

The Effectiveness of Developing Contextual Material For Teaching English at Madrasah Aliyah

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Abstract: One of the aspects that determine the success of the learning process is teaching materials. This research aimed to develop the effectiveness of contextual material for teaching English at Madrasah Aliyah. The design of this research is development research by using ADDIE model. The product consists of two books, (teacher's book and students' book) the title is "English For Us". Subjects in this research were all students of grade X. Sample were 87 persons and it was selected by using the purposive technique. The instrument used to collect data was a survey, questionnaires, and an interview. Data analysis was used the qualitative and quantitative technique. The practicalities of the teacher's book were 82.54 and students' book showed an average 84.63 score. The effectiveness of a product is measured through pre-test is 68,00 and post-test is 75.44. It can be concluded that the contextual material for teaching English at Madrasah Aliyah was effective.

Keywords: Contextual, Teaching Material, English

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Introduction

One of the aspects that determine the success of the learning process is teaching materials. Contextual materials were pointed students One of foreign languages became subject in primary and middle school curricula in Indonesia is an English. Using different instructional materials adapted within the constructivist learning theory will enhance students' conceptual understanding (Birisçi & Metin, 2010). Therefore, English is categorized as foreign language learning or "Teaching English as a Foreign Language" (TEFL). Like other languages, English consists of four integrated language skills: listening, reading, speaking, and writing. Standard Minimum Passing grade assigned for English in tenth grade of Madrasah Aliyah by deliberations of subject teachers consensus is 7.5.

Regarding the implementation of Curriculum 2013 at Madrasah Aliyah, writer conducted grand tour, especially to Madrasah Aliyah Negeri (MAN) in Padang. Based on the observation and interview to the

tenth grade teachers and students concerning the selection of texts (teaching materials) used for English learning, one can say that the teaching materials were not effective, practical, and efficient enough. Surely this condition can impact on students low abilities in written and spoken communication. Based on the preliminary study and analysis towards teaching material needs, it is concluded that 1) contextual teaching materials unable to Madrasah setting are not accessible yet, 2) the rooms to practices language skills are inadequate, 3) the forms and types of texts (materials) are not fitting to MadrasahAliyah students, 4) scientific learning approach stages and authentic assessment system are not maximized yet, and that 5) the accessible teaching materials are not agreeable to the number of the students.

Based on the condition stated previously, researcher feels the need to develop teaching material. The teaching material developed in this research is contextual material for Madrasah Aliyah studentsgrade tenth. The material develop based on syllabus, standard based competencies of Curriculum 2013. The content or text developed is “Descriptive Text about Tourism objects and FamousHistoricalBuildings.

Pannen (2001:9) states that instructional materials are the materials systematically organized, used by the teachers and students in learning process.Prastowo (2011:17) adds that teaching materials are all materials (information, tools, or texts) arranged systematically, showing whole shape of competition grasped by the students and used in learning process with planning objective and learning implementation examination. Widodo, Jasmadi (2008:40),and Sungkono (3003:1) state that teaching materials are a set of materials holding learning materials ‘designed’ to obtain the learning objective. A learning material contains material, message, or the content of the subject in the form of ideas, facts, concepts, principles, rules, or theories of the subject based on the academic disciplines and other information in learning. Senior High School Development Directorate (2008:6) says that teaching materials are all kinds of materials used to help teachers in conducting learning and teaching process.

Print (1993:141) and Eby, Judi W (1996:125) say that “content is equated directly with ‘knowledge’. Many educators believe that the content consists of only the fact, concepts, and generalization or the knowledge related to a particular subject or theme. Gagne, Briggs, and Wager (Degeng, 1998) suggest some assumptions about the importance of teaching materials in particular, and learning planning in general: 1) helping students individually; 2) giving space to prepare short term and long term learning; 3) systematic teaching materials designs that give large impact towards human resources development individually; 4) easing the management of teaching-learning process with systematic approach; and 5) easing learning process, since they are designed based on the knowledge of how humans study. Therefore, in using and selecting teaching materials or text books, Ornstein & Hunkins (2009:24-25) state that selecting teaching materials is almost similar to choose method and learning media will be used. Ansyar (1989:115) mentions that in general, teaching material consists of three main components: knowledge, process, and values. It means that without teaching materials then learning will produce nothing (Ansyar, 2015:1). There are no the best or the worst teaching materials, all of them are based on the appropriateness with the methods used and the needs of the students. Then, Akker (1999) says that sound teaching materials must be suitable with the characteristics, setting, and needs of the students. A teaching material is good if it has three criteria which are valid, practical, and effective. Education Technology Development Agency (2005) states that teaching materials function as (a) guideline for teachers who will direct all their activities in teaching-learning process and as substances for competencies should be taught, (b) guidelines for students who will direct all their activities in teaching-learning process and as substances for competencies should be achieved, (c) evaluation tools of learning result achievement. Diaz-Rico (2008:331) argues that the selection of English teaching materials in learning (with no exception) in English learning must be appropriate with the learning objective. “One kind of contextualized English is English for Specific Purpose (ESP)”.

