DEVELOPING THE TEACHING MATERIAL TO IMPROVE ENGLISH SPEAKING SKILLS THROUGH LESSON STUDY IN STKIP BIM SURABAYA

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ABSTRACT

The study aims to develop English language learning modules, especially speaking skills to support curricular demands in accordance with the KKNI (Indonesia's National Qualification Framework) Curriculum and the world of work as the purpose of the College of Teachers Training and Education. The development of English language learning module focused on speaking skills is intended to complement teaching materials so that the acquisition of English speaking skills that match the field of teaching training and education can meet the competence of students life skill.

Data collection techniques use observation sheets and interviews. Implementation of teaching materials using Lesson Study in collaboration with English lecturers in STKIP Bina Insan Mandiri and applied in English education departement. All data collected were analyzed qualitatively.

The results of data analysis that can be concluded that the English lecturers in STKIP Bina Insan Mandiri still need a supplement module in accordance with the field of students study as a complementary material for reading recommended by kemenristekdikti (Ministry of Research and Higher Education). The result of the use of speaking materials Lesson Study shows that students are more active and responsive following the lesson by learning the vocabulary related to teaching training and education as well as practicing speaking in various situations. The result of this research also shows students feel enthusiastic and motivated to learn English related to their majors and enjoy practicing speaking with friends and lecturers in the classroom using English fluently.

Keywords: *Teaching Materials, Teacher Training and Education Science, Implementation of Lesson Study.*

I. INTRODUCTION

Formal education is ranging from early childhood education to higher education in universities / colleges. Education is a process of gaining experience as a learning

process. Learning is seen as a process which is a series of efforts or activities of educators in order to make students / college students in the university obtain the knowledge and skills expected in accordance with the learning objectives listed in the applicable curriculum. Learning process is a system and involves a number of organized components such as learning objectives, materials or teaching materials, strategies and learning methods, learning media, evaluation and follow-up of learning in the form of remedial or enrichment. The learning given is expected to be able to developing the ability of learners and forming the character and civilization of dignified nation in order to educate the life of the nation in order to become be cautious, noble, knowledgeable, capable, creative and independent person in accordance with national education objectives.

English learning which is compulsory subject of study program / institution in every university is arranged according to the principles of current curriculum, which has been determined by using reading source recommended by Kemenristekdikti. The reading sources consist of module / hand out / textbook readings and books available on line. But the intended books for speaking subject are still general and only for general knowledge, even difficult to distinguish between one book and another in terms of its usefulness. Thus the teaching material in English textbooks is general in both the text and the vocabulary provided for the learning at the College of Teacher Training and Education Science. But in fact the competence of English for graduates of Teacher Training and Education Science is very important to support the competence of graduates that is as a candidate a teacher learners.

The graduates of STKIP Bina Insan Mandiri are expected to not only be able to get jobs as English teachers in domestic schools but also to compete for employment opportunities in foreign schools / international schools in Indonesia or even become a professional teacher at school in overseas. This resulted in the lecturers in STKIP Bina Insan Mandiri was experiencing various problems in the teching and learning process.

Based on the experience of lecturers in the field, in general they, the lecturers, do not use the package fully as a source of reading obtained to teach students English

language courses, especially in the environment STKIP Bina Insan Mandiri, so that additional material in accordance with the field of teacher and science An indispensable education, as a professional teacher printers in the world of education. From some of these problems, some lecturers add teaching materials obtained from the internet, or obtained from other sources whose material is in accordance with the field of teacher training and education science at STKIP Bina Insan Mandiri. Similarly, it happens in most other high schools and universities, where lecturers teach in English education courses that have used in college. Sources of reading / textbooks used in English teaching have not touched the teacher's competencies and the educational sciences needed to develop the self-potential of students who are ready to work and able to compete with the outside world in facing the global era in education. Sources of books / books that have been arranged systematically for speaking in teacher training and education science subject did not accommodate material relevant to the needs of students STKIP Bina Insan Mandiri Surabaya. Speaking skills presented in the package book is still less intensive and has not supported the competence of student skills which is certainly required in the world of work as a professional educator English proficiency. Therefore, the research result of this article is in the form of material / teaching materials for English lecturers in STKIP Bina Insan Mandiri Surabaya as English language supplements especially for speaking skills that are planned as the development of speaking materials on the students of English Education Department at STKIP Bina Insan Mandiri Surabaya.

