Learning Materials Used in Speaking 3 Classes

(A Study at English Department of Jakarta State University)

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ABSTRAK

Vinda Octavia Putri. Materi Pembelajaran yang digunakan dikelas Speaking 3 (Studi di Jurusan Bahasa Universitas Negeri Jakarta)

Penelitian ini bertujuan menginvestigasi bagaimana penggunaan materi pembelajaran pada mata kuliah *Speaking 3* dan mengidentifikasi kesesuaian materi pembelajaran dikelas speaking 3 dengan materi yang ada diSAP speaking 3 dan juga dikaitkan dengan tingkat berpikir mahasiswa JBSI yang sedang belajar bahasa asing (*foreign language learning*) pada mata kuliah *Speaking 3* dan pelaksanaan pembelajaran mandiri. Masalah dalam penelitian ini dibagi menjadi masalah utama dan sub-masalah; masalah utama penelitian ini adalah bagaimana penggunaan materi pembelajar dikelas *Speaking 3*? Dan yang menjadi sub topic adalah sejauh mana kesesuain antara materi pembelajaran dikelas speaking 3 dengan tingkatan berpikir mahasiswa JBSI yang sedang belajar bahasa asing (*foreign language learning*) pada mata kuliah *Speaking 3* dan pelaksanaan pembelajaran mandiri. Penelitian ini dilakukan di Jurusan Bahasa dan Sastra Inggris UNJ. Data penelitian diambil dengan melakukan observasi di 6kelas parallel speaking 3, memberikan kuesioner kepada 52 mahasiswa dan juga mewawancara dosen dan mahasiswa yang sedang mengambil mata kuliah *Speaking 3.* Data yang berasal dari observasi dan interview diolah secara kualitatif dan kuantitatif. Sedangkan kuesioner diolah secara kuantitatif. Hasil penelitian menunjukkan bahwa materi utama dikelas speaking 3 adalah presentasi dan diskusi model. Materi ini diterapkan didalam kelas speaking 3 dengan cara mendorong mahasiswa dikelas speaking 3 untuk mempresentasikan tentang suatu topic dan mendiskusikannya dengan cara memberi komentar. Namun sayangnya materi tersebut kurang diekplorasi secara optimal sehingga materi tersebut kurang menstimulasi tingkatan berpikir mahasiswa sampai pada tahap yang diharapkan. Sebagai tambahan materi dikelas seharusnya bisa lebih bervariasi tidak melulu presentasi dan diskusi model.

ABSTRACT

Vinda Octavia Putri. <u>Learning Materials Used by Speaking 3 Classes. (</u>A study at English Department of Jakarta State University)

This study aimed at analyzing the learning materials in the Speaking 3 classes and The college problems of this study were divided into main problem and sub-problems; the main problem are how are learning resources and materials used in speaking 3 classes?. The sub-problem are to what extent do the learning materials in Speaking 3 classes fit the expected college students' level of thinking? And to what extent do the learning materials in Speaking 3 classes fit the expected autonomous learning?.This study was conducted in English Department of UNJ. The data were collected by observing *Speaking 3* classes, giving questionnaire to 52 students who was studying the speaking 3 subject and interviewing the lecturer and the students in *Speaking 3* class. The data from the observation and interview were analyzed qualitatively and quantitatively. Meanwhile, the data from questionnaire was analyzed by quantitatively. The result of the study showed that dominant materials in the speaking 3 classes were presentation and discussion models. These materials were implemented in the class by encouraging the students did the presentation and discussed through giving the comments. Unfortunately, those materials were not explored optimally so that the materials did not stimulate the students' level of thinking fit the expected. In addition, there were more variant in dominant materials. Since the dominant materials in speaking 3 classes were monotonous.

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CHAPTER I
INTRODUCTION

This chapter discusses some points related to the preparation of the research, such as background of the study, statement of the research problems, purposes of the study, and the significance of the study. These points are elaborated below.

1.1. Background of The Study

The Speaking skill indicates the ability to mastered a particular language. In the general view, someone who is called mastered a particular language if s/he can speaks and communicates in orally by using a target language. As a result, there are two classifications of foreign language competence in Indonesia. They are active competence and passive competence. Active competence relates to be able to speak and write in the learning and teaching language that are called productive skill, and passive competence relates to be able to read and listen that are called receptive skill. Although speaking skill is classified as productive skill as well as writing skill but speaking skill obtains the special position as representation of foreign language competence in the common people in spite of the complexity of the speaking skill in teaching and assessing aspects. Since the correlation between the speaking skill and the foreign language competence thus Louma (2004)

states "the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language".

According to the laws of Sistem Pendidikaan Nasional (SISDIKNAS) No.20, 2003 articles 24 verse 1 states that "Dalam penyelenggaraan pendidikan dan pengembangan ilmu pengetahuan, pada perguruan tinggi berlaku kebebasan akademik dan kebebasan mimbar akademik serta otonomi keilmuan. It means that every University has autonomy to modify the curriculum, material, learning and teaching actives, and goal. One of the goals of English Department of Jakarta State University is to produce college students with communication competence orally and written in English. This goal maybe has not achieved. According to some indications that indicate speaking skill in English has not been mastered optimally. Based on the observation was conducted by the researcher (From September until December 2010) The first indication, when some college students of speaking 3 classes in English Department of Jakarta State University had to do oral presentation in the class, they still confused to express their ideas and thought by using English and as a result, they did it by using code mixing between English and Bahasa. Many potential reasons as causes of it, According to some of them are they had lack of speaking competence, they did not mastered their topic which they discussed and they felt nervous and anxiety to make mistakes. The second indication, Iskandar (in his proposal, 2010) notices the difficulties to look for ED students in JSU with good speaking skill and good pronunciation. English Department of JSU was difficult to look for ED

students with good pronunciation to become presenters in various activities or international seminars or others activities which need English as medium language. All lecturers agree that the prime and first criterion of being presenters in those activities and seminars are understandable spoken language, it is signed by English pronouncing correctly. The same views noticed in Lado (1988), the first aspect which is concerned in someone's spoken language is pronunciation aspect (p.115). Although pronunciation is not everything in speaking skill, it does not mean that pronunciation is not concerned and taught by planning, for instances the condition which is described by Dalton (1997) study found the following:

