CHAPTER II
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

The theories discussed in this chapter are those which support the understanding of the problem formulated in Chapter I. The review is presented in five subheadings. The first part discusses the English teaching kits. The second part discusses matters related to the teaching of speaking. The third part explains the characteristics of children. The fourth part discusses the development of the English teaching and learning kits and the evaluation of the kits. The last part describes the conceptual framework of the study.

A. Teaching Kits

1. Definition of a Kit

   A kit is a set of tools that is made for a specific purpose to stimulate activities in the teaching and learning process (Olofsson, 1979: 34). A kit is used to support the activities in a teaching and learning process. It is used to show and help someone to learn and do something that provides knowledge. Based on the definition above, a kit is something that is put together to carry information between a teacher and the students. In a teaching and learning process, a kit is used by the teacher to help the students to get knowledge, skills, or attitudes.

   A kit can be in the form of pictures, flash cards, photocopied handouts, songs, stories, puppets, games, models, or real objects put together in the teaching process. Pictures can be included in a kit. They are presented through a painting, drawing, and a photograph that give some situation to the student. Besides, flash
cards are also included in a kit. It can be in the form of pictures and words, pictures only, or words only. Flash cards can be in the form of various themes. It can be used for teaching individual words or as prompts for practicing grammatical structures. In a different way, a kit can be in the form of photocopied handouts that can be used in the teaching process.

Songs are examples that can be used in teaching kits. Using songs, children can have fun with language, as they experiment with rhyme and alliteration, while they develop their vocabulary (Mort, 2000: 5). In the teaching kits, songs provide opportunities for the development of students’ imagination and fantasy. Stories can be integrated in a kit. It is used to help with the development of vocabulary and grammar and with oral and literacy skills. To turn a children’s story book into a tool for language learning requires a teacher to deploy a range of skills and knowledge (Cameron, 2001: 179). Puppets can be included in a kit. It is an excellent resource for teaching young learners (Spratt, 2005: 121). For example, the teacher can introduce new language in the dialogues between pairs of puppets or between one puppet and the teacher.

A kit can include games. Games make the students interested in the lesson. It can stimulate them. In speaking for example, students are stimulated to speak up. Besides, real objects can be regarded as a kit. It is the object that can be found around easily. The teacher can use pencils, pens, books, erasers, cutters, or bags to teach students about things in the classroom. As media, teaching kits can be used to teach vocabulary, as prompts for practicing grammatical structures or for building dialogues and narratives. If it is not possible to bring the real object in the
classroom, teacher can use models of the object. It is the miniature of the real objects.

2. The Components of a Kit Development

The principle on which a kit is developed is based on the theories of instructional media. The term “media” refers to the generic concept of all the objects that are used to aid instruction. The term “kit” refers to a specific set of media that are used in an instructional process. In this study, the terms “media” and “kit” are used interchangeably.

Media are tools that are used to make the communication and interaction between the teacher and the students more effective in the teaching learning process. Media are used to support the materials that are given by the teacher. The use of media can motivate the students to learn and can effectively explain and illustrate the contents of a subject. Here media can be anything, material and non material, physical, and non physical, that are useful to support the communication and interaction in the teaching learning process. It can be for explaining, motivating, and making clear the thing being discussed or talked about (Kemp, 1977: 73; Hamalik, 1986: 23).

Media can be classified into five types (Kemp, 1977: 79). They are simulated media which include games, role plays, simulations; visual forms which include photographic, graphic, and photographic combination; audio forms; audio visual or multimedia techniques; and real objects media that can be used by other senses which include objects, specimens and models.
a. Simulated Media

Simulated media include games, quizzes, role plays, and simulations. Games can serve very well as the basis for an acquisition activity. It is an activity which provides pleasure and fun for the players. The game is supported by rules. In language teaching for children, providing material consisting of games will be useful. Games make the students more interested in the lesson. The use of games can stimulate them. In speaking, for example, students are stimulated to speak up, even the shy children. It is because the context of the game makes the learning process easy for the students (Krashen, 1985: 21).

b. Visual Forms

Visual media are those which are related to seeing or sight that are used to illustrate something. Those can be in form of pictures or slides. Visual media can connect students' illustration and the real things in the field. Pictures, for example, those can be used to replace the objects that are rare or impossible to bring into the classroom.

