THE DEVELOPMENT OF ENGLISH TEXTBOOK BY USING ADDIE-MODEL TO IMPROVE ENGLISH SPEAKING SKILL FOR NON-ENGLISH DEPARTMENT STUDENTS

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A textbook is crucial in teaching-learning process at the university level. However, many textbooks in universities are lack in practice and too theoretical. This can be an obstacle for non-English department students. It will be hard for them to speak in English if the existing textbooks only concern in grammatical issues and put aside the communicative side (Speaking). This study aims to develop a practical and effective English textbook that prioritize the communicative side i.e., the spoken English for non-English department students. The research method used in this research is the Research & Development (R&D) by using the ADDIE development model in which the non-English Department students of STKIP Al Maksum Langkat as its research subject. The research sample was taken randomly (Random Sampling) based on the research needs. From the data taken, it was found that: 1) the developed-English textbook is declared very valid (92.9%) by 6 expert validators and could be used but needed minor revisions, 2) textbooks had met the criteria of practicality and effectiveness in improving the English speaking skill of non-English department students.
Keywords: English textbook, ADDIE-Model, Speaking skill

INTRODUCTION

A textbook is crucial in teaching-learning process at the university level. This textbook is very important to be developed considering that with this book lecturers are guided in providing the material being taught as well as looking for the right strategy equivalent to be able to succeed in meeting learning outcomes. In order to be able to produce qualified textbook and be based on the quality standards, its development certainly requires proper analysis. Because, qualified textbook will help the teaching-learning process run smoothly and based on target and produce outputs in the form of students who are proficient in that field. Moreover, for students of a university who are considered to have independent and responsible in learning, this textbook can really be a source of independent learning for them.

The development of research-based textbooks is one of the activities that can broaden and deepen the material in an applicative manner (Primiani, 2014). By conducting a research to develop it, we can see directly the problems faced by students. Many university textbooks are lack in practice and too theoretical. Of course this can be an obstacle for students. The English textbooks for non-English department students, for instance. It is difficult for them to speak English if the existing textbook only concern on grammatical issues and put aside the

communicative side of language. Such textbook will certainly close their opportunity to be able to speak English orally because students' mastery of English is limited to the aspect of descriptive knowledge only.

In short, the English learning in higher education throughout Indonesia is generally based on a syllabus which often overrides the English speaking skill. In fact, of the four English skills, namely listening, Speaking, Reading and Writing, the ability to speak (Speaking) is the most important in communication and as the most difficult and te most complex ability among others (Hinkel, 2005, quoted from Nazara, 2011).

Most of the students, especially the non-Englis department students, are not able to speak English orally. Many of them just smile, remain silent, or stammer in responding their English-interlocutor. The feeling of "afraid to make mistakes" and the lack of vocabulary mastery which results in a lack of student confidence are considered to be the most common reason (Heriansyah: 2012). This certainly be a spotlight in the academic and scientific world since students of any higher education institutions, who are considered as intellectuals, are still incapable to be an international scientific community that will become the agents of reform in the world of Indonesian education.

Regarding to this situation, many scientific studies have investigated the problem of difficulties in speaking English orally experienced by students. Some of them said that they experienced these difficulties due to several factors such as lack of mastery of English vocabulary and the feeling of "afraid to make mistakes" in speaking English which then reduced their confidence. This difficulties are not only found in university students in Indonesia. Sawir (2005) in his research shows that there are difficulties in speaking English experienced by students in Australia who come from Indonesia, Hong Kong, Vietnam, Thailand and Japan even though they have been there for years. Hosni (2014) also conducted the same field research and found that regardless of students' knowledge of English, English as a foreign language learners (EFL Learners) still had difficulties in speaking English. If the EFL Learners abroad who have been there for years also have problems in speaking English,

then of course there is a high possibility that the same thing will happen to the EFL students in Indonesia.

Viewing from an academic point of view in the book of Law no. 20-2003 on National Education System, especially article 33 paragraph 3, it is stated that foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills. Of course, it would be something to be proud of if all students at a university speak English in their daily life at the campus area, both inside and outside the classroom, starting from everyday casual conversations to academic-theme-converstion in the campus environment. In order to achieve these results, of course, the support from all elements are definitely needed. In terms of curriculum, the support from campus authorities is urgently needed especially in inserting the English speaking skill in English courses for the non-Englis department students.