> when I did my initial training as an E.F.L teacher, one of the course tutors always described pronunciation as "the *Cinderella* of language teaching ", i.e. she never got to go to the ball. By this he was referring to the often low level of emphasis placed on this very important language skill.

The third indication is the reluctance of English students to interact by using English in campus life. English Speaking Day which is held every Wednesday and Friday, according to observation and interview were conducted by Executive Students Board of English Department (from October until December 2009) showed that just approximately 20 percent English students who participate in that program. The reluctant mainly is caused by unconfident feeling and unusual to communicate in English. As Davies and Pears (2000) argued that students reluctant to speak because they are afraid to do any mistakes or they do not know

how to express their idea in English. Students get difficulties to find some words and formulate them in sentence (p.55).

All indications above show that there are problems in learning and teaching English include the choice of material, especially in speaking course. There are two factors which writer assumes as the causes emerges those indications, those are the lack of explanation toward spoken English language and the lack of confident. The English students have lack of explanation toward spoken English language causes English is still uncommon for them even they study in Department which especially learn English. This is general indication which occurs in learning English as a foreign Language context so that they feel uncommon to communicate in English. Indeed, the ED students learn by using English as medium language, particularly in the Speaking course, but frequency of using English which has limited in particular courses still unsatisfied. This is worse by the lack of confident in learning English which relates to spoken language competence of college student which is inadequate good.

Therefore, to overcome the problems stated before, English Department needs to analyze materials which were designed for speaking course (in this case in speaking 3 course) in JBSI JSU. The materials were chosen because to evaluate whether or not the materials are suitable for level of college students and how the materials are used in Speaking 3 classes. A material may be ideal in one situation because it matches the needs of that situation perfectly (Richard : 2001, p.256).

Since learning material is the most important of the teaching learning process in English Language Teaching (ELT), particularly in the English as a Foreign

Language (EFL) classroom, where it provides the primary form of linguistic input. Richard (2001, p.251) states that instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In addition, the Materials in English Language Teaching (ELT) not only become a useful means for students in achieving a target language, but also can be a fence for students to explore a target language.

Based on the laws of Sistem Pendidikaan Nasional (SISDIKNAS) No.20, 2003 articles 24 verse 2 states "universities have autonomy to manage their own institution as the central of organizing of higher education, research, submission for society". Moreover, in the higher education level, the institution has autonomy right to held innovation in various aspect includes to select their own materials which help lecturers and learners in the teaching and learning process (Tilaar: 2002, p.17). Hence, lecturers have right to plan their own learning program, in this case, they have to provide suitable learning materials. Even though the lecturers are required to provide their own material, they still have guidance in selecting the material that is the SAP (satuan acara perkuliahan).

Therefore , this study was conducted to describe how the materials are used in Speaking 3 classes as the barometer of speaking skill. English Department JSU has to prove whether or not the learning materials in the Speaking 3 of English Department fit with the theory ideal for materials in the english language teaching especially in English as foreign language.

1.2 Problems of the Study

This study conducted the figure out the information of some speaking materials used in the Speaking Class 3 in English Department of Jakarta State University. Thus the problem is formulated as follow:

1. How are the learning materials in *Speaking 3 classes of English Department of Jakarta State University*?

1.3 Purpose of the Study

To investigate the use of learning materials in Speaking 3 classes of English Department of Jakarta State University.

1.4 Significance of the Study

The results of the study are expected to give the portrait of the materials used in the speaking 3 course of ED of JSU and improve and enrich treasure in language teaching research, especially which relate to speaking skill in teaching and learning processes. Moreover, it also used as preliminary information to other researchers who are interested to conduct further research in the same field.

CHAPTER II

LITERATURE REVIEW

This chapter covers several points that are going to be elaborated, as following; the overview of speaking, speaking materials, speaking materials in higher education, speaking materials in SAP speaking 3 course.

2.1 Overview of Speaking

2.1. 1 Studies on Speaking

The Oxford Pocket Dictionary (2009) speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. While Fulcher (2003) defined speaking is verbal language to communicate with others (p. 23). Then, speaking is considered as main aid of communication. Chaney (1998) added that the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of context (p. 12). Moreover, Lee Lacocca, the ex President of well-known car factory Chrysler, *"You can have Brilliant ideas, but if you can't get them across, your brains won't get you anywhere"*. It can sum up that speaking is an activity of delivering speech between two or more people which use verbal and non-verbal symbols to convey information or expressing one's thought or ideas and feelings.

