

DEVELOPMENT OF SUPPLEMENTARY BOOK “SPEAKING ONE” TO TEACH ENGLISH SPEAKING IN EXTRACURRICULAR GROUPS AT THE SENIOR HIGH SCHOOL OF RAUDLATUL ULUM GONDANGLEGI

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SUBMISSION TRACK	A B S T R A C T
Submitted : 23 June 2023 Accepted : 20 July 2023 Published : 25 July 2023	This study aims to develop a Speaking One supplement book to complement student learning in the Extracurricular Group at the Senior High School of Raudlatul Ulum Gondanglegi. and determine the feasibility of teaching materials in the form of the Speaking One Supplementary book. The English Featured Program at Raudlatul Ulum Gondanglegi High School is a subject that all students must follow. However, in reality, several deficiencies were found in teaching speaking English: (1) the teacher's teaching methods were less varied (2) the books used for learning activities were still global in nature, and (3) learning to speak seemed monotonous. and bored. Research and Development (R&D), or research used to make certain goods and evaluate their feasibility. This research and development uses the ADDIE research model developed by Dick and Carry (1996). book validation results from media experts by 90% and from learning experts by 82.5. %, while the results of product trials conducted in two meetings amounted to 74.0625% The research and development results show that there is a significant effect of using the speaking supplement one book on student learning in English. In conclusion, the supplement book is an effective learning medium to complement student learning material in learning English speaking.
KEYWORDS	
Supplementary Books, Speaking One, Speaking English	
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Introduction

The ability to speak English is the main parameter for the success of English learners in learning English. However, speaking skills cannot be obtained instantly, English learners need more practice and strategies in speaking (Widiarini, 2019). The skill to speak in English or speaking is the most crucial thing in the current era of communication (Widiarini, 2019). This is because speaking is necessary in global communication in the 21st century. The change in the paradigm of the people who think that people who master English are seen from their speaking skills adds to the urgency of these skills (Widiarini, 2019). Thus, the main goal of most people who learn English is speaking skills. However, speaking is often considered a difficult skill to master by English learners, including students. This can be seen from the fact that after many years of studying English, most students cannot communicate in English properly and fluently. Raudlatul Ulum Gondanglegi High School is a pesantren-based school and puts English as the flagship program in that place. Placing English as a compulsory subject that must be taken by all students. According to an interview I conducted with the coordinator of the English program, this program aims to strengthen students' mastery of English with an orientation towards passive skills in the form of reading and listening and an emphasis on active skills in the form of speaking and writing. This program aims to prepare Raudlatul Ulum Gondanglegi High School students to become world citizens, this program has 8 hours of lessons each week and also has 7 groups that are distinguished based on their interest and motivation in learning English. There were 1 elementary class

group, 5 middle-class groups, and 1 advanced class group, while the groups used by the researcher were extracurricular groups with basic motivational interests.

Regarding the importance of speaking skills, Raudlatul Ulum Gondanglegi High School students experience difficulties speaking English. These problems include limited language skills, including vocabulary, grammar, and taking turns. In addition, students also have low self-confidence when speaking English, and have low risk-taking due to fear of being wrong, and other affective factors. Learning English in this case still uses the teacher center method which should be applied by the Student Center. Furthermore, in teaching English the teacher only uses textbooks as learning guidelines which are still global in nature, and does not use media, additional books, or any learning tools so learning feels very boring and there is no interest and enthusiasm for student learning. Complementary books are books that accompany and describe other books that have been published. The purpose of the supplementary book is to give the reader a deeper understanding of the concepts, themes, characters, places, and ideas in the original work. The existence of the book not only motivates students in learning but also gives them added value. Complementary books are usually provided to meet the needs of students who are still not met in the main book.