In the teaching kits, pictures are. Pictures are the media that can be used to motivate students, to make the subject they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture. Pictures can be in the form of flash cards. The flash cards are designed in small size which can be hold up by the teacher for the students to see.
Figure I: Example of flash cards.

Pictures can be in form of large wall pictures. Those can be used, for example, to show large street maps to practice shop vocabulary or to get students giving and understanding directions. Pictures are useful for a variety of communication activities, especially where these have a game in them (Harmer, 2007: 178).

c. Audio Media

Audio media can be in the form of cassette recorders, radio sets, songs, or telephone sets. Songs provide a natural means of active learning for young learners. It can help students to deal with worries and fears. It helps them to develop social skills such as turn taking.

Using songs, students can have fun with language and develop their vocabulary. It can be used to develop students’ understanding of the world both present and past. It enables students to explore spatial concepts such as directions. Moreover, songs provide a range of opportunities for the development of creative role-plays, imaginations, and fantasies (Mort, 2000: 5).
d. Audio Visual Forms

Audio visual media are the media that combine audio media visual media. Movies and video clips are examples of audio-visual media. Those can be used to get students’ perception. The use of media can stimulate students’ attention in the language learning. That can be used to ensure students’ positive attitudes toward the subject.

e. Real Object Media

Real object media are real objects that are used as media. These can be objects that are used in the teaching learning process. They include tools, coins, things in the classroom, and others. The teacher can use pencils, pens, books, erasers, cutters, or bags to teach students about things in the classroom. If it is not possible to bring the real object in the classroom, the teachers can use a model. It is the miniature of the real object. It provides students to be more involved in the classroom learning.
3. The Benefits of Instructional Media

There are four benefits of the use of instructional media. They are to retain students’ attention, give meaningful lessons, provide variation in a teaching and learning process, and provide variation of activities (Sudjana and Rivai, 1992: 2).

a. Retaining Students’ Attention

Instructional media retain the students’ attention. Based on the theory, the use of instructional media makes the lesson more attractive. In this condition, the attractive lessons retain the students’ attention. By using the media, the students are interested and motivated to the learning activity.

b. Giving Meaningful Lessons

Instructional media bring the students into meaningful lessons. Media use gives the students opportunity to gain the real information of the material delivered by the teacher. They enable the learners to interact with the real language and content so that the learners find it memorable. The use of the media makes the teaching learning process easier. It is said that the media can help deliver new contents. It is presented in the form of texts, movies, or videos. If the students read a text or see a movie, they will connect those media with their daily life. There the meaningful lesson occurs.

c. Providing Variation in a Teaching Learning Process

Instructional media provide variation in a teaching and learning process. When the teacher uses some media, the teaching learning process will not be monotonous. It is because the teacher can do many activities using those media. If the teacher uses media such as songs, puppets, and cards, the teacher will
improvise through those media. On the other hand, when the teacher did not use the media, probably he or she will deliver the lesson flatly and it will make the students bored.

d. Providing Variation of Activities

Instructional media provide variation of activities for the students. Here, the use of media makes the learning process more variable. When the teacher uses videos, the activity that will be carried out can be listening, observing, role playing, or demonstrating. In this case, after the students watch the video the teacher can ask them to do some activities as what has been mentioned before. Another example is when the teacher uses cards. The teacher can set many activities, such as games, quizzes, and puzzles. It can be concluded that instructional media enable the students to be active, develop their thinking, and get information on their own.

