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Hosted by
Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

PROCEEDINGS

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

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20 -22 MAY 2013

PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2nd ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philipine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

Drs. Harpain, M.A.T., M.M
2nd lCEL 2014 Chairman

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THE MODEL OF THE DEVELOPMENT OF INSTRUCTIONAL MATERIAL FOR ENHANCING STUDENTS' ENGLISH SPEAKING SKILLS AT ELEMENTARY SCHOOLS IN BANDAR LAMPUNG

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Abstract

The main problem of the research is what instructional material that should be developed to enhance students' speaking skills. The main objective of this research is to develop English instructional material for enhancing students' speaking skills at elementary schools. In conducting the research, the writer used Research and Development method. The data of the research were collected through observation, questionnaire, interview, test, and documentation. The validation of the model was carried out through quasi experiment with pretest-posttest control group design. To compare the students' speaking skill of pretest and posttest of the experimental class and the students' speaking skill of the experimental class and the control class, the writer used t-test. The research finding shows that the instructional material developed is effective for enhancing students' speaking skills. The average scores of pretest of the experimental class and the control class are nearly the same; it means that the students' speaking skills of the experimental class and the control class is not different significantly. However, the average score of posttest of the experimental class is higher than the control class. Therefore, the writer draws conclusion that the model of instructional material developed is able to enhance students' speaking skills.

Keywords: e-learning, online learning, web-based training (WBT), computer-based training (CBT), internet, blended learning.

1. INTRODUCTION

English is one of international languages that widely used by people in international communication. It is relevant with the role of English as the global language as it is stated by Crystal (2003: 3) that English functions as the global language because English is learned and as a means of communication in several countries as the first language, second language, or foreign language which is learned as a compulsory subject from junior high school levels up to university. It is stated by the Local Content Curriculum of 2006 that the objectives of English instruction at elementary school are enable the students have competencies as follows: (1) develops limited oral communicative competence for accompanying actions at school settings, and (2) have the awareness of the nature of English and the importance of English to increase the competitive power of the nation in the global society. This means that the graduates of elementary schools who have learned English are expected to be able to have English basic competencies that can develop well when they continue their study in the future.

1.1. Problems

Based on the preliminary research at elementary schools in Bandar Lampung that have introduced English as a local content subject, the writer found the problems as follows:

The students speaking skills need to be improved. They found difficulties in expressing their ideas orally, although using simple sentences. Their speaking skills became worse because they did not master English vocabulary grammar well and not able to pronounce English words correctly. It happened because the English teachers did not pay good attention on speaking in English instruction at elementary schools.

The English instructions at elementary schools were not varied. English instruction focused on vocabulary, reading, and little on grammar. The instructional activities focused on the explanation of the instructional

materials on the certain English textbooks and assigned the students to do the exercises on the textbooks. It happened in all elementary schools in Bandar Lampung. The only difference among the schools is the titles of the English textbooks used.

There is no special English textbook that can help the English teachers in developing students speaking skills at elementary schools. The English teachers found difficulties in getting the dialogue models and exercises for developing students speaking skills from the available English textbooks. The only classroom activity given by the English teachers in conducting speaking instruction was asking the students to practice the dialogues from the English textbooks without giving further exercises for developing their speaking skills, for examples, asking the students to make similar dialogues of their own and practicing them.

In line with the limitations of English textbooks for elementary schools, Suyanto (2008: 19) states that there are many English textbooks available but only few that suitable for English instruction at elementary schools. It is also stated by Gustine and Sundayana (2008: 50) that most of English textbooks gave only a little part for speaking skills, that is practicing dialogues and almost did not give the students opportunities to interact intensively in English.

Realizing that the students had low communicative skills in English and that there is no special textbooks for developing speaking skills for the students of elementary schools, the writer developed the instructional material model for speaking skills to increase students' speaking skills at the fifth class of elementary schools. The instructional materials were designed based on the competency standards and the basic competencies of the Curriculum of 2006.

1.2. The Formulation of Problems

The main problem of the research is: What instructional materials that should be developed to enhance students' speaking skills at elementary school?

1.3. Research Questions

Based on the background of problem, the writer formulates the research questions as follows:
a. How is the factual condition of English language teaching at elementary schools?
b. How is the effectiveness of the instructional material model developed in increasing students' speaking skills?
c. What are the supporting and inhibition factors of the implementation of the model of instructional materials?
d. What are the principles of the instructional material development for increasing students' speaking skills at elementary schools?

1.4. The Objectives of Research

The main objective of the research is to develop the instructional materials for improving students' English speaking skills at elementary school. The specific objectives of this research are as follows:
a. To describe the factual condition of English language teaching at elementary schools that covers: the establishments of the related institutions, the conditions of English teachers, the students, and the curriculum.
b. To find out the effectiveness of the instructional material model developed in increasing students' speaking skills.