Based on observations, the media used in teaching speaking still revolves around printed books and student modules. As a result, the media used is not affordable for learning to speak, such as the ability to communicate and express ourselves and the ideas we have. Therefore, teachers need other media that can help students improve speaking skills by using additional books that focus on speaking skills. Based on these problems, learning activities in class require learning media that can help students to improve speaking skills by using additional books that focus on speaking skills. Complementary books are books that accompany and describe other books that have been published. The purpose of the supplementary book is to give the reader a deeper understanding of the concepts, themes, characters, places, and ideas in the original work. The existence of the book not only motivates students in learning but also gives them added value. Complementary books are usually provided to meet the needs of students who are still not met in the main book.

Complementary books refer to supplementary material which refers to material used in the context of adding textbooks and also refers to the school's self-made curriculum for Onggros as a superior program. Complementary material often deals more intensively with skills developed or described in textbooks. (Lin et al., 2014) supplementary materials can be used to provide all skills that are not covered in the main subject books in detail and can be used for learning in regular classes. Supplementation is done because there is a gap between what students need to know or can do with what is available in textbooks (C. A. Tomlinson, 2001). In this study, supplementary books are additional teaching materials that focus on speaking habits, which are used to familiarize students with speaking English.

Several previous researchers have developed additional English book materials. The first research was conducted (Noho et al., 2018) Developing additional English reading materials for Vocational High Schools and the contents of supplementary books on Recount Text material. Second Research conducted by (Zulhadi Z, 2020.) Development of additional reading materials for class X students at Madrasah Aliyah Khairuddin Gondanglegi Malang. Both types of research have positive responses that are appropriate for use in supporting the learning process

Based on some of the considerations above, the researcher is interested in developing an appropriate and effective English learning media for learning English by using a creative student supplementary book, namely the Speaking One supplementary book as a learning medium to get used to speaking English.

Research Method

In this study, researchers used the R&D (Research and Development) method. The development model used by researchers in this study is the ADDIE model developed by Dick and Carry (1996). Product development in education such as learning methods, modules, media, and teaching materials can use the ADDIE model (Mulyatiningsih, 2011). The model has 5 stages, and more details are shown in Figure 1.

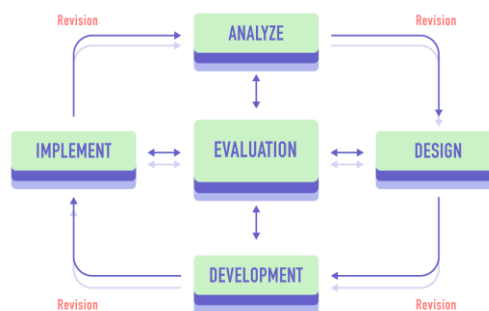


Figure 1. Research Procedures

ADDIE's learning model is student-centered, innovative, authentic, and inspiring. In addition, the ADDIE learning model is an elaboration of the system-oriented learning model which is the root of behavioristic learning theory. This learning theory explains the role of external factors and their impact on changes in one's behavior (Riadi, 2022). At each stage, the ADDIE model will provide an opportunity to evaluate each product development activity, to minimize the level of deficiencies or errors in the product being developed. So, the researcher chose this type of research to develop the Speaking One supplementary book for the extracurricular group of Raudlatul Ulum Gondanglegi High School.

In research on the development of this speaking one supplementary book, five stages were used using the ADDIE development research model: analysis, design, development, implementation, and evaluation. The steps to be taken are:

1. Analysis Phase

Analysis was carried out to obtain student data and a description of their learning needs and preferences using a questionnaire. In this first stage, namely the data search analysis stage for students in the extracurricular group of SMA Raudlatul Ulum Gondanglegi:

- a. Determined the design to be made
- b. Analyzed the objectives of the English language flagship program contained in the curriculum flagship program
- c. Developed indicators according to the objectives to be achieved in the basic class
- d. Determined the material according to the objectives to be achieved in the basic class

