Developing the English Teaching Materials to Improve the Students' Speaking Skills
(Case Study at Private MTs Jepara)

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Abstract
This study aims to produce a product in the form of English learning textbooks to improve skills speaking, describe the design and implementation of English teaching materials that have been developed to improve speaking skills, describe the effectiveness of developing English teaching materials to improve speaking skills. This research includes the type of research and development (R&D) with stages, namely theoretical and practical studies, field studies, analysis of student and teacher needs, preparation of prototypes, expert tests, prototype revisions, limited trials, evaluations, and revisions of learning models. The population and sample of the study consisted of 40 students of class VIII MTs Walisongo Jepara. Collecting data using the method of observation, interviews, and literature study. This research focuses on the process of learning English for class VIII with the development of teaching materials as media used in English lessons. This research uses the qualitative data analysis method with data reduction, data presentation, conclusion or verification. The results of the study indicate that the design of developing English teaching materials to improve speaking skills is based on the principles of developing teaching materials which include accuracy of coverage and accuracy of content, completeness of components, presentation of language, and appropriate illustrations. The implementation of teaching materials was carried out 4 times in a limited trial. The development of English teaching materials to improve speaking skills was declared effective with an increase in students' speaking skills in the psychomotor aspect with a mean pretest score of 73, and post-test 91, with an increase in N-Gain of 0.66 in the medium category.

Keywords: teaching materials; learning English

INTRODUCTION

English has become an international language. Almost everyone from various countries in the world uses it to communicate. The Indonesian Ministry of National Education (2003) states that English is a means of communication among people in the world to obtain trade, socio-cultural, scientific, and technological purposes. In addition, English language competence is important in career development. Therefore, students need to understand and use English to increase their confidence in facing global competition for foreign language speaking materials.

In point 8 of the National Education System and Government Regulation (PP) number 19 of 2005 concerning National Education Standards (SNP) in the form of several educational standards, namely educational assessment standards in educational institutions, it can be said to

be of quality if it can meet these categories, which include content standards. The content standard states that among the quality of an educational institution, one of them is seen from the learning resources used. The quality of the textbooks prepared by the teachers is one indicator of the quality of the institution (Tatto, 2006).

Learning according to Kimble and Garmezy is a relatively fixed behavior and is the result of repeated practice (Supardan, 2016). Educators and students have an important role in the effectiveness of learning. The effectiveness of learning depends on many things, including the role and professionalism of educators, the completeness of the curriculum, the perfection of teaching materials and subject matter, the availability of facilities and infrastructure, and the enthusiasm of students (Huriyah, 2016). One of the important instruments that exist in learning activities and affect the effectiveness of students is teaching materials. Teaching materials are all forms of materials used to assist teachers or education personnel in carrying out learning activities (Davis & Wilcock, 2003). The material in question can be in the form of written material or unwritten material. Teaching materials are also defined as a set of learning materials or substances (*teaching materials*) that are arranged systematically, showing a complete figure of competencies that will be mastered by students in learning activities (Prastowo, 2013: 298).

Teaching materials are an important means to achieve learning objectives because teaching materials help teachers in preparing learning activities and guiding students in learning, both at school and home (Sugirin, 2011). With interesting teaching materials, students will be able to generate new ideas, exchange information, simplify problems, and complete assignments well. In addition, the development of teaching materials also helps teachers design an effective learning environment (JIMÉNEZ NIÑO, 2015).

In a study at an educational institution, it is certain to have a handbook, which can be in the form of a module or a package book. However, most students are bored because of the lack of attracting students' attention, let alone interest in learning speaking to dare to speak. Teachers should be able to find other alternatives by making textbooks for students that contain special speaking activities so that students dare to be more confident in speaking foreign languages. Not many teachers are ready and able to compile their textbooks (Gibbons, 2003).

One of the results of a preliminary study at MTs Walisongo Pecangaan Jepara showed many problems and obstacles faced, including the lack of mastery of concepts about English teaching materials, affected the teacher's teaching pattern unchanged, most of the teachers were subject teachers who only mastered certain scientific disciplines, there is no official guidebook from the government related to English teaching materials for teachers and students, there are no teaching materials that apply students to develop skills *speaking,* English learning has not been implemented based on the 2013 curriculum (Maba, 2017).

