

**DEVELOPING ENGLISH SPEAKING MATERIALS BASED  
ON CONTEXTUAL TEACHING AND LEARNING  
FOR GRADE TEN SENIOR HIGH SCHOOL  
AT SMA NEGERI 20 MEDAN**

**AN ARTICLE**

**Submitted in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan**

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2018**

ARTIKEL

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Telah diverifikasi dan dinyatakan memenuhi syarat  
untuk diunggah pada jurnal online

Medan, Oktober 2018

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**ABSTRACT**

**Silitonga, Tiurmaida, 2133321075. *Developing English Speaking Materials Based On Contextual Teaching And Learning For Grade Ten Senior High School At Sma Negeri 20 Medan. A Thesis, English and Literature Department, Faculty of Language and Arts, State University of Medan. 2018.***

The objective of this study was to develop the speaking materials in Showing Care and Congratulation for the tenth grade students at SMA Negeri 20 Medan. The study was educational Research and Development (R & D). The data were gathered by distributing questionnaires to 30 students of SMA Negeri 20 Medan and administering interviews to the teacher. The result of the study was a set of developed teaching speaking materials based on CTL entitled "Meet and Speak" Which consists of two chapters on the topic of (1) Don't be Sad My Friend and (2) Good Job. Each topic consists of Let's Remember, Let's Try, Let's Use, Let's Cooperate and Let's Share.

**Keywords:** *Contextual Teaching and Learning, Supplementary, Speaking, RnD*

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## **INTRODUCTION**

### *Background of The Study*

In this globalization era, English has an important role which brings many benefits to human life. English is very important in many situations, for example in technology, business and educational context. The importance of learning English become one of the significant reasons why English language is included as a lesson in the curriculum 2013.

Speaking skill in a new language is more difficult than other skills Nunan (2003:270). Moreover, as Indonesians who are not English speaker, the students will get difficulty to speak in English, because they are not accustomed in English. Teaching English needs good system in the field in order the education is going well and reaching the target determined. The main thing to teach English is development of curriculum in a country.

Based on the observation for the English teacher and the students on 6<sup>th</sup> of March 2017 in SMA Negeri 20 Medan, they used “Buku Bahasa Inggris” published by Kemendikbud (Kementrian Pendidikan dan Kebudayaan Republik Indonesia) in 2014 there are some topics in the book but in this research the researcher only focus on two topics. They were Showing Care and Congratulation. According to syllabus grade ten of senior high school each materials were taught in the two meetings with the duration 4x45 minutes. But in the process of teaching and learning the teachers and students had limited speaking activity that caused the students were not able to speak English

effectively. Even though the materials were available to be taught based on their life context.

In order solve to the problem, the writer conducted a research on designing speaking materials. The designed material was developed based on CTL to help the student to overcome their speaking problems. The purpose of the research is for designing speaking materials based on Contextual Teaching and Learning (CTL). CTL is an approach of teaching and learning that helps the teacher to relate subject materials to the real world situations and motivates the student to make connection between knowledge and its application to their daily life. Contextual Teaching and Learning is considered as the aspect in designing a set of instructional English speaking materials in this study. As stated by Tomlinson (2008) that helping learners to participate in meaningful communication in which they are using language to achieve intended outcomes is essential to the development of their communicative competence. The contextual teaching and learning (CTL) was applied in this research based on Crawford's procedures: Relating, experiencing, applying, cooperating, and transferring (REACT) (Crawford, 2001).

This research aimed to develop English Speaking Materials based on Contextual Teaching and Learning for the first semester of the tenth grade students of X SMA Negeri 20 Medan to help them improve their speaking skill. The concept of Contextual Teaching and Learning intended to create the meaningful English speaking learning process for the students.

## **REVIEW OF LITERATURE**

### **1. The Nature of Speaking**

Speaking is a mean of communication. Speaking is so complex, because it includes many aspects such as grammar, pronunciation, fluency and vocabularies. . According to Nunan (2003: 48), speaking is a productive aural/oral skill. It involves the production of verbal utterance to grasp meaning. By gate states as cited by Louma (2004:104), the special features of speaking results from two sets of condition 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. On the other words, the speaker has to adapt and pay attention to his or her listener.

