



Practicality and Validity of the Instructional Speaking Materials Developed Based on CLT

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Abstract: This study focuses on developing instructional speaking materials for the Non-English students department in the classroom setting. Besides, the objectives of this study were to develop a teaching model through CLT-Based and develop the existing speaking materials into a new design course book or module of instructional speaking materials while finding out how the practicality and validity of the new teaching module or a new course book of instructional speaking materials based on CCLT-Based. This study was conducted at Universitas Muhammadiyah Makassar. The research methodology is research design and development (R&D). The data collection is conducted with questionnaires and interviews. The collected and gathered data are analyzed through quantitative and qualitative methods. The quantitative data are gained from distributing questionnaires to students and lecturers to understand the new teaching model and the new course book content. The results of the questionnaire and interview show the qualitative aspect. The experts' judgments, comments, and opinions poured on practical and valid data by two experts related to their assessments of the materials using the Likert scale. The result findings of this study presented a new teaching model of CCLT to help another lecturer in teaching speaking English in the context of Non-English education, presented instructional speaking materials of CCLT that have been developed through CLT-Based instruction to help students to help students in improving their daily speaking around the activities in campus.

Keywords: CCLT-Based, CLT-Based, instructional speaking materials, speaking on context

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INTRODUCTION

Speaking is a pretty complicated part of practicing foreign language learning and teaching because speaking is one of the skills or abilities in English to state opinions, arguments, and suggestions, ask and answer questions, and refuse or accept other people's comments when they are illogical with our minds. However, speaking is a communication and interaction tool (Sujariati et al., 2021). Despite its importance, in the old century, some teachers usually avoided teaching speaking because they felt it was quite complicated with structure and grammar in producing sentences (Dionar & Adnan, 2018). On the other hand, any assumptions that teaching English on teaching speaking skills function as foreign language communication is invaluable, and most English language teachers continue teaching, usually doing repetition and practice dialogue without paying attention to the roles of language usage and the role of teachers. However, education is now concerned with teaching English speaking because education should follow and adapt to the globalization era in which the English language modifies all media and interactions. So, educators claim and require speaking fluency to be a primary goal of teaching language, which forces students to have the ability to use English in every communication and interaction, improve students' communicative skills, and adapt the social role and cultural rules appropriate in each communication circumstance (Al-Alawneh et al., 2019).

The aim and objective of teaching speaking is to help students practice English in communication, both communicatively and efficiently. Students must understand the way of communication; they should catch the meaning and sense of communication by avoiding confusion and hesitation in the message that comes to them and then try to make clear the components of language in speaking, such as pronunciation, grammar, or vocabulary. Hence, in practice speaking, the students as speakers should students consider social and cultural rules that apply in each communication situation. Therefore, to help students develop communicative efficiency in speaking, a lecturer can apply an activities approach for speaking material through a communicative language approach while providing students with the appropriate material they need to begin producing language themselves (Fabbro et al., 2022). In brief, a lecturer should create a course book that consists of instructional speaking materials, provide clear instructions and procedures for language use, handle a classroom environment with students' real-life communication, topic speaking context, authentic activities, and meaningful tasks that promote oral language (Sujariati et al., 2021).

Teaching English through a communicative language approach will be effective because the teacher or lecturer is important in applying communicative language teaching (CLT). According to [Zimring and Rogers \(1999\)](#), there are two main characteristics of the roles of the teacher and lecturer. Those are as follows. The first role is that of a teacher as a facilitator who establishes and facilitates how the language communication process is transferred between all students in the classroom and between one activity to another through various activities and tasks. The second character and role is that of a teacher as an independent speaker within the teaching-learning group. These roles provide indirect instruction to teachers to become attractive in gathering students to communicate with each other, which means the teachers should be both facilitators and organizers for students and themselves. Besides, the teacher also guides the students in terms of learning procedures and classroom activities. However, teachers cannot put aside their role of the teacher as educators, researchers, and learners with many contributions to educating people with the language of knowledge, language skills, speaking ability, and actual experience in education and organization capacities ([Sujariati et al., 2021](#)).

Dealing with the Communicative Language Teaching Approach (CLT) helps students connect the instructional material's content to the life context. Thus, this approach can be elaborated on by learning and teaching speaking material involving some activities, and the mind naturally seeks meaning in real life. The instructional materials of CLT-Based refer to gathering group speaking approach of communication in English classroom with clear instructions of action on language usage to concretize a concept of teaching speaking during language acquiring or language learning. In the previous education era, teaching traditionally tended to be classroom teachers who had to rely on teaching speaking content from the teacher pricing method during their teaching. Nowadays, instructional materials have to provide variants of teaching styles in transferring knowledge and messages to be delivered or sent across. Implementing instructional materials can help both teachers and students make learning easier. Hence, it also helps students, teachers, or lecturers avoid excessive pressure to memorize material, which can dominate learning. Furthermore, instructional material is a good source that gives students practical experience in developing skills and concept learning. For instance, a topic is provided with real objects and used as stimulators. Therefore, CLT-based instructional materials constitute instruction and teaching organization through exchange message transactions facilitated by a source and a receiver ([Abdollahzadeh, 2018](#)). In addition, applying instructional materials in speaking through communicative language teaching may extend the mind-expanding of teachers to materials that deliver a message to students. Moreover, direct instructional materials become tools to function in the natural process of communication and interaction. In this term, the process of teaching English and communication through CLT-based instruction, which is poured forth in instructional speaking material, implies that both the teacher as an actor and the students as listeners of a message actively bring them into active communication. It means that the teacher and student can share ideas and feelings in any communication through communicative language teaching ([Mwakapina, 2021](#)).

Teaching speaking at university is an urgent thing because nowadays, the globalization era has digitalized the media communication where it is provided in English instruction; it forces lecturers to be more capable of using technology and be more active and innovative in providing speaking materials such as speaking materials should be suited to the need and appropriate to the context, in order it will not make the students feel monotonous, but it can support students to practice the daily activity on their real live context ([Sujariati et al., 2021](#)). Refers to that statement, there should be a breakthrough kind of teaching speaking materials for Non-English students at Universitas Muhammadiyah Makassar to answer the fact situation; so far, there is no specific book for teaching speaking which is provided by the university or the head of the Non-English Education Department, henceforth the head wishes to the lecturer to be innovative in creating book teaching and finding a new interesting thing in developing teaching then facilitate students in learning speaking skill ([Sujariati et al., 2021](#)).