The next stage is to develop the textbooks to strengthen and deepen the English speaking skill for the non-English department students, one of which is by designing a textbook that prioritize the communicative side of English. It will not be easy for the non-English Department students considering that in speaking English, not only vocabulary mastery which is required but also paying attention to the topic of conversation and to the interlocutor as well. Therefore, Research and Development (R & D) is needed to directly assess students' abilities, analyze students' English needs (need analysis), find appropriate strategies, and design materials in designing an English textbook in order to develop a qualified English textbook for the non-English department students.

Based on the real facts that have been stated previously and several previous investigations that have been conducted, an English textbook entitled "Practical English for Higher education students" will be developed in this research in order to train the English-speaking skills for the non-English department students.

Based on the bacground of the study in the introduction session, several problems that arise in the process of Speaking-English learning for the non-English department students can be identified as the following:

1. Most of the students, especially the non-English department students are unable to speak English well.

2. The lack of English vocabulary mastery and the feeling of "afraid to make mistakes" in speaking English.

3. The unavailability of English textbooks at the university level that prioritize the communicative side rather than its grammar in learning English.

In relation to the background of the study, the problems of the study are as the following:

1. Is the English textbook, which is developed in this research, practical in solving the non-English department students' problem in speaking English?

2. Is learning process by using this developed-English textbook effective?

3. How is the improvement of the non-English department students' English speaking skill?

In order to avoid overlapping information, it is important to limit it. This research only focused on the following:

1. The development of English textbook which is conducted only focused on the students-speaking skill.

2. The content of the developed-English textbook stressed on the practical aspect (such as: vocabularies, conversation, situations of using the given vocabularies in a simulation) rather than the theoretical English grammar.

3. The subjects in this study were the non-English department students of STKIP AL MAKSUM Langkat i.e., Science Education Study Program (Prodi PIPA), Social Studies Education Study Program (Prodi PIPS), Informatics & Computer Science study Program (Prodi PTIK), and Elementary Teacher Education Study Program (Prodi PGSD).

METHODOLOGY

This research is conducted at STKIP Al Maksum Langkat, Stabat, Langkat region, the North Sumatera Province in 12 months (a Year). The subject of this research is the first – second semester students from the non-English department i.e. PIPA, PIPS, PTIK and PGSD by using random sampling in taking the sample. The object of this research is a

communicative English textbook (for the non-English department students) which is developed by using ADDIE-model. In this research, the instrument is used to measure the validity, the practicality and the effectiveness of a developed-textbook. The research instruments developed were: 1) textbook- validation questionnaires for material experts, media experts, and education practitioners, the students respond questionnaires for non-English department students who took English courses. The data collected is then divided into two types, namely [1] qualitative data in the form of suggestions from expert validators and students, and [2] quantitative data in the form of scale range values (1-5) on the validation questionnaire sheet.