B. The Teaching of Speaking

1. Speaking

Speaking is a productive skill that can be directly and empirically observed (Brown, 2001:140), involving two people who are engaged in talking to each other (Harmer, 2007: 67), using language to express meaning so that other people can make sense of them (Cameron, 2001: 40). The productive skill is the skill that is used by learners to produce language. In this case the speakers’ performance can be directly observed and empirically measured in the speaking process. Involving two people who are engaged in talking to each other, this situation means that the speakers share their understanding with each other in
some kinds of informational exchanges. Here, the speakers deliver their intention in appropriate diction so that the listener will understand the meaning. By using language to express meaning, the speakers express their intended meaning to the listeners so that the listeners can make sense of the speakers. Here, the participants have the same knowledge so that the speaker’s intended meaning can be easily delivered.

2. Speaking Activities

There are some activities that can be used to promote speaking in a learning process. Some of them are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation, and role plays (Harmer, 2007: 348-352).

a. Acting from a Script

In the teaching of speaking, the teacher can ask the students to act out scenes from plays or from their course book. The students can act out dialogues they have written themselves. Students pretend that they are in various social contexts and have a variety of social roles. In this activity, the teacher gives information to the learners such as who they are and what they do. It is important that when the students are working on plays, they should act totally. In other words, the teacher needs to help them to go through the scripts, as if the teacher were the director. By giving students direction, the teacher can engage the students in both of these learning and language producing activities.
b. Communication Games

A game is an activity which provides pleasure and fun for the players that is supported by rules for the purposes of communicative language teaching. Games are a part of playing and play is a purposeful activity (Lewis and Bedson, 2008: 5-6). Communication games can be structured to maximize the English language use. One of the communication games that are used in teaching speaking is “Describing Games”. Here, the teacher gives each student one sheet of paper. One student stands in front of the class and describes a person and the rest of the class draws the person being described. It is more interesting if the person being described is known by everyone. Once the student has finished describing that person then he/she reveals who it is and each student shows his/her drawing. This game is a good idea to encourage students to ask questions about who they are describing.

c. Discussion

A discussion is an activity in which the students talks about something to reach a decision. It can be held for various reasons. In speaking activities, the discussion is used to deliver the students’ ideas about an event or find solutions in the discussion groups. Here, the teacher can divide the class into two groups. The students prepare arguments in pro or contra points of views about various problems. When the discussion starts, the students who are appointed as ‘speakers’ in the group deliver their arguments. Here, the others will respond to it with the opinions that are contradictory. In this activity, the students need to be given adequate time to plan the arguments.
d. Prepared Talks

A prepared talk is an activity where a student makes a presentation on a topic of their own choice. One of the prepared talks that is often used in the teaching of speaking is storytelling. Here, the students can briefly summarize a tale or story they hear before or create their own stories. In this activity, the teacher can give feedback on what the speaker has said. When a student makes a presentation, it is important for the teacher to give other students some tasks to be carried out that are related to the presentation.

e. Questionnaires

A questionnaire is a list of questions to be answered to get information. In the teaching of speaking, questionnaires can be used as a component in games. By using questionnaires, the students can play ‘Survey Games’. The questionnaire is in the form of tables. The table contains, for example, some kinds of foods and drinks. The students play the survey game by asking their friends about their favorite foods and drinks. The students will give a check in the column if they like the foods and drinks or give a cross in the column if they do not like the foods and drinks. In the end of the game the students report the result of the survey to the class.

f. Simulation and Role Play

Simulation is a technique to replicate real world situations in the classroom. In the simulation activities, the students can bring items to the class to create a realistic environment. Here, the students are put in someone’s characteristics. The examples of the activities are conversations in a shop, a class, a library, or a
school as if they were doing so in the real world. A role play is an activity when a group of people act out roles for a particular scenario. In this activity, for example, the teacher asks the students to act out a sale scenario. One student acts as the sales person, and the other acts as the customer. Both activities are parts of drama activities. The students are attracted with the activities because they allow the students to be creative. In this activity, the teacher gives information about the background for them to function properly. Here, the students are allowed to be as creative as possible.

