

Development of Speaking Materials by Using Discussion Techniques at Muhammadiyah Vocational School 10 Kisaran

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Abstract. The objective of this research is to develop the English speaking materials for Vocational High School students based on discussion method at Muhammadiyah Vocational School 10 Kisaran. The data of this research are quantitative and qualitative. The researcher uses the percentage of the questionnaire of need analysis for the quantitative data. Meanwhile, for the qualitative, the researcher uses the content analysis for describing the data. The data is collected by using questionnaire and material (textbook). The result of needs analysis showed two parts, those were target needs and learning needs. After gathering the need analysis, the researcher formulated a course grid and wrote the first draft of the speaking materials. The speaking materials based on Project-Based learning contains of two units, those were: “*Do You Agree with That? Giving Your Opinion*” and “*To Whom is the Letter Addressed?*”. The researcher implemented ADDIE model for developing the materials. As the result, the researcher finds some error and lacks in the students’ text book. In order to maintain the students’ needs and the components of speaking, the researcher develop the material which has been verified by the expert. After getting the revision on the final product, the researcher finds that the materials can give the significant effect to the students’ speaking skills.

Keywords: *English Speaking Materials, Discussion Technique, Vocational Students*

1. INTRODUCTION

English is a foreign language in Indonesia. Its goal of teaching English in Indonesia is to enable students to communicate in English with one another, and its goal is to develop both receptive and productive English communicative skills. English, as one of the international languages, is crucial in international communication. It is used in many fields of international communication, including, transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001). Based on the importance of English as a tool in the country’s development, both for international relations and scientific-technological advancement, policymakers in Indonesia have chosen English as a foreign language to be taught in schools nationwide. Speaking in one of the crucial skills that should be considered in school, especially in high school. However, so far it is not going as well as it is expected. Sometimes it can be extremely easy to get students to talk in class, but sometimes it is not easy to get them to talk. The fact that speaking in one of the most important language skills to teach in high school is countless.

According to Brown (1990: 8), there are four skills you need to master when learning English: speaking, reading, listening, and writing. Speaking is an important skill that students need to master when learning a language learning. Speaking usually skills are to be learned and practiced in the language lessons. In reality,

people usually write more than they speak in everyday life, but many English teachers still spend most of their class time on reading and writing exercises and many teachers focus only on teaching grammar rather than on teaching communication.

Most students get into trouble when the teacher asks them to practice their speaking skills. Most of them would rather keep silent than speak, and they are hesitant to speak up because they are shy and reluctant to speak up even in front of their friends, especially when they are asked to provide personal information. or to give their opinion. In addition, to resolve these difficulties, certain strategies could be put in place in the classroom. Therefore, the teacher must be able to understand and implement the strategy. If cannot implement them, the students will easily get bored and will not pay attention to him. In order to get students used to doing activities, he should give them a set of activities.

Speaking is important for some reasons. First, it helps students actively learn because they have something to say. Secondly, Speaking can help them interact and communicate with others. Thirdly, they can share their idea, thought, feeling, and opinion about something through speaking. However, speaking has some problems in learning speaking such as: students always find it difficult to express the ideas in their mind during speech performance because their vocabulary skills is very low and they are not speaking fluently and also have low self-esteem are lack of confidence ini using English in class,; besides that, there are shy to speak English in front of their friends.

The researcher chooses the title and decides to carry out the research in the Muhammadiyah Vocational School 10 Kisaran because he has previously conducted the teaching and learning process in the school at the time of the internship. He observed the students who were quite active in speaking, especially in English. It seemed, however, that they did not have any self-confidence in speaking English in front of the class, because their vocabulary and pronunciation were very poor.

According to the above statement, he wants to use the discussion technique for the students' speaking ability. This to me, the research is focused on the student's accuracy and fluency. The reason he chooses this topic is that he believes that a discussion technique can help solve performance problems in English. He believes that it is important to examine the student's speech ability problem and find out what is the cause of it. After that, he has reference in teaching because knowing the discussion technique that affects students' oral performance enables him to apply the appropriate strategy in English. For all the above reasons, his interest in conducting R & D and the ADDIE Model is under the title "Development of Speaking Materials by using Discussion Technique at Muhammadiyah Vocational School 10 Kisaran".