### **2. Contextual Teaching Learning (CTL)**

Contextual materials help students connect the content they are learning to the life contexts in which the content can be used. Students then find meaning in the learning process. As they strive to attain learning objectives, they draw upon their previous experiences and build upon existing knowledge. By learning the subjects in an integrated, multidisciplinary manner and in appropriate contexts, they are able to use the acquired knowledge and skills in applicable contexts (Berns and Erickson, 2001). In a Contextual Teaching and Learning (CTL) students discover meaningful relationship between abstract ideas and practical applications in a real world context. The contextual teaching and learning (CTL) procedure applied in this research was based on Crawford's procedure: relating, experiencing, applying, cooperating, and transferring (REACT) (Crawford, 2001). REACT is described as follows :

#### 1) Relating.

Relating is the heart of constructivism. It means that students' learning in the context of one's life experiences or preexisting knowledge (Crawford, 2001). Teachers relate when they link a new concept to something completely familiar to students, thus connecting what students already know to the new information. When the link is successful, students gain almost instant understanding.\

2) Experiencing.

After the teacher connect the knowledge to their knowledge, students have to experience it before going further. Experiencing means learning by doing, through exploration, discovery, and invention. Students got knowledge based on their critical thinking through inquiry cycle.

3) Applying

Applying means by putting the concepts to use in the learning process. By doing this, students are expected to use the knowledge, information to their future life.

4) Cooperating .

Cooperating is the form of learning process by sharing the students knowledge to each other and gain some new information's in order to reach the learning process goal. Here, students are expected to develop their communicative skill. By listening to others in the group, students reevaluate and reformulate their own sense of understanding. They learn to value the opinions of others because sometimes a different strategy proves to be a better approach to the problem.

5) Transferring.

Transferring is a teaching strategy that defines as using information or knowledge in a new context which the context has not been covered in class. This activity helps students to get new learning experience.

### **3. Materials Development**

Tomlinson states that materials development is everything made by people (the writers, the teachers, or the learners) to give and utilize information and provide experience of the use of language, which is designed to promote language learning. Before developing the materials the writer has to identify students' needs to consider the objective of the learning process. After that they can develop the materials by analyzing the students' need and the objective in order to improve or to make them more suitable for learners' needs.

## **RESEARCH METHODOLOGY**

The research was conducted by using educational research and development (R & D) method. R & D is one of research design aims at developing and validating educational products, like curriculum, syllabus, textbooks, instructional media, modules, assessment instrument, etc. (Borg & Gall, 2003).

This research was conducted by following six phases of R & D:

- 1) Gathering information and data
- 2) Analyzing data
- 3) Designing new speaking materials
- 4) Validating new speaking materials
- 5) Revising new speaking materials
- 6) Revised-developing speaking materials (final product)

This study aimed to develop teaching and learning products for using in schools, in this case, students speaking learning materials. It was conducted to design English supplementary speaking materials based on contextual teaching and learning for high school students grade X on the first semester.

### *Techniques of analysis Data*

The subjects of this research were the students in the first semester in the grade ten Senior High School at SMA Negeri 20 Medan. The data analyzed by getting the solution of the students 'problem and the appropriate English Speaking materials based on Contextual Teaching and Learning. The data was analyzed as follows: Analyzing students' needs by using questionnaire. The data was needed to evaluate the existing writing materials and analyze the students needs. Then the researcher developed the relevant speaking materials based on needs analysis.



*Data Analysis and Research Findings*

*Data Analysis:*

a. *Need Analysis*

<b>Aspects</b>	<b>Analysis</b>
Background Knowledge	From the question number 1 there were 29 or 96,67% respondents who said that they have been learning English since they elementary school.
Necessities	From the question number 8 there were 16 or 53,33% respondents who said that they need supplementary materials especially based on their contextual life.
Lack	From the question number 13 there were 15 or 50% respondents who said that speaking materials could practice more and some monologue activities.
Wants	<p>From the question number 6 there were 11 or 36,67% respondents who said that they were aware of the importance of speaking skill and they feel the oral skill was more important for them than the other skill.</p> <p>From the question number 7 there were 10 or 33,33% respondents who said that they were fluent speaking in English with people around them. In order to reach the communicative purpose in the communication, fluency is the important part to be increased</p> <p>From the question number 14 there were 12 or 40% respondents</p>

