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Developing Instructional Speaking Materials Based on Discussion Method for Indonesian EFL Learners

Author:

1Saiful, 2Sumirna, 3Hamid Ismail, 4Rina Asrini Bakri

1. Universitas Muhammadiyah Makassar, Jln Sultan Alauddin No 259 Makassar Indonesia 90221 Email: saiful@unismuh.ac.id

2. Universitas Muslim Indonesia, Jln Urip Sumoharjo Km 5 Makassar, Indonesia 90231, sumirna.sumirna@umi.ac.id

3. Institut Kependidikan Kie Raha Ternate, Jambula Kota Ternate Maluku Utara, Indonesia 97747 email: hamidismail@isdik.ac.id

4. Universitas Negeri Makassar, Jalan Bonto Langkasa Kampus Pascasarjana, Makassar, Indonesia 90222 Email: rina.asrini@unm.ac.id

This study aimed to develop English speaking instructional materials based on the discussion method to improve communicative competence among EFL university students.

Acknowledging that many existing commercial textbooks do not fully align with the curriculum or address students' contextual needs, the research adopted a Research and Development approach using the ADDIE model in combination with the PPP procedure. Data collection covered the stages of needs analysis, design, development, implementation, and evaluation, with all instruments validated by experts to ensure content reliability. The findings indicated a significant increase in students' speaking scores, with mean post-test scores substantially higher than pre-test scores. Both students and lecturers expressed positive perceptions of the newly developed materials, highlighting increased motivation, engagement, and relevance to real-life speaking situations. Charts and tables further demonstrated the effectiveness of the instructional design, showing that authentic tasks, a clear layout, and contextualized content play crucial roles in enhancing speaking proficiency. This research contributes to the existing body of knowledge by offering an empirically tested model that aligns material development with learners' cultural backgrounds and practical communication needs. The findings emphasize the value of discussion-based approaches in EFL classrooms and recommend further research to investigate broader implementation and long-term impacts. Overall, the study shows that carefully developed instructional materials can help bridge the gap between curriculum goals and students' real-world language use.

Keywords

EFL speaking materials; discussion method; instructional design; ADDIE model; communicative competence; contextualized learning; material development