

Communicative and Contextual English Instruction Material for Seventh Grade

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ABSTRACT

English textbooks are one of the crucial components in the English classroom which makes it particularly essential to assess the textbooks used in schools repeatedly so it can develop their pedagogical contributions towards the teaching and learning pleasures. This research focused on the products of English instructional models by implementing a communicative and contextual approach for seventh Grades of Junior High School. The primary problem in this study is how to develop instructional material for seventh grade using communicative and contextual approach. Questionnaires, observations and a test have been used to collect the required data. The researcher analyzed the data through qualitative and quantitative methods. Limited trials were conducted on 12 students and the larger trials run on 25 students in VII grades. The proceeds in the development were as follows 1) all the learning tools based on the expert judgments are in the very valid category, 2) the practical English instruction is efficient.

1. INTRODUCTION

There are four skills in learning English as a foreign language: speaking, listening, reading and writing. Learning English as a foreign language is difficult for Indonesian students. Teachers need to understand the problem that students face in learning English. "One of the major problems for students of English as a Foreign Language (EFL) is their lack of listening and reading comprehension skills (Carrier, 2003). Writing is one of the four components in language skills; writing, reading, listening and speaking, that grouped into two skills, namely receptive and productive skills" (Nidya Indrilla, 2018: 405). Khan (2011) states that it is possible to improve the students writing, speaking, reading and listening skill by using communicative and contextual approach. In this study, the researcher investigated whether using ADDIE model can help to improve writing, speaking, reading and listening skills for seventh grades in English. Robert Maribe (2018) stated that ADDIE is an acronym for Analyze, Design, Develop, Implement, and test. ADDIE is a product development concept (Khadimally, 2015).

Statement of the Problem

The major problem of EFL students is their lack of speaking, listening, writing and reading

comprehension skills. The reading and listening are called receptive and passive skills, while speaking and writing are regarded as productive or active skills (Wendy Hiew, 2012). The problem investigated in this study comes from the obvious weakness in the basic stages of gaining English language skills. Indrilla (2018) stated that the language teachers still deal with each skill separately, identifying the errors committed. Chen (2017) stated that the problem is that the students are less able to use four English language skills because the teacher neglects to improve students 'English language skills. The lessons are only monotonous, do not actively involve students so that they feel bored and unwilling to learn English (Yang, 2018). Another problem is the unavailability of English books that suit the needs of students, the student environment and student characteristics. So, it is necessary to design books that fit the needs of students. The researcher designed English books using the ADDIE model, where learners can use a communicative and contextual approach.

Study Question

How to develop English instructional material for seventh grade using communicative and contextual approach?

2. LITERATURE REVIEW

Many teachers still follow the traditional approach. They have a leading part than students. The students just show the description and represent the practices of their teachers. As a result, the students are unwilling to attend the studying process. As the impact on some experiences, they change the students in their ways by studying a game or they have the chitchat with the other friends.

According to Acquisition (2012), the teachers appear not to have the students' perception, they cannot improve them. Because of the reasons above, the teachers should engage in the procedure or method that can provide the students' enthusiasm during the develop-learning process. The teachers should use the procedures that can explore the interest of the students so that they can be able them to take part or be active in class. (Mohlabi-Tlaka, de Jager and Engelbrecht, 2017).

Teaching and Learning: Strategy of Contextual Teaching and Learning

According to Nasir *et al.*, (2017), the treatment of contextual learning is the action itself. There are five strategies implied by Crawford. They are relating, experiencing, applying, cooperating, and transferring. It analyzes the remarkable abbreviation that REACTED Experiencing means the past strategy involving the appearance of students to relate the previous and current knowledge. It prepares them to support problem-solving activities. Cooperating means working together. The students meet with their colleagues for improvement. The task which is done in groups will have considerable progress than when it is done individually. When students are alone, they can become confused. However, when students support each other in a small group, they can take part in complex disputes with limited comfort.

Contextual Teaching and Learning in Practice

It means to apply contextual teaching and learning as an approach in some language skills such as Speaking, writing, reading, and listening, and to investigate whether it can improve the students' process and let them be active learners throughout the learning process by asking questions, building and exploring their knowledge, exchanging ideas, and having mutual interaction.

