Developing Speaking Materials Using Revised Bloom's Taxonomy And Pro-Active Learning Activities

Syarif Hidayat Nasir

Vivin Helvira

Faculty of Health, Universitas Patria Artha, Makassar, Indonesia

Ahmad Munawir

Faculty of Education, Institut Agama Islam As'Adiyah, Wajo, Indonesia

Syafriwana

Faculty of Education, Islamic Education Department, STAI Yapis Takalar, Indonesia

Zulmuawinah

Faculty of Health, STIKES Lakipadada, Tana Toraja, Indonesia

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

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

I. INTRODUCTION

It is such undeniable that the demand of being able to master English has nowadays increased owing to the strengthening position of English as an international medium of communication. Thus, English in recent years has been attracting much attention not only in the context of informal daily interaction, but also in the context of formal teaching and learning (Ciornei & Dina, 2015; Leong & Ahmadi, 2017). According to Nazara (2011), English has become apparent that once foreigner learners are able to communicate English fluently and effectively, they will have considered themselves as good and successful learners. In acquiring English, speaking skill is regarded to be more crucial compared to listening, writing, and reading (Alzahrani, 2019 & Rao, 2019). In other words, speaking is mostly used in our daily life interaction as people communicate with others in expressing their opinions, information, ideas since they would like to attain certain goals in their interaction. In classroom context especially, foreign learners need to practice their English intensively, such as speaking with their teachers, classmates, and interacting with materials regularly. Although there have been already many resources to learn and teach English, it should be noted that guiding learners to master English, particularly speaking, in not an easy task. Alzahrani (2019) stated that speaking skill is possibly the most difficult skill to teach; the most difficult skill to assess; and the most difficult skill to investigate. Here, learning Speaking requires routine

practice and high commitment. Furthermore, teaching Spoken English needs interactive approaches to stimulate learners actively speaking during the classroom activities. For instances, approaches by which learners are encouraged to speak while playing games.

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

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

Following this, Tuan & Mai (2015) argued that teachers may find difficulties in teaching English to their students. Such problems, for example, are less appropriate learning materials, performance conditions, affective factors, listening skill, low feedback during speaking tasks, inhibition, lack of topical knowledge, low participation, and mother-tongue use. So, it could be fairly said that materials which are chosen selectively and used effectively will improve the quality of teaching and learning process. In opposite, those are made inappropriately will hinder the success of classroom activity. One of solutions offered by the authors, which later become the major discussion in this study, in teaching English speaking is implementing learning materials which are developed based on active learning approaches and in accordance with Revised Bloom's Taxonomy.

It is believed that active learning approach is one of effective approaches to succeed the goal of language learning in the classroom. According to Lumpkin et al., (2015) learners are found to show positive responses to active learning activities that are meaningful, appropriately challenging, and clearly tied to learning goals and assessments. By definition, active learning approach is an approach which involves students in thinking and doing about the things which are being performed, according to Bonwell & Eison (1991). In line with this, Stein & Hurd (2000) defined it as a technique

which transforms traditional lecture into a student-centered learning environment, capitalizes on the diversity of the students' population and reduces reliance on the lecturers as conveyer of all knowledge. Moreover, Carr et al., (2015) defined active learning involves students' efforts to actively construct their knowledge.

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

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

✓ *Think-Pair-Share*, it is a quick and easy method of engaging students in a collaborative activity (College Level One). Here, teachers can explore learners' responses as a topic of their discussion, to motivate learners, and most importantly to receive feedback from learners.

✓ *Role Play*. This mainly stimulates learners' encouragement in learning activity. It is considered as an effective learning method because it provides opportunities for learning involving emotions, affective and cognitive domain.

✓ *Buzz Groups*. Divide the class into several groups of three to six learners. In this case, each group has a few minutes to discuss a question or topic before they generate arguments, ideas, and answers.

✓ *Panel Discussions*. Consider using a panel discussion is used to give learners' opportunity for presentation with a larger class in order to give each learner the same opportunity.

✓ *Quescussion*, it is a discussion using only questions.

✓ *Jigsaw*. To apply this in the classroom, the class is first fell apart into groups. After that, each learner in a group is instructed to complete some models of assignment. As learner has finished their task, they come together in group to finish the assignment.

