

CHAPTER I INTRODUCTION

This chapter describes an introduction, which includes an overview in the arrangement according to the title. This chapter is divided into eight parts, namely background of the study, identification of the issue/ phenomena, delimitation and focus of the study, research question, aims of the research, and significance of the research. Furthermore, it also informs the theoretical foundation related to the topics of this research, previous studies, and frame of thought. For the last, explain the research method includes research design and step of the research, source and data, data collecting techniques and instruments using interview and questionnaire, and data analysis techniques.

1.1 Background of the Study

People now learn English as a result of its status as an international language. English is a foreign language that is taught in all levels of schools in Indonesia, from elementary to university. Four skills are involved in learning English: speaking, reading, and writing. In contrast, modern English instruction places a strong emphasis on reading and understanding texts and studying grammar. Speaking, on the other hand, is a fundamental English talent. Speaking allows one to interact with others verbally, express a certain viewpoint, and get an understanding of how to use language (Putra 2020, p.9). But there are still many student who get difficult in speaking in english language because of several problem such as low confodence and less vocabullary Tuan & Mai (2015, p.20).

Speaking also involves the production, receiving, and processing of information and is a participatory process of meaning construction. According to this concept, it may be concluded that individuals can communicate with others to share ideas and information (Brown 2001, p. 13). Even though speaking is crucial to human life, learning to talk is said to be tough. People can communicate with one another by conversing. Speaking is one of the most crucial components of learning

and obtaining information since some people have difficulty generating ideas, arguments, and communicating feelings in social situations. Sabina (2018, p. 5).

Some teachers and students encounter a number of issues while studying and teaching English. The pupils are involved in the first issue. Many kids still lack the confidence to speak English in Kayaolu and Salamel (2013). For instance, they objected when the teacher requested them to approach a buddy and engage in conversation. They were afraid that their friends would make fun of them because they were too shy. As a result, it's crucial to create English-speaking resources that are focused on students' needs. In contrast, the focus of study shifts to the requirements of the pupils. The emphasis on adequate language teaching/learning materials is the next crucial factor. For instance, the content should make students feel at ease so they can gain confidence and be applicable to students' life (Tomlinson, 2016).

The second issue has to do with the subject matter. Due to the teacher-centered nature of the majority of English sessions, students rarely have the opportunity to practice speaking (Nunan, 2004). Students do not engage in practice when the teacher reads the discussion and students listen while watching. Only by reading the discussion can the students keep up with the teacher. The teacher must give students the opportunity to express themselves during speaking practice because students' confidence will rise when they are proficient speakers who have had plenty of practice to ensure that their speaking is excellent and convincing. Sometimes the topic must be relatable to everyday life so that students can easily represent it in daily activities (Leong & Ahmadi 2017;, Ehsan et al, 2019; Suroso et al., 2021).

For the learner to be motivated to learn how to talk, they need engaging activities, assignments, and materials. Tasks are used to deliver language learning resources that are functional. A task is designed to produce language use that is analogous to how language is used in the actual world, in situations that occur in real everyday life, according to Nunan (2004, p. 4), cited in Ellis (2019). If the teacher uses task-based speaking material and activities, the lesson will be more

engaging and entertaining. The assignment gives the pupils instructions on how to accomplish their work. Every lesson has a distinct goal and specifies what the teacher and students are expected to perform. Copland and others (2020).

Furthermore, developing English speaking material to be an important part of teaching and learning language in 21st Century learning. There are some research that was revealed English speaking material in some aspect. Moreover, research in the are of English speaking material included some clusters. For example Developing English speaking material (Fitri palupi 2017, Agustina wulandari, Erni yusnita & Suci Nurlalita Dari 2020, Erni lailyfiah 2016, Retno, Cucu & Maphul 2019) Designing English speaking material (Muhamad ivan fauzi 2019, Ardita yulia safitri 2010, Fitri Fatimiyah 2021). The important of English speaking (Sadullayeva Nilaufar Kadamovna 2021, Parupalli 2019, Muhamad sepyanda 2017).

Learning how to speak becomes crucial since proficient speakers might also have a deeper comprehension of English than just grammatical usage. According to Wahyuni (2016, p. 6), spoken language is split into two categories based on the type of speaking talent. The two main spoken language varieties are monologue and conversation. Thus, by practicing with a buddy while engaging in a monologue or dialogue conversation, the speaking skill is able to help the student build their confidence and enhance their speaking ability.

According to Brown (2001), speaking a language indicates that a person can appropriately understand communication. With this situation, the teacher must assist students in speaking English in a short amount of time. However, a lot of speaking materials don't provide students much opportunity to practice speaking, despite the fact that it's crucial for helping pupils speak English. Additionally, there are a lot of boring content, which prevents many students from being able to express themselves freely as they would in normal life. Because of this, it is crucial to create or build English-speaking materials depending on student requirements.

Although speaking is the most crucial talent in the language component, learners in the 21st century find speaking material monotonous, uninteresting, and

boring since they only study from textbooks. However, when English is taught in the classroom, various issues occur. It is challenging to carry out the activities for the students to develop their English abilities properly because there are many items to cover and a large number of pupils in the class. To put it another way, there are issues with the insufficient time and the huge number of pupils needed to complete the activities (Howard, J., & Major, J. 2004, p. 7).

Most students around the world struggle to acquire the English language, especially in nations where English is not their first language, according to research on the design of English-speaking materials (Rany et al. 2013). However, when teaching English, the teacher only makes use of online or other resources, which occasionally do not meet the demands of the students. Students will disregard the teacher's explanation as a result because they are unable to prepare by studying before class. Some students struggle to speak English with confidence. They believe they will make mistakes when speaking English due to a variety of causes, including a lack of vocabulary, incorrect pronouncing words, and improper syntax (Astuti, 2018). Therefore it is important to do designing English-speaking material based on student needs and easy for both teacher and student Macalister (2010, p. 24).

