

Developing_public_speaking_m aterials

by Arif R H

Submission date: 29-Jun-2022 04:26PM (UTC+0700)

Submission ID: 1864539740

File name: ERA__global_citizenship_and_identity_GARLAND_SCIENCE_2018.pdf (262.33K)

Word count: 3126

Character count: 17085

Developing public speaking materials based on communicative language teaching for EFL learners in Indonesia

M.A.R. Hakim & M.J.Z. Abidin
Universiti Sains Malaysia, Penang, Malaysia

ABSTRACT: Public Speaking is a main subject in the English Departments to be mastered by EFL learners. However, its supporting materials are insufficient and causing problems for the learners in mastering the skills. Therefore, education administrators need to develop and design the relevant curriculum. This study is a Research and Development beginning with information collection consisting of identifying the problem, choosing the means of solving the problem, theoretical study, selecting and assembling materials consisting of technique, the processing teaching and learning, scriptwriting consisting of material development, experts validation to get feedback, revising of material revision based on experts' verification, evaluation consisting of trial, revision and finishing. This paper explains the development of public speaking materials based on communicative language teaching as a solution to the problems faced by the learners. The results of the study are supplementary materials consisting of five chapters which help the improvement the learners' public speaking skills.

1 INTRODUCTION

Public speaking is not as easy as what people generally think. Pan (2010) states that standing and doing speech in front of the public such as speaking in front of a large number of audiences in particular occasions are the biggest fears for many people. Public Speaking is one form of communication that can make a big difference in someone's ability to influence decisions in public and private sectors (Hakim 2015). In public speaking, people have the opportunity to convey a message without being reproached by a few individuals or millions of people. Public speaking has many similarities in common with other types of communication. However, it also differs from them for some aspects. The first aspect is the speakers as the main component in speaking, as the source of the message. The second aspect is the audience because the speaker should analyse the audience first to decide how to present his/her ideas. The third aspect is the plot, which refers to the way we convey the message that consists of movement, target, tone of voice and words to communicate. The fourth aspect is the message that will be conveyed to the audience, and the last one is the feedback that will relate about the information received by the speaker from the audience about the presentation and the speaker's response to audience reaction.

Regarding the statement above, Revola (2016) states that speakers usually think about: first, the audience, second, the arguments and evidence. Then, they begin to gather the evidence and put it into some patterns, which are arranged. They give some opinions about the language they use, both before and during a speech, and of course in the delivery of the speech.

The study conducted by Brown (2001) reveals that, the problems faced by students in using English or delivering English speech are anxiety, pride and motivation. Anxiety to speech is not a new thing—it has been happening as people have been talking to each other. Most of speakers who have experienced anxiety during a speech know the importance of calmness and confidence when speaking. According to Hornby (2010), anxiety is a state where one feels nervous or worried that something bad will happen. Further, anxiety is worry and fear,

especially about what might happen (Manser in Revola 2016). Some people feel nervous while others remain calm and relaxed when speaking. Factors that cause anxiety to the speech must be different between one another. However, those factors are generally applicable to all of us. On the other hand, problems with high level speaking anxiety, as stated by Jane (2006), are that people with high level speaking anxiety often avoid communication. They are rarely considered as a leader, other people may have a negative perception of them as they would look unfriendly, but people with high levels of anxiety can be taught how to regulate their anxiety (Jane 2006).

According to Ayres & Miller (1994), during a speech anxiety, fear associated with delivering a speech, is an important issue for many people. Associated with pride and self-restraint, the concept of anxiety plays an essentially important role in an effective English language acquisition. Even though all students know what anxiety is and all students have the experience of anxiety, anxiety is still not easy to define in simple sentences. Scovel in Brown (2001) suggests that anxiety is associated with feelings of worry, frustration, self-doubt, fear, or concern.

In line with previous expert literature review, the researchers attempts to find out other factors related to problems faced by the EFL learners in public speaking by observing and analysing teaching and learning process *Public Speaking class* at the State Islamic Institute of Bengkulu. The results indicated that the main obstacles are teaching materials, which are not qualified enough with the subject. Based on the evidence above, the researcher feels it is better to develop teaching materials for public speaking class to improve students' ability by applying appropriate teaching materials with specific learning approaches or theories. According to Richard & Rodger (1999), the elements that underlie the theory of learning can be seen in some practices of CLT. However, one of these elements can be described as the principle of communication: activities that involve real communication that develop learning. The second element is the principle of duty: activity in which the language is used to carry out the tasks which means developing learning. The third element is the principle of meaningfulness: language, which means supporting the learning process for students. Learning activities are therefore selected according to how well they engage students in the use of language that is meaningful and real (not just machines that practice on language patterns). According to this theory, the acquisition of communicative competence in the language is the example of development skills that involves both cognitive and behavioural aspects. The cognitive aspect involves the internalization of a plan to make the appropriate behavior. To the use of a language, this plan comes mainly from the language system. They include the rules of grammar, the procedures for selecting vocabulary, and social tradition and customs about speaking. Behavioral aspects involve the automation of these plans so that they can be converted into a smooth performance in a real time. This happens mainly through practice in converting plans into performance (Littlewood 2002). In this theory, there is an encouragement and an emphasis on practice as a way to develop communicative skills. To understand the communicative teaching model in detail, the researcher described how teaching model should do. This picture is adapted from Patel in Efrizal (2012) with few modifications.

