



DEVELOPING SPEAKING MATERIAL THROUGH TASK BASED LANGUAGE LEARNING AT VOCATIONAL HIGH SCHOOL IN LUBUKLINGGAU

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A B S T R A C T

The objectives of this study were (1) to design speaking materials using task based language teaching for SMK Negeri 3 Lubuklinggau and (2) to describe the strengths and the weaknesses of the speaking materials using Task Based Language teaching for SMK Negeri 3 Lubuklinggau. This research include to Educational Research and Development (R&D) using a simplified six steps of Borg and Gall's model (1983). The result present that the product relies much on pertaining the KD of 2013 curriculum and the teacher expected that the students need to increase speaking skill since they have opportunity to speak English. The speaking materials were in line with students wants. The strengths of this product helped students to improve their speaking skill especially the vocabularies, the language function and the grammar used in spoken language. The tasks can attract the students to actively involve the teaching and learning process.

INTRODUCTION

Language is communication system in human life, it is very important in human life, without language people cannot do relationship between one to other. Language is a complex, specialized skill, which develops in the child spontaneously; without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently (Brown, 2007 : 6). It means that language develop in human life follow based on habitual. Practices in every time with their society will mastery the language quickly.

New language is sometime difficult be mastered by someone both district and foreign language. One of foreign language is English; English is an international language used to communication among people from different nations, languages, or cultures. English is a global language spoken in many countries both as a native, second or foreign language. It is taught in

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schools in almost every country. English is a living and vibrant language spoken by over 300 million people as their language. Million more people speak English as an additional language.

EFL happen in countries which English is not actually used or spoken in daily life. English is learned at school, but students have little opportunity to communicate in English outside the classroom. Indonesia is one of countries which use English as the foreign language. English becomes one of the required subjects. It shows that English taught since Junior high school until university level. The government regulation focuses on the teaching English at four skills especially receptive and productive. They focus on reading and writing since it is assisted in the national examination, while listening and speaking are not. In the relation of that phenomenon, teaching speaking seems to be put aside. It seems happen in a large number of schools in Indonesia. Teaching speaking needs a task providing the speaking skills.

Speaking was one of problem faced by indonesian students who learn English, they less vocabulary mastery that make them can not produce sentence in speaking, it also causes students shy to speaking English. It found by researchers at the first observation at SMK Negeri 3 Lubuklinggau. These problem add by several aspect namely; English is Foreign Language, differences word and pronunciation, english not used in public place so less practice, act. Its serious problems that must be solved, actually for students of vocational high school because it will use directly after graduate and enter in the industry.

To solve that problems, the reserachers want to developing English book based on task based Language Learning, Task Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some proponents (example; Willis 1996) present it as logical development of Communicative Language Teaching since it draws on several principles that formed part of the communicative language teaching movement from 1980s Richards and Rodgers (2001 : 223).

According to Ellis (2003 : 30) Task-based language learning (TBLL) is also known as task-based language teaching (TBLT) or task-based instruction(TBI), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Task-based language teaching is an approach to teach a foreign language which developed from communicative language teaching approaches.

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The aimed of teaching English should able to improve students' communication skill because they able to express themselves and studying social and culture suitable with communicative circumstances. The goal of teaching English involves the skills that students gain. Most curricula understand listening, speaking, reading and writing as the goal of language teaching. Some writers call it macro skills - listening, speaking, reading, writing. Speaking was one of four basic skills that students must learn at each level, it used by someone to communicate the opinions, thoughts, and feelings of students to others. To ensure that messages are clearly communicated to the listener, sufficient voice skills were required at this time. According (Nunan, 1989 : 31). Speaking is usually done by two or more speakers, facing each other and paying attention and responding to what is said.

When people listen someone speaking, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they made some hesitant judgments about the speaker's personality, attitudes, home region and native/non-native speaker status (Luoma, 2005). Spoken language can be described as how people pronounce or sound of speech which consists of many features such as individual sounds, pitch, volume, speed, pausing, stress and intonation (Luoma, 2005).