C. Characteristics of Children’s Learning

It has been mentioned in the previous chapter that the subjects of the study are the fifth grade students of elementary school. Their ages are in the range of nine to ten years. Therefore, it is necessary to discuss some theories of children characteristics proposed by experts so that the material would be suitable for the learners. There are six characteristics of children’s learning discussed in this sub chapter. They are short attention span, curiosity, delight in talking, having sense of fun, fantasy, imagination, and movement.

1. Short Attention Span

An attention span is the extent to how long a person is able to hold full attention in a teaching learning process. In general, young learners usually need to move and cannot concentrate for long periods. Children can spend hours to attend to something interesting for them. On the contrary, they cannot concentrate on something boring (Spratt, et. al, 2005: 53; Brewster, et. al, 2004: 27). At this point, the teacher should give the materials in communicative ways. It can be
done by designing a variety of activities and increasing the students’ curiosity toward the lesson.

A child's attention span is normally related to his or her age. On an average it is two to five minutes per year of the child's age. It has been suggested that the students of elementary school have an attention span of 30 to 35 minutes. Children with short attention spans are likely to be impatient while listening, waiting for their turn to speak, and have a hard time returning to an unfinished task once they are interrupted. By knowing the students’ attention span, it will enable the teacher to schedule the steps in the process of language teaching appropriately.

2. Curiosity

Children have a lot of natural curiosity (Brown, 2001: 89). It is an emotion related to natural desires such as play, exploration, investigation, and learning. Children are full of questions and search for answers in their minds. Children’s curiosity about the world engages them to make sense of whatever they can see, hear, smell, taste, and touch. Their need to understand the environment around them extends their curiosity with regard to people, places, objects and events. It is because their minds are always active.

When the students are curious about something, they will expect and anticipate new ideas related to it. It means that they will ask questions and search for answers in their minds. Because of the students’ curiosity, they try to find lacks of the information. It makes them ask about the information actively.
3. Delight in Talking

It is stated that children take great delight in talking. It means that they are interested to talk about everything around them. The children show great skills in producing meaningful language from very limited resources (Halliwell, 1993: 3). They usually say spontaneously on what they see and hear. Children often talk about the things they are seeing and experiencing.

Children usually talk about everything by using their understanding that they get from those who are close to them. At this point, the facility to talk is needed by the students. It is appropriate that the students are provided with the activities that encourage them to talk in the process of language learning.

4. Having Sense of Fun

Children like games, puzzles, and songs (Harmer 2007:82). At this point, the students find them as interesting and fun activities. For example, when they play a game, they know well that it is not real. It happens because the students find it fun. They take great pleasures in finding and creating fun in what they do. They enjoy the activity when they can create something new by their efforts.

By engaging the students in the fun activities, the teacher will keep the students’ motivations and enthusiasms, and provides the real world contexts into the classroom. For example, when the students play a role, they pretend as if it were real. This fun activity will give a chance for the students to participate and use their skills when they do it. Here, the students do the activity eagerly. By doing fun activities will generate the students’ desire to give contribution to be involved in this activity.
5. **Fantasy, Imagination, and Movement**

Children enjoy fantasy, imagination, and movement (Pinter, 2006: 2). Fantasy is a situation imagined by an individual or group that has no basis in reality but expresses certain desires or aims on the part of its creator. It sometimes involves situations which are impossible such as the existence of magic powers. Role plays is one of the activity that carry the students to a fantasy. Here, for example the students pretend that they are superheroes and have power.

An imagination is the activity of forming mental images, sensations, and concepts, in a moment when they are not perceived through sight, hearing, or other senses. It helps provide meaning to experience and understanding to knowledge. This is a fundamental facility in which people make sense of the world and it plays an important role in the learning process. A basic training for imagination is listening to storytelling. Here, the accuracy of the chosen words is the fundamental factor. Children often use narratives or pretend play in order to exercise their imagination.