These problems and obstacles lead to low interest in learning for students and a lack of ability in English. Teachers also have difficulty understanding the English material that will be taught. Not infrequently these problems and impacts occur in Madrasah Tsanawiyah (Sholichah, 2016).

Several studies elaborate on the development of English teaching materials. Hartono et al. (2020) uses the 'Storytelling' learning model to become a valid, practical, and effective learning model for learning English. Using research and development (R&D). This study was used to measure the feasibility of English teaching materials products to improve speaking skills for class VIII with a validation model of experts. This learning model has produced products, namely model books, student books, teacher books. The results of the study can be used as a guide by teachers and students to improve speaking skills through storytelling.

Oktariyani & Juwita (2019) researched the development of local learning-based English teaching materials for elementary school students. In this case, the learning model that will be applied is a mixed-method approach. The type of research method used by researchers in research and development (Research and Development) with a development model. From the

results of the data analysis, it can be concluded that local learning-based English teaching materials in the form of video animations of traditional games are suitable for use in the learning process in elementary schools. Devira, M., & Sarah, S. (2020) conducted a research analysis of the principles of teaching and learning English at Madrasah Tsanawiyah (MTS). The purpose of this paper is to analyze the principles of teaching and learning in the development of English teaching materials at the Langsa City MTS. The use of teaching materials and media by teachers is suggested to encourage students to be more active in class. Makrifah (2020) researched "*Development of English teaching materials to improve speaking skills for MI students in Kwanyar Bangkalan District.* This study aims to produce a design of English teaching materials to improve speaking skills, to describe the implementation of English teaching materials that have been developed to improve speaking skills, to describe the effectiveness of developing English teaching materials to improve speaking skills.

This research is different from previous studies because this research emphasizes developing English teaching materials to improve the speaking skills of MTs class VIII students. The existing teaching materials, according to the survey results, touch more on grammar and reading skills, and less on speaking aspects. The development of speaking skills of MTs class VIII students is expected to provide added value for graduates of class VIII students, especially in speaking skills. By adding an element of improving English speaking skills, students will get two benefits, namely the ease of practicing speaking English and the achievement of English speaking skills.

This study aims to produce a product in the form of English learning textbooks to improve skills speaking, describe the implementation of English teaching materials that have been developed to improve speaking skills, describe the effectiveness of developing English teaching materials to improve speaking skills.

RESEARCH METHOD

This research was designed using a research and development approach. Research and development is an industry-based development model, which holds that research findings are used to develop new products and or procedures. The new products and or procedures are tested in the field and evaluated (Gall et al., 1996). Research and development in the context of education are called educational research and development, is a process used to develop and validate educational products, such as textbooks, strategies/models/learning/training programs, etc. (Richey & Klein, 2014; Sugiyono, 2017). To produce a certain product that is used for research that is needs analysis (used survey or qualitative methods) and to test the effectiveness of the product to function in the wider community, research is needed to test the effectiveness of the resulting product (Neuman, 2013).

The research population is all class VIII students of MTs Walisongo Pecangaan Jepara in the even semester of 2021, totaling 66 students. The research sample was determined by using a *random sampling technique because the* population has characteristics heterogeneous by taking samples from each sub-population. All elements of the population have the opportunity to be the research sample. The research sample amounted to 40 students.

The instruments applied in this study were observation sheets, questionnaires, and interview guidelines. Observations were made to directly observe students in learning. Structured questionnaires were used to determine the quality of the products developed through the validation sheets of material experts and media experts as well as student responses to English teaching materials. The questionnaire number of items, alternative answers, and responses have been determined. Interviews were conducted to collect data in the form of suggestions, criticisms, or input, both at the stage of validity testing and field trials (Bedimo-Rung et al., 2006).

Qualitative data analysis used in this development research is in the form of exposure to qualitative data from experts and respondents in field trials. Qualitative data sources come from direct interviews with the informants and written responses filled in the questionnaire instrument. Qualitative data is also used as a guide to improving product development, apart from the assessment of the questionnaire. In addition, the researcher describes the shortcomings that exist in the content of teaching materials and explains the content of teaching materials following the principles of developing English teaching materials (Huberman & Miles, 2002).