There are two types of learning approaches based on the student-centered approach: scientific approach and the Contextual Teaching and Learning (CTL) approach (Tuma, J. M., & Pratt, J. M., 1982). Clinical child psychology practice and training: A survey. *Idots of Clinical Child & Adolescent Psychology*, 137(August 2012) *et al.*, 1997) and According to

(Rojas-barreto and Artunduaga-cuellar, 2018). There are some benefits of using a contextual approach. First, students can understand the lesson well. Second, students can see direct examples of objects that are concrete. Third, students can feel and see shapes or feel objects. Fourth, students can have experience and record in their brains. Last, students can get meaningful learning that leaves an imprint on their mind.

Communicative Approach

Falk-Ross (2000) states that communicative approach gives priority to the actual meaning of the grammatical order, functional communication activities and social interactions that are interrelated, oriented to learning to get communicative competence and grammatical accuracy (understanding practical aspects in everyday life).

There are some benefits of the communicative approach. First, students are motivated to develop language skills after knowing that they have something to do with their use in daily life. Second, students will find it easier to communicate and interact in their social lives, and students not only know the language but also have the competence to apply it in everyday life (Barrios Vargas and Manyoma Ledesma, 2012)

Functional textbooks

There are several functions, objectives and benefits of textbooks. First, they are a reference material for students. Second, they are an evaluation material. Third, they are a tool for educators in implementing the curriculum. Last, they are teaching methods or techniques that educators will use during the teaching process.

According to Albakrawi (2013), the purposes of textbooks are: to facilitate educators in delivering learning material, enable students to repeat lessons or learning new lessons, and provide interesting learning materials for students. The benefits or use of textbooks are: 1) they help students in implementing the curriculum because it is prepared based on the applicable curriculum, 2) they serve as a teacher guide in determining teaching methods, 3) they provide opportunities for students to repeat lessons or learn new material, and 4) they provide knowledge for students and educators.

3. METHOD

This study used qualitative and quantitative research methods that integrated or mixed methods. It used ADDIE as a systematic instructional design model comprising five phases: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and evaluation.

Techniques

Observation, Test Results Learning English List Check Model Validation to the construct of the model- and Needs-based English learning device, Control student.

Data Analysis Techniques

The data analyzed in the study are 1) data identification of students' needs, 2) expert test data, 3) legibility test data for English material models developed, and 4) data on conformity test of English material models with applied in the class.

Place and Time of the Research

The research was conducted in South Sulawesi, at Junior High School 33 Makassar

Research Instruments

1. Validation of learning instruments and devices
 - a. Recapitulate the results of expert assessment into a table that includes aspects (1) (Ai), (2) Criteria (Ki), and (3) the results of the Validator (V ij) assessment
 - b. Look for the average value of expert assessment results for each criterion with the formula:

$$Ki = \frac{\sum_j^n - Vij}{n}$$

With Ki - the average criteria for -i
 Vij = the score of the research results on the criteria to -i by the researcher to -j
 n - number of assessors

- a. look for the average of each aspect with the formula

$$\bar{A} = \frac{\sum_{j=1}^n Ki_j}{n}$$

With
 \bar{A}_i = the average aspect of Ki
 Kij = average for the the aspect of the criteria
 n = number of criteria in aspects

- b. total search for an average (X) by the following formula

$$X = \frac{\sum_{j=1}^n \bar{A}_i}{n}$$

X = total average
 \bar{A}_i ; the average aspect to -i
 N = number of aspects

- c. Determine the category of the validity of each criterion or the average total aspect with the

category of validity used in the validity category quoted from the following

- $3.5 \leq M \leq 4$ (very Valid)
- $2.5 \leq M \leq 3.5$ (Valid)
- $1.5 \leq M \leq 2.5$ (Valid enough)
- $M \leq 1.5$ (Invalid)

2. Descriptive Statistic Analysis

Test data on students' English learning outcomes were analyzed descriptively. Data obtained from the results of the pretest and post-test were analyzed to determine the improvement in learning outcomes.

