Speaking materials based on active learning activities and revised Bloom’s taxonomy: development, validation, and revision

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Abstract
As an international language, English becomes vital to master. In English, speaking is considered more crucial compared to listening, writing, and reading. Nevertheless, it is not an easy task to achieve. One solution which can ease learning speaking is presenting excellent learning materials for students. Thus, teachers are obliged to write and develop learning materials that are relevant, effective, and suitable for their students. This study aimed to give a clear overview of how to develop, validate, and revise Speaking learning materials according to active learning activities and Six steps in revised Bloom’s Taxonomy. This study was objected to offering a novelty as there was little discussion on developing learning materials, particularly speaking, based on active learning activities and revised Bloom’s taxonomy. This thus widens discussion in the field. The method used was Research & Development. The study suggested that learning material development required several steps, including six steps of Bloom’s taxonomy. The validation proposed the aspects of materials, the aspects of activities, the aspects of media, and the presentation aspects. The last, revision must be taken once the developed materials are found less suitable for learners.

Keywords:
Active learning materials; Bloom’s taxonomy; development; validation; revision

1 INTRODUCTION
It is undeniable that the demand to master English has nowadays increased due to the strengthening position of English as an international medium of communication. Thus, English in recent years has been attracting much attention in the context of informal daily interaction and formal teaching and learning (Ciornei & Dina, 2015; Leong & Ahmadi, 2017). According to Nazara (2011), English has become apparent that once foreign learners can communicate English fluently and effectively, they will have considered themselves good and successful learners. In acquiring English, speaking skills are more crucial than listening, writing, and reading (Alzahrani, 2019 & Rao, 2019). In other words, speaking is mostly used in our daily life interaction as people communicate with others in expressing their opinions, information, ideas since they would like to attain certain goals in their interaction. In the classroom context, foreign learners need to practice their English intensively, such as speaking with their teachers, classmates and interacting with materials regularly. Although there have already been many resources to learn and teach English, it should be noted that guiding learners to master English, particularly speaking, is not an easy task. Alzahrani (2019) stated that speaking skill is possibly the most difficult skill to teach; the most difficult skill to assess; and the most difficult to investigate. Here, learning speaking requires routine practice and high commitment. Furthermore, teaching Spoken English needs interactive approaches to stimulate learners to actively speaking during classroom activities. For instance, approaches by which learners are encouraged to speak while playing games.

The most important thing, in addition, is learning materials. In this case, learning materials presented to students play a focal role in supporting the success of English teaching activities. Nunan (1992) and Adam (2018) regarded learning materials as the most observable and substantial pedagogy component. Seven and Engin (2017), just like Fitri (2020), said that learning materials are crucial to the success of students’ achievement as they are resourcing the teachers use to deliver instruction in the classroom, which is to support students’ learning. They furthermore determine the quality of language input and language practice during the learning process in the classroom. In line with this, Damayanti et al. (2018) argued that learning materials indispensably improve the quality of language teaching, facilitate teachers in doing their duties, and lead students to a higher understanding of learning. Therefore, lecturers are obliged to write and develop learning materials that are relevant, effective, and suitable for their students. The activities included should be interactive in order to encourage students’ motivation and participation in the classroom.

Developing learning materials thus needs experiences and a deep understanding of the needs of students. Several Speaking classes were not successful due to inappropriate learning materials. To illustrate, the activities in the material were limited and monotonous. A study conducted by Jafari (2013), for instance, revealed that the lack of motivation in learning participation occurs because of many reasons, namely being a shy person, lack of knowledge, teacher’s explaining the subjects in a boring manner, fewer activities, difficult and dull materials, and reluctance to learn.