There were five principles for teaching speaking as stated by Nunan (2003: 54-56) : (a) be aware of differences between second language and foreign language; (b) give learners practice with both fluency and accuracy; (c) provide opportunities for learners to talk by using group or pair work, and limiting teacher talk; (d) plan speaking tasks that involve negotiation for meaning; (e) design classroom activities that involve guidance and practice in both transactional speaking. The statment above explained that in teching speaking need practice to make the students confident in speaking English in daily life.

The first step in this investigation was analyzing students need's in learning speaking through book's handout. It was very important because able to engage the students motivation in learning. Learners' needs were also a resource that must be considered in material development. Needs were categorized into (a) wants, desire, expectation (b) what learners know, (c) learners' lack of knowledge. It is the learners' lack of knowledge which becomes the aim of language learning in material development. It is what the learners have to learn. According to Nation and Macalister

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(2010) needs analysis focuses on necessities, lacks and wants and they were conducted from students' condition and teacher's qualification.

RESEARCH METHOD

The method used in this research was the Educational Research and Development (R&D) method proposed by Borg and Gall (1983). It is a process used to develop and validate educational product. Borg and Gall (1983: 772) stated that "Educational Research and Development is a process used to develop educational product such as material object including textbooks and methods for teaching and learning process". The goal of R&D is to produce a product which functions to solve learning problems. The R&D cycle enabled the writer to adapt relevant findings and translate them into suitable materials. The subject of this research was SMK Negeri 3 Lubuklinggau and the students' grade X in Networking major as the object of the research.

This research followed procedure of R & D cycle. It consists of studying the research finding regarding the product to be developed, developing the product based on these findings, field setting where it eventually is used and revised to patch weaknesses found in the field-testing stage. Ten major steps of R&D are (1) research and information collecting (2) planning (3) developing preliminary form of product (4) preliminary field testing (5) main product revision (6) Main field testing (7) operational product revision (8) operational field testing (9) final product (10) dissemination and implementation (Borg and Gall, 1983 : 775).

RESULTS AND DISCUSSION

1. The designing supplementary speaking materials

The designing speaking materials was conducted based on 10 stages from Borg and Gall (1983) that was adapted into 6 stages, while the designing materials was based on Nation and Machalister (2010) and Willis (2003). The 6 stages of designing supplementary were presented as follows :

a. Conducting need analysis

The 10th grade of SMK Negeri 3 Lubuklinggau is still using KTSP 2006 curriculum. The English material source is taken from workbook with the title "English for SMK" published by Department of National Education. It used Genre Based Approach for the

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Language Teaching Methodology. All the units present including speaking material. Based on Cunningsworth (1995), there are some weaknesses for fulfilling the speaking material in this workbook. The example of dialogue was only presented in the text but not recorded. It lacks examples of pronunciation, vocabulary and grammar section. It is in line with teacher's interview that the KD for speaking was still not reached by the students.

Based on Nunan (2005), there are five principles for teaching speaking. One of them is that the design classroom activities could involve guidance and practice in both transactional speaking. The researcher found there seems of lacking guidance for producing the goal of speaking explained in the micro skills stated by Brown (2007). The guidance could be given by using tasks. It is given from the teacher to the students to facilitate and guide the learning and teaching process.

Task Based Language Teaching proposed by Willis (2003) is suitable to facilitate and guide the students of 10th in SMK Negeri 3 Lubuklinggau. It is indicated from students' wants analysis. Students would like to be explained the topic and vocabulary in the beginning of exercise, given example of conversation, work in group, to be checked their work before performing in front of the class. It is also in line with teacher's interview, she gave information that students would like to be guided and more active by using TBLT. She also gave a comment that TBLT is suitable with 2013 curriculum. The students also like 5 type of task. They are 1) listing, 2) comparing, 3) problem solving 4) sharing personal experience and 5) creative task.

According to Richards (2006) and Brown (2007), in order to design speaking materials could be organized around topics, functions, grammar, and vocabulary. Based on students' wants analysis, the material could be designed with the topic about hobbies, funny story, tourist resort, fiction and love. While the teacher suggest the topics of food and health, love, entertainment, fashion, and education. The language functions that students' wants were asking and giving opinion, asking and giving advice, expressing hope, and giving solution. The teacher said that the researcher could find vocabulary and grammar which is suitable with the topics and language used in the material.