2. THE LITERATURE REVIEW

2.1. The Nature of the Instructional Materials

The ministry of National Education (2006: 3) states that the instructional materials consist of knowledge, skills, and attitude that should be learned by the students in order to be able to achieve the competency standards. Through the instructional materials, the students can learn a basic competency well and systematically. The instructional materials are the information, tools, and texts that the teachers need to achieve the learning objectives stated in the competency standards and the basic competency. It also states that the objectives of the development of the instructional materials are to help the teacher in conducting the instructional activities so that the teacher is able to achieve the learning objetives that have been established maximally. Therefore, the instruc-tional materials should be relevant with the curriculum, the students needs, and the students chracteristics. Good instructional materials offer various students activities that attract students to learn the materials well.

2.2. The Characteristics of Good English Instructional Materials

Good English instructional materials are those that can help the students language acquisition and development. Not all the instructional materials can help the teacher and students in increasing students speaking skills. Tomlinson (2008: 6) states that the language instructional materials than can help the teacher and the students in conducting Englilsh instruction should have the following criteria:

1) Give ample experiences with various types of texts.
2) Give positive and interesting experiences through the use of interesting illustrations.
3) Use various multimedia to give ample and various learning experiences.
4) Help the students to be the independent language learners.
5) Give the additional materials that give the students extensive listening and extensive reading.

In line with the criteria of good English instructional materials, Hutchinson and Waters (1987) and Richards (1990:15) state that good English instructional materials are the instructional materials that can give the students ample learning experiences in using English for communication. The learning experiences are the use of English for communication with various types of texts in variouos meaningful situations. Beside that, the Englilsh instructional materials should also sensitive towards language instruction and is able to encourage students to develop their language creativities.

2.3. The Nature of Speaking

Speaking is one of the four language skills that should be learned and mastered by students in learning English. Speaking cannot be sparated from our daily activities because through speaking, we can communicate with others: expressing opinions, delivering messages, and expressing feelings. Therefore, speking is the language skill that should be mastered by the students in order to be able to use English for communication in real-life situations.

Cameron (2001), Paul (2004) and Spratt (2011) state that speaking is the active use of language to express meanings so that other people can make sense of them. It is the competency to express thoughts, feelings, and ideas to other people orally. Therefore, in order to have good speaking skill, one should be able to pronounce words correctly and clearly, able to use appropriate vocabulary and correct grammar so that the utterances can be well understood by others.

Based on the statements above, the writer concludes that the purposes of speaking are to communicate with other people for expressing, thoughts, feelings. And ideas to other people. To have good speaking skills, one should master adequate English vocabulary and grammar which is supported by good pronunciation ability. There is a resiprocal relationship between the speaker and the listener in communicative activities, therefore it is expected that there is a response from the listener to what has been expressed by the speaker. In order to get the expected responses, the speaker should understand the meanings of expressions that want to be expressed. The speaker should also understand the purpose of the communication and know the situation and appropriate ways of delivering the messages.

To develop children's oral communicative skills, Paul (2004: 76) states that if we want children to learn to speak English, each of them must have many opportunities to speak during the lessons. They need to practice, practice, and practice. If a class is large, we need to devide it up into pairs and groups so that each individual child will be able to speak more, and in all classes the children need to play games where they speak English a lot. The grammatical patterns that should be emphasized are the question forms of new patterns, so the children can ask about the things they do not know. They can learn, *What is it*? before or at the same time as learning. *It,s a cat* and, *What's she doing*? before or at the same time as learning, *She's sleeping*.

2.4. The Prinsiples of Teaching Speaking

Speaking is one of the four language skills that should be mastered by students. In learning English, parents expect their children are able to communi-cate in English orally in their real-life daily activities. However, in teaching English at elementary schools, the English teachers do not pay good attention on speaking so that the graduates still cannot communicate in English well.

In teaching speaking, the English teachers should consider several basic principles. Nunan (2003) puts forward five principles of teaching speaking as follows: (1) realize the defferences between learning second language and foreign language, (2) give students opportunities both on fluency and accuracy, (3) giving students opprtunities to speak in groups or pairs and minimizing the teachers' talks, (4) plan communicative tasks that involve the efforts of negotiating meanings, and (5) design classroom activities that involve guidance and practices both on transactional and interactional communication.

Scott dan Ytreberg (1990:30) state that speaking is perhaps the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English. It is also stated by Paul (2004: 76) that the children need to speak, speak, and speak. The children can listen to English at home, read English at home, and even write English at home, but most of them have few opportunities to speak English at home. If we want children to learn to speak English, each of them must have many opportunities to speak during the lessons. They need to practice, practice, and practice. If a class is large, we need to devide it up into pairs and groups so that each individual child will be able to speak more.