Collage of teacher training and education science at Bina Insan Mandiri has several courses, one of which is the English education departmnent. By using Indonesia's National Qualification Framework Curriculum, speaking learning in English education department is still general, the vocabulary used is less related to the field of education and teaching, especially in the development of teaching and learning materials in accordance with the needs of student life skills. It does not distinguish the substance of the material for teacher speaking and education with general speaking / public speaking, so that both high school and university students get relatively equal and in-

depth English language material in their use, especially in the field of teaching English in formal schools .

This fact is supported by the results of questionnaires of lecturers and students at three institutions in a foundation involved in this research, namely STKIP Bina Insan Mandiri, ASMI (Academy of Sekretary and Management of Indonesia), and UWP (University of Wijaya Putra). The results of the questionnaire indicate that the material for speaking is still very common in each institution and has not been able to facilitate students in developing their speaking skills especially to face the world of work in the field of education. The teaching of speaking material in the English education course which has not yet touched on the conversation about the manner or behavior of someone related to the education material such as how to behave and behave In the execution of scientific activities, how to speak and discuss in the class, how to lead class discussions related to teaching learning, and so on. This case makes the lecturers have to develop the material with their own creativity that is adapted to the current curriculum.

With the emergence of these facts then the researcher decided to pursue research and focus on only one field of study ie teacher training and education related to formal teaching, because the material requirement in English education department of STKIP Bina Insan Mandiri that is very urgent is needed. Another reason that underlies the selection of English language education courses is because the English education program is a study program that is in great demand in the era of today's Asian economy, given the English language is an international language, the use is needed in all circles especially in the world of education . Use of speaking in the world of education is instrumental in improving the quality of human being resources. So the procurement of reading resources as special teaching materials in the world of education is very important, to use the module of speaking material in teaching that is implemented directly, especially in conversation or English communication in the real educational setting.

The objectives of the research are: (1) To conduct teaching action in the forming of Lesson Study to develop the quality of teaching materials / Speaking materials for

English education study program (2) Increase student activity in learning English especially speaking skill (3) Creating a learning module Speaking as a supplement book whose level of effectiveness can be accounted for

This material is implemented through Lesson Study conducted on the third semester of English education students in the new academic year 2016/2017 at College of Teacher Training and Education Science Bina Insan Mandiri by basing on the principles developed in the curriculum college. The learning of speaking in high school teacher and education sciences has not been directly oriented in the educational context of the field. The learning materials that exist so far are oriented towards the achievement of students to get the best value at the end of the lecture process. Contextually or environment-oriented learning is absolutely necessary for STKIP Bian Insan Mandiri students of English education studies to speak their skills according to the application in the world of work. This research is oriented to the creation of environmentally friendly speaking learning module that will contribute to the learning process of English in STKIP Bina Insan Mandiri especially on speaking skills in English education department.

The end result of the study will be very useful for students, lecturers, and researchers learning English especially in collage of teacher and education. Lecturers need not hesitate, confused in selecting the material and experimenting with contextual learning model based on environment / education world. Similarly with students, they will feel the real benefit in communicating by using English directly by applying the English they get in accordance with the social environment in their daily lives.

