

CHAPTER 2

LITERATURE REVIEW

2.1 Materials Development in ELT

In the teaching-learning process, materials are an important component for teachers and learners to achieve learning objectives. Materials development refers to all the processes that produce or use materials based on the principles of materials. Materials development comprises the skills of evaluating, selecting, adapting, and developing learning materials (Tomlinson, 2012).

Furthermore, in the materials development process, a teacher should analyze the content materials based on the student needs, and context. So, that materials are easily understood by learners and teachers. The effectiveness of materials in terms of specific needs and context of intended learners as well they serve in the teaching-learning process include (1) learners' needs, goals, and pedagogical requirements, (2) teachers' skills, abilities, theories, and belief, (3) the thinking of materials writer's presentation of the content and approach to teaching-learning respectively (Tomlinson, 2012). A study revealed by Puspita & Rosnaningsih (2020) for lecturers to apply the teaching material developed in the learning process as the main reference so that it can make learning material more interesting, innovative, and effective. Rehman & Perveen (2021) showed that most of teachers like using authentic materials in their classes, because of the constraints created by a curriculum, examination system, and administrative pressure. The last study revealed by Halim (2016) revealed that most teachers preferred to adopt materials for teaching rather than adapting.

2.2 Speaking Materials Development

Speaking materials development refers to all the processes that produce or use the materials for speaking learning based on the principles of speaking assessments by practitioners in the teaching-learning process. In the classroom, speaking activity involves the interaction between teachers and students or among the students which depends on classroom activities in teaching speaking, learning materials are a crucial component. Speaking materials can help teachers and students in the teaching process in the classroom. Speaking learning focuses on making students able to communicate. Therefore, materials for speaking should be related to the speaking component such as vocabulary, grammar, vocabulary, pronunciation, and fluency. This section proposes an approach comprising the five recommendations to guide how materials can be developed for speaking skills namely, (1) conceptualizing learner needs, (2) identifying subject matter and communication situations, (3) identifying verbal communication strategies, (4) utilizing verbal sources from real life and (5) designing acquiring skill activities (Bao, 2013).

Harris (1974) classifies the components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

- a. Comprehension for oral communication. Comprehension is the power of understanding exercised in written or spoken speech. Comprehension can be defined as the ability to understand spoken English. It certainly requires a subject to respond in speech well.

- b. Grammar is the rules by which words form and combine into sentences. Grammar in spoken that are rules than tendencies are a preference for direct speech rather than reported speech (Thornbury, 2002).
- c. Vocabulary means the appropriate diction which is used in communication. Hornby (1974) defines vocabulary as a range of words used by a person in a trade, and profession.
- d. Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar and principles, sounds, and patterns in the language. Pronunciation refers to ability to produce comprehensible utterances to fulfil the task requirements such as production individual sounds, the appropriate of linking of words, and use of stress and intonation to convey the meaning (Thornbury, 2002).
- e. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Richards (2009) states, fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensibility in communicative competence. It means the speakers can read, understand, and respond in a language clearly and concisely with related meaning and context. Furthermore, in the process of speaking learning teachers can be used the kinds of materials for speaking learning such as textbooks, pictures, hand out, module, video, etc. Therefore, a teacher should be competent in the process of selecting, designing, developing, and evaluating the materials.

In the process of selecting, designing, and developing the materials for speaking, a teacher should be analyzed the student needs and context. Therefore, speaking materials should be authentic, it means the material's relation to the real-life language. "Speaking tasks should have some relation to real-life language use. It means, the kinds of topics, genres, and situations related to learners' needs and interests" (Thornbury, 2002). Furthermore, some studies that investigated the use of speaking materials development. A study revealed by Khan et al., (2018) the results the effectiveness test show that speaking teaching materials are stated to be good. For lecturers to apply the teaching material developed in the learning process as the main reference so that it can make learning material more interesting, innovative, and effective.

Kusumawati (2019) showed developing vocabulary materials in the form of multimedia PowerPoint presentations. The next study was conducted by Paputungan et al., (2018) The result of the book evaluation from the expert showed that the developed supplementary English-speaking materials for nursing vocational school were categorized as strongly agreed. Suryani et al (2021) showed that most of the students have positive perceptions and they can improve their speaking skills after the teaching session. In other words, the materials can be appropriate to the student's needs and can be more meaningful for them.