The analysis of the results of the assessment of speaking skills using indicators of speaking skills in English includes *fluency, accuracy, pronunciation, and intonation*. The analysis was carried out with the following 4 scales:

Table 1. The Rubric of Assessment of Speaking Skills

		Indicator Speaking Skills					
No	Students	Fluency	Accuracy	Pronunciation	Intonation	Skor	Average
	Amount						
	Average						

Notes: (a) Indicator of speaking skill assessment = 4, (b) Score of each criterion = 1-4
(c) Lowest score = 4, (d) Highest score = 16

Data analysis of students' scores in English subjects was carried out by scoring students' answer sheets based on the assessment rubric that had been made, then determining the ideal maximum score. Students are said to be complete if they can obtain the Minimum Completeness Criteria (KKM) which is 70. Document analysis is carried out by researchers on the curriculum, teacher handbooks, handbooks for students, and other supporting books related to English subjects.

RESULTS AND DISCUSSION
Design for Development of Teaching Materials
Identifying students' abilities in English, providing input for designing teaching materials that can improve speaking skills. For this reason, a guide is needed that can be used as a guide in the preparation of teaching materials. These guidelines are based on the development of child psychology and the sociocultural environment in which English language learning is carried out. The printed teaching materials that have been developed are in the form of a book entitled "Improving Speaking Skills". With this title, it is hoped that grade 5 students can recognize how to read conversations easily, quickly, fluently, and know the pronunciation. The development of Mulok English teaching materials for speaking skills was developed by considering the accuracy and accuracy of coverage, language presentation, illustrations, and completeness of components.

The Accuracy of content and accuracy of coverage
The development of local English teaching materials in elementary schools uses complete references, namely (1) the applicable curriculum, (2) relevant theories, such as educational theory, language teaching, child development, learning psychology, and the theory of teaching literature, (3) the language needs of children/students, (4) books or references that support

learning, and (5) the knowledge and experience of teachers in designing English language learning.

The development of English teaching materials is based on four competencies, namely: listening competence, speaking competence, reading competence, and writing competence. Teaching materials in their development also pay attention to daily activities in the family and school environment. Although in the material organization it is stated that this book is compiled based on several skills, namely; listening (listening), speaking (talking), reading (reading), and writing (writing), but in the presentation, it is communicative which emphasizes simple conversations. In addition, teaching materials entitled "Improving Speaking Skills" are packaged based on the 2013 Curriculum with mapping of Core Competencies and Basic Competencies. Thus, this teaching material has adapted government regulations by carrying out learning based on K13.

The applicable English curriculum becomes a reference in determining what core competencies and basic competencies of local content English that elementary school students must possess along with indicators of learning outcomes. The English local content curriculum used is a curriculum that has been piloted by researchers. The curriculum requires refinement based on the shortcomings of the test results and the development of needs and demands.

Completeness of components

The structure of the content of this teaching material has three parts. The first part consists of a cover page, an elaboration of KI KD, a preface, and a table of contents. The content section is in the form of English text which includes listening, speaking, reading, and writing. The materials are presented by emphasizing the ability to speak with a conversation pattern. However, although the material text uses a conversation pattern, this teaching material still has elements of listening, reading, and writing following the discussion and the breadth of the scope of the learning materials. The final section contains reference sources regarding where the sources and guidelines for teaching materials are compiled.

Presentation of Language

One thing that is an important consideration in learning English is the role of the approach in the use of language based on meaning. Significance is a learning goal based on a functional approach. In line with this functional approach knowledge of the linguistic concepts that underlie the birth of any language learning approach is very important. An approach will experience the fate of ' near-death ' and powerless to teach students to have language skills if the approach applied is not supported by theoretical concepts.

The presentation of language based on competence is related to the achievement of communication goals following the function of language without neglecting the acquisition of structure and vocabulary. A functional approach is a communicative approach that can support and realize values into linguistic elements in the context of language following language functions. The competence obtained from this approach is the realization of the use of language (language use) following the communicative situation (communicative situation). For Halliday language is a system of meanings. That is, when people use language, the act of that person's language is the expression of meaning. From this point of view, grammar becomes a study of how meaning is formed through the use of words and sentences (language forms) and then asks how language forms embody meanings. Based on these considerations, grammar is semantic (related to meaning) and functional (related to how language is used (Halliday, 1994).
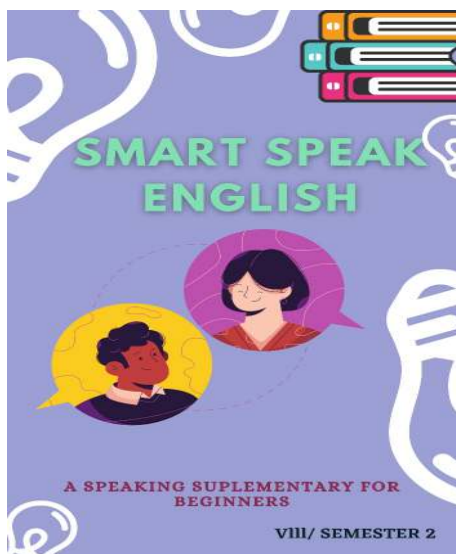
Figure 1.
Presentation of Simple and Communicative Language