Some study has been conducted on creating English-speaking content. However, there is no guarantee that the prior research will provide relevant information for pupils. The research on creating English-speaking content does not outline how to create the greatest and most engaging content for students; in light of this circumstance, creating content based on student needs is required. The researcher in this example should draw attention to the importance of speaking skills for students, particularly in 21st-century education.

1.2 Identification the issues/Phenomena

Speaking is a productive ability that kids, particularly those in junior high school, need to develop. Giving pupils quality materials can help them become more proficient in speaking English. To ensure that the students enjoy the teaching and learning activities, the material should reflect their needs. The process of

creating the materials itself serves as the foundation for the researcher to create the materials based on the theories. The curriculum and the theories guiding the development of the materials must be understood by the researcher. When creating speaking materials and planning tasks and activities, the ideas of constructing materials and acquiring information and data through study of students' needs and interests are employed as a foundation (Hughes 2003).

Because the curriculum always changes from time to time, and also changes so that the needs of students in learning, especially in learning to speak English. This situation has raised some concerns. One of them is developing English-language materials that are often used as research materials, such as :

1. Developing English speaking material in 21st Century learning
2. Designing English speaking material in 21st Century learning
3. The effectiveness of English speaking material
4. The challenge in development and use of learning material for teaching and learning

Speaking is more difficult to teach than other language skills. To teach speaking, one must possess a variety of information and skill sets (Thornburry, 2005, p.1). A teacher has to have certain areas of expertise in order to teach speaking, and in order to meet these demands, the teacher also requires good speaking materials depending on student needs. By offering the right resources and activities, a teacher may make learning enjoyable for the students.

The learning resources are made to educate pupils and engage them in speaking-improvement activities. The only language learning tools that are effective are those that are presented as assignments with clear instructions. If the tasks are applicable to everyday situations, they are stimulating. The students work to finish the assignment while simultaneously honing their speaking skills. This study helped teachers and students by providing a solution.

1.3 Delimitation and Focus of the Study

Delimitation is necessary in order to avoid ambiguity, the researcher realized when doing this investigation. Delimitation, in some respects, is less about why the researcher did something and more about why the researcher did not do it this way as a justification to refrain from doing certain actions throughout the study process (Theofanidis et al. 2019, p. 157). Creating English-speaking materials will also bring up a number of additional issues, including how to do so, difficulties with teaching and learning, development, and other things.

Additionally, because there have been numerous studies about this research and because it is obvious that English speaking materials are crucial for students to improve their speaking abilities, this study does not concentrate on other issues in the area of material development, such as the significance of English speaking materials (Yuniarti 2017, p.5). The effectiveness of the material development is not addressed in this study because it is well known that students and teachers use materials from textbooks and other resources, which means that the materials are not very effective at enhancing students' speaking abilities when used by teachers (Ampa, et al 2013).

The research will then produce printed materials with instructional videos for teaching and learning speaking, together with any teacher resources that are available to be used during teaching and learning with lesson plans will be created as a result of this research. Then, the English-speaking curriculum will be created based on students' needs for 21st-century learning, as students' needs for learning English-speaking will vary over time (Beers 2011, p. 5). The majority of pupils today use technology to aid their activities because they live in the twenty-first century. The demands of students, professors, and other users may therefore be taken into account when creating media updates in the 21st century. On the one hand, the analysis of student needs in the past is not currently considered, because the data will actually be updated from students living in the 21st century.

1.4 Research Question

1. What are the characteristic of good material to improve speaking skill in 21st century learning?
2. How to develop a good material to improve speaking skill in 21st century learning?

1.5 Aims of the research

1. To find out the characteristic of good material to improve speaking skill in 21st century learning.
3. To design a good material to improve speaking skill in 21st century learning.

1.6 Significances of the research

The researcher theorized that this study may theoretically be useful for English Department students at IAIN Syekh Nurjati Cirebon, especially those who desire to continue exploring the production of teaching and learning materials. Additionally, it is strongly advised to carry out the research in greater detail and address the other issues pertaining to the growth of teaching and learning.

Practically speaking, the author hoped that this study may reflect data regarding the creation of teaching and learning resources in junior high schools. Therefore, it might raise teachers' awareness of the creation of instructional materials. On the other hand, the author also hopes that the research will be taken into account when drafting policy about teacher training programs for creating instructional materials and their sources. In other words, enhancing instructors' capacity to create and supply quality teaching and learning resources.

1.7 Theoretical Foundation

1.7.1 Learning Materials

Materials, as defined by Tomlinson (1998), are anything that teachers or students use to promote language learning, as noted by Sinaga (2018, p. 23). According to Richards and Renandya, teaching materials—which might include

printed, non-printed, and materials with a combination of printed and non-printed sources—are an important part of most language programs. Additionally, according to Richards and Renandya (2002), some teachers employ teaching materials as their primary source of instruction because they serve as the foundation for the lesson's content, the proportion of skills taught, and the kinds of language activities that students complete. Consequently, English learning materials are the subject matter of English lessons that may be used by teachers and students in the learning process to enhance their English as well as a resource for teachers when instructing English. To enhance the English teaching process, learning resources in English are therefore crucial.

The Hutchinson and Waters (1987) Criteria of Good Learning Materials, cited in Sinaga (2019, p. 24), offer some suggestions for good learning materials, including I good content does not educate; rather, it motivates students to learn. (ii) Interesting texts, enjoyable activities that require students to use their critical thinking skills, chances for students to apply prior knowledge and skills, and content that can be mastered by students and teachers are all characteristics of good material. (iii) Additionally, good material should have a clear and cogent unit structure that will direct teachers and students through various activities in a way that will maximize learning opportunities. While Tomlinson (1998), cited in Richards (2001), contends that effective materials should have an impact, make students feel at ease, help them gain confidence, demand and facilitate students' own investment, expose students to language in actual use, and give students opportunities to use the target language. To achieve communicative goals, remember that learning benefits are typically felt later, that learners' affective attitudes vary, allow a brief period of silence before instruction begins, encourage intellectual, aesthetic, and emotional engagement to maximize learning potential, rely less on controlled practice, and offer opportunities for feedback on performance.

