



## Developing Speaking Activities in Students' Textbook in Unit 2 Entitled *Complimenting and Showing Care* Based on Ctl for Senior High School Students

Oktaviana M.F.Q. Bobe<sup>1\*</sup>, Rozario Mendonca Da Costa<sup>2</sup>, Yustina Sako<sup>3</sup>,  
Agustinus Seran<sup>4</sup>, Adrianus Berek<sup>5</sup>  
<sup>1-5</sup>STKIP Sinar Pancasila, Indonesia

Korespondensi Penulis: [oktavianabobe@gmail.com](mailto:oktavianabobe@gmail.com)

**Abstract.** This research was intended to develop speaking activities in students' textbook for senior high school. This study aims to develop speaking materials based on Contextual Teaching and Learning (CTL). Based on the preliminary research, there was limited speaking activities in that textbook that can minimize the students to speak. The writers chose one topic to be developed entitled complimenting and showing care in the 2<sup>nd</sup> chapter. The reason of choosing that topic is that there are limited activities for speaking section. There are limited instructions used for students to express their idea orally. As we know that as a senior high school student, he or she has to be able to speak English orally. But if in the textbook does not provide enough instruction especially in speaking, it is useless. So the material should be developed. The writers is interested to develop that material in order to give the students opportunities to practice speaking orally based on their real life in learning English especially in speaking. Based on the result from previous findings, the writers expects that by giving some activities related to speaking, the students are able to express their idea orally. Because in that textbook limited of speaking activities that can minimize the students to speak, so the writers provided some instructional skill that can be useful for the students.

**Keywords:** developing, speaking abilities, students textbook, senior high school

### 1. INTRODUCTION

Speaking becomes one of the four basic language skills that should be learned by the students in any level, because it is used by someone to deliver his/her opinion, thought, feeling, etc to other in order the messages can be clearly received by the listener. Nowadays, the world requires that the goal of teaching English should improve the students' communicative skills, because in that way they can express themselves and learn how to follow the social and cultural rules appropriately in every communicative circumstances. Nunan (2003:48), states that speaking skill in a new language is more difficult than other skills. Moreover, as Indonesians who are not English speaker, the students will feel not easy to speak in English, because they are not accustomed. Besides, speaking is also natural in which the students cannot easily revise what they have said, so tend to be affraid to speak in English. Therefore, it becomes a challenge for English teacher to teach the student to be able to use the language in real communication.

The least portion of speaking sessions in the classroom makes the students face some problems, such as the lack of vocabulary and the difficulty in expressing their feeling, since they do not know much about expression. The writers believes that students have problems in speaking skill because there is no specific book and limited activities used by their teacher to support their speaking skill improvement.

In order to solve to the problem, the writers conducts the research on developing speaking activity. The designed material is developed to help the student to overcome their speaking problems. As 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.

This study aims to develop 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. According to Johnson (2005:25): "CTL is an educational process that aims to help student see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, that is with the context of their personal, social and cultural circumstances. To achieve this aim, system encompass the following eight components: making meaningful connection, doing significant work, self regulating learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessment."

The Contextual Teaching and Learning concept believes that students will be able to learn better if they connect the content which they are currently studying to the life context in which the content can also be applied. This approach is the most appropriate to be used as the basic of designing the speaking materials because of its foundation, and constructivism. It will make the students understand and solve the problems, express and develop their ideas.

Contextual Teaching and Learning also encourages the writers to design the material contextually based on the students' real life. By looking at the importance of the concept, 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 (2008:5), helping learners to participate in meaningful communication in which they are using languages to achieve intended outcomes is essential to the development of their communicative competence.

Based on the explanation above, this material is good for the students because the material was developed based on the real life, which can encourage them to speak in the classroom by some activities written by the writers and also by learning through this designed material the students will realize that speaking is easy to be learned, because they are expected to have a meaningful learning experience with the concept.

On the other hand, it is also useful for English teachers because the materials can be used as a reference to teach speaking in the classroom of tenth grade students and can

implement some kinds of activities provided by the writers to teach and improve the students how to speak in the classroom based on their real life.

