

Developing English Speaking Teaching Materials Through Peer Collaboration Model At MTS S Mutafawiq Aini

Rizka Rahmadini Panggabean^{1*}, Asnawi²⁾

^{1,2}University Al Washliyah Muslim Nusantara , Indonesia

E-mail: rizkarahma2025@gmail.com ¹, awi.umn2005@gmail.com²

*Correspondence Authors: rizkarahma2025@gmail.com

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ABSTRACT

The objective of this research is to design, develop, and validate a set of English-speaking teaching materials based on the peer collaboration model that is suitable for use by 9th-grade students at MTs S Mutafawiq Aini. This research employs the Research and Development (R&D) approach proposed by Borg and Gall (2003), which is especially relevant for educational innovation. The R&D model offers a structured process that aims to produce educational products, such as teaching materials, which are developed and validated through rigorous procedures. This model includes a cycle of planning, development, validation, testing, and revision of the product to ensure its relevance, usability, and effectiveness in real teaching contexts. After analyzing the data, the researcher concluded that the existing speaking material was not appropriate for students, and it was not enough to make students understand the material about descriptive text. They think it is difficult to learn how to speak descriptive text because the existing material is not in line with their major. They want to have suitable material with a major that can motivate them to learn. The solution to this problem is to develop new, appropriate speaking English material. The material was developed using the R&D phases developed by Gall et al. (2003), which was simplified into (1) Gathering Data and Information, (2) nested analysis, (3) Design Media, (4) validation by experts (5) revision, and (6) Final Product. The validation score from the first validator was 95%, and that from the second validator was 93.3%, which was categorized as relevant. This means that the material is appropriate for use as learning material for students.

Keywords: Teaching, Speaking, English

I. INTRODUCTION

Speaking is a fundamental component of language learning, particularly in English as a Foreign Language (EFL) contexts such as Indonesia. It allows students to express ideas, opinions, and emotions and to participate in social interactions and academic activities. Despite its importance, speaking remains one of the most challenging skills for junior high school students, especially in the 9th-grade level. Many learners at this stage exhibited low confidence, limited vocabulary, fear of making mistakes, and poor pronunciation.

Furthermore, conventional classroom practices at MTs S Mutafawiq Aini tend to focus heavily on textbook-based tasks and teacher-centered instruction, leaving minimal room for student interaction and actual speaking practice. However these traditional methods do not sufficiently encourage students to actively use language in meaningful contexts. One promising alternative to address this gap is the implementation of a peer collaboration model, which promotes cooperative learning among students.

The peer collaboration model, based on Vygotsky's Sociocultural Theory, posits that learning occurs more effectively through interactions with others. It encourages learners to build collective understanding, share knowledge, and support one another's learning process. Integrating this model into the development of teaching materials could offer a more interactive and student-centered approach to learning speaking skills.

Therefore, this study, aims to develop a set of English-speaking teaching materials tailored to the needs of 9th-grade students at MTs S Mutafawiq Aini using the peer collaboration model as its pedagogical foundation. The expected outcome is a prototype that can improve students' speaking abilities through meaningful peer interactions. To maintain focus and manageability, this research is limited to the development and initial validation of English-speaking materials for 9th-grade students at MTs S Mutafawiq Aini. The scope includes needs analysis, material design, development, expert validation, and limited classroom try-outs. This study did not include long-term implementation or impact measurements of students' achievement over time.

By narrowing the research to these dimensions, this study aims to produce a more focused and applicable teaching material model that can be refined or expanded in further research.

II. METHODS

This research employs the Research and Development (R&D) approach proposed by Borg and Gall (2003), which is especially relevant for educational innovation. The R&D model offers a structured process that aims to produce educational products, such as teaching materials, which are developed and validated through rigorous procedures. This model includes a cycle of planning, development, validation, testing, and revision of the product to ensure its relevance, usability, and effectiveness in real teaching contexts (Borg, W. R., & Gall, 2003).

In this study, the R&D method was adapted into a more manageable version consisting of six main stages: (1) needs analysis, (2) product design, (3) product development, (4) expert validation, (5) try-out implementation, and (6) final revision. This design combines qualitative and quantitative research methods to capture both in-depth and measurable data. The qualitative aspect explores learners' and teachers' experiences and expectations, whereas the quantitative component evaluates the effectiveness of the developed materials.

