

DESIGNING ENGLISH SPEAKING MATERIAL THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH

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Abstract

This research aims to design English speaking materials through the Contextual Teaching and Learning (CTL) approach for Islamic Junior High School. The research adopts a Research and Development (R&D), involving four main steps: planning, material development, validation, and revision.

Validation was conducted with the participation of three validators. The validation results indicated that several aspects of the developed materials were deemed appropriate, with Aiken's V scores exceeding 0.5. These aspects encompassed language and vocabulary, material suitability, depth of content, accuracy, currency, alignment with student developmental levels, communicative nature, precision, coherence of ideas, presentation techniques, instructional delivery, content organization, and illustrative content. Nevertheless, the validator assessments also highlighted the need for revisions in certain aspects, including title suitability and size conformity.

Following the recommendations provided by the validators, the instructional materials were revised accordingly. In conclusion, it can be inferred that the developed English teaching materials can be effectively utilized at Islamic Junior High School after implementing the revisions suggested by the validators. This research contributes to enhancing the quality of English language instruction in Islamic junior high schools by providing relevant materials tailored to the needs of students at Islamic Junior High School.

Keywords: Speaking, Contextual Teaching and Learning (CTL), Materials Development, Islamic Junior High School

1 INTRODUCTION

International cooperation is of utmost importance in the era of globalization. Almost no transnational state does not require international cooperation to meet its needs. International interactions necessitate the role of language in intercultural communication. Indonesia is a country that belongs to the expanding-circle nations. In other words, English is taught in Indonesia as a foreign language and not as a second language. The second language is a language that is frequently used in daily life after the mother tongue, whereas the foreign language is a language that is learned but not recommended for daily use.

English Language Teaching (ELT) plays a crucial role in the process of English language acquisition. Several factors become the primary focus of English language teaching (ELT): students' needs, students' age, learning materials, students' background, teaching method, and teaching technique. Some of the factors listed above cannot be separated in their implementation in order to ensure the success of the ELT process. Based on the results of interviews with the English Teacher at MTs 31 Trimurjo, believes that teaching materials used for Islamic schools are less in line with the religious context and also the culture of Islamic boarding schools.

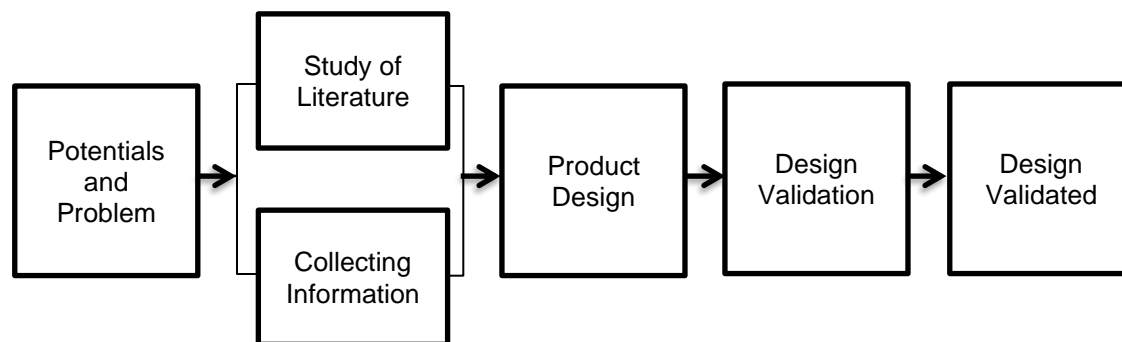
Teachers often improvise materials by adjusting the context of thought they understand. FZ as one of seven graders students told not only found difficulty in interpreting English but also the context of the material which he thought was foreign and was not related to the context of the school. For this reason, the development of learning materials to suit the needs and backgrounds of students is a crucial factor that will affect the ELT process. Mubar reports that "The development and creating learning materials in speaking must be in accordance with the students' need and government regulations. the student need should be the main concern in creating materials".

Bielosova states that an institution has its own needs and goal to choose the learning method that suits to the institutions. There are many kinds of learning materials development studies have been designed in certain majors. However, Indonesia as a Muslim majority country is still lack of English learning materials for Islamic education-based. For this reason, the researcher developed learning materials for religious-based educational institutions in the Islamic context so that more users can use them.