To sum up, this study aimed to develop English Speaking Materials based on Contextual Teaching and Learning for the first semester of the tenth grade students of X SMA to help them develop their English speaking skill. The concept of Contextual Teaching and Learning intended to create the meaningful English speaking learning process for the students.

## 2. METHOD

This material was taken from students' English textbook. The writers got the book when the writers was in teaching training program in bachelor degree. There are nine chapters provided in the textbook including *talking about self, complimenting and showing care, expressing intention, congratulating others, describing people, visiting ecotourism destination, visiting Niagara falls, describing historical places, giving announcement*.

The writers chose one topic to be developed entitled complimenting and showing care in the 2<sup>nd</sup> chapter. The reason of choosing that topic is that there are limited activities for speaking section. There are limited instructions used for students to express their idea orally. As we know that as a senior high school student, he or she has to be able to speak English orally. But if in the textbook does not provide enough instruction especially in speaking, it is useless. So the material should be developed. The writers is interested to develop that material in order to give the students opportunities to practice speaking orally based on their real life in learning English especially in speaking.

In developing materials, we should consider several factors, such as relevant subject of materials, attractiveness of format, accuracy of language level and learning objectives. The accuracy of language includes the clear information, the grammatical sentences, and the language used effectively. According to Bygate (1987), the notion of speaking skills may be viewed into two basic aspects; those are '*motor-receptive skills*' and '*interaction skills*'. '*Motor-receptive skills*' involve a mastering of sounds and structures and '*Interaction skills*' involve making decisions about what and how to say things in specific communication situation to convey the right situation. Similarly, Burkart (2004) states that speaking skills involve three areas of knowledge, namely, '*mechanics*', '*functions*', and '*social and cultural rules and norms*'. '*Mechanics*' refer to pronunciation, grammar, and vocabulary. '*Functions*' refer to transaction and interaction, while the '*social and cultural norms*' refer to understanding how to take into account who is speaking to whom, in what circumstance, about what, and for what

reason, such as 'turn-taking, length of pauses between speakers, and relative roles of participants'.