The collected data were then analyzed to answer questions about: whether the development of English textbook for non-English department students by using the ADDIE-model is valid, practical and effective. Therefore, the data obtained from expert validators and practitioners were then analyzed to answer whether the development of English textbook for non-English department students by using the ADDIE model had met the criteria of validity, practicality and effectiveness or not. The English textbook developed by adopting the ADDIE development model (Chaeruman: 2008) that consists of: 1) Analyze, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. These 5 stages are then outlined in the textbook development chart as follows:
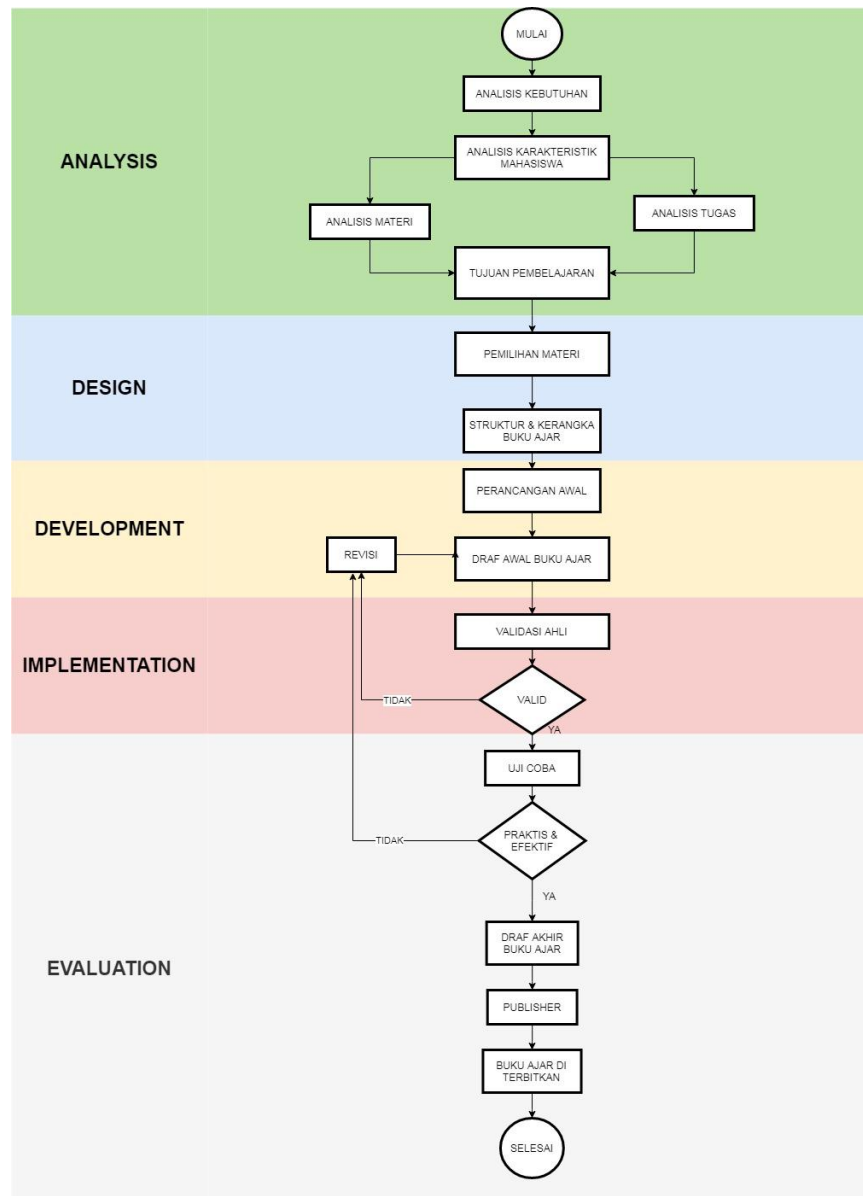
Fig. 1 The Research Roadmap

FINDINGS AND DISCUSSION

The stage of Need Analysis

Based on the quesionnaires that were distributed randomly to 20 non-English department student respondents, it was found that:

a. 100% of students stated "always" to a statement "The lecturer explains the material and the students listen and take notes on what is necessary". 95% of students stated "never" to a statement "In the process of learning English: Lecturers use learning aids such as pictures, balls, dolls, etc. to help the teaching - learning process run smoothly". 80% of students stated "never" and 20% of students said "rarely" to a statement "In the process of learning English: Lecturers use games to help the teaching - learning process run smoothly". 80% of students stated "never" and 20% said "rarely" to a statement "We do role play in daily speaking activities". This means that the teaching - learning process has been carried out in the old way which is usually called "teacher centered". This, of course, made students just sit, listen and take notes about the material explained by the English lecturer. There was almost no chance for students to do role play activities and directly practicing their Englis speaking skills.

b. 65% of students stated "never" and 35% said "rarely" to a statement "In English courses: the students are taught to speak and practicing conversation." 100% of students stated "never" to a statement "In English courses: the students are taught to do speeches and other Public Speaking". 60% of students stated "always" and 40% said "often" to a statement "In English courses: the students are taught Grammar (Grammar)". 90% of students stated "always" and 10% said "often" to a statement "In English courses: the students are taught tenses". 100% of students stated "never" to a statement "In English course: the students are taught how to answer interview questions in English". 85% of students stated "always" and 15% stated "often" to a statement "In English courses: the students are taught to understand types of texts (genres) such as narrative, descriptive, etc." 95% of students stated "always" and 5% said "often" to a statement "In English courses: the students are taught to write (writing) types of text such as narrative, descriptive, etc." Thus, it can be concluded that the content of previous English courses is centered on English grammar (Structure) not on the flexibility of speaking English as required by students, especially in facing job interviews.

c. 100% of students stated "never" to a statement "the students have a special time to do English-speaking practice. 90% of students stated "never" and 10% "rarely" to a statement

