



Developing Speaking Instructional Materials through Contextual Teaching and Learning

Ina Daril Hanna^{*1}, Rini Listyowati², Rabi'ah³

Universitas Islam Madura^{1,2,3}

e-mail:^{*1}darilhanna88@gmail.com, ²listyowatirini7@gmail.com, ³rabiah@iainmadura.ac.id

Abstract This study aims to produce speaking materials based on the students' need and interests of Contextual Teaching Learning Approach. This research uses Research and Development design. In the context of the study, the researcher used questionnaire and interview guide. The draft of developed material focused on speaking and it was developed based on curriculum 2013. There are 11 units in this developed material. The researcher found that the materials was appropriate to the students. The students were interested to the topics so they were enthusiastic to speak in the class. It was because they thought that they really knew about the topic and it made them easy to participate the lesson. The students also interested with some pictures that display their classmate. It encourage them to read the materials enthusiastically.

Keywords: *Speaking; Material; Contextual Teaching Learning; Curriculum; Pictures.*

Abstrak Penelitian ini bertujuan untuk menghasilkan materi berbicara berdasarkan kebutuhan dan minat siswa terhadap Pendekatan Pembelajaran Kontekstual. Penelitian ini menggunakan desain Penelitian pengembangan. Dalam penelitian ini peneliti menggunakan kuisisioner dan pedoman wawancara. Draf materi yang dikembangkan difokuskan pada kemampuan berbicara dan dikembangkan berdasarkan kurikulum 2013. Ada 11 unit dalam materi yang dikembangkan. Peneliti menemukan bahwa materi itu sesuai untuk siswa. Siswa tertarik dengan topik sehingga mereka antusias untuk berbicara di kelas. Itu karena mereka merasa bahwa mereka benar-benar tahu tentang topik itu dan itu membuat mereka mudah mempraktikkan pelajarannya. Para siswa juga tertarik dengan beberapa gambar yang menampilkan teman sekelasnya. Ini mendorong mereka untuk membaca materi dengan antusias.

Kata Kunci: *Berbicara; Materi; Pembelajaran Kontekstual; Kurikulum; Gambar.*

INTRODUCTION

In applying the curriculum 2013, the teacher should help the students to achieve the objective of education. According to Fadlillah in Fauzi (2019) the 2013 Curriculum is a new curriculum that began to be implemented in 2013/2014, this curriculum is the development of a curriculum that has been there before, both competency based on curriculum that has been initiated in 2004 and the curriculum education unit in 2006. It's just pressure point on the curriculum in 2013. Moreover, Jaedun et al. (2014) states that the success in the implementation of curriculum, including curriculum 2013, greatly depends on the teacher's readiness and education institution (schools) in preparing and implementing their learning process and assessment. The teachers can choose the appropriate media to make the students understand to the lesson. The textbook is the important supplementary that teachers use to transfer knowledge to the students. Every teachers should give good textbook for the students so that they will master the lesson easily. For the teacher, there are some advantages of the preparation instructional material such as find the appropriate material based on curriculum and students needed. Teacher does not depend on the textbook anymore. The preparation of instructional material can increase the material because teacher can develop it with some source. It also increases the teacher ability in prepare the instructional material. Moreover, Amri (2010) stated that the preparation of instructional material can create the communication between teacher and students. On the other hand, for the students there are also some advantages such as give an interesting learning process. The preparation also gives the opportunity to learning by themselves and do not depend on the teacher. Moreover, students get easy to learn in every competence.

Speaking is very important skill that must be mastered by the students because by speaking, the students can explore their English and they also can practice the target language which are learned orally. According to Nunan (1999) Speaking or oral communication skill seems to be the most important and most foreign language learners are primarily interested in learning to speak. However, Nunan (2003) says that many people feel that speaking in a new language is harder than reading, writing, or listening. It is because speaking takes place in actual situation so the speaker can not rearrange and evaluate what he/she wants to say. Moreover, speaking skill must be developed as soon as possible in order to assist

the development of the other English skills. Davies (2009) says that speaking comes naturally to humans, but it is not as simple as it seems. It needs high efforts to be able to utter something in English. Besides, Harmer (2007) said that the teaching speaking provides opportunities rehearsal give both teacher and students feedback and motivate students because of their engaging qualities. Appropriate feedback engages students to modify their speaking problem effectively.