Following this, Tuan and Mai (2015) argued that teachers might find difficulties teaching English to their students. Such problems, for example, are less appropriate learning materials, performance conditions, affective factors, listening skills, low feedback during speaking tasks, inhibition, lack of topical knowledge, low participation, and mother-tongue use. So, it could be fairly said that materials chosen selectively and used effectively will improve the teaching and learning process quality. In opposite, those are made inappropriately will hinder the success of classroom activity. One of the solutions offered by the authors, which later become the major discussion in this study, in teaching English speaking is implementing learning materials that are developed based on active learning approaches and under Revised Bloom’s Taxonomy.
It is believed that the active learning approach is one of the effective approaches to succeed in language learning in the classroom. According to Lumpkin et al. (2015), learners are found to show positive responses to active learning activities that are meaningful, appropriately challenging, and tied to learning goals and assessments. By definition, an active learning approach is an approach that involves students in thinking and doing about the things which are being performed, according to Bonwell & Eison (1991). In line with this, Stein & Hurd (2000) defined it as a technique that transforms traditional lecture into a student-centered learning environment, capitalizes on the diversity of the students’ population, and reduces reliance on the lecturers as a conveyer knowledge. Moreover, Carr et al. (2015) defined active learning involves students’ efforts to construct their knowledge actively.

To support this, Gifkin (2015) defined the active learning approach as learning via engaging with the content, activities (e.g., discussion, debate, problem-solving) and aimed to promote higher-order thinking such as critical thinking, analysis etc. Thus, just like Freeman et al. (2014), it is fair enough to conclude that the active learning approach will get students involved in the learning activity and discussion in class instead of passive listening. It mostly deals with group work activities and requires active thinking. In similar words, it involves learners in various kinds of activities, engages the materials, constructs their knowledge from the basic level of order thinking to the higher-level order thinking, and collaborates. In terms of forms of activity in the active learning approach, they can be achieved through a variety of educational activities that focus on engaging students as follows:

First, Michelle (2018) modeled the active learning activities in the following:

- **Think-Pair-Share** is a quick and easy method of engaging students in a collaborative activity (College Level One). Here, teachers can explore learners' responses as a topic of their discussion, motivate learners, and receive feedback from learners.
- **Role Play.** This mainly stimulates learners’ encouragement in the learning activity. It is considered an effective learning method because it provides opportunities for learning involving emotions, affective and cognitive domains.
- **Buzz Groups.** Divide the class into several groups of three to six learners. In this case, each group has a few minutes to discuss a question or topic before they generate arguments, ideas, and answers.
- **Panel Discussions.** Consider using a panel discussion to give learners the opportunity to present with a larger class to give each learner the same opportunity.
- **Quescussion,** is a discussion using only questions.
- **Jigsaw.** To apply this in the classroom, the class is first fell apart into groups. After that, each learner in a group is instructed to complete some models of assignment. As learner has finished their task, they come together in a group to finish the assignment.

Second, other models of activity proposed by Derrig (2008) whose models are projected to stimulate active learning whether they are in a large or small class. The activities are as follows:

- **The Fish Bowl.** In this technique, the instructor gives students index cards and asks them to write down one question concerning the course material. The teacher presents some questions in front of learners and then asks the class to answer them. Instructors can edit the questions or skip ones that are not appropriate for what they are trying to accomplish. Then instructors can invite students whose questions were not selected to see them after class or during office hours to answer their questions.
- **Quiz/Test Questions.** Students become actively involved in creating quizzes and tests by constructing some or all of the questions. It can be done for homework and self-evaluation. By asking students to contribute exam questions, instructors encourage them to think more deeply about the course material, explore major themes, compare the different views presented, make applications, and demonstrate other higher-order thinking skills.
- **Immediate-Feedback.** Techniques are designed to give the instructor some indication of students’ understanding of the material presented during the lecture. For each feedback method he or she presents, the instructor stops at appropriate points to give quick tests on the material. In this way, the instructor can adjust the lecture in mid-course, slowing down to spend more time on the concepts students find difficult or moving more quickly to applications of which students have a good understanding.
- **Finger Signals,** such a method provides instructors with a means of testing student comprehension without the waiting period or grading time required for written quizzes.
- **Flash Cards,** this method tests students’ comprehension through their responses to flashcards held by the instructor. It is particularly useful in disciplines that utilize models or other visual stimuli, such as chemistry, physics, or biology.
- **Quotations** are mostly used to examine students’ understanding of reading texts to identify authors’ viewpoints and arguments.
- **Critical-Thinking.** This aims to involve students in discussing or thinking about course material before presenting any theory in a lecture or presenting several conflicting theories.
- **Discussion.** In discussion, students pair off and respond to a question either in turn or as a pair. This method can easily be combined with other techniques, such as those discussed under “Questions and Answers” or the “Critical-Thinking Motivators” discussed above.
- **Cooperative-Learning Strategies.** For more complex projects, where many heads often are better than one or two. This can be done if the teacher intends to get their learners in students’ discussion. The kinds of exercises included under the rubric of cooperative learning utilize small groups in which three to five students work together toward a common goal.
• Visual Lists, in this technique, students make a list of opposing points or arguments on paper or on the blackboard.
• Role-Playing. In role-playing, students act out a situation or incident. By doing so, they gain a better understanding of the concepts and theories being discussed in class.
• Panel Discussions. Panel discussions are particularly useful to include the entire class when students give class presentations or reports.
• Debates, this format is particularly well suited to courses that stress the development of argumentation skills in addition to the mastery of content.
• Games. Using games is found interesting in a learning activity, including at a university setting, but there is no better instructional tool in certain situations. For example, a game that simulates social inequalities and forces students to “live” at a lower socioeconomic position will dramatize aspects of social and political reality that cannot be transmitted via lecture.

This study aimed to give a clear overview of developing, validating, and further revising speaking learning materials according to Bloom's active learning activities and Taxonomy. The research question is How to develop, validate, and revise speaking materials based on Bloom’s learning taxonomy theory. The objective of this study was to provide additional discussion in related field; to generate recommendations with regards to implementing appropriate English-speaking materials in English as a Foreign Language (EFL) classes; and to especially elucidate information on how to develop, validate, and revise Speaking learning materials based on active learning activities and Bloom’s Taxonomy, as an additional reference for foreign English teachers.

1.1 Design The Concept of Revised Bloom’s Taxonomy
Bloom’s Taxonomy, according to Bloom (1956), is a classification of lower to higher-order thinking (or learning) skills that focus upon the cognitive domain, which is the most commonly used domain in the process of learning. According to the theory of learning taxonomy proposed by Blooms, it is regarded that several types of learning may need cognitive processing, which includes a higher level of thinking skill. This skill included creative, reflective, and critical thoughts. According to Anderson and Krathwohl (2001), the revised Bloom's taxonomy is done through verbs instead of those of nouns. This emphasized the active nature of learning, emphasizing a learner’s thinking processes rather than on behaviors. To be more details, the comparison of an old version of Bloom’s Taxonomy and the revised version can be seen in the following picture:

1.2 Active Learning in Revised Bloom’s Taxonomy
The revised version of the taxonomy consists of 6 cognitive levels, which are ordered as follows: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. In correlation with this, active learning leads to developing the higher-order thinking skills associated with independent learning. Sousa (2005) argued that higher-order thinking skills enable learners to apply knowledge to new situations and create new knowledge, help learners connect what they have learned in the past and what they are learning. Therefore, using the revised taxonomy will give a clear perspective to develop connections between what they have learned in the past and what they are currently learning.

Therefore, the taxonomy levels are successive. One level of cognitive skills should be understood before a different level of cognitive skills can be achieved. In this case, the two lowest levels of the taxonomy, which are remembering & understanding, are categorized into order thinking. This represents factual knowledge, which is thinking processes mastered at the four upper levels (i.e., applying, analyzing, evaluating, and creating), which, in their turn, belong to the category of higher-order thinking. To participate, learners are highly suggested to be involved in higher-order thinking tasks as analysis, synthesis, and evaluation. According to Bonwell and Eison (1991), learners must act things and then proceed with what they currently do, including case studies, such as cooperative learning, debates, drama, role-playing and simulation, and peer teaching. The active Learning Approach changes the classroom pace and is a creative way to increase students’ involvement, motivation, excitement, attention, and perceived helpfulness and applicability of the class (Bonwell & Eison, 1991).