"the students have a special group to practice speaking English". 100% of students stated "never" to a statement "the students have a special program to practice Speaking English". In this case, it can be concluded that the opportunity for students to practice speaking English and hone it is very small considering that the content of the material only focuses on English grammar, plus "teacher-centered" as the metod used in teaching-learning process. And this is getting worse to know the fact that the non-English department students have no special time, no special groups and no special programs to improve their speakig English skills. For them, English is only taught as the compulsory subjects in their first year of study.

d. Based on a questionnaire with open-ended questions, it was known that the real learning resources of students during the teaching-learning process were Handouts which consist of several sheets related to the topics that was being taught. If they use a textbook, then the book is a general English book (English grammar book). This means that there is no special textbook for the non-English department students that can improve their speaking English skills.

e. Based on a questionnaire with open-ended questions, it is known that the material expected by non-English department students is one that emphasizing on speaking skills because it will really help them at work in the future, without neglecting the grammatical aspects of course.

Description and Result in The Stage of Design

In this stage, the developed-English textbook was designed to meet the students needs that have been measured in previous analysis stage. The selection of materials that fit to the students needs was carried out at this stage. The syllabus used in the developed-English textbook was multi-syllabus model. The structure and the framework of the developed-English textbook was also determined at this stage.

Description and Result in The Stage of Development

It is at this stage that the textbook is developed. Starting from the first design of the textbook to forming its first draft. The design of research instruments i.e., the expert validation sheets which was given to experts in English materials, media experts and education

practitioners as well as the student response questionnaires. All of these data will then be carefully collected and tested.

Description and Result in The Stage of Implementation

The first draft of the textbook that has been prepared and designed must of course be assessed for quality. This assessment includes 3 aspects namely: the validity, the the practicality and effectiveness of the developed textbook.

- **Expert Validation Results**

The data taken from the calculation of the validator's assessment towards the English textbook which was developed with several aspects assessed, namely: aspects of content feasibility, aspects of presentation feasibility, aspects of language feasibility, aspects of feasibility on book covers appearance, and aspects of design feasibility of book contents. This validity assessment is based on the following formula:

$$P = \frac{\sum X}{\sum X_i} \times 100\%$$

Notes:

P　　　　: Percentage
$\sum X$　　: Total answer score per item
$\sum X i$　: Total maximum score per item

The results of the data analysis were then interpreted based on the assessment qualification criteria proposed by Akbar (2013) which had previously been adapted.

Table 1. Interpretation Assessment qualification criteria (Akbar: 2013)

No.	Criteria	Validity Level
1	100%	Very valid, can be used without any revision
2	85,01%—99,99 %	Very valid, usable but needs minor revision
3	70,01%—85,00 %	Sufficiently valid, can be used but needs minor revision
4	50,01%—70,00 %	Less valid, it is recommended not to use it because it needs major revision
5	01,00%—50,00 %	Invalid, should not be used

Based on the validation by six (6) expert validators, it was stated that the English textbook to improve the English speaking skills of non-English department students was very valid with a validity percentage of 92.9%.

Description and Result in The Stage of Evaluation

- Testing (trials)

The English test for non-English department students was given to 20 students of non-English department at STKIP Al Maksum Langkat i.e., from PIPA, PIPS, PTIK and PGSD.

- The Practicality of the Developed-English Textbook

In the previous section, it was known that the results of the validator's assessment of the developed English textbook was worth 92.9% or in other words it was stated "Valid, can be used but needs minor revision". Thus the first element as a condition in assessing the practicality of a textbook has been fulfilled. The next thing that needs to be done is to see the positive improvement in students activity during the teaching-learning process using this textbook. The observation results on students activities for 4 meetings can be seen in the following table.

Table 2. Student Activity Percentage

Observation Categories	Students activities (in meetings)				Percentage of Student Activities During teaching-learning process (%) in meetings			
	1	2	3	4	1	2	3	4
Paying attention on the lecturers/friends' explanation	16	14	13	16	80	70	65	80
Comprehending the materials and the examples given in textbook	17	17	15	17	85	85	75	85
Practicing materials and doing simultion with confidence	14	15	18	19	70	75	90	95
Discussing with lecturers or with other students	12	14	15	18	60	70	75	90
Irrelevant behaviour to teaching-learning process	0	2	1	0	0	10	5	0

Based on the percentage above, it can be seen that the highest percentage of student activity is in terms of practicing material content and doing simulations with confidence i.e., reaching 95% at the 4th meeting, having previously increased since the 1st meeting (70%) to

the 3rd meeting (90%) and reached its peak at the 4th meeting. of textbooks with integrated content with the use of CIC cards is able to change the old teacher-centered learning pattern to become student-centered which is proven by practical activities and simulations carried out by students with confidence. Based on these observations, it can be seen that there have been positive student activities improvement in the teaching - learning process using the developed English textbook. Thus, it can be interpreted that the English textbook that was developed has met the criteria for the practicality of a textbook.