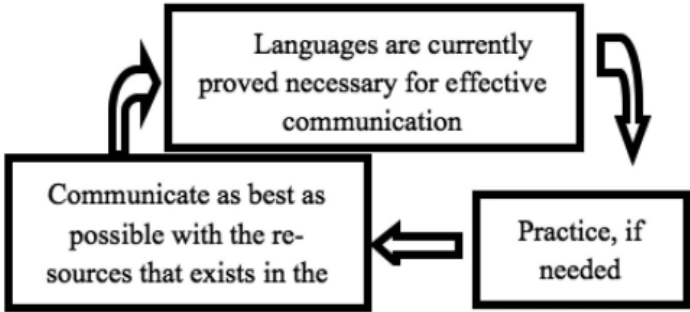


Figure 1. The illustration of communicative language teaching model.

2 RESEARCH DESIGN

2.1 *Research and development*

This study was a Research and Development. According to Latief (2012), Educational Research and Development is a design study to develop educational products such as curriculum, syllabus, textbooks, instructional media, modules, instruments, and others. In this study, the researcher took the model of development procedures a Gall, Gall & Walter (2005), which starts from obtaining information consisting of identifying the problem, choosing the means of solving the problem and the study of theory, selecting and assembling materials consisting of technique, the processing teaching and learning, scriptwriting consisting of material development, experts validation to get feedback, revising of material revision based on experts' verification, evaluation consisting of trial, revision, and validation based on feedback during the learning process and finishing final product development of public speaking teaching materials.

2.2 *Need analysis*

The researchers gave need analysis to the students and lecturers to find out the instructional public speaking material needed by the students, the students opinion about public speaking class, students' activities and interest in public speaking class and the importance of developing material, the existing materials.

3 FINDINGS

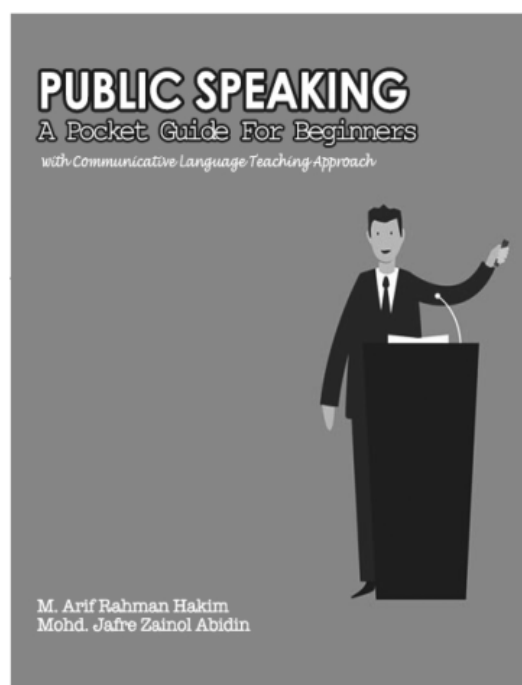
3.1 *Development result*

The results of needs assessment discussed the data gathered from questionnaires, interviews, and syllabus. Those are used to find out information related to English teaching and learning process, particularly in Public Speaking subject at English Department of IAIN Bengkulu. Based on the results of students' needs analysis, they need supplementary teaching materials that focus on public speaking skills to help them to overcome their problems in learning public speaking which is based on communicative language teaching approach which is matched with the syllabus at the English Education Study Program of IAIN Bengkulu.

The supplementary teaching materials are designed in the form of five chapters: preparing speaking publicly, speech outlining, overcoming fears and building confidence, presenting public speaking, and types of speeches. Those chapters are completed with brainstorming, theories concerned with teaching materials to be studied so that the students were able to determine the structure of Public Speaking they learned, provided authentic language to directing the students on how to construct a sentence correctly and at the end of the matter is the reflection. This reflection must be submitted by students with oral language and becomes part of the reinforcement material.