Based on the explanation above about the significance of contextual materials in teaching English at Madrasah Aliyah is text book. Textbook development in this research were arranged by using contextual teaching and learning (CTL) strategy. The foundation of the initiation of contextual learning (CTL) is constructivism philosophy. Constructivism was developed by Vigotsky, who states that “learning for children is conducted in social and physical interaction.” Learning according to constructivism theory is not only memorizing but also constructing knowledge through experience. Knowledge is not a “gift” from other people, such as teachers, but it is the result of constructing process conducted by each individual.

Constructivism, according to Zahorik, 1995 (Nurhadi, 2002:7). Rusman, (2011:193-197) and Masnur Muslich (2007:44). Ministry of National Education (2002) states that Contextual Teaching and Learning (CTL) is a learning approach emphasizing on the students involvement process as a whole to find the connection between the materials learned and students' lives, so that it can encourage students to apply the materials they learn in their lives. Elaine B. Johnson (2007:19), explain that CTL has seven main components as the basis of learning implementation in the classroom: (1) constructivism, (2) questioning, (3) inquiry, (4) learning community, (5) modeling, (6) reflection, and (7) authentic assessment.

The seven contextual approaches can be applied in integrated manner for every subject, including English, because (1) English is one of the subjects tested in National Examination and the students are expected to have thorough understanding and skills, (2) in order to make students remember more about the materials, (3) it would be possible for students to learn more through association and accommodation processes, (4) it would give more chances for students to practice and apply the language use to the broader setting.

Method

This research is a research and development. Design of this research is using the ADDIE model, it adapted into 5 stages of research include: need analysis, design, development, implementation, and evaluation. The product in this research is text books for teaching English. The content developed focuses on descriptive text about tourism object and famous historical buildings for tenth grade at Madrasah Aliyah.

The product consist of two books (for teacher and for students).Instrument to collect the data is questionnaires and observation. Meanwhile instruments to measure the effectiveness of contextual material product developed is pre-test and post-test designed. For data analysis, there were two data analysis used in this research and development, descriptive statistic analysis and t-test analysis.

Results and Discussion

Result of this research is can be seen from practicality testing and effectiveness testing. Experiment of this research is done in MAN 1, 2 & 3 of Padang City through real class. Real class activities are represented by Class X IPA, Class X IPS and Class X Religious Education (PK), each program is only taken 1 (one class) as the subject of product trial. Practicality teaching materials that produce student books and teacher books seen from the feasibility of content, linguistics and lay out. Based on data analyzed, practicality of teachers' book, have an average score is 82.54 in a very practical category. The ICC values obtained from the SPSS 16.00 calculation in the teacher manuals are quite high at 0.931, when using a rater value obtained 0.318. it can be seen on the table below:

Tabel. 1 Practicality of teacher's Book by using ICC

Intra class Correlation	95% Confidence	F Test with True Value					
		Lower Bound	Upper Bound	Value	df 1	df 2	Sig
Single Measures	.318b	.10 .504	.874	14	3	84	.0006
Average Measures	.931c	.774	.995	.504	3	84	.0004

Based on assessment of practicality of students' book is books seen from the instructions, objectives, syntax, materials, student exercises, the use of language lay out and benefits have an average value of 84.63. Furthermore, SPSS test and ICC test were conducted as follows:

Tabel 2: Practicality of student's Book by using ICC

Intracla ss Correlatio na	95% Confidence Interval	F Test with True Value 0					
		Lo wer Bound	Uppe r Bound	V alue	df 1	df 2	Sig
Single Measures	.448b	.15	.925	11	3	36	.0005
Average Measures	.914c	.69	.994	11	3	36	.0007

Based on the figures shown above, the value of ICC obtained from the calculation of SPSS 16.00 in the student manual is high enough 0.914, when using a rater value obtained 0.448. Based on the results of ICC calculations for the two books of these products can be presented on table bellow. the results of ICC SPSS analysis for teacher manuals and student books.

The effectiveness test is conducted through knowledge assessment. From the results of the pre-test analysis obtained scores of students with the lowest score of 50 and the highest score 75, range 25, standard deviation 5.73 and with average classical 68.00 median 70, mode 70. While the final test result of the student's test (post test) obtained the lowest test score is 50 and the highest score 85, range 35, standard deviation 8.11 and with average classical 75.44 is in either category (B), median 77.5, 82.5 mode.

Based on the description and data analysis obtained from the instrument of student learning achievement test to the effectiveness of the product that was developed, obtained the result as test data (pretest and posttest) with tcount of 0.146 while the ttable of 0.484 at the significant level of 0.05. The value of tcount is greater than ttable so that the contextual teaching material for learning English can be said to be effective.

Conclusion

Furthermore, the effectiveness of contextual teaching materials for the learning of developed English language can be said to be valid. The results obtained data as follows: Test data or learning outcomes through (pretest and posttest) students, obtained t-count of 0.146 while t-table of 0.484 at a significant level of 0.05. The value of t-count is greater than t-table so that the contextual teaching material for learning English is said to be effective after it is done by t-test. And based on data analysis of affective assessment/student attitudes obtained average for each indicator of 80.60%. This is categorized as an excellent improvement so that contextual teaching materials for learning English are said to be effective.

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