**b. Course grid**

The course grid was developed from the result of the needs analysis as the framework to design the materials each units. The course grid covers several aspects. They are unit, Basic Competence (KD), learning objectives, topic, language functions, vocabulary, grammar, and type of task.

Researcher used a development product proposed by Nation and Mc Calister (2010). According to Richards and Rogers (2006), course grid presents the content and sequencing of the product. Contents were sequenced according to these principles : simple to complex (simple lessons come before more difficult ones). It was developed based on the basic competence of 2013 Curriculum. The researcher used macro and micro skill proposed by Brown (2007) to determine the learning objectives.

c. Developing preliminary product

The developing of the materials was adapted on the KD of K13 combine with result of the needs analysis, while the design of task development was adapted from components of task proposed by Willis (2003). The model of the unit design of each unit is presented as illustrated in figure 3.2.

Based on the finding on needs analysis, the content of the preliminary material provided the tasks with appropriate topics, language functions, grammar and vocabulary for 10th grade of SMK Negeri 3 Lubuklinggau.

d. Tryout of the preliminary product

Tryout was the activity to test the effectiveness of preliminary product in the classroom activity. The finding of try out showed overall the tasks in the preliminary product could be applied and understood by the students. All the learning objectives were reached by the students.

e. Evaluation and revision of preliminary product

Based on the expert judgement, the content of the preliminary material were in line with the learning objectives that were determined from basic competence of 2013 curriculum. The tasks and the activities also could be understood by the students. However, there were two main aspects revised in this prototype product, they were :



1) Content revision

Content revision is the revision to revise the content of supplementary speaking whether the materials appropriate with the students' need, level, or relevant with English syllabus of 2013 curriculum. The content has three times revision. First, the revision is for the task instruction, when and where it should be begun. Second, the revision is for task instruction of fill in the blank with the provided word into match the words with the similar meaning and note down the words that students hear from the monolog. The third revision is that there is only one example of the conversation. The revision was on pre task cycle (Let's Begin) and task cycle (Preparing).

2) Language revision

Language revision is the activity to revise the use of an inappropriate words choices as well as grammatical error that is exist the material. The languages that already revised in this product such as miss typing and improper word choices.

3) Layout revision

Layout revision is the activity to revise the pictures. There were some pictures that were not appropriate with the age of the students.

f. Final product

The final product is the designed material that was revised based on the feedback of the try out and the experts' judgement. The final product meets the criteria of good textbook that was adapted from Alan Cuningsworth (1995). The final product of the material is attached in the appendix 7, while the tasks description of the final product was as follows:

1. Let's Begin

The tasks provide picture and highlight useful words of personal experience for the brainstorming ideas.

2. Preparing

The tasks provide example of conversation in recording and text. Identify of useful expressions and grammar, and formulate what students want to say by doing exercise.



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B. PREPARING

One day Shaly saw her classmate Nina sat down in the corner of the class. She looked so quite and sad. Shaly came close to Nina, try to talk to her and console her. Now let's listen the conversation between them then read the dialog with your partner !

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https://www.google.ca/id/search?dors=0&thems=isch&sa=1&ei=Uj7MWrTmC4J1vgT7koFTDQ&af=friendship+manga+image&as=friendship+manga+image&gs_l=psv-ab_3...273119.274390.0.277163.6.6.0.0.0.228.777.0.4j1.5.0...1c.1.64.psv-ab.1.2.403...0j0i67k1j0i13k1j0i713k1j0i81730k1j0i81330k1.0.EAUjW0svveg

Shaly : Hello Nina. Are you alone? You usually go to the canteen at the break.

Nina : Yeah. I've lost my appetite because my bestfriend is not with me now.

Respond :

I agree...
That's a good idea...
No...not really. I couldn't agree
I don't think so. I guess so

Giving opinion using conditional sentence type II :

If + S + were + O , S + would + V + N

Examples :

If I were you, I would ask Shinta.