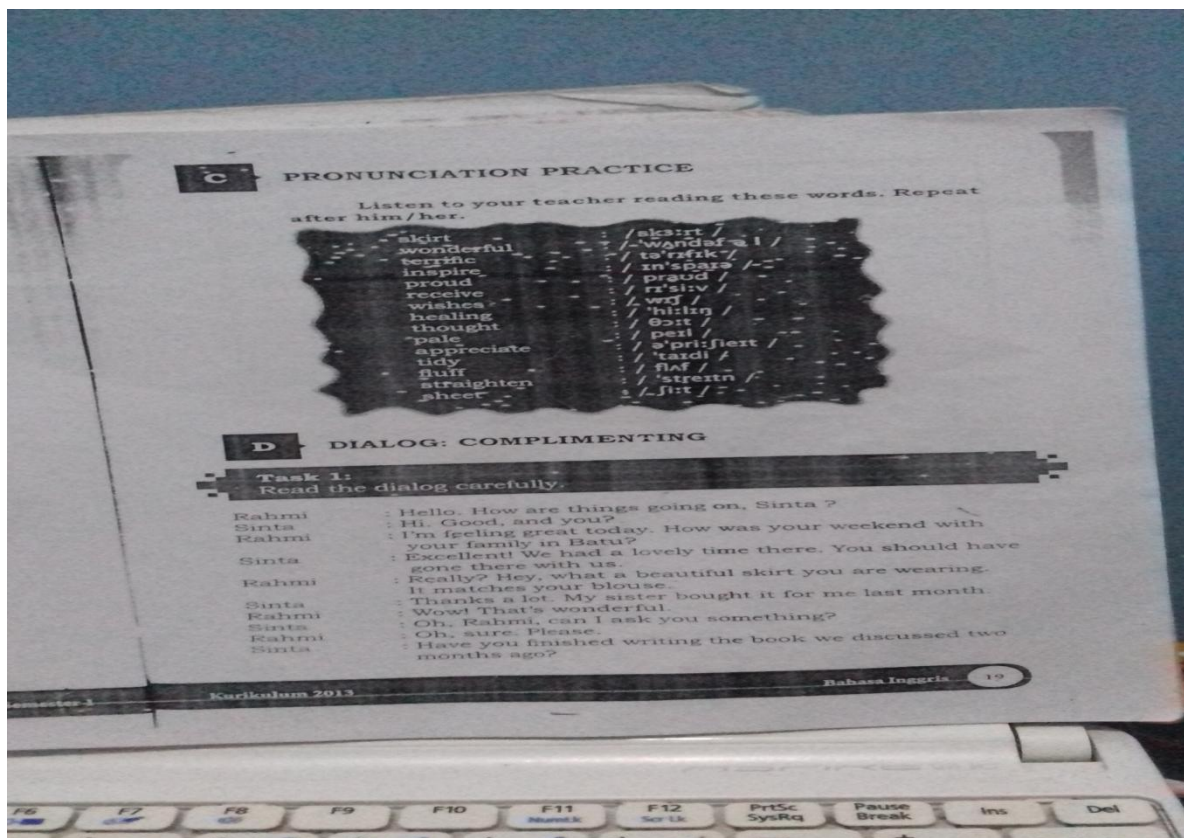
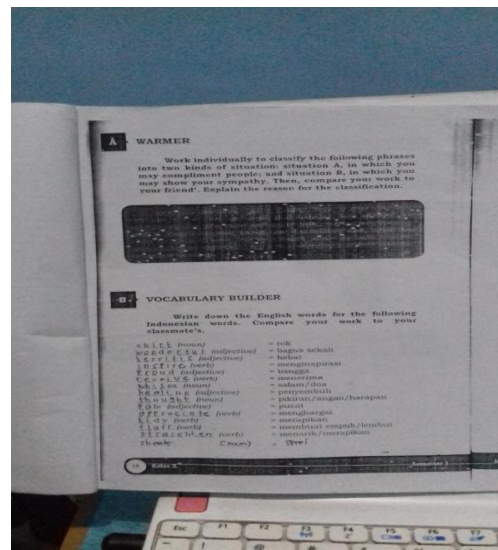
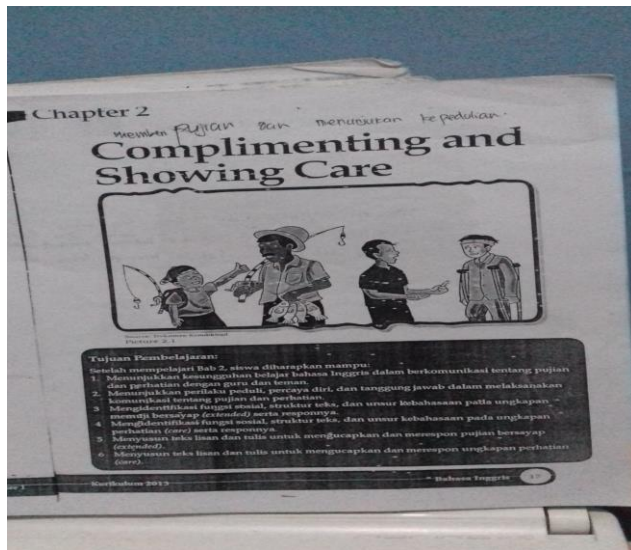
In connection with the above ideas, this study focuses on the classification of speaking skills in term of interaction skill. Because in the book there is limited speaking activity provided in the book. Interaction can encourage the students' speaking skill, because they have to interact with others.

Kayi (2006) proposes the variety interaction in speaking skills that may be used based on situations; those are *group interaction, discussion, dialogue, role play, interviews, and presentation*. In this development materials, the writers focus on role play activity. Because role play in the classroom involves students actively in learning process by enabling them to act in a real scenario. It is connected with CTL that focus on students' real life. In this activity, the teacher selects particular event or situation related to the topics of the study. The format of interaction can be varied depending on the time and resources available. The primary objective is to allow the learners to become actively involved in the learning process, which leads to better and deeper learning. Role playing is used in the learning process to provide participation and involvement in the learning process. It allows the learner to receive objective feedback about one's performance. Role playing can be used to diagnose interactive skills, to provide models and practice, and to motivate individuals to pay more attention to their interpersonal impact. One of its primary benefits is that it allows the learner to experience a real life situation in a protected environment. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while (Richard, 2003).

