

DEVELOPING SPEAKING SKILLS TEACHING MATERIAL FOR FILIPINO SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

In language acquisition, speaking tops the list as an integral component of learning a second language. There have been numerous methods devised and utilized by language teachers in order to improve students' communication skills yet the problem remains on developing an authentic teaching material that could achieve the stated aims. This study has attempted to innovate an instructional material aiming at enhancing senior high school students' speaking skills during the pandemic. This developed teaching material was based on the modification of the ADDIE (Analysis, Design, Development, Implementation and Evaluation). This is congruence with the belief that developing speaking has a great impact on students' academic, professional, and social development. Significant findings revealed that the developed teaching material responded to the respondents' needs as it covered - organization, topic knowledge, audience adaptation, language use, and delivery. The developed material was also subjected to validation by the language experts and the after they have scrutinized and tested its reliability and validity, it resulted to a valid and reliable material. Therefore, the developed speaking teaching material could be utilized not only by the respondents but may also be replicated among other schools in the country.

Keywords: speaking skills, senior high school students, teaching material, innovation, materials development

INTRODUCTION

In learning any language, speaking plays an essential part in language acquisition (Bekai & Harkouss, 2018). In the competitive world that we live in, English has become a vehicle not only for communication but as a means of getting into the labor market. The convention of using English has been crucial for

communication and a means to measure academic success.

Relatively, this medium is widely used all over the world, and necessitating the need for learners to acquire the communication skills of it to get success in their respective fields (Rao, 2019, Abrar, et al., 2018, Hanifa, 2018, Mukminin, et al., 2015).

The ultimate aim of this study is to develop a teaching material that could enhance the speaking skills of the senior high school students during the pandemic in a public high school institution located in the northern part of the Philippine archipelago. It has been deemed that effective communication is vital in all areas of education. In this aspect, the need for suitable for effective language teaching is needed.

Kumar (2021) posits to achieve the goal, organizing learning environments, using correct and effective teaching materials are very necessary. Additionally, in selecting materials, teachers should have a thorough understanding about the syllabus/contents as one of the things aside from the needed content and activities, that will be used in the teaching and learning process (Lapele, 2019).

REVIEW OF RELATED LITERATURES

In learning English as a foreign language, numerable skills are taught in the classroom. To be able to communicate fluently in a foreign language is the number one goal for many language learners (Pakula, 2019; Goh, 2016). It is where speaking tops the list. As such, speaking plays an essential

However, acquiring the skill is not easy, especially for students who learn English as a second language. Teaching this skill entails a crucial role. Modern techniques and methods must be employed in the process. More learners want to use the language, spontaneously for education, communication, and business (Darasawang 2007).

The central focus of this study is on the developing a speaking skill teaching material, which is geared toward enhancing students' speaking skills. Additionally, the developed speaking teaching material will be assessed by the experts in terms of: Objectives, Subject Matter, Organization and Assessment.

part in language acquisition. This has been a problematic issue as language teachers aspire to improve students' communicative skills through the use of different techniques such as role play, discussions, simulations among others or by improving students' vocabulary and pronunciation

(Bekai & Harkouss, 2018). Light, Calkins, & Cox (2009) stipulated that teaching is not helping students' memorizing and accumulating separate words from language books. Similarly, while teachers are given the task to be presenting various speaking tasks and activities in the classroom, these activities may amount to 'doing speaking' instead of 'teaching speaking' (Burns, 2012).

2.1. Speaking Skills

Learning new things in life requires commitment, hard work, and acceptance in committing mistakes; these have no difference in learning the English. The English is an interesting language to learn, whether it is for personal consumptions, business, travel or the like. Like learning new things, there are rules to be followed to get what a person wants.

In the learning English, the organization of ideas, the correct sentence construction, the proper intonation, enunciation/ pronunciation, and the delivery are the main observations of the audience to an English language speaker. Boonkit (2010) indicated that confidence, the creativity, and speaking competence

were the key aspects of improvement when speaking to the audience.

However, learning this skill, particularly the speaking skills using English as the medium, will take time.