Referring to the above background, the research problem is formulated in three questions as follows;

1. How is the development of speaking material by using Discussion technique at Muhammadiyah vocational school 10 Kisaran ?
2. How is the Validation of speaking material by using discussion technique at Muhammadiyah Vocational School 10 Kisaran ?
3. How is the effectiveness of speaking material by using discussion techniques teaching English at Muhammadiyah vocational school 10 Kisaran ?

2. METHOD

The type of research used is research and development (R&D) research methods. The model used is the ADDIE Model. The ADDIE model is an abbreviation for the five stages of the development process, namely analisis, desain, develop, implement, and evaluate.

Questionnaire one of the data-collecting techniques in this research is a questionnaire. According to Sugiyono (2013, P.199) questionnaire is a technique of data collection conducted by giving statements to respondents to be answered. will be shared to experts, teacher, and students. used to collect data about the feasibility of the book will be filledby experts, the questionnaire for a teacher is given before the learning process, and the questionnaire for student responses is given after the learning process.

3. RESULTS AND DISCUSSION

a. Analyzing Target Needs

The first item which was analyzed was the target needs. The researcher wanted to know the learners' goal in learning speaking, Target need was defined as the learners' view of the target situation (Hutchinson & Water, 1987). The target needs consisted of the student's needs, lacks, and wants. In this case, the researcher needed to know what kinds of text types they would find, the frequencies of using English as a means of communication in the workplace, and the students' lack of learning speaking, as explained below.

1. Goals

Goals were defined as intentions and desires behind any given learning task. It was related to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior. It could be concluded that besides providing a relation between the task and the curriculum, goals were also related to a range of general outcomes or related to the description of teachers' or learners' behavior.

Based on the result of the needs analysis, 90,9% of students needed to learn English to get a job easily based on their vocational program.

Table 1. the results of needs analysis on goal.

Question	Items	N	%
The purpose of learning English for my future is	a. To pass the national examination	33	6,1%
	b. To get the job based on the vocational program	33	90,9%
	c. To get the good passing grade	33	3,0%
	d. Others	33	0

2. Necessities

Necessities belong to what the learners needed to know to function effectively in the target situation. Related to that, 18,2% of students answer that they would deal with the instructional manual of certain equipment or machines. Meanwhile, 21,2% of students said that they would find some automotive articles in their workplace. Furthermore, 60,6% of them answered that they would find some kind of text related to the business documents.

Table 2 The results of needs analysis on the text type which will be found in the workplace.

Question	Items	N	%
The type of English text which will be found in the workplace is ...	a. Instructional manual of certain equipment.	33	18,2%
	b. Articles related to automotive	33	21,2%
	c. Business documents	33	60,6%
	d. Others	33	0

Moreover, the researcher asked the students about the possible frequency of using English at the workplace, and around 57,6% of students said seldom. They thought that English would be used seldom or just in some specific cases at the workplace like business documents but it was rarely used in daily communication. as seen in the following table.

Table 3. The results of the possible frequency of using English in the workplace.

Question	Items	N	%
The possible frequency of using English in the workplace when I have graduated from school is	a. Seldom	33	57,6%
	b. Often	33	39,4%
	c. Never	33	3,0%

3. Lacks

Lacks were related to the gap between the target proficiency and the existing proficiency. From the result of the needs analysis, around 33,3% of students answer that the main difficulty in learning English was grammar. They said that grammar was the most difficult aspect of learning English. they often faced difficulties in arranging the ideas. Meanwhile, 18,2% of students were lack of vocabulary and the use of expressions. Moreover, 30,3% of students were lack of pronunciation. The data was shown in the following table:

Table 4. The results of needs analysis on the student's difficulties in learning speaking.