If I were you, I would forgive her.

If I were a boy, I would understand chase her.

Task 4

Someone is trying to give opinion based on these following situations. What should they say? Make it in conditional sentence type II.

1. Your exboyfriend celebrates his graduation. You have to come to his party.
2. His bestfriend betray him. He has to get his bestfriend explanation.
3. Tomorrow is your bestfriend birthday. You must give him/her surprized birthday party.
4. A boy is shy to say his feeling to a girl. He should try have conversation to that girl frequently.
5. Someone is trying to make your bestfriend hate you. You must keep in touch with your bestfriend.

Now, let's see other opinion about friendship based on Shally and Nina

3. Express Yourself

The task provides instruction for students to make their own dialog based on the provided situation. Rehears the text and present it in front of the class.

C. EXPRESS YOURSELF

Task 6

Make a group of two and make a dialog. What do you think of friendship or make a good friend? Share your opinion based on these following situations or your own experience about your bestfriend ! Then rehears the dialog you make with your partner !

You have a bestfriend. You share many things with. There is a person who defames you and make your bestfriend avoiding you. Share your opinion if you were in that situation? What do you think you would do? Ask your

You have a bestfriend. Someday, he or she lies to you. Ask your partner to share his or her opinion if he or she were in that situation ! Ask your partner what he or she thinks you should do? You can use these vocabulary : directly, honest, apologize, reason.

Task 7

Work in pairs. Present in front of the class when you have finished your dialog!


4. Learning Time

The task provides a recording to the fluent speakers doing the same task. The whole class make a conclusion what language features they have learnt.



D. LEARNING TIME

Task 8 Learn the sentence in the text!



Shaly : Hello Nina. Are you alone? You usually go to the canteen at the break.

Now underline expression asking and giving opinion:

What do you think I should do if you were me?

If I were you, I would _____

Pattern:

If I were you, I would ask my boyfriend.

↓

If + S + were + O, S + would + V + N → conditional sentence type II

Examples:

If I were you, I would ask Shinta.

In my opinion, If I were you, I would talk to her.

I think, If I were you, I would take a picture of them.

Task 7 Make a sentence of expression giving opinion using conditional sentence type II as the previous examples based on the case of previous dialog you presented in

2. The strengths and the weaknesses of the supplementary materials

Based on the result of the revision of materials development, the supplementary materials meets the needs of the students of 10th grade SMK Negeri 3 Lubuklinggau and are in line with the 2013 curriculum. The strengths of the final Product of the supplementary materials were appropriate with the criteria of good textbook proposed by Alan cunningsworth (1995). The brief description of the strengths of these supplementary materials is as follows:

- a. The content was accordance with the students' needs of 10th grade of SMK Negeri 3 Lubuklinggau. It could be seen from students' questionnaire and teacher's suggestion. For example was that they would like to be taught with topic of love, and then the topic of Unit II is about love or friendship.
- b. The topics are relevant with the students' needs of 10th grade of SMK Negeri 3 Lubuklinggau and the KD of 2013 curriculum. The steps to determine the topic were: from KD, it could determine what language function and then type of task. From that angle could be determined what topic would be used based on one of the most topics the students' wants from the needs analysis. For example the KD of unit II is :

*mengkomunikasikan teks lisan dan tulis untuk **memberi dan meminta pendapat**, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*

The language function was giving opinion, and the type of task is sharing personal experience because opinion included the process and the outcome is being sociable about something people do in their daily life. Relevant topics could be determined from this angle. One of the most students' favourite topic and based on teacher's suggestion is about love. The theme is about friendship since it is suitable with the age of students.



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c. The materials cover the explanation of language function and grammar that needed for speaking. Figure 4.1 Material of task the explanation language function and grammar

Identify expression of asking, giving and response opinion :

Asking opinion :

What do you think of make a good friend?
Who is your bestfriend?
What do you think I should do if I were you?
What is your opinion?

Giving opinion :

I think.....
I personally believe
In my opinion.....
If I were you, I would.....