The product being developed is a set of English-speaking teaching materials based on the peer collaboration model, specifically designed for 9th-grade students at MTs S Mutafawiq Aini Medan. The peer collaboration model was chosen because of its theoretical grounding in Vygotsky's sociocultural theory, which supports language learning as a social process facilitated through interaction.

The research took place at MTs S Mutafawiq Aini, a private Islamic junior high school in Medan, North Sumatra, during the academic year 2025/2026. The school provides general education integrated with Islamic values, and students come from various socioeconomic backgrounds. The study focuses on the 9th-grade level, or Class 9, where students are expected to engage in higher-order thinking and prepare for national assessments.

The participants include:

1. Students: Around 25–30 9th-grade students enrolled in English
2. English Teacher: A qualified teacher with at least three years of experience teaching English at the junior high school level.
3. Material Experts: At least two experts in English Language Teaching (ELT) or instructional design will provide validation feedback.

Purposive sampling was employed to ensure that participants were directly involved in the teaching and learning of English. The selected students represented a typical demographic profile of junior high school learners in the region.

Multiple data-collection techniques were applied to ensure a comprehensive understanding of the research context and product quality.

1. Observation: This was used to identify students' speaking behavior and teacher strategies before and during the try-out. Observations focused on how students interact, engage in tasks, and respond to peer activities.
2. Questionnaire: Distributed in two phases. The first phase gathered data on students' learning styles, attitudes toward speaking, and preferences for collaboration. The second phase evaluated students' responses to the developed materials.
3. Interview: Semi-structured interviews were conducted with the English teachers and selected students. The questions explored perceptions of current teaching practices, challenges in speaking, and feedback on the developed product.
4. Validation checklist: Expert validators assessed the content, format, and pedagogy of the materials. Ratings were analyzed quantitatively, and comments provided directions for revisions.
5. Documentation: Photos, audio recordings, curriculum guides, and school policy documents relevant to English teaching and learning.

Data analysis is carried out using both qualitative and quantitative approaches:

Qualitative Analysis:

1. The observational and interview data were transcribed and coded to identify recurring themes and patterns. For example, themes like "lack of interaction" or "positive peer support" may emerge.
2. Open-ended questionnaire responses were analyzed using content analysis to identify students' perceptions and suggestions.

Quantitative Analysis:

1. The closed-ended questionnaire responses and validation scores were processed using descriptive statistics. The results are presented as frequency tables and mean scores.
2. The Likert-scale data from the validation checklist were analyzed to determine the acceptability of each material component.

The combination of qualitative and quantitative methods enhances the reliability and depth of the research findings. It also allows the researcher to triangulate the data sources, ensuring that the developed product addresses real classroom needs and is pedagogically sound.

To summarize, this methodology is designed to produce a validated, needs-based, and theoretically grounded set of speaking materials that effectively integrates the peer collaboration model in the EFL classroom. The resulting product is expected to be usable not only in research settings, but also in similar educational contexts.

III. RESULTS AND DISCUSSION

A. Research Result

Based on this information, it was found that conventional classroom practices at MTs S Mutafawiq Aini tended to focus heavily on textbook-based tasks and teacher-centered instruction, leaving minimal room for student interaction and actual speaking practice. However, these traditional methods do not sufficiently encourage students to actively use language in meaningful contexts. One promising alternative to address this gap is the implementation of a peer collaboration model, which promotes cooperative learning among students.

Data were also gathered through interviews and questionnaires. Questionnaires and interviews were conducted to obtain more information about students' need to develop new speaking materials that are appropriate for them. The researcher interviewed the English teacher while the questionnaires were given to students who took a marketing program in grade nine. The questionnaires aimed to obtain information about students' needs, difficulties, weaknesses, and purposes in learning English, especially in speaking.

Needs analysis was the second step in this research that needed to be accomplished. The needs analysis was carried out by distributing a questionnaire to nine-grade students and asking them to answer several questions. This examination of students' needs later guided the researcher in designing English-speaking materials for teaching speaking to students. The following are the outcomes of the needs analysis:

Based on the researcher's data, 18 students completed the questionnaires. They were ninth-grade students at MTs S Mutafawiq Aini.