2. Planning Stage (Design)

At this stage, the researcher begins to design learning modules that will be developed according to product specifications. There are 2 steps in this design stage, namely preparing the book outline and preparing the book. At this stage, the researcher will start looking for the contents of the book material to help students. The expected ability with the use of this additional book is that students can be helped in getting used to speaking English. Students' interest in learning English is still lacking, therefore the researcher thinks of making additional teaching materials that can help students get used to speaking English. Students' English speaking habits can be seen during observations which show that students still do not fully use English according to the rules, and later will know the master of the material after using the book. At this stage, the researcher clarifies the description of the book to be developed, namely:

- a. Looking for references for the contents of the material from the book
- b. Determine the design of the book
- c. Conducting consultations with lecturers until the book can be printed and used

3. Development Stage

The development stage was carried out by researchers to make the initial design of the pre-designed learning supplementary book. This stage aims to see how far the feasibility of the learning modules that have been designed. After obtaining a feasibility assessment, the learning module was revised according to the validator's criticisms and suggestions. The validators consisted of 1 media expert lecturer, namely Rohmat Ulum, M.Pd, and 1 English teacher at Raudlatul Ulum Gondanglegi Marsiti, M.Pd.

4. Implementation Stage

The fourth stage of the ADDIE development model is the implementation stage. After being declared feasible by the validator, the speaking one book was implemented in class. Learning activities begin with activities to capture, motivate students, and inform learning objectives. In apperception, students carry out activities to observe our surroundings individually. After carrying out these activities the students were immediately asked to read aloud. The next activity was for students to form small groups consisting of 2 students. The division of groups is done randomly. Each group plays a role by becoming a character.

5. Evaluation Stage

The evaluation and improvement phase has started when there are suggestions for making improvements given by the experts who validate the book. The purpose of the evaluation phase is to improve the product and determine the level of product feasibility. In this study, data and data sources were collected to determine the quality of the product being developed, namely data to determine the analysis of needs and learning abilities of students in the Raudlatul Ulum Gondanglegi High School extracurricular group consisting of 16 students along with student response data after using the speaking one supplementary book media, then validation data the material is the English Subject Teacher at SMAS Raudlatul Ulum Gondanglegi. and media validation from English Lecturer at Nahdlatul Ulama University Blitar.

Data validation from media experts and learning experts is used to measure the level of validity of the product being developed. To measure how interesting the developed learning media is, this also applies to the student response questionnaire which

aims to find out how interesting and useful the developed learning media is to help students get used to speaking English.

For data collection techniques, researchers used structured interviews, observation, and questionnaires. Meanwhile, the quantitative analysis technique was applied to analyze numerical data from the questionnaire. For description, data were analyzed using qualitative techniques. The questionnaire in this study used a Likert scale consisting of four levels. Then, data is calculated using the following formula below:

$$P = \frac{f}{N} \times 100\%$$

Description:

P = Feasibility percentage

f = Collected scores

N = Expected scores

The calculation results of the percentage will be interpreted based on the feasibility criteria in Table 1.

No	Percentage	Criteria	Information
1	81%-100%	Very Good	Feasible
2	61%-80%	Good	Feasible
3	41%-60%	Good Enough	Not Feasible
4	21%-40%	Bad Enough	Not Feasible
5	0%-20%	Bad	Not Feasible

Table 1. Percentage of Feasibility Criteria

The product developed is feasible to be tested on research targets if the result of assessment from experts reaches 61%-100%. But if the value obtained is less than 61%, the product is stated as not feasible and must be revised based on comments and suggestions from expert assessment.

Result and Discussion

Results

This study reports on the development of a supplementary book using the ADDIE model. Therefore, the results will be focused on how to develop materials using this model. The results are grouped by stages, including analysis, design, development, implementation, and evaluation.