As Widdowson (1978) says that speaking and listening are basic skills since the aim of the language for communication. Nevertheless, mastering speaking skill is not an easy job. Bygate states as cited by Luoma (2004), the special features of speaking result from two sets of conditions under which people speak: processing and reciprocity. Processing means that speaking involving action which simultaneously happens. Reciprocity means what a speaker says according to what his or her listener's reaction. It also means that the speaker has to adapt and pay attention to his or her listener. Green, Christopher and Lam as cited by Murcia (2001) state that the students will be more involved with and motivated to participate in discussions if they are allowed to select discussion topics and evaluate their peers' performance; this idea is in line with the principle of the students taking responsibility for their own learning. Teacher should organize topic which are appropriate, interesting, and motivating to the learners. Students can develop the topics into any kind of idea. This speaking material design hopefully can help students to be able to produce language automatically. It means that the students will be able to use words and phrases fluently.

Relate to the theories above, this study was intended to develop speaking material for the tenth grade of MA AL-ABROR Blumbungan. In designing the materials, the researcher had taken consideration that the materials must be in line with the curriculum 2013 particularly for the basic competence for tenth grade of Senior High School. But, in fact, based on the preliminary study at MA A-ABROR Blumbungan Pamekasan, it was found that the teacher was still using KTSP book as a hand book to teach the students and there is no the supplementary book to support the speaking class that can be addressed to the students' need and interest. It is not appropriate anymore because the curriculum has been changed into Curriculum 2013. Besides, it also does not support the students' speaking skills. In this case, the content of the existing material in the textbook is based on the

students' need in general. It can obstruct that the students to be more active in English class. So, the teacher must use the speaking materials that in line of with the curriculum 2013 and also relate to the environment in teaching speaking. According to Sanjaya (2008), Instructional material is everything in the content of curriculum that must be mastered by students related with basic competence in the achievement of standards of competence of each lessons in particular education units. It is supported by Winkel (2004) that instructional material is all material used for learning purpose to achieve instructional goals. Hamalik (2002) stated that Instructional Materials is an important part in teaching and learning process. It occupies a position that determines the success of teaching and learning related to the achievement of objectives of learning and determines the activities in teaching and learning.

The tenth grade students at MA AL-ABROR Blumbungan Pamekasan needs kinds of materials that can motivate them to speak. They could not continue speaking when they face the topic that they never learned before. The third reason is the text book also does not provide enough activities which are contextually able to encourage the students to reconstruct and construct their previous knowledge, new knowledge and meaningful learning experiences because they have no idea about the topics that they face. Crawford (2002) suggests several points for textbooks in order to become an effective vehicle during the teaching learning process: textbooks necessarily contextualize the language they stand for, the textbooks need to focus on whole text levels of language, authentic and being realistic, meaningful learning can engage learners' cognitive and affective potential. It is supported by Goh (2012) said second language learners who attend school or tertiary institutions where teaching is conducted in the target language, can engage effectively in the discourse of an academic environment if they have good speaking abilities. It means if the students are able to do so, they will lose their chance to complete the academic standard with a good achievement .

The researcher use Contextual Teaching and learning (CTL) because it can be the best approach to solve this problem. CTL has several approaches. Berns & Erickson (2001) summarize there are five approaches which are worth implementing in a language curriculum: problem based learning, cooperative learning, project based learning, service learning, and work-based learning. In the standard curriculum,

the aspects covered are on activating students activeness in experiential learning based on the contents they have. Context in Contextual Teaching and Learning means giving meaning, relevancy and benefit for the learning. According to Nurhadi (2004) the terms of "context" should cover cultural, social, economic, political and personal contexts. Muslic (2007) defines the foundation of philosophy in Contextual Teaching Learning (CTL) is constructivism, which emphasizes that learning is not only memorizing but also reconstructing or constructing new knowledge and new competence through facts or proportion which they experience in their life. It is related with Johnson (2002) that he CTL system is an educational process that aims to help students see meaning in the academic material they studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. It means that by using some local materials that students really know it in English teaching will be possible to grasp the deep meaning of english so that the students can be mmore active to give the feed back of the material that is delivered by the teacher.

From this evidence, this study aims to produce speaking materials for the tenth grade in MA AL-ABROR Blumbungan Pamekasan based on the students' need and interests of Contextual Teaching Learning Approach. This speaking material is expected to be an alternative solution for teaching speaking at the tenth grade of MA AL-ABROR Blumbungan and for the students in Madura.