Illustration
Illustrations are communicative, including in the presentation of language there are several descriptions of explanations, learning instructions, examples, and interpretations. For the language to be more communicative and easy to digest, illustrations, definitions and definitions are added so that students can easily understand teaching materials.

As for the illustration, the cover of English teaching materials to improve speaking skills consists of a front cover and a back cover. The front and back cover displays are a unified whole. Elements of form, illustration, color, and typography are shown to be related to one another. The front cover is the first page the reader sees and reads, and the back cover supports the harmony of the front cover.

Illustrations layout or elements of a harmonious layout with fields layout and margins proportional to the size of the book and can provide convenience in reading textbooks. The distance between the content of the text and the illustration images has the right proportions. The complete layout element has a title, subtitle, page numbers, illustration placement, and image captions. Writing titles and subtitles are adjusted to the content of the teaching material. Sequential page numbers and their placement according to the layout pattern. The position of the illustration is not far from the content of the teaching material. Placement of image captions and sources adjacent to the illustration with a font size smaller than the text letters.

Figure 2.
Illustration of Interactive and Communicative Image

Implementation of Development of Teaching Materials Teaching
The materials that will be made previously have been arranged in a conceptual framework at the design stage. Until this third stage, the researcher started to manufacture the product. Where at this development stage, the framework which is still in the form of these concepts is realized to become a product that is ready to be applied to learning. In addition to preparing teaching materials, researchers validated products for several experts and provided student response questionnaires to assess the feasibility of teaching materials.

Preparation of Teaching Materials
The data that has been collected above becomes a reference for the preparation of teaching materials. The teaching materials compiled are printed teaching materials in the form of books that are compiled based on content standards and pay attention to the characteristics of class VIII Madrasah Tsanawiyah students with the title "Smart Speaking English". The preparation of teaching materials includes:

1) The front section contains the title page, preface, table of contents, syllabus, and table of contents.

2) The content section contains: Unit *1: What are you studying now? Unit 2: Tell your experiences?, Unit 3: What does the sign mean?* Each unit corresponds to KI and KD. The content section covers aspects of *listening, reading, writing* skills, and emphasizes skills *speaking*.

3) Material
The material is the core of the book's contents, which consists of the elaboration of vocabulary according to the context of the home or school environment, training in conversation by following the material in the text of teaching materials.

4) Exercises
As a tool to determine the ability and level of students' understanding of the material that has been studied, exercises are presented listening, speaking, reading, and writing.

Teaching Material Validation
The teaching materials developed were validated by three validators who are experts in the field of preparing teaching materials and experts in the field of learning English. The components of teaching materials that will be validated include four aspects, namely accuracy of content and accuracy of coverage, presentation of language, illustrations, and completeness of components. Content accuracy concerns the material, practice questions, and assignments that are relevant to the curriculum and competencies that must be mastered by students as well as the number of exercises and questions that are proportional. The completeness of the components relates to the competencies that must be mastered by students such as the presentation of the table of contents, reference sources, the material presented following the development of students, material according to the context of daily life, encouraging student curiosity, and encouraging student interaction with language conversations. English.

The presentation of language includes the accuracy of the use of spelling, the accuracy of the use of diction and terms, the accuracy of the use of sentence structures, the language used following the context of the school and home environment, the length of sentences according to the level of understanding of the child, the sentence structure according to the students' understanding The presentation of illustrations is related to the illustration of the image, the writing of the source from which the image is taken, the appearance of the teaching materials is interesting and varied, and the presentation has good contrast. The results of the recapitulation of the validation of teaching materials from aspects of accuracy of content and accuracy of coverage are 4.58 (very valid), component completeness 4.38 (valid), language presentation aspect 4.56 (very valid), illustration presentation 4.08 (valid), so that the average score of all aspects namely 4.40 with valid category mode.

