Developing English speaking materials integrated Youtube video for Management Department students of Darwan Ali university Sampit

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Abstract

This research is aimed at developing English speaking materials integrated youtube video for management students at Darwan Ali University Sampit. The design of this research is Research and Development. The subjects were 34 students of the third semester of business management program at Darwan Ali University Sampit. The researcher adopted ADDIE Model. ADDIE is acronym of Analysis, Design, Development, Implementation, and Evaluation. This research used worksheet and questionnaire as the instruments of the research. The data were used to develop and evaluate the forth units of English speaking materials. It was found that the English speaking materials in this research are appropriate and effective for the third semester management students at Darwan Ali University Sampit. The findings and the process of the study can be used in teaching learning activity.

Keywords: speaking; materials integrated Youtube video; English for management students

INTRODUCTION

ASEAN (Association of South East Asian Nations) is the organization of the nations southeast Asia. ASEAN is the gateway to get to the global economy where industrial and business activities are in the ASEAN region. In this time, Indonesia is welcoming the establishment of AEC (ASEAN Economic Community), a community which is not only emphasizes the establishment of single market from purely economic terms, but also pay attention to the unification of socio-cultural aspects especially of the readiness of human resource.

According to Joseph Stiglitz (2004), there is no country is able to avoid themselves from globalization. Economic globalization requires increasing competiveness is in strong technology, management, human resources, and continuous efforts in fostering innovation and creating cost efficiencies. To compete in the preparation of the world without borders and borderless is by communication using English language both written and spoken which can be used in economic, social, culture, education and political sectors.
As the main tool of human communication, language has been investigated in multi-dimensional ways. With language, individuals communicate basic needs as well as express deep thoughts and feelings. Language consists of four skills. They are listening, reading, speaking, and writing. It is clear that a high level of language ability needs a high level of mastery in all four skills. As the input and output of language, these four skills can be divided into two groups like listening and reading belong to input, while speaking and writing belong to the output of language. Not like other skills, speaking always receives less attention at both the teaching and learning level in Indonesia. Speaking, one basic skill of English, is regarding how students express their thought and idea through oral form, in other word, speaking is needed to communicate in the students’ future workplace.

Darwan Ali University is one of universities in Central Kalimantan. It has two main study program. They are computer and business management study program. Darwan Ali University is placed in Sampit. But the created a unit or campus two in Kasongan. Darwan Ali University is new in Kasongan. There is only one program in this University. It is Business Management Study Program. Students’ career prospects after college graduation will become management consultant, marketing manager, investment banker, operation manager, financial advisor, entrepreneur or other professions which related to their major. Since those professions nowadays require English, those who are accustomed to speaking English will probably find the jobs easier than those who are not, to do their works, or run their business, after they graduate. For this reason, learning English speaking based on their major is needed by students.

Based on researcher’s observation toward the third semester students’ speaking skill of Darwan Ali University of Kasongan, it was found that their English speaking skill needed to get full attention by the English lecturer. Students can not speak English well when they learn other subjects. They do not have any vocabulary related to the subjects they have. They also can not pronounce English words well. It was caused that the English speaking materials is inappropriate for them and the students do not have guidance to pronounce English.

According to the reasons above, this present research developed English speaking materials integrated youtube video for the third semester business management students of Darwan Ali University of Kasongan. The English speaking material helped students to get vocabulary based on their major and the youtube video helped students to get guidance how to pronounce English well, then helped them to learn English wherever they would like to.

According to Tomlinson (2001: 66) Materials development is both a field of study and a practical undertaking. As a field, it studies the principles and procedures of the designed, implementation and evaluation of language teaching materials. As a practical undertaking, it refers to anything which is done by writers, teacher or learners to provide source of language input, to exploit those source in ways which maximise the likelihood of intake and to stimulate purposeful output.
Tomlinson (2012) stated that materials is anything which is used to help language learners to learn. Materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned. The materials can be adopted, developed, or adapted, or some combination of the three (Brown, 1995) but the materials being presented have to consider approaches and syllabuses. Yalden (1987) define syllabus as a “summary of the content to which learners will be exposed”.

METHOD

The research design used by researcher in this research is Research and Development (R&D). R&D is a name of one research designs involving the classroom problems, studying recent theories of educational product development, developing the educational products, validating the product to experts, and field testing the product (Latif, 2012). The researcher adopts ADDIE Model. ADDIE is acronym of Analysis, Design, Development, Implementation, and Evaluation. The ADDIE Model is designed to ensure that the learners will achieve the goals and objectives of the learning purposes. It also allows the evaluation of students’ needs and provides simple procedure to design and develop materials.