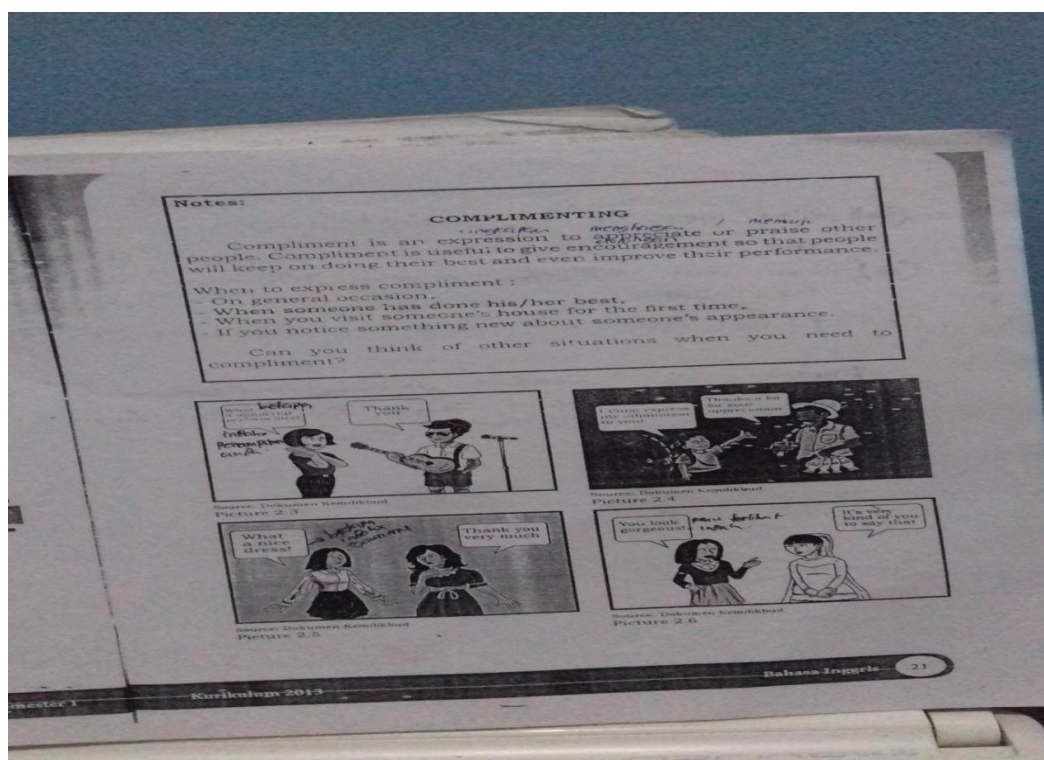
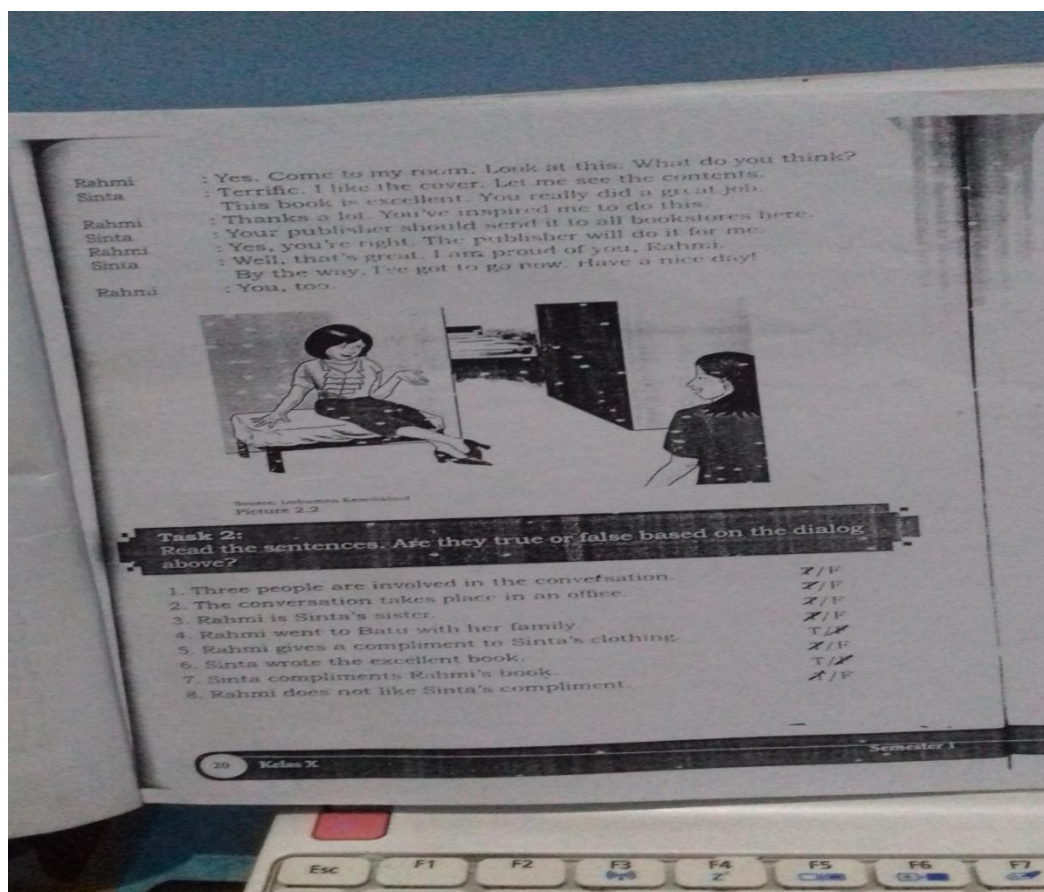
It becomes the reason why the writers focused on role play activity . To develop the material, the writers took the original material, and then saw what is needed to be developed. After seeing the material, the activities related to speaking were less. So the writers added some instruction or activities that let the students to speak in the classroom by using role play technique. The material will be provided in the appendix.