Respond :

I agree....
That's a good idea...
No...not really. I couldn't agree
I don't think so. I guess so

Giving opinion using conditional sentence type II :

If + S + were + O , S + would + V + N

Examples :

If I were you, I would ask Shinta.
If I were you, I would forgive her.
If I were a boy, I would understand chase her.

The figure 4.1 shows there is a task of explanation language function and grammar.

It is on the task cycle of preparing.

d. The materials cover vocabulary and pronunciation-learning tasks that relevant with the topic of the unit. It could be seen in figure 4.2

Task 2 Here are some words you can use in this topic. Match the words with the similar meaning then pronounce after your teacher.

Personally ()	a. to be with someone else
Believe ()	b. unwelcome situation
Together ()	c. giving information to the enemy
Fun ()	d. saying the truth
Personality ()	e. privately
Problem ()	f. enjoy

B. PREPARING

One day Carla saw her classmate Tasya sat down in the corner of the class. She looked so quite and sad. Carla came close to Tasya, try to talk to her and console her. Now let's listen the conversation between them!

Task 3

Now let's take a look in the text of the dialog. Underline the expressions of asking, giving, and response advice. Then read the dialog between Carla and Tasya with your partner!

Figure 4.2 Vocabulary and pronunciation-learning task

Figure 4.2 shows vocabulary learning in the task 2 and the pronunciation learning in the task cycle of preparing. There is task of listening for giving examples of pronunciation and in the task 3 students can practice the Pronunciation as the same as the example in the previous conversation in the recording



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- e. The language used in the instruction is appropriate with the students' cognitive development. It could be seen from figure 4.3 and the transcript of field testing is as follows:



Figure 4.3 Language used in the instruction

T : Okay lanjut ya. Nah di layar ada gambar. Kira-kira gambar apa? **How many people are there?**
Ss : two, two
 T : Yes, there are two people. **What do you think they are doing?**
S : Sharing about their story

From the extract, it could be seen that the students understand the language used in the task. The students could answer the questions actively.

- f. The presentation of the supplementary materials is accordance with the steps of Task Based Language Teaching proposed by Willis (2003).

TBLT framework proposed by Willis consists of three phase. They are pre task, task cycle and language focuses. The task could be seen as follows:

- a. Pre task

Pre task cycle consists of main activities to define the topics, brainstorming, recalls some useful words and note down useful words from listening to the monolog recording. The pre task cycle belongs to Let's Begin could be seen in the figure 4.4



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A. LET'S BEGIN

Today we are going to talk about asking and giving opinion. Humans are created as individual beings and social beings. We have a social life like friendship. Now let's see the picture and what do you see there?



Task 2 Match the words with the similar meaning then pronounce after your teacher.

Personally ()	a. to be with someone else
Believe ()	b. unwelcome situation
Together ()	c. giving information to the enemy
Fun ()	d. saying the truth
Personality ()	e. privately
Problem ()	f. enjoy
Lie ()	g. invisible
Betray ()	h. think or suppose
Unsett ()	i. characteristic

Task 3 Listen to the text. Note down the words you hear from the monolog!

A bestfriend is someone who always walks together with you in every up and down. A good personality will help you to find a real bestfriend easily. A real bestfriend is also someone who is fun to be with, such as watching movie, go to the beach, and go down town. We can also share and solve our problem with them. Sometimes, we will be sad if we had a problem with our bestfriend. It is really hurt when our bestfriend betray us and leave us. Little lie can make you to be untrust with your bestfriend. We can also be sad when they suddenly disappear and we lost contact with them. I believe that everybody cannot live individually.

Figure 4.4 Pre task cycle

Figure 4.4 shows the instruction of task 1 is about defines the topic and brainstorming. Task 2 is that the students match the words with the similar meaning. It is in line with recall useful words. Task 3 is note down useful word that students hear from the monolog.

b. Task cycle

Task cycle consists of two phases. They are planning and reporting.

