The Students' Perception of Apprehending, Synthesizing, Analyzing, and Responding (ASAR) Speaking Process-Based Instructional Materials

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Abstract. *This study was based on the students' problems regarding English teaching, especially English materials of speaking skills. The students have poor English speaking ability because the lecturer did not have instructional materials related to their department. The media and method was not attractive and the instructional facilities were not enough to facilitate a good learning process. The objective of the research was to develop English-speaking materials by integrating Apprehending, Synthesizing, Analyzing, and Responding (ASAR) based material. The sample of the study was Biological students of Muhammadiyah University of Parepare, Indonesia. The method used in this research was developmental research which attempts to develop English-speaking materials based on the modified ADDIE approach (Analyze, Design, and Development). The result of the study was an authentic English-speaking materials for Biological students of Muhammadiyah University of Parepare. The instructional materials focused on input, process, and output. After the materials were given the student's perception changed into very good value. It means that English-speaking instructions for the Biology department have good quality in the form of course map, lesson plan, lecturer's manual, topic, video clips, materials, students' worksheets, learning activities, and assessment.*

Keywords: *ASAR speaking process, instructional materials, modified addie approach*

A. INTRODUCTION

The success of education is dominated by the teachers' ways of teaching and providing suitable instructional materials to the students. According to Elachachiteachers need to plan carefully the teaching methods and techniques to

maintain students' interest and achieve short-term goalsof education (Elachachi & Graia, 2014). The teacher is the person who shares a positive change in the life of an individual (Theresa, 2016). It is because the teacher is the one who determines the method, strategy, and instructional model in the classroom. Therefore, the teacher needs to give more attention while selecting the methods, strategies, and especially instructional materials. Learning a lot of new information is the best way to empower the teacher by having suitable instructional materials.According to Ogaga, instructional materials are teaching facilities and devices in which teaching and learning are done in schools (Ogaga, Wallace, & Egbodo Benson, 2016). Mastering technology is also one of the ways for the teacher to gain much more information and take it as instructional materials. Not only updating material but also integrating the technology in the material is necessary. Besides, Stosic (2015) also claimed that educational technology has an essential role in teaching English. The use of Information, Communication, and Technology (ICT) brings teachers and learners to the international requirement and replaces the old methods of teaching by adopting technology-based instructional tools and facilities (Ghavifekr & Rosdy, 2015).

The use of instructional materials to teach English can improve the quality of teaching, either inside or outside the classroom. Learning some information also affects the language skills of the people. It is because unconsciously people will habituate themselves to understand the information by listening, speaking, reading, or writing. In learning a lot of informations, people need good language skills; listening, speaking, reading, and or writing to understand the content of the information. Thus, the Indonesian Ministry of Higher Education puts English as a compulsory subject in universities.

At the University of Indonesia, all departments obligate students to pass the English subject in the first year of the lecture. Conversely, the students of Biology

department of Muhammadiyah University of Parepare also study English in the first semester. Consequently, the lecturer needs to provide good instructional materials needed by the students to make them easier to master the language. In providing the materials, however, lecturers need to know what the students need and it can be done by investigating students'former English knowledge. Therefore, nowadays, the urgency of the teachers are to seek good instructional materials based on students' needs and improve their quality by knowing much more updated information related to their job.

The observation data conducted by the researcher at Biology students of Muhammadiyah University of Parepare showed that 50% of students have poor mastery in English speaking skills. It was obtained by giving them questionnaires. In supporting the data, the researcher also gave the English test to the students. The result showed that in average the students achieve the poor score of 32.

One of the factors affecting students having poor English skills was instructional materials implemented by the lecturer in the classroom.The lecturer did not have proper instructional materials on English subjects. It can be proved by the data that was gained by giving the students questionnaires about such topic. The result discovered that 22.22 % of students argued that they have poor English skills due to the lack of instructional materials related to their department, the media and method were not interested, and the instructional facilities were not enough to cover the learning process.

To solve the problem, therefore, the researcher developed English instructional materials based on a specific purpose to cover the students' needs. The instructional materials were authentic materials adopted from resources found on the internet. Using authentic materials was significant because it increased students' motivation for learning, and makes the learners exposed to the real language (Irawan,

Padmadewi, & Artini, 2018). Strategies have to be conisered in having the instructional materials, such strategies are cognitive, metacognitive, and socio-affective strategies (Nur & Syarifuddin, 2018), because good instructional material determines the success of teaching in the classroom, as well as in teaching English to the Biology students at Muhammadiyah University of Parepare, the lecturer needs to provide good instructional materials in teaching English to improve the student's English skill.