From a cognitive perspective, experientially taught students might engage in higher order thinking such as analysis, synthesis, and evaluation (Anderson & Krathwohl, 2001). Michel et al. (2009) described their ‘active’ class as containing quizzes, critical thinking exercises, demonstrations, discussions, and class activities. Tabrizi (2017) stated that the active learning approach intends to encourage learners at higher levels of thinking to pay attention to the course material. On the other hand, the critical pedagogy concerns strengthening learners for social change and actually a good concrete
example of applying active learning principles in a classroom. The revised Bloom’s taxonomy can proceed the activities involved in Active Learning Approach and how those activities are necessary for critical pedagogy.

2 METHOD

2.1 Design

This research aimed to develop English Speaking Material based on Active Learning Approach and Revised Bloom’s Taxonomy. The research took place at Bosowa University of Makassar. Since this study seeks to develop English Speaking Material based on Active Learning Approach and Revised Bloom’s Taxonomy, the method used in this research is Research and Development (R & D). The general stages were ordered into five steps: Analyze, Design, Develop, Implement, and Evaluate (ADDIE) adapted from Branch (2009). The phases of the ADDIE are as follows:

- Analyze – identify the probable causes for a performance gap;
- Design – verify the desired performances;
- Develop – generate and validate the learning resources;
- Implement – prepare the learning environment to engage the students;
- Evaluate – assess the quality of the instructional products and processes;

The above phases are shown in Figure 2 below.

2.2 Data Analysis

In collecting the preliminary study data, the interview was administered to 15 students from the third semester of Primary School Teacher Education at Bosowa University, Makassar. Data obtained from the interview would be interpreted qualitatively, whereas the data obtained from the questionnaires and rubrics were analyzed using the percentage technique. Data from the speaking test results were analyzed quantitatively using rating scores (6, 5, 4, 3, 2, 1) for “accuracy” of pronunciation. The “accuracy” of vocabulary and structure, in addition, is scored by using the rubrics, according to Heaton, (1989 p.100).

3 RESULTS

3.1 Developing, Validating, and Revising Speaking Materials Based on Active Learning Approach and Revised Bloom’s Taxonomy

Before discussing the ways to develop, validate, and revise Speaking materials under the concept of the Active Learning approach and Revised Bloom’s Taxonomy, it is necessary to briefly discuss some important principles in constructing learning materials in language teaching. Richard, Jack, & Theodore (2001), for instance, proposed the principles of good learning materials, namely:

- Material must bring impacts for learners, ease learners and develop their self-confidence.
- The relevant and useful learning materials.
- Materials should require and facilitate learner self-investment and provide the learners with opportunities to use the target language to achieve communicative purposes.
- Materials should take into account that positive affect of instruction is usually delayed, and learners have different learning styles and differ in affective attitudes.
- Materials must provide clear information at the beginning of instruction.

In conjunction with Speaking materials, it is said that effective materials for speaking skills are once the materials enable learners to:

- Share and process information.
- Control the meaning of their performance from their perspective.
- Choose how to participate in learning tasks and role.
- Express opinion using that language and feel emotionally involved and enjoy what is going on
- Utilize their individual knowledge.
3.2 Developing the Speaking Materials

In this study, speaking materials were developed based on active learning activities and Revised Bloom’s taxonomy using the data from Design Phase. Those data were collected from lecturers’ and students’ interviews in Analysis Phase. In this part, some steps were taken to develop Speaking Materials based on active learning activities and Revised Bloom’s taxonomy, as in the following:

- **Determining the topics of Materials**: Based on the findings in the analysis step, the authors identified fourteen topics suggested by the learners. They were family, personality, food and drink, technology, education, hobby, traveling, social media, environment, globalization, job, town and village, weather, and entertainment. All of the aforementioned topics were used by the authors to develop speaking material.