2.2. Speaking Anxiety

English language speaking anxiety is considered as one of the most challenging issues in teaching learning process (Alghorbany & Hamzah, 2020). On a similar stance, students may develop anxiety as one of the core issues in the acquisition of speaking by EFL learners in an instructed language teaching context. In a study conducted by Tercan & Dikilitaş (2015), they found out that speaking skills should be taught in socially non-threatening settings to allow for greater learner performance.

In the same respect, when students would exhibit communication apprehension, they do not feel comfortable communicating in the target language in front of people, this can be attributed to their limited knowledge of the language, especially in relation to speaking and listening skills (Ansari, 2015).

2.3. Teaching Material/Material Development

There might studies conducted in developing about developing speaking skills instructional materials yet little has been focused into the senior high school level.

Feak (2013) confirms that although much research has been undertaken to inform teaching ESP speaking, “the materials developed are largely occluded, shared to a much lesser extent than the conducted research.”

On the other hand, Palupi, (2017) stipulated that the learning materials (instructional materials) are the knowledge, skills, and attitudes that should be mastered by the learners to achieve the standards of competence required.

The same source above also clarified that learning materials occupy vital role in the whole curriculum, as this should be specified in order to achieve the implementation of learning objectives.

METHODS

Particularly, this type of research follows developmental research, as this attempted to develop and authentic teaching materials for speaking skills following the modification of the Analysis,

2.3. ADDIE Model

In developing instructional and or teaching material, the The ADDIE model has significantly featured five universal course design principles as Analysis, Design, Development, Implementation, and Evaluation (ADDIE).

Chen (2016) offers advantages include which includes - providing structured guidance for design, serving as a valuable checklist to ensure a solid course design, and including a great focus on implementation and evaluation.

Conversely, the other side of the coin, offers some disadvantages, which comprised that the analysis step is not being broad enough in the design process; the model is too linear and not flexible; and it does not encourage inspiration at all.

Design, Development, Implementation, and Evaluation (ADDIE) but taking the DDIE phases only.

In this respect, Design Instructional Model as the research design (Palupi, 2017;

Chen, 2016). This aims at developing and enhancing the speaking skills of Senior High School students during the pandemic. The development steps of the material and evaluation is shown below:

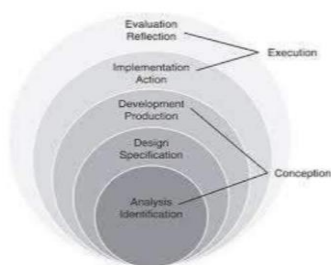


Fig. 1 Design Instructional Model
(Palupi, 2017)

Design

As shown in Figure 1, the focus of this study is the Design phase. In the schematic presentation of the study, the Design phase is the second central concept of this scheme after analysis was done and the enhancement's target has been determined.

According to Ong (2017), the notion may be found in Moore's CAT, where the design step is referred to as a decision-making phase. She added that in this phase, there are three essential activities to complete: (1) decide what learning objectives to make, (2) what to teach, and (3) how to demonstrate the competency. She elaborated that the three

contained key segments in Johns' division are as follow: (1) introduction, (2) learning component and (3) wrap-up, and evaluation. The designer must base the activities to be included in the teaching material on the study's objectives and emphasis throughout the procedure.

Development

The development and assessment of the intended teaching material were done after the results of the oral test and the objectives were decided. In the development phase, the carefully selected activities were from the different resources of the English spoken learning institutions and the researchers in the country and abroad.

Ong (2017) stated that an effective training scheme should incorporate a variety of training strategies, considering participant learning style, principles of adult learning, group size, prior experience and level of participants, type of skill or information to be presented, and the trainer's style. In this study, the content of the activity was composed of topic, aims, level, organization, materials and preparation, time, procedure, and variations.

For Evaluation of the activities, the researchers contacted four language specialists from various levels of education and different schools to evaluate the activities. The language experts assessed the activities thrice: pre-evaluation, during the conduct of implementation, and after the implementation stage. The language experts evaluated the activities based on Criteria for Content Validity Instrument from the modified form from Surigao Del Sur University Graduate School.