Instructional Materials

Instructional materialsare everything used to support the learning process. According to Çakır (2017),foreign language instructional materials could refer to a two things; authentic and non-authentic materials. In the learning process related to language, the authenticity of the provision of language materials and assignments must be maintained. This is also emphasized by many researchers, and the use of authentic language materials will foster student learning motivation (Li, 2018). Besides, Fatima (2016) defined an authentic task as a task that is made for an instructional goal that puts the students in a context that is related to their lives. Additionally, authentic material will be able to be adapted to various learning methodologies in the classroom for the interest and motivation of students to learn (Rintaningrum, 2018). Moreover,Lu, Rau, & Wang(2015) claimed that the target communication needs to be gained from insiders and observation of the target setting, it can also provide ESP teachers with the real data to establish teaching objectives, by which learners can be instructed, and can be used to design the instructional materials. Therefore, it can be concluded that an authentic material is an adaptable materials based on the students' need that can be implemented in real life.

One of the examples of authentic material is a textbook. Textbook is good instructional material because it is easy to be accessed by the students. In addition,

Rofii & Franscy (2018) also stated that to stimulate students in the learning process and encourage them to be active in the learning process, they need to be provided with textbooks that they can use independently. The textbook should provide examples that are relevant to everyday life so that it can motivate and stimulate them to be involved in learning (Rofii & Franscy, 2018). In addition, in designing a textbook, teachers need to provide material that is the topic of today conversation thus that learning outcomes can be useful for student's future. The availability of relevant information and assignments will make it easier for teachers to explain authentic language materials as well as student learning resources in completing their assignments and projects (Li, 2018).

There are several categories of instructional materials. Accordingly, Çakır (2017) divides the instructional materials into three groups: (1) traditional learning materials; (2) audio and visual-based teaching materials; and (3) teaching materials involving information and communication technology (ICT). Traditional teaching materials can be categorized into classic groups, including; textbooks, whiteboards, worksheets, flashcards, charts, materials designed by the teacher, etc. Audio and visual-based teaching materials, many teachers use video players, video cameras, audio materials, projection devices, computers, etc. The ICT-based teaching materials used in the learning process are Interactive White Boards (IWB), as well as materials that provide mobile-assisted language learning (MALL) such as Web 3.0, tablet computers, podcasts, internet, and smartphones, etc.

Speaking Skill

Speaking skillis one of the skills that can be developed through practice. According to Akhyak & Indramawan (2013), speaking skillis one of four skills that can be developed. Conversely, speaking is a very important skill that students must have in learning English as a foreign language (EFL) and is believed to be the core of language learning (Kosar & Bedir, 2014). As explained by Ghaffari (2015),

speaking is a skill that must be possessed in communicating in any language. Therefore, speaking skills must be improved along with other skills so that students can have good communication like native English speakers and the global community.

Not only that, Akbar (2014) explained that speaking skillis an indicator of the success of the learning process. He also stated that in a modern lens, itis referred to as communicative competencies. According to Yang (2013), speaking skill is a challenge because an individual must master language knowledge to solve problems in communication. In addition, Suliman (2014) argued that speaking is a linguistic skill that plays an important role in facilitating individuals to communicate, interact, and socialize in society.

As a skill that has an important role in building communication in learning, speaking is a skill that needs to be developed and improved as an effective means of communication (Morozofa, 2013). Moreover, speaking skill is included in an assessment indicator in many international language tests, for example, TOEFL and IELTS to determine fluency in communication (Yang, 2014). Therefore, the ability to speak English is the main capital for students to explore deeper in their knowledge. In addition, Tom, Johari, Rozaimi, & Huzaimah (2013) stated that mastering speaking skill in English isa challengefor a student because they must have good knowledge of the language.

ASAR Method

There are several processes involved in the speaking process, as stated by (Castillo, 2015). They are as follows:

1. Apprehending: In understanding information, the acquisition of information is not obtained mechanically. We will only understand the information in an unorganized aspect, where it is always directed by our interests. In this case,

we cannot understand the information by simply making predictions about things. In reality, we know two aspects, namely the information that is captured through our senses and our response to the information provided by our senses. Therefore, an individual is free to understand the information provided based on what is captured by their senses. This is also inseparable from the knowledge they have previously acquired.