A movement is moving the body or parts of the body. For example, the activities that can be used are singing a song and doing Total Physical Response (TPR). In this activity, the students are directed to use their sense, such as seeing, hearing, and touching. The students need to have all of five senses stimulated. At this point, the activities should strive to go well beyond the visual and auditory modes that are sufficient in the classroom context. Without an understanding of the child’s perceptions and characters, effective learning environments will not occur.
D. Developing Teaching Media for Speaking

By considering the first part of this chapter, a kit refers to a specific set of media that is used in an instructional process. In this study, the terms “media” and “kit” are used interchangeably. In developing the teaching kit, some aspects need to be considered. They are the steps of developing media, procedure of kit evaluation, and the aspects being evaluated.

1. The Steps of Developing Media

There are five steps of developing media. They are analyzing the students’ needs, formulating the instructional objectives, developing the media, evaluating the media, and revising the developed media (Sadiman, 2003: 98-111). Those phases can be seen in the following figure.

![Figure III: Instructional media design.](image)

Analyzing the students’ need

Formulating instructional objectives

Developing the media

Evaluating the media

Revising the developed media
a. Analyzing the Students’ Needs

The starting point of developing the media is conducting needs analyses. The developing of the media should be based on an analysis of the learners’ needs. This process is carried out to get the students’ learning needs, wants, wishes, and desires. This process identifies what skills and knowledge that the learners already have. The results of the needs analysis were used as the basic aspect in developing the media. The example of a need analysis sheet is presented below.

<table>
<thead>
<tr>
<th>Figure IV: Example of a needs analysis.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pilihlah sesuai pilihan adik-adik.</strong></td>
</tr>
<tr>
<td>1. Pilihlah di bawah ini cara yang paling adik sukai pada saat praktek berbicara dengan Bahasa Inggris.</td>
</tr>
<tr>
<td>a. Maju satu persatu</td>
</tr>
<tr>
<td>b. Berpasangan</td>
</tr>
<tr>
<td>c. Permainan</td>
</tr>
<tr>
<td>2. Pada saat guru menerangkan, adik- adik lebih suka diberi contoh dengan.</td>
</tr>
<tr>
<td>a. Praktek/ secara langsung</td>
</tr>
<tr>
<td>b. Gambar</td>
</tr>
<tr>
<td>c. Tulisan</td>
</tr>
<tr>
<td>d. Alat peraga</td>
</tr>
<tr>
<td>3. Pilihlah satu jenis bantuan yang adik harapkan, pada saat pelajaran Bahasa Inggris, sehingga adik dapat menyelesaikan tugas yang diberikan oleh guru.</td>
</tr>
<tr>
<td>a. Gambar</td>
</tr>
<tr>
<td>b. Barang nyata</td>
</tr>
<tr>
<td>c. Kerja sama dengan teman</td>
</tr>
<tr>
<td>d. Petunjuk yang berhubungan dengan kegiatan tersebut</td>
</tr>
</tbody>
</table>

b. Formulating the Instructional Objectives

The second step in designing media is formulating the objectives. At this point, the developer decides the instructional objective first. Here, the objectives are set out in the syllabus or curriculum guidelines, which underpin the teaching program. The media designer may modify the objectives if they are not written in
a form which can be directly translated into the media. The example of an objective is: “The students perform communicative competence in the simple oral form to accompany classroom actions within the school context”.

c. Developing the Media

The third step in developing the kit is developing the media. In developing the instructional media, the formulation of the media is based on the students’ needs. Here, the needs analysis is used as the basis for formulating the media in line with the school-based curriculum and the materials taught by the teacher. For example, if the needs analysis reveals games as the activity, and foods and drinks as the topic, what the developer needs is a set of card games that contains the kinds of foods and drinks pictures on it. Here, the developer tries to find the resources for the activity that are suitable for the learner needs. Examples are the pictures of donuts, noodles, breads, etc. Next, the developer makes those pictures to be a set of cards. These cards are used as the media for the learners to play the card games. The examples of cards used in games are presented below.