Aspects of the accuracy of content and accuracy of coverage
Table 2. The Validation of Content Accuracy and Accuracy of Scope

No	Assessed Aspects	V1	V2	V3	A	D
1	Material relevant to the competencies that students must master	4	5	5	4.67	Very valid
2	tasks relevant to the competencies that students must master	4	5	5	4.67	Very valid
3	Exercises and questions relevant to the competencies that must be mastered by students	4	5	6	4.67	Very valid
4	Description of material relevant to the curriculum	4	4	5	4.33	Very valid
5	Number of exercises and proportional questions	4	5	4	4.33	Very valid

Note: V (Validator), A (Average), D (Description)

Completeness of components

Table 3. The Validation of Completeness of Components

No	Assessed Aspects	V1	V2	V3	A	C
1	Presents competencies that must be mastered by students	4	5	4	4.33	Valid
2	Presents a table of contents	4	5	4	4.33	Valid
3	Presents reference sources	4	5	4	4.33	Valid
4	The material presented is by the development of students	4	5	4	4.33	Valid
5	The material presented is in accordance with everyday life	4	5	4	4.33	Valid
6	Encouraging students' curiosity	4	4	5	4.33	Valid
	Encourage student interaction with English conversation	4	5	5	4.67	Very valid

Note: V (Validator), A (Average), D (Description)

The Aspects of Language Presentation

Table 4. The Validation of Language Presentation

No	Assessed Aspects	V1	V2	V3	R	C
1	Accuracy in the use of spelling	4	5	4	4.67	Very valid
2	Accuracy in the use of diction and terms	4	5	5	4.67	Very valid
3	Accuracy in the use of sentence structures	4	5	5	4.67	Very valid
4	the language used is following the environmental context of school and home	4	5	5	4.67	Very valid
5	Sentence length according to the child's level of understanding	4	4	5	4.33	Valid
6	Sentence structure according to student understanding	4	4	5	4.33	Valid
	Category Validity Mode				4.56	Very valid

Note: V (Validator), A (Average), D (Description)

Illustration

Table 5. The Validation of Illustration

No	Assessed Aspects	V1	V2	V3	R	C
1	There is an illustrated image	4	5	4	4.33	Valid
2	Writing source from where the image was taken	4	5	4	4.33	Valid
3	Display is more attractive and varied	4	4	4	4.00	Valid
4	Has a good contrast good	4	4	3	3.67	Valid
	Category Validity Mode				4.08	valid

Note: V (Validator), A (Average), C (Criteria)

Teaching Material Validation Recapitulation

Table 6. The Teaching Material Validation Recapitulation

No	Assessed Aspects	Results	Description
1	Content accuracy and coverage accuracy	4.58	Very valid
2	Completeness of components	4.38	Valid
3	Language presentation	4.56	Very valid
4	Illustration	4.08	Valid
	Category Validity Mode	4.40	Valid

Implementation of English Teaching Materials
At the implementation stage, a trial of the developed English teaching materials was carried out. The validated English teaching materials were then tested at MTs Walisongo with a limited trial category for 4 meetings. The trial of teaching materials was carried out on class VIII MTs Walisongo students in the 2021 academic year, totaling 40 students. The English teaching materials to improve speaking skills that were developed were extensively piloted at MTs Walisongo in 4 meetings with an allocation of 2x35 minutes of learning time for each lesson. The trial will be held from 7 to 14 July 2021.

Trial of teaching materials
A limited trial is conducted in a month at MTs Walisongo. This is done to determine the students' abilities before using English teaching materials to improve speaking skills through the pretest. In addition to the pretest, student response questionnaires to English teaching materials were also given. Limited trials of teaching materials were carried out for 4 meetings. The first meeting carried out the learning process along with the distribution of pretest questions and resulted in an average score of 2.86 with good categories in aspects of intonation, fluency, accuracy, pronunciation.

When it was found that there was a development in students' speaking ability in English through the posttest results, the researcher continued the extensive trial. An extensive trial was conducted at MTs Walisongo by conducting a pretest first. Then continued the implementation of learning in 4 meetings at MTs Walisongo.