- **Setting up the learning objectives**: Learning objectives were set up based on the topic in each unit. In this case, the learning objectives were formulated based on the learners’ needs and suggestions from lecturers as the results of the interview session. There were 3 points that the authors emphasized as the results of the interview from both lecturers and students, namely (1) Using topics related to daily life to communicate appropriately in English; (2) Using Varied activities included media and technology to activate the students in the classroom; (3) Practice English systematically from lower-order thinking to higher-order thinking.

- **Setting up activity category**: There were six categories in activities that were implemented in this “Spoken English” Materials. They are Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating, as proposed by the Revised Bloom’s taxonomy. As stated, those categories were taken from the level of thinking in revised Bloom’s Taxonomy. The authors used these levels of thinking to make learning activities arranged systematically, started from easier activities to more strenuous activities or from the lower order thinking to higher-order thinking.

- **Figuring out Active Learning Activities**: In finding out active learning activities, the authors searched those kinds of active learning activities through the internet, articles, and some books. The authors tried to use active learning activities as much as possible to make these “Spoken English” Materials as interesting as possible for all students.

- **Matching the Active Learning Activities to the six levels of thinking of Revised Bloom’s taxonomy**: This was the most challenging part that the authors must do since we must select and match those activities with the six categories or levels of thinking. In matching the Active Learning Activities to the six levels of thinking, the authors should adjust an active learning activity to the level of thinking whether this activity has been suitable with the level of thinking based on the Revised Bloom’s Taxonomy or not. In determining whether an active learning activity was included in remembering, understanding, applying, analyzing, evaluating or creating level, the authors had to consider “Action Words” from Revised Bloom’s Taxonomy” as shown below.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|----------|------------|-------|---------|----------|--------|
| Copy     | Ask        | Act   | Advertise| Appraise | Adapt  |
| Define   | associate  | Administer | Analyze | Argue   | Anticipate |
| Describe | cite       | Apply | Appraise | Assess  | Arrange |
| Discover | classify   | Articulate | break down | Choose | Assemble |
| Duplicate | compare   | Calculate | calculate | Compare | Choose |
| Enumerate | contrast  | Change | Categorize | Conclude | collaborate |
| Examine  | convert    | Chart | Classify | Consider | Collect |
| Identify | demonstrate | choose | Compare | Convince | Combine |
| Label    | describe   | Collect | Conclude | Criticize | Compile |
| List     | differentiate | Complete | Connect | Critique | Compose |
| Listen   | discover   | Compute | Contrast | Debate | Construct |
| Locate   | Discuss    | Construct | Correlate | Decide | Create |

Table 1. Blooms’s revised taxonomy action words (with modification)

Source: Anderson and Krathwohl (2001).

3.3 The Content of Speaking Materials

The speaking materials developed by the authors consist of fourteen units. Each unit contained learning objectives, grammar targets, learning activities, and a vocabulary list. Each unit, in addition, covered six learning activities, which are given respectively:

- Remembering.
- Understanding.
- Applying.
- Analyzing.
- Evaluating.
- Creating.

Those six activities are steps proposed in Revised Bloom’s Taxonomy. In the remembering activity, the learners attempted to recall their knowledge related to the materials. They used their entry knowledge in this activity. In the Understanding activity, they tried to understand the materials through the explanation or description they had given related to the material. In Applying activity, they then tried to apply or produce their understanding. In Analyzing activity, they
analyzed the ideas or topics presented in the material deeply. In this activity, the ideas were developed to practice the students’ skills in critical thinking.