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

✓ *The Fish Bowl*. In this technique, the instructor gives students index cards and asks them to write down one question concerning the course material. The teacher presents some questions in front of learners, and then asks the class to answer them. Instructors can edit the questions or skip ones that are not appropriate for what they are trying to accomplish. Then instructors can invite

students whose questions were not selected to see them after class or during office hours to have their questions answered.

✓ *Quiz/Test Questions*. Students become actively involved in creating quizzes and tests by constructing some or all of the questions. It can be done for homework and self ev evalualuation. By asking students to contribute exam questions, instructors encourage them to think more deeply about the course material, explore major themes, com-pare the different views presented, make applications, and demonstrate other higher order thinking skills.

✓ *Immediate-Feedback* Techniques, they are designed to give the instructor some indication of students' understanding of the material presented during the lecture. For each feedback method he or she presents, the instructor stops at appropriate points to give quick tests on the material. In this way, the instructor can adjust the lecture in mid-course, slowing down to spend more time on the concepts students find difficult or moving more quickly to applications of concepts of which students have a good understanding.

✓ *Finger Signals*, such method provides instructors with a means of testing student comprehension without the waiting period or grading time required for written quizzes.

✓ *Flash Cards*, this method tests students' comprehension through their responses to flash cards held by the instructor. It is particularly useful in disciplines that utilize models or other visual stimuli, such as chemistry, physics, or biology.

✓ *Quotations*, it is mostly used to examine students' understanding when they are learning to read texts in order to identify authors' viewpoints and arguments.

✓ *Critical-Thinking*. This aims to involve students in discussing or thinking about course material either before presenting any theory in lecture or after presenting several conflicting theories.

✓ *Discussion*. In discussion, students pair off and respond to a question either in turn or as a pair. This method easily can be combined with other techniques, such as those discussed under "Questions and Answers" or the "Critical-Thinking Motivators" discussed above.

✓ *Cooperative-Learning Strategies*. For more complex projects, where many heads often are better than one or two.This can be done if the teacher intends to get their learners in students' discussion. The kinds of exercises included under the rubric of cooperative learning all utilize small groups in which three to five students work together toward a common goal.

✓ *Visual Lists, in this technique*, students make a list of opposing points or arguments on paper or on the blackboard.

✓ *Role Playing*. In role playing, students act out a situation or incident. By doing so, they gain a better understanding of the concepts and theories being discussed in class.

✓ *Panel Discussions*. Panel discussions are particularly useful as a way to include the entire class when students give class presentations or reports.

✓ *Debates*, this format is particularly well suited to courses that stress the development of argumentation skills in addition to the mastery of content.

✓ *Games.* Using games is found interesting in learning activity inlcuding at a university setting, but in certain situations there simply is no better instructional tool. For example, a game that simulates social inequalities and forces students to "live" at a lower socioeconomic position will dramatize aspects of social and political reality that cannot be transmitted via lecture.

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

A. DESIGN THE CONCEPT OF REVISED BLOOM'S TAXONOMY

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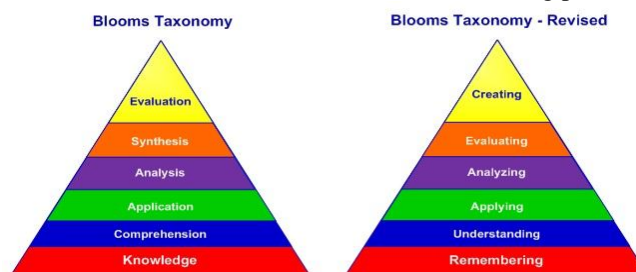

Figure 1: Bloom's Taxonomy

B. ACTIVE LEARNING IN REVISED BLOOM'S TAXONOMY

The revised version of taxonomy consists of 6 cognitive levels, which are ordered as follows: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. In correlation with this, active learning leads to the

development of the higher order thinking skills associated with independent learning. Sousa (2005) argued that higher order thinking skills enable learners to apply knowledge to new situations and create new knowledge, help learners connect of what they have learnt in the past and what they are learning. Therefore, using the revised taxonomy will give clear perspective in order to develop connections between what they have learnt in the past and what they are currently learning.

