

## **The Development of Contextual Learning Materials for the English Speaking Skills**

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### **Abstract**

The purpose of this research was to develop the contextual learning materials to be used in speaking subject. The Instructional design used to develop the contextual learning materials was derived from several instructional design models, such as the ADDIE, Kemp, Dick and Carey, and ASSURE Models. The stages used were (1) analyze, (2) identify, (3) contextualize, (4) integrate, (5) design, (6) develop, (7) validate (8) try out, (9) implement, and (10) evaluate. The validity of contextual learning materials developed was assessed from three aspects, namely psychological aspect, pedagogical aspect, and methodological aspect. The research instrument took a questionnaire type used to obtain data from the experts and analyzed them quantitatively and qualitatively. The results showed that the contextual learning materials with the criteria of the psychological, pedagogical, and methodological aspects were very valid (93.28%). Therefore, the stages of the instructional design are suitable to produce the contextual learning materials for the English speaking skills.

Key words: Contextual Learning Materials, Speaking Skills

### **1. Introduction**

Learning materials are often the most substantial and observable component of pedagogy. They determine the quality of language input and the language practice

during the learning process in the classroom. Richards (2003) states that materials in language teaching have roles as a resource for presentation of materials either spoken or written, as a source of activities for learners' practice and communicative interaction, as a reference source for learners on grammar, vocabulary, pronunciation and so forth, and as a source of stimulation and ideas for classroom activities.

Another factor that may determine the quality of teaching and learning process is the use of contextual materials. 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).

Thus, contextual learning materials refer to the materials that let the students process new information or knowledge in such a way that it makes sense to them in their own frames of reference. This assumes that the mind naturally seeks meaning in context, that is in relation to the person's current environment, and that it does so by searching for relationships that make sense and appear useful. So far, the contextual materials used for teaching English, especially for speaking skills, are still not available in some universities. The lecturers only use the existing materials taken from the text books which are sometimes not contextual. Tomlinson (2003) states that the use of materials from the text books will not make the teachers or lecturers creative and its contents tend not to be relevant to the learners' needs because the publishers obviously aim to produce the text books which will satisfy the wants and the needs of their users.

## **2. Research Questions**

The research questions are formulated as follows:

- 2.1 What criteria are appropriate to develop contextual learning materials for the speaking skills in terms of psychological aspect?
- 2.2 What criteria are appropriate to develop contextual learning materials for the speaking skills in terms of pedagogical aspect?
- 2.3 What criteria are appropriate to develop contextual learning materials for the speaking skills in terms of Methodological aspect?
- 2.4 To what extent is the effectiveness of the contextual learning materials for the speaking skills?

## **3. Literature Review**

Wilson et al. (1993) states that instructional models have been used successfully in educational areas as a process for designing course materials. Currently, there are many instructional design models that are available for use in designing instruction, but it should be selected or designed to fit the work problems.

Instructional design model in this research is addressed to contextual speaking materials. The stages used are 'Analyze, Identify, Contextualize, Integrate, Design, Develop, Validate, Try out, Implement, and Evaluate. Prior to this research project, no model for constructing contextual speaking materials existed. Therefore, standards for the design of the instructional product were derived from the works of Watson et al. (1993), Dick, and Carey (2001), Kemp, Morrison, and Ross (1994), Heinich et al. (1996). Tennyson (1997) states that Instructional Design (ID) is the systematic development of instructional specifications using learning theory to ensure the quality of instruction. It is the entire process of analysis of learning needs, objectives, and the development of a delivery system to meet those needs. It includes the development of instructional materials and activities; and tryout and evaluation of all instruction and learners' activities. Miley (2008) also states that ID is as the frameworks for developing modules or lessons that increase the possibility of learning and encourage the engagement of learners, so that they learn faster and gain deeper levels of understanding. Furthermore, ID focuses on establishing and maintaining the efficient and effective human performance. The aim of ID is to improve human performance and to increase

organizational efficiency and effectiveness. For this reason, instructional designers should be able to define the important terms as performance, efficiency, and effectiveness. Performance which refers to human performance is the result of human skills, knowledge, and attitudes. While efficiency is usually understood to mean the ratio between the resources needed to achieve results (inputs) and the value of results (outputs). Effectiveness, on the other hand, usually means the match between results achieved and those needed or desired (Nieven (1999) in Plomp and Nieven (2010).

Furthermore, according to Harris and Castillo (2002) that ID is not just a field but also be regarded as a process for examining human performance problems and identifying solutions. Its success depends on systematic application. Therefore, ID is guided by a model of instruction. A model is a simplified representation of a process, device, or concept. It is designed to help understand a problem, situation, or process. Instructional design is also based on open systems.