**Figure V:** Examples of cards used in games
d. Evaluating the Media

The fourth step in designing media is evaluation. The evaluation of the media is used to assess the quality of the media and to measure whether or not the media are in line with the learning objectives. The evaluation of the media can be in the form of observation sheets. Using the observation sheets, the developer gets the responses from the students, the other teachers, and some experts as the basis to evaluate the developed media. The clear description of these explanations will be presented in the next point.

e. Revising the Developed Media

The last step in designing media is revising the developed media. This stage is used to correct and improve the developed media. Here, the revision is based on the evaluation of the media. The correction and improvement of the media are done if they are needed. The responses from the students, the teachers, and some experts on the evaluation questionnaires are used as the basis for the revision.

2. Procedure of Kit Evaluation

There are five steps of evaluating the kit. This procedure is modified from the steps of evaluating materials developed by Tomlinson, (2002: 228) They are description of the kits, planning the evaluation, collecting information, analyzing the information collected, and conclusion and recommendation. Those steps can be seen in the following figure.
a. Description of the Developed Kits

The evaluation of the developed kits requires a clear description of the kits to be evaluated. It can be accomplished by specifying the contents. It includes contents, materials, and activities. In this description of the teaching kits, for example, the contents are kinds of media developed. It can be pictures, songs, cards, etc. The materials are the topics that have been selected. For example, the topics are things in the classrooms, public places, animals, etc. The activities are the actions that are done by the teacher and the students by using the kits developed. The examples of activities are games, role plays, etc. Considering these explanations, the kits developer as the evaluator can judge that the teaching kits are good media that can represent and match the objectives.

b. Planning the Evaluation

The second stage is planning the evaluation. It has a beneficial impact on the choice and development of the kits. Here, the developer needs to make various
decisions about the evaluation. They are decisions about what information to collect and how to collect it. The points that are evaluated are relevant to the basic competencies and indicators, authenticity, layout, quality, and students’ encouragement (Arsyad, 2002: 175-187; Hamalik, 1986: 85-229). Further explanations will be presented in the next point. This information is obtained in three ways. The first is before the kits are implemented. The second is while the kits are being implemented. The last is on the completion of the kits.

c. Collecting Information

As it has been explained before, the information about the developed kits is obtained in three ways. The first is before the kits are implemented. Here, the instruments that can be used are observation of the students’ performances and teacher’s interview. In the teacher’s interview, the teacher will be interviewed to find out the learners’ and the teachers’ experiences in using the developed kits. The second is while the kits are being implemented. In this stage, the instruments that can be used are observation sheets. This observation sheets consist of keeping a record on what happens during the implementation of the developed kits. The example of an observation sheet is presented below.
Table 1. Example of an Observation Sheet

The third is on the completion of the kits. Here, the instruments that can be used are the teacher interview, and the learner questionnaire. The points of the interview are focused on the researcher’ views about how successful the kits are, what the problem faced during implementation of the kits, and how the kits might be improved. The example of a questionnaire for evaluating a kit is presented below.

Table 2. Example of a Questionnaire for Evaluating a Kit

A. Fill in the table below according to the student situation during the implementation of Kits for Speaking with the number of students in the "Frequency of students" column from the statements that you and write the condition of the students in the "Description" column based on the following:

(Ya) if the answer True to the student situation during the implementation
(Tidak ) if the answer False to the student situation during the implementation

Example of filling:

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Frequency of students</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students are paying attention and using the Kits with earnestness</td>
<td>17</td>
<td>- Few students laugh with their friends because the teacher does not pay attention to them</td>
</tr>
<tr>
<td>2.</td>
<td>Students are confident while doing the Speaking Kits activity</td>
<td>15</td>
<td>- Students are still afraid to say their English expressions/expressions</td>
</tr>
</tbody>
</table>

A. Instructions for filling. Place a tick (✓) on the box that agrees with your opinion -

Perhatikan contoh pengisiannya.