The process of activities in the classroom
English teaching materials that have been developed are then implemented in several meetings. The learning process in the classroom is divided as in one of the lesson plans covering three stages of activities, namely preliminary activities, core activities, and closing activities. In the learning process, one of the activity processes in the classroom includes the preliminary activity stage, the core activity stage, and the closing activity stage. The first stage is the preliminary activity, where the teacher greets students and invites students to pray together. Checking students' readiness by taking attendance, checking the neatness of clothes, positions, and seats of students is also part of the preliminary activity. Then the teacher invites students to sing along with the song one and one as an indirect instruction to students about the material to be studied. The linking of the material taught at the previous meeting with the material to be taught is also carried out in the preliminary activity. The teacher motivates the students by explaining the general description regarding the importance of studying material my family in the living room.

The steps in the core activities include, (1) Observing steps, students observe the pictures in terms of images living room, students and teachers communicate their observations to each other, students listen to explanations from the teacher about things in the living room, the teacher relates the material. Things in the living room with activity in the living room, students observe a conversational text activity in the living room, students and teachers do how to pronounce the vocabulary of things in the living room, students listen to the teacher's explanation about the differences in pronunciation of things in the living room. (2) The step of 'asking' students to write questions about vocabulary that has not been understood on origami paper called "curious letters", students collect the letter, the teacher and students do questions and answers to straighten the vocabulary that has not been understood by students by choosing some letters from students. (3) the try step, the students try to mention some things in the living room vocabulary, the students show the memorization of the vocabularies and their pronunciation. (4) The reasoning step, the teacher distributes student worksheets, students reason by answering the questions in the material, distributes student worksheets, students reason by answering the questions in the material my family in the living room. (5) The presentation step, students present the results of the answers to material my family in the living room, (6) the communication step, students read the text aloud, My Family in the living room, when performing, the teacher makes a direct assessment. (7) The step of creating, after performing, the pairs are instructed to have a conversation activity in the living room.

In the closing activity, the teacher and students conclude the material that has been studied together; the teacher evaluates student learning outcomes by providing feedback in the form of questions; the teacher followed up by giving assignments in the form of a task of finding vocabulary about objects in the living room; the teacher conveys the material to be studied at the next meeting; the teacher gives praise to the activities that have been carried out by students; the teacher and students close the learning process by reading a prayer (*hamdalah*) together, the teacher ends the learning activity by saying greetings.

Effectiveness of Development of English Teaching Materials
Speaking skills are assessed by an assessment rubric using a Likert scale which is then presented in the form of a maximum number of 100. The results of the pre-test and post-test of students' speaking skills by learning to use English teaching materials to improve speaking

skills are as follows. English speaking skills are categorized into the psychomotor aspects of students in English subjects. To find out the improvement of students' speaking skills before and after using English teaching material products, it is necessary to use the N-gain calculation developed by Hake (Hartati, 2016:92). The components consist of: $<g>$ = the average score of normalized gain, S post = the average score of the student's final test, S-pre = the students' initial average score, ideal Sm = the ideal maximum score.

The obtained average value of N-gain is then interpreted based on the following table:

Table 7. The obtained average value of N-gain

Value $<g>$	Criteria
$<g> > 0.7$	High
$0.3 < <g> < 0.7$	Medium
$<g> < 0.3$	Low

Improving students' speaking skills (psychomotor aspects)
Students' speaking skills are assessed with an assessment rubric which is then presented in the form of numbers. The results of the pre-test and post-test of students' speaking skills by learning to use English teaching materials to improve speaking skills are presented in chart 1 below:
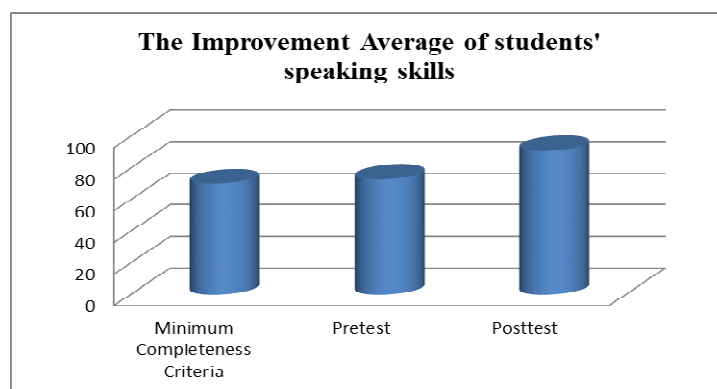

Figure 3. The Average of students' speaking skills improvement

Giving *pretest* and *posttest was* tested on 40 students of MTs Walisongo Pecangaan Jepara. In giving the pretest, the average result of 40 students was 73, and the posttest with an average score of 91. The number of students in the high category was 20 or 50%, the number of students in the medium category was 19 or 48%, the number of students in the low category was 1 or 2.5%.