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

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

II. METHOD

A. DESIGN

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

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

B. PROCEDURE

The Phases of the Development are Analyze, Design, Develop, Implement, and Evaluate. The procedures are as follows:
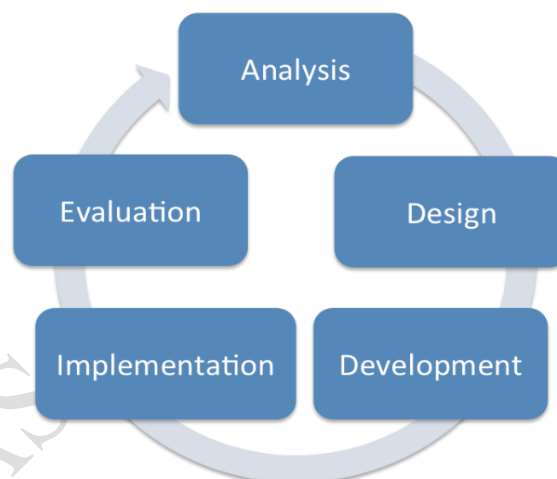

Figure 2: The R N D with ADDIE Model

C. DATA ANALYSIS

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

III. RESULTS

A. DEVELOPING, VALIDATING, AND REVISING SPEAKING MATERIALS BASED ON ACTIVE LEARNING APPROACH AND REVISED BLOOM'S TAXONOMY

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

of good learning materials, namely: (1) Material must bring impacts for learners, ease learner and develop their self confidence; (2) the relevant and useful learning materials; (3) Materials should require and facilitate learner self-investment and provide the learners with opportunities to use the target language to achieve communicative purposes; (4) Materials should take into account that positive affect of instruction are usually delayed, and learners have different learning styles and differ in affective attitudes; (5) Materials must provide clear information at the beginning of instruction.

In conjunction to Speaking materials, it is said that effective materials for speaking skill is once the materials enable learners to: (1). share and process information, (2) control the meaning of their own performance from their own perspective, (3) choose how to participate in learning tasks and role, (4) express opinion using that language and feel emotionally involved and enjoy what is going on, (5) utilize their individual knowledge, (6) process speech by experiencing use, by making quick decisions under the pressure of time, and by speaking even with limited vocabulary.

B. DEVELOPING THE SPEAKING MATERIALS

In this study, speaking materials were developed based on active learning activities and Revised Bloom's taxonomy using the data from Design Phase. Those data were collected from lecturers' and students' interview in Analysis Phase. The developing phase consists of two parts as given below:

Steps used to develop the Speaking Materials

In this part, some steps were taken to develop Speaking Materials based on active learning activities and Revised Bloom's taxonomy, as in the following:

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

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

✓ *Setting up activity category*: There were six categories in activities that implemented in this "Spoken English" Materials. They are Remembering, Understanding, Applying, Analyzing, Evaluating and Creating, as proposed by the Revised Bloom's taxonomy. As stated, those categories were taken from the level of thinking in revised Bloom's Taxonomy. The authors used these levels

of thinking to make learning activities arranged systematically, started from easier activities to more difficult activities, or from the lower order thinking to higher order thinking.

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

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

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

Source: Anderson and Krathwohl (2001)

Table 1: Blooms's revised taxonomy action words (with modification)

C. THE CONTENT OF SPEAKING MATERIALS

The speaking materials developed by the authors consist of fourteen units. Each unit contained learning objectives, grammar target, learning activities, and vocabulary list. Each unit, in addition, covered 6 learning activities, which are given respectively, 1. Remembering, 2. Understanding, 3. Applying, 4. Analyzing, 5. Evaluating, 6. Creating. Those six activities are steps proposed in Revised Bloom's Taxonomy.

In remembering activity, the learners attempted to recall their knowledge related to the materials. They used their entry knowledge in this activity. In Understanding activity, they tried to understand the materials through the explanation or description they had given related to the material. In Applying activity, they then tried to apply or produce their understanding. In Analyzing activity, they analyzed the ideas or topics presented in material deeply. In this activity, the ideas were developed to practice the students' skill in critical thinking.