The given concepts indicate that ID is an intended activity to promote students' learning, that is to improve knowledge, skills and attitudes. The outputs of ID are specific instructional design. Therefore, the model of ID should contain the steps as the basic for designing the materials of instruction. As stated by Gustafson and Branch (2002) that instructional design or instructional development should contain at least the following five activities: (1) analysis of the setting and learners' needs, (2) design of a set of specifications for an effective, efficient, and relevant learners' environment, (3) development of all learners and management materials, (4) implementation of the resulting instruction, and (5) both formative and summative evaluations of the results of the development.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking is a crucial part of second language learning and teaching (Kayi, 2006). Speaking skills are the ability to perform the linguistic knowledge in actual communication. The ability functions to express our ideas, feelings, thoughts, and needs orally. The general elements of speaking skills are the 'accuracy', 'fluency' and 'comprehensibility' (Heaton, 1989).

Teaching English speaking skills using the three communicative activities is a learning method focusing on the learner-centeredness. Students work in small groups divided by their language proficiency, i.e., high, medium and low levels. Using this technique, students can have an opportunity to work together providing help to others while performing the activity (Oradee, 2012). Then, Egan 1999 states that getting learners to produce spoken language cannot be limited to recording one's voice and comparing it to native models. Speech needs to be an integral part of the instructional design, and production possibilities need to be expanded. Speaking is at the heart of second language learning.

The focus on this study is the accuracy which is concerned with the 'grammar, vocabulary, and pronunciation'. If someone speaks English, the understanding of the English grammar should be paid attention in order that the utterances produced are grammatically correct, so that the listeners understand those utterances. Similarly, vocabulary is also important in speaking skills. Large vocabulary should be improved in order that the words might be used appropriately. One cannot communicate effectively or express their ideas in both oral and written forms if they do not have sufficient vocabulary; without vocabulary nothing can be conveyed. Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that

determine how sounds vary and pattern in a language. Correct pronunciation of individual sounds and words make the listeners be able to hear and distinguish the words we are saying.

The concepts above indicate that contextual learning materials are promoted as the alternative learning materials that emphasize the learning activities through constructing not memorizing, and teaching is interpreted as an activity of inquiring process not only transferring knowledge to the students, but the students are expected to develop their own understanding from their past experience or knowledge. It is important because human mind functions as the instrument for interpreting knowledge, so that it will have a unique sense.

Tomlinson (2007) proposes three aspects of validity to evaluate the learning materials. Those are 'psychological, pedagogical, content and methodological aspects'.

### **3.1 Psychological Validity**

Since the use of students' centre approach, it is necessary to evaluate the materials in order that they relate to the students' needs. This aspect may be indicated by several variables stated as follows:

#### **3.1.1 Rationale and the Learners Needs**

To evaluate whether the learning materials are rational and related to the learners needs, the requirements should be filled in as follows:

- a) The objectives of the materials met the learners' needs.
- b) The objectives of the materials have been clearly spelt out.
- c) The materials cater the needs, wants, and purposes of the learners.
- d) The materials give students' confidence to initiate communicative activity.
- e) The materials cater for the development of language skills that enable to operate effectively in their future academic and professional life.

#### **3.1.2 Independence and Autonomy**

The requirements should be filled in as follows:

- a) The materials encourage independent language learning.
- b) The materials encourage learners to guess, predict, discover, and try out several alternatives.
- c) The materials involve the learners in thinking about the learning process and in experiencing a variety of different types of learning activities.
- d) They allow sufficient time to think and reflect on their learning.
- e) The materials help individual learners discover their learning styles and study habit.
- f) They encourage learning activities.
- g) They encourage self-monitoring.

#### **3.1.3 Self-development**

The characteristics required are as follows:

- a) The materials engage the learners cognitively and affectively.
- b) The materials credit learners with a capacity for rational thought and problem solving.
- c) The materials allow for the development creative and critical thinking skills.
- d) The materials allow the individual to develop his/her talents.
- e) The materials help build personality and learner voice and give learners an understanding about themselves.

#### **3.1.4 Creativity**

The creativity of learning material may indicate the characteristics as follows:

- a) The materials exploit the learners prior and experience and provide opportunities for further development.
- b) The materials encourage the learners' participation.
- c) The materials provide additional activities highly motivated learners.