1.7.2 Speaking Skill

Speaking is a key component of communication, which involves the interchange of words with the aim of fostering understanding. (2012, p. 399) Nurgiyantoro Career success can be predicted by speaking performance. Speaking appears to be the most crucial of the four language skills (listening, speaking, reading, and writing). As though speaking a language comprised all other forms of talents, individuals who know it are referred to as speakers of that language. If not all, then the majority of foreign language students are particularly interested in speaking. Producing, receiving, and digesting information are all steps in the interactive process of creating meaning when speaking. When someone masters the art of speaking, it helps them feel better about themselves and happier when they realize that their message has been received. Speaking ability is also regarded as the most crucial instrument for learning new things.

Speaking English fluently is crucial in today's society and across the globe. According to Fitriani et al. (2015), speaking ability is a crucial skill to develop when learning a second or foreign language, and the effectiveness of language learning is determined by how well learners use the newly acquired language. Speaking ability is concerned with all of these reasons, including communicating sentiments, sensations, ideas, and beliefs, according to Al-Roud (2016). True, the majority of language-related actions are spoken aloud. True, the majority of language-related actions are spoken aloud. Speaking is implied to be the act of conveying thoughts, feelings, or opinions to other people by the use of words and the sound of one's voice in order to enlighten, convince, or entertain others.

Speaking involves both context and content. It implies that speech is governed by a number of rules, including grammar, pronunciation, tenses, and grammar. Speaking provides a context for understanding meaning depending on the speaker's intonation and assertion. In addition, according to Edja Sadjah (2013, p. 20), speaking is the capacity to talk clearly while simultaneously processing information and language. This capacity is what it means to speak fluently. Then, Campbell and Dickinson (2004, p. 50) assert that speaking involves more than just

the actual words used; it also involves the manner those words are pronounced, the tone of one's voice, as well as one's posture, gestures, and facial expressions. Based on the writer's opinion above, the researcher concludes that speaking is the ability to speak fluently based on patterns and transfer meaning then they can express ideas, feelings, emotions, from one person to another.

1.7.2.1 Speaking Components

The components aims to be understood by student and able to increase their speaking skill. Sari (2019, p.19) there are five components should be pay attention in speaking skill such as; Pronunciation, grammar, vocabulary, fluency and comprehension. Besides Andestina, et al (2019, p.7) state the same thing, there are five components should determine of speaking what they want to speak.

Andestina, et al (2019) state there are five components of speaking cloud consider in speaking, as follows:

a. Pronunciation

The way a specific language, word, or sound is said is known as its pronunciation. When we make sounds to convey meaning, we are said to be pronouncing. Pronunciation is the process of creating meaning through sound. It involves paying attention to certain language sounds (segments), as well as speech features that go beyond the level of a single voice. Considerations should be given to factors like intonation, phrase, stress, time, rhythm, how the sound is projected (sound quality), and, in the broadest sense, consideration of gestures and expressions that are directly tied to the way we speak a language.

b. Grammar

Grammar describes how words can take on different forms and be put together to form sentences. the investigation of guidelines allegedly intended to instruct students on what to say and what not to say in order to communicate in the lingo of a sophisticated class. The study of word classes, inflections, functions, and their interactions in linguistic sentences is known

as grammar. One of the key linguistic elements in language learning is grammar. Speakers and writers are able to convey and express their messages in a clear and meaningful manner because of their expertise and knowledge with grammar.

c. Fluency

Speaking, listening, reading, and writing are the four fundamental language skills, and fluency refers to how quickly and easily a language learner can use each of these skills. Fluency is a term that refers to all four language skills, however speaking is typically where it is most closely associated.

d. Vocabulary

Before mastering English skills, vocabulary must be mastered because it is a fundamental part of language. A person's vocabulary is made up of all the terms that they are familiar with or frequently use.

e. Comprehension

For oral communication to be fully understood, the subject must both initiate and reply to speech.

1.7.2.2 Types of Speaking Performance

The types of oral production that students are expected to engage in in the classroom fall into six categories. Six sorts of speaking skill areas are described by Brown (2004, p. 353). Those six categories are as follows :

a. Imitative

This group includes the capacity to work on intonation and the ability to concentrate on specific linguistic nuances. That merely constitutes word, phrase, or sentence imitation. Focusing on pronunciation is crucial in this situation. Drilling is a learning method that the teacher use. The rationale is that by using drilling, kids have the chance to listen and repeat some words aloud.

b. Intensive

The pupils are practicing various phonological and grammatical aspects of language in this speaking performance. Typically, students complete the job in pairs (group work), such as reading aloud a paragraph, conversing with a partner while reading, or reading data from a chart.

c. Responsive

Response time involves contact and testing, but only to a degree that is confined to extremely brief conversations, routine requests and small talk, and simple requests and comments.

d. Transactional (dialogue)

It is done to exchange specialized information by way of communication. Here is an illustration of a pair-work chat. Response time involves contact and testing, but only to a degree that is confined to extremely brief conversations, routine requests and small talk, and simple requests and comments.

e. Interpersonal (dialogue)

It is done more for the maintenance of social relationships than for the dissemination of knowledge. Interpersonal speaking performances can be made in the following ways: interviews, role plays, discussions, conversations, and games.