Question	Items	N	%
One of my difficulties in learning speaking is	a. Lack of vocabulary	33	18,2%
	b. Incorrect pronunciation	33	30,3%
	c. Inappropriate grammar	33	33,3%
	d. Inappropriate use of expressions	33	18,2%
	e. Others	33	0

4. Wants

Wants to be related to what the learners need from learning English. From the result of the needs analysis, 48,5% of students answer that they will use English as a means of communication when they work abroad. They claimed that English was an international language. It could provide a chance for the students to work abroad. It could make them easy to communicate abroad as explained in the table below:

Table 5 The results of needs analysis on the students' wants

Question	Items	N	%
After I have graduated, I will possibly use English as a means of communication in	a. Domestic Workplace	33	9,1%
	b. University	33	42,4%
	c. Abroad Workplace	33	48,5%
	d. Others	33	0

b. Learning Needs

Learning needs were the knowledge and abilities that learners will require to be able to perform to the required degree of competence in the target situation. It was related to input, procedures, setting, learner's role, and teacher's role. Therefore, the researcher wanted to describe the results of the needs analysis related to the learners' needs.

1. Input

Input related to the learning source which would be included in the material that would be written. From the needs analysis process that had been conducted, 87,9% of the students choose short dialogue as the input for the speaking material. They thought that short dialogue was the input that could make the students understand the material easily, also, they could practice speaking English confidently with their peers. They claimed that it could minimize nervousness in speaking.

Table 6 The results of needs analysis on the learning input.

Question	Items	N	%
The type of input that I need to learn speaking is	a. Short Dialogue	33	87,9%
	b. Monologue text	33	9,1%
	c. Pictures	33	3,0%
	e. Others	33	0

Meanwhile, the length of input which is needed by 72,7% of students to learn speaking is about 150 – 200 words, as shown in the following table:

Table 7 The results of needs analysis on the length of the input.

Question	Items	N	%
The length of input that I need to learn speaking is	a. Less than 150 words	33	72,7%
	b. 150 to 200 words	33	21,2%
	c. 200 to 300 words	33	6,1%
	d. More than 300 words	33	0
	e. Others	33	0

2. Procedures

Procedures related to activities that were needed by the students to learn speaking that would be included in the speaking material. From the results of the needs analysis, 42,4% of students choose role-play as the activity which could help them to improve their speaking skills. They claimed that the learning process especially for speaking was easier to be done with the team. They could express and exchange ideas naturally and confidently.

Table 8 The results of needs analysis on the type of learning activities.

Question	Items	N	%
The type of activity that I need to improve my speaking skill is	a. Roleplay	33	42,4%
	b. Games	33	27,3%
	c. Information gap	33	21,2%
	d. Demonstrating certain working steps	33	9,1%
	e. Others	33	0

Meanwhile, the type of role-play which was needed by students was scripted role-play, as shown in the following table:

Table 9 The results of needs analysis on the type of role-playing activities.

Question	Items	N	%
The type of role-play that I need to learn speaking is	a. Scripted role-play	33	90,9%
	b. Unscripted role-play	33	9,1%

The type of game that was needed by the students to learn speaking was matching games. They told that matching games could improve their vocabulary. They claimed that learning speaking needed vocabulary enrichment. The data was shown in the table below:

Table 10 The results of needs analysis on the type of game.

Question	Items	N	%
The type of game that I need to learn speaking is	a. Board games	33	9,1%
	b. Guessing games	33	42,4%
	c. Survey games	33	18,2%
	d. Matching games	33	21,2%
	e. Labeling games	33	0
	f. Exchanging games	33	9,1%

3. Settings

Settings refer to the classroom arrangements specified or implied in the task, and it also required consideration of whether the task was to be carried out wholly or partly outside the classroom. From the result of the needs analysis, most students liked to carry out the task in groups, and the rests are in pairs and individually. They said that they could discuss with their group and could make them easier to express their ideas. The data was shown in the following table:

Table 11 The results of needs analysis on how the students carry out the tasks.