In Evaluating activity, they performed decisions or evaluated the ideas after analyzing to find the best decision. In creating an activity, each student was eventually expected to create or find new ways related to the ideas that have been discussed. The authors do believe that such activity steps above taught the students how to think systemically. In the following, the author presented one example (from 14 topics) to illustrate how one learning topic was conducted using the six steps of Revised Bloom’s taxonomy. See the two following examples of where the learning materials were about Describing Personality & Telling the weather.

Example 1. Personality
Activity 1 (Remembering): Work at White Board. Divide the class into two groups, match the following words with the pictures given, and post on the whiteboard.
Activity 2 (Understanding): Beach Ball Bingo. Choose one beach ball which all names of students have been written on ball’s surface. When you choose and get the ball, mention your friend’s name and talk about his/her personality.
Activity 3 (Applying): Do Interview. Do an interview with your partner about someone you admire by choosing one of the following ideas: a famous person, a political leader, one of your parents, or someone who helped you.
Activity 4 (Analyzing): Watch, Write, and Talk. Watch the whole parts of a short video; as a teacher, write down what values you got in a short movie and talk to the whole of the classroom.
Activity 5 (Evaluating): Round Table. Discuss with your small group about “Who responsible for bad attitude of the students are?” and each student takes a turn to state his/her ideas one by one.
Activity 6 (Creating): Students’ Video. Make a short video in a group of four on how to change your personality.

Example 2. Telling about Weather
Activity 1 (Remembering): Find the meaning. Find the meaning in Indonesian.
Activity 2 (Understanding): Throwing a toy. Describing your favorite type of weather when the toy is thrown to you.
Activity 3 (Applying): Large Group Discussion. Divide the class into four groups: sunny, rainy, windy, and snowy, then list what you will do when it is sunny, rainy, windy, snowy, and report in the whole class.
Activity 4 (Analyzing): Small-Group Discussion. Watch the movie about Natural Disasters, then in a group of four, discuss “Are the natural disasters caused by the weather?” and give the reasons.
Activity 5 (Evaluating): Make prediction. Make a prediction of what will be happened if we do not have efforts to prevent the natural disaster.
Activity 6 (Creating): Students’ Video. Make a video in a group of four on how to prevent natural disasters.

3.4 Validating the Speaking Materials
After developing the speaking materials, the authors then performed validation. In this step, validation was conducted by including four experts on whether the developed materials for each unit can be applied or not and whether the developed materials were already following the six principles of Bloom’s taxonomy. There were four aspects presented in the validation format, namely:
- The aspects of Materials.
- The aspects of Activities.
- The aspects of Media.
- The aspects of the presentation.

The results of validation based on the four aspects above are given below one by one, respectively.

| No | Indicators                                                  | Mean | Classification |
|----|-------------------------------------------------------------|------|----------------|
| 1  | The learning objectives are stated clearly                   | 3.75 | Good           |
| 2  | The language use is clear                                  | 3.25 | Good           |
| 3  | The instruction use is clear                                | 3.25 | Good           |
| 4  | Each unit contained daily lives topics                      | 3.5  | Good           |
| 5  | Each unit is well organized                                | 3.25 | Good           |
| 6  | The materials have a vocabulary list and grammar            | 3.75 | Good           |
| 7  | The materials are interesting                               | 3.5  | Good           |
| 8  | The material is based on the level of students              | 3.25 | Good           |
| 9  | The example use is clear                                   | 3.25 | Good           |
| Mean|                                                             | 3.42 | Good           |

The table shows that all of the indicators from material aspects were “good classification” as judged by the four experts. The total mean score from the aspect of the material was 3.42 and classified as good.
Table 3. The Aspect of Activities

| No | Indicators                                                                 | Mean | Classification |
|----|---------------------------------------------------------------------------|------|----------------|
| 1  | The activities use varied                                                | 3.75 | Good          |
| 2  | The activities offer the critical thinking skill and problem-solving      | 3    | Good          |
| 3  | The activities offer all the students to participate actively in learning | 3.25 | Good          |
| 4  | The activities are arranged systematically from simple to more difficult   | 3    | Good          |
| 5  | The activities offer the students’ participation through individually, pair, and group work | 3.5  | Good          |
| Mean|                                                                           | 3.3  | Good          |

Table 3 showed that all of the indicators from aspects of activities was “good classification”. Total mean score from the aspect of activities was 3.3 and classified as good.

