



CONTEXTUAL-BASED ENGLISH MODULE DEVELOPMENT TO IMPROVE SPEAKING SKILLS OF STUDENTS OF CLASS X SMA NEGERI 1 MUARA BELITI

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ARTICLE INFORMATION	A B S T R A C T
<p>Received: Maret 22, 2021 Revised: Mei 19, 2021 Available online: Juni 29, 2021</p>	<p>This study aims to 1) produce a contextual-based English learning module for high school students, 2) find out the improvement of students' speaking skills after using the developed English learning module. The research method used in this research is research and development using the ADDIE Analyze, Design, Develop, Implement, and Evaluate development model. The results of the validation of material experts 80.18, linguists 70.67, and media experts 89.72 were included in the very good category. The use of contextual-based English learning modules can improve students' speaking skills with the average acquisition score of students' speaking skills being 0.48.</p>
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INTRODUCTION

Language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in learning all fields of study. Language learning is expected to help students get to know themselves, their culture, and the cultures of others. In addition, language learning also helps students to be able to express ideas and feelings, excel in society, and even discover and use the analytical and imaginative abilities that exist within them. English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings and developing science, technology, and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and or produce spoken and or written texts which are realized in four language skills, namely listening, speaking, reading, and writing. These four skills are used to respond or create discourse in people's lives. Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level.

English is a very important subject to learn, in the world of education that continues to grow, it requires every individual who is in the circle of globalization of education to participate in learning English. The benefits of English have a very broad scope in terms of education, technology, the world of work, even as a medium for socializing and establishing cooperation between continents.



In the world of education, the higher the level of education, the more English is needed. If in primary and secondary education it is not too difficult to master English, to be able to fulfill the learning of English, it must be started and introduced since the elementary and secondary levels of education are able to help students to be able to continue their studies to a higher level. Language is one of the seven elements of culture that first appeared in human culture (Hakim, Kurniawan & Saputra 2020). Communicating verbally is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. Communication as a practice already exists along with the creation of humans and humans use communication in order to carry out their social activities. Therefore, it is impossible for humans to communicate (Muhsin, 2018). The ability to master the mastery of various linguistic elements and elements outside the language (Iskandarwassid, 2013: 248).

Learning English in high school or the equivalent is one of the compulsory subjects. In essence, language is a skill in life that is continuous with one another. Language skills include listening, speaking, reading, and writing (Sembiring & Handini, 2020). These four skills are skills that cannot be separated and are continuous with each other. One of the language skills in learning English is speaking skill. Speaking skill is one of the most important indicators for students' success in learning English (Lestari, 2021). Speaking skill is the ability to compose sentences because communication occurs through sentences to display the different behavior that varies from different societies (Kosasih, 2014: 98). By mastering good speaking skills, students can communicate their ideas, both at school and with foreign speakers, and can maintain good relations with other people.

However, there are many cases where it is found that learning English is a difficult subject for students. students still have difficulty speaking and communicating in English. Students have the assumption that speaking English is difficult, so they are very afraid of making mistakes in speaking. Speaking is a separate issue that must be mastered by students, which is a combination of abilities between the brain, word or sentence processing, and listening skills (Tarigan, 2015: 65). Because of this, students do not dare to express opinions or speak in English. As found in SMA Negeri 1 Muara Beliti, students of class X MIA have low skills in speaking English, both in pronunciation, grammar (grammar), and vocabulary (vocabulary). In the learning process, students find it difficult to convey ideas, thoughts, questions, and so on in English by using a variety of spoken language properly and correctly. The interest and ability of students in speaking English are



still very low, this can be seen from the scores obtained by students in the learning process. Then, some students were still confused about what they should say when speaking verbally. Thus, this has an impact on the teaching and learning process to be less conducive.