Additionally, the speaking materials used by some lecturers at the Non-English Education Department of Muhammadiyah University Makassar must be designed systematically and contextually to serve the students' needs and levels. Referring to the preliminary study, the previous speaking material was taken from Google, and the materials were sometimes provided in monotones without new activities and exercises. The tasks for students depended on what the lecturer carried out, such as reading the dialogue and reading text loudly without playing various actions in front of the class. However, the whole content of the materials did not show the activity, which should be well-matched with the learning purpose and students' needs because the activities and tasks were limited to reading only. Additionally, data from interviews showed some students that their English class usually did tasks and not much practice because the speaking material was made to provide material rather than activities ([Sujariati et al., 2021](#)). Therefore, the course book, printed materials, or speaking material did not provide enough activities to be applied, so sometimes the students feel bored. Moreover, on the existing materials, the activities of students in practicing a language are usually individual and group. For individual task activities, students were only instructed to assign and answer questions related to a reading text or dialogue that they had read. In group tasks activity, students were instructed to discuss the task and exercises presented

in the book based on the line topic. However, the type of exercises was monotone, so they could not explore students' creativity and expand their ideas toward speaking English. In addition, the existing speaking materials primarily used commercial materials, so they did not cover all kinds of the interesting tasks of speaking English, which was less interesting to students. Besides, the lecturers are unmotivated yet have not designed instructional speaking context materials that deal with students' life context on campus cooperatively. However, some lecturers tend to prepare speaking materials based on their perception and less paying attention to several components such as the syllabuses, the interest in topics, and the student's needs, and level (Sujariati et al., 2021). As an effect, the students found it difficult to practice their speaking, comprehend the material, and explore their ability and creativity in speaking as demanded by the goal of speaking. The researcher believes some techniques and approaches may be used in teaching English in the classroom. However, referring to the problem above and the result findings of the need analysis, the researcher considers that teaching English to students in the non-English department through the communicative approach will be better than the other approaches or techniques. The researcher also believes encouraging students of non-English department students to speak would be easier. Lecturers must be aware of the use of techniques in order to achieve the learning and teaching objectives. For this research, especially the Communicative language Approach is going to be the objective of the study as long as the primary purpose is promoting language in the classroom and supporting ideas, drilling activities to share the scientific contribution with other lecturers/teachers, helping teacher/lecturer to achieve positive results in the oral production with their students.

For the sake of developing the students' English speaking skills, it is necessary to use the instructional design model to develop the instructional speaking materials. Bao (2013) states that the instructional design models have been successfully used in educational areas to design course materials. Even though there are many instructional design models available for use in designing speaking instruction, they must be considered and selected to solve the problems. Therefore, the researcher designed and developed a course book that consisted of instructional speaking materials based on CLT-Based Instructions. Moreover, the new course book would be evaluated by students and lecturers and validated by two experts to decide whether the new course book is available for teaching. CLT-Based has been produced and grown by experts. The researcher has found many CLT-Based studies, such as Abebe et al. (2012), where his study only developed the draft of supplementary teaching materials without creating a new teaching model that focused on speaking activity. Then, It was developed through the Communicative Language Teaching approach and the content of materials starting from standard competence and basic competence of the syllabus in senior high school at An-Nur Islamic boarding school. In another researcher (Çelik et al., 2018), communicative language teaching was an approach in designing speaking material samples for the second semester of eighth-grade students of SMP 1 Pontianak; the materials were designed in particular terms in order to be alternative speaking materials beyond the primary lesson of speaking in communication that primarily involve the integration of different language skills. Another study by Kusumawati and Sari (2019) tries to develop speaking material by describing the central role of speaking to the materials while providing activities as a facilitator during speaking practice by all participants in the classroom, gathering students to the various activities and tasks during learning. Sujariati et al. (2021) deal with the need analysis of non-English students at Universitas Muhammadiyah Makassar. The study aims to search for students' needs related to English materials, teaching models, and students' needs in learning English. Wanci and Abdullah (2024) focus on developing English materials through students' needs analysis.

However, some studies only designed speaking materials for students who study at senior high school, not university students. The difference of this study is that an innovative CLT-based approach to the development of the existing materials or the course book involved instructional speaking materials based on CLT with well-designed communicative language used by students in the classroom. It must stimulate students to talk, and it also provides students with extensive exposure to authentic language material through an activity. Additionally, in this study, the researcher tried to design and develop CLT-based instructional speaking materials through activities on context while providing topics in students' content or activity routine on the campus. So, creating or constraining activities on speaking materials should be careful of all the skills and the student's interaction with one another in natural behavior. Hence, referring to the background above, this research supported finding the result of the research questions that have been formulated about how CLT-based innovation is in teaching speaking materials' development. How are the speaking materials based on CLT-based instruction evaluated? How are the practicality and validity of the developed instructional speaking materials based on CLT? Then, the questions would be answered in the finding and discussion phases.

METHODS

This research applied qualitative through descriptive quantitative data to measure how far the practical and validity of the new course book or instructional speaking material was implemented. Mixed method designs can help researchers increase the power of data collection and research findings (Kamalodeen & Jameson-

[Charles, 2016](#)). In addition, mixed research methods are suitable for cross-sectional research data ([Mamun-ur-Rahid, 2023](#)). The subject research was 20 students, two lecturers, and two experts. In collecting data, this research applied two instruments: questionnaire and observation. The questionnaire goes to students taught using the newly CCLT-based teaching model. The questionnaire was distributed to gain students' perceptions. The statements on the questionnaire would be data from students' responses that revealed a response to aspects of the new course book, including the overall content of the CCLT-Based course book such as speaking materials, the topic of material, the organization, learning method, learning media, and learning instruction ([Justan et al., 2024](#)).

To validate the instructional design and prototype draft, the experts of TEFL and CLT were invited to answer the rubric items, and then they gave comments about the weaknesses of the speaking materials based on CLT. The experts from ID give responses in terms of strongly agree (4), agree (3), disagree (2), and strongly disagree (1); based on the experts' comments or suggestions, the ID model and prototype draft are revised. To try out the prototype draft, the lecturers answer the items of the questionnaire about the appropriateness of content, language, and presentation, and the students answer the items of the questionnaire about the clarity, facility, activity, and appeal of new instructional speaking materials. On the other side, the observation done by researcher itself by seeing and looking at the two lecturers' action in implementing the new teaching model of CCLT-Based in English teaching while trying out the prototype of course book in the teaching class. The authors suggest that readers also read the following articles ([Darwis & Wanci, 2019](#); [Maulina et al., 2022](#); [Sujariati et al., 2022](#); [Wanci, 2023](#); [Wanci & Sujariati, 2021](#)). This study uses two kinds of data analysis: quantitative and qualitative. The quantitative data are gained from questionnaires distributed to students and lecturers dealing with their perception of the needs analysis, learning activities, and the experts' judgments. The expert's judgment has priority in giving any comments and opinions related to their perception in evaluating or assessing the contents of instructional speaking materials. Hence, the qualitative data are taken from observing the lecturer's teaching practices, applying the new model of teaching CCLT-Based in their teaching.