Table 4. The aspect of media

| No  | Indicators                                                                 | Mean | Classification |
|-----|---------------------------------------------------------------------------|------|----------------|
| 1   | The media is varied                                                       | 3.75 | Good          |
| 2   | The media is interesting for the students                                 | 3.75 | Good          |
| 3   | The media motivate the students to participate in learning                | 3    | Good          |
| 4   | The media help the students to understand the material                    | 3.5  | Good          |
| Mean|                                                                           | 3.25 | Good          |

The table above showed that all of the indicators from aspects of activities was “good classification.” The total mean score from the aspect of media was 3.25 and classified as good.

Table 5. The aspect of the presentation

| No  | Indicators                                                        | Mean | Classification |
|-----|-------------------------------------------------------------------|------|----------------|
| 1   | The use of font and the size are appropriate                      | 3.75 | Good          |
| 2   | The layout is appropriate                                         | 3.5  | Good          |
| 3   | The picture appearances area appropriate                          | 3.5  | Good          |
| 4   | Video, narration, image is appropriate                            | 3.5  | Good          |
| Mean|                                                                  | 3.56 | Good          |

Table showed the mean score for the aspect presentation in developing English speaking materials based on active learning activities and Revised Bloom’s Taxonomy. It shows that all of the indicators from aspects of activities was “good classification.” The total mean score from the aspect of the presentation was 3.25 and classified as good.

3.5 3.5. Revising the Speaking Materials

After attaining some experts’ comments, corrections, and recommendations, the authors then revised the speaking materials before implementing them to the learners. The following table contained some points that must be revised before the products’ implementation in the classroom.

Table 6. The validator’s revision

| No  | Validator  | Point to be revised                                                                 | Revision   |
|-----|------------|-------------------------------------------------------------------------------------|------------|
| 1   | Validator 1| Provide table contents and Preface                                                  | Revised    |
|     |            | Vocabulary words for the related unit should be more comprehensive.                 |            |
|     |            | Instructions for activities should be correctly (semantically) formed                |            |
|     |            | Photos/Pictures should also reflect Indonesian/local culture.                       |            |
| 2   | Validator 2| Provide an example for each exercise                                                | Revised    |
|     |            | Write the source for each picture or make your own                                  |            |
|     |            | Revise the directions for the exercises                                              |            |
|     |            | See the notes in the manuscript.                                                     |            |
| 3   | Validator 3| Provide table contents and acknowledgment                                           | Revised    |
|     |            | Provide some short dialogue                                                         |            |
|     |            | The pictures are better than Indonesian pictures                                   |            |
| 4   | Validator 4| Some instructions of students’ activity need to be revised                           | Revised    |
|     |            | ‘To make what students should do, it will be clearer when the example of activity as provided. |            |
|     |            | Grammar usage must be checked                                                       |            |

As seen, most of the experts gave comments or suggestions on the Photo or Pictures that the authors used in this product. Some inputs from the experts, for instance, are:

- Combining the pictures or photos from the local culture of Indonesian pictures or photos and put the sources in the materials.
- The vocabulary must be comprehensive, and the grammar used must be checked.
- Some instructions for students’ activity must also be revised since some experts said that Instructions for students’ activity were ambiguous and remained unclear, thus it should be clear as possible.

4 DISCUSSION

In developing the product, the researcher followed the procedures of material development called the ADDIE Model suggested by Branch (2009). There were some steps implemented in the process of developing materials. The steps were
Analyze, Design, Develop, Implement and Evaluate. Based on the results of guided interviews from lecturers and students, the researcher has identified six categories in interviewing about the existing conditions of the syllabus, namely:

- Learning Objectives.
- The Topics of Materials.
- Learning Activity.
- Students’ Activity.
- Time Allotment
- Scoring.