Question	Items	N	%
I like to carry out the tasks ...	a. Individually	33	6,1%
	b. In pairs	33	9,1%
	c. In group	33	84,8%

Meanwhile, most of the students answered that they like to do the task at home. They claimed that it could make them a much time to finish it rather than at school. the data was shown in the table below:

Table 12 The results of needs analysis on where the students carry out the tasks

Question	Items	N	%
The place that I like to do the tasks is	a. In the classroom	33	27,3%
	b. At home	33	69,7%
	c. In the library	33	3,0%

4. Teacher and Students' Roles

Roles here belong to the part that learners and teachers were expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 1990: 79). It meant that both teacher and students had to be active during the teaching and learning process in the classroom. From the results of the needs analysis for the teacher role, most students needed the teacher as the motivator in the teaching and learning process, the data was shown in the table below:

Table 13 The results of needs analysis on the teacher's role

Question	Items	N	%
The role of the teacher in every teaching and learning process is as	a. The controller in the teaching and learning process	33	15,2%
	b. Motivator for the students in the teaching and learning process	33	84,8%
	c. The self-assessment given	33	0
	d. Others	33	0

Meanwhile, the appropriate role of students was as a listener and an active participants in the classroom, as shown in the following table:

Table 14 The results of needs analysis on students' role

Question	Items	N	%
The appropriate role of the students in the teaching and learning process is as a	a. Listener	33	0
	b. Participant	33	6,1%
	c. Listener and participant	33	90,9%
	d. Negotiator between teacher and students	33	3,0%

c. The Design of Speaking Material

The design of the speaking material was related to the content of the material and the presentation of the material itself. Therefore, the researcher wanted to describe the results of the needs analysis related to the design of speaking material.

1. Content of the material

Content of the material related to the topic and the learning activities which were appropriate to be included in the speaking material. the results of the needs analysis related to the content of the speaking material as described below.

a. Topic

The topic was what will be discussed in the speaking material. From the results of the needs analysis, 69,7% of students choose a topic that was related to daily life. They thought that the topic which was related to daily life could be understood easily.

Table 15 The result of needs analysis on the learning topic.

Question	Items	N	%
The topic which is appropriate for the speaking material is about	a. Daily life	33	69,7%
	b. Automotive engineering	33	0
	c. Business	33	12,1%
	d. Information technology	33	18,2%

b. Learning Activities

Learning activities were activities that were appropriate for the students to develop their speaking skills. Those activities were divided into warming up activity and main learning activity. For the warming-up activity, 63,6% of students choose short questions, as shown in the following table:

Table 16 The result of needs analysis on the form of warming up activity.

Question	Items	N	%
For the warming-up activity, the appropriate form is	a. Short questions	33	63,6%
	b. Pictures	33	6,1%
	c. Vocabulary lists	33	21,2%
	d. Expressions lists	33	3,0%
	e. Grammar notes	33	6,1%

Meanwhile, for the main learning activity, 45,5% of students choose role-play and information gap, as shown in the table below:

Table 17 The result of needs analysis on the appropriate learning activities.

Question	Items	N	%
The kind of learning activity which is appropriate for the speaking material is	a. Roleplay	33	45,5%
	b. Information gap	33	45,5%
	c. Demonstrating simple working steps	33	12,1%
	d. Others	33	6,1%

Meanwhile, for the level of difficulty of the speaking material, 54,5% of students agreed that there was a variety of difficulty levels, from the easiest to the most difficult one, as presented in the following table:

Table 18 The result of needs analysis on the difficulty level of the speaking material.

Question	Items	N	%
The difficulty level of the speaking material which is appropriate is	a. Neither too difficult nor too easy	33	54,5%
	b. Having varieties, from the easiest to the most difficult one.	33	21,2%
	c. Having a variety of difficulty levels.	33	24,2%

2. Presentation of the Speaking Material

Presentation is related to the layout of the material, kinds of pictures, page color, kinds of fonts, and intermezzos. Here are the results of the needs analysis related to the appropriate presentation of the speaking material.

a. The layout of the material

Related to the layout, 36,4% of students answered that the appropriate layout for the speaking material was completed by pictures and illustrations, as shown in the table below:

Table 19 The result of needs analysis on the appropriate layout for the speaking material.