II.   LITERATURE RELATED

Most people define narrow speech skills. Traditionally, many people have defined speaking skills as a person's ability to make public speeches. But Brown (2001) provides a broader definition, he defines speaking skills as activities that reflect varied settings; Which may occur between a person and a crowd, communication in a small group, someone with someone, or with mass media. The other opinions interpreting as a special

ability that someone needs for everyday activities, such as giving directions, information, seek information, and so forth. And, the emergence of an approach to communication for university students at collage, where there is a broader view that oral communication is an interactive process where individuals take part as speakers or as listeners involving verbal and non verbal language. In other words, speaking skill is a competency that one needs to engage in verbal and non-verbal interactions with others, with the aim of conveying information, influencing or negotiating to reach mutual agreement (Richards & Renandya, 2002, and Gebhard 1994) Especially in education.

Harmer (2001) adds the definition of speech as the primary mean for fostering mutual understanding, mutualing communication, using language as the medium. The speaking activities in the language class have a two-way communication aspect, between the speakers and the listeners on a reciprocal basis. Thus speaking practice must first be based on: (1) listening ability, (2) speeching ability, and (3) mastery (relative) vocabulary

The learning process of environment-based speaking skills will promote the use of the environment as media and learning resources. In college-level education the lecturers should be able to provide a clear concept and understanding of learning to speak based on what they see and transfers related to education in the neighborhood. Environmental-based learning is divided into two stages:

1. Pre Communicative Activities which presents some of the following:

A. Understanding the concept of state-based speech in the neighborhood (class and campus).

B.Techniques Technique

Lecturers should first determine the basic subject matter that includes the structure and vocabulary.

C. Object-based guided dialogs in the neighborhood

The lecturer gives drill exercises in the form of question and answer. For example: What do you think of the trees in our school? Then the students answer in accordance with the dictation, namely; There are some big trees ... The leaves fall

down because of the wind ...

2. Communicative activity, presents several things, including:

A. Group conversations

Lecturers divide the class into groups that each group has a chair. The students took and turn to say something and then spliced by a group of friends so that it became a whole story about what they saw around them.

B. Play role

In this activity the lecturer assigns certain role assignment which must be done by the students. The role given should be adjusted to the level of language mastery of the learners. For example, when the theme of learning about campus activities, teachers can provide the role of principals, teachers and students in role play. The content of the conversation must be in accordance with the state of the school at that time.

B. Social Phrase Practice

Social expression means social behaviors when one communicates verbally with another person, such as: saluting praise, congratulating or asking for polite and other help, tailored to the role played by each actor.

C. Answering questions based on experience

Questions relating to what students have experienced are helpful for them to respond easily. Thus they can express ideas or opinions / opinions according to what is experienced

E. Creating an English Zone, a place where students must use English as a means of communication between them. This requires a sanction agreement that is given and is constructive when among them there is a violation of the rules that have

been determined,

F. Play language games

Games or games can require students to speak English, using the student's game to feel good about practicing English.

G. Troubleshooting (Problem Solving).

In this activity, students will be invited to think critically about what is happening in their environment. By looking at the reality that exists within the environment, students will learn how to understand and analyze social and environmental problems and find solutions to the problems that exist.

The above learning stage is an activity that can be implemented outdoors where students can learn through their experience gained in a broader and tangible scope, that is the environment around them.

In fact, lecturers are required to try to make the material delivered can be understood and understood learners. Various techniques that can be used by lecturers to train students to speak (speaking) actively with learning materials that suit the environment, among others, is in teaching in education for students of English education courses. Speech skills materials that have many processes need to be supported by the tools or learning media, such as images or cards that allow students to use the means of the senses optimally. The more sensory devices used to learn everything, the easier it is to remember what is being read and learned. Based on this matter Speaking is presented with assisted media images and cards (situational card) used by students to present the process of speaking exercises directly with the easier.