Table 1. Data of The Respondents

Respondents	Gender	
	Male	Female
Grade VIII students of MTs S Mutawafiq Aini	8	10

The results of a questionnaire were distributed to respondents regarding their English learning experience, particularly in relation to speaking skills. Based on the data, 100% of the respondents confirmed that they learned speaking skills in class, indicating that speaking was a mandatory component of their English lessons. Regarding the learning materials, 86.7% of respondents reported that they used Buku Bahasa Inggris Kurikulum Merdeka, while 13.3% mentioned that they still used Buku Bahasa Inggris Kurikulum 2013. This shows that most students used the most recent curriculum-based textbooks.

When asked whether the English materials were relevant to their marketing major, 40% of the respondents agreed, while 60% disagreed, suggesting that most students perceived a lack of alignment between the English content and their field of study.

Furthermore, 80% of the respondents stated that they learned how to speak English in class, while 20% said they did not. Regarding their understanding of proper speaking, 26.7% claimed to understand well, 40% said their understanding was still lacking, and 33.3% admitted that they had only basic comprehension. In terms of vocabulary and expressions, 65.7% of the respondents said that they needed vocabulary commonly used in daily communication, while 35% stated that they required expressions useful for communicating in written English.

Regarding their current English proficiency level, 23.3% of respondents rated themselves as having only a basic understanding, 15.7% as being able to comprehend simple communication, and 63.3% as being able to use English in specific contexts. The results show that 38.7% of the respondents experienced difficulties in

using proper English grammar while speaking, which indicates that grammatical competence remains one of the main challenges in English learning.

The majority of the respondents (63.3%) indicated that they wished to master English vocabulary well, especially those related to speaking English daily. Meanwhile, 20% wanted to understand the meaning and use of words, sentences, and expressions in English, and 16.7% preferred materials that helped them *master the sentence structure accurately*. These responses suggest that most students prioritize vocabulary development relevant to their field of grammatical accuracy.

Regarding their self-assessed speaking proficiency, 60% of the respondents categorized themselves as beginners, 33.3% as intermediate learners, and 6.7% as advanced. This distribution shows that a large portion of the students still perceived their speaking ability as being at an early stage, highlighting the need for more intensive speaking practice.

In terms of classroom activity preferences, 80% of the respondents stated that they preferred to complete English tasks in groups, whereas only 20% preferred to work individually. This result implies that most students are more comfortable and engaged in collaborative learning environments, which may also support peer learning and confidence-building in speaking activities.

The researcher conducted an interview with MTs S Mutafawiq Aini's ninth-grade English teacher. This was carried out to back up the results of the students' questionnaire analysis and to obtain correct data.

Table 2. The Interview Question

NO.	QUESTION	ANSWER
1.	Bagaimana metode pembelajaran speaking English di kelas yang Ma'am ajarkan?	Kalo kami berdasarkan buku yang sudah ditentukan pemerintah.
2.	Apakah ada lembar kerja khusus speaking English secara kelompok?	Tidak ada
3.	Kalau masalah buku, ma'am, apakah buku yang dipakai sudah sesuai?	Sebenarnya bukunya sesuai, namun buku yang dipakai siswa kurang menarik

In response to the first question, the teacher stated that the learning process was based on the textbook provided by the government. This indicates that speaking activities follow a structured curriculum and are guided by officially approved materials rather than through teacher-developed or independent methods.

For the second question, which asked whether there were specific worksheets for group-speaking activities, the teacher responded that there were none. This suggests that speaking practice is not supported by supplementary material designed to encourage collaboration or active student participation in group settings.

Regarding the third question about the appropriateness of the textbook used, the teacher explained that, although the book is suitable and aligned with the curriculum, it is not very interesting for students. This statement implies that while the content meets educational standards, a lack of engaging material may affect students' motivation and interest in learning English, particularly in developing their speaking skills.

This study aims to make speaking English material based on students' needs. The materials were developed by the researcher in several steps.

The researcher has prepared the material based on the curriculum and basic competences in the Minister of Education and Culture Regulation No. 68,69,70/2013, English language teaching in MTs S Mutafawiq Aini aim to develop the students' ability to communicate in the target language based on their study program both orally and in speaking appropriately. The Merdeka curriculum is used by the school. The researcher must understand that learners' levels and needs are essential. For example, if the students are beginners, the material should focus on simple, everyday topics, such as introducing themselves or talking about their families. If they are intermediate or advanced, the researcher can choose more complex topics such as discussing opinions, solving problems, or debating social issues. Knowing learners' goals helps decide the kind of speaking practice they need to improve fluency, pronunciation, confidence, or formal communication.