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

EXAMPLE 1. PERSONALITY

Activity 1 (Remembering):
Work at White Board. Divide the class into two groups, match the following words with the pictures given and post on the white board.

Activity 2 (Understanding):
Beach Ball Bingo. Choose one beach ball which all names of students have been written on ball's surface. When you choose and get the ball, mention the name of your friend and tell about his/her personality.

Activity 3 (Applying):
Make Interview. Make an interview with your partner about someone you admire by choosing one of the following ideas namely a famous person, a political leader, one of your parents, or someone who helped you.

The interview consisted of the following questions or instruction:
Think of someone you admire or respect.
Who is the person?
What has this person done?
What is the person like?
Why do you admire or respect this person?

Activity 4 (Analyzing):
Watch, Write and Talk. Watch the whole parts of short video, as a candidate of teacher write down what values that you got in short movie and talk to the whole of the classroom.

Activity 5 (Evaluating):
Round Table. Discuss with your small group about "Who responsible for bad attitude of the students are" and each student takes a turn to state his/her ideas one by one.

Activity 6 (Creating):
Students' Video. Make a short video in group of four how to change the personality.

EXAMPLE 2. TELLING ABOUT WEATHER

Activity 1 (Remembering):
Find the meaning. Find the meaning in Indonesian.

Activity 2 (Understanding):
Throwing a toy. Describing your favorite type of weather when the toy is thrown to you.

Activity 3 (Applying):
Large Group Discussion. Divide the class into 4 groups namely sunny, rainy, windy and snowy, then list what you will do when it's sunny, rainy, windy and snowy and report in whole class.

Activity 4 (Analyzing):

Small Group Discussion. Watch the movie about Natural Disasters, then in group of four discuss "Are the natural disasters caused by the weather?" and give the reasons.

Activity 5 (Evaluating):
Make prediction. Make prediction what will be happened if we do not have efforts to prevent the natural disaster.

Activity 6 (Creating):
Students' Video. Make a video in group of four how to prevent the natural disaster.

D. VALIDATING THE SPEAKING MATERIALS

After developing the speaking materials, the authors then performed validation. In this step, validation was conducted by including four experts whether the developed materials for each unit can be applicable or not, and whether the developed materials were already following the six principles of Bloom's taxonomy. There were four aspects presented in the validation format namely: (1) The aspects of Materials, (2) The aspects of Activities, (3) The aspects of Media and (4) The aspects of Presentation. The results of validation based on the four aspects above are given below one by one respectively;

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

Table 2: The aspects of materials

The table shows that all of the indicators from aspects of material was "good classification" as judged by the four experts. Total mean score from aspect of the material was 3.42 and classified as good.

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

Table 3: The Aspect of Activities

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

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

Table 4: The aspect of media

Table above showed that all of the indicators from aspects of activities was "good classification". Total mean score from aspect of media was 3.25 and classified as good.

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

Table 5: The aspect of presentation

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

E. REVISING THE SPEAKING MATERIALS

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

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

Table 6: The validator's Revision

As seen, Most of experts gave comments or suggestions on the Photo or Pictures that the authors used in this product. Some inputs from the experts, for instance, are: (1) combining the pictures or photos from local culture of Indonesian pictures or photos and put the sources in the materials, (2) the vocabulary must be comprehensive and the grammar used must be checked, (3) some instructions for students' activity must also be revised since some experts said that Instructions for students' activity were ambiguous and remained unclear, thus should be clear as possible.

IV. DISCUSSION

In developing the product, the researcher followed the procedures of material development called ADDIE Model suggested by Branch (2009). There were some steps implemented in the process of developing materials. The steps were Analyze, Design, Develop, Implement and Evaluate.

Based on the results of guided interview from lecturers and students, the researcher has identified six categories in interviewing about the existing conditions of syllabus namely (a) Learning Objectives, (b) The Topics of Materials, (c) Learning Activity, (d) Students' Activity, (e) Time Allotment and (f) Scoring. Related to learning objectives, the researcher identified 8 suggestions that stated by the students. Those suggestions were as follows:

✓ Students needed some topics and activities to attract them to communicate actively in this subject.

✓ Activities must be varied and interesting in order that they didn't feel bored and motivated to practice their English.