Beside the teaching methods, another thing that should be considered by the English teachers is the use of English as the medium of instruction. It is relevant with the statements stated by Cameron (2001: 199) and Paul (2004: 79) that the English teachers are strongly recommended to use English as the medium of instruction in order to give the students ample opportunities to hear various expressions naturally as often as possible. The teachers' utterances give the students direct experiences of how to pronounce English words, various meanings of words in various contexts, and the use of correct grammar. It is expected that the use of English as the medium of instruction will encourage students to speak English in real-life situations.

To give students ample opportunities to practice their English in speaking classes, the teachers should use English as often as possible as it is stated by Paul (2004: 81) we can use English for classroom instructions. The first few times we say things like, *open your books,* or, *please write,* we can mime opening a book or writing, but after a while we stop doing the mime and just give the instruction in English. the children may also use their own language to say things like, *Where are the dice? It's my turn,* or, *it's very hot* just after they say these kinds of things naturally, we can help the children say the same things in English. this can be a very good way for the children to pick up chunks of peripheral language, and connect English with their real feelings.

In teaching speaking, the English teachers need the techniques that suitable with the students' chracteristics. Scott dan Ytreberg (1990: 34) state that when children start learning English, they obviously need to be given language before they can produce it themselves. Language has to go in before it can come out. At this initial stage the activities will be under the control of the teacher. The English teachers can use controlled pratice, guided pratice, dialogues, and playing games.

2.5. English Language Teaching at Elementary School

It is stated by the Local Content Curriculum of 2006 that English language teaching at elementary school is intended to develop limited oral communicative competence for accompanying actions at school contexts. English is used to interact with "here and now". The topics of interactions are around the things in situational contexts. To get these competencies, it is necessary to introduce students with various kinds of *adjacency pairs* as the basics of having more complicated interactional competencies.

Adjacency pairs are the examples of conversation in pairs. An *adjacency pair* is constructed by two utterances spoken by two people, an utterance precedes another utterance. The first utterance spoken by the first speaker expects a response from the second speaker. For example, a question "What's your name?" requires an answer from the listener. The correct answer might be, "I'm James".

Pinter (2006: 38), Paul (2004:76), Brewster (2002:101), and Sadtono (1997:173) state that the objectives of English language teaching at elementary school in order the students are interested in learning a foreign language and its culture, and are able to use English for the purpose of communication in real-life situations. Therefore, the English teachers should create conducive learning atmosphere that can attract student's interests to always learn English and encourage the students to use English for the purpose of real communication both in the classrooms and outside the classrooms.

2.6. The Principles of English Language Teaching at Elementary School

In conducting English language teaching at elementary school, the English teachers should consider several aspects about English language teaching to children. Brown (2001: 91) states that there are several aspects about English language teaching to students of elementary schools. The English teachers should be fully aware that their students have several limitations. Therefore, English language teaching should be interesting, lively, and enjoyable by involving the students to take part actively in the instructional process. The students do not like one-way teaching model, and when the students do not like the English teaching model applied by the English teachers, they will not pay attention to the lesson and do not want to do the

exercises assigned by the English teachers. In addition, the English teachers should be fully aware that the students learn English because they want to be able to use English for the purpose of communication in real-life situations like: greeting, asking questions, inviting, asking for permission, giving permission, and explaining something.

3. THE METHODOLOGY OF RESEARCH

In conducting the research, the writer used Research and Development method proposed by Borg and Gall (2009) with three main steps namely: (1) preliminary research, (2) the development of model, and (3) the validation of model. The preliminary research includes two activities, library study and field survey. The development of model includes three activities, designing drafts, tryout in limited scope, and tryout in broader scope. The validation of model is the experiment to know the validation of the product.

3.1. The Research Subjects

This research was conducted in Bandar Lampung The subjects of the research were the fifth year students of elementary schools and the English teachers of elementary schools in Bandar Lampung. The reasons of choosing the fifth year students as the subjects of the research because the fifth year students of elementary school is in the phase of Piaget's concrete operations (7 – 11 years) where the students' language competence develop maximally. In determining the research subjects, the writer used purposive sampling technique that is getting the samples based on certain considerations related with the purpose of the research.

3.2. The Data Collecting Methods

In getting the data of the research, the writer used documentations, observation, questionnaires, interviews, and performance test.

3.3. The Data Analysis

The data of the research were analyzed qualitatively and quantitatively. Qualitative analysis was used to describe the factual conditions of English language teaching at elementary schools and the evaluation of draft of model instructional material developed. Quantitative analysis was used to know the effectiveness of the model of instructional materials developed towards students English speaking skills.