Improving Cognitive
English Language Skills Students' English skills from the cognitive aspect are tested by reading and writing tests which are then presented in numerical form.
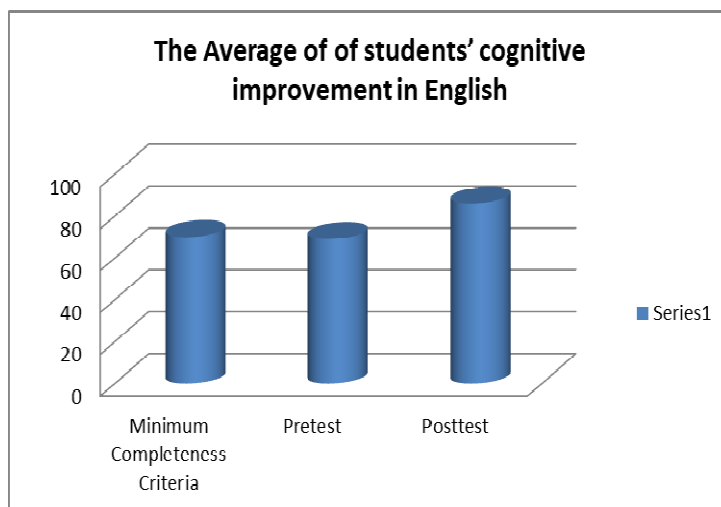
Figure 4. The Average of students' cognitive improvement in English

The results of students' English skills by learning to use English teaching materials to improve speaking skills are the number of students in the high category as much as 4 or 10%, the number of students in the medium category, namely 33 or 85.2%, the number of students in the low category as much as 3 or 7.5%. . The following table presents the students' cognitive improvement in English.

CONCLUSION

Based on the results of the study, it can be concluded that English teaching materials are the result of development. The design of developing English teaching materials to improve speaking skills is in the form of an English book entitled "Improving Speaking Skills" which was developed systematically following the four principles of developing teaching materials. First, the accuracy of the scope and accuracy of the content by referring to the applicable curriculum, relevant theories, such as educational theory, language teaching, child development, learning psychology, children's language needs, and literary teaching theory, books or references that support learning. . Second, the completeness of the components. The structure of the content of this teaching material has three parts. The first part consists of a cover page, an elaboration of KI KD, a preface, and a table of contents. The content section is in the form of English text material which includes listening, speaking, reading, and writing. The last part is a bibliography. Third, the presentation of language based on meaningfulness, and competence is related to the achievement of communication goals by language functions that do not neglect the acquisition of structure and vocabulary. Fourth, illustration. Illustrations are communicative with elements of form, illustration, color, and typography displayed interrelated with one another.

In the implementation of English teaching materials to improve speaking skills, limited and broad tests were conducted. A limited test was carried out for one month at MTs Walisongo to determine the feasibility of the initial product design. The score at the pretest stage is 2.86. Students are very minimal in speaking skills, both in terms of fluency, accuracy, pronunciation, and intonation. In the limited trial phase, the researcher conducted a questionnaire on student responses regarding the product, validation from several experts, until a post-test was conducted in a limited test with an average score of 3.38.

In a limited test, it was found that there was an increase with an N-Gain of 0.46 with a "medium" increase category. With an increase in students' speaking skills in English, as well as

a student response of 92.6% stating that the teaching materials were in the very good category, it was continued with an extensive trial at MTs Walisongo for 4 meetings.

The effectiveness of learning English while using English teaching materials to improve speaking skills has increased, both from the cognitive and psychomotor aspects of students. From the cognitive aspect, the results of the pretest showed an average score of 68.5, the average post-test score of 85.75 with an increase in N-Gain of 0.54 in the medium category. From the psychomotor aspect, the mean pretest score was 73, and post-test was 91, with an N-Gain increase of 0.66 in the moderate category.

In the suggestion of further detailed results, it is necessary to prepare and manage good time in implementing learning using English teaching materials to improve speaking skills so that learning can run effectively and efficiently so that students get many opportunities to improve students' speaking skills.

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