The general abilities of students are grouped as standardized categories as follows:

- a) The ability of 85% -100% or a score of 85-100 is very high
- b) Ability 65% -84% or score 65-84 high
- c) Ability 55% -64% or score 55-64 moderate
- d) Ability 35% -54% or score 35-54 low
- e) The ability of 0% -35% or score 0-34 is very low

3. Effectiveness Analysis

- a. Analysis of an increase in learning outcomes after the treatment
- b. Analysis of observation list
- c. Analyzing student responses to teaching materials and learning devices

4. Analysis of the practicality of learning device data.

- a. To observe the practicality of teaching materials and learning devices
- b. Analyzing the observation of the practicality of cooperative learning type groups for the implementation of aspects in the plan for implementing learning using observation sheets.

4. FINDING AND DISCUSSION

The results of the research at each stage of the developing of the learning model are

1. Analysis Phase

The analysis at this stage requires getting data on learning English in Class VII and reviewing the learning mechanism used.

- a) Based on observations about the learning process, the results revealed that 1) students are less enthusiastic about learning English, 2)

students are less interested in learning English in the learning process, 3) students are not interested in the material presented, 4) students were not actively involved in the learning process, 5) students lack the confidence to speak English, and 6) students sometimes make mistakes in the pronunciation of words, intonation, and writing sentences.

b) Based on observations about the learning mechanism of how to teach teachers using the lecture method, the results revealed that 1) less students were actively working in groups, 2) students only take notes and listen to the instruction of the teacher, 3) learning is monotonous, 4) teachers provide fewer opportunities for students to practice speaking, writing exercises, and reading exercises, and listening exercise and 5) the teacher is active in learning while students only listen and take notes.

2. Design

The designing teaching materials included (a) tests used to measure effectiveness, (b) designing learning tools (c) and research mechanisms.

The systematic instructional design model comprises five phases: Analysis - Design - Development - Implementation - Evaluation

3. Development stage

The development phase produces English material designs that are used to test seventh-grade students of junior high school. This stages included: (a) tests used to measure effectiveness, containing 10 multiple-choice questions and 10 essay questions (b) the design of teaching materials, (c) and the design of research instruments, such as observation sheets, questionnaires

4. Implantation stage

At this stage, a broader experiment was conducted on 25 seventh grade junior high school students.

In learning process, the researcher used communicative and contextual approaches that were designed with three stages of activities, namely learning to open, the core activities of the teaching and learning process and closing

learning. This stage focused on the following aspects:

a. Expert assessment of learning tools, such as a) learning plans, b) teaching worksheets, c) test questions, 4) observation sheets and 6) questionnaires shown in a very valid category

b. Description of the results of limited trials and trials of teaching materials and broader learning tools.

- 1) Practical analysis to measure the practicality of English learning tools, receive teacher observation sheets and student observation sheets. In this trial, each activity was collected in an observation sheet based on the syntax of communicative and contextual learning model implementation Each activity footprint includes a yes and no statement by giving sign (v) analysis with columns.
- 2) Data about the practicality of learning devices.

Table 4.1. Observation results of student activities in learning

	Meeti ng 1	Meetin g 2	Meetin g 3	Meetin g 4
Percenta ge %	43,73%	66, 41%	82, 32 %	92,34 %
Categori es	low	Mediu m	High	Highes t

Table 4.1 shows that the percentage has increased from 43,73% to 92,34%, from low to the highest categories. This is an indication that learning devices used by the teacher have developed which include, lesson plans, teaching materials, media, worksheets, assessment for instruments.

Table 4.2. effectiveness and the practicality of learning devices

	Meeti ng 1	Meetin g 2	Meetin g 3	Meetin g 4
Percenta ge %	57,89%	66, 66%	87, 72 %	91,23 %
Categori es	sufficient	Mediu m	High	Highes t

Table 4.2 indicates the effectiveness and the practicality of learning devices percentage has increased from 57,89% to 91,23%.