SS : Very much like the statement you have
S : Like the statement you have
TS : Not like the statement you have
STS : Very much unlike the statement you have

Example of filling.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>SS</th>
<th>S</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kits English language helps me learn vocabulary.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The activity was conducted with speaking kits to help me talk with my English teacher.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
d. Analyzing the Information Collected

In this stage the data are collected in two ways. They are quantitative and qualitative ways. The quantitative analysis involves the use of numbers. It is obtained by collecting data from the questionnaires. The qualitative analysis is concerned with the quality of the developed kits. The qualitative data are obtained from the observation, interview, or recording.

e. Conclusion and Recommendation

The conclusion concerns with judgment or decision reached as the result of the analysis. The recommendation is related to approval as being suitable for a future teaching. The conclusion and recommendation are conducted on the basis of the responses from the students, the other teacher and some experts on the evaluation questionnaires. The respondents cover such issues as what changes need to be made to the kits.

3. The Aspects to be Evaluated

There are five aspects that need to be considered in evaluating an instructional media. They are relevance to the basic competencies and indicators, authenticity, layout, quality, and encouragement for the students to learn (Arsyad, 2002: 175-187; Hamalik, 1986: 85-229).

a. Relevance to the Basic Competencies and Indicators

Under the aspect of relevance to the basic competencies and indicators, the evaluator is asked to assess whether the developed kits match the competency standards of the 2006 Curriculum. The evaluation includes the relevance of the
learning objectives, the indicators, the standard competencies and the basic competencies with the developed kits. At this point, the kits should be suitable with those aspects. The table below presents an example of how to collect data about relevance to the basic competencies and indicators in the teaching kits in the form of a questionnaire.

**Table 3.** Example of Statements for Questionnaire for Obtaining Information about the Relevance to the Basic Competencies and Indicators

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>SS</th>
<th>S</th>
<th>T</th>
<th>ST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kits yang saya kembangkan sudah memenuhi kisi- kisi yang ada dalam kurikulum 2006.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kits yang saya kembangkan berdasarkan course grid yang telah saya susun.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Authenticity

The important point under the authenticity aspect is that there should be authentic pictures in the developed speaking kits. The kits developer needs to be sure that the developed kits represent the real situation outside the class. The example of an instrument on how to collect data of the authenticity of the developed kits is presented below.
Table 4. Example of Statements for Questionnaire for Obtaining Information about of Authenticity of the Developed Kits

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>SS</th>
<th>S</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>Kits</em> yang saya kembangkan menggunakan gambar gambar yang menunjukkan situasi sebenarnya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><em>Kits</em> yang saya kembangkan menggunakan gambar yang jelas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Layout

Under the layout aspect, the kits developer needs to measure whether the kits provide good presentations of the developed media. Here the teaching kits should support the teaching process. Below is the example of a questionnaire for evaluating whether or not presentation of the developed media is attractive.

Table 5. Example of Statements for Questionnaire for Obtaining Information about the Layout of the Developed Kits

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>SS</th>
<th>S</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gambar- gambar dalam <em>Kits</em> yang saya kembangkan berwarna warni.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Gambar- gambar dalam <em>Kits</em> yang saya kembangkan tidak ketinggalan jaman.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><em>Kits</em> yang saya kembangkan menarik.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Gambar- gambar dalam kits yang saya kembangkan tidak ketinggalan memiliki ukuran yang sesuai.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
d. Quality

Under the quality aspect, the kits developer needs to measure whether the kits provide a good quality to support the speaking activities. For the quality point, the kits developer needs to be sure that the media in the speaking kits provides enough input for the students to speak. The example which is presented below is an instrument of how to collect data of sufficient examples and exercises used in the developed kits.

