

Teaching Speaking Conversation by using Contextual Technique through Animal Toys and Environment school

Muslicha¹, Sulistyaningsih², Yudy Prasetyo³
STKIP PGRI Sidoarjo, Jl. Kemiri Sidoarjo
Muslicha1995@gmail.com

Abstract

The purpose of this research was The first, for knowing the implementation of Teaching Speaking Conversation by using Contextual Technique Through Animal Toys and Environment School For Seventh Grade of MADRASAH DINIYAH WUSTHO Safinda Surabaya and The Second, for knowing the students' ability. This research used Descriptive Qualitative Method for analyzing the data. The subject of this research was 30 (Thirty). The Researcher used three instruments for getting result validity. The Instrument was Observation field note, Interview for the teacher and students score from the teacher. In finding of the Teaching Speaking Conversation by Using Contextual Technique through Animal Toys and Environment School research were made students more active and excited to speak. Based on the data, the researcher could conclude that Teaching Speaking Conversation by Using Contextual Technique through Animal Toys and Environment School could be applied in teaching speaking. The students score showed score A= 17%, score B= 66% and score C= 17%.

Keywords: *Teaching Speaking, Contextual Technique, Animal Toy, Environment*

Abstrak

Tujuan penelitian ini adalah pertama, untuk mengetahui cara-cara Mengajar Berbicara Percakapan dengan menggunakan Teknik Kontekstual Melalui Mainan Hewan dan Lingkungan Sekolah Untuk Kelas Ketujuh MADRASAH DINIYAH WUSTHO Safinda Surabaya dan Kedua, untuk mengetahui kemampuan siswa. Penelitian ini menggunakan Metode Deskriptif Kualitatif untuk menganalisis data. Subjek penelitian ini adalah 30 (Thirty). Peneliti menggunakan tiga instrumen untuk mendapatkan validitas hasil. Instrumen adalah catatan lapangan Observasi, Wawancara untuk guru dan nilai siswa dari guru. Dalam menemukan Percakapan Mengajar Berbicara dengan Menggunakan Teknik Kontekstual melalui Hewan Mainan dan Lingkungan Sekolah penelitian yang dibuat siswa lebih aktif dan bersemangat untuk berbicara. Berdasarkan data, peneliti dapat menyimpulkan bahwa Mengajar Berbicara Percakapan dengan Menggunakan Teknik Kontekstual melalui Hewan Mainan dan Lingkungan Sekolah bisa kita mengajar berbicara. Nilai siswa meningkat meskipun ada beberapa siswa mendapatkan skor C. Persen Skor Siswa adalah A 17%, B 66% dan C 1

Kata kunci : *Teaching Speaking, Contextual Technique, Animal Toy, Environment School*

Introduction

In this era, the most important activity is teaching learning, all of the human need education, by using education human can life well because of the education the students can know about anything. Even can change their behavior, their society, their life style. According to Erdan Cited in Tuncay Yavuz Yozdemir and Ramzan Yirci said that Schools have a significant influence on the growth and development of the community by providing teaching activities, it can changes their behavior, their life style (Yirci, Tuncay Yavuz Yozdemir dan Ramzam, 2015, p. 57) besides that, the communication is very important also.

In the globalization era, there is free trade globally. It means that all of the people need learn about language and the international language is English. It means that English is important to learn for communicating. In this year English lesson included in National Examination. It show that English is important for students and the target of studying language is speaking according to According to Khotimah said that Speaking has an important role in daily life .It is to show someone's mind directly influences someone's performance in many aspects, such as : social, politic, business and of many people. (Khotimah, 2014, p. 50) Based on khotima's statement the ability of speaking Englis is important, so that is way the resercher research ebaout speaking abilty.

The researacher studies about teching speaking by using contextual technique. According to Hudson and Whistler said that Contextual teaching and learning is a conception of teaching and learning that the material related in a real something in the world. It can motivates the students to make relation between material and application to their life as like the thing around them (Clemente Charles HUDSON & Vesta R. WHISLER, 2007, p. 54). the resaecher will use this technique fo teaching speaking English for motivate them for speaking English.

According to Wilson and Petterson Teaching is intellectual work; that teachers have a range of roles, including information deliverer and team that effective teachers strategically distribute (or share) work with students; and teachers focus on challenging content (Wilson & Peterson, 2016). According to Suryani speaking is an important skill for communicating to the others. (Suryani, 2015, p. 106). According to Whisler Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world and situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens and workers; and engage in the