III.   RESEARCH METHODS

The research was research development or an educational research and development. According to Borg and Gall (1983) research development is a research oriented to developing and validating the products used in education. Type of the data in this study is qualitative data in the form of observation data, interviews, questionnaires and test material from a team of educational experts. The research was based on the Borg and Gall research model which has three stages. The first is to analyze the need for the purpose of collecting information by reviewing the English textbook recommended and exploring the need for learning to speak in accordance with the environment of teacher training and education. Second is the learning design phrase. This stage aims to develop the design of learning to produce a draft learning module that focuses on learning to speak as complementary material English textbooks based on curriculum. Finally, the third stage is the use of speaking skills in English language learning in the classroom by applying the Lesson Study and validating the learning-learning module with the material test by education experts. This stage aims to determine the effectiveness and flexibility of learning modules of speaking skills subject to the field of study for students in teacher training and education science especially in STKIP Bina Insan Mandiri Surabaya.

In this study the researcher apply the English learning module that focuses on speaking material in English education course class with Lesson Study (LS) in collaboration with one lecturer of English education program in that class as a lecturer model and two other English lecturers as observers in the implementation of Lesson Study. The subjects of the study were students of English language education department at the third semester in STKIP Bina Insan Mandiri, amounting to twenty students. In running this Lesson Study, there are three steps that must be implemented: Plan, Do, See in one cycle. The first step is lesson study planning conducted by Lesson Study team, that is designing, planning, determining learning strategy for speech skill material that will be presented. And determine the indicators to be observed during the learning process (Plan). The second step is the implementation of learning in the class (DO) conducted by the model lecturer and accompaniment by two other lecturers who

simultaneously acted as observers and two other English lecturers from the same institution. This observation focuses on the activities and behaviors of students during the learning / lecture activities take place. Each observer looks at a group of students for their activities and abilities in following the learning / lecture activities in the classroom. The third step is to reflect by the lesson study team: model lecturers and observers on the implementation of learning, especially when the activity reports the observation of student activities and responses during the learning / lectures activities take place by providing feedback or suggestions as input for next cycle improvement (See).

The implementation of this Lesson Study is conducted bi-weekly during two hours of study because it is alternated with the provision of English speaking materials from reading sources contained in the RPS (Semester Implementation Plan) and RPP (Learning Implementation Plan) based on the current university curriculum.

The instruments of data collection used are observation sheet and interview guide. The observation sheet is used as a guide to know the students' activity and responsiveness to speaking learning materials related to the field of student interest in absorbing knowledge during lecturing. While interviewing guidelines used to know the impression, student messages and appeal to the learning module for students in general and the motivation to learn more about the vocabulary / terms used in teaching English. Questionnaires are used to obtain data relating to the quality of eligibility of the materials or appropriate learning modules and messages and suggestions of perfection to the learning module from the educational expert team.

The data type of this research is qualitative data. The data were analyzed descriptively qualitatively by describing the result of narrative observation described descriptively. Data obtained through observation sheets, interview sheets and questionnaires are analyzed descriptively qualitatively in depth by looking at the phenomena that appear in the field / lecture activities in the classroom. To answer the existing problems, the researcher conducted random in-depth interviews on several competent students, lecturers and collected data through questionnaires supported by documentation made during the learning process / lecture activities.

## IV.	RESULTS AND DISCUSSION

This research uses Research and Development method which is oriented to open lesson or Lesson Study which is divided into three stages, namely Plan, Do and See. The data of this research are (1) improvement of student activity and response to English language material especially on Speaking skill and (2) teaching material design Special Speaking for English class in English Education Study Program as English language supplement for speaking subject.

In the stages of the plan, determined learning strategies that will be used with the planning to step as follows: (1) determine the learning materials; (2) determining indicators to be observed during the learning and teaching process, (3) asking for students to study the material in a learning process; And (4) to inform that the class will be used as a lesson study model class by using research textbooks based on curriculum of college of teacher training and education science.