RESULT AND DISCUSSION

The innovation point of the CLT-Based instructional speaking materials was shown by some improvements, namely, a new model of teaching from CLT-Based to become CCLT-Based, new topic materials that include particular activities on the campus, and new teaching instruction. This present study shows the innovation of implementing a Communicative Language Teaching Approach involving many activities related to students' real life and daily activities on campus their campus which was proposed by [Qasserras \(2023\)](#). In this study, the researcher designed a new teaching speaking model involving the urgency point of language use, which is referred to as the CLT-Based activities or communicative language teaching that was proposed by Patel and integrated from the existing speaking materials module into the new speaking materials module is CCLT-Based or Communicative language context in teaching. The new teaching model of CCLT-Based has involved three steps consisting of three instructions, namely, Mechanical (opening), Main Activity (meaningful Activities), and Closing with exercises (Communicative Practices). Furthermore, each step of the teaching model provides key points of materials, namely mechanical consisting of present language items that should provide several materials procedures such as language items with some key component of materials, Core Material, Speaking Materials, Language Use, Pronunciation point. The second step of the teaching model provided by CLT-based instruction is drilling activities through CLT-based activities such as Setting up, Practice 1&2, Ask and answer, Language games, Dialogue, Roleplay, and Ordering. The last step provides key actions of teaching, namely communication, and interaction, which consist of some activities proposed by ([David, 2010](#)), such as Summary, Reflection, Group Discussion, and Feedback. The teaching model was designed with elaborate speaking materials in a speaking context. The teaching instructional speaking material was innovated through elaborating CLT-Based Instruction, as proposed by [Nunan et al. \(2003\)](#), which has functions to enhance the student's ability to speak. It will affect students' ability to interact and practice speaking with other friends. The description of the new teaching model of CCLT-Based can be seen below clearly:

The CLT-based teaching model has accelerated with instructional speaking material being a course book based on students' context. All the topics' materials dealt with many activities students usually do and interact with on campus. This teaching model of CCLT has been designed for the Non-English Students Department, so the content of the course book provided a language function, clear learning objective, and clear instruction. The views of CCLT-based construction consist of three steps of teaching. Step 1 (opening session) is a mechanical approach, which provides Language Items are: 'Core Materials, Contextual materials, Language use, and pronunciation points'; the mechanical step one was selected for teaching speaking procedure by presenting language items that involved speaking material based on context, and grammar focus. Step 2 (Main activity) is a meaningful activity approach that is provided with drilling activities: setting up, practicing 1&2, asking and answering, dialogue, games, and roleplay. Step two was meaningful, involving communicative language

teaching (CLT)-Based activities through drilling activities, which provided activities like role play, dialogue, ordering, games, and describing something. Step 3 (Closing exercises) is the practice that makes a perfect approach, which provides strengthened materials and communicative evaluation, which are summary, reflection, follow-up, and feedback. Finally, step three was communicative practices that should strengthen materials and follow-up, provided by summary, reflection, and feedback. This new teaching model refers to the contextual materials of speaking, in which some topics deal with the student's background and characteristics as a student at Muhamadiyah University. However, the activities should deal with what they usually do on campus, such as particular activities and involving some activities supported by some experts in the communicative language teaching approach (David, 2010). In this phase, the researcher evaluated the prototype of instructional speaking materials through summative evaluation, namely a student speaking test, and tried it out two times. The prototype of the new instructional speaking materials was also evaluated three times. It was evaluated by the students, two lecturers, and the experts.

Table 1. The Prototype of the New Instructional Speaking Materials on CCLT-Based

Unit Topic	Topic Materials	Language Item	Instructional Speaking Activities	Time guide
Unit 1	Using Word, What do you do	Verb, Adjective, Noun Adverb	Roleplay Ordering Practice personally	2x45
	Introduction. Greetings, Personal information	Vocabularies area Pronunciation Name, Address Come from, Job, Hobbies, Pronunciation	Roleplay Conversation Discussion Completing form Ask and answer Guess	2x45 2x45
	Number, Telling time	Number Pronunciation Number Pronunciation	Roleplay Dialogue Completing a grid Ordering	2x45
Unit 3	Talking about something on campus, Families, Hobby, leisure time, and weekend	Vocabularies areas Pronunciation Pronunciation	Ordering Ask and answer Ask and answer Feed back Roleplay	2x45
Unit 4	Talking about Jobs and routine, Particular Activities on campus (Jamaah praying, DAD, GJDJ), Dress code of Unismuh's students,	Vocabulary areas Verb and adjective Simple sentence	Ask and answer Feedback Roleplay	2x45
	Shopping in the student's mall (Canteen and Gerai Muhammadiyah)		Ask and answer Conversation Roleplay	2x45
Unit 5	Talking about location (finding each room, finding, mentioning the class) Giving direction	The Price Pronunciation point	Ask and answer Language games Conversation	2x45
	Telling about/describing character, invite someone	Preposition, Conjunction Useful expression Pronunciation	Roleplay Describe, draw Ask and answer Roleplay	4x45
	Describing the place (Building			

Unit Topic	Topic Materials	Language Item	Instructional Speaking Activities	Time guide
Unit 6	inside the campus), Describing pictures	Adjective Vocabulary areas How to invite someone/how to refuse the invitation	Describing Ask and answer Roleplay Conversation Feed back	4x45
Unit 7				
Unit 8		Vocabulary areas Adjective, noun Auxiliary Pronunciation		
Total time allocation			16x90 minutes (16 meetings)	