✓ Some students wished the interesting topics related to daily life.

✓ Variety of topics and activities as mentioned above influenced the students' interest and motivation so they did not feel bored to engage in the classroom. As stated by Harmer (2001) One way of increasing learners' motivation to learn the language is by using a variety of interesting topics and activities in order to keep learners engaged in the classroom.

✓ They also suggested arranging the learning activities systematically from easy activities to more difficult activities so that every student engaged and participated in the classroom.

✓ The use of technology was also recommended by students. Using technology in speaking class was also recommended by the students. Technology has become a real necessity nowadays. Through technology, lively atmosphere can be presented in the classroom and the students seemed to be interesting and more motivated learning by technology like video. The student's statement about the using of technology was also supported by all the lecturers. 3 of 4 lecturers stated their

agreement in using technology in learning as the demand of the era and learning objectives right now. The lecturers' statements are as follows: (1) in era of industry revolution 4.0, technology is a must for students. (2) The usage of technology based on learning objective should be developed and the material based on the students' ability. (3) Technology must be provided in learning process to attract the students except the grammar, varied topics and activities are expected to engage the students in participating in the classroom.

✓ The prior learning objective that also emphasized on the grammar was still wished by students, since they thought the importance of rules or grammar in communication. Of course, English rules as important element in learning language. Learning English cannot be separated from learning grammar. Grammar is fundamental to language. Hossein (2011) commented without grammar, language does not exist. Grammar is always employed in teaching learning a language. It played in important role in the four language skills. It gave contribution to learners when perform or practice their skills, included speaking skill.

✓ Some of them suggested more activities to practice and not focus too much in explaining about grammar or vocabulary. Shumin (1997) states that for learning to speak a foreign language, students' need more than knowing simply grammar and vocabulary; students should acquire skills by interacting and using the language that they are learning.

✓ There was one student recommended to learn English outside class because it will be fun. This is exciting activity in researcher's thought and this suggestion has been implemented by the researcher in one of activities namely Making Video by visiting one of tourism objects.

✓ Discussing about the learning experiences or learning activities in the existing syllabus, overall the learning activities have been implemented by the lecturer namely lectures, asking and answer, presentation and discussion. However, the results of interview have shown that all of the students need more activities for some reasons. There were 6 points that the researchers identified namely:

✓ Most students needed varied and interesting activities so that they have opportunity to practice and make them motivated and have spirit to engage actively in communicating in the classroom.

✓ The students simply wished the activities that make them not feel bored during the speaking class. Since the boring gave the negative impact to the students' participation in classroom.

✓ Provided the activities that activate the students to speak were expected by students.

V. CONCLUSION

Just like other previous studies, this current study strongly agrees that the learning materials play a vital role in succeeding the activity of teaching English speaking in the classroom. Simply to say, the more skilled learning materials developed, the more excellent learning result will be. In developing the speaking material, the authors proposed two important steps, which are (1) steps used to develop the Speaking Materials which include determining the topics of Materials; setting up the learning objectives; setting up activity category; finding out Active Learning Activities; and matching the Active Learning Activities to the six levels of thinking, (2) considering the content of Speaking Materials, where each unit materials in Speaking materials should contain learning objectives, grammar target, learning activities and vocabulary list. More importantly, it should cover 6 learning activities as stated in Revised Bloom's taxonomy, namely Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. In validating the product, in addition, the authors suggest 4 aspects which should be included, namely the aspects of materials, the aspects of activities, the aspects of media and the aspects of presentation. The last but not least, if the learning materials are found less suitable for learners, the revision is then significant to take in order to generate a more suitable Speaking materials in the classroom.

REFERENCES

[1] Adam, N.S. (2018). Developing English Materials Dealing with 2013 Curriculum ofthe Seventh Grade Student in MTsN Balang-Balang. The ASEAN EFL Journal, 20(7), 53-65.

[2] Alzahrani, G.A. (2019). The Reasons Behind the Weakness of Speaking English among English Department's Students at Najran University. Journal of Education and Human Development, 8 (1), 48-56, DOI: 10.15640/jehd.v8n1a7URL: https://doi.org/10.15640/jehd.v8n1a7

[3] Anderson, L. & Krathwohl, D. (eds.) (2001) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

[4] Bloom, B.S. (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1 Cognitive Domain, New York: Longmans, Green, and Co.