2.1.2 Speaking Skill

There are some experts who tried to define kinds of speaking skills that learners must have. Luoma (2004, p.9-27) states the essence of speaking involves

features, speaking as meaningful interaction and variations within spoken language use. Features of speaking consist of: 1) the sound of speech; 2) spoken grammar; 3) words and words and spoken words; 4) slips and error; 5) processing and reciprocity. Speaking as meaningful interaction includes speaking and spoken interaction and the openness of meaning in interaction. Variations within spoken language use include: 1) talking to chat and talking to inform; 2) speaking different social situations; 3) roles and role relationship and politeness.

The sound of speech is the first feature which is received directly by listener when talking. From the sound of speech, people can express their personalities, identities, origins, and whether the speakers are native speakers or not. The sound of speech in wide meaning is mentioned pronunciation which includes segmental components such as vowel, diftong, triftong, consonant, and consonant group, suprasegmental sound includes stress, intonation, pitch and juncture.

Grammatical sentences of speaking which tend to short, with the range time between two seconds or seven words, it differs with grammar which we learnt and grammatical sentences of written which is long and complex. Spoken languages often have incomplete sentences, non-specific words and little bit information in reduction of phrases and sentences. In spoken languages also exist grammatical differences between unplanned speech which tend to informal and short and planned speech which tend to long and formal since it usually related to formal situation so that sometimes it is practiced before. The ideas in spoken grammatical have characteristics involve topicalisation with placed on object

components or complements in front of the sentences in subject position or it is called fronting and tails with repeat the object or pronoun which already has mentioned in the beginning that it is called *Dislocation*.

Words and spoken words in speaking is the term to recommend with words, phrases, and particular pronunciation which common to use in particular situation. Interaction in spoken language usually tends to use generic words such as this one, that one, the round thing and vague words such as thing, thingy, thingummy). Spoken languages also have characteristics by appearing fillers and hesitation markers. Others features of spoken languages are slip of tangue and the mistakes which commonly occurred because of pronouncing words, mixing in sounds, and wrong choosing of word because of missed attention. In daily speaking, they are regarded as normal things, even though when we speak second or foreign languages, they are regarded as the lack of language competences. Features of processing and reciprocity in spoken language relate to the time that placed on speakers and listeners in short time to exchange and reciprocity ideas through turn taking that can expose their relationship.

Speaking as meaningful interaction includes speaking and spoken interaction and the openness of meaning in interaction. The Speaking means something skill which has individual characteristic because it refers to individual ability. Although the speaking also relates to others person in social interaction type, The openness of meaning in interaction is the condition which shows that interaction occurs since the participations search the same meaning that is not

always clearly and implicitly. The meaning which is expressed by speaker can change or can have different meaning by listener.

Variation in spoken language use relates to three important fields in the analysis of spoken language discourse, they consist of the purposes of speaking, situation of speaking, the role of speakers. The first is the purpose of speaking, it aims to maintain social relationships or to convey certain information seriously and need information-structuring skills, skills for organizing communication and skills for making information readily accepted. Variation of spoken language is also determined by social situation. Social situation can be described with reference to Hymes in 1972 in Luoma, although not all situations are relevant to the social framework Hymes. The skeleton was shortened to speaking with S, which means setting or circumstances or situations, such as classrooms; P *participants* consisting of speakers, listeners and viewers; E *ends*, which means purpose; A *act sequence* that is content and how to speak; K *key* on tone or manner of speech, such as supportive, friendly, open, and the official; I *instrumentalities* which include the mode of oral or written or recorded and forms of speech such as accent and variety dialect used; N *norms* are norms of interpretation and interaction norms such as the right to start a conversation, expressing views; and G *genre* are the type of text genres such as jokes, lectures, descriptions, presentations, and storytelling.

Other features affect varieties of spoken language are the role of speakers and relationship roles. The above feature can be seen as modesty aspect from social feature and contextual spoken situation. This modesty makes the speakers

do not always follow the pattern of efficient communication initiated by Grice in 1975 in Luoma, namely conversational maxims which consists of quantity (provide enough information, do not over), quality (which is believed correct expression); relation (relevant or appropriate); and manner (brief, clear and orderly).

2.2 Speaking Materials

In language program, teaching materials as a key aid which serve as the basis for the input learners receive, sources of activities for learner practice and communicative interaction, learning support, motivation and stimulation (Dudley-Evans and St. John: 1988, 170-171, Cunningsworth: 1995, 7 as cited by Richard, 2002:251-252). Renandya (2002, p.66) adds that the materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in. It can be assumed that the material has important roles and uses in language program and serves as resources for effective learning.

The materials itself are what are being taught or learned and used to facilitate the learning of a language. Tomlinson (as cited by Ur, 2001) define the materials can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. They can be instructional in that they inform learners about the language, they can be experiential in that they provide exposure to the language in use, and they can be elicitative in that they stimulate language use, or they can be exploratory in that they seek discoveries about language use. Renyaan

(2002) adds sorts the explanation of resources and materials as teaching media as follows :

1. Text refers to any written materials ranging from references book, textbook and activity sheet to flashcard.

2. Audio-visual resources includes films, video, overhead projector, audiotapes, pictures, magazine, newspaper and others texts.

3. Authentic materials refers to be resources created by native speakers, both for classroom teaching and in the world outside the classroom

In the speaking class, instructional resources and materials are important in the teaching and learning processes. They can be as aid for teacher to transfer language knowledge and information to students and to teach language skill. In the other side, for learners, instructional materials may provide major sources of contact they have within language apart from the lecturer (Richard, 2002: 252). The classroom can be especially conducive to providing learners with such speaking opportunities. Speaking opportunities can be activities in the class especially in the speaking class. Harmer (2002: 271-274) classified the classroom speaking activities into communication games, discussion, prepared talk (presentation), questionnaires, stimulation and role-play. Diversity materials in those activities involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gesture and body language/posture, facial expression, and so on may accompany as material in speaking class. It can be as good practice for learners to improve their speaking skills (Renandya, 2002: 204).