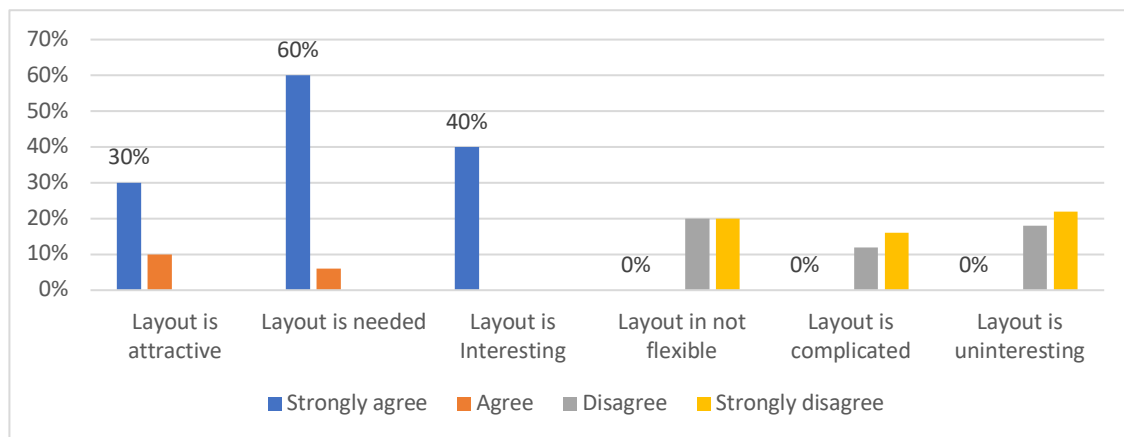
Based on the problem identification, it was found that no specific speaking book was provided, and only printed materials were used as existing materials. Hence, the researcher developed the existing materials into two units and twenty-four topics. Unit One comprises sixteen topics, and Unit Two comprises eight (Sujariati et al., 2021). The researcher develops all the topics from the existing printed materials. It was developed structurally from the base topic to the high topic. Based topic means here that the students should first know and understand the escort or introduction of basic speaking before entering intermediate and advanced speaking. In other words, the structure and the direction of the topics' materials were arranged from bottom to top (bottom-up) or from more effortless to more challenging. Furthermore, the most important thing is that all topics in units one and two should be practiced through the CLT-Based Instruction of activities that have been provided; it was supported by the theory of Practical English Language Teaching in terms of how it is implemented appropriately in teaching English classroom that involved any activities to supports the language teaching on student (David, 2010). Dealing with the evaluating phase, these steps consist of formative evaluation and summative evaluation. The formative evaluation assessed the prototype of teaching materials; the assessment or reviewing aspects consisted of internal, content-based, instructional, accuracy, and coordination. Summative evaluations have been done to assess the final version. Summative evaluation occurs after the final version or final process of teaching. In the evaluation phase, the distributed questionnaire dealt with students', lecturers', and experts' perceptions about the prototype of the course book in order to know the percentage of interest, validity, and practicality. This phase also dealt with an evaluation to assess the overall teaching instructions. Data from the summative evaluation is usually used to decide or final judgment about the students' learning outcomes during the learning process; this has been supported by Bundsgaard and Hansen (2011). The evaluation was to see the students' perception of using the newly designed book, and then the test result showed the student's achievement through the instructional materials. There were two test qualities to evaluate the newly speaking material: practicality and validity. One of the requirements for research instruments for the product is practical. Practicality here can mean how far the researcher can use the practical instrument in the research. The practicality of the product or course book is practical in use or usable in the teaching-learning process. According to KBBI (2008), practicality means practical, easy, and enjoyable use. The course book is mentioned as practicality if the expert and the practiser state that theoretically, the course book can be applied in the class, and the level of carry out is good. The product is usable in categories (David, 2010).

Practicality is the usage and application of course books by students, lecturers, or teachers, which have been revised based on the validator evaluation. The product or course book is convenient when characterized practically and easy to implement. The practicality instrument is distributed to students, lecturers/teachers, and experts to learn their opinions and evaluate the ease of use (usability) and ease of carrying the product. The instrument of practicality has some aspects indicators, namely usability, usefulness, efficiency, and pleasing appearance, which should be analyzed. The aspects should be arranged based on the study field and the application in the class (Hertika & Apriliaswati, 2012). The practicality test was expected to be practical in the course book by implementing the instructional speaking materials through CLT. In this step, the students are fitted to the content of the new book, whether it is suitable to the student's needs and competence standards, whether the book design is applied in good order based on criteria of students' competence, and whether the teaching and learning material is suitable the students' need. Moreover, the practicality test was used to determine whether the prototype was good, usable, and valuable. One class of students tried out the prototype. Twenty students participated in this tryout, and at the end of the tryout, they were evaluated using an evaluation test.

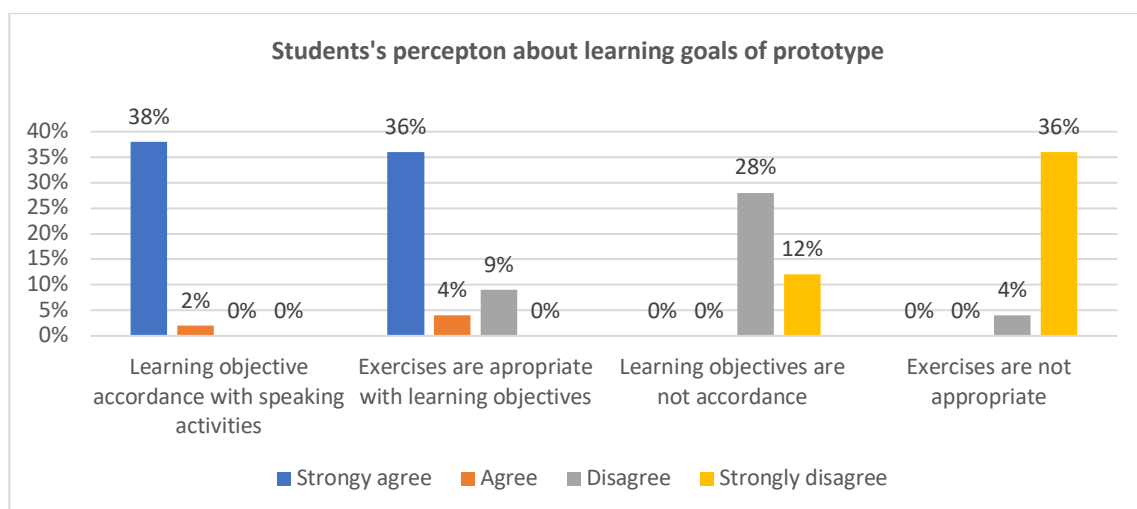
Table 2. The result of the Implementation of the TryOut

Classification	Scores	Try out 1	
		F	P (%)
Very Good	86 – 100	0	0
Good	71 – 85	0	0
Fair	56 – 70	4	10
Poor	41 – 55	5	25
Very Poor	0 – 40	11	55
Total		20	100

The table above shows that the result of the implementation of the prototype on the first tryout still seemed low in the category of students' speaking practice classification. In other words, no students got high scores in good or very good levels. So, the prototype needs to be revised to be better, and after that, it should be implemented again in the second tryout.

**Figure 1.** Students' Perception of the Lay Out of the Prototype

From the figure above, most students agree that the layout is attractive and interesting. The prototype materials are made based on the students' needs. It also showed that some students disliked the layout, but it does not mean that they did not like the prototype. It was consistent with the student's responses to a statement on the questionnaire in which most students disagreed that the layout is not flexible, complicated, and uninteresting. Then, the researcher discovered the students' perception of the learning goals, as seen in the following diagram.