The content of the evaluated teaching material was through its Objectives, Subject Matter, Organization, and Assessment.

Each activity belonged to the different categories identified by the researchers with the help of the instrument and contains learning segments that encourage students to participate and motivate them. These categories include: individual activities, group activities, pair activities that enable them to speak and to participate.

Implementation

In this phase, the implementation of the designed, developed, and evaluated teaching material was introduced and implemented to the respondents. Despite

the pandemic, the face-to-face introduction of the teaching material. The details of the instruction of the activity were given to the respondents. The introduction and implementation of the activities ran for four (4) months in school.

Evaluation

The last phase of the modified ADDIE Model is Evaluation. After the series of activities of the teaching material, there was an evaluation of the respondents with the use of the same research instrument. There was comparison between the scores before and after the implementation of the teaching material.

It is the Design and Development stage in problem statement 3. It is the Evaluation in problem statement 4. In problem statement number 5, it is Analysis, and in problem statements 6 and 7 are the Evaluations. Hence, to infer, that the model/schema adopted in the study is cyclical. It frames a continuous cycle, using the results of the implementation as another avenue for the needs assessment. Through this cycle, the derived and better training/ teaching material content.

RESULTS AND DISCUSSION

Developed teaching material

The researchers developed a teaching material in order to enhance respondents' speaking skills. This teaching material contains oral speaking skills activities, which were carefully selected from the various resources to suit the respondents' needs. The needs of the respondents for the development of their oral speaking skills were identified as an organization, topic knowledge, audience adaptation, language use, and delivery.

The main objectives of this teaching material are:

- a) develop respondents' way of organizing ideas;
- b) correct usage of the appropriate words in a
- c) sentence such as adjectives, prepositions, etc.;
- d) enhance respondents' oral speaking delivery in front of the audience and audience engagement;
- e) good sentence construction;
- f) develop respondents' thinking and listening skills; and

- g) improve respondents' oral speaking skills.

Moreover, the researchers have formulated oral-speaking activities, which have been grouped into five categories, with three activities in each category, and a total of 15 oral speaking activities for the overall categories. Since some categories of activity share certain characteristics, there is some overlap.

The five categories have been arranged under five criteria; organization, topic knowledge, audience adaptation, language use and delivery. The respondents can readily undertake some easy exercises such as interviews, pair discussions, or solo activities. The level of the exercise is for the Beginners.

A vital component found in this teaching material is the Activity Sheet, which can be used as a worksheet for the activity to be used by the teacher, is included in this teaching material. This served as an evaluation of the concepts learned by the student.

Assessment of the experts of the developed speaking skills teaching material

The language experts and the validators scrutinized and tested the reliability and validity of this teaching material, and overall, it resulted in a valid and reliable material. Therefore, the researchers implemented and introduced these oral speaking activities to the respondents.

Table 1 below presents the findings of the experts' validation of the research instrument used in this study. Overall, the research instrument was assessed as outstanding, as seen by the overall mean of 4.75 and standard deviation of 0.450 in the table. This means that the research instrument was valid in the examination of the experts. Experts rated outstanding the study instrument in particular for its topic content, organization, and assessment, while the aims were deemed to be extremely excellent.

In line with this, Mobo & Rahmat (2021) stated that when flexible learning was fully implemented in both basic and higher education, the majority of schools chose to employ a modular method rather than online learning. He added that there are a lot of struggles encountered by both teachers and students and part of the struggles in the development of modular instructional materials.

The developed English-speaking skills teaching material underwent scrutinization from the language experts in the fields of education to address students' needs.

As found out, there are many approaches and strategies that teachers are using to enhance students oral speaking proficiency in this time of the pandemic.

Lanuza (2021) stressed that educators are confronted with various challenges to be creative in delivering instructions despite several limitations caused by the pandemic.