1. Planning

In the task cycle of planning, the activity is doing the task in pair based on recording and listening text. Planning belongs to Let's Begin. The task could be seen in the figure 4.5

B. PREPARING

One day Shaly saw her classmate Nina sat down in the corner of the class. She looked so quite and sad. Shaly came close to Nina, try to talk to her and console her. Now let's listen the conversation between them then read the dialog with your partner!

Task 4 Now let's take a look in the text of the dialog. Underline the expressions of asking, giving, and response advice.

Identify expression of asking, giving and response opinion :

<p>Asking opinion :</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px;"> What do you think of make a good friend? Who is your bestfriend? What do you think I should do if I were you? What is your opinion? </div>	<p>Giving opinion :</p> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;"> I think.... I personally believe In my opinion.... If I were you, I would.... </div>
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Task 5 Someone is trying to give opinion based on these following situations. What should they say? Make it in conditional sentence type II.

1. Your exboyfriend celebrates his graduation. You have to come to his party.
2. His bestfriend betray him. He has to get his bestfriend explanation.
3. Tomorrow is your bestfriend birthday. You must give him/her surprized birthday party.
4. A boy is shy to say his feeling to a girl. He should try have conversation to that girl frequently.

Figure 4.5 Planning

Figure 4.5 shows the instruction of task is listening and read the dialog with partner. It is in line with the planning cycle proposed by Willis (2003). According to Allan cunningsworth (1995), a good material consists of pronunciation and grammar section. The instruction of the task is that the students are asked to pronounce the words and the expression properly by reading the dialog in pair. The grammar section is given deductively because based on needs analysis the students find difficulties of using grammar in conversation. So, it concludes that the grammar section should be taught deductively.

2. Report

The Report cycle is that the students have to presents a dialog in front of the class with the partner. The report of cycle belongs to Express Yourself could be seen in the figure 4.6

C. EXPRESS YOURSELF

Task 6 Make a group of two and make a dialog. What do you think of friendship or make a good friend? Share your opinion based on these following situations or your own experience about your bestfriend ! Then rehears the dialog you make with your partner !

↓

You have a bestfriend. You share manuthinc with. There is

Figure 4.6 Report

Figure 4.6 shows the instruction of the task is that prepare the performance by making a dialog and having correction before performing. The last activity of task cycle is that the students have to present the dialog in front the class.



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3. Language focus

Language focus is the last activity in the TBLT framework. The teacher should present recording of fluent speakers doing the same task, and compare the ways students did in the previous task. The task cycle belongs to Learning Time could be seen in the figure 4.7

D. LEARNING TIME

Now underline expression asking and giving opinion :

What do you think I should do if you were me?

If I were you, I would _____


Pattern :

If I were you, I would ask my boyfriend.

↓

If + S + were + O , S + would + V + N → conditional sentence type II

Task 8 Learn the sentence in the text!



Shaly : Hello Nina. Are you alone? You usually go to the canteen at the break.

Figure 4.7 Language Focus

Figure 4.7 displays the task of language focus. It presents a text of dialog. The activity is to make conclusion of the expression and the language focus they used in the lesson.

- g. The layout of the supplementary materials uses proportional instructional illustrations and pictures. It could be seen from figure 4.4 and the transcript of field testing is as follows :



Carla : Hi Tasya! Are you alone?

Tasya : Yeah Carla.

Carla : Why? You usually go to the canteen at the break.

Tasya : I've lost my appetite because my bestfriend left me.

Carla : Oh, I see. And who is your bestfriend?

Figure 4.8 Instructional illustration and picture

- T : Sekarang kalian sudah tahu apa saja yang terjadi. Now open task 3. **What do you see in the picture?**
- S : Cewek**
- T : Iya ada cewek. Lagi ngapain? Wajahnya gimana?
- S : Sedih**
- T : Iya sedih. Murung kan? Kira-kira kenapa? Kan berdua tuh sama temannya. Lagi ngapain?
- S : curhat**



From the figure and the transcript of field testing could be seen that the students understand what the picture illustration is about.