### 3.1.5 Cooperation

Cooperation may be indicated by the following criteria:

- a) The materials offer the opportunities for cooperative learning, through pair and group work activities and information exchange task.
- b) The students are encouraged to learn from help one another.
- c) They encourage positive interdependence by giving each individual a specific role to play in the activity

## 3.2 Pedagogical Validity

Tomlinson (2007: 50) proposed several categories to indicate pedagogical validity of materials, those are related to '*guidance, choice, and reflection, exploration, innovation*'. The requirements related to '*guidance*' are as follows:

- a) The teacher's notes are useful.
- b) The materials have enough guidance.
- c) The typescript, answer key, vocabulary list, and lesson summaries are provided in the learning materials.
- d) The materials cater for different teaching styles.

Furthermore, the '*choice*' is related to the following requirements:

- a) The teachers are encouraged to present the lesson in different way.
- b) The materials encourage the teachers to add, change and improvise.

*Reflection, exploration and innovation* should be filled in the following requirements:

- a) The materials foster the teacher receptivity to innovation,
- b) The materials encourage the teacher creativity, exploration,
- c) The materials help to raise the teacher's critical consciousness by conducting reflection about the materials.

## 3.3 Process and methodological validity

This aspect is related to the methodology, content, authenticity, layout and design. The requirements of each point are as follows:

3.3.1 Content, the criteria are as follows:

- a) The materials help enrich the students' personal knowledge, experience, and poster positive personality.
- b) There are varies activities at different level of task,
- c) The materials are well contextualized,
- d) The grammatical explanations are adequate,

3.3.2 Appropriacy and authenticity, the criteria are as follows:

- a) The level and the intended audience is clear.
- b) The content is realistic, reflecting topics, events, and texts from real world situation,
- c) The task exploit language a communicative way,
- d) The texts generate 'real life' communication process.

3.3.3 Layout and Linkage, the criteria are as follows:

- a) The materials have clarity design and layout.
- b) The artwork and typeface are functional, colourful and appeal.
- c) The units and exercised are well linked.

3.3.4 Flexibility, the criteria are as follows:

- a) The materials allow for flexible use of task/text/activities, permitting them to be exploited as required by local circumstances.
- b) There is a wide range supplementary materials and teaching aids available.
- c) The materials allow for alternative sequences.
- d) The materials expect students to spend much time on their homework (Tomlinson, 2007: 54)

## Methodology

It was a research and development study used to develop the contextual learning materials of the speaking skills. The phases of ID model were Analyze-Identify-Integrate-Contextualize-Design-Develop-Validate-Tryout-Implement-Evaluate.

The variables and indicators were based on the evaluation of printed materials proposed by Tomlinson (2007). Those were viewed from psychological aspect (rationale, independence, self-development, creativity, and cooperation) pedagogical aspect (guidance, choice, reflection, exploration, and innovation); and methodological aspect (content, appropriacy, authenticity, layout, and linkage).

In collecting data, the questionnaire was to validate the prototype draft, the experts of TEFL were invited to answer the items of the rubrics, and then they commented the weakness of them related to the variables and indicators. Based on the experts' comments or suggestions, some points of the prototype draft were revised. Then, the speaking test was used to evaluate the effectiveness of the contextual learning materials. According to Satriani 2012, contextual teaching and learning has been reported to be effective in developing students' skills in English. Some studies had been conducted in Indonesian students' classroom settings.

## Results and Discussion

In this study, the results and discussion are simultaneously presented. The appropriate criteria of a model to develop contextual learning materials for the speaking skills have been validated. The results of the validity of the criteria of contextual learning materials that are concerned with the psychological aspect can be seen in Table 1 below:

Table 1: Psychological Aspect

Variables	Average Scores	Percentages (%)
Rationale	3.67	92.00
Independence	3.00	75.00
Self-development	4.00	100.00
Creativity	3.75	94.00
Cooperation	4.00	100.00
Mean score	3.70	92.50

Note: >3.60 very good

Table 1 above indicates that all variables of the psychological aspect, except for independence, are classified by the experts as very good. Variables 'self-development' and 'cooperation' achieve

100%. It means that the criteria which are used to design the learning materials of the English speaking skills are appropriate to use.

Furthermore, the criteria of learning materials that are concerned with the pedagogical aspect proposed to be validated by the experts and the results can be seen in Table 2.

Table 2: Pedagogical Aspect

Variables	Average Scores	Per cent
Guidance	3.67	92.00
Choice	3.50	87.50
Reflection	4.00	100.00
Exploration	4.00	100.00
Innovation	3.50	87.50
Mean score	3.73	93.35

Note: >3.60 very good

Table 2 above indicates that all variables of the pedagogical aspect, except for choice, are classified by the experts as very good. Variables 'reflection' and 'exploration' achieve 100%. It means that the criteria which are used to design the learning materials for the English speaking skills are appropriate to use.