**Figure 2.** Students' Perception of the Learning Goals of the Prototype

Based on the figure above, the students agree that activities and exercises were appropriate for the learning objective, although some were still undecided and even disagreed. Moreover, the diagram below

showed that most students positively perceived the content of the new instructional speaking materials. Some students still have a negative perception, but it does not mean they do not like the lesson. They may still want to be more excited about the content materials. Detailed information about the student's perception of the content can be seen in the following diagram:

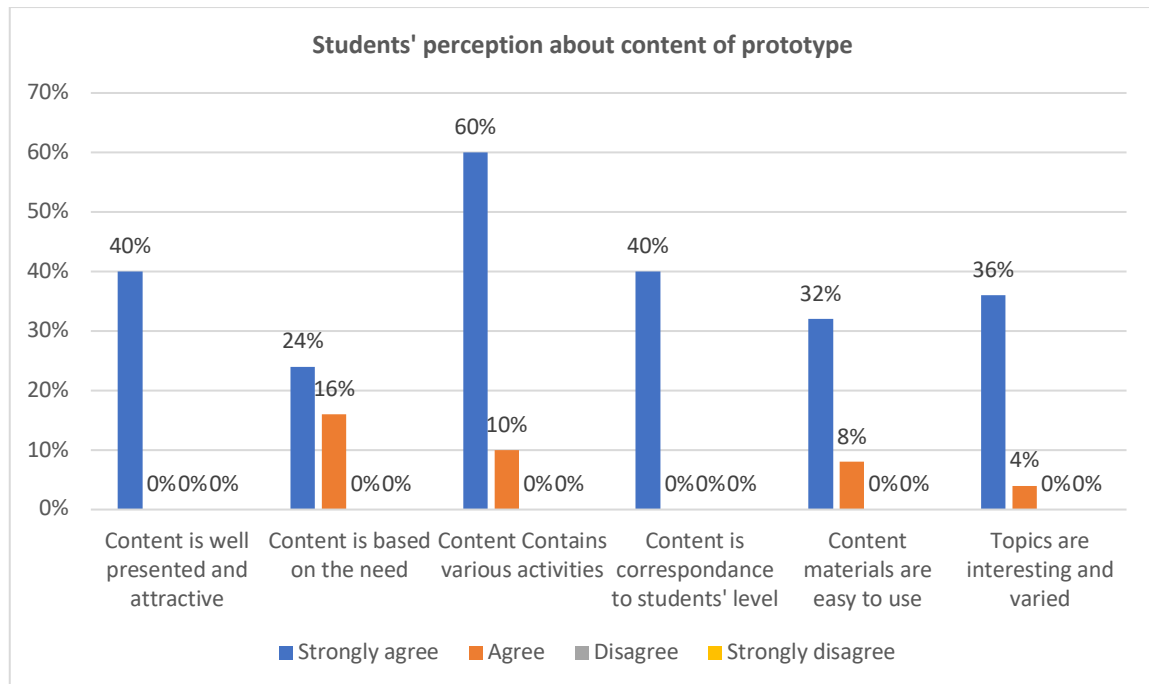


Figure 3. Students' Perception of the Content of Prototype

The figure above shows that the content of teaching materials is attractive, provided, and accessible to students in practicing their speaking. In the questionnaire, there was also a question about the student's perception of the organization and design of the prototype. The following diagram shows that most students agree that the teaching materials were well structured, from the unit to subunit, and arranged from simple to complex.

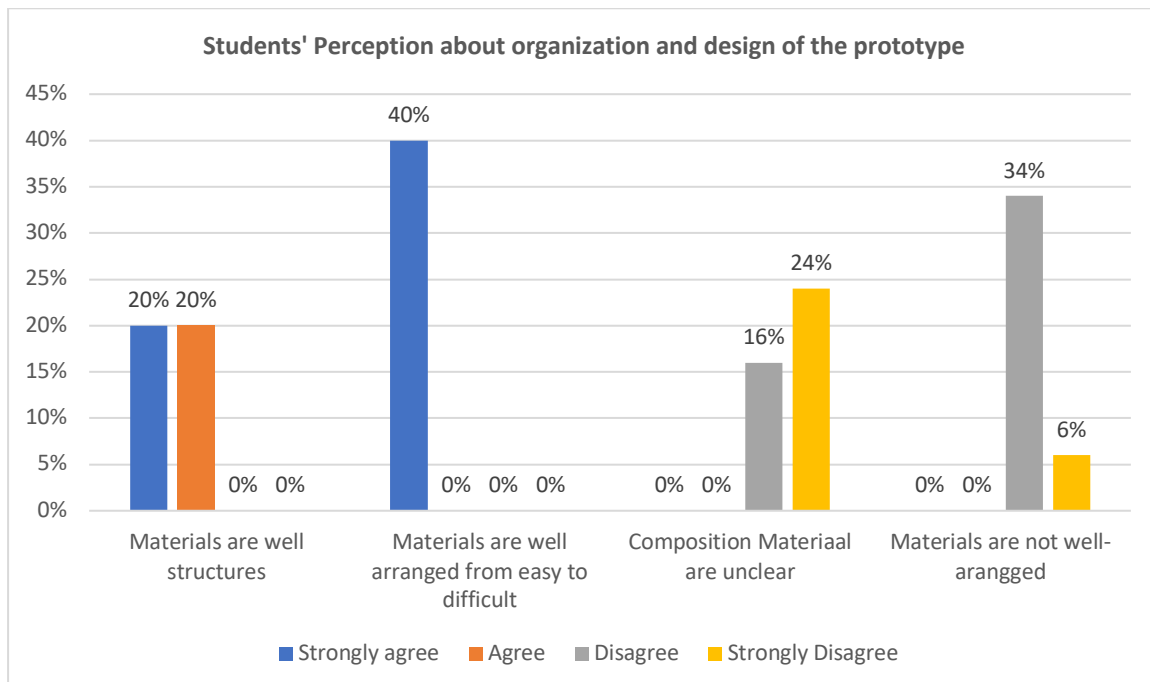


Figure 4. Students' Perception of the Organization and Design of the Prototype

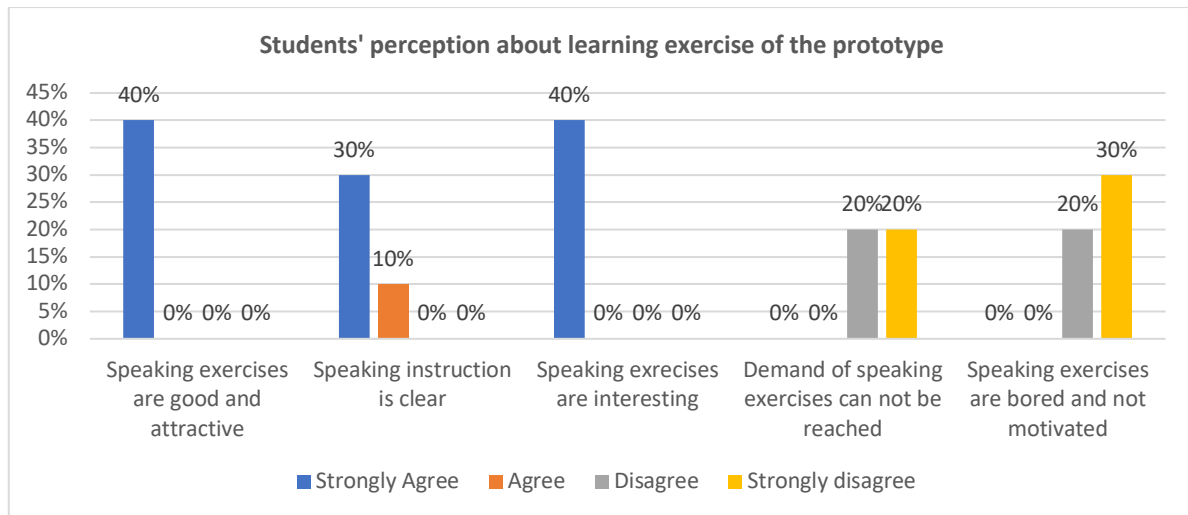


Figure 5. Students' Perception of the Speaking Exercise of the Prototype

The figure above shows that most students positively perceived the speaking exercises in the instructional speaking materials. However, the researcher needed a revision because a few students were undecided.