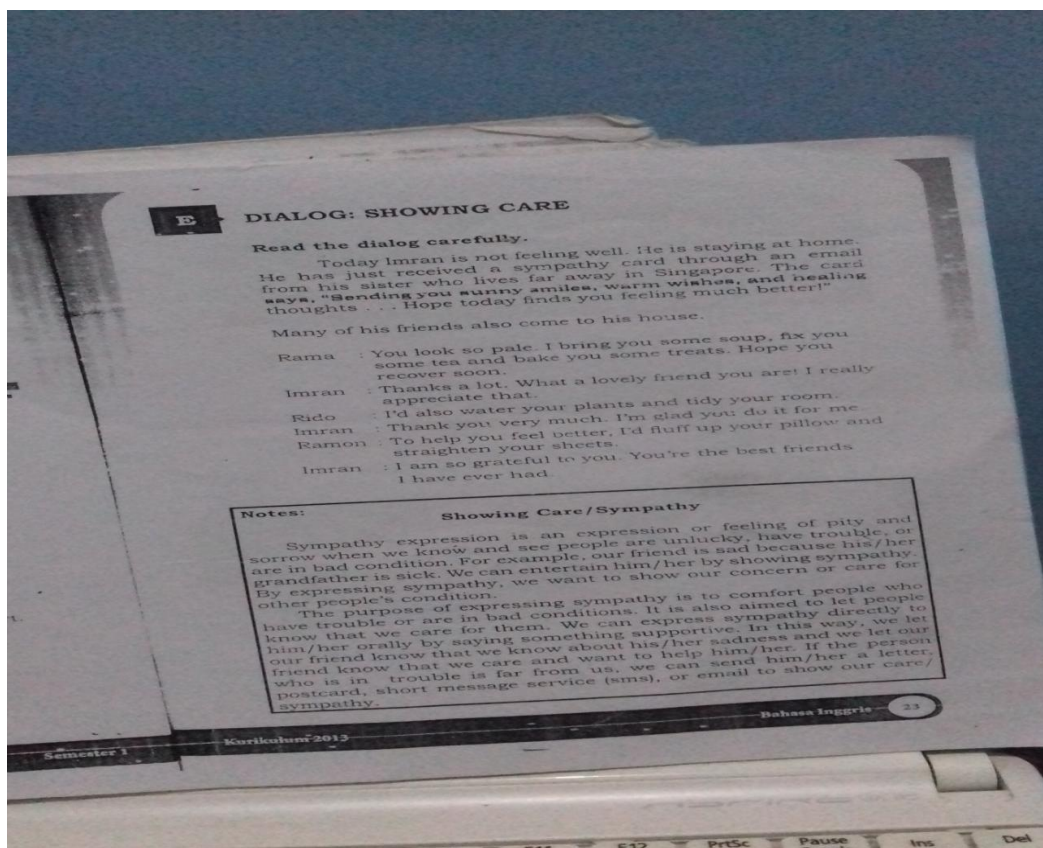
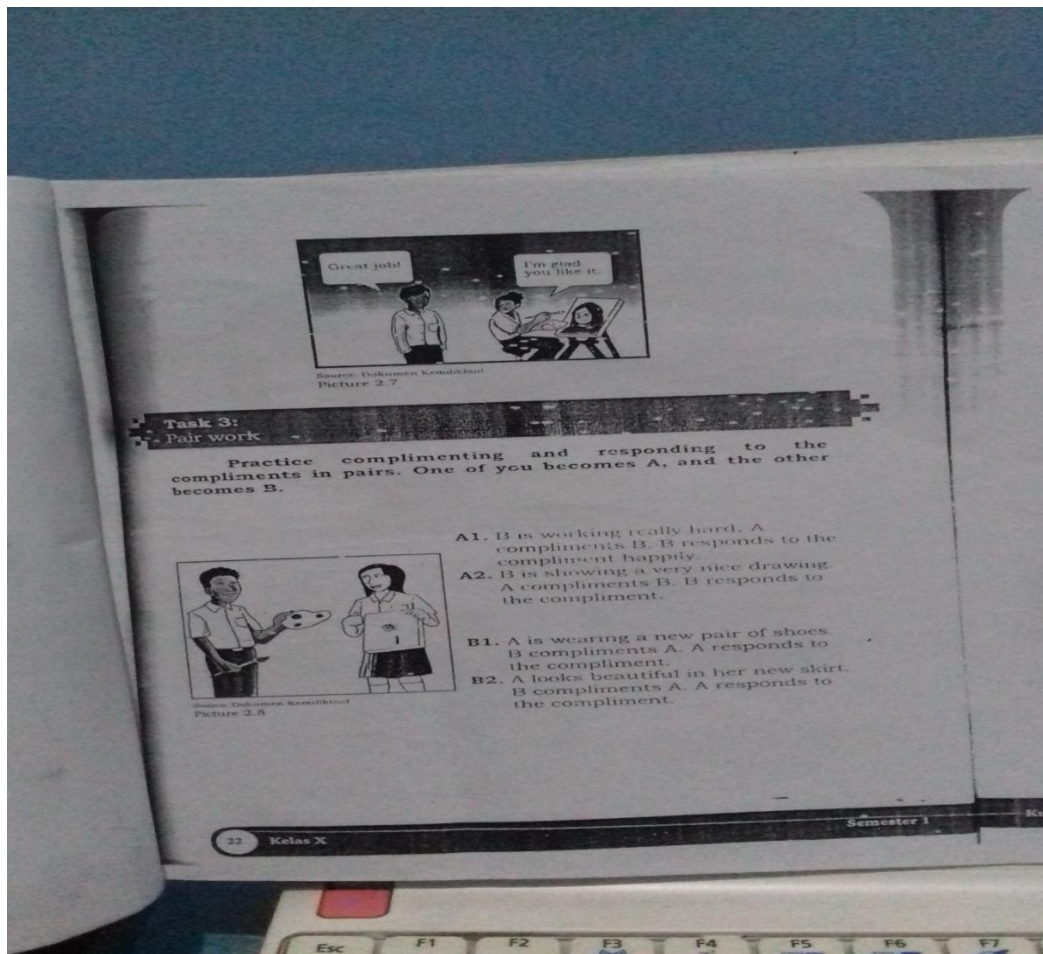
### 3. APPENDIXES