1. The Process of Analysis

Needs analysis was conducted to obtain student data and a description of their learning needs and preferences using a questionnaire. In the questionnaire, students must choose one or more options in the text provided by the researcher. Analysis of the needs of this research was carried out at Raudlatul Ulum Gondanglegi High School. The material is based on a textbook entitled the English module so that the needs of the target students are not explained further. Target needs obtained through the analysis of textbooks. The results of the questionnaire are explained as follows: 16 respondents filled out the questionnaire. They are students of the Raudlatul Ulum Gondanglegi High School Extracurricular Group Semester 2 for the 2022/2023 Academic Year with the formula 16-

18 years. This class consists of extracurricular groups which contain students who take part in cooking and fashion extracurriculars. the student's goal in learning English is to achieve the goals set by this flagship English program. Elementary Class: in the first semester students are required to memorize 1,000 vocabularies and in the second semester they are used to speaking. English.

In the analysis phase, the researcher conducted unstructured interviews and observations. the researcher concludes that students need to familiarize themselves with English, because English is the flagship program at school, and they need media that is quite helpful to improve their English language habits. From the results of class observations, researchers saw that students were less interested in English, this could be analyzed during the observation. The researcher tries to provide written English for reading, but students feel lazy so it takes a long time to get used to English. From the results of indirect interviews with English teachers in the schools that the researchers studied, students in the extracurricular group were less interested in English, and students did experience difficulty speaking English because they were included in the elementary grades. Students also felt lazy when learning language subjects. English, because learning media is less interesting by only learning to use existing textbook media without other learning book media. The researcher concluded that researchers must make products that are suitable for extracurricular group students because they need products that can overcome the learning problems they face. with products that are adapted to the environment in Islamic boarding schools because Islamic boarding schools have limitations, namely they are not allowed to carry communication devices, namely smartphones, therefore researchers make a product called Speaking One.

2. The Process of Design

At this stage the researcher begins to design learning modules that will be developed according to product specifications. This design stage has 2 steps, namely preparing a book framework and preparing book designs and features. The following is a draft of the complementary book The Speaking One. Compilation of a complementary framework is based on the goal of having an excellent English language program. The supplementary book that will be developed consists of three main parts, namely the beginning, the contents, and the end. The first part contains the cover, motivation, preface, table of contents, and guide to using the book. The contents section contains additional book content which consists of 3 chapters, the first chapter contains English language habituation, the second chapter contains ways to promote products, and the third chapter contains student activities such as role playing. The final part contains vocabulary and terms in extracurricular learning.

The design and features of the Supplementary Book include the beginning, contents, and end. The following is the display of the initial learning module design:

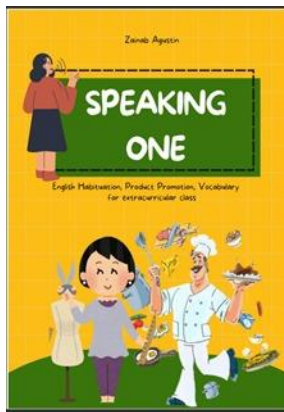


Figure 2. Cover



Figure 3. Motivation



Figure 4. Foreword

TABLE OF CONTENT	
MOTIVATION	1
FOREWORD	2
TABLE OF CONTENT	3
HOW TO USE THE BOOK?	4
CHAPTER 1	5
WHAT DO YOU DO?	6
DAILY ACTIVITIES	7
CHAPTER 2	11
HOW TO PROMOTE A PRODUCT?	11
CHAPTER 3	18
STUDENT LEARNING ACTIVITIES	18
VOCABULARY	24