The effectiveness of the developed-English Textbook

Based on the results of student responses to the developed-English textbook, it can be concluded that the textbook has met the aspects required by students. In this case, students looked happy, enthusiastic to follow the next lesson, understood the content of the materials, and were interested in this textbook. 81.75% of students stated "Yes" to the aspects of fun, interest in the next lesson, comprehending the content materials clearly, the novelty of the textbook, teaching methods and interest in the design of textbook as well. Only 18.25% of students said "no" to the aspects questioned about the developed-English textbook.

Furthermore, in the results of the pre-test above, it can be seen that the initial ability of on-English department students in terms of speaking skills is in the range of score 44-60 which is represented in letter values E-C. Of the 20 students, only 4 of them got a score of 60 or equivalent to C. It means, only 20% students passed, that is, in the lowest score equivalent to C. Meanwhile the 80% of the rest who did not pass were at the level score of 44-59 wich was equivalent to E-D.

Based on the results of the post-test, it can be seen that there is an increasing in the speaking English skills of non-English department students, which is marked by an increase in score from 56-76 which is equivalent to D-B. This increasing score almost entirely occured to those students, althought in details, there were few students who did not experience an increasing on their test.

This increasing score occurred in many aspects that were assessed, for example in the Accent aspect. At the pre-test, only 30% of the students got 3 points, dominated by 70% of students who got 2 points, and 0% of students got 4 points. While at the post-test there were dominated by 65% of students who got 3 points, 20% of students got 2 points, and 15% of students got 4 points. Although only 20% of students got 4 points in the Accent aspect, the most important thing is that 65% of them have succeed in getting 3 points. Because to get a good and correct accent, it requires regular, long, continuous, routine practice. The results cannot be seen in just a few meetings. However, for vocabularies aspect, the results will appear to increase in several meetings because it is flexible, easy to remember and directly put into practice. The increasing number of vocabularies will affect the aspects of fluency and understanding, since by storing a lot of vocabularies in students' memories, they can easily express what they want to say which also affect their understanding towards the interlocutor.

The effectiveness of the developed-English textbook is also assessed from the students' learning mastery which can be seen and calculated as follows:

$$\text{Learning Completeness} = \frac{Number\ of\ students\ who\ completed}{Number\ of\ students\ who\ took\ the\ test} \; x \; 100\%$$

$$= \frac{17}{20} \; x \; 100\%$$

$$= 85\%$$

Based on the data obtained, 17 (85%) of the 20 students were declared complete with score 64-76 or equivalent to C-B. On the other hand, only 3 (15%) students did not complete, with score 56 which is equivalent to letter value D. So it can be concluded that students' mastery in speaking English has been achieved, that is at 85%.

CONCLUSION

Based on the findings and discussion in this research, some conclusions can be drawn as follows:

1. The developed-English textbook which was designed to improve the non-English department students speaking skill has met the validity criteria based on the results of the

assessment given by experts and education practitioners, that is, with a percentage of validity of 92.9%.

2.   The developed-English textbook has met the criteria of practicality, which can be seen from:

a) The results of the expert validator's assessment sowed that the developed-English textbook is very valid, can be used but needs minor revisions until it becomes the final draft of the textbook.

b) The results of observations indicated that the developed-English textbook can be used easily by students, that is, by seeing the increasing of students' positive activity during the teaching - learning process.

3.   The tests (trials) using the developed-English textbook showed that this textbook has met the criteria of the effectiveness of the textbook, because:

a) Based on the data obtained, 17 (85%) of the 20 students were declared complete with score 64-76 or equivalent to C-B. On the other hand, only 3 (15%) students did not complete, with score 56 which is equivalent to letter value D. So it can be concluded that students' mastery in speaking English has been achieved, that is at 85%.

b) The results of student responses towards the developed-English textbook, showed that 81.75% of students stated "Yes" to the aspects of fun, interest in the next lesson, comprehending the content materials clearly, the novelty of the textbook, teaching methods and interest in the design of textbook as well. Only 18.25% of students said "no" to the aspects questioned about the developed-English textbook. Thus, it can be concluded that the developed-English textbook has met the aspects of needed by students.

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