

**DESIGNING SUPPLEMENTARY SPEAKING MATERIALS FOR
ENGLISH EXTRACURRICULAR PROGRAM IN JUNIOR HIGH
SCHOOL KARTIKA IV-8 MALANG**

THESIS

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**UNIVERSITY OF ISLAM MALANG
GRADUATE PROGRAM
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2021**

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Presented to

English Language Education Program

University of Islam Malang

**In Partial Fulfilment of the Requirements for the degree of
*Magister in English Language Education***

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ABSTRACT

Fathimiyah, Fithroh. 2021. *Designing Supplementary Speaking Materials for English Extracurricular Program in Junior High School Kartika IV-8 Malang*. Thesis. English Education Department. Faculty of Education. Graduate Program, University of Islam Malang. Advisor: Dr. Alfian Zuhairi, M.Pd

Keywords: *designing, supplementary speaking material, English extracurricular program, SMP Kartika IV-8 Malang.*

The present study aims to design speaking supplementary materials for an English extracurricular program in Junior High School Kartika IV-8 Malang. The SMP KARTIKA IV-8 Malang principal established an English Extracurricular program to prepare the students following the English competition. It is also conducted to enhance the students' speaking skills and the students' self-confidence to speak. However, the textbook is unavailable for this extracurricular class. It becomes the problem faced for both the teacher and the students in the teaching and learning process.

This present study used Research and Development (R&D) method adopted from Borg & Gall (2003). Therefore, some procedures involved in this study needed analysis, Designing syllabus and English extracurricular product, validating the product to the experts, Doing revision, trying out the product, and final product.

This research's final product is an English speaking book entitled "Let's Practice English! *speaking skill*". The textbook focuses on enhancing the students' speaking skills and preparing the students to join English competitions. This instructional product is developed based on the students' needs and interests. Specifically, this product is completed with several tips and tricks in following the English competition. Besides, some dialogues and English games are available to help the students improve their speaking. Moreover, mini vocabulary is also provided for the students in each unit to enrich the students' vocabulary and help the students understand the content.

Last, as a suggestion to the future researcher to carry out similar studies by developing other skills such as reading and writing. In English competition, those two skills are important to be mastered since the students need to read a text of storytelling or speech or write it by them. Hence, this textbook will be more complete by developing other skills.

CHAPTER I

INTRODUCTION

This chapter discussed an introduction consisting of background of the study, Research question, objective of the study, significance of the product, delimitation of the product, and definition of the key terms.

1.1 Background of the Study

In this 21st century, English is the only valid language that everyone worldwide can understand. By using English, everyone can communicate with different people through social media like Facebook, Instagram, Twitter, etc. Naved (2015) stated that English is essential to the field of education. The majority of educational books, newspapers, and magazines are written in English. Besides, English is a language studied by many countries, including Indonesia.

Indonesian students begin to study English at the level of junior high school. The alteration of KTSP curriculum to K13 curriculum decreases the existence of the English language in Elementary school. Some education experts stated that the development of children's character building should be focused on the elementary level by the diffusion of the cultural values and religion that has been the norm in the country. They believed that this is required before children know the foreign culture connected with English. It is may not totally conform to the cultural values and religious (Alwasilah, 2012). However, some Elementary schools made an extracurricular English program to introduce them the Basic English.

Extracurricular activities are the activities that the students do outside the class. This activity aims to see and develop the student's talents and skills in some fields such as Sport, arts, leadership, academics and so on. At the High School level, some teachers and students believe that learning English only in the formal class will not be enough to hone the students' English skill. Moreover, the teachers cannot rely on English teaching in the formal classes because the time spent for formal classes is limited. Hidayah & Jono (2016) argued that establishing English extracurricular activities is considered advantageous for the students as they have more time and exposure to learn English. In the Junior High School Kartika IV-8 Malang, the English extracurricular program is conducted every Tuesday. Students are not liable to join this extracurricular. It is only provided for the students who are interested in this field. The students hope that they can improve their English skills, especially productive skill like speaking. Furthermore, it also becomes the opportunity for students to join the competition related to the English area like speech contest, storytelling, etc.