This present research potentially produced English speaking materials integrated youtube video for the third semester business management students of Darwan Ali University of Kasongan. The primary step of this research design was to analyze the students’ needs in learning speaking. Thus, studying research findings pertinent to the product to be developed, developing the product based on the findings, field testing, evaluating, and revising were the next steps of this research. The research instruments were interview, questionnaires, and observation. There were 34 students of the third semester of business management program at Darwan Ali University of Kasongan as the subjects. English lecturer of Darwan Ali University, material expert, and students were asked to give their evaluation regarding materials’ appropriateness. The data collected from the interview, questionnaires and observation of the students and expert regarding the appropriateness and effectiveness of the materials were identified, organized, calculated, classified and evaluated. The analysis was done through statistical analysis.

This research used three kinds of instruments. They were worksheet and questionnaire. The rubric adapted from Ghobrani (2011:517 - 518) and Wodyatmoko (2011) was used to evaluate or validate the product. The second instrument was worksheet. The worksheet distributed to the expert which including worksheet for expert’s comment and suggestion. The third, the questionnaire is given to students for conducting needs analysis.

RESULTS

The research findings refer to research the objective of the research. The data that had been found were the materials and its topics which were needed to be developed. The materials and its topics were obtained from need analysis.
developing the materials, the researcher then did the field testing to find out the effectiveness of the developed materials through classroom observation using check list. This observation involved two rater, they were the English lecturer and the students.

Table 1: The effectiveness of English Speaking Materials integrated youtube video for the Third Semester Business Management Students of Darwan Ali University of Kasongan

<table>
<thead>
<tr>
<th>Unit</th>
<th>Low</th>
<th>Fair</th>
<th>Sufficient</th>
<th>High</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>0 %</td>
<td>0 %</td>
<td>14 %</td>
<td>86 %</td>
<td>Strongly Effective</td>
</tr>
<tr>
<td>Unit 2</td>
<td>0 %</td>
<td>0 %</td>
<td>10 %</td>
<td>90 %</td>
<td>Strongly Effective</td>
</tr>
<tr>
<td>Unit 3</td>
<td>0 %</td>
<td>0 %</td>
<td>20 %</td>
<td>80 %</td>
<td>Strongly Effective</td>
</tr>
<tr>
<td>Unit 4</td>
<td>0 %</td>
<td>0 %</td>
<td>20 %</td>
<td>80 %</td>
<td>Strongly Effective</td>
</tr>
</tbody>
</table>

Based on the result of the observation, it was found that almost all of the students successfully achieve the objectives of each unit in the developed materials. In achieving the objectives of each unit, the students seemed to have the same difficulty that was hard to pronounce and remember the vocabulary learned in each unit. Besides getting the data regarding materials effectiveness, this observation also showed the weakness of the developed materials that appeared during the field testing in important to revise the developed materials. The weakness appeared from some activities that not provide clear illustration as well as clear picture to let the students to grasp the idea of what they are going to do.

Some activities in the developed materials showed some pictures and illustrations that were not clear. This would lead the students to confusion that the students would ask for more explanation.

After finding the students’ needs, developing the materials, doing field testing and observation had done, and the students’ judgment, English lecturers’ judgment, and expert judgment had gotten that can be seen from the Table 2:
Table 2. The Judgment

<table>
<thead>
<tr>
<th>No</th>
<th>Judges</th>
<th>Mean</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ Judgment</td>
<td>4.37</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strongly Approprite</td>
</tr>
<tr>
<td>3</td>
<td>Expert’s Judgment</td>
<td>4.39</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strongly Approprite</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>4.38</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strongly Approprite</td>
</tr>
</tbody>
</table>

According the result above, it was found that the judges strongly agree that the developed materials are strongly appropriate to be used. In evaluating materials it focused on some aspects regarding the materials, they are: Goals, Content, and Sequencing, Presentation, and Monitoring and Assessment. Format and Presentation, and Monitoring and Assessment. Based on the information gathered during field testing and the comments and suggestion from the lecturer and the expert the revision had been done by the researcher. Then, the revised materials are considered appropriate and effective to be used by the the third semester business management students of Darwan Ali Uversity of Kasongan.

DISCUSSION

This present research developed English speaking materials integrated youtube video for the third semester business management students of Darwan Ali Uversity of Kasongan. The primary step of this research design was to analyze the students’ needs in learning speaking. Thus, studying research findings pertinent to the product to be developed, developing the product based on the findings, field testing, evaluating, and revising were the next steps of this research. The research instruments were interview, questionnaires, and observation. There were 34 students of the third semester of business management program at Darwan Ali Uversity of Kasongan as the subjects. English lecturer of Darwan Ali University, material expert, and students were asked to give their evaluation regarding materials’ appropriateness. The data collected from the interview, questionnaires and observation of the students and expert regarding the appropriateness and effectiveness of the materials were identified, organized, calculated, classified and evaluated. The analysis was done through statistical analysis.