The criteria of learning materials that are concerned with the methodological aspect are related to the 'content, appropriacy, authenticity, layout, and linkage'. The results can be seen in Table 3.

Table 3: Methodological Aspect

Variables	Average Scores	Per cent
Content	3.83	96.00
Appropriacy	3.50	100.00
Authenticity	3.75	100.00
Layout	3.50	87.50
Linkage	4.00	100.00
Mean score	3.77	94.00

Note: >3.60 very good

Table 3 above indicates that all variables of the methodological aspect, except for layout, are classified by the experts as very good. Variables 'appropriacy', 'authenticity', and 'linkage' achieve 100%. It means that the criteria which are used to design the learning materials for the English speaking skills are appropriate to use.

Recall that Tomlinson (2007) notes that the most significant role of materials is to involve the students in decision-making about their own learning. The ways of doing this are to make the materials relevant with the students' needs, to encourage independent language learning, to develop the creativity and the critical thinking, and to do cooperative learning. The criteria of learning

materials that have been developed, i.e. rationale, independence, self-development, creativity and cooperation, have fulfilled the requirements of the psychological aspect of learning material evaluation.

Furthermore, the learning materials should have enough guidance. Without the clear guidance, the students feel difficult to understand the materials. In the development of materials, the guidance for the lecturers deals with the ways to teach the materials, while guidance for the students deals with the ways to learn the materials and to do the exercises. Similarly, the typescript, vocabulary list, pronunciation practice, structure, and task require the clear guidance. The other criteria are related to the content, appropriacy, authenticity, layout, and linkage. The content is concerned with the materials that provide varied comprehensible inputs in order to facilitate the students and enrich the students' knowledge. The appropriacy is related to the suitability of the students' level. The authenticity is related to the content reflecting the topics and texts from the real word situation, while the layout is related to the clarity of the design, the artwork, typesface and the colour, and linkage is related to the exercises which link the topics, situations, and the themes. These criteria are concerned with the learning materials that have been developed, and therefore, they fulfil the requirements of three aspects of validity, i.e. psychology, pedagogy and methodology.

The development and validation of the criteria have been done. The criteria validation that is developed by the formative committee comprises three experts in the area of TEFL and ID. The criteria developed by the formative committee are presented for review. The formative feedback is discussed and the validity of the criteria list and its relation to the model design process are assessed. Validation is conducted through a survey based on a Likert Scale. The experts are directed to rate each criterion. It is agreed that any criterion receiving an average rating less than 3.0 would not be included in the final list. Once all criteria were rated, the researcher calculated the average of each criterion and presented the tabulated results to the committee members. The criteria list developed by the formative committee is validated.

Ozcinar (2009) remarks that the instructional design is defined as the systematic development of instructional specifications, using learning and instructional theory derived from behavioural, cognitive and constructivist theories in order to ensure the quality of instruction. The instructional design is the entire process of the analysis of learning needs and goals and the development of a delivery system to meet those needs.

The effectiveness of the contextual learning materials is derived from the model. Recall that Nieveen (1999) in Plomp and Nieveen (2010) proposes four criteria of the products in development research. One of them is effectiveness which deals with the use of the products to obtain the desired outcomes. It means that if the products result the desired outcomes, they are considered effective. In this case, the results of the implementation of the dialogue indicate that the desired outcomes or the learning objectives are achieved. It is indicated by the mean score of achievement (75.88%) for dialogue and (75.80%) for monologue. These achievements show that the learning objectives are achieved and met with the desired outcomes. Finally, the effectiveness of the contextual learning materials is indicated by the results of the implementation. Nieveen (1999) in Plomp and Nieveen (2010) states that the high criteria of the products should be relevant, consistent, practical, and effective. The results of formative and summative evaluations of the materials have fulfilled the requirements of the criteria.

## Conclusion

The criteria of contextual learning materials for the English speaking skills derived from ID model are examined from psychological, pedagogical, and methodological aspects. The appropriate criteria of a model to develop the learning materials for the speaking skills viewed from psychological aspect are rationale, independence, self-development, creativity, and cooperation; those viewed from pedagogical aspect are guidance, choice, reflection, exploration and innovation; and those viewed from methodological aspect are related to content, appropriacy, authenticity, layout, and linkage. The criteria are validated by the three experts and the validity of those criteria is very appropriate. Finally, the contextual materials derived from the model designed is effective to use in teaching the English speaking skills.

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