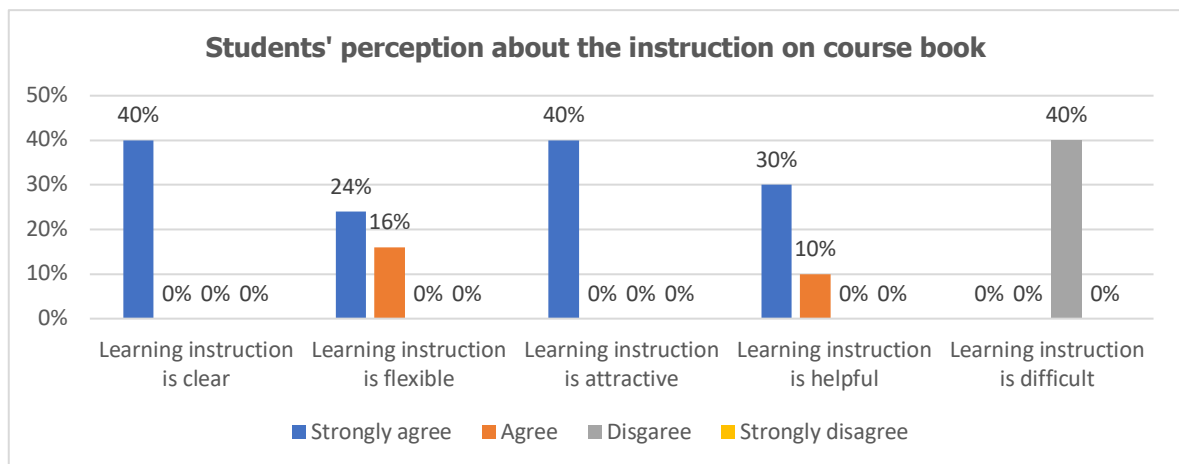


Figure 6. Students' Perception of the Instruction in Learning Activities

Based on the figure above, the instructional speaking material given to students in practicing speaking was clear. The students did the instruction well, practicing individually or in groups.

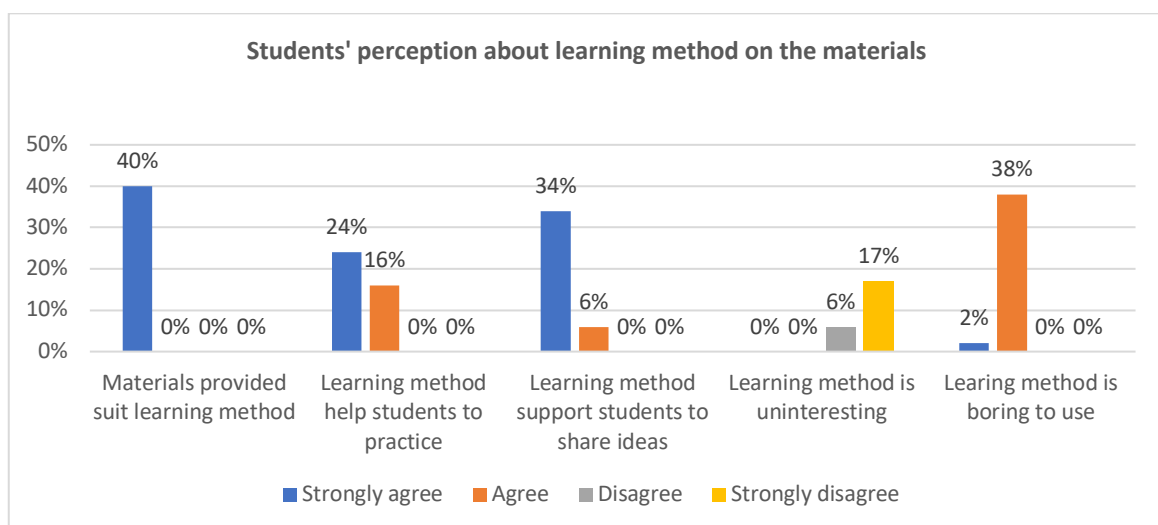


Figure 7. Students' Perception of the Learning Method

The figure above showed that the learning methods used were appropriate to the learning goal of the teaching speaking materials. Besides, learning methods are provided, and the new speaking materials also provide some media to use in practicing speaking skills, which can be seen as follows:

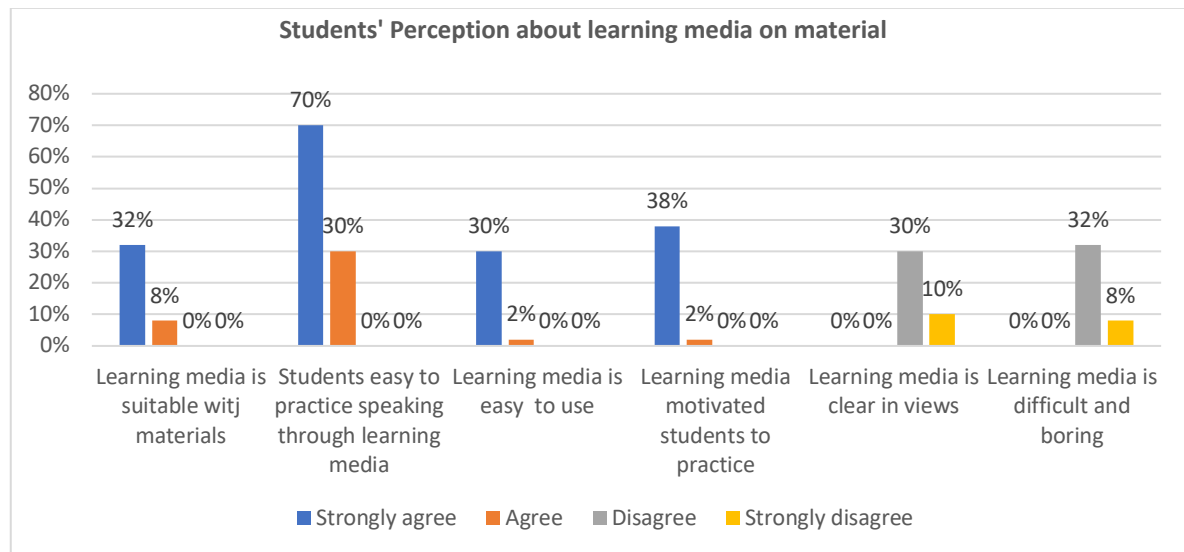


Figure 8. Students' Perception of the Learning Media

From the description in the figure above, most students responded positively toward the learning media of the instructional materials. The researcher also still needed to revise. Moreover, the researcher also gave students a chance to give suggestions for the method and media. Then, they said more pictures and videos are needed to present the materials. Besides, the students need the layout to be colorful to make the materials more interesting, so the researcher has to revise the material to be more interesting by adding the student's suggestions. Validity tests or evaluations for products or course books can be done by presenting some experts, in particular, who have experience in evaluating course books that have been designed so that we can know the weaknesses and strengths of the product or course book. Validity evaluation applied by the respondents of some expert's model designer of the product. This activity reviewed the existing course book, made suggestions, and advised revision. This validation process is called Expert Judgement. The validity test was carefully designed to measure the predetermined construct. The validity test is one of the quality controllers of language testing, particularly in speaking performance, the quality of materials, methods or techniques, and learning strategies (Abdullah et al., 2024). The next step in validation is showing evidence from the task and criteria development process, as well as the administration of the materials and the CLT-based instruction. A validity test was also used to evaluate the relevance of the materials to the purpose and degree to which they are representative of language used to examine spoken interaction. Moreover, the validity test is used to measure whether the components or aspects of the prototype are valid.

On the other hand, evaluating the prototype is needed to distribute the questionnaire, which deals with perception, to get data of interest and positive assumptions about the prototype from students and lecturers. According to Démuth (2012), there are three components of perception. The perceiver is a person whose awareness is usually focused on the stimulus and begins to perceive it. Some factors influence the perceiver's perception of the term of the questionnaire while the statement was provided, including critical state, motivational statement, emotional experience, and themselves. All of those factors significantly contribute to finding the way a person perceives a condition. Oftentimes, the perceiver may think and state by their perception depending on occasion what is named personal perception, where the person will only see and give the argument of what they want to see and feel personally. For instance, they will only perceive what they want even though the stimulus acts on his or her senses. Some of the information is gathered by the thoughts and senses of the perceiver that affect and produce a person's interpretation and understanding of the evaluation object. Conversely, The Situations, including the environmental factor, timing, reference, and degree of stimulation, can affect the perception process. After applying the prototype of instructional speaking materials, the researcher begged an expert to validate the prototype before using it in the implementation phases. Two experts did the validation test by distributing a questionnaire as the instrument to determine whether the prototype was applicable or appropriate to use. Then, the questionnaire was scored by using the Likert scale. The following figure shows the result of the validity evaluation:

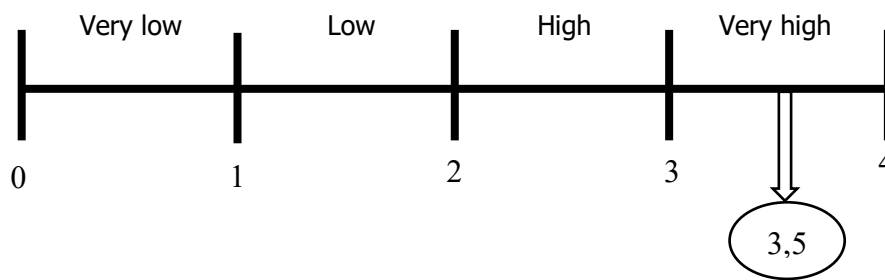


Figure 9. The Level of Validity of Speaking Instrument

To answer the criticisms and suggestions from the experts, lecturers, and students regarding the questionnaire result, the researcher has to revise the materials to be firm and improve in some parts. The revision of the product, new course book, or module of Communicative Language Teaching (CLT) Based instruction for the instructional speaking materials was conducted twice. Firstly, the revision was done after the experts validated the first draft of the prototype speaking materials. Secondly, the revision was done after the researcher implemented the product of the new module or instructional speaking material through the second tryout. The result of the draft revision on the module or speaking materials by experts can be seen below:

Table 3. The Revision of the Prototype

Categories	Comment and Suggestion	Draft
Lay out	Should be colourful	All
Content	Explain the learning objective clearly Put more activities than grammar learning Put many vocabularies that support the topic Revise the students' pronunciation to be better	
Media	Put video and picture.	
Exercise	Ask the student to speak more individually Ask students to mention the sound correctly	
Model	Design students' book	

Moreover, there were some comments given by the experts namely: basically, the material in each topic was structured in good order because it organizes and provides the language items, the learning objective was stated clearly, the technique was suitable with the approach, and the topics, the time-consuming, the setting role, then adding by pronunciation point. Related to the topic, the material was beneficial because it was arranged from simple to complex. Besides, the layout would be better if it was colorful and more enjoyable. When dealing with the content, it must be put into basic grammar and many vocabulary words. Furthermore, the expert suggested that the media put more pictures and videos. Then, they should exercise individually and practice speaking individually to be easier to measure the students' speaking achievement (Sujariati et al., 2021). In this part, the researcher describes the result evaluation of the practicality of the new course book and the validity of the newly designed course book of instructional speaking materials. Validity and practicality evaluation. There were three test qualities to evaluate the newly speaking material: practicality, validity, and effectiveness. Generally, in a product course book or material, there should be an explanation about the benefits and usability of the course book for students and whoever is using the course book. The course book or material can function as primary teaching material for lecturers when they teach speaking context practice in the classroom, as a media for students learning independently at home, or as a media for students in group learning. The function should be explained clearly so the students can use the course book or materials quickly and clearly. Besides, the course book or material is also necessary to explain the connection between topics and experience so that the students can see the correlation between the topic in the course book and their real lives (Sujariati et al., 2021). Data analysis of practicality evaluation can be reached from the result of the practical evaluation questionnaire. The product evaluation is based on the questionnaire, which has been completed by the person who correctly evaluates the course book's practicality and then analyses it to know the practical level of the course book or materials developed. The researcher used the Likert Scale in scoring indicators.