There are some experts which tried to define the criteria of good material. Including Tomlinson (1998) list some points about good materials; they are material should achieved the impact, Material should feel at ease, Materials should help the learners to develop their confidence, What is being taught should be perceived by learners as relevant and useful, materials should expose the students to language in authentic used, the materials can provide exposure to authentic input through the advice they give, materials should provide the learner with the opportunity to use the target language to achieve communicative purposes, materials should take into account that the students have different style.

Furthermore, speaking materials should have functions to students in achieving speaking proficiency. Students achieve the speaking proficiency means they have achieved communicative competences as proposed by Canale and Swain (see Scarcella and Oxford, Rebecca L, 1992). In other word, the materials according to their function, which involve grammatical, discourse, sociolinguistic and strategic need to be taught.

2.2.1 Speaking Materials in Higher Education

The students in university level were demanded to be able to have various language competences for instance competent pronunciation ('competent' does not necessarily mean native-speaker-like, but it does mean easily understandable, and without due strain on the listener), A competent structural/grammatical knowledge of the language; Appropriate use of the language—for example, due to politeness, level of formality (register), etc; A good sense of 'strategic

competence'—that is, an ability to communicate in unfamiliar circumstances, even when the exact vocabulary is not known. Besides that, the sort of language function needs to be used when speaking at university level are presenting their ideas, giving opinion, agreeing and disagreeing, interrupting, making suggestion, referring to sources in discussion, checking that others have understood you, saying that you don't know something and referring back to a previous point. (as cited   http://ucl.ac.uk/lang-centre/eng/part-time/speaking). Those language competence were important to be mastered by college students includes ED students.

To explore it, the ED students need to learnt speaking materials such as making presentation (the structure of presentation making, using note to speak from, introducing the topic, giving the information on detail sequencing), describing similarities & differences, comparing & contrasting, illustrating a points, giving example, referring to research, emphasing a point, summarizing and concluding, controlling the discussion, and participating in discussion (as cited http://www.UEFAP.com/speaking/Spkfram.html). Those speaking materials can stimulate the students to use their language competent and function. Fortunately, those materials already listed in SAP for Speaking 3 course.

Based on the laws of Sistem Pendidikaan Nasional (SISDIKNAS) No.20, 2003 articles 24 verse 2 states "Universities have autonomy to manage their own institution as the central of organizing of higher education, research, submission for society". The same views are noticed by Tilaar (2002:17) claims a Higher education institution has autonomy right to held innovation in various aspect. One

of autonomy right of higher education is to select their own materials which help lecturers and learners in the teaching and learning process. The lecturers are expected to select suitable materials which have a good quality for their learners and use it effectively in their courses. Hence, the learners can learn language actively and learners can develop their language skill.

In learning and teaching processes, the lecturers need to think of what materials are used in the class. To select the materials, lecturers start to think of what objectives must be achieved by the students. To know this, they can refer to SAP. The lecturers may add others materials to support their language program. In the SAP, they find what the particular objectives are expected by the students have at the end of the program.

Besides the lecturers, the learners in higher education are considered as autonomous learner have also responsible to search others materials besides the materials which already have gave lecturers and can decide their own suitable strategies in learning.

The aim of higher education is to prepare the learners to be members of society who have academic ability and professional who can reflect, develop, and create knowledge, technology, and arts (Tilaar: 2004, p.135). In accordance with that, Weissinger (2004) also mentions that the aim of higher education is "to transfer abstract principles to concrete application" where critical thinking plays as the major component of higher education. It can conclude that higher education are demanded to produce a high quality human resources which have critical thinking as the major component of higher education.

Since the characteristic of good material, learner in higher education and Speaking are described differently by some researchers, so far the interest of this study, the researcher modified and synthesized both the characteristic of good speaking material into some of characteristic:

1. In relation with engagement of students to participate actively in teaching and learning processes, the writer believes that the materials are used to encourage students to practice and should provide the learners with opportunities to use the target language.

2. In relation with the students' interest and need, the writer believes that the materials should arouse the learners' interest and help the students to feel at ease.

3. In relation with the relevance and usefulness, the writer believes that what is being taught should be perceived by learners as relevant and useful.

4. In relation with the complex learning, the writer also believes that materials should expose the learners to the authentic use.

2.2.2 Speaking Materials in SAP speaking 3 course

Speaking 3 courses is intended for both English Education Study Program and Literature Study Programs students. This course provides students with comprehensive, hand-out skill for delivering a powerful presentation in formal and specific situation with certain audiences by applying accurate and clear pronunciation and way of writing. Students will examine the fundamentals of

affective public speaking and the essentials of preparing and delivering dynamic presentations and speeches. This course has SAP as guidance which is designed by the team expertise lecturers.

Moreover, the general objectives of this course are to help the students improve presentation skills. This includes learn the basic presentation, organize presentation, presents in front of peers, learn about three main types of presentation (narrative, informative, and persuasive), assess the students' personal preparation skills, apply the drafting process to preparations, use visual support when presenting, work on pronunciation as it effects easy understanding by the audience, learn about important culture differences in presentation and presentation skill style and lead an audiences in question and answer session.