2. Synthesizing: It can be concluded that in human science, we must be able to distinguish two different realities (1) the reality of knowledge in which we recognize something by creating something from what has existed before, and (2) the reality of objects i.e. things that have been a choice and made abstract, attributed, given essence, defined, given authority and name to reality.

3. Analyzing: An actual event stimulates us to know how the event could occur and analyze its impact. The problem is how the process knows what has happened and when exactly we know it. The language contains an implied meaning whose meaning may be made up by oneself. Therefore, linguistic knowledge needs to be involved.

4. Responding or Speaking: The activity of responding or speaking involves mental activity in an individual. As for mental activity, knowing or changing actions that have been obtained through the senses. Sensitive or concrete information tends to be manipulated into something abstract. Therefore speaking activity is not only about conveying information but also about understanding information from the other person. We say things to other people because we understand reality or understand something about it.

B. RESEARCH METHOD

This research was conducted at the Biology department of Muhammadiyah University of Parepare, Indonesia. Five classes of students in the Biology department were involved in this research. The subjects consist of 46 students. The

goal of this study is to find outthe student's perception of the development product. To fulfill this goal, the researcher applied mixed-method, quantitative, and qualitative approaches. To know the students' perceptions, the researcher gave questionnaires to the students. The students, as the stakeholders of the product, should give their perception of the English-speaking materials for Biology department. The researcher formulates two main criteria of the students' perception, namely the positive perception and distorted perception. Based on the criteria, the researcher formulated three indicators for positive perception, namely good, appropriate, and interesting. Besides, the indicators for distorted perception are inflexible, unattainable, and extreme. The indicators used to measure the module, the video clips, the students' worksheet, the learning process, the learning strategies used by the lecturers, and the evaluation.

C. FINDINGS AND DISCUSSION

Findings

Table 1: Mastery level of speaking skill

No	Speaking	Level of Mastery (Percentage %)					Total (%)
		VG	G	F	P	VP	
1	Participating in English language daily conversation	6.52	19.57	54.35	19.57	0.00	100
2	Understanding the message in the English language	2.17	34.78	52.17	8.70	2.17	100
3	Communicating with tourists in the English language	6.52	8.70	52.17	28.26	4.35	100
4	Fast and fluent in speaking English	6.52	15.22	54.35	19.57	4.35	100
5	Participating in the discussion of English class either asking or answering the question in the English language	6.52	17.39	58.70	15.22	2.17	100

6	Conducting the presentation in the English language	8.70	13.04	47.83	26.09	4.35	100
7	Having a good pronunciation	4.35	17.39	50.00	26.09	2.17	100
8	Using accurate grammar in speaking English	6.52	19.57	54.35	15.22	4.35	100
9	Using suitable vocabulary in speaking English	6.52	17.39	56.52	17.39	2.17	100
	Score total	54.35	163.04	480.43	176.09	26.09	900
	Mean score	6.04	18.12	53.38	19.57	2.90	100

Table 1 shows that most of the students have not mastered speaking skills yet. It is shown by the average score that most of the students were in the fair and poor classification while only few of them were in very good and good classification. Therefore, in developing the material, the researcher put very easy material in terms of language use of English so that the students could easily engaged in the material.

Table 2: The importance of speaking skill

No	Speaking	The Importance (Percentage %)					Total (%)
		VI	I	O	U	VU	
1	Participating in English language daily conversation	23.91	43.48	32.61	0.00	0.00	100
2	Understanding the message in the English language	21.74	47.83	30.43	0.00	0.00	100
3	Communicating with tourists in the English language	26.09	45.65	28.26	0.00	0.00	100
4	Fast and fluent in speaking English	15.22	56.52	21.74	6.52	0.00	100
5	Participating in the discussion of English class either asking or answering the question in the English language	17.39	50.00	30.43	2.17	0.00	100
6	Conducting the presentation in the English language	21.74	50.00	17.39	10.87	0.00	100
7	Having a good pronunciation	26.09	39.13	28.26	4.35	2.17	100

8	Using accurate grammar in speaking English	13.04	50.00	36.96	0.00	0.00	100
9	Using suitable vocabulary in speaking English	17.39	52.17	30.43	0.00	0.00	100
	Score total	182.61	434.78	256.52	23.91	2.17	900
	Mean score	20.29	48.31	28.50	2.66	0.24	100

Table 2 shows that most of the students stated that in the form of making daily conversation, messages, communicating with tourists, discussion, presentation, and using accurate grammar and vocabulary,speaking skill is important to be studied. But, some of them stated that it was an ordinary skill. Consequently, in developing the materials, the researcher gave the students very interesting material so that they got much more motivation to practice their speaking ability.