METHOD

The purpose of this study was designing instructional speaking material using Contextual Teaching and Learning for the tenth grade of MA AL-ABROR Blumbungan Pamekasan. According to Borg and Gall in Latief (2012) stated that Research and Development is a name of one research design involving several steps making up the research, involving steps of assessing the classroom problems, studying recent theories of educational product development, developing the educational products, validating the product development, and field testing the product.

The procedures of the development consisted of three stages namely; 1) Pre-Development, 2) Developing the draft of the material, 3) Producing the final product.

1. Pre-Development

The purpose of the stage is to obtain the basic information related the field problem. The researcher found the data through the questionnaire and interview. The data became the consideration about what the researcher needed to design the draft.

2. Developing the draft of the materials,

On the developing the draft of material, there were some steps here : developing project plan, and finding the materials needed:Developing the project plan, Finding the materials needed

3. Producing the Final Draft

There were some steps in producing the final draft: Editing, Content Entry, Validation.Next, the researcher conducted try out when the materials were fully developed and after the materials have been revised based on the data from the expert validation. The data was collected by using questionnaires, and interview to know the real condition of the students when they used the developed material. After tryout, the researcher did the second revision based on the students's reponds about the developed materials that were used on the tryout. From this step, the final product was ready to be published and used for the students.

For the practicality of the product, the product was speaking materials that trained the students to develop their speaking skill. Practically, the students can easily understand the materials. It was also good for the students' of the tenth grade to develop their speaking skills because the speaking materials provided some activities related to the local topic, also provided pronunciation mastery enrichment and supporting language features. It can easily help young learners from very beginning due to the product is appropriate for fast learners.

For the Effectiveness for Students, the product was effective in helping the students' of senior high school especially those who still have problems with undertanding to the topic of speaking materials. It was very effective and flexible for the students' since the learners can quickly comprehend the materials of each unit so that they can speak actively by English.

For the effectiveness of instruction, the researcher made the instruction at the speaking materials as simple as possible that relate with the students' environment

to help the target of the users that it were the students of the tenth grade in MA AL-ABROR Blumbungan Pamekasan. The instruction used was easily activities of local topic materials. It was good for senior high level who was scared at speaking English since they do not easily catch the meaning or goal of the instruction of each activities provided of the speaking material development.

The respondents were the students of the tenth grade of MA AL-ABROR Blumbungan who take part as the object of the research. The researcher distributed the instruments to 42 students' of the tenth grade of MA AL-ABROR Blumbungan. Guideline of scoring for the result of questionnaire both for students and English teachers was needed to make to know whether they really needed an speaking materials need to be developed or not. Guideline of scoring for the result of the expert validation was made to know whether the speaking materials was valid or not and needed revision or not. Guideline of scoring for the result of speaking materials evaluation was made to know whether the speaking material was valid or not and appropriate and applicable or not. The result of need analysis became a basic how the course developer wrote what content were for the materials.

The data collected was analyzed to determine whether the students really needed a speaking materials or not and to identify the materials suited with the students' need and interest to make them be easier in speak English. Then, the interview was conducted to dig some information about what the stdudents' need and interest to develope the materials. To complete the data, it was necessary to make questionnaires again to collect information about the existing materials used by students on the process of try out. Questioner were written in instruments that present respondece with a series of question or statement so which they were to react by choosing the answers. The data from the questionnaires were analyzed by using $P = \frac{f}{N} \times 100\%$ formula to find out the precentages. Those could be the basic of the developed material, so that the appropriate product of English speaking material could be produced in the end of the research

RESULT AND DISCUSSION

1. Result of Obtaining Information

The researcher got some informations that support the products from result of obtaining information. Those were contain of the data collected from the structure of curriculum 2013, the data collected from the questionnaire for students, and the data collected from interview of the English teacher.

a. The Data Collected from the Structure of Curriculum 2013

The result of data collected from the structure of curriculum 2013 dealt with the materials of speaking for the tenth grade students of Senior High School. The researcher learned about the basic competences of Curriculum 2013 for the first grade students and used it to arrange materials mapping as the basic of developing the material on this research, particularly in speaking material that should be mastered by the students.

b. The Collected from The Questionnaire For The Students

The researcher got the data collected from the students in form of questionnaire. The questionnaires were consists of 12 questions related to the students' interest in English, students' motivation to learn English speaking, what students' problem in learnings and the preferred teaching model in the classroom. The result of the students' need and interest were very useful to dig the students' need and interest

c. The Data Collected from Interview with The English Teacher

Based on the result of the interview, it was found that most of the students in tenth grade students in MA AL-ABROR Blumbungan were interested in learning English especially in speaking although they actually had difficulty in learning English.