This research used three kinds of instruments. They were worksheet and questionnaire. The rubric adapted from Ghobrani (2011:517 - 518) and Wodyatmoko (2011) was used to evaluate or validate the product. The second instrument was worksheet. The worksheet distributed to the expert which including worksheet for expert’s comment and suggestion. The third, the questionnaire is given to students for conducting needs analysis.
Developing the materials which consist of several steps has been covered from the information related to the English speaking materials that are needed by the students. The need analysis was conducted based on some considerations. It considered the learning need and the target need of the students in learning speaking. During the process of developing the materials; need analysis, interview, developing the materials, field testing, observation, students’ judgment, and expert judgment the researcher found the developed materials are proved appropriate and effective to be used by the third semester business management students of Darwan Ali Uversity of Kasongan. According to Tomlinson (2001: 66) Materials development is both a field of study and a practical undertaking. As a field, it studies the principles and procedures of the designed, implementation and evaluation of language teaching materials. As a practical undertaking, it refers to anything which is done by writers, teacher or learners to provide source of language input, to exploit those source in ways which maximise the likelihood of intake and to stimulate purposeful output.

The result of the analysis showed that the accumulative mean gathered from four aspect of materials appropriateness, which are content, language, presentation, and design, was 4.38 categorized into strongly appropriate materials. Nor did the researcher find any significant from those aspects. The materials had been supplemented with interesting pictures and illustration in every unit. The arrangement of the picture and illustration were proportional and it was appreciated by the expert. Meantime, the expert found that there was still some unclear instruction, and some grammar mistake in the instruction. The students would understand more about the materials if the instruction was clear enough. In line with Tomlinson (1998) states that English language materials should have appropriate instruction, meaning that the instructions should be made clear and can be easily followed.

Besides giving questionnaires to the students, English teacher, and expert, the observation was also conducted during the field testing in order to measure whether or not the English speaking materials were effective to be used in teaching speaking for the third semester business management students of Darwan Ali Uversity of Kasongan. Prior to notice the effectiveness of the developed materials, the result of observation regarding students result in achieving the objectives of each unit should be analyzed. In line with Peter (2004) materials are considered effective when targeted learners able to achieve the learning objectives effectively with this material; and when learning objectives are clear and appropriate for the target learners and learning context.

In this developed speaking materials, researcher also integrated You Tube videos in order that students were motivated to speak and to show them how to pronounce English well. The result showed that students were motivated to speak English by watching English teaching videos from You Tube.

In conclusion that the English speaking materials in this research are appropriate and effective for the third semester management students at Darwan Ali University of
Kasongan. The findings and the process of the study can be used in teaching learning activity.

**Students’ Expectation**

The students assumed that the majority of speaking materials provided by the lecturer to learn in class was difficult and such difficulties were derived from three main sources; materials, socio-psychological factors, and lecturer. In terms of materials, some students found it difficult as many difficult words they have to deal with in learning materials. For socio-psychological factors, some students lacked motivation and enthusiasm to learn speaking then these became hindrance for them to learn actively. Lecturer as the source of hindrance was more about his/her voice and teaching techniques. For this reason, it is important to think of providing materials with more glossaries in each unit, attractive, and teachable.

For the students, the speaking materials provided by the lecturer to learn in class has some strengths according to the students. Some materials have a long term benefit, can be used to practice speaking with friends, and are resourceful for students to achieve a better score in speaking. In some cases, the students also found them good as they could use the materials to practice individually, pair or in group. Some students also responded in terms of teachers' personality and techniques which are considered to be irrelevant with the question.

**The Existing of English Speaking Materials**

**Material Order**

The textbook used inductive materials models. Inductive model means the students are given example and they are asked to conclude and analyze what being learned. So far, the textbook well-graded. However, the students need deductive materials order.

Most of students agreed that materials at the beginning than example. For this reason, As the students need more example in every topic, the researcher provide more example for students.

**Material Content**

All students expected their speaking ability is fluent, good and acceptable. However, students' needs are not fulfilled. It is caused by the textbook only have five activities to improve students’ speaking ability. This case experienced by the researcher while sitting in the same class. Until now, He cannot speak English fluently because there is not enough fulfillment of speaking activity during studying in junior and senior high school. So, the researcher develope speaking activities whether mix with another activity or not.
Colors and Pictures

In the materials, speaking activities not only uses text but also using appropriate image of students’ age. Pictures stimulate students' knowledge that make them interested and curious.

In term of materials’ color, the book uses some colors. Similar to the use of images/pictures, some students would agree that, the color textbook would be interesting to be learnt, while others would not. Textbooks are using some colors by considering the cost of printing that uses only two colors.

CONCLUSION AND SUGGESTION

Materials development in creating English learning materials especially speaking materials should be based on students’ need. the materials should consider what students want to achieve better result. When the students needs are fulfilled by presented materials, the researcher believe the target of learning adjective in syllabus will achieve well. The students hoped that, their lecturer is good in teaching them. The lecturer should know how to developed students’ English materials. Moreover, the lecturer was asked to organize well the learning process and more prepared with lesson plan. The students hope their lecturer can teach well and improve their speaking ability.

Lecturer should intagrated technology like You Tube videos in teaching English speaking. In this developed speaking materials, researcher also integrated You Tube videos in order that students were motivated to speak and to show them how to pronounce English well. The result showed that students were motivated to speak English by watching English teaching videos from You Tube.

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