, the good material should tell them what they will be learning next. The good material should explain new learning content to them that is relating these ideas to learners' previous learning. The good materials always get learners to think about new content and help them get feedback on their learning and it encourages them to practice. In the learning, the material should make sure they know what they are supposed to be doing and in the end, the materials are able to check their progress in learning and help them to do better.

Tomlinson (1998) proposes fifteen principles for materials development which are derived from second language acquisition research and experience. Of these I would tell about on the following fifteen in designing ELT material development. The materials should expose the learners to language in authentic use. The material fulfilled the students language need. More than that, the materials help learners pay attentions to features of authentic input beside provide the learners with opportunities to use the target language to achieve communicative purposes. Then the material should provide opportunities for outcome feedback for the learners, it should give the good impact to the learners not give a bad experience such as wash back (Brown, 2004).

In the end, the material should achive impact in the sense that they arouse and sustain the learners' curiosity and attention. Last but not least, the material should stimulate intellectual, aesthetic and emotional involvement.

2.2 *Macro and Micro skill of Speaking*

The main goal of speaking actually is to improve the students' speaking production. In the teaching speaking process we also have to consider the important thing. It is about the macro and micro skills of speaking. Macro and micro skills are the translation of a wider, more common goal of speaking in to instructional focus. We can achieve the goals of teaching speaking activity if students master the macro and micro skills of speaking.

Brown (2007) argued that the skills and strategies for accomplishing reading appear as a crucial part that should be considered in assessment of speaking ability. Here is the list of micro and macro skills representing the spectrum of possibilities for objectives assessment of speaking skill. Macro skills of speaking skills is a appropriate accomplish communicative functions according to situations, participants, and goals. And then, macro skill uses appropriate styles, registers, imply capture, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations. And it conveys links and connections between events and communicates such relations of focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language, denvelop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Moreover, the micro skills produce differences among English phonemes and allophonic variant. Then produce chunks of language of different length, it produces English stress partners, words, in stressed and unstressed positions, rhythmic structure, and intonation contours and produce reduced forms of words and phrases, it uses an adequate number of lexical units (words) to accomplish pragmatic purposes. It produces fluent speech at different rates of delivery, it monitors one's own oral production and uses various strategic devices-pauses, self-corrections, and backtracking-to enhances the clarity of the message. It uses grammatical word classes (nouns, verb, etc), systems (e.g. tense, agreement) word order, patterns, rules, and elliptical forms, it pproduces speech in natural constituents: in appropriate phrases, pause groups, and sentence constituents. Macros skill is eexpressing a particular meaning in different grammatical forms it is using cohesive devices in spoken discourse.

Briefly, the researcher conclude that macro and micro skill can help the researcher to design task for assessing spoken language, these skill can act as the checklist of objectives. While the students of SMK Insan Mulia Yogyakarta can create and practice monolog and dialogue in order to develop language need of them as their goal of discourse competence.

2.3 Scientific Approach

Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Longman, 2014). It means that scientific approach is a body of techniques for investigating phenomena, acquiring new knowledge, and correcting and integrating previous knowledge. Tang Et al. (2009) said that scientific approach has the characteristics of "doing science". This approach allows teachers to improve the process of learning by breaking the process down into steps or stages which contains detailed instructions for conducting students learning.

The teaching learning process in scientific approach referred to the process of observing, asking, reasoning, experimenting, and establishing network for all subjects. Priyana (2014) also stated that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating. This approach seems to be able to develop students' speaking skill since it encourages students to speak in the stages included.

The first step was observing. The goal of this activity was to make students active to search, observe, or give information related to the object observed. For instance, this is the cited task of observing step from the supplementary speaking materials. The second step was questioning. This step was to give students a chance to express their criticism to the learning material, or they could also ask the teacher. The third was exploring. In this step, students discuss in group. It monitored the step in teaching learning by seeing how the students active in teamwork and find some information from the dialogue they have learned.