Question	Items	N	%
The appropriate layout of the material is ...	a. The pages and cover are colorful.	33	6,1%
	b. Completed with pictures and illustrations	33	36,4%
	c. Completed grammar and vocabulary exercises	33	21,2%
	d. Completed with an explanation about expressions for certain situations	33	36,4%
	e. Others	33	0

b. Kinds of Appropriate Pictures for the Material

Related to the appropriate kinds of pictures for the material 21,2% of students answered that the appropriate picture for the material was the photograph. However, 60,6% of students choose illustration as the appropriate one, as shown in the following table:

Table 20 The result of needs analysis for the appropriate picture for the speaking material.

Question	Items	N	%
The appropriate picture for the speaking material is	a. Photograph	33	21,2%
	b. Caricature picture	33	18,2%
	c. Illustration	33	60,6%

	d. Others	33	0
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c. The Appropriate Page Color

Related to the appropriate page color of speaking material, 78,8% of students answered that the appropriate color is more than one so that the speaking material will be more interesting, as shown in the following table:

Table 21 The result of needs analysis on the appropriate page color

Question	Items	N	%
The appropriate page color for the speaking material is	a. Only two colors	33	15,2%
	b. Only one color	33	6,1%
	c. More than one color	33	78,8%

d. Kinds of Fonts

The kinds of fonts belong to the ones which will be used to write the material. 63,6% of students choose Times New Roman as the appropriate font, as shown in the following table:

Table 22 The result of needs analysis on the appropriate kinds of fonts

Question	Items	N	%
The appropriate kind of font which is used to write imperative sentences in every task is	a. Comic Sans MS	33	15,2%
	b. Lucida Handwriting	33	3,0%
	c. Times New Roman	33	63,6%
	d. Script MT Bold	33	6,1%
	e. Brush Script MT	33	0
	f. Cooper Black	33	3,0%
	g. Arial	33	9,1%

e. Intermezzos

Intermezzo in the learning material was very needed to make the students not getting get bored during the learning process. Based on the need analysis, 42,4% of students wanted quotes as the appropriate kinds of intermezzos for the speaking material. The data was shown in the following table:

Table 23 The result of needs analysis on the appropriate kind of intermezzos for the speaking material.

Question	Items	N	%
The appropriate kind of intermezzos for the speaking material is	a. Quotes	33	42,4%
	b. Cartoon pictures	33	30,3%
	c. Crossword puzzle	33	27,3%
	d. Others	33	0

Meanwhile, the appropriate position of intermezzo in the material was on every page, as shown in the table below:

Table 24 The result of needs analysis on the appropriate position for intermezzo in the speaking material.

Question	Items	N	%
The appropriate position for intermezzo in the material is	a. In every page	33	78,8%
	b. On every page	33	6,1%
	c. Every two pages	33	15,2%
	d. Every three pages	33	0

Question	Items	N	%
	e. Others	33	0

4.1.2 Existing Materials

After gathering the data, the researcher identified existing materials used by the students in Muhammadiyah Vocational School 10 Kisaran. The students used the textbook entitled "*Bahasa Inggris Seri HOTS*". Then, the researcher observed and read the textbook to analyze the relevancy of the book. The researcher found the English-speaking materials in the textbook were less relevant.

There were fewer explanations about the materials and the lack of tasks that made students practice English. Therefore, the students were difficult to understand the materials. Each material followed the learning activities according to curriculum 2013, namely: observation, questioning, exploring, associating, and communicating but the activity in each unit still did not provide the standard competency. Therefore, the students did not have broad knowledge and were passive learners. In addition, each unit of the materials provided a little task and the task focused on writing and reading. The kind of tasks in this book such as fill in the blank, vocabulary meaning, and writing. As a result of the need analysis, the students needed more practice in speaking English by utilizing integrated tasks like dialogue. Also, they wanted a discussion task (grouping practice) to boost their confidence in speaking English and their critical thinking. However, in that book, there were no grouping tasks.