3.2 *Expert validation*

In this step, firstly the researchers made a draft and consulted it to the experts to be evaluated to ensure that the supplementary materials were applicable to be applied to the students. The results are in the form of comments and suggestions as a basis to create a better draft. The first expert approved that the material was very well developed and appropriate to be applied in the teaching and learning process in Public Speaking class for second-year students at English Department IAIN Bengkulu by the curriculum and syllabus that are being used. However, they suggested creating the contents of the materials with more authentic or contextual with the students real life. Also, the expert validator advised the researcher to be more specific about the procedures in delivering Public Speaking which is right and relevant to the students' needs in the fifth unit.



Picture 1. The cover of developed teaching materials.

The second expert commented on teaching strategies, and conformity with the principles of communicative teaching materials developed. He agreed that it was systematic and could motivate students to be more active in public speaking. The delivery of materials made the students' construction frame clear and easy to follow so that the teaching strategies presented will make students enthusiastic in his Public Speaking practice properly and regularly. Moreover, he also commented on the aspect of communicative principle, and he firmly insisted that the materials developed were very communicative in accordance with communicative principles. However, he suggested that the researchers add activities that motivate students to be more active in public speaking.

3.3 *Teaching materials revision*

After validation done by the experts, the researchers revised the product based on the corrections and suggestions from the experts. The revision is about the text and content change that was not based on their needs, typos, misspelling of words and punctuation. All the materials that had been revised were validated for the second time to the experts in order to make the material more comprehensively developed and qualified. Therefore, the researcher consulted with the experts about the quality of the content, language, teaching strategies, and conformity with the principle of communicative.

All pieces of advice from both experts for material developments were helpful in making the material developed for the better. All aspects concerning the weakness in the developed supplementary teaching materials had been redesigned based on feedback and had been validated by two experts. Later, the materials were improved and ready to be tested.

3.4 *Try-out result*

To determine the application of developed teaching materials, it was necessary to apply the product in a real field in which the move was made to get some information related to the materials that need to be improved to determine the suitability of materials developed for

the students. Therefore, the researcher tried-out the materials to the second-year students at the English Department. During the trial the researchers acted as collaborators of a Public Speaking class, and the lecturer of the course served as a teacher applying teaching materials developed during the learning process in the try-out process. In this case, the researchers observed the effectiveness of teaching materials developed based on the activities and responses, students interest toward the material, the students' opinion about the materials developed. The results showed that the students were very enthusiastic during the teaching and learning process of Public Speaking class. Moreover, during the trial researchers wrote several important aspects based on the situation that occurred through the field when the lecturer was teaching using the developed materials. Based on the try-out process, data were collected using questionnaires for students who focused on five points representing the opinions of students about the Public Speaking material already developed. The five points were on appeal in substance, complexity, operational measures, the usefulness of the materials in favour of the practice of Public Speaking, and aspects of practicality.

Based on data collected from 33 students, it was found that 45% students insisted that the appeal of the developed materials was very good. Further, 42% of them said that the appeal of the developed materials was good. They claimed that the appeal of the material motivated them to be better, and 12% or 4 students said that the appeal of the developed material was sufficient. None of the students said that the teaching materials that had been developed were less attractive.

In the aspect of materials difficulty level, 81% of students or 27 students stated that the teaching materials were less difficult. The teaching materials could be adequately understood in order to increase their skills in public speaking, especially during practice in class, and 18, 18% or 6 students said that the material was quite difficult to understand. When the researcher explained what difficulties they encountered, the students said that some words were new to them. But there was no student who said that the developed material was difficult or very difficult to understand or practice.

In the aspect of operational procedures, 36% of them or 12 students said that the operational procedures in the material were very well developed. The materials were arranged a logical order that was good. In addition, 45% of them or 15 students claimed that the operational procedures in the developed materials were good, and 18% or 6 students said that the operational procedures in the material were quite well developed. None of the students said that the operational procedures were less good.

In aspects of the use of developed materials to support the practice of English language, 60% of them, or 20 students said that the aspects of the used materials were very well developed. Besides that 39% of them, or 13 students stated that the aspects of the use of developed materials were good.

The last aspect represented students' opinion about the material that was developed after the try-out is the aspect of practicality. In the aspect of practicality, 75% of students or 25 students said that the practicality aspect of the developed materials was very good, and 24% of them or 8 students stated that the practicality aspect of the materials developed was good. Moreover, none of the students said that the practicality aspect of the materials was less good or good enough.