Speaking is an essential way of communication. It is one of four major language skills. According to Rickheit & Strohner (2008:207), Speaking is utterances or speech to have the intention to be recognized by the speaker, and then the receiver processes the statements to recognize their intentions. There are some aspects of speaking, such as fluency, pronunciation, grammatical accuracy, and body language (Spratt, et.al, 2005). Furthermore, Brown (2004: 141) argued that the students have to know the knowledge of the structure and unfamiliar vocabularies, the English fluency, and the rule of pronunciation. In this case, the

teacher's aim in teaching speaking skill is to assist the students in applying the language as a means of communication containing the structure, vocabulary, accuracy and fluency in term of pronunciation.

In analyzing the students' need, the researcher interviewed an English extracurricular teacher in order to know the method used by the teacher, the materials taught, and the problems faced. Besides, the researcher also interviewed the principal of SMP Kartika IV-8 Malang in order to know the goal of establishing an English extracurricular program. After obtaining some information from the English teacher and the principal, distributing the questionnaires to the students is important to know the students' needs and interests. Another function of distributing the questionnaire was to determine the English extracurricular materials in case of the quality, content, design, strategy use, and attractiveness of the teaching materials.

Based on those investigations, the problem comes up since the students do not have the textbook for their English extracurricular activity. Consequently, the students only study English in class guided by the teacher. They cannot study it independently anytime they want. This problem decreases their motivation to study English. According to the principal of SMP Kartika IV-8 Malang, the goal of conducting English extracurricular activity is to prepare the students for joining English competition like storytelling, speech contest, etc. Therefore, this English extracurricular activity is supposed to be the way to enhance the students' English ability. It becomes the place to develop their English, especially for students who have mastered English before. However, the problem also comes since some

students who have good English ability do not want to choose English as their extracurricular class. They prefer to join other extracurricular like sport or art.

An unavailable textbook in this English extracurricular activity also influences the performance of the teacher while taught the materials. The teacher uses the materials from the internet or other resources that sometimes do not match the students' needs. The impact, students will ignore the teacher's explanation since they cannot prepare to study before class. Some students are not self-confidence to speak English. They feel that they will make mistakes while speaking English because of some factors such as lack of vocabulary, miss pronounces, and inappropriate grammar. Above all, English is not the first language in Indonesia. It is a foreign language that most students do not use every day.

Rany et al (2013) stated that in many parts of the world, most students are weak in learning English language, especially in the countries that English is not their mother tongue. Therefore, preparing to study before class and practicing the English vocabularies they got is really important. The only way to enhance the students' English-speaking skill is to provide the appropriate textbook for them. Hence, the researcher needs to design a supplementary English extracurricular book for students who follow the English extracurricular program in SMP Kartika IV-8 Malang.

Some previous studies researched extracurricular activities are; First, Hasmiati et al. (2015), found that the provided materials of English course were far from the competency target curriculum. Since they do not agree with the

materials of English course, and they did not find out the students' need that was based on the standard of school curriculum. Second, Ansori et al (2015) found that the participation of ECA among these students was low. Gender and perception of ECAs in relation to academic studies affected the participation of ECA contrarily in the two schools (Alexandria University and Damman University). It is need the better management and planning of ECAs that integrate the students' reasons and preferences for participation. Safitri (2010) found that the set of instructional speaking materials for English extracurricular program using the principles of cooperative learning for grade VI students and the designed materials had appropriate to the student's need. Then, the designed materials were supported the students to improve the ability in speaking English.

Based on those previous studies, the researcher concluded a gap between the previous studies and the recent study. The principle of this recent research was based on both cooperative learning and also individual learning. The materials provide focused on enhancing students' speaking skills. The objective of the materials is to prepare the students in confronting English competitions like speech contest and storytelling contest. According to Verhoeff (1997), it is natural for children to compete and, therefore, understandable that competition is put to educational use. It happens because education and competition are intimately related. On the other hand, competition may be found so important in adult life, that a society especially educates their young to compete. Therefore, the researcher designs a supplementary speaking book for English extracurricular program that focus on English speaking and English competition.