1.7.2.3 Difficulties in Speaking Skill

Speaking is the active production of information or meaning through language. Communication relies on speaking. Producing and receiving information as part of a speaking activity entails consideration of the participants, experiences, physical environment, and goals. Speaking is a difficult oral communication procedure that requires a variety of abilities, such as listening, vocabulary, grammar, and pronunciation. According to Barras (2006, p. 9), speaking is related to a message that the speaker and the listener have in common and must be comprehended by both parties. Speaking involves understanding sociolinguistic competency, including the when, why, and ways to produce language, in addition to knowledge

of how to produce language. According to Jones in Richards (2008, p. 19), speaking persons are more likely to be understanding and pursuing ideas. The aforementioned explanation made clear that speaking English is a challenge for most students. Their problems in speaking English are as follows:

1. Linguistics Problems

Linguistics is the scientific study of language, including the study of words, pronunciation, and language structure (grammar). In general, linguistics includes information on vocabulary, grammar, and pronunciation, claim Spolsky & Hult (2008). Students with linguistic issues have inadequate speaking abilities. Bad grammar, a lack of vocabulary, and poor pronunciation are just a few of the linguistic issues that can make it difficult for someone to communicate verbally. According to Richards (2008), speaking difficulties are a common difficulty for new speakers.

Those problems are:

a. Vocabulary

A word or collection of words in a vocabulary set have a certain meaning. In general, according to Kamil and Hiebert (2005), vocabulary is the understanding of what words imply. At least two different forms of the words exist: spoken and written. When speaking or reading aloud, we omit a number of words from our oral repertoire. While words in written materials are those whose meanings are clear when we write or read aloud. Vocabulary issues arise when a speaker is unable to communicate effectively due to a lack of spoken vocabulary and poor sentence construction skills. A number of students learning English as a foreign language have trouble employing words and expressions when speaking, according to Khan et al. (2005). In addition, Doris and Jessica (2007) noted that in actual communication, people pay less attention to proper grammar usage and instead focus more on the substance and the manner in which they respond. Students are usually unsure of how to combine and utilize the precise vocabulary

required when they have to shift the language themselves into a target language like English, even when they are aware of what they would say in the source language.

b. Grammar

It could seem a little tedious to learn perfect grammar, but it is well worth the time and effort. Grammar is the study of how sentences are organized and presented. Students won't ever be able to speak in English successfully if they don't understand the grammar norms. Grammar becomes challenging, in accordance with Celce-Murcia (2001), because students do not acquire the structures one at a time. Even when students appear to have mastered some patterns, it is usual to detect setbacks when students of different languages are exposed to new forms. Students who are proficient with the third-person singular markers of present tense verbs, for instance, are more likely to overgeneralize the rules and apply them to recently developed modal verbs, leading to mistakes like “she can speak English”. This error may appear when students speak because they have not mastered English grammar.

c. Pronunciation

English language learners frequently struggle with incorrect pronunciation. When students use the release vocabulary properly, this frequently occurs. This is based on vocabulary mastery. Naturally, pupils will have trouble communicating if they speak without paying attention to pronunciation. Students must be able to retain the terminology, pronounce it correctly, use it, and keep repeating it in this situation Hinkel (2005, p. 491). Additionally, pronunciation is crucial for learning vocabulary and grammar in any other areas of learning a foreign language. To improve your speaking abilities, you must pronounce words correctly. Additionally, listening and even grammar are closely related to pronunciation. Once a person can pronounce correctly the endings

of the words, for example, he can, at the same time give grammatical information.

2. Psychological Problems

Psychology is the science or study of how people and other animals interact with their surroundings and how they think and behave. Psychological issues frequently interfere with one's ability to maintain good physical or emotional health. More than a quarter of a million people throughout the world struggle with self-confidence, which can have a negative impact on students' speaking abilities. Confidence is the knowledge that one is capable of doing good and having a positive outlook. The idea of self-confidence is related to one's self-confidence in one's own judgment, ability, power, etc., which can occasionally emerge excessively.

According to Eliot (1998), cited in Tasmia (2019) Putting oneself first helps one have good self-confidence (self-consciousness). Lack of confidence can have many different manifestations, including guilt, internalizing humiliation, inflated standards of perfection, a false sense of humility, fear of change or making mistakes, sadness, etc. In fact, low self-esteem may be the cause of depression. Students who lack self-assurance run the risk of thinking they won't make competent English speakers. Another significant issue that has a negative impact on pupils' speaking abilities is their lack of confidence. If pupils lack self-confidence in their speaking abilities, it is challenging for them to grasp spoken English.

a. Anxiety

Anxiety is a broad term for a temporary emotional condition or state characterized by feelings of tension and fear as well as heightened autonomic nervous system activity. a condition that can stimulate, facilitate, or disrupt cognition, and which can have both good and negative impacts. actions like education. The reasons of anxiety in foreign students learning English in the Philippines were examined by Rochelle et al. in 2011. It has been discovered that using this technique enables students to take control of their own

education because it acts as their fundamental support system for learning other macro skills in the target language. The students might not know what to say to their interlocutor or the audience in this situation, and they might experience emotions like uneasiness, anxiety, worry, humiliation, or fear that something worse would happen if they try to speak more clearly. Students themselves must be conscious of their psychological issues and confront their own concerns. so that kids' future English speaking abilities would improve.

b. Shyness

When invited to speak in class during English, many students suffer shyness on an emotional level. This demonstrates how shyness can interfere with a student's ability to learn in the classroom, particularly in speaking classes. As a result, it's crucial to pay attention to this component in order to encourage pupils to provide their best oral presentations in class (Gebhard, 2000). In accordance with this, Baldwin (2011) added that one of the most prevalent phobias that students have is public speaking, and that feeling shy causes students' thoughts to go blank or causes them to forget what to say. The findings of this study, which showed that the majority of students did not do their speaking performance as well as they could, also lend weight to this notion. As stated, their shyness has a significant impact on their incapacity to communicate effectively. In other words, it may be claimed that students' speaking abilities are significantly influenced by their level of shyness.

1.7.2.4 Micro and Macro of speaking

The list of speaking abilities can be created as a taxonomy of abilities from which one will select one or more to be used in the assessment test. The generation of tiny linguistic units, such as morphemes, phonemes, word sets, and phrase units,

is referred to as a micro talent. The term "macro skills" refers to a speaker's concentration on more significant components, such as vocabulary, syntax, subject fluency, style, cohesiveness, discourse, and nonverbal cues. To evaluate speaking, there are 16 goals as well as micro and macro skills.