After the field testing and revision of product, it could be found that there is a weakness in these supplementary speaking materials. It is found that the material could only be applied by using multimedia such as computer, LCD projector, and recording. It could be seen from the instructional of the material as mentioned in figure 4.5 and the transcript of field testing as follows:

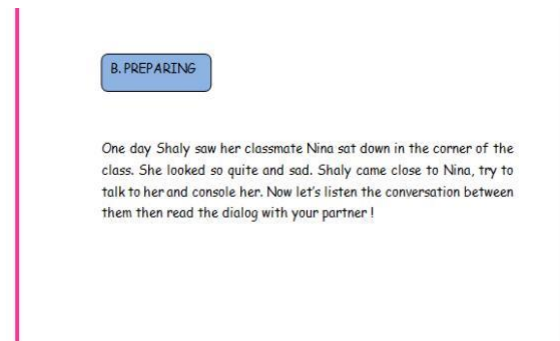


Figure 4.9 The task instruction

T : Hari ini kita juga akan mempelajari expressions of asking and giving opinion. Sekarang kita dengarkan conversationnya dulu ya. Are you ready for the task 3? S : yes **Playing recording**

From the task instruction, it could be seen a sentence “let’s listen to the conversation” and from transcript of field testing could be seen that the teacher were playing recording. It means that the teaching and learning process needs multimedia.

Discussion

The discussion in this part is a review of supplementary speaking materials in the term of; 1) the development, 2) the content, 3) the implementation, 4) the strengths, and 5) the limitation of the product.

1. The design of English supplementary materials

The design of supplementary speaking materials must be conducted based on the comprehensive need analysis. If it fails, the researcher will miss target in determining the goal and planning. To achieve the goal, the prototype product needs to be applied in the classroom teaching activity and evaluated by more than one expert to ensure that it meet the students’ need.

2. The content of the supplementary speaking materials

The content of the supplementary speaking materials must meet the needs of the students and in line with English curriculum that has been stipulated by the government. For example, in

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unit 2, the KD 4.2 is *mengkomunikasikan teks lisan dan tulis untuk memberi dan meminta pendapat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*

Based on the KD, the language function is asking and giving opinion, the type of task is sharing personal experience, the grammar used is conditional sentence type While the relevant topic is about friendship which meets with the students' needs and teacher's suggestion.

3. The implementation of supplementary materials in learning process

In the term of the implementation in the classroom teaching and learning activity, the supplementary speaking materials should encourage students to have outside classroom activities and interaction with other students, teacher, and bigger environment. For example, in the learning and teaching process uses group discussion that relies on much interaction between students as the same as in the outside classroom. The interaction between teacher and students is when the students create the dialog in pair, the teacher could monitoring and help them when they found difficulties.

4. The strengths and the limitation of the textbook

The content of this materials were based on the students' need and clear steps of Task Based Language Teaching. The materials in this product could improve students' ability in speaking skills. The activities inside of this product were vary (individual activity, in pair, group discussion, and the whole class activities) that made students easier to understand the materials. There are some limitations of this supplementary material. First, it must be presented by using multimedia such as computer, LCD projector and recording. It would be rather difficult since it is applied in the school that doesn't have multimedia as the facilitation of teaching and learning process. Second, it seems that the materials would not be appropriate to be implemented in other school especially for vocational high school because it is designed based on students' needs of 10th grade of SMK Negeri 3 Lubuklinggau.

CONCLUSION

The conclusions in this research as follow: 1) From needs analysis, lacks are found from the document, students, and teacher. The lacks were: a) it is not found example of pronunciation from the textbook since there is no example of conversation in recording; b) the students could

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not pronounce words properly when they speak; c) the teacher has less knowledge about task based language teaching; 2) The students wants were that they learned enthusiastically: a) if they were explained about the topic and vocabulary in the beginning of exercise; b) if they were given example of the conversation and make conclusion what the language function and the grammar used in the conversation; c) present the dialog in front of the class; and d) to be guided when they were learning English; and 3) The topic that students wants were about hobbies, funny stories, tourist resorts, fiction, and love. They also learned enthusiastically by using 5 type of tasks. They were: a) listing, b) comparing, c) problem solving, d) sharing personal experience, and e) creative task.

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