Figure 5. Table of Content



Figure 6. Guide of the book



Figure 7. Chapter 1



Figure 8. Chapter 2

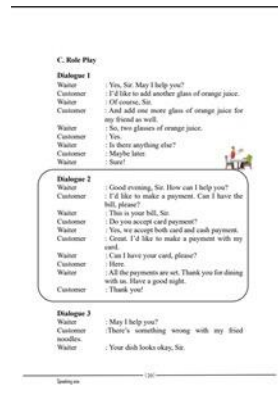


Figure 9. Chapter 3



Figure 10. Vocabulary



Figure 7. Term of Culinary

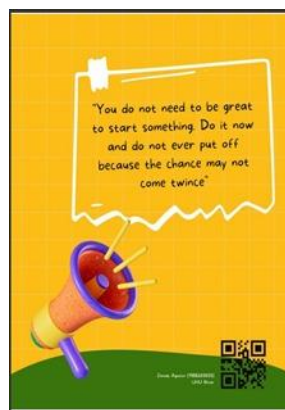


Figure 7. Cover

3. The Process of Development

This stage aims to see how far the feasibility of the learning modules that have been designed. The assessment was carried out by giving questionnaires to two assessors, namely material experts and design experts. The Likert scale is used as a measure in the analysis of expert responses to assessment questionnaires. The validators consisted of 1 media expert lecturer, namely Rohmat Ulum, M.Pd, and 1 English teacher Raudlatul Ulum Gondanglegi Marsiti, M.Pd. The following is the result of the validation

Result of Expert Judgement

NO	SCALE ASSESSMENT ITEMS	SCALE ASSESSMENT			
		1 TS	2 CS	3 S	4 SS
1.	The Media Book Size is just right for student use			√	
2.	Complete book contents include book aspects such as book pages, preface, table of contents, and so on			√	
3.	Books are equipped with interesting book covers and accompanied by pictures				√
4.	The contents of the book are following the purpose of English language habituation			√	
5.	The book is accompanied by vocabulary according to the student's expertise in extracurricular activities				√
6.	The contents of the book have been adjusted to the expertise of students in extracurricular activities				√
7.	The Speaking One book is accompanied by student learning activities that can help students learn to speak English			√	
8.	The book is accompanied by motivational words that can arouse students' enthusiasm for learning				√
9.	Speaking one book can help students to learn to speak English				√

10.	The speaking one book is an interesting medium for learning English language habituation for elementary grades	√
Score		90%

Table2. Media Expert Lecturer Validation Results

Table 2 shows that the average content conformity value is 90%. Based on the results of the study, the media used was categorized as "very good" because the average was a deep time interval of 81%-100%

No	SCALE ASSESSMENT ITEMS	SCALE ASSESSMENT			
		1 TS	2 CS	3 S	4 SS
1.	The habit of speaking English listed in the book, I use vocabulary that is often used in everyday life				√
2.	Reading by repeating sentences in English is a basic English mastery strategy				√
3.	There are quite a lot of sentences in English		√		
4.	The book is equipped with quite interesting pictures			√	
5.	Books are equipped with product promotion sentences and vocabulary adapted to their majors				√
6.	The book is equipped with instructions for use, making it easier for students to use it			√	
7.	The book is equipped with tricks to improve students' speaking skills				√
8.	The book is equipped with motivational sentences that can awaken students' enthusiasm for learning English		√		
9.	The speaking one book is an English language habituation learning medium for basic classes				√
10.	The Speaking One book is an interesting medium for learning English speaking			√	
score					82,5%

Table3. Learning Expert Lecturer Validation Results

Table 3 shows that the average content suitability value is 82.5%. Based on the results of the study, the media used was categorized as "very good" because the average was a deep time interval of 81%-100%.

Based on the results of the expert's assessment, several aspects need attention to be improved before the product can be tested. It is in the product development stage. The material experts said that the supplementary books developed already had a variety of relevant reading topics and language arrangements. However, the assignment section lacks clarity in the instructions, as well as the addition of sub-chapters to chapters that need sub-chapters. The design expert provides input on the cover according to the major in the extracurricular group. In addition, the design expert also considers this complementary book, the existing images are too stiff and monotonous, so it is advisable to use vector images without a background to support product promotion topics in product content so that it will more attractive to readers. The importance of images is also confirmed by (Romney, 2012) which shows that the role of images is decorative or

instructional. Decorative refers to the aesthetic value that can arouse students' interest in using textbooks when learning refers to the function of textbooks which contain a collection of instructions for carrying out activities or assignments.