According to Brown (2004, p. 352) cited in Mantra, Widiastuti, & Pramawati, (2020) micro-skills in Speaking consist of (1) Create language chunks of various lengths, (2) Using the English phonemes and allophonic variations to produce distinctions orally. (3) Create English stress patterns, words with and without stress, rhythmic patterns, and intonational outlines. (4) Create abbreviated word and sentence forms., (5) Use a sufficient amount of lexical units (words) to achieve your pragmatic goals, (6) provide clear voice at various delivery rates, (7) Keep an eye on your own speech output and employ a variety of tactical tools. pauses, fillers, self-corrections, and backtracking to improve the message's clarity, (8) Make use of grammatical word classes (nouns, verbs, etc.), systems (such as tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms, (9) Produce speech in appropriate phrases, pause groups, breath groups, and sentences with natural elements, (10) Different grammatical forms might be used to convey a specific meaning.

Additionally, some illustrations of macro abilities in speaking comprehension are the use of (1) coherent devices in spoken discourse, (2) Complete communication tasks in a way that is acceptable for the circumstances, the participants, and the goals, (3) in face-to-face interactions, use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic aspects, (4). Communicate connections and relationships between events as well as major ideas, supporting ideas, fresh information, previously known information, generalizations, and exemplifications. (5) When communicating meanings, combine verbal language with nonverbal indicators such as facial expressions, body language, and kinesics. Create and employ a variety of speaking techniques, such as highlighting important words, rephrasing, giving background information to aid

in word interpretation, asking for assistance, and accurately gauging how well the interlocutor is understanding them.

1.7.2.5 Teaching Speaking

For the majority of Indonesian students, learning English as a second language presents a unique set of challenges because it cannot be acquired organically like their native tongue. Studying the lexicon, grammar, and sound system of a language is typically required to learn it. While it's necessary to concentrate on linguistic structures when learning a foreign language, the major objective of an English course is to help students improve their real-world communication skills. Students should be able to communicate successfully in English both within and outside of the classroom for study, job, or leisure by the end of the course. Teaching speaking in English is challenging because it isn't Indonesia's official language. In general, learning it is really difficult for people. This is a result of the lack of English in their surroundings. Only English is used in the classroom. In other words, the chance to practice is insufficient. Teachers should therefore experiment with a variety of speaking instruction techniques to aid language learners in practicing speaking in the target language (Nunan, 2003, p.64). For clarity, Nunan (2003, p. 55-56) proposes at least four principles of teaching speaking below:

- a. a. Practicing accuracy and fluency with students. Speaking or writing accurately means being able to do it without making any grammatical, lexical, punctuation, or other errors. The ease with which sounds, syllables, words, and sentences are connected when speaking is known as fluency. The teacher must help pupils practice gaining fluency and acknowledge that making mistakes is a normal aspect of learning a new language.
- b. Limiting instructor discourse and employing group or pair work to provide students time to talk. Language teachers should be conscious of how much they are talking in class so that we do not monopolize the time that the students may be practicing their speaking. Activities such as pair work and group work can be used to extend the amount of time students have for speaking practice and reduce teacher interruptions.

- c. Arranging speaking tasks that demand meaning negotiation. Because interaction entails wanting to understand and be understood by the teacher, learners advance when they interact in the target language. Negotiating for meaning is the name given to this procedure. It involves making sure you comprehended what was stated, asking for clarification, and getting confirmation that you were understood.
- d. Creating instructional materials and practice exercises for both transactional and interpersonal speaking. Outside of the classroom, we typically communicate with others for interactional or business-related reasons. Speaking to someone informally is known as interpersonal speech. Communication that is used to accomplish a task, such as the exchange of commodities or services, is referred to as transactional speech.

According to the previous explanation, a good teacher plays a crucial part. The teacher must be able to teach speaking effectively and pique students' interest in participating in speaking activities.

1.7.3 Materials Development

The idea of material development is concerned with using various techniques to improve the teaching and learning capabilities of a particular learning source, such as a textbook, newspaper, magazine, etc. Unlike with materials development, when teachers modify an activity or exercise from a text book, they utilize the activity or exercise as a fundamental to make specific changes. These tactics are omission, addition, reduction, extension, rewriting/modification, replacement, reordering, and branching Tomilson (2011). This implies that teachers should be able to create relevant teaching and learning resources and adapt them to their current teaching requirements even while using an outdated textbook. Development and adaption of materials are strongly intertwined. Both processes require and consume a lot of time. However, material adaptation is “easier” in the sense that teachers can use texts offered in other books, but in material development everything must be generated from start (Salas et all, 2004). (Salas et all, 2004).

When creating materials, the researcher must consider the demands of the students as well as the learning objectives. The materials can then be developed by the researcher by being modified to better suit the demands of the learners. As mentioned by Tomlinson, adaptation can be carried out by reducing, including, excluding, changing, and enhancing the learning contents. He suggests a number of fundamental guidelines for creating educational materials that are pertinent to the creation of materials for language instruction (Tomilson 2011, p. 8). These principles are briefly outlined as follows;

a. Materials should achieve impact.

Materials are said to have an impact when they are fresh, different, well presented, have enticing information, and present a challenge that is doable. Additionally, the impact of the materials is demonstrated when they have a noticeable impact on the students. This occurs when the students show interest in, curiosity about, and close attention to the materials.

b. Materials should help learners to feel at ease.

Students can experience boredom and disinterest while learning. Materials should therefore make learning for students more cozy and carefree. They can do this in a variety of ways, such as by using texts and visuals that the students can relate to, including examples in the materials rather than omitting them. Instead than constantly testing kids, the curriculum should aid in their learning.

c. Materials should help learners to develop confidence.