The next data was this book did not provide many pictures. Only some units provided it and the color of the pictures were black and white. It could not attract the students' attention to learning. Also, the students faced difficulties to understand the material due to they could not see the pictures. As shown in the data of need analysis, the students needed media such as pictures and videos to make them understand the materials easily. Therefore, it could not make them feel bored learning English. In addition, there was no video or link to the video. The video was needed by the students to enrich their vocabularies, train their pronunciation, and understand the content easily. It also made the classroom atmosphere fun and joyful.

4.1.3 The Course Grid

After the needs analysis was conducted, for the next step, the researcher would write the course grid. The course grid for the speaking material was in the appendix. It contained seven sections; those were units, topics, indicators, language functions, input text, language focus, and procedures.

a. Unit 1

The topic for the first unit was "*Do You Agree with That? Giving Your Opinion*". This unit title indicated the expressions of asking and giving an opinion and telling how to give an opinion, how to accept someone's opinion, or how to refuse someone's opinion. The unit title was also based on the result of the needs analysis that students needed more conversation practice about the material.

The achievement indicators for Unit 1 were that students could ask and give their opinion, and understand how to agree and disagree with someone's opinion politely. This was in line with the language functions for this unit generated from the basic competence and the syllabus for English teaching at the vocational high school Kisaran.

For the input text, the inputs were in the form of short dialogues which contain the expressions of asking and giving opinions. Also, agreement and disagreement. Besides that, role play also being the input for this material. Role play and conversation were the students' needs for developing their English speaking skills. Meanwhile, the procedures were divided into four parts: *lead-in*, *let's practice*, *evaluation*, and *homework*.

b. Unit 2

The topic for unit 2 was *"To Whom is the Letter Addressed?"*. This topic was chosen based on the needs analysis which showed that the students wanted English for daily life and their future career. Therefore, in this unit, the students would write a personal letter about their daily life. In addition, they could write a business letter for their career.

Achievement indicators for this unit are developed based on the syllabus, that was, students were expected to write the letter. The input text for unit 2 was role play which showed the letter function. Procedures for Unit 2 are the same as in Unit 1, those are *lead-in, let's practice, evaluation, and homework*.

a. Lead-in:

The function of this first section is to introduce the students to the topic of the unit and provide background knowledge and context before the students do the real tasks.

b. Lesson proper:

This section provides tasks to the students by which students can achieve the objectives of learning.

c. Evaluation:

This section provides an evaluation of the student's performance after doing the tasks in a unit.

d. Homework:

This section provides self-assessment for the students to know how much they have learned from the units.

e. Reflection:

This section provides self-evaluation for the students to know how much their improvement of speaking skills was after learning one unit.

f. Summary:

This section presents the summary of the language items taught in the unit.

DISCUSSION

The researcher was focused on developing English-speaking materials based on discussion techniques for students. The ADDIE model was used in this research. The needs analysis was conducted during one week, it was 1-8 June 2023. The questionnaire was administered to the students. There were 25 questions were distributed to 30 students. Those were used to get information about students' needs. The needs analysis was divided into two parts, those were target needs and learning needs.

As the result of the need analysis, the researcher found that students' goal in learning English was for getting a better career in the future. Therefore, they needed to learn more about the business documents. They thought it was really important to be learned. However, in the background, we found that the teacher taught monotonously. It made them lack English, especially in pronunciation. They needed speaking time. They wanted a group setting to discuss to create a short dialogue or to create a roleplay. They assumed that those kinds of practice could improve their speaking skills.

To full fill the students' needs, the researcher developed English-speaking material. The researcher would add attractive pictures, explanations, and speaking practice to the material. There were 2 units developed by the researcher namely; *"Do You Agree with That? Giving Your Opinion"* and *"To Whom is the Letter Addressed?"*

4. CONCLUSION

The researcher was focused on developing English-speaking materials based on discussion techniques for students. The ADDIE model was used in this research. To full fill the students' needs, the researcher developed English-speaking material. The course grid was based on the student's needs. The researcher would add attractive pictures, explanations, and speaking practice to the material. There were two units developed by the researcher. There were *"Do You Agree with That? Giving Your Opinion"* and *"To Whom is the Letter Addressed?"*.

After validating the module by the expert, the researcher could assume that the material was good enough because it was provide picture, video, and speaking practice that the students' needed.

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