**Table 6.** Example of Statements from the Questionnaire for Obtaining Information about the Quality of the Speaking Kits

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>SS</th>
<th>S</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Media dalam kits yang saya kembangkan bervariasi.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Visual media yang dikembangkan dalam speaking kits ini sesuai.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Audio media yang dikembangkan dalam speaking kits ini sesuai.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Audio media yang dikembangkan dalam speaking kits ini memiliki suara yang jelas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

e. Encouraging the Students to Learn

The important point of the developed kits is that they have to encourage the students to learn. The kits developer needs to obtain whether the developed kits can motivate the students to learn. At this point, the developed kits should be able to encourage the students to speak up. Below is the example of a questionnaire for evaluating aspects of encouraging the students to learn
Table 7. Example of Statements for Questionnaire for Obtaining Information about Encouraging the Students to Learn

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>SS</th>
<th>S</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kits yang saya kembangkan memotivasi siswa untuk belajar Bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kits yang saya kembangkan menarik.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Kegiatan yang dilakukan dengan speaking kits menarik bagi siswa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Conceptual Framework and Research Questions

1. Conceptual Framework

The study is aimed at developing English teaching kits for speaking for the fifth grade students of Mejing Elementary School. Based on the 2006 Curriculum, the communicative competence is to be the main aspect in the English teaching and learning processes. It is stated that one of the aims is to make the students develop communicative competence in the simple oral form to accompany classroom actions within the school context.

Since the teacher rarely uses instructional media, the teacher uses an English handbook and a students’ worksheet (LKS) that do not bring the students to communicate. Here, the teacher should provide some kinds of instructional media that support communication in the English teaching. In these ages, the students have a strong sense of fun, delight in talking, fantasy, imagination, and movement. Related to these points, the activity in the developed media should provide them with playing, moving, singing, and talking. The reason why the media needs to be developed is that there were lacks of instructional media that
provide enough opportunities for the students to communicate and to use the objective of language in daily life. If there were no media that provide activities for the students to communicate, the objective of the English learning process will not be successfully achieved.

The problem needs to be solved. This is because in the 2006 Curriculum learning objectives, it is pointed out that the students should develop communicative competence in the simple oral form to accompany classroom actions within the school context. One of the ways to handle this problem is to develop instructional media in the forms of English teaching kits for speaking. If the problems are handled, the students will be able to use the language communicatively. The conceptual framework of the study is summarized in a visual illustration below.

**Figure VIII:** The conceptual framework of the study.
2. Research Questions

In this study, the researcher finds the main problem by observing the classroom teaching and learning process. By knowing the problem, the researcher can take effective ways to handle the problem. Here, the problem is that there were lacks of available media that provide enough opportunities for the students to communicate. This problem needs to be solved for 2006 Curriculum points out that one of the objectives of the English subject is to make the students develop communicative competence in the simple oral form to accompany classroom actions within the school context. In this study, the researcher uses teaching kits for speaking to solve the problem. She expects that the use of teaching kits for speaking in the classroom can help the students to improve their ability to use the language communicatively.

Based on the research problem, the researcher formulates questions to lead to more specific topics of discussion. Here below are the research questions.

1. How is the needs analysis of speaking kits conducted?
2. How is the course grid of speaking kits organized?
3. What is the format of the developed speaking kits like?
4. How are the developed speaking kits being evaluated and revised?

The research study begins with conducting needs analysis to get the basic information about the learners. It is used to analyze the students' learning needs, wants, wishes, and desires. It identifies what skills and knowledge the learners already have. It is obtained through distributing the questionnaires to the fifth
grade students of Mejing Elementary School. After conducting the needs analysis, the researcher writes the course grid based on the theory proposed by Hutchinson and Waters (1987: 62). It is written based on the data obtained from the needs analysis. The next step is developing the media. After writing the course grid, the researcher develops the media by considering the principles of instructional media development proposed by Kemp (1977: 73) and Hamalik (1986: 23). The next step is trying out the kits twice. In the end of each try-out section, evaluating and revising are conducted to produce the final draft of the speaking kits.