1.2 Research Question

Based on the problem above, the research question of this study can be formulated as: How to design supplementary speaking materials for the English extracurricular program in SMP Kartika IV-8 Malang?

1.3 Objective of the Research and Development

In line with the research question, to design the supplementary speaking materials that focused on speaking skill is based on the students' needs and interests. It contained warming or exploration activity, brief theory related to the topic, simple dialogues, language function, the text of English speech and storytelling, exercises, English game, mini vocabulary, and reflection.

Based on the students' problem, designing a specific supplementary speaking material in the form of text book based on their needs and interests is necessarily needed as a good solution.

1.4 Specification of the Product

In this study, the specific instructional materials were designed to support learners in improving their speaking skills and training them about English competition (speech contest and storytelling contest). The specification of the designing product is served in the table 1.4.

Table 1.4. The formulation of product specification

Aspect	Criteria	Product
Design	➤ In the form of textbook	✓
	➤ Colorful	✓
	➤ Picture illustration	✓

Content	➤ Exploration	✓
	➤ Brief theory	✓
	➤ Tips to join English competition	✓
	➤ The Example of speech text or storytelling text	✓
	➤ Dialogues	✓
	➤ Language Function	✓
	➤ Exercises	✓
	➤ Mini Vocabulary	✓
	➤ English game	✓
	➤ Reflection	✓
	➤ Motivational Quotes	✓
	➤ Report Card	✓
	Media	➤ Video of English speech contest and storytelling contest

Based on the Table 1.4, the product construction can facilitate students' autonomous learning at home. Besides, the materials can help the students improve their speaking skills and attract them to join English competition.

The Final product of this research is supplementary speaking material for English extracurricular program in SMP Kartika IV-8 Malang. The content of this textbook consisted of five units. The first unit is discussed about introduction material entitled 'My name is Diana', the second unit is discussed about storytelling material entitled 'Storytelling', the third unit is still discussed about storytelling material entitled 'Let's practice telling the story', the fourth unit is discussed about English speech contest entitled 'Speech contest', and the fifth unit is still discussed about speech contest entitled 'Let's practice speech contest'.

1.5 Significance of the Study

The availability of this product is expected to give more practical benefits than the theoretical one. The practical benefits of the study are:

First, the students can use this product as their supplementary material to improve their speaking skills and prepare in following English competition. Besides, the students can also learn the textbook materials whenever and wherever they want without teacher's guidance.

Second, The English teachers can use this product as their alternative source in teaching and learning for the English extracurricular program since it matches with the students' need and interest. Furthermore, it is completely with the reflection sheet in order to help the teacher to know the students' development related to the materials they learned.

1.6 Delimitation of the Product

This study focused on designing supplementary speaking material for English extracurricular program. It is designed for Grade VII and VIII students who are following the English extracurricular program at SMP Kartika IV-8 Malang. The researcher designed the product in the form of a textbook, which contained the materials for enhancing the students' speaking skill and preparing students to join English competitions. Hence, hopefully, this kind of textbook can motivate the students to learn and practice independently.

1.7 Definition of the Key Terms

For this study, it is important to define some terms to reduce confusion and avoid misunderstanding among the readers. The researcher gives the following definitions:

1. **Design:** Design is a developed plan to guide the educational activity in a situation (Houle: 1972). A design is made first before one is doing something. In this study, the word design means to create a textbook that focuses on supplementary speaking material for the English Extracurricular program in SMP Kartika IV-8 Malang.
2. **Supplementary speaking material:** Supplementary speaking material is the additional material which focused on speaking skill. The material selected is based on the students' needs and interests.
3. **English Extracurricular program:** English Extracurricular program is an additional program that is held every Tuesday starts at 3 p.m. until 4 p.m. it is done for 60 minutes.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covers the conclusion of designing supplementary speaking materials for English extracurricular programs at SMP Kartika IV-8 Malang and followed by several suggestions related to the materials.