4. RESEARCH FINDINGS AND DISCUSSION

4.1. The Model of Instructional Material for Enhancing Students' Speaking Skills

The following is the development of the instructional material model for increasing students' speaking skills at elementary schools.
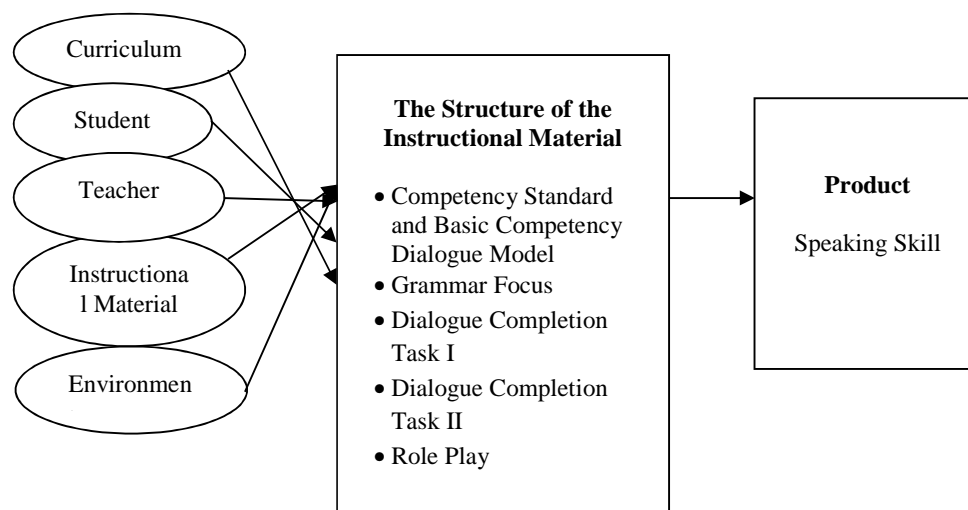

Figure 1. Model of the development of instructional materials

4.2. The Effectiveness of the Model Developed

The implementation of the model of instructional material developed at schools with the categories high, mid, and low showed that there is an increase of the students' speaking skills. Although the average scores of students' speaking skills of the control class and the experimental class were relatively the same, however, the average scores of posttest showed that the students' speaking skills of the experimental class is higher than that of those in the control class.

Based on the data analysis, the writer got the following: The average scores of students' speaking skills of pretest at the experimental class with the categories high, mid, and low are respectively: 64.333, 62.90, and 61.15. The average scores of students' speaking skills of posttest at the experimental class with the categories high, mid, and low are respectively: 73.333, 69.20, and 68.025. The Gain of the experimental class with the categories high, mid, and low are respectively: 9.00, 6.30, and 5.875 and the average gain of the experimental class is 7.058. It shows a fairly significant improvement of students' speaking skills. The average scores of students' speaking skills of pretest at the control class with the categories high, mid, and low are respectively: 63.76, 62.67, and 61.975. The average scores of students' speaking skills of posttest at the control class with the categories high, mid, and low are respectively: 67.43, 66.30, and 65.70. The gain of the control class with the categories high, mid, and low are respectively: 3.66, 3.63, and 3,725 and the average gain of the control class is 3.671. It shows that the average gain of the experimental class is higher than the average gain of the control class. Therefore, the writer draws the conclusion that the implementation of the model of instructional materials is able to enhance students' speaking skills at elementary school.

4.3. Discussion

The research finding shows that the instructional material developed is effective for enhancing students' speaking skills. The average scores of pretest of the experimental class and the control class are nearly the same; it means that the students' speaking skills of the experimental class and the control class is not different significantly. However, the average score of posttest of the experimental class is higher than the control class.

The average scores of posttest of the experimental classes at high, mid, and low level schools are respectively: 73.30; 69.20; and 68.025; and the average scores of posttest of the control classes at high, mid, and low level schools are respectively: 67.43; 66.30; 65.70. The data show that students' speaking ability both at the experimental classes and the control class have not developed well or maximally. It happened because the students did not have adequate vocabulary mastery, grammar mastery and pronunciation ability.

5. CONCLUSION, IMPLICATION AND RECOMMENDATION

5.1. Conclusion

Based on the discussion of the research findings, the writer can draw conclusions that the instructional material developed is effective for enhancing students' speaking skills. The average scores of pretest of the experimental class and the control class are nearly the same; it means that the students' speaking skills of the experimental class and the control class is not different significantly. However, the average score of posttest of the experimental class is higher than the control class. The writer also got that the average gain of the experimental class is higher than the control class. Therefore, the writer draws the conclusion that the implementation of the model of instructional materials is able to enhance students' speaking skills at elementary schools.

5.2. Implication

The conclusion of the research implies that the instructional material model can be used in teaching speaking skills to the students of elementary schools.

5.3. Recommendations

Based on the conclusions of the research findings, the writer would like to suggest that the English teachers can use the instructional material model as the alternative source book in teaching English.

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