When pupils see they are not actually using their minds, their confidence may be affected. As a result, when the information being learned is not too challenging, many pupils feel at ease and confident. d. Information should be pertinent and helpful. Learners should see what is being taught as having evident relevance and utility in language acquisition. The lessons should be pertinent to the needs and interests of the students. Additionally, the students have the opportunity to practice using the target language outside of the classroom, in their everyday lives.

- d. Materials should require and facilitate learner self-investment.

Students will find it easier to participate in a variety of classroom activities if the materials are focused on them, allow them to invest in their interests, and can entice them to learn the information.

- e. Materials should expose the learners to language in authentic use.

It is said that genuine language use is necessary but insufficient for language acquisition. Students can be exposed to real feedback through the recommended activities, which include talking with the teacher, working on a project in the neighborhood, and listening to the radio.

According to the aforementioned justification, it can be said that materials development is a process that involves developing or improving materials in order to accomplish the goals of instructions. The lessons should be applicable to the needs of teaching and learning and familiar with the lives of the pupils. so that the pupils are prepared to understand the lessons being taught.

1.7.3.1 Principles of Materials Development

Every guideline for creating educational materials must be developed from Tomlinson's rules for learning languages (2011). Speaking and writing texts that offer fresh experiences in learning the English language should be included in teaching and learning resources. It can be determined through a range of text kinds and genres in relation to subjects, themes, occasions, and settings that are probably to have significance for the target audience of students. Ensure that the teaching and learning materials have authentic content, meaning that it depicts how the language is normally used in everyday situations. If the language is not authentic, the learners will have a lot of difficulty connecting the classroom lessons to everyday life. As a result, they will not develop the language skills necessary for effective language usage. Make sure that the language input is contextualized. Language use is determined and interpreted in relation to its context of use.

The "information" a learner needs to become aware of how the target language is actually used can be found in language in contextualized use. In

addition, the texts and tasks should be as interesting, pertinent, and enjoyable as possible to encourage positive attitudes toward the language and the learning process in students. This can be done by evoking emotional responses in students through the use of music, song, literature, art, and other mediums. before asking them to examine the material, in order to encourage students to express their views about it. Activities that enable students to imagine or use inner speech before to, during, or after encountering a written or spoken text are also necessary for this type of teaching/learning resource. In order to improve their usage of mental strategies in future tasks, learners should be given the opportunity to reflect on their mental activity throughout a task during the activity. Aiding students in their own independent discovery is far more effective. And one of the best ways to learn English is to provide students numerous opportunities to use their language in order to attain desired results.

Without specifically planned exercises for learners to use language rather than just practice a few predetermined characteristics of it, the prior reasoning is useless. Create exercises to help students improve their ability to speak clearly, precisely, and in the right situations. Finally, make an effort to make sure that opportunities for feedback are included in output activities and made available to the students later.

1.7.4 Definition of 21st Century

21st century skills refer to the knowledge, life skills, career skills, habits, and traits that are critically important to student success in today's world.

1.7.4.1 The Kind of Skill in 21st Century

In the twenty-first century, a variety of skills are required, including critical thinking, effective communication, creativity, problem-solving, persistence, collaboration, information literacy, digital literacy, media literacy, global awareness, social skills, thinking skills, innovation skills, self-direction, and social responsibility (Buckle, 2018, p. 3). Moreover, some skills that important to be developed in 21st century is critical thinking, Creativity and entrepreneurial

thinking, communicating and collaborating with teams of people across cultural, geographic, and language boundaries, making innovative use of knowledge, information, and opportunities to create new services, processes, and products, as well as taking charge of financial, health, and civic responsibilities, and making wise choice from deciding how to invest their savings to choosing a health care plan (Kay & Greenhill, 2011, p. 44). Both of the skills based on two expert is intertwined and becomes important to be hone and possess by people mainly students in this era.

1.7.4.2 Characteristic of 21st Century student

(Rahmat 2020) states that the experts who try to formulate the skills that students need in the 21st century are:

- a. having a strong sense of self as a thinker, capable of quick adaptation, original thinking that is able to solve complicated challenges, and self-directed.
- b. having a strong work ethic to be effective Possess the capacity to create plans, determine priorities, and map out results. competent with continually evolving job instruments that constantly advance skills in step with technological deregulation.
- c. Possess communication abilities that vary in teamwork, collaboration, and the capacity to build relationships with others so that they can always position themselves in a harmonic interaction
- d. Technology and information literacy serve as the cornerstone for the growth of scientific competence, as well as the ability to manage finances and possess an entrepreneurial spirit.
- e. having the abilities to believe and be careful, to live honestly, to fulfill obligations, to do justice, to fulfill duties, to exercise responsibility, to exercise empathy, and to run one's religious life as an act of obedience to God.

1.8 Previous Study

An earlier study had looked into the creation of English-speaking materials, particularly the requesting and providing of information for teaching and learning. The researcher provides evidence in this part as support from earlier studies. An investigation from Lampung University in Indonesia by Retno Prabandari, Cucu Sutarsyah, and Mahpul comes first (2019). Since there is now a dearth of speaking resources for hotels, this research aims to fill that gap for students in the hotel accommodation study program in the tenth grade. Thirty students enrolled in SMKN 1 Sukadana Lampung Timur's hotel accommodation study program in the tenth grade made up the subjects of the design, which involved research and development. In this study, a variety of tools were employed, including questionnaires, an interviewing guide, and an observation checklist. The data are used to develop and evaluate the three units of English speaking material

Secondly, Erma Lailyfiah's research at Yogyakarta State University (2016). This study was conducted as part of research and development (R & D). The following processes were used to perform this study: data and information gathering (needs analysis), creation of the course grid, creation of the materials, expert validation, editing of the materials, and writing of the final draft. Data were gathered by questionnaires, interviews, and observation. Both qualitative and quantitative data were used in this investigation. Qualitative analysis was done on the observation and interview data. The descriptive statistics were used to examine the quantitative data from the questionnaires. As a result, three learning modules were created for this research that aimed to help students with their speaking abilities.