Table 4.3 Gain classification Normalized Learning Outcomes

Coo-affection normalizes gain	classification	frequency	presents
$g < 0,3$	low	-	0
$0,3 \leq g < 0,7$	medium	23	92 %
$g \geq 0,7$	high	2	8 %
Total		25	100%

Table 4.3 shows that that the increase is evident in learning outcomes of the medium category. Based on the criteria for success in learning English, the frequency distribution at the pretest and posttest is based on achievement of general scores. With intervals of 1-65, 20 people got this score at the pretest and 5 people got a value of 66-100 at the pretest, while at the post-test the score is very high for all students

Table 4.4 the frequency of the Pretest and Posttest values

Inter val Score	pret est	postt est	Pret est %	Postt est %	Categor ies	K et
0-65	23	0	100 %	0	less	
66-100	3	25	12%	100 %	highest	

In learning the observer sees the activities of students by filling the observation sheet with a checkmark (v) while observing student activities during the learning process, this is done to measure the effectiveness of the English learning devices that is developed. In this activity, the data is obtained as follows in table 4.5

Table 4.5 Observation Results Activities 4 meetings During English learning

categories			First Meeting		Category achievements
Good	middle	Less	indicator	%	
6	20	7	33	57,89	Medium
Second meeting					
12	22	4	38	66,66 %	High
Third meeting					
36	14	0	50	87,72	Highest

Fourth Meeting					
42	10	0	52	91,23	highest

As per table 4.5, student activities and activities showed an increase in each meeting from a 1st meeting in the medium category, the 2nd meeting in the high category and at the 3rd and 4th meetings in the categorical category very high.

Table 4.6 Description of the results of responses through a questionnaire

No	Description of statement	like	dislike
1	The availability of material, worksheets, test results, learning atmosphere, how to teach instructors/lecturers.	96 %	4 %
2	the renewal of the learning device.	85%	15%
3	Students' interest in learning English.	97%	3 %
4	Understanding of the material English language	100 %	0 %
5	The ability to answer questions to the English language material	89 %	11 %
6	Students' interest in the English text book design	87 %	13 %
7	Progress towards learning achievement in English	90 %	10 %
8	Views of students on the concept of English content	92 %	8 %
9	Students' views on the essay exercises	93 %	7 %
10	the students' use of developed English teaching materials.	97 %	3 %

Table 4.5 shows that students who gave a positive response were 81.3% while those who gave statements were less 17.7%. This reveals the effectiveness of the ingredients used.

5. Evaluation Stage

This stage has shown the effectiveness tool as shown by the data that there was a significant increase in learning outcomes measured from learning outcomes for 4 meetings which increased at the meeting 1 in the low category, the second meeting in the sufficient category, at the 3rd meeting in the very category high, and the 4th meeting in the very high category. This shows the increased completeness of learning in each meeting, and there is a positive response.

5. DISCUSSION

1. Achievement in research

a. validity

Based on the results of the validation from the validity/expert, we can conclude that learning devices and teaching materials in English have fulfilled the validity criteria.

b. Practicality

Theoretically, the results of the expert team's assessment of the English learning devices revealed that it is useful for teachers to use learning resources in classrooms. Empirically, during the learning process, students and educators have shown a positive response.

The developed learning devices have met the criteria of effectiveness, namely the completeness of learning outcomes which increased in each meeting. Students' activities also increased in every meeting, and students' responses to learning devices were very good. Therefore, the developed learning devices were effective.

2. Findings

The data collected in this study that the application of developed English learning devices increased the learning achievement of class VII junior high school, especially reading aspects. They learned how to pronounce English Vocabulary correctly, students pay attention to intonation, vocabulary pronunciation words, mastery of words which, increases verb, noun, adjective, and translates sentences and paragraphs. Then students make good progress in speaking and writing skills. However, there are still obstacles in listening skills, because students do not use language laboratories maximally, because of the limitations of communication equipment in language laboratories.

6. CONCLUSION

Based on the results of the discussion of this study and testing of learning devices, it can be concluded that the development of English learning device models for class VII junior high school is effective. All the learning tools based on the expert judgments are very valid. The practical English instruction is a good category and effective. This research also resulted in the production of six units of communicative and contextual English instruction material for seventh grades.

The teacher can apply communicative and contextual approaches as an alternative learning to improve student learning outcomes. 2. Teachers should always provide learning that can activate students. 3. Researchers are advised to continue their research by applying communicative and contextual approaches.

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