	<p>who said that they preferred to learn speaking in a group. From the result, the researcher developed various speaking tasks for groups activity such as groups discussion and groups presentation.</p>
Goal	<p>From the question number 2 there were 13 or 43,33% respondents who said that they students said that the teaching learning process in the classroom, especially speaking, was not interesting.</p> <p>From the question number 3 there were 21 or 70% respondents who said that speaking was important for their life</p> <p>From the question number 15 there were 14 or 46,67% respondents who said that the topics they have learned in speaking class were very useful for their daily life.</p> <p>From the question number 16 there were 13 or 43,33% respondents who said that the module was not improving their speaking ability.</p> <p>From the question number 17 there were 15 or 50% respondents who said that their textbook was not enough to measure their speaking skill.</p>
Input	<p>From the question number 4 there were 16 or 53,33% respondents who said that their previous topic was interesting.</p> <p>This result helped the researcher in choosing the reference for the developed materials books topic .</p>

	<p>From the question number 5 there were 16 or 53,33% respondents who said that the materials used in the class were not enhance them to develop their critical thinking.</p> <p>From the question number 9 there were 13 or 43,33% respondents who said that they preferred to learn speaking by analyzing pictures with dialogue.</p> <p>From the question number 10 there were 14 or 46,67% respondents who said that the topic did not provide them with new information.</p> <p>From the question number 11 there were 16 or 53,33% respondents who preferred to learn speaking in social life theme. It proved that the students like the daily life topics in the developed materials.</p> <p>From the question number 12 there were 23 or 76,67% respondents who said that they want pictures in speaking activity.</p>
Teacher's Role	<p>From the question number 18 there were 15 or 50% respondents who said that the teacher needed to give more examples in the classroom.</p> <p>From the question number 19 there were 18 or 60% respondents who said that they would find the answer from teacher and their friend.</p>
Student's Role	<p>From the question number 20 there were 18 or 60% respondents</p>

	who said that they would find the answer by discussing it with the other students.
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## 1. Material Development

### *The Framework of the Developed Materials*

In developing the supplementary speaking materials based on contextual teaching and learning book, the researcher used many attractive fonts, different colours, pictures, interesting short functional texts and dialogues to make the students enjoy in the teaching and learning process. Supplementary speaking materials was made based on contextual teaching and learning book which used students contextual social daily life as the main theme of the book, and it helped the students in comprehending the expressions. The contextual teaching and learning (CTL) procedure applied in this research was based on Crawford's procedure: relating, experiencing, applying, cooperating, and transferring (REACT) (Crawford, 2001). REACT is described as follows :

#### 1. Let's Remember ( Relating)

This stage is aimed to gain the students' previous knowledge and to activate the students' interest towards the next knowledge they will learn in the next activities. Relating is the heart of constructivism. It means that students' learning in the context of one's life experiences or preexisting knowledge (Crawford, 2001). Teachers relate when they link a new concept to something completely familiar to students, thus connecting what students already know to the new

information. When the link is successful, students gain almost instant understanding.

## 2. Let's Try (Experiencing)

This stage aims to increase and test the students' understanding about the use of the expression. After the teacher connects the knowledge to their knowledge, students have to experience it before going further. Experiencing means learning by doing, through exploration, discovery, and invention. Students get knowledge based on their critical thinking through inquiry cycle.

## 3. Let's Use (Applying)

The activities in this stage aim to give students more vivid examples and models of the topics. By modelling and trying to remodel the examples, it will be easier for students to understand the materials. Applying means by putting the concepts to use in the learning process. By doing this, students are expected to use the knowledge, information to their future life.

## 4. Let's Cooperate (Cooperating)

This stage is a production stage. Those activities aim to provide ways for students in developing their new knowledge. Cooperating is the form of learning process by sharing the students' knowledge to each other and gain some new information in order to reach the learning process goal. Here, students are expected to develop their communicative skill. By listening to others in the group, students reevaluate and reformulate their own sense of understanding. They learn to value the opinions of others because sometimes a different strategy proves to be a better approach to the problem.

## 5. Let's Share (Transferring)

The activities in this section were concerning in their learning experience result. Transferring is a teaching strategy that defines as using information or knowledge in a new context which the context has not been covered in class. This activity helps students to get new learning experience.

There were three units in the book and it consisted of tasks in each unit.