Regarding the learning objectives, the researcher identified eight suggestions that stated by the students. Those suggestions were as follows:

- Students needed some topics and activities to attract them to communicate actively in this subject.
- Activities must be varied and interesting because they did not feel bored and motivated to practice their English.
- Some students wished the interesting topics related to daily life.
- A variety of topics and activities, as mentioned above, influenced the students’ interest and motivation, so they did not feel bored to engage in the classroom. Harmer (2001) stated that one way of increasing learners’ motivation to learn the language is by using a variety of interesting topics and activities to keep learners engaged in the classroom.
- They also suggested arranging the learning activities systematically from easy activities to more difficult activities to engage and participate in the classroom.
- Students also recommended the use of technology. Using technology in speaking class was also recommended by the students. Technology has become a real necessity nowadays. Through technology, a lively atmosphere can be presented in the classroom and the students seemed to be interesting and more motivated by technology like video. All the lecturers also supported the student’s statement about the using of technology. Three of the four lecturers stated their agreement in using technology in learning as the demand of the era and learning objectives right now. The lecturers’ statements are as follows: (1) in the era of industry revolution 4.0, technology is a must for students. (2) The usage of technology based on learning objectives should be developed and the material based on the students’ ability. (3) Technology must be provided in the learning process to attract the students except for the grammar, varied topics, and activities are expected to engage the students in participating in the classroom.
- The primary learning objective that also emphasized grammar was still wished by students, since they thought the importance of rules or grammar in communication. Of course, English rules as an important element in learning the language. Learning English cannot be separated from learning grammar. Grammar is fundamental to language. Hossein (2011) commented that without grammar, language does not exist. Grammar is always employed in teaching-learning a language. It played an important role in the four language skills. It gave a contribution to learners when perform or practice their skills, included speaking skills.
- Some of them suggested more activities to practice and not focus too much in explaining grammar or vocabulary. Shumin (1997) states that students need more than knowing simply grammar and vocabulary; students should acquire skills by interacting and using the language they are learning.
- There was one student who recommended learning English outside class because it will be fun. This is an exciting activity in researcher’s thought, and this suggestion has been implemented by the researcher in one of the activities, namely Making Video by visiting one of the tourism objects.

Discussing the learning experiences or learning activities in the existing syllabus, the lecturer implemented the learning activities, namely lectures, asking and answering presentations, and discussion. However, the results of the interview have shown that all of the students need more activities for some reason. There were 6 points that the researchers identified, namely:

- Most students needed varied and interesting activities so that they have the opportunity to practice and make them motivated and have the spirit to engage actively in communicating in the classroom.
- The students simply wished the activities that make them not feel bored during the speaking class since the boring negatively impacted the students’ participation in the classroom.
- Provided students expected the activities that activate the students to speak.

5 Conclusion

Like other previous studies, this current study strongly agrees that the learning materials play a vital role in succeeding in teaching English speaking in the classroom. The more skilled learning materials developed, the more excellent the learning result will be. In developing the speaking material, the authors proposed two important steps, which are (1) steps used to develop the Speaking Materials which include determining the topics of Materials; setting up the learning objectives; setting up activity category; finding out Active Learning Activities; and matching the Active Learning Activities to the six levels of thinking, (2) considering the content of Speaking Materials, where each unit materials in Speaking materials should contain learning objectives, grammar target, learning activities and vocabulary list. More importantly, it should cover 6 learning activities as stated in Revised Bloom’s taxonomy, namely Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. In validating the product, the authors suggest four aspects that should be included, namely the aspects of materials, the aspects of activities, the aspects of media, and the aspects of the presentation. Finally, if the learning materials are found less suitable for learners, the revision is then significant to take to generate more suitable Speaking materials in the classroom.
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