The fifth was associating. This step asked the students to create a conversation in monolog and dialogue with their partner. In this task the students can use the examples of questions to create the dialogue and monolog using their own word. While the students were doing this task, the teacher was walking around to help the students if they get difficulties. After that the students practiced in pair or group. Teacher opened discussion about how if the students met while the students practicing the dialogue in the group. Last but not least was communicating. Each group presented the dialogue in front of the class other students gave comments. Teacher gave feedback and summarized what they have learned before. This activity was observed by observing how active students gave comments and questions and answers. In this case, the students of SMK Insan Mulia Yogyakarta used Curriculum K13 to study in order to achieve their goal of discourse competence such as using transactional and interpersonal language.

3. Methodology

The study used Educational Research and Development (R&D) method proposed by Borg and Gall (1983). It is a process used to develop and validate educational product. Borg and Gall (1983) stated that "Educational Research and Development is a process used to develop educational product such as material object including textbooks and methods for

teaching and learning process". The goal of R&D was to produce a product which function to solve learning problems. The R&D cycle enabled the writer to adapt relevant findings and translate them into suitable materials. This study used Borg & Gall's model in developing the supplementary speaking materials. The researcher uses interview and observation as the instrument to collect the data. The data were reviewed by using qualitative research.

4. Findings and Discussion

This study presents two research findings; 1) The designing supplementary speaking material using Scientific approach for the 10th grade pharmacy students of SMK Insan Mulia Yogyakarta. 2) The strengths and the weaknesses of the supplementary speaking materials. The explanation of each stage in the research is as follows.

4.1 The designing supplementary speaking materials

The designing supplementary speaking materials was conducted based on 10 stages from Borg and Gall (1983) that was adapted into 6 stages. The designing material was based on Nation and Macalister (2010) and Priyana (2014). The 6 stages of designing supplementary were presented as follows:

4.1.1 Conducting needs analysis and Developing preliminary product

According to Nation and Macalister (2010) needs analyis consists of necessities, lacks and wants. They need to learn English to achieve the curriculum 2013 of basic competence. The students' goal of learning English was to communicate with the foreign costumers or with their foreign partner. The researcher developed the speaking supplementary product based on the goal of students' English learning. The product helps the SMK students to achieve their goals in learning**.**

The necessities could be indicated from teacher's interview. English is very important because the students are able to use English in their working field especially pharmacy. English speaking skill could be used to help students to pass job's selection or to communicate with foreigner. The students need to learn English to apply their job after graduation. The product will be conducted to provide their necessities.

The researcher conducted classroom observation and interview to gain learners lack information. The students got lack of vocabularies and speaking activities in the classroom. They got lack of English speaking activities in the class because the books only provide reading. The students needed specific information related to their vocation. The students' vocation is a pharmacy who will be working in hospital and pharmacy. That is why, the researcher develop the speaking supplementary skill to solve the student's lack.

Moreover, in learning English the students' wants were to learn English with their specific information about pharmacy. Based on the document analysis, some themes in the textbook were not relevant with the students' want. The theme was far from pharmacy need. The textbook was already in line with the syllabus and curriculum. However, some contents of the textbook did not meet with students' want.

In brief, the SMK pharmacy students need a supplementary book to improving the speaking skill ability to prepare themselves on their future job. The students need specific information related to their vocation where the English book cannot serve their goal of learning. So that the researcher developed the appropriate supplementary speaking material

book based on the need analysis of SMK Insan Mulia pharmacy students and it was started form the designing the course grid. The course grid was developed also from the result of the needs analysis as the framework to design the materials each units. The course grid covered severals aspects. They are unit, basic competence (KD) of 2013 curriculum, learning objectives, topic, language functions or text structure, vocabulary, and grammar.

The developing of the materials was adapted on the KD of K13 combine with result of the needs analysis, while the design of book development was adapted from five stages of scientific approach by Priyana (2014). The students of this research were pharmacy students. Based on the finding needs analysis, the content of the preliminary material provided the tasks with appropriate topics, language functions, grammar and vocabulary for 10th grade pharmacy students of SMK Insan Mulia Yogyakarta.

4.1.2 Tryout of the preliminary product and expert judgment

The researcher tryout is a activity to test the effectiveness of preliminary product in the classroom activity before the product is used by the pharmacy students. The finding of try out showed overall the tasks in the preliminary product could be applied and understood by the students. All the learning objectives were reached by the students.