In order for the learning process to run well and the achievement of learning objectives, teachers are required to be able to use appropriate teaching materials used to improve students' speaking skills in English. Because the selection of teaching materials must look at and adjust to the individual background of students, the different situations and conditions in which education takes place, the personal and abilities of the teacher, as well as the existing facilities both in terms of quality and quantity (Mulyasa, 2014:37). In addition, the selection of teaching materials must also be adjusted to the curriculum objectives and student potential as well as the basic abilities and skills that a teacher must possess. The use of teaching materials is very necessary because to facilitate the learning process so that it can achieve optimal results. Without clear teaching materials, the learning process will not be directed, so that the learning objectives that have been set are difficult to achieve optimally, in other words, learning cannot take place effectively and efficiently. Learning strategies are very useful, both for teachers and students. For teachers, teaching materials can be used as guidelines and references for systematic action in the implementation of learning. For students, the use of teaching materials can simplify the learning process (simplify and speed up understanding the content of the lesson), because each teaching material is designed to facilitate the student learning process. One of the teaching materials that can be used to improve speaking skills is to use contextual-based modules.

Contextual-based modules are innovative teaching materials. Because in it there is a material that has been designed using the principles of making modules according to the 2008 Ministry of National Education as teaching materials related to contextual approaches. The contextual approach aims to help students to practice their own understanding based on prior knowledge, practice asking questions, finding a set of facts in everyday life, create a learning community, and students being able to reflect on their own learning outcomes with authentic praise. Contextual-based module learning makes students not only study reading rather, but students also are able to find their own problems that they face in the learning process and are able to overcome these problems independently (Komalasari, 2014: 29). With this module, students have a more interesting desire as



a source of learning, students are active and have real experiences in their learning. So that by using the contextual-based English module students can improve their speaking skills in English.

RESEARCH METHOD

This research is a research development or Research and Development (R&D). Development research is a type of research that focuses on product development. According to Sugiyono (2012:49), this research method is used to produce certain products and test the effectiveness of these products. Meanwhile, according to Nana Syaodih Sukmadinata, research and development is a process or steps, to develop a new product or improve an existing product that can be accounted for.

This research uses ADDIE development. According to Branch, “ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. ADDIE is a product development concept. The ADDIE concept is applied to build performance-based learning. The Educational Philosophy for this ADDIE app is that learning should be student-centered, innovative, authentic, and inspirational. The concept of systematic product development has existed since the formation of social communities. Making products using the ADDIE process is one of the most effective tools.”

RESULTS AND DISCUSSION

The results of the analysis of the teaching materials module show that there are no teaching materials specifically designed for learning to speak, causing learning to often be carried out without providing teaching materials to students. Students are only asked to record the material and then do the exercises. This note-taking activity takes quite a long time so that the time allocation for practicing practice becomes very little. This is possible because the module is not designed to enable students to communicate actively.

Based on observations, it is known that the material for learning to speak is designed in a conventional way, namely providing very textual topic material, explanations, examples, and exercises. Meanwhile, the condition of learning English, seen from the aspect of human resources (teachers), is considered adequate because it is in accordance with the required qualifications. However, the desire and interest of teachers to develop teaching materials according to the characteristics of students and the conditions of the learning environment are still very low. Observation of the implementation is also in many learning activities using only textbooks,



although in it there is a material that is not in accordance with learning to speak and the content is textual.

Another condition shows that students have low interest and motivation in learning English. This is due to the implementation of conventional learning methods and the insufficient availability of teaching materials. This condition then becomes a learning barrier for both students and teachers. But on the other hand, there is also a potential for the development of teaching materials that are specifically designed to improve their English speaking skills. Teaching materials which are one aspect of learning are believed to have a positive impact on learning success.

This is in line with Suparman's (2001:4) idea that learning is a system and to be able to develop this learning system, curriculum development, development of teaching materials, development of television, audio, or video programs, and development of learning activities are needed. The results of the analysis above show that students still need special treatment in their studies. Students need teaching materials that can make them active and communicative in using English. Students also still need teaching materials that are affordable and of good quality. The availability of textbooks in schools is also not sufficient, therefore alternative teaching materials are developed on a contextual basis so that they are considered more practical, easy, and inexpensive to use.

Based on the results of development and testing, the results of the product of teaching materials for English learning modules were obtained that were used to improve students' speaking skills. In this case, the contextual-based English learning module acts as a complement to speaking skills teaching materials to complement existing teaching materials. The module is a means for students to be able to practice various functions of English expressions, in this case, are expressions to express choices (express preferences), state abilities and disabilities (express abilities/disability), and express hopes and dreams (express dreams/hopes). . The contextual-based English learning module is also designed so that students' knowledge of aspects of speaking skills can increase both from the linguistic and sociolinguistic aspects.