Deby Sriwani Sinaga from the University of Muhamadiyah Sumatra Utara did research in 2018 to create speaking materials for junior high school students in the eighth grade based on task-based learning. This study sought to establish that the speaking resources offered in the student's textbook were insufficient for usage in the classroom. By using the six phases of educational research and development proposed by Gall and Borg, this study was based on educational research and development (R & D). The VIII-5 students of SMP Negeri 4 PematangSiantar and

their English teacher were the focus of this study. The information was obtained through an interview with the English teacher and a survey given to 38 student. According to the conducted need analysis, the students require speaking resources that are relevant to their daily lives and could aid in their learning activity to practice English. The creation of the material was therefore centered on task-based learning.

Additionally, Eka Fitria's study from the University of Medan (2017). The establishment of English Speaking Resources for Students in the Automotive Engineering Project Program at SMK Sinar Husni is the subject of this study. This study's goal is to create acceptable English-speaking materials using task-based learning for students in the automotive engineering department at SMK Sinar Husni (TBL). Research and development were the methods used in this investigation (R & D). The 45 students in class X-1 of the Automotive Engineering study program served as the study's topic. Documentary sheet, questionnaire, and interview were the data collection tools employed in this study. Three units of speaking materials in English were created from the speaking materials.

Then, Predi Gantara and Dwi Ardi Wicaksana Putra's research (2019) This study aims to create English-speaking resources with YouTube videos for Darwan Ali University Sampit's management students. This study has a research and development approach. 34 students from Darwan Ali University Sampit's third semester of the business administration department served as the subjects. The ADDIE Model was used by the researcher. Worksheets and a questionnaire served as the research's primary data collection tools. The fourth unit of English speaking materials was developed using the data, which was also utilized to assess it. The research's English-speaking materials were found to be suitable and efficient for Darwan Ali University Sampit's third-semester management students. The findings and the process of the study can be used in teaching learning activity.

The author of the study is Alfian Rusdi Nururrozi (2012). He produced math lesson worksheets for the kids of SMP 12 Yogyakarta's eighth grade to develop their mathematical creativity. He employed the five steps of the ADDIE development model: analysis, design, development, implementation, and

evaluation. The study's tools include assessments, questionnaires about student responses, teacher responses, and observation sheets for creativity. The worksheet's outcome is of good qualification, and the worksheet itself is based on the responses of the student.

Yudi Arifani and Slamet Asari did a study on research and development (2013). In primary school, they developed English materials, specifically English for Young Learners (EYL) instructional material. They used the analysis, design, development, implementation, and evaluation phases of the ADDIE development paradigm. Results of the trial run showed that the study material might actually improve students' English, notably in terms of vocabulary development.

Then there is the research and development is a study conducted by Miftahul Hidayati (2016) in "Developing Reading material in Teaching English at An-Nur Islamic Boarding School Jambi". The type of this study is Research and Development (R&D). she used ADDIE model. The Subject were English teacher and 55 students of the eight grade students of MTs An Nur Islamic Boarding School Jambi. The findings of this study showed that the researcher created reading material utilizing an additional book. The validity score for this book is 89,7%, and it was classified as meeting practical standards. It indicates that the prepared supplemental book is simple to use, practical, and effective.

Moreover, the study research and development conducted by Ilmiah & Nur (2018) the research aimed to develop an English material focusing on asking and giving information material based on 2013 curriculum of the Eight Grade Student at SMPN 2 Sungguminasa, Gowa. The writer found that both the teacher and the students did not have appropriate and understandable materials. This study utilized Research and development (R&D), ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation). They used questionnaire analysis to design English material based on syllabus and students need of the materials.

Based on the above some previous finding research, Almost all research about developing material use ADDIE model but the difference of this research with the

other development research is the final product, the final product in this research is learning materials with video learning. Therefore, the researcher is interested in developing English speaking material for especially asking and giving information topics to help student and teacher who are still get difficulties in learning or teaching English speaking, the researcher want to develop a English speaking material are based on student need on 21st Century.

1.9 Frame of Thought

This research will support students' needs and inspire them to learn English competency and speaking skill by using the appropriate materials that were suitable with the students' needs. English speaking materials were developed for eighth grade students of junior high school based on student need in 21st century learning. The conceptual framework of English speaking material development was presented in a diagram of conceptual framework as follows:

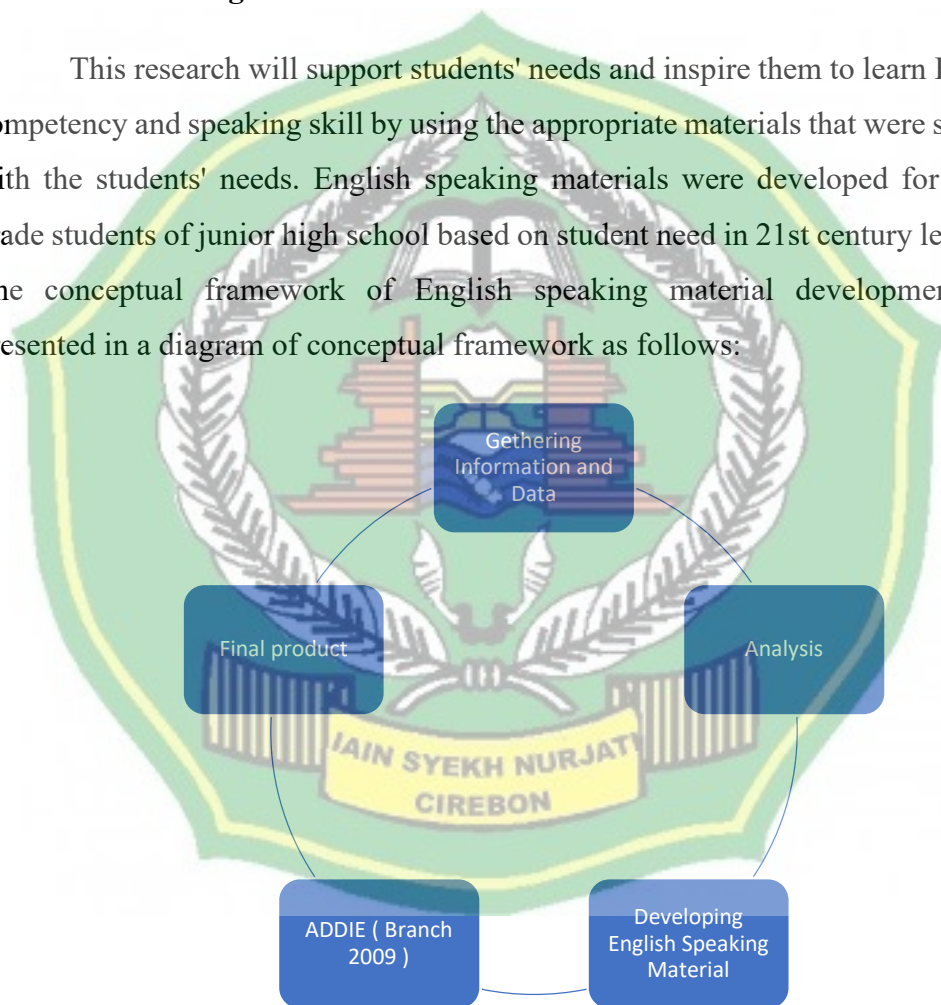


Figure 1.1 Frame of thought of the research

1.10 Research Method

1.10.1 Research Design

Unlike other research designs, development research is unique. As a result of developing innovative instructional interventions, this research places a strong emphasis on the study of learning (the design-based research collective, 2003). Research and development (R & D) approach was employed in this study. Sukmadinata (2008) defines research and development as work done with the intention of creating new products or fixing ones that already exist. The finished result could have been software or hardware like a textbook, module, or teaching and learning tools. Research & development is distinct from other types of research since it creates new products that can be used immediately, whereas other types of research contribute to the creation of suggestions for improvements.

Furthermore, because it should be constrained by knowledge based on replicated empirical research and verified models and procedures, research and development study has a position as a science. There are two different sorts of research and development studies, according to Richey and Klein (2004). The first kind, which is handled in research and development studies, goes beyond product design and development assessment. They might, however, be involved in developing and validating the design model or process as well as facilitating its effective application. While, the second type is research and development study focus on design, development, and evaluation. Moreover, The development design of this research was conduct based on ADDIE model which stated by Branch (2009). ADDIE is a systematic research design model, This model consists of five steps, namely: analyzing, designing, developing, implementing, and evaluating. Visually, the steps of the ADDIE Model can be seen in Figure 1.

Nevertheless, some educational scholars simplify the ADDIE processes for implementation (Gustiani, 2015, p. 15). The phases will then be modified to be shorter and simpler as the writers proceed, becoming three steps. In this research, the steps were analysis, design, and development in account of time and circumstance. The design instructional model is the research design used in this study. The researcher examined the needs, interests, and challenges of both students and teachers in order to generate English-speaking resources that are appropriate for the target audience. The learning video was the final component of the research's final product, so the researcher began designing it after conducting the analysis. When designing a learning video, a number of factors were taken into account, including the learning video's duration, animasi, color, and content as a sketch. The researcher then began working on the product's development. Everything that was created in the design process became a reality during this step, which was the production step.

1.10.2 Source of the Data

Data sources are things, subjects, or people who provide the information the researcher needs. Data resources are needed in order to collect information for this research and development. A source of gathered data is a thing or person, event, action, document, file, or other thing (Korstjens & Moser, 2018, p.12). In this Circumstance, the author made the following decision, The primary data sources were taken from informants through distributing questionere in this section the research used open ended question, the informants were junior high school student especially eight grade student in for gaining some information relating to student target need and learning need especially in speaking. And then the next data were collected from informants through structured and unstructured interview with the teacher of English language in the junior high school as the teacher who know certain material that commonly used by student. The secondary data sources were gathered from printed materials or document such as jurnal and book relating the literature of English speaking material, teaching and learning.

1.10.3 Data Collection Technique and Instrument

To gather information about students' needs, problems, and interest in learning English, especially speaking materials, and to determine the appropriate speaking materials for junior high school students, questionnaires, interviews, and documents were administered.

1. Questionnaire

The 35 eighth grade students at SMP Negeri 1 Cibingbing were given this questionnaire to see what they needed in terms of wants, requirements, and necessities. The questionnaire was created based on the philosophy put forth. The survey was useful in creating appropriate English-speaking resources. The writer obtained information from the questionnaire regarding the students' target need and learning need, including the conversational topics that the students require, the materials already in existence, and the students' expectations of the task that was used in the teaching and learning process. Since the research will require a large amount of data, the researcher chose a questionnaire as the initial method of data gathering.

2. Interview

The English teacher at SMP Negeri 1 Cibingbin was subjected to an interview in order to collect information about the existing materials, speaking instruction, students' pronunciation issues, student target needs, learning needs, and teachers' perceptions of the qualities of English speaking materials for junior high school students. Since the instructor had been teaching English in the school for almost 5 years and the researcher had received a recommendation from the headmaster of SMP Negeri 1 Cibingbin, they were used to support the data from the questionnaire.

1.10.4 Data Analysis

This study used existing resources and data from an investigation of student needs. The data were evaluated to locate the best speaking materials for students

and to provide a solution to their problems. Later, additional speaking materials were created using these data. The data were analyzed through these following steps:

1. Examining the study's data, which included instructor and questionnaire responses, on the needs of the kids. The right speaking resources were identified from the data in order to improve their speaking ability.
2. Design materials match with core competence and basec competence of curriculum, four skill in 21st century and analysing the appropriateness to the students' needs.
3. Developing materials based on needs analysis, core competence, basec competence and four skill in 21st century.