To get the result of practicality, this research does the implementation phase by implementing the prototype in two turns: try out one and try out two. The result of the implementation phase was beneficial to the researcher in revising the prototype and developing it to be better. The student's and lecturer's perceptions of the materials were positive in some items of the materials, namely, the layout view of the new course book, the goal or aim or learning objective of the speaking material, the whole content, the organization of material

design, students' exercise, methodology used in learning and learning media provided. In this research, the researcher tried to get information from students' and lecturers' perceptions about the prototype's content or new speaking materials before the new materials were distributed and used by another lecturer. The students' and lecturers' positive perception of the CCLT-Based Instructional materials convinced them they supported the developed materials. It confirmed that using CCLT-Based Instruction as a source in teaching and learning speaking materials is necessary. The positive perceptions of the students and the lecturer covered all the components of the materials, and it was very helpful for the researcher to continue developing the speaking materials (Sujariati et al., 2021). Responses from targeted users, such as experts and lecturers, indicated the practicality of evaluating instructional speaking material. Therefore, this part dealt with the usability of instructional speaking materials based on communicative language teaching theories designed and developed through crucial terms such as usability, benefit, and appearance. The researcher distributed a questionnaire to lecturers and experts to find out the result of the practicality evaluation of the instructional speaking materials (Shahidzade, 2021). In this practical evaluation, the researcher distributed a questionnaire related to three aspects, usability, benefit, and appearance, where all the aspects of evaluation should be referred to some indicators. The researcher made an instrument test for practicality evaluation of the usage of newly instructional speaking materials with some statements that dealt with those indicators for two lecturers and two experts who were dealt and experts in both speaking skill and speaking materials and students as participants; it is adapted from research by Sujariati et al. (2021). The result of the practical evaluation can be seen below:

Table 4. The classification of lecturers' responses to the practical evaluation of the instructional speaking materials

Variable	Score Presentation	Classification
Usability	75	Practical
Useful/Benefit	75	Practical
Appearance	62	Practical
Mean Score	70.6	Practical

The table above shows the score of items on the validity instrument of speaking material, and the score in each item involved two lecturers. Then, the mean score of 72 was indicated as very valid, meaning the course or the speaking material was usable.

Table 5. The classification of students' responses to the practicality evaluation of the instructional speaking materials

Variable	Score Presentation	Classification
Usability	92.4	Very Practical
Useful/Benefit	89.3	Very Practical
Appearance	84.9	Very Practical
Mean Score	88.9	Very Practical

The table above shows the score of items on the validity instrument of speaking material, and the score in each item involved two lecturers. Then, the mean score was 88.9. It is indicated as very valid; it means that the course or the speaking material was usable. The validity of Instructional speaking material was indicated by the responses of the targeted users, namely two experts. Therefore, this part dealt with the validity of instructional speaking materials based on communicative language teaching developed in terms of the aspects of materials, activities, and presentation aspects (Halik et al., 2022). The researcher distributed a validation instrument of English-speaking materials to the expert to determine the validity of the items on the speaking materials, which were implemented for students.

Table 6. The classification of experts' responses to the validity evaluation of the speaking materials

Variable	Score	Classification
Aspects of materials	57	Very Valid
Aspects of activities	36	Valid
Aspects of presentation	23	Valid
Mean Score	38.6	Valid

The table above shows the score of items on the validity instrument of speaking material, and the score in each item involved two experts. Then, the mean score was 38.6, which was indicated as very valid, which means that the course or the speaking material was usable. The newly designed model of the instructional speaking materials used CCLT-Based Instruction approaches and firmly provided many activities in practice for speaking individually and in speaking groups. For instructional speaking, materials here are relevant to their life context on campus, their experience, appropriate topic materials, quite an attractive format, and use the accuracy of language level and learning objectives. The relevance of the topic of materials was decided based on personal perception of the learning needs, and it can be assessed through a questionnaire by the students. Dealing with instruction format on speaking materials was selected, referring to the function and role of CCLT-based and language levels, which have been set to be relevant to students' needs. Dealing with the accuracy of language included clear information about material input, the structures, and grammatical sentences, and the language used effectively. However, this study provided contextual speaking materials, categorized according to the criteria of good English instructional materials recommended by Hutchinson (1978), who stated that good English instructional material should be relevant and efficient with topic learning. The learning instruction can give the students sample learning experiences using English for communication. Besides that, the English instructional materials should also be sensitive and make sense to students towards language instruction so that it can encourage students to develop their language creativities (Agustina, 2014).

Related to the learning process, this study designed a new model of teaching and learning speaking through a CCLT-based approach that consists of three steps of teaching step: one is the beginning, step two is the main activities then, and step three is the must-be exercises. This teaching model was made by combining the models of teaching by Tomlinson, which supported a model of speaking that involved basic competency, good material, Grammar focus Dialogue Completion task Conversation, Roleplay, and Feed Back, which they are should be referred to the syllabus, lecturer, students, appropriate instructional and student environment and then, elaborated it with the theory of Nunan et al. (2003) who proposed some techniques in activities of CLT such as questioning and answer practices, dialogue or discussion, drilling students by role-play, providing matching activities in games, communicative strategies, providing interesting picture and pictures stories, puzzles, problem-solving, and discussion. Furthermore, present language items should be shown in many activities for effective communication in a communicative teaching model adopted by Patel (2013). Since the instructional speaking material is used through CCLT-based activities, the teaching speaking material could be more interesting; the students become enthusiastic about speaking because the instruction is applied and provides audio, visual, and audio-visual media. Then, the materials involved some activities that they usually do on campus, adding pictures and many colors (Joe et al., 2022).

However, the goal of this new instructional speaking material through communicative language teaching in teaching speaking is to help lecturers guide students to speak freely in their life context on campus, improving students' communication skills. Specifically, it helps students express their thoughts, ideas, or feelings and teaches them to follow social rules in communication activities. According to Nunan (cited in David, 2010), the main aim of teaching speaking is to enhance the learners or students in Producing the correct English sounds and speech patterns, guiding students to use words and sentence stress, training students to speak with correct intonation patterns and rhythm of the second language. Besides, it forces the selection of appropriate words and sentences according to the cultural background and social setting; it also involves the audience's participation as listeners, situational needs, and the appropriate subject matter. Finally, how the teaching instruction can organize the students' thoughts in a meaningful and logical sequence, using language usage explicitly to express values and judgments and practice the language quickly and confidently without any filler so that the language communication is touched freely and fluently, based on the main aim of teaching oral communication above, an educator or lecturer must design speaking material through clear instruction, suit activities to cover the learning goal of speaking skill and speaking performance (Richards, 2005). Finally, this research or study was done solely to help lecturers in teaching Speaking skills and speaking performance, enabling the lecturer to be active in gathering students in speaking practices contextually. Then, non-English education students should be encouraged to practice English in their daily context with everyone they meet on campus in any activities.

CONCLUSION

The result of the evaluation phase showed that the prototype, which involved contextual speaking materials on CCLT-Based Instruction, had good effects on students' speaking activity and speaking proficiency. In this research, the last step was evaluation. Then, the researcher only did a summative test as an evaluation step to evaluate the practicality of the new course book for students by implementing the out. The practicality test of the course book and the students' speaking achievement and improvement can be measured by implementing tryouts. Hence, using prototype CCLT-Based Instruction effectively improved both students'

speaking skills and speaking performance. The other kinds of evaluation were practicality and validity tests. However, the practicality test was done by two lecturers and all students who applied and used the prototype in teaching and learning speaking in the class as participants in this research. The result of the practicality test was indicated practical, which means that the product of new speaking material was practically usable for both students and lecturers in teaching learning speaking. Two experimental experts did a validity test, and the result was valid. This means that the elements or all components of the product or new speaking material were valid and could be distributed more for teaching.

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