Developing English Workbook by Contextual Teaching and Learning for Third Grade Students of Junior High School

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Abstract

The existing of inappropriate English workbook for third grade students of Junior high school become main problem for the students. The existing of English Workbook has limited training and limited material for students. The aim of this study was to develop English workbook by contextual teaching and learning for third grade of SMP SIMANJAYA Lamongan. This study involves third grade students, English teacher, and two experts. The developing English workbook based on the need analysis and interview. The design of this study was Research and Development (R&D). The procedure of this study were, need analysis, writing a course grid, developing the product, try out the product and revising the final product. The instruments of this study is questionnaire. The data from the expert are analyzed and describe qualitatively. The try out is to know the whether it was appropriate and effective for students in third of Junior High school. The final product of this study is English workbook which using contextual teaching and learning. The result of this study showed that students were agree and interested in the learning process through this English workbook.

Key words : English Workbook, contextual teaching and learning

INTRODUCTION

In Indonesia, English teaching aims at mastering of four skills which include, speaking, listening, writing and reading. In Indonesia, especially in junior high school, english learning is very important because in order to understand and how the English is used in teaching and learning. It is useful to know about many factors, such as historical, political, socio-cultural and linguistic. In Indonesia, the use of English has developed in the context of educational competency building, and more recently the need to support development in particular its role in state education.

Teacher should understand in choosing the appropriate materials in teaching and learning process. English teaching and learning have many factors, those are system, students, teachers, curriculum and materials.

Teaching materials contain the content either written, mediated, or facilitated by an instructor in order to the students use to achieve the objective, and include information that the students will use to guide the progress (Dick, Carey, and Carey 2009:230).

Student's workbook is one of the printed materials (other than handouts, modules and handbooks) that can be used in teaching and learning process. the use of students' workbook, teachers have a chance to provide the students to actively engage with the materials learnt in the classroom.

Based on the need analysis that has been conducted in the third grade students of Junior high school that teaching material that used was a workbook as a main book in teaching and learning process. Worksheets involving images and colors are particularly appealing to students, especially to adolescents and adults who feel interested in learning when they work with material that has these features. This is determined during the assessment process, so that it is important to provide these types of resources in order to help students to get their academic goals (Browne: 2008).

Meanwhile, based on the result of need analysis. The workbook had not been implemented well. It happened because there were limited materials and limited training for the students. Besides, the materials designed by following the standart of KTSP 2016 were very limited.

This study concern on develop English workbook by contextual teaching and learning. The Contextual teaching and learning is an educational process aimed to help students to see meaning in the academic materials they learn by connecting subject in their daily lives (Sugiyanto :2007). The CTL- based English Workbook is expected to enhance students to motivate in studying English.

Method

The research design was Research and Development (R&D) model that developed by Borg and Gall. This research was conducted at third students of Junior High School in Lamongan. The subject of this research was third grade students of Junior High School that

consisted of 30 students. The instrument of this research was questionnaires and interview that distributed for students and interviewed with English teacher in order to know the students' need related to the English workbook. The result of questionnaire had been analyzed by the researcher related to the development of English workbook by Contextual Teaching and Learning were suitable for the students' ability. The type of questionnaire is close-ended question which used Likert scale (Strongly agree, agree, disagree, strongly disagree).

Based on result of questionnaire, it can be concluded that students like the design of their book are interesting, the English workbook must be colorful that contain many pictures.

The procedure of development of this study involved six steps. First, need assessment which is used to know whether the workbook need improvement. Second, need analysis which the researcher distributed questionnaire to the students and conducted the interview for an English teacher. Third, writing course grid that used as the framework to develop the materials. Fourth, developing materials, the materials based on the course grid were started to be developed by the researcher. Fifth, researcher conducted try out in order to know and see about the applicability of an English Workbook in real classroom. Last, writing the final draft on the materials.

Result

The result of need analysis

Need analysis is gathering information about what is needed by learners in order to meet the learners' need (Grave:2000). Collecting the data was very important in conducting in this research because it provides useful information to obtain the students' needs and interest. The need analysis was conducted at SMP SIMANJAYA.

In need analysis process, the researcher found the problem that concern on English workbook. Therefore, the students opinion based on the need analysis have supported with the recent theories. The theories were viewed as a reference and discussion.

After need analysis has conducted, it followed by developing the material based on what students have been filled in the need analysis. The developed workbook consisted of three units with the standard of KTSP 2006.