2. Result of Need Analysis

The researcher asked to the students to answer the questions through the result of questionnaire of students need and interest. The result proved that they needed the developed speaking materials to over come their needs and problems.

Table 1.
The Result of Questionnaire about the Students' Needs and Interests
for Speaking Materials

No	Indicators	Respos	Total	Precentage
1	Students' interest in English	a) Interest	36 students	85,7%
		b) Less interest	3 students	7,1%
		c) Very interest	3 students	7,1%
2	Students opinion about English learning	a) Difficult	20 students	47,6%
		b) Easy	20 students	47,6%
		c) VeryDifficult	2 students	4,7%
3	Students' interest in learning Speaking	a) Interest	35 students	83,3%
		b) Less interest	3 students	7,1%
		c) Very interestt	4 students	9,5%
4	Students' opion about speaking material so far	a) Interest	10 students	23,8%
		b) Very interest	3 students	7,1%
		c) Less interest	29 students	69,04%
5	English skills that students want to master	a) Speaking	27students	64,2%
		b) Reading	10 students	23,8%
		c) Writing	3 students	7,1%
		d) Listening	2 students	4,7%
6	Students' problem in English speaking	a) Motivation	7 students	16,6%
		b) Idea	20 students	47,6%
		c) Vocabulary	15 students	35,7%
7	Activities that students like in speaking skill	a) Role play	11 students	26,1%
		b) Game	13 students	30,9%
		c) Class discussion	18 students	42,8%
8	Students think the speaking material need to be developed	a) Need	7 students	16,6%
		b) Less Needed	3 students	7,1%
		c) Very Need	32 students	76,1%
9	Students need specific materials in developing speaking skill	a) Need	3 students	7,1 %
		b) Less Needed	0 students	0%
		c) Very Needed	39 students	92,8 %
10	The develop materials need to develop by usin g pictures,anima tion/ photos	a) Need	6 students	14,2%
		b) Less Need	0 students	0%
		c) Very Needed	36 students	85,7%

No	Indicators	Respons	Total	Precentage
11	Students need a developed book based on Contextual Teaching and Learning	a) Need	7 students	16,6%
		b) Very Need	35 students	83,3%
		c) Less Need	0 students	0%
12	The topics that students like to study	a) About what you really know	35 students	83,3%
		b) My environment	7 students	16,6%
		c) Other country	0 students	0%

Based on the results of questions above, it can be concluded that the developed materials were suitable to use Contextual Teaching and Learning approach.

3. Result of Interview

Based on the result of the interview, the teacher said that the frequency of speaking in the class is very rare. Because the material for speaking was very limited in the previous book and the students had many difficulties in speaking such as lack of some vocabularies. So that there was a little of students that participate in speaking class and the others were passive.

The teacher found that the students' problem in the class was the speaking materials were too general for them so they felt difficult to catch the topic to speak beside lack of some vocabullaries. That was why the teacher thought that the materials should be developed by the topic that students interest to study,like the topic about culture and the students' environment. In order the whole students can participate in speaking class.The materials should be catched by the students easily.Contextual Teaching and learning is the suitable approach to be implemented in the class. Because the students can think and talk about the local topic that they have already known with their friends. Besides, the activities and methods also should be varieted. In order that the students are not boring in speaking class. The most important that the developed materials should be in line of curriculum 2013 because she needed some materials that suitable with the recent curriculum and suitable with the students' need and interest.The teacher also suggested the researcher to develop a book that the topics of the speaking related with the students' environment.

4. Result of Expert Validation

When the first draft of the material was ready, it should be consulted to some experts to be evaluated and make sure that the speaking materials were valid to apply to the students. Their comments and suggestions were also needed to make the draft better. The instruments used to evaluate the draft were the checklist and suggestion. In this step, the researcher should submit the product to the expert to be going to validate.

5. Revision 1

In the cover, the 1st expert delivered that the researcher still need to modify the colour composition to be more attractive than before and also suggested to put the name of writer and the year of publishment. In the content, he suggested to provide any introduction that can reflecting how the reader must use the book. He also asked the researcher to give more detailed label of the activities on the table of content so that the reader can be easy to read. Then, he reminded the researcher to be careful with the phonetic transcription so that it can be understandable when the students read it. Finally the 1st expert agreed with the book revision of the researcher. So the final product has been finished.