From the studies mentioned above, it can be understood that the assessment of the developed English-speaking skills teaching material targeted the areas needed for the development of the student participants' oral speaking skills. This also means that the developed English-speaking skills teaching material's objectives, subject matter, organization, and assessment suit the student participants' need for enhancement. These data infer that the developed teaching material had excellently met the standards.

Table 1. Experts Content Validation of the Research Instrument

Indicators	Mean	SD	Verbal Description
1. Objectives			
1.1 are clearly stated.	4.50	0.577	Very Satisfactory
1.2 are attainable and measurable.	4.50	1.000	Very Satisfactory
1.3 contribute to the holistic development of the learners.	4.25	1.500	Very Satisfactory
Sub-Overall	4.42	1.026	VERY SATISFACTORY
2. Subject Matter			
2.1 is current and accurate.	5.00	0.000	Outstanding
2.2 is adequate to achieve the objectives.	4.50	0.577	Very Satisfactory
2.3 is within the comprehension, interest, and age-appropriate of the learners.	5.00	0.000	Outstanding
Sub-Overall	4.83	0.192	OUTSTANDING
3. Organization			
3.1 utilizes activities that can be adjusted in terms of time needed.	5.00	0.000	Outstanding
3.2 presents topics in a variety of and interesting ways, which follow a logical sequence	4.75	0.500	Outstanding
3.3 is consistent with accepted psychological and pedagogical principles.	5.00	0.000	Outstanding
Sub-Overall	4.92	0.250	OUTSTANDING
4. Assessment			
4.1 integrate assessment methods that are appropriate and suited to the learning objectives.	5.00	0.000	Outstanding
4.2 reflect behavior specified in the lesson outcomes.	4.50	1.000	Very Satisfactory
4.3 expected outcomes are attainable and measurable	5.00	0.000	Outstanding
Sub-Overall	4.83	0.333	OUTSTANDING
OVERALL	4.75	0.450	OUTSTANDING

Legend: **Mean Interval Verbal Description**

4.51 – 5.00	Outstanding
3.51 – 4.50	Very Satisfactory
2.51 – 3.50	Satisfactory
1.51 – 2.50	Fair
1.00 – 1.50	Needs Improvement

CONCLUSIONS

The contributions of this paper to the literature in English teaching and material development are two-fold. Firstly, this study showcases a case of teaching-learning materials developed for enhancing teaching oral fluency as a skill in the speaking for the Senior High School students, which was developed during the pandemic. Secondly, the teaching materials developed here may fulfill its purpose in developing the oral production not only of the respondents but also for the similar groups of students in their level, and also in other schools in the community and other parts of the country as well.

Further this paper has confirmed the study of Palupi (2017) which stipulated that the learning materials (instructional materials) are the knowledge, skills, and attitudes that should be mastered by the learners to achieve the standards of competence required.

Hence, this study looked into the usefulness of the teaching material and the usefulness was tested by language experts to be *outstanding* the study instrument in particular for

its topic content, organization, and assessment, while the aims deemed to be extremely excellent. Overall, the language experts and the validators scrutinized and tested the reliability and validity of this teaching material, and overall, it resulted in a valid and reliable material. The designed activities would foremost aim at developing the metacognitive knowledge and even the self-regulation of the learners speaking and the involved processes in learning, which are highly needed in addressing the affective, cognitive necessities of speaking a second language (Burns, 2019; Teng & Zhang, 2018; Seker, 2016).

Lastly, this paper adhered to Paramasivam (2013), applications of the theoretical framework may cover for materials development of other skills in speaking such as pragmatic features in communication like speech acts and other situational contexts.

This study is in consonance with Burns (2019) as teachers, would be assisted to focus systematically on planning each component, and to

develop appropriate tasks and materials for learners at different stages of learning, as this paper anchored on ADDIE model.

As Palupi (2017) noted that this product can help them in combining the way in teaching English with other ways, as well as giving enough motivation to students in enjoying learning and enhancing their abilities

in speaking better if not best. This teaching material is also in consonance with the findings of Safriyanti (2021) that developing materials is effective and serving as useful materials supplementing for students' needs.

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