5.1 Conclusion

This research discussed designing supplementary speaking material for English extracurricular programs of Grade VII and VIII at SMP Kartika IV-8 Malang. By doing a need analysis, the researcher found out some problems. First, both teacher and students do not have a specific book to guide the process of teaching and learning in the English extracurricular program. Second, the students do not have confidence enough to practice speaking English. It happens because they less practice speaking English. Third, they need materials for preparing English competition that they can learn it independently. Interviewing the English extracurricular teacher and the principal really help the researcher in designing the product.

The result of expert validation and try out decided the feasibility of the product. Some components of a product need to be revised, such as the changing of color background, the choice of font and size, the appropriateness of choosing English game, and the choice of some pictures. Furthermore, the researcher also should pay attention to the instructions since it needs to be understandable by the students. Besides, the language of English competition tips and tricks should be

changed to Indonesian language to ease the students understand and attract them to join the competition. After the researcher revised the product, it was ready to be tried out.

For the product try out, three Units were selected to represent the whole product. Unit 1 “My name is Diana” is the topic selecting in the first meeting, Unit 2 “Storytelling” is selected to be tried out in the second session, and Unit 4 “Speech contest” is selected to be the third try out. Those three try out showed that most of the students gave the positive response of these supplementary materials. This product can motivate them to practice speaking English and enhance their self-confidence. Hence, this product is useful for both the students and teacher since it can be learnt independently.

After doing some procedures of research and development method, this product was finally ready to be used. The title of the textbook is “Let’s Practice English! *speaking skill*” The product’s availability consisted of two versions, for the teacher and the students. The product consisted of the cover page, table of content, Unit 1 (My name is Diana), Unit 2 (Storytelling), Unit 3 (Let’s Practice storytelling), Unit 4 (Speech contest), Unit 5 (Let’s Practice Speech contest), report card, and references. For the teacher, the textbook is completed with the teacher’s guide book and the syllabus.

To distinguish this textbook with others, the researcher added some items inside. For the content, the researcher put some storytelling and speech texts taken from students who had joined English competition where some of them won that competition. Besides, it contained some helpful strategies to face the English

competition. Furthermore, each unit had conversation materials and vocabulary builders to increase the students' speaking skills. For the design, some pictures were added appropriately to give the students' imagination about the topic discussed.

Hopefully, the strength of this product can support the English extracurricular program and motivate the students to practice speaking English and join English competition. Other than that, this product still has some weaknesses such as it is only focused on speaking skill, although some text inside should be read. It happens because the product limitation was only focused on improving the students' speaking skill. Another weakness is that, this product did not contain the material of making a storytelling text or speech text since it focused on writing skill.

5.2 Suggestion

This product is designed based on the students' need in following the English Extracurricular program. There are some suggestions for the usage of this product. The suggestion is tended to the teacher, the students, and the future researcher.

For the English teacher, the researcher suggests being more innovative and creative in delivering the materials. The teacher can ask the students to bring the costume when practicing storytelling. It can attract their enthusiasm in practicing it. Then, to activate all the students, the teacher can point out some students to answer the question, especially in the warming activity. The function is to train

their self-confidence in speaking English and to train their critical thinking. Furthermore, when delivering the materials, the teacher can use the media like PowerPoint or PowToon to attract the students' attention to focus on the material.

Another suggestion is for the students. The researcher suggests practicing the dialogues, the storytelling, and the speech contest in the class and outside the class. The students should do it in order to improve the English speaking skill. Properly, speaking skill needs more practice. However, the time provided for English extracurricular program is limited. Hence, the researcher designed a specific product based on the students' need to be used independently.

Then, the last suggestion is put to the future researcher. Here, the researcher suggests conducting similar studies by using other skill such as reading and writing. For preparing the competition, reading is important to understand the text of storytelling or speech. Besides, writing is also important to arrange the text of storytelling or speech. Another suggestion is that this kind of study can be developed at a different level such as in Senior High School. Then, the future researcher can add the debate materials inside.

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