The 2nd expert validator gave some suggestions. (First, she suggested the researcher to choose the name of activities that is understandable to be read. She also felt the text was too complicated so that she suggested that the textbook should use simple sentences and simple expressions in order to be easily understood by the students. In order word, the language should be appropriate with the students' level. Next, she suggested the researcher to put the bibliography of the book. Then, she asked the researcher to do not only take source from the internet, but the researcher should design her own materials. The instructions of the questions must be clear in order to avoid the ambiguities. The choice of some pictures should combine by the researchers' own picture beside from the internet. So, the researcher completed them immediately to make the product be more perfect.

6. Result of Tryout

From the result of the try out, the researcher found that the materials was appropriate to the students. The students were also interested to the topics so they were enthusiastic to speak in the class. It was because they thought that they really knew about the topic and it made them easy to participate the lesson. The students

also interested with some pictures that display their classmate . It encouraged them to be more active than before . It proved that the developing speaking material were attractive and understandable to be used by the students in increasing their speaking skill.The researcher also find that most the students could understand the materials easily because it related to their local topic.

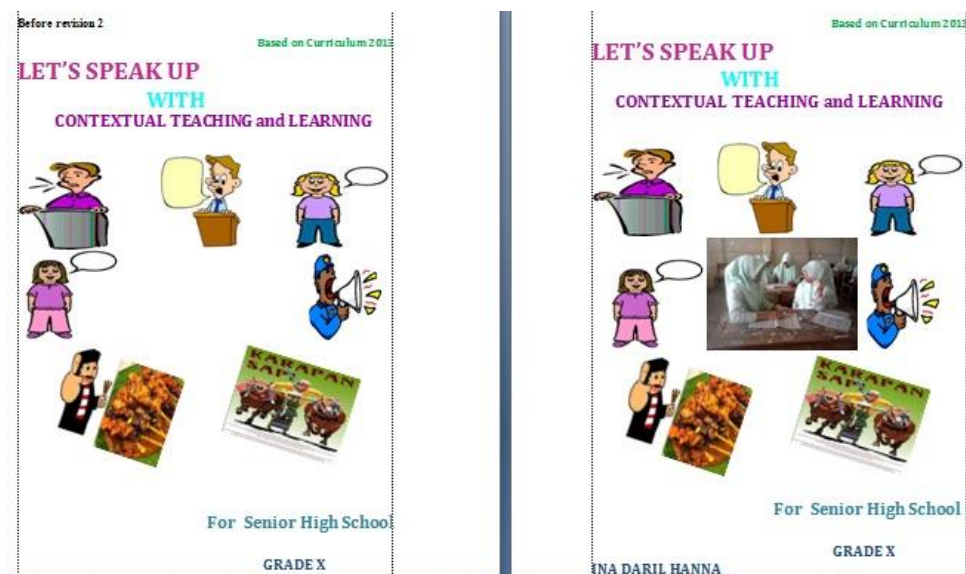
7. Result of The Materials Evaluation

The researcher did the material evaluation after she conducted the tryout. Before the researcher did the second revision, she gave the students a questionnaire after giving try out in order to make sure that they really accepted the product. Overall based on the results of questionnaire, it was proved that the product was acceptable for the students. And it was suitable with the students need and interest.

8. Revision 2

The researcher did the second revision based on the students' interview on the process try out. Based on the result of interview the students liked the contain of the materials. But they criticed about the cover They prefer if the cover add the picture of the students in MA AL-ABROR Blumbungan Pamekasan. So that the cover can be more interesting to them. In this case the researcher changed the cover by adding a picture of the students in MA AL-ABROR because this was the last revision to make the product to be better and acceptable.

Figure 1. The Cover of Materials before and after Revision:



Tabel 2.
The List of Developing materials:

No	Unit	Topic	Activities
1	What is your name?	• Expressing of self introduction	Activiit 1-5
2	What a beautiful batik	• Expressing of complimenting	Activiit 1-5
3	I'm sorry to hear that	• Expressing of care/simpathy	Activiit 1-5
4	I'm going to slopeng beach	• Expressing of intention	Activiit 1-5
5	Congratulation!	• Expressing of Congratulation	Activiit 1-5
6	I've been in Pamekasan	• Telling and asking about past experiences/activities/eventswhen it happened and afterwards	Activiit 1-5
7	Famaous Person	• Telling and discussing about Descriptive text	Activiit 1-5
8	Announcem ent	• Telling and discussing about Announcemen text	Activiit 1-5
9	Great Experience	• Telling and discussing about Recount text	Activiit 1-5
10	Madura Island	2 Telling and discussing about Narrative text	Activiit 1-5
11	Singing A song	• Performing and analyzing the simple song	• Activiit 1-5

