

## **Developing English Supplementary Speaking Materials Based on the Contextual Teaching and Learning for the Tenth Grade Students of Senior High Schools**

**Erika Artha Dini  
Nury Supriyanti**

English Education Study Program,  
Faculty of Languages and Arts  
State University of Yogyakarta

**Abstract:** The objective of this research was to design English supplementary speaking materials based on contextual teaching and learning for grade ten students of senior high schools. The study was educational Research and Development (R & D). The steps of the research was conducting the needs analysis, writing the course grid, developing the first draft of the English supplementary speaking materials, evaluating the draft, and revising and writing the final draft. The instruments of the study were questionnaires and interview guidelines. The needs analysis was conducted in SMA PIRI 1 Yogyakarta. The data from the interview and the observation were analysed qualitatively and those from the questionnaires were analysed quantitatively through the descriptive statistics. The respondents of the research were 10 people of university students. They were the students of English Education Department. The result of the needs analysis showed that the students needed materials for speaking which were attractive and interesting and based on their social life context. To validate the appropriateness of the book, the developed materials book was judged by the expert. The product of this study was supplementary speaking materials entitled 'Meet and Speak Speaking Materials for High School' completed with teacher's guide book. The result of the data computation of the book evaluation from the expert showed that the developed contextual teaching and learning supplementary speaking materials was categorized as good. Thus, it can be concluded that contextual teaching and learning supplementary speaking materials had been appropriate for grade tenth students of Senior High School.

*Keywords: speaking, materials, Contextual Teaching and Learning*

---

---

### **Introduction**

English, as one of the subjects at school, has four language skills to learn, they are reading, writing, listening and speaking. Every skill has different levels of difficulties. To master this subject, students should get the same portion of every skill in the learning process. However, most of the teachers in Senior High School only focus on reading, writing and listening skills because those are the only skills needed by the students to pass the national examination. This fact results on the least portion for the students not getting speaking skill sessions.

The researcher believed that students had problems in speaking skill because of the limited amount of speaking materials. Teachers used the general English

textbook covering reading comprehension and writing skills. Another problem is the limited variety of speaking activity in the classroom because teachers only have few materials for speaking teaching and learning process. The materials used by the teachers did not support the students to develop their speaking skill. The consequence was there were many students who found difficulties when they tried to speak English.

This study aimed to design supplementary 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.

### **Research Method**

The research method used in this study was educational research and development (R&D). According to Borg and Gall, educational research and development (R&D) is the process to develop and validate educational product (1983: 72). There were five steps used in this research. Those steps were conducting the needs analysis, designing a course grid, developing three units of the speaking materials, expert judgment and the final step was writing the final draft. The subjects of the research were 30 students of grade ten students of SMA Piri 1 Yogyakarta.

The data collection techniques used in this research were distributing questionnaires for students and interviewing the teacher to find the students' learning needs and target needs. The qualitative data were obtained from the interview. The quantitative data were obtained from the first questionnaire in the needs analysis and second questionnaire. The formula of frequency was used to analyse the data from the first questionnaire. The number of data were presented in the form of percentage. The second questionnaire addressed to the expert to get their judgements was also analysed using *Likert Scale*.

### **Findings And Discussions**

The English supplementary speaking materials based on the contextual teaching and learning for High School students' book consists of three units. Each unit was developed based on the needs analysis result and indicator in the basic competence and standard competence. Each unit consists of 17 tasks. Unit 1 presents the expressions of *inviting someone to do something, accepting invitation and how to respond*; Unit 2 presents the expressions of *showing happiness and how to respond it*; and Unit 3 presents the expressions of *showing sympathy*. There were several parts of the unit, they were the number of the unit, unit title, five stages of activities adapted from Crawford's REACT (2001) procedures *let's remember, let's try, let's use, let's cooperate and let's share*.

The contextual teaching and learning supplementary speaking book was completed with the teacher's guide book. Teacher's guide book consists of the standard operating procedure of the book and the answer key. The standard

operating procedure consists of instructions used by the teachers to operate the book.

## **Conclusions**

There are three conclusions in this research; the speaking target needs of High School students of SMA Piri 1 Yogyakarta, the learning needs of the students of High School students of SMA Piri 1 Yogyakarta, and the characteristics of the appropriate English supplementary speaking materials based on contextual teaching and learning for grade ten students of High School students of SMA Piri 1 Yogyakarta

There were three terms in the speaking target needs. They were necessities, lacks, and wants in learning speaking. The necessities was the students' need on the appropriate supplementary speaking materials in order to be able to speak fluently and appropriately and comprehend the dialogue and answer the questions based on the dialogue correctly. For the lacks, they still found lots of difficulties in learning speaking, because there were just few materials and evaluations for speaking skill. For the wants, students wished to improve their communication skill in English, so that they will get better grade. They wished to have appropriate speaking materials in order to enhance their speaking skill. They also wanted English supplementary speaking materials based on contextual teaching and learning as the theme to support their progress in the speaking class.

The learning needs were about the students' opinions about what they should do to achieve the target situation. Based on the research, the students wanted the input of social interaction based on contextual daily life as the theme in learning speaking. The social interaction in daily life include various expressions in daily life context, for example, *inviting someone to do something, expressing happiness and sympathy* which happened in students' daily life context. For the activities, the students liked to do group activities and some of them liked to do individual activities. Based on the result of the product testing, the mean point from the expert judgment for the developed material was 3.05 so it can be concluded that the developed English supplementary speaking materials based on the contextual teaching and learning for High School students was considered as a good book and appropriate to be implemented for tenth grade students.

## **References**

- Crawford, L. M. 2001. *Teaching Contextually: Research, Rationale, and Techniques for Improving Student Motivation and Achievement*. Texas: CCI Publishing, Inc.
- Johnson, E.B. 2002. *Contextual Teaching and Learning: What it is ad why it is here to stay*. Thousand Oaks: Corwin Press Inc.
- Tomlinson, B. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