2 METHODOLOGY

This research is a research development or Research and Development (R&D). Development research is a type of research that focuses on product development. In their book, Borg & Gall proposed ten steps in conducting R&D Method. Nevertheless, in the implementation some educational researchers modified the ten steps into simpler steps due to the need and context of their research. Thus, in this study only five procedures that want to use. The procedure is illustrated below.

Figure 1. Procedure Illustration



3 FINDING AND DISCUSSION

3.1 The Needs for Learning Materials for Students

3.1.1 Interview

Data collection used interviews which were conducted on August 3, 2022, with the English teacher at Islamic Junior High School as the resource person. The results of the interviews stated that there were still many students at Islamic Junior High School who did not have the motivation to learn English as a necessity, but only as a graduation requirement. The incompatibility of the material taught to students greatly affects students' interest in understanding the lesson. In addition, the contents of the teaching materials taught are too far from the Islamic context that is appropriate to the educational institution where students study. Thus, the teacher often improvises or provides other images that are closer to students.

3.1.2 Distribution of Questinnaires

Distribution of questionnaires to 7th graders students at Islamic Junior High School was conducted on December 4, 2022 through direct meetings with the students included 17 questions and 23 students as respondents. The process of distributing this questionnaire can be held with the permission of the school and the cooperation of the English teacher in the class.

The distribution of questionnaire data is intended to find out the instructional materials aspired by students as the ideal learning material to be studied according to the needs of students of Islamic Junior High School. Each item presented in the questionnaire sheet concerns the important points that exist in learning materials so that the researcher can know and follow up on this in the process of developing teaching materials. The results of distributing questionnaires to students are displayed in the following columns using percentage calculations from student answers.

Table 1. The Result of Questionnaires Data

No	Question Substance	Questions	Sub-Item	F	%
1.	Students' background	When did you learn English for the first time?	a. kindergarten b. elementary school c. junior high school d. senior high school	2 18 3 0	9% 78% 13% -
		Have you ever got another English course outside the school?	a. yes, i have b. no, i have not	0 23	- 100%
2.	Students' goal	The use of study English in the future is?	a. communicating in daily activities	19	83%
			b. communicating with colleagues	1	4%
			c. communicating with foreign people	3	13%
3.	Students' necessities	How do you want English speaking skill to be taught?	a. teachers' explanation using texts from the text book	14	61%
			b. teachers explanation using texts and kinds of media (picture, video, audio)	6	26%
			c. direct practice with the teacher	0	-
			d. direct practice with friends	3	13%
		What conversation material is suitable for learning?	a. Islamic conversation	16	69%
			b. conversation of everyday life	5	22%
			c. conversation at work	0	-
			d. conversation with tourists	2	9%
4.	Students' Lack	Can you speak English?	a. yes, i can	5	22%
			b. no, i can't	5	22%
			c. a little bit	13	56%
		The difficulties that you usually face in speaking English are?	a. vocabulary	17	74%
			b. grammar	6	26%
			c. pronunciation	0	-
5.	Students Wants	In the process of learning and teaching you prefer that the teacher plays the role as...	a. guide you and correct your work	2	9%
			b. walk around in the class and control the students	4	17%
			c. walk around in the class and help the students doing task	16	69%
			d. direct the students in front of the class	1	5%
		How many task of the material in one unit?	a. 5-10 tasks	15	66%
			b. 10-15	4	17%
			c. more than 15 tasks	4	17%
6.	Students' Learning Input	Types of task / activities related to the speaking skills that you want is?	a. storytelling	3	13%
			b. dialogues	9	39%
			c. games	11	48%
		In your opinion, the existence of picture in the materials is?	a. very helpful	23	100%
			b. no effect	0	-
			c. not helpful	0	-

7. Type of Learning Activity	Types of task or activities which are related to speaking skills that can improve the vocabulary mastery?	a. always read the dictionary b. fill in the blank after watching video c. playing vocabulary games	7 0 16	30% - 70%
	Task types of activities which are related to speaking skills that can improve the pronunciation mastery?	a. repeat after the teacher b. imitate the native speaker in the audio c. imitate the native speaker in the video d. read the pronunciation list in the text book	17 0 2 4	74% - 9% 17%
	Task types or activities which are related to the speaking skills that can improve the grammar mastery	a. listening and understanding teacher's explanation b. reading the materials which have been given in	23 0	100% -
8. Setting	What is your favorite place when studying English?	a. in the classroom b. in the library c. in the language laboratory	23 0 0	100% - -
	In the process of learning and teaching activities you prefer to work?	a. individually b. in pairs c. small group d. large group	2 8 7 6	9% 35% 30% 26%

The above table is obtained from the questionnaire results in data from students. The data above shows the need for updating teaching materials or adjusting material for English with the learning environment and Islamic context in the materials presented. Some of the points contained in the table above not only confirm aspects that need to be updated but also the reference material for the researcher to develop teaching materials.