Based on the expert judgement, the content of the preliminary material were in line with the learning objectives that were determined from basic competence of 2013 curriculum. The tasks and the activities also could be understood by the students. However, there were two main aspects revised in this prototype product, they are :

1) Content revision

Content revision is the revision to revise the content of supplementary speaking wether the materials appropriate with the students' need, level, or relevan with English sylabus of 2013 curriculum. The content had three times revision. First, the revision was for the task instruction, when and where it should be begun. Second, the revision was for task instruction of fill in the blank with the provided word into match the words with the similar meaning and note down the words that students hear from the monolog. For the third reviosion, there was only one example of the conversation.

2) Language revision

Language revision is the activity to revise the using of an inappropriate words choices as well as grammatical error that is exist the material. The language that already revised in this product such as misstyping and improper word choices.

3) Layout revision

Layout revision is the activity to revise the pictures. There were some pictures that were not appropriate with meaning purpose of words.

4.1.3 Final product

The final product was the designed material that was revised based on the feedback of the tryout and the experts' judgement. The final product meet the criteria of good textbook that was adapted from Richard (2001) noted that the good should make the students know what they are supposed to be doing. Next, the good book must encourage them to practice. More than that, the activities contained in this product are various.

4.2 The strengths of the supplementary materials

The strengths of the final product of the supplementary materials meets the criteria of good textbook that was adapted from Richard (2001). First, the good textbooks make the students know what they are supposed to be doing, and this textbook has served the clear instruction to make the students know what they have to do in learning process. Next, the textbook must encourage them to practice, and this textbook has fulfilled the requirement of it. On the other points, the activities contained in this product is various such as there are individual activity, in pair, group discussion, and the whole class activities as well as the learning material, which is in systematic designed. Last but not the least, the content of this material is based on the students' needs and the information inside this product can sharpen students' ability to face real job field as a pharmacist. the activities contained in this product is various such as there is an individual activity, in a pair, group discussion, and the whole class activities as well as the learning material, which is in systematic designed. This efficacy is relevant to Brown's statement. Brown asserted the good textbook must serve the variety of activities (Brown, 2004). More than that, the book helps the students to achieve their specific purpose on their vocation, more than that, the book also provides need of pharmacy students. This statement is also relevant with Nation and McAllister (2010). They assert that that the textbook must be related with the students need, want and lack. It can be seen from the theme of textbook such hospital, medicine and pharmacist**.** Moreover, one of the goals of curriculum 2013 is building the characteristic of students. The book also contains several facts of character building of students such as "Work in pair" It will teach students how the important of corporation in doing activity to make them easily to do the activity by playing along. As an addition, the materials were designed with the clear steps of scientific approach. It makes teacher easier to use this product to teach students. And this book helps students to provide additional learning resources for students.

5. *Conclusion*

Learning materials that were developed in this research fulfilled the criteria of R&D model from Borg and Gall (1983) that was adapted into 6 stages. They are conducting need analysis, planning and drafting, based on needs analysis, students' goal of learning, students' necessities, students' lack, and students' wants are found from the document, students, and teacher. First, the goals of learning are achieving the curriculum 2013 of basic competence and learning English is able to communicate with the foreign costumers or with their foreign partner. Next, the necessities of students are able to use English in their working field especially pharmacy and it helps students to pass job's selection and able to communicate with foreigner. The lacks are the students' lack of confident of speaking English. Second, the book contains lack of speaking material. Then, the student lack of speaking activity to served their need in facing working world in the future. In learning English the students' wants to learn English with their specific information about pharmacy. Next, the researcher did draft revision by the expert, field testing, revision, final product. Moreover, the design supplementary of speaking materials has KD's of 2013 curriculum as the goal. Speaking skill is taught because the student must have opportunity to speak English with the foreigner since Yogyakarta has so many tourist resorts.

There are several efficacies of the supplementary speaking textbook. First, textbook serve the clear instruction to make the students know what they have should do in learning

process and encourage them in doing activities (Richard, 2001). Second, there are various activities in the textbook from arranging the jumble word to multiple choices. Next, this textbook is developed based on the Insan Mulia Vocational pharmacy student's need, lack, and want (Nation and McAllister, 2010). Furthermore, the speaking textbook materials as the product of this study provide additional learning resources for students.

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