#### Speaking Materials From Textbook









## Additional Of Some Activities Regarding To Speaking Skill From The Writers

### Activity 1

Look at the table, identify which are compliment and which are expression of care/sympathy.

Complete the spaces in the table with expression of compliment/ care and giving the responses based on your own words/experience, after that practice with your pair in the front of the class.

No	Compliment/Care	Responses
1.	You are such a nice boy.	_____
2.	You've helped me a lot during my difficult situation.	_____
3.	_____	Thank you. You remember my birthday when nobody does.
4.	I am sorry about your accident. I'll always be here if you need my help.	_____
5.	_____	I love you, too, sweetie.
6.	What a wonderful performance!	_____
7.	I know you've tried your best. I am sure next time you'll get a better score.	_____
8.	_____	Thank you
9.	Good job! Well done.	_____
10.	If you need anything, please just call me.	_____

### Activity 2

Work in pairs. Look at the situation below, they are compliment and showing care or sympathy. The situation has been provided based on your real life and you ever face it. Make the sentences based on your own word/experience, and then practice with your partner.

Compliments	Care/sympathy
<b>Situation 1</b>	<b>Situation 2</b> Your friend has just lost his jacket.



You see your friend with her new haircut.	
<b>Situation 3</b> Your sister can drive very well.	<b>Situation 4</b> Your brother is sick
<b>Situation 5</b> Your best friend handled the problem successfully.	<b>Situation 6</b> Your younger sister got a bad score.
<b>Situation 7</b> You visit your friend's house for the first time.	<b>Situation 8</b> Your friend did not win the drawing competition.
<b>Situation 9</b> Your friend submitted her project on time.	<b>Situation 10</b> Your friend's father has just lost his company.
<b>Situation 11</b> Your sister's team won a game.	<b>Situation 12</b> Your friend's grandmother has passed away.
<b>Situation 13</b> Your brother has just bought a new smart robot.	<b>Situation 14</b> Your friend has just got an accident.
<b>Situation 15</b> Your friend has a new T-shirt	<b>Situation 16</b> Your friend got his motorbike stolen.

#### 4. CONCLUSION

The writers developed speaking activity in the textbook in order to give the students time to express their idea orally and to encourage their speaking ability based on CTL that focuses on students' real life.

The other researcher has also done a research about developing materials, for instance Elli Setio Wahyuni was the classroom research by implementing contextual teaching and learning in speaking to the first semester student of Business Administration in Hang Tuah University aimed to investigate the strategies of Contextual Teaching and Learning (CTL) and the advantages of using Crawford's REACT procedures (Crawford, 2011) as one of the CTL procedures. The findings revealed that the teaching speaking was succeed to improve students' pronunciation and fluency. The benefits of applying REACT were: (1) engaging students in

the speaking activity; (2) increasing students' motivation to participate actively in the speaking class; (3) helping students to solve their problems; (4) providing ways for 32 students to discuss or interact with their friends. Based on the research's findings, it was recommended that CTL be implemented in teaching speaking. In this research the REACT procedure was used in developing the tasks' stages.

Erika Artha Dini (2015) entitled *Developing English Supplementary Speaking Materials Based on the Contextual Teaching and Learning for the Tenth Grade Students of Senior High Schools*. The result showed that the materials can enhance students' speaking ability. By using Contextual Teaching and Learning method, it can motivate the students to speak in the classroom, because it is based on students' real life.

Based on the result from previous findings, the writers expects that by giving some activities related to speaking, the students are able to express their idea orally. Because in that textbook limited of speaking activities that can minimize the students to speak, so the writers provided some instructional skill that can be useful for the students.

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