To achieve the objectives as mentioned above, the students need to learnt presentation models through video, the theories about preparation and planning of an oral presentation, the structure of an oral presentation includes how to begin the presentation, get the audience's attention, greet the audiences, introduce oneself, give title, give their objectivity, announce their outline, question and comments from the audiences, make a transition between the introduction and the body, the content & quantity, sequence their ideas, keeping the audiences' attention, signposting and signaling where they are, deal with difficult question, use visual aids, create interest and establish a relationship with the audiences, body language and voice and pronunciation. Meanwhile, the tasks and

assignments every meeting the students are suggested to do presentation and discussion. Those are listed in SAP.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology which points involved are the data sources, time and place of the study, research procedure, data collection procedure, and pilot study.

3.1 Data Sources

This study analyzes materials which are used in *Speaking 3 classes of English Department in JSU*. Since this study concerned with learning materials which is used by ED students 2009/2010 who were at their third semester when the study was conducted and the lecturer who taught speaking 3 course. In addition Speaking 3 is considered as the barometer of speaking skill course in ED of JSU. So it was the reason of choosing speaking 3 course data sources of this study.

Speaking 3 classes consist of eight parallel classes since the writer has limited time so that the writer takes six classes to be observed. The greater number of the meeting was not necessary in this study since the material every meeting would provide the same amount of information. Next, the data from the observation is interpreted and adapted with SAP, Level of thinking of Students College, and autonomous learning.

3.2 Time and Place

This study is conducted from September 2010 to December 2010 in Speaking 3 classes of English Department of Jakarta State University.

Speaking 3 Classes

Class	Learner
09 Dik A MDR	14 Learners
09 Dik B MDR	9 Learners
09 SB MDR	17 Learners
09 Dik A Regular	25 Learners
09 Dik B Regular	18 Learners
09 SB Regular	19 Learners

3.3 Research Procedure

Collecting the data

The study included both multiple data-gathering procedures (Methodological Triangulation) such as Observation, Data analysis, Questionnaires, and Interviews, in order to get valid and reliable data.

Table 3.3

	Observational Data	Documents Review	Teacher Interview	Students Interview	Students Survey
RQ1	✓	✓	✓	✓	✓

a) Observation classroom

The writer employed participant observation which means the writer is direclty involved in the situation observed. The writer recorded everything which happend in the class by using video recorder. The Observation classroom was conducted in this study to get factual data dealling with the type of learning materials used in Speaking 3 classes, how the materials were implemented in the class and how the students interact with the materials. In gaining the data, the researcher used video recorder to support me to transcribe of data.

b) Document Analysis

The writer analysed the documents (SAP of speaking 3 classes and a handout which is used in the class). The document analysis was applied to collect data dealing with the objectives of the speaking 3 course, the types of learning materials which is designed to achived those objectives.

c) Questionnaire

The questionnaire was intended to investigate the frequency of speaking materials and types of speaking materials that the students have experienced.

d) Interview

The interview was also employed in this study. The writers interviewed three lecturers of speaking 3 course and sixteen students of speaking 3 class. The writer used open-ended questions

to get more detail information. The lecturer interview was intended to get in-depth understanding related to types of speaking materials, consideration in choosing materials as the attempt to achieved the objectives of speaking 3 course, how the lecturer implemented those kinds of materials, to conform the finding from the observation. All data from those sources were reviewed and analyzed together, so that the findings were based on the convergence of data from different sources.

Analysing the data

The research design of the data is to answer the questions, "How are learning materials used in Speaking 3 classes?" The researcher analyzed the data by the following steps:

1) Designing observation sheet to gain the portrait of material that used in speaking 3

2) Record the learning and teaching in the class by video recorders.

3) The data from the observation was trancriped, adapted with the criteria of ideal speaking materials in higher education and classified into the observation sheet.

4) To support data from the observation, the researcher distribuated the questionnaire to the students who take speaking 3 classes and interviewed the students and lecturer of speaking 3 classes.

5) The data from the interviewed and questionnaire were analysed and interpreted

6) All the interpretation from observation, interviews and questionnaire were linked each other to get the findings of discussion.

7) Then the findings were rechecked to avoid the mistakes so the findings of the study are valid.

8) The last step was writing the report by describing all the findings and made the conclusion and recommendation.

3.4 Pilot Study

Pilot study is used to test the validity and reliability of the instrument of this study. Since this study was conduct to get portrait of learning materials in the speaking 3 course so that the method which the researcher used is observation and the instrument that is used is observation sheet. The researcher made the instrument such as:

Observation sheet

Class : **Day/Date** :
Lecturer : **Time** :

Time	Materials	Activities	
		Lecturer	**Students**

Since this observation sheet was not enough to catch everything which happened in the classroom that related with the materials so that the researcher added the Column to took note how those materials promote the students to use their

language competence and cognitive level of thinking. The observation sheets'

revision:

Observation sheet

Class : **Day/Date** :
Lecturer : **Time** :

Time	Materials	Activities		Notes
		Lecturer	Students	

CHAPTER IV

RESULT OF THE STUDY

In this chapter, the researcher presented the findings of the study. This chapter would answer the research question stated:

1. How are learning materials used in *Speaking 3 classes of English Department of Jakarta State University*?

4.1 Findings of the study

The table 4.1 below presents findings of types of learning materials in the speaking 3 classes. This data is gained from the observation and students' interview