3.2 Pocketbook Media for Islamic Junior High School

English learning material developed for 7th graders of students at Islamic Junior High School consists of three units with the following details.

- At the beginning of the book contains tips and tricks for speaking to make it easier for students to learn.
- Units 1 and 3 cover the basics of vocabulary and speaking skills.
- Unit 2 includes Muslim daily conversations so that they are relevant to the student's learning environment.
- Each unit is equipped with illustrations that illustrate the material to be studied.

3.3 The Stages of Pocket Media Development

Development of pocketbook media for 7th graders of students at Islamic Junior High School is carried out through four stages or steps, namely:

- Choose the appropriate English material. Vocabulary that suits the needs of madrasah students in accordance with Islamic education.
- Integrate English material into an environment that is appropriate to the culture of school children. For example, you could include new vocabulary, common expressions, or sentence structures that are commonly used at school.
- Add relevant visualizations (pictures) into each unit. Include pictures that support the unit to help students understand the context and stimulate their imaginations. These images can depict characters, places, or situations.
- Determine Islamic values that are appropriate for each selected conversation. Identify the Islamic values contained in the conversation, such as tolerance, mutual help, or worship.

3.4 Validation of Pocketbook Media

Learning material products have been assessed/validated by three lecturers of English Education Department of IAIN Metro. The validation results are processed using the Aiken's V content validity

formula to determine the content validity coefficient based on the results of the panel of experts and practitioners. The recapitulation of the Aiken's V values is presented in the table as follows:

Table 2. Aikens's V Score

No.	Aspects of Assessment	Aiken's V Score	Remark
1	Title suitability	0,44	Revised
2	Size conformity	0,33	Revised
3	Language and Vocabulary	0,77	-
4	Material compatibility	0,77	-
5	Material depth	0,77	-
6	Material accuracy	0,77	-
7	Material update	0,77	-
8	Conformity with the level of development of students	0,77	-
9	Communicative	0,77	-
10	Accuracy	0,77	-
11	Demand and unity of ideas	0,66	-
12	Presentation Techniques	0,55	-
13	Presentation of learning	0,55	-
14	Content layout	0,77	-
15	Content illustration	0,66	-
16	Typography of Material	0,66	-

The table above shows that overall the teaching materials developed are acceptable except for the suitability aspects of the title and size suitability which are considered less attractive (<0.5). This aspect will be further developed and revised after going through the product revision process. Furthermore, suggestions for development from experts and practitioners regarding the grammar structure that needs to be adjusted and the addition of Islamic terms and phrases (Yawisah, 2023). In addition, experts suggest adding the editor's name for the product (Irwansyah, 2023) and experts ask for the simplification of the title and the size of the pocket must be adjusted (Anggaira, 2023).

3.5 Product Revisions

Product revisions are based on suggestions obtained from experts and practitioners. In the revision process, the product did not get significant changes. It appears that research products are quite acceptable.

3.6 Final Product

Development of pocketbook media for 7th graders of students at Islamic Junior High School can enrich the needs of Islamic boarding school students because it can integrate knowledge in Islamic boarding schools with school institutions. Besides, the development of pocketbook media for 7th graders of students at Islamic Junior High School can fill the minimum availability of English language material that is particular and contextual following Islamic values. The teaching material can be seen as a synthesis of Western knowledge and the Islamic context.

4 CONCLUSIONS

Based on the research, the researcher concludes that several things related to the products of English pocketbook for Islamic Junior High School for 7th graders through contextual teaching and learning (CTL) are as follows. Students of Islamic Junior High School need to update materials that are relevant to school institutions and their environment. Students need material that contains an Islamic context to

make it easier for students to understand the material presented. In preparing this pocketbook consists of 4 steps as follows. First, choose the appropriate English materials. Furthermore, integrate English materials into an environment that is appropriate to the culture of Islamic institutions. Additionally, add relevant visualizations (pictures) into each unit. Finally, determine the appropriate Islamic values for each selected conversation. Identify the Islamic values contained in the conversation, such as tolerance, mutual cooperation, or worship. The validation process involving three validators has reached the product requirements to be used seen in the calculation of Aiken's V score which show more than (0.5).

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