At the stage of do, the model lecturers carry out the learning process in the course activities by using learning-learning module as a complementary material / reading source for speaking courses based on the curriculum of college, with the following stages: (1) model lecturers show the pictures, words, situations relating to the material delivered. With the guidance of the lecturers concerned, students connect the images with their real experiences; (2) the lecturer gives an example of dialogue and asks students to practice it; (3) with examples of existing dialogue, in the Re-constructing stage, students are asked to ask questions by using questions in the dialogue that are already available in the module according to their experience; (4) at the producing stage, students are asked to create a dialogue in the form of question and answer by using a role card (situational card) developed based on their understanding and reality, (5) in the final stage students in pairs were asked to present their developed dialogue in front of the lectures class and other students are entitled to respond. In the process of learning,

there are two English lecturer who serve as observers with the task to observe the increasing participation and activeness of student during the process of lectures in the learning process takes place.

The success indicators of the research can be seen in the following table below:

No	Indicator	before	after
1	Product of speaking learning module	The absence of books that suit the needs specifically in the world of education in teaching with effectiveness level of student ability	The creation of products that match the needs of student life skill in English class
2	Speaking Skills STKIP Bina Insan Mandiri Surabaya students in accordance with the needs of the market & student life skills	Not maximal vocabulary / vocabulary use related to teacher training and education in student speaking skill during use of curriculum based resource of Indonesia's National Qualification Framework at college	Student's speaking skills in accordance with the field of study and life skills needed in the workplace Especially in the field of teaching in education
3	Activity and student participation during the learning process	Students learn the individual and learn partial speaking skills with general materials so that speaking skills are still	Students participate actively and responsively in learning

		very minimal for communication media in the world of work	especially in group activities where they freely collaborate and express ideas through the guides of learning materials

Lesson Study which is the orientation of Research and Development Research. This is a step to improve the condition of student learning, especially in speaking class in English education program STKIP Bina Insan Mandiri Surabaya. This step is taken as a reaction to the lack of student skills in the third semester, especially in using English as a medium of communication in the world of education in teaching. As the first step of this research, the researcher designs a teaching material that is tailored to the needs of the students as well as the market needs, especially in the world of education in teaching.

The study, which was presented in the form of open lesson or lesson study, carried out five cycles (Plan-Do-See). Each cycle is held every two weeks in English class STKIP Bina Insan Mandiri with two lecturers as observers. The implementation of open lesson is quite successful in implementing teaching materials, especially in improving students' activeness and participation during the learning process.

Based on observations from some observers indicate that the activeness of student participation in following learning increased significantly. Understanding students toward teaching materials given lecturers quite well with the introduction of vocabulary and terms related to the world of education in teaching. By using learning media students practiced speaking skillfully enough to reconstruct dialogue according to the class conditions they played in English.

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V. CONCLUSION

From this study, environment-based on teaching materials used in learning English through Lesson Study activities, can be obtained the conclusion that: (1) Development of English language learning module for speaking skills based on student work environment is still needed or needed to obtain satisfactory results in lecture ; (2) The use of this instructional material to support or supplement English textbooks based on the curriculum of Indonesia's National Qualification Framework with the speaking materials that students need in accordance with teaching in education and education; (3) the liveliness and participation of students in practicing of speaking skills need to be supported by interesting learning techniques such as: roleplay using role cards so that students feel easy to express their ideas creatively according to their role by pairing using English.

VI. RECOMMENDATION

Some things that become the benchmark of Lesson Study success in this research are: first, before the implementation of Lesson Study, students learn English common even though they learn in English class is general and passive, especially study program of English education at STKIP Bina Insan Mandiri. This resulted in the students can not learn English material to the maximum according to their needs in the field of teaching. With the optimum use of environment-based teaching materials in this case the use of language related to English teaching in English class which is considered very effective to introduce new vocabulary related to education and teaching English. Furthermore, this teaching materials will equip students with good English skills to meet the need for

education in English teaching in Indonesia, especially in the environtment of STKIP Bina Insan Mandiri.

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