Table 4.1 Types of Learning materials in the speaking 3 classes
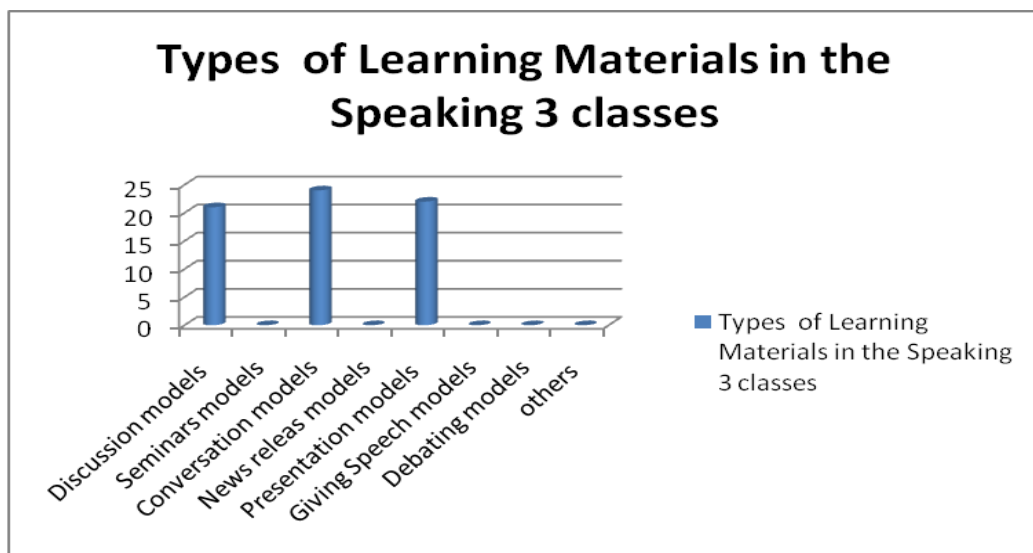

Table 4.1 shows that generally, the materials which existed in the speaking 3 classes are Presentation models, conversation models (in additional), and

discussion models. Those data were gained from observation. The writer observed the six parallel speaking 3 classes. The whole classes have the same materials. During three months the conversation models were implemented 24 times, the presentation classes were applied 22 times, the discussion models were 20 times and for seminars, conversation, news releas, giving speech, and debating models never emerged in the speaking 3 classes. It can conclude that the dominant materials in the speaking 3 classes were conversation models (additional), presentation models, and discussion models. This information is supported by students' interview as presented below

Students' interviews

Materi apa saja yang sudah kalian dapatkan di kelas speaking 3?

kalo dispeaking 3 ini kita kebanyakan fokusnya tuh tentang presentasi jadi dari awal sampe akhir pertemuan kemarin tuh ya itu semua tentang persentasi. Bagaimana kita jadi presenter yang baik ya termaksud step-stepnya apa aja dari mulai materi trus juga perform kita saat presentasi dan biasanya sesudah itu kita diskusiin deh apa aj yang menjadi kekuranagan dan kelebihan kita saat presentasi.

(Students 1, Dec 29th, 2010)

Materi dispeaking 3 rata-rata tuh ini kita belajar tentang presentation skill. Yang paling pertama sih kita disuruh melalukan presentasi berpasangan tapi yang keduanya kita presentasi sendiri dan itu emang sih namanya presentasi kita butuh persiapan kita cari kata-kata dikamus, bagaimana pronouncenya kita bisa mempersiapkannya dan kita bisa menghafalkan dan mempersiapkan sebuah presentasi yang bagus. Dan sesudah itu didiskusikan

(Students 2, Dec 28th, 2010)

presentation skill cuma beda materinya aja kaya argumentative, persuasive trus satu lagi bebas.

(Students 3, Dec 29th, 2010)

It can sum up that the data which is gained from observation and the students'

interview reveals that the materials which are implemented in the speaking 3

classes were presentation models and discussion models. Accordance with the

findings from the observation and students' interview, the writers also analyzed

the document (SAP) to conform whether or not the materials in the class fit with

the materials which are suggested in the SAP. That is presented in the table 4.2

Table 4.2 the data from document analysis (SAP)

Session	Topics	Subtopics	Tasks/classroom Activities
1	Introduction course goals and syllabus Mini Presentation Example		Discussion Observe Presentation Through Video
2	I. Preparation and planning:	Checklist and Question	Presentation & Discussion
3-4	II. Structure of an Oral Presentation	2.1 The beginning or the Introduction - Get the audience attention - Greet audience - Introduction oneself - Give the title and introduce subject - Give your objectivity - Announce your outline - Questions and comments from the audience - Make a transition between the introduction and the body	Presentation & Discussion
5-6	II. Structure of an	2.2 the middle or the	

		Oral Presentation	body - content - quantity - sequencing your ideas - keeping the audiences' attention - signposting or signaling where are you	Presentation & Discussion
7	III. Structure of an oral presentation	2.3 the end or conclusion - content - dealing with difficult questions	Presentation & Discussion
8	**MIDTERM TEST**		Presentation
9	III. VISUAL AIDS		Presentation & Discussion
10-11	IV. Creating interest and Establishing a relationship with the audience		Presentation & Discussion
12-13	V. Body Language		Presentation & Discussion
14-15	VI. Voice and Pronunciation		Presentation & Discussion
16	**FINAL EXAM**		Presentation

General Objectives of Speaking 3 course

This course is designed to help the students improve presentation skills. This includes:

- Learn the basic of presentation style
- organize presentations
- presents in front of peers
- Learn about three main types of presentation (narrative, informative, and persuasive)
- Assess the students' personal preparation skills
- Apply the drafting process to preparations
- Use visual support when presenting
- Work on pronunciation as it effects easy understanding by the audience
- Learn about important culture differences in presentation and presentation skill style

- Lead an audience in question and answer session.