3.5 Revision after try-out

In line with the results collected from the try-out, the researchers revised the shortcomings and weaknesses of the developed materials involves the difficult vocabulary from idioms, types, spelling mistakes, and long texts or sentences. After that, they were consulted with the experts to be revised, so as the material became more ideal and qualified for the students' needs in learning public speaking.

4 CONCLUSION

The final product of this study was the developed teaching materials in the form of supplementary teaching materials which complete and cover the shortfall of the main book of public

speaking subjects. It was developed based on communicative language teaching approach to assisting lecturers in teaching Public Speaking in their courses. It is also used to help students by providing more opportunities to practice their public speaking as a solution of the problems faced by the students at *IAIN* Bengkulu, and the results indicated that the material was effective in achieving the goal of public speaking class. However, the materials have weaknesses, it is only designed for the students in English education study program and on the other hand, the material has strength, it covers the shortcomings of major books used by lecturers which the instructional materials cannot meet the needs of the students maximumly in teaching Public Speaking. Through this study, the researchers recommended lecturers should use developed materials in accordance with lesson plans to meet the students' needs in Public Speaking by considering their needs, conditions, and time. However, since these materials were only as supplementary teaching materials, the researcher also suggested that lecturers of Public Speaking combine the developed materials with a major book or other sources. In addition, the researchers suggested that the students use developed teaching materials effectively by practicing the material content that is not only in the classroom, but also outside the classroom. By practising effectively, the researcher believes that their problems in Public Speaking will be addressed well.

REFERENCES

10

12

Ayres, J & Milleer, J. 1994. *Effective public speaking* (Fourth Edition). McGraw-Hill Humanities: New York.

Brown, H.D. 2001. *Teaching by principles: An interactive approach to language pedagogy*. New York: Logman.

4

Efrizal, D. 2012. Improving students' speaking skill through communicative language teaching. *International Journal of Humanities and Social Science* 2(20): 127–134.

14

Gall, J.P., Gall, M.D & Walter, R.B. 2005. *Applying educational research: A practical guide*. London: Pearson.

4

Hakim, M.A.R. 2015. Experienced EFL teachers' challenges and strategies in teaching speaking for introverted students. *European Journal of Social Sciences* 48(4): 437–446.

18

Latief, M.A. 2012. *Research method on language learning: An introduction*. Malang: UM Press.

13

Littlewood, W. 2002. *Communicative language teaching*. Cambridge: Cambridge University Press.

Miller, J. & Weinert, R. 1998. *Spontaneous spoken language*. Oxford: Clarendon Press.

9

Pan, L. 2010. A study of public speaking in Korean education for Chinese students. *Journal of Language Teaching and Research* 1(6): 922–925.

Revola, Y. 2016. The analysis of tertiary EFL students' on English speech. *Proceedings of the Fourth International Seminar on English Language and Teaching* 4 (2): 458–467.

11

Richards, J.C. & Rodgers, T.S 2001. *Approaches and methods in language teaching*, United Kingdom: Cambridge University Press.

Developing_public_speaking_materials

ORIGINALITY REPORT

17%
SIMILARITY INDEX

13%
INTERNET SOURCES

9%
PUBLICATIONS

9%
STUDENT PAPERS

PRIMARY SOURCES

1 repository.uinjambi.ac.id 3%
Internet Source

2 repository.unikama.ac.id 2%
Internet Source

3 "Charting a Sustainable Future of ASEAN in Business and Social Sciences", Springer Science and Business Media LLC, 2020 2%
Publication

4 www.researchgate.net 2%
Internet Source

5 Hanoi University 1%
Publication

6 Submitted to University of Leicester 1%
Student Paper

7 Submitted to Universitas Muhammadiyah Makassar 1%
Student Paper

8 asiatefl2017.uny.ac.id 1%
Internet Source

9 Submitted to CITY College, Affiliated Institute of the University of Sheffield 1%
Student Paper

10 ejournal.unp.ac.id 1%
Internet Source

11 hdl.handle.net 1%
Internet Source

12	Internet Source	1 %
13	Submitted to University of Sheffield Student Paper	<1 %
14	Submitted to University of Warwick Student Paper	<1 %
15	eprints.iain-surakarta.ac.id Internet Source	<1 %
16	journal.um.ac.id Internet Source	<1 %
17	M. Arif Rahman Hakim, Reko Serasi, Dedi Efrizal, Dondi Kurniawan. "An Online English Teaching Module for CCU Subject: A Solution on the Pandemic Covid-19 Situations", Journal of Physics: Conference Series, 2021 Publication	<1 %
18	Submitted to Universitas Brawijaya Student Paper	<1 %

Exclude quotes Off
Exclude bibliography Off

Exclude matches Off