Table 3: The students' positive perception

No	Components of instrument	The mean score of the liker Scale				Total	Score
		1	2	3	4		
1	Module	0	2	6	8	16	80
2	Video Clips	0.00	0.67	5.00	12.00	17.67	88.33
3	Material	0.00	0.67	8.00	8.00	16.67	83.33
4	Students Worksheet	0	0.67	7	9.33	17	85
5	Learning Situation	0	0	6	10.67	16.67	83.33
6	The ways of the teacher teach the students	0	0.67	6	10.67	17.33	86.67
7	Assessment	0	0.67	5	12.00	17.67	88.33
Total score		0.00	5.33	43	70.67	119	595
Mean score		0	0.76	6.14	10.10	17	85

Table 3 shows that the students' positive perception of the instructional materials tended to fall into good value. It was valued by seven indicators. They are modules, video clips, materials, students' worksheet, learning situations, the ways of teacher teaches the students and assessments. Every indicator consists of 3 statements of positive perception. If it is converted to 1 to 100 scales and separated into four main categories, namely, very low, low, high, and very high as illustrated below:
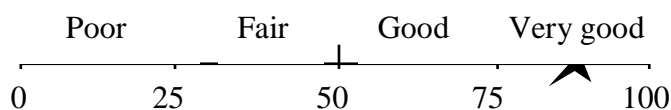
Figure 1: The students' positive perception range

Table 4: The students' distorted perceptions

No	Components of instrument	The mean score of the liker Scale				Total	Score
		1	**2**	**3**	**4**		
1	Module	2	2.67	0	0.33	5	25
2	Video Clips	2.33	2	0.33	0.33	5	25
3	Material	2	3	0	0	5	25
4	Students Worksheet	3	1.67	1	9.33	14	72
5	Learning Situation	3	2	0	0	5	25
6	The ways of the teacher teach the students	2	2	1	0	5	25
7	Assessment	2	2	1	0	5	25
	Total score	16.33	15.67	2.33	10.00	44.33	221.67
	Mean score	2.33	2.24	0.33	1.43	6.33	31.67

Table 4 shows that the students' distorted perception of the instructional materials was of low value. It was valued by seven indicators. They were modules, video clips, materials, students' worksheets, learning situations, the ways of teacher teaches the students, and assessments. Every indicator consists of 3 statements of distorted perception. If it is converted to 1 to 100 scales and separated into four main categories, namely, very low, low, high, and very high as illustrated below:
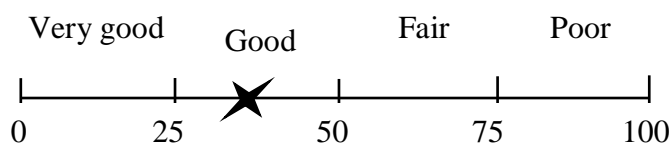

Figure 2: The students' distorted perception range

Discussion

Everything used to support the learning process was named instructional materials (Cakir, 2017). There were two kinds of materials. They were authentic and non-authentic materials (Li, 2018). Authentic refered to a task that was made for the instructional goal, which lead the students in the everyday context (Fatima, 2016).

It also involves learners in using language in replicating its function in the real world outside the language classroom and brings a variety of learning methodologies to take the students' interest and motivation (Rintaningrum, 2018). In this case, it can be seen that the use of authentic materials by integrating the ASAR speaking process was a very good material for university students.

It was widely understood that the success of language learning lies in the individual's ability to speak the language (Tahir, 2015). Thus, learning English, especially speaking skills, needs to be developed in Indonesia. The ability to speak,and speak in English can make individuals explore and provide information to develop themselves and the environment (Siburian, 2013). Therefore, knowing the students' perception of English instructional materials of speaking skills is important.

D. CONCLUSION AND SUGGESTION

Conclusion

After trying out the materials and filling out the questionnaire of perception, the students' positive perception of the instructional materials was of very good value. It was valued by seven indicators. They were modules, video clips, materials, students' worksheets, learning situations, the ways of teacher teaches the students, and assessments. Every indicator consisted of 3 statements of positive perception. It meant that English for Biology instruction had a good quality in the form of a course map, lesson plan, lecturer's manual, topic, video clips, materials, students' worksheets, learning activities, and assessment.

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