Based on the need analysis both from students and teachers, the researcher decided to develop the speaking material that focuses on speaking skill. The developed materials in this research is the speaking material for the tenth grade

students in MA AL-Abror Blumbungan Pamekasan. The sources of the material were taken from a book, the researcher and website. The researcher combined that material considering to the students need and was appropriate with the students' interest to develop students' ability in speaking. In order that they will be more active in speaking. Because the developed materials is not provided in the previous book. Therefore, the materials were designed in line of curriculum 2013 and the product is based on contextual teaching and learning approach (CTL).

These speaking materials were completed with colorful cover and illustrations, preface, course description, book mapping, table of content, 11 units and pronunciation. The 11 units cover, students' need and interest and madura's culture. Each units are completed with the colorful illustrations to attract the students' attention. Those 11 units are: What is your name?, What a beautiful Batik!, I'm sorry to hear that!, I'm going to Slopeng beach, Congratulation!, I've been in Pamekasan, Famous Person, Announcement, Great Experience, Madura Island, and Singing a song. Overall based on the results of questionnaire, it was proved that the product was acceptable for the students. And it was suitable with the students need and interest. From the result of the research, it is proved that the product was suitable and acceptable for students at the tenth grade of MA AL-ABROR Bumbungan Pamekasan.

CONCLUSION

This research aims to develop an English speaking material to help the students' problem in speaking skill. Teachers in providing the materials appropriate with the surroundings. This Developing material is complet by 11 units that cover the student's need and interest in madura's culture. From the result of the tryout, it can be concluded that this product is very appropriate for the students because they can understand the material easily by reading this book so that they are very enthusiastic and active to speak in English. It proved that the developing speaking material were attractive and understandable to be used by the students in increasing their speaking skill.

REFERENCES

- Amri, S. Sp. - *Iif Khoiru Ahmadi, M.Pd, Konstruksi Pengembangan.*
- Berns, R., & Erickson, P. (2001). *Interactive Web-based Model for the.*
- Crawford, J. (2002). *The role of Material in the Language. Classroom: Finding the balance.*
- Davies. Paul.2009.*Success In English Teaching. Oxford: Oxford Universty press.*
- Fauzi, M. sukron2019. *The Implementation of Curriculum 2013 for Physical Education, Sport.*
- Goh, C. C. M. & Burns, A.2012.*Teaching Speaking. A Holistic Approach.Cambridge University Press.*
- Hamalik, U. *Perencanaan Pengajaran berdasarkan pendekatan Sistem.*
- Harmer, J. (2007). *Practice of English language teaching.*
- Jaedun, A., Hariyanto, V. L., & Nuryadin, E. (n.d.). *An Evaluation of Implementation of Curriculum 2013 at The Building Construction Department of Vocational High Schools In Yogyakarta. Vol.7, No.1.*
- Johnson. E.B.2002.*Contextual Teaching and Learning:What it is and wh it is here to stay. Corwin Press Inc.*
- Latief, A. (2012). *Research Method on Language Learning an Introduction. UM Press.*
- Luoma, S. (2004). *Assessing Speaking. Cambridge University press.*
- Murcia. M.C.2001.*TeachingEnglish As Second or Foreign Language(3rded).Boston. Heinle & Heinle.*
- Muslich. (2007). *Pembelajaran Berbasis Kompetensi danKontekstual:Panduan Bagi Guru, Kepala Sekolah, dan Pengurus Sekolah.Jakarta: Bumi Aksara.*
- Nunan. (1999). *.Second Language Teaching and Learning.Boston:Heinle&Heinle.*
- Nunan, D.2003.*Practical English Language Teaching. (n.d.). McGraw Hill.*
- Nurhadi. (2004). *Pertanyaan dan Jawaban.Jakarta: Grasindo.*
- Sanjaya, W. (n.d.). 2008.*Perencanaan dan desain sistem pembelajaran.*
- Widdowson, H. G. (1978). *Teaching Language as Communication.New. Oxford University press.*
- Winkel W. S. (2004). *Psikologi Pengajaran.Yogyakarta. PT Media Abadi.*