Table 4.2 shows that the materials were designed to speaking 3 classes are Presentation models and Discussion models. Those are designed to achieve the expected general objectives of speaking 3 classes.

Table 4.3 below reveals the types of speaking 3 classes which is gained from students' questionnaire. the writer gave the questionnaire to 52 respondents (the students of speaking 3 classes) and asked about the types of materials which existed in the speaking 3 classes based on their experience.

Table 4.3 Questionnaire of students about the types of learning materials in the speaking 3 classes

Learning Materials	Total Score Item	Percentage
Discussion models	122	12,55%
Seminars models	89	9,16%
Conversation models	138	14,20%
News releas models	86	8,85%
Presentation models	233	23,97%
Giving Speech models	170	17,49%
Debating models	81	8,33%
others	53	5,45%

Table 4.3 presents that the frequency of materials in the speaking 3 classes were presentation models were 23, 97%, giving speech models were 17, 49%, conversation models were 14, 20%, discussion models were 12, 55%, seminars

models were 9, 16%, news releas models were 8,85%, debating models were 8,33%, and the others were 5, 45%.

Table 4.4 below presents the criteria of speaking materials in the higher education. It is obtained from theoretical framework which related with good materials, learners in higher education and the nature of speaking which are described differently by some researchers. They were modified and synthesized into the ideal criteria of speaking material in higher education.
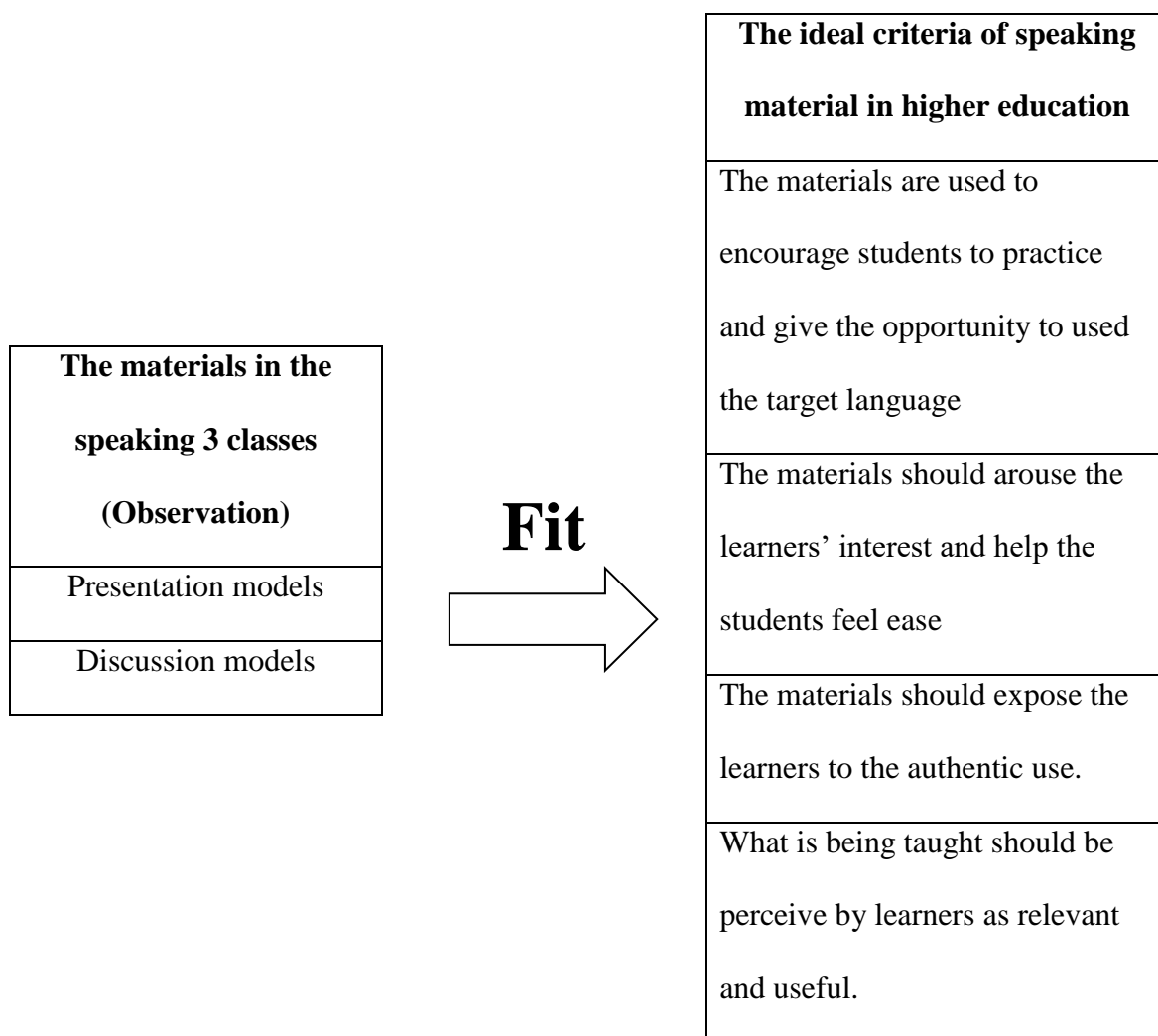
Table 4.4

No.	The ideal criteria of speaking material in higher education
1.	The materials are used to encourage students to practice and give the opportunity to used the target language
2.	The materials should arouse the learners' interest and help the students feel ease
3.	The materials should expose the learners to the authentic use.
4.	What is being taught should be perceive by learners as relevant and useful.