The researcher created new materials based on their basic competencies. In the basic competences, it is stated that the topic of speaking English material is about interacting and changing ideas and giving opinions.

Group discussion is a method of collaborative learning that enables students to engage, exchange ideas, and improve their language proficiency in a cooperative environment. This motivates students to fully participate in the speaking process, especially when interacting in groups. Because collaborative learning through group discussions entails cooperative intellectual effort in which students rely on one another to reach shared academic goals, Barkley, Cross, and Major (2014) claim that it improves speaking skills. When conducted

well, group discussions provide a safe space that encourages speaking success through meaning negotiations and peer support.

Pre-activity, while-activity, and post-activity are the three phases of the group-discussion-based speaking instruction process used in this study.

The instructor welcomes the class, verifies its presence, and then presents the physical appearance-related subject. Students are asked questions like "What does he look like?" and "Can you describe someone's face or hair?" in order to elicit prior knowledge and recall. This phase piques students' interest in speaking exercises and helps lay the groundwork for the main objective.

The teacher split the class into three- to four-person groups. Each group received a photo of a well-known individual.

The students were asked to look at the image and use English to talk about the subject's physical attributes. Each group has different roles, such as presenter, writer, and leader. These positions guarantee equitable participation and aid in group-work organizations.

To facilitate a reflection session, the instructor asked the class what they had learned, how they had found working in groups, and how they had become more proficient speakers. Pupils are urged to talk about their experiences and pinpoint the things that give them greater confidence when speaking. Lastly, the instructor provided feedback on each group's performance, emphasizing the five components of speaking: vocabulary, grammar, pronunciation, fluency, and comprehension. Corrections and positive reinforcements are offered to direct future development.

This procedure ensures that students have the opportunity to engage in meaningful speaking practices, reflect on their learning, and receive support in a structured and collaborative environment.

IV. DISCUSSION

The goal of this research is to discover the needs of students and then create English material to meet those needs. The researcher chose to create English speaking material since the material used by teachers does not fulfill the needs of students and does not increase students' interest in the teaching-learning process. The English-speaking material was developed by conducting research and development steps by Borg, Gall, and Gall (2003:407). The steps consisted of gathering the information by giving the questioners to determine the students' needs and interviewing the teacher about how the teacher taught speaking in the class. As a result, the researcher developed a Speaking English material for teaching speaking skills to ninth-grade students.

The researcher's materials were validated by three experts. Based on the results, the researcher concluded that the material was already adequate and relevant to students' needs. One method to enhance students' learning motivation is to analyze their needs.

By analyzing the students' needs, the teacher can find proper material to improve students' abilities and motivation in the English teaching-learning process, particularly in the area of speaking. The material is compatible with the scientific methods used in the Merdeka curriculum. This study found that learning materials that are in line with students' needs can help students learn to speak, especially in Giving Opinions and Interacting and Exchanging Ideas.

Therefore, the purpose of this research is to suggest that teachers use interesting materials that may raise student interest, while also being effective and efficient when used in the teaching and learning process. Another goal was to improve teachers' knowledge of how to use and provide relevant speaking materials in the classroom.

FUNDING STATEMENT

No external funding was received for this study.

ETHICAL COMPLIANCE

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

DATA ACCESS STATEMENT

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in a study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.

Common Elements in a Data Access Statement:

1. Data Location: Specifies where the data are stored, such as in online repositories (e.g., Zenodo, Dryad, or institutional repositories).
2. Access Instructions: Provides information on how to access the data, such as direct links, digital object identifiers (DOI), or contact details.
3. Data Availability: Indicates whether the data are publicly accessible, available upon request, or restricted due to ethical, legal, or privacy considerations.
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Examples of Data Access Statements:

1. Open Data:
 - o "The data supporting this study are openly available in Zenodo at [DOI:10. xxxx/zenodo.xxxx]."
2. Restricted Data:
 - o "The data that support the findings of this study are available upon request from the corresponding author. Due to privacy concerns, the data are not publicly available."
3. No Data Available:
 - o "No datasets were generated or analyzed during the current study."
4. Conditional Access:
 - o "The data supporting this study are available under restricted access and can be obtained upon reasonable request to the corresponding author and with the permission of the ethics committee."

Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
- Collaboration: Encourages further collaboration by sharing data.
- Compliance: Adheres to the policies of funding agencies or journals that require open access to data.

CONFLICT OF INTEREST DECLARATION

No Conflict of Interest

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