[5] Bonwell, C., & Eison, J. (1991). Active Learning: Creating Excitement in the Classroom. Information Analyses - ERIC Clearinghouse Products (071). 3. ISBN 1-878380-08-7. ISSN 0884-0040.

[6] Branch, R. M. (2009). Instructional Design-The ADDIE Approach. New York: Springer.

[7] Carr, R., Palmer, S., & Hagel, P. (2015). Active learning: the importance of developing a comprehensive measure. Active Learning in Higher Education 16, 173-186.

[8] Ciornei, S.I. & Dina, T.A. (2015). Authentic Texts in Teaching English. Procedia Social and Behavioral Sciences,180, 274-279.

[9] Damayanti, D, Fauzi, A, & Inayati, A.M. (2018). Learning Materials: The "Nucleus" of Language Teaching. Journal of English Education, 3(1), 1-8.

[10] Derrig, M. (2008). Active Learning Techniques, Center for Teaching Excellence, Virginia Commonwealth University.

[11] Fitria, T.N. (2020) Teaching English through Online Learning System during Covid-19 Pandemic. Pedagogy: Journal of English Language Teaching, 8, (2), 138-148.

[12] Freeman, S., Eddy, S.L., McDonough, M., Smith, M.K., Okoroafor, N., Jordt, H., and Wenderoth, M.P. (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the National Academy of Sciences USA 111, 8410-8415.

[13] Gifkin, J. (2015). "What is Active Learning and Why Is It Important": An Introduction" ASQ Higher Education Brief, 2(4).

[14] Harmer, J. (2001). The Practice of English Language Teaching. (3rd ed.) Harlow: Longman.

[15] Heaton, J.B. 1989. Writing English Language Test. New Edition. USA: Longman.

[16] Hossein, N. (2011). Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context. Routledge Publisher.

[17] Jafari, S. S. (2013).Motivated Learners and Their Success in Learning a Second Language. Theory and Practice in Language Studies, 3(10), 1913-1918.

[18] Leong, L., & Ahmadi, S. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. International Journal of Research in English Education, 2(1), 34-41.

[19] Lumpkin, A., Achen, R., & Dodd,R. (2015). Student perceptions of active learning. College Student Journal 49, 121-133.

[20] Michelle, S. (2018). Active Learning in The Classroom. Journal of Learning, 2(1), 1-7.

[21] Michel, N., Cater III, J. J., & Varela, O. (2009). Active versus passive teaching styles: An empirical study of student outcomes. Human Resource Development Quarterly, 20(4), 397-418.

[22] Nazara, T. (2011). Students' perception on EFL speaking skill development. Journal of English Teaching, 1(1), 28-42.

[23] Nunan, D. (1992). Designing and Adapting Materials to Encourage Learner Autonomy in P. Benson and P. Voller (Eds), Autonomy & Independence in Language Learning. London: Longman.

[24] Rao, P.S. (2019). The Importance of Speaking Skills In English Classrooms. An International Peer-Reviewed English Journal, 2(2), p.6-18.

[25] Richards, J.C., & Theodore, S.R. (2001). Approaches & methods In language teaching. Cambridge: Cambridge University Press.

[26] Seven, M.A. & Engin, A.O. (2017). The Importance and Effect of Using Aid Materials in Foreign Language Teaching. Journal of TESOL, 6(5), 14-21.

[27] Sousa, D. A. (2005) How the Brain Learns 3rd edition. SAGE Publications.

[28] Shuming, K. (1997). Factor to Consider Developing Adults EFL Students Speaking Abilities. English Teaching Forum.

[29] Stein, R. F. & Hurd, S. (2000) Using Student Teams in the Classroom: A Faculty Guide. Bolton, MA: Anker Publishing Company, Inc.

[30] Tabrizi, S. (2017) Active Learning: Using Bloom's Taxonomy to Support Critical Pedagogy. International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), 8(3).

[31] Tuan, N. & Mai, T. (2015). Factors Affecting Students' Speaking Performance at LE Than Hien High School. Asian Journal of Educational Research, 3(2), 8-23.