Viewed from the linguistic aspect, the design of contextual-based English learning modules has been made to enable students to develop their ideas about a topic. Then information about vocabulary, grammar, and pronunciation is also provided in the developed module. Viewed from the sociolinguistic aspect, the contextual-based English learning module is designed to be used by students in expression exercises as if students were communicating in real terms. This of course



makes students understand when, where, and how the language is used in the context of direct communication. In using the contextual-based English learning module, the teacher is able to apply learning methods that are oriented towards student activity, namely interviews, discussions, presentations, and games. Therefore, the role of the teacher, in this case, changes from being a source of learning to be a facilitator. Teachers to provide instructions on how to use contextual-based English learning modules, provide examples of expressions, grammar, and pronunciation, as well as supervise and provide assistance to students during speaking practice when needed. In this case, students become active and independent learners. Teachers also have a big role as lesson planners so that their students can participate well.

The development of module teaching materials has been carried out in this study through systematic research and development stages. This shows that the resulting contextual-based English learning module products have been scientifically and empirically tested. The development stage, which begins with an expert review, shows good results in terms of material, media, and language validation. This shows that the product developed has the principles of learning and learning.

Judging from the theoretical basis of cognitive learning, the development of contextual-based English learning modules is designed so that students can obtain the information available in the modules in the form of text, pictures, illustrations, and others. The information can be based on the background knowledge they have and their real-life situation. With this concept, students can develop their cognitive structure and acquire new knowledge. In line with the cognitive theory proposed by Piaget, the contextual-based English learning module is designed so that students can think abstractly and draw conclusions. In this case, students' abstract thinking skills are explored with things that they have never experienced in the future. In addition, through this English learning module, students are asked to be able to draw conclusions about the future predictions they get. So, it can be said that the use of contextual-based English learning modules makes a positive contribution to students' cognitive development.

This contextual-based English learning module designed to improve speaking skills has worked as a learning medium for students to be able to construct their knowledge through speaking activities such as interviews, discussions, presentations, games, and other activities. For example, in the implementation of learning, students are asked to go around the class interviewing based on choice expressions (expressing preferences). In this activity, students ask and respond using the



phrase “Do you prefer? ”, followed by a few target sentences. Repeated speaking activities can form students' knowledge of 'preferences'. Students construct expression patterns and store them in memory so that new knowledge is formed. This is in line with the idea of constructivism theory that students do not take the knowledge they get for granted, but they actively build knowledge individually (Sanjaya, 2010:245).

The design of the contextual-based English learning module was assessed both in small group trials and large group trials. Initiatives that the module has met the standards of aspects of the quality of teaching materials such as the quality of the results of the validation of the material expert, the use of illustrations (validation of the media expert), the quality of the completeness or supporting and physical materials, and the effectiveness of use. Based on the validation results from material experts 80.18 is included in very good, linguistics expert assessments get 70.67 results are included in the good category, categories and assessments from media experts get a score of 89.72 are included in the very good category. The results of the learning effectiveness test at the trial stage were developed that the module has been proven to improve students' speaking skills seen from the results of increasing students' speaking during learning activities using the development module to get a gain score of 0.48 which is included in the high category. This is possible because the intervention from the use of real modules has made students speak more actively, interactively, and communicatively.

The use of the module is also considered efficient for learning speaking skills seen from the aspect of student achievement. The data shows that the module improves students' speaking skills about ideas, vocabulary, grammar (grammar) in English. The module was also assessed as efficiently improving my speaking skills about, where, and how to use English speaking expressions. This is because the selection of content in the English learning module is structured to provide students' understanding of English speaking expressions accompanied by illustrations and contextual speaking practice planning.

CONCLUSION

Based on the research and discussion, it is obtained as follows, a contextual-based English module product that is feasible to improve the speaking skills of class X students of SMA Negeri 1 Muarta Beliti, in terms of the assessment by material expert validators, is 80.18, linguist 70.67 and



89.72 media experts are included in the very good category. The use of contextual-based English learning modules can improve students' speaking skills. The average score of students' speaking skills is 0.48.

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