4. Process of Implementation

After being declared feasible by the validator, the speaking one book was implemented in class. At this stage, 16 students attended and held 2 meetings in class for 6 hours (6 x 45 minutes). Learning activities begin with activities to capture, motivate students, and inform learning objectives. In apperception, students carry out activities to observe their surroundings individually. After carrying out these activities students were immediately asked to read aloud in chapter 1 of the How do you do? At first, after that the researcher was accompanied by re-reading and followed by all students aloud, then the reading activity was carried out repeatedly.

In the next activity students form small groups consisting of 2 students. The division of groups is done randomly. Each group plays a role by becoming a character as in chapter 3 (role-playing). The following is an explanation of the results of the application of the one additional speaking book that was developed: (1) In the first meeting the students quite understood the learning instructions contained in one of the additional speaking books, but the researcher also explained it to students who were still confused. In the core activities, students prefer to work in groups rather than working alone. (2) In the second meeting, students already understand the study instructions contained in the supplementary book, but the teacher needs to provide motivation and explain the instructions so that students understand more. The obstacle experienced in the second meeting was the presence of new vocabulary that was not used in daily activities so it made students nervous when playing roles.

5. Evaluation Results

After the implementation stage is carried out, the next stage is the assessment of the speaking one supplementary book. At this stage, the additional book assessment that is seen is the practical aspect of the book. The practicality aspect can be seen from filling in the student response questionnaire. The formula is as follows:

No	Name	Item Answer										$\sum x$	N	Score
		1	2	3	4	5	6	7	8	9	10			
1	Student 1	2	4	3	2	2	3	4	2	3	4	29	40	72,5%
2	Student 2	4	2	3	2	3	2	4	3	3	4	30	40	75%
3	Student 3	4	4	3	2	2	3	2	3	2	3	28	40	72,5%
4	Student 4	4	4	2	3	2	3	4	3	3	3	31	40	77,5%
5	Student 5	2	3	4	3	2	3	3	3	2	3	28	40	72,5%
6	Student 6	2	3	4	2	2	3	3	4	4	4	31	40	77,5%
7	Student 7	4	4	4	3	3	3	2	4	2	4	33	40	82,5%
8	Student 8	2	3	4	3	3	2	4	3	4	2	30	40	75%
9	Student 9	3	4	3	4	2	3	4	2	4	3	32	40	80%
10	Student 10	3	2	4	2	4	4	3	2	3	4	31	40	77,5%
11	Student 11	3	4	2	3	2	3	4	3	2	4	30	40	75%
12	Student 12	4	3	2	3	2	3	2	3	4	2	28	40	70%
13	Student 13	3	4	2	3	3	3	2	3	4	2	29	40	70%
14	Student 14	2	2	3	4	1	2	3	4	3	2	26	40	65%
15	Student 15	2	3	4	3	2	4	2	3	4	2	29	40	72,5%

16	Student 16	2	3	4	3	2	3	4	3	2	3	29	40	72,5%
	Score													74,0625%

Table 4. Student Response

Table 4 shows that the student's assessment of the additional books received positive feedback . The results of the feasibility test for speaking one additional book using student responses yielded a percentage of 65% - 82.5% with an average final percentage of students' feasibility test results for textbooks of 74.0625% Based on the interval scale the values ranged from 61% -80% included in the feasible category to be used as a learning medium in English language flagship program activities at Raudlatul Ulum Gondanglegi High School, this is comparable to previous research which was also successful in its research with the acquisition of a student response percentage of 91.2% with the statement that the development of additional books is very feasible to use.

Conclusion

Based on the results of the development research and discussion, it can be concluded that the Speaking One Complementary Book can complement student learning in the Extracurricular English Excellence Program lessons with significant differences in English learning outcomes before using the Speaking One Supplementary Book and after using the Speaking One Supplementary Book. is there a significant effect of using the Speaking One Complementary Book to complement students currently learning. In addition, based on observations, students tend to be active in learning English by using the Speaking One Complementary Book. From all these results, it is known that The Speaking One Complementary Book is appropriate and effective to complement student learning materials.

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