4.2 Discussions of the study

According to the finding of the study, the researcher can answer the research question:
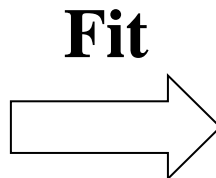
1. How are the learning materials used in *Speaking 3 classes of English Department of Jakarta State University?*

To answer that question, the writer has to know dominant materials in each class of the speaking 3. Based on the data from the observation, students' interview and questionnaire, the researcher gained the information that dominant materials in each class were the same. They are presentation and discussion models. They fit with the ideal criteria of speaking material in higher education. Since the presentation models and discussion models are used to encourage students to practice and provide the learners with opportunities to use the target language, help the students feel at ease, be perceived by the learners as relevance and useful and expose the learners to the use the authentic use.

The materials in the speaking 3 classes (Observation)
Presentation models
Discussion models

Fit ⇨

The ideal criteria of speaking material in higher education
The materials are used to encourage students to practice and give the opportunity to used the target language
The materials should arouse the learners' interest and help the students feel ease
The materials should expose the learners to the authentic use.
What is being taught should be perceive by learners as relevant and useful.

The presentation models were exercised by the students had to do presentation individually and group. It meant that the students gave the opportunities to explored the target language and encourage students to practice. Moreover, the students can choose the topic which will be presented based on their interest then the presentation also exposed the students to authentic used. In addition, the presentation models can be perceived by the learner as relevant and useful. In the real society, the students as the teacher to be have to presented the materials to their students later or when they joined with the particular organization or office. They had to present their ideas. It proved that the presentation models fit with the criteria ideal speaking materials in higher education. Accordance with the presentation models, the discussion models also fit with the criteria. Besides that the materials in the speaking 3 class fit with the SAP. Since the general objectives of this course were to help the students improve presentation skills. This includes learn the basic presentation, organize presentation, presents in front of peers, learn about three main types of presentation (narrative, informative, and persuasive), assess the students' personal preparation skills, apply the drafting process to preparations, use visual support when presenting, work on pronunciation as it effects easy understanding by the audience, learn about important culture differences in presentation and presentation skill style and lead an audiences in question and answer session. So that the materials were designed for speaking 3 course are presentation models and discussion models.

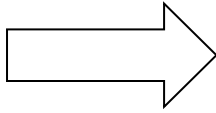| The materials in the speaking 3 classes (Observation) |
| --- |
| Presentation models |
| Discussion models |

Fit →

The materials of speaking 3 course in the SAP (document analysis)
Presentation models
Discussion models

The materials of speaking 3 course in the SAP (document analysis)
Presentation models
Discussion models

The ideal criteria of speaking material in higher education
The materials are used to encourage students to practice and give the opportunity to used the target language
The materials should arouse the learners' interest and help the students feel ease
The materials should expose the learners to the authentic use.
What is being taught should be

perceive by learners as relevant

and useful.

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter, the researcher will discuss on the conclusion and recommendation of this study. The researcher has conducted an analysis of learning materials used in speaking 3 classes. From the study conducted, the researcher is able to conclude as follows:

5.1. Conclusions

From the study conducted with the speaking 3 classes of English Department of Jakarta State of University to analyze the learning materials used in speaking 3 classes. The researcher may have some conclusions to this study as follows:

1. The dominant materials in the speaking 3 class are presentation models, discussion models and conversation models (additional). It was obtained from data observation, students' interview and questionnaire. after, the researcher observed six parallel of speaking class almost 3 months, the researcher find out the factual data that during one semester the students of speaking 3 classes just were taught and learnt about presentation, conversation, and discussion models. This fact also is supported by students' interview and questionnaire.

2. The dominant materials in the speaking 3 class are suitable with materials which suggested in SAP of speaking 3 courses. The materials from the SAP consist of presentation and discussion models were applied in the six parallel speaking 3 class which the researcher observed. It was shows in observation sheet.

3. The presentation models were exercised by doing the presentation in front of the peers as one of the objective of speaking 3 course and the discussion models were displayed by giving comment, giving feedback and choosing the topic before the students did presentation.

4. The presentation and discussion models in the speaking 3 classes did not fully explored so that the materials were not promoted the students' level of thinkin. As the higher order thinking of students had not emerged.

5. In relation with autonomous learning, the dominant materials had not enough to exercise and encourage the students to be autonomy. According to level of implementation of autonomous learning, the dominant materials in the speaking 3 classes still placed on the second level of implementation (involvement). However the college students have to be placed on transcendence. It means that the students go beyond the classroom and make links between the content of classroom learning and the world beyond

6. According to data from the observation, students' questionnaire and interview show that the dominant materials were still monotonous. They are just presentation models and discussion models. There are not other variants. So that most of students bored with the same material (presentation models) during one semester. They needed fresh situation not only presentation every meeting.

6.2 Recommendation

Based on the conclusion above, there are some things that the writer wants to suggest:

1. The dominant materials which already existed in the speaking 3 class—presentation and discussion models should be fully explored by giving the assignment that can be stimulated the students to judging, identifying, defending, clarifying, and

concluding. Certainly, the complexities of materials have to suitable with the students' level of thinking.

2. The variant materials in speaking 3 classes should be improved since the dominant materials in speaking 3 classes were monotonous—just presentation and discussion models. It was improved by adding debating, news releas, giving speech and seminar models.

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