1. Cover of the book
2. Content of the book

PREFACE

TABLE OF CONTENTS

CHAPTER

Let's Remember! (Relating)

Let's Try! (Experiencing)

Let's Use! (Applying)

Let's Cooperate! (Coperating)

Let's Share! (Transferring)

REFERENCESS

## 2. Material Validation

The Score of Expert Judgment on English Speaking Materials

Criteria of Validity	Maximum Score	Score
Linguistic	6 x 5 = 30	23
Process	6 x 5 = 30	26
Content	5 x 5 = 25	20
Layout	2x 5 = 10	8
<b>Total</b>	<b>95</b>	<b>77</b>
<b>Mean : 77/20 = 3.85 ; Percentage 78/95 x 100% = 81%</b>		

### English Teacher's Validation Score

Criteria of Validity	Maximum Score	Score
Linguistic	6 x 5 = 30	25
Process	6 x 5 = 30	28
Content	5 x 5 = 25	21
Layout	2x 5 = 10	9
<b>Total</b>	<b>95</b>	<b>83</b>
<b>Mean : 4.15; Percentage: 83/95 x 100% = 87.3%</b>		

The average score of the developed procedure texts materials for reading skill.

$$\bar{X} = \frac{\text{First average score} + \text{second average score}}{2}$$

$$= \frac{3.85 + 4.15}{2} = 4$$

The average score of developed procedure text materials for reading skill from two the experts is 4. It is categorized “*Good*” since the mean is within the interval  $3.40 < \bar{X} \leq 4.19$ . Based on the result, the developed procedure text materials are suitable and appropriate contextual teaching and learning speaking materials for the tenth grade students of Senior High School.

### 3. Revision and Final Product

#### Revision of Product

Point of the Unit	Point to Revise	Revision
<b>(Don't be sad my friend)</b>		
Chapter 1		
The Unit's Title	Add exclamation mark in the end of the title chapter 1	Added exclamation mark at the end of the title chapter 1
Task 1	Change the text	The text is changed
Task 2	Change the task	The task is changed
Task 3	No Revisions	No Revisions
Task 4	Change the task	The task is changed
Task 5	No Revisions	No Revisions
Task 6	Change the task	The task is changed
Task 7	No Revisions	No Revisions
Task 8	Change the task	The task is changed
Task 9	No Revisions	No Revisions



Task 10	No Revisions	No Revisions
Chapter II		
<b>The Unit's Title</b>	<b>Good Job!</b>	Added exclamation mark at the end of the title chapter 2
Task 1	Grammatical mistakes instruction	Changed the instruction
Task 2	Change the task	The task is changed
Task 3	No Revisions	No Revisions
Task 4	Add guided activity	Guided activity is added
Task 5	Add guided activity	Guided activity is added
Task 6	Change the task	The task is changed
Task 7	No Revisions	No Revisions
Task 8	Change the task	The task is changed
Task 9	No Revisions	No Revisions
Task 10	No Revisions	No Revisions

## CONCLUSION AND SUGGESTIONS

### *Conclusion*

This study was aimed to developed a set of teaching speaking materials by considering the students' needs and teacher's needs. After analyzing the data, it was found that the students grade ten of senior high school at SMA Negeri 20 Medan need a supplementary speaking materials. Hence, a set of teaching

materials was designed as supplementary speaking materials for gradeten at SMA Negeri 20 Medan. The development of speaking materials, contained of two chapters on the topic of (1) Don't be Sad My Friend and (2) Good Job. It is consist of Let's Remember, Let's Try, Let's Use, Let's Cooperate and Let's Share.

### *Suggestions*

#### *1. The English Teacher*

This supplementary English speaking book can be used as the materials to teach the students in the teaching and learning process. The materials developed in the book are aimed to improve students speaking skill. Teachers can use contextual based speaking book to teach some expressions in English used in daily life. The teachers should explain the students about what they are going to learn in each unit. Moreover, the teachers can gain students interest and attention by giving good examples in the learning process by using attractive media and exciting learning method.

#### *2. Material Developers*

The contextual teaching and learning based supplementary speaking book was developed for tenth grade. By conducting the needs analysis, the material developers could know the needs and interests of the students in order to make it relevant. Interesting theme, attractive learning media, various activities, and colorful design could make the supplementary speaking materials fresh and make the students enjoy in improving their speaking skill. The material developers

should improve the supplementary speaking materials more attractive and interesting in order to maintain the students attention in learning speaking skill

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