Planning

After conducting the need analysis to the third students' of SMP SIMANJAYA, the researcher wrote the course grid as the guidelines in developing English workbook. The course grid used the basic competences of Narrative and Report text, Advertisement, and guest what.

The course grid was developed based on the KTSP curriculum 2006. There were seven components in the course grid. These components are units, basic competence, indicator, learning material, learning activities, time allocation and teaching kits.

There are three units in developed material, those are: Did you know? That contain of Narrative and Report text, come and visit us which contained of advertisement, personal letter and polite expression, guess what? which contained of bad news and good news. Each units present some picture which the students have already known or easily found by the students in their daily life.

The result of expert judgment

After developed the materials, the evaluation of questionnaire was conducted in order to identify the appropriateness of the materials by distributing validation checklist to the experts. After evaluation from some experts validators, the researcher continue to do first revision before product try out to the students.

Some expert would be selected to be asked for their comment and judgment. There were two experts who validated the developed material. An expert will validate the content and the last one will validate the design of developed workbook. The expert filled the validation checklist of questionnaire.

Try Out

The try out was conducted on Monday 23rd April 2019 in the Class IX U 2 at SMP SIMANJAYA. The researcher acted as the collaborated with English teacher who conducted the

English lesson by using the workbook. The researcher was not only taught the materials but also write everything that related during the process in the try out process.

First, the researcher gives the English workbook (after revised) to the students. Then, the researcher being a teacher, the researcher taught the students of third grade students of SMP SIMANJAYA. The researcher taught Unit 1 that is Narrative text.

Second, the researcher tells about narrative text that include in Workbook. Then the researcher asks to them to make group of five. And discuss the story in the workbook. The students showed that seemed enjoy to do the task with their group. They also expressed their enjoyment towards the picture that provided in the workbook.

Third, after discussing the text, each group has to present in front of their friends. They were actively during the presenting.

At the end of try out process, the researcher distributed the Questionnaire to the third grade students of Junior High School. Based on the result of questionnaire that distributed to the 30 students of SMP SIMANJAYA stated that the layout of workbook was interesting. In every Unit, the researcher uses some picture in the text. So that, most of students liked the lesson. But there are some weaknesses of the content of workbook. Some of students suggest that in the Workbook should be added by Indonesia language.

Revision

After doing try out in class IX U2 at SMP SIMANJAYA, the researcher made some revision. The researcher revised the English workbook based on the suggestion from expert validators, peer teacher and students of third grade.

There is no significance changing for the material because most of students liked the lesson. They also give positive response to the English Workbook.

Final product

The final product was presented after doing some stages, after doing validated by some expert validators, the researcher revised based on the comment, suggest from the expert validators. Then, the researcher tried out the product to the class IX U2 at SMP SIMANJAYA. The final product of this research is English workbook of second semester.

Conclusion

The objective of this research was to develop English Workbook by Contextual Teaching and Learning for third grade students of Junior High School.

This product is already using Contextual Teaching and Learning (CTL) aspects which the students will be able to relate to their environment. Johar, R, et. al. (2018) states that the results of students' responses towards the learning materials and the implementation of learning were also positive. It is recommended that further research will test the effectiveness of the learning materials to examine the impact on the more students.

In this Workbook there are three units of the English workbook by Contextual Teaching and Learning. The title of Unit 1 is "Did you know?" which contained of narrative and report text. The title of Unit 2 is "Come and Visit us" which contained of advertisement, personal letter and polite expression. The title of Unit 3 is "guess what" which consisted about good news and bad news.

The English workbook by Contextual Teaching and Learning was completed with the study guide. Each units completed with the explanation of each tasks instruction, grammar, and self reflection and competence test.

This workbook has strongest and weaknesses. From the quality aspects of this workbook was delivered learning messages that are able to expose words and images. This workbook included pictures in every texts which help students to understand the material. This workbook also help students to think critically. The weakness of this workbook was in the aspect of design.

Utilization Suggestion

Based on the result of the research and development which produced an English Workbook for third Grade students of SMP SIMANJAYA, the researcher suggested to the English Teacher, material developer and the layout of materials.

For the English teacher, researcher suggested that the teachers should provide more interesting activity to gain the students' motivation in learning English. The teacher also should

provide warm up in the beginning of activities. The teacher should give a homework task which is related to the real world.

For the material developer, the researcher suggested that the use of varieties activities in the Workbook that can support students to actively participate in teaching learning process. The input of vocabularies is very important for the students. Materials developer can add many pictures and illustration that have relevance with the topic that being discussed.

For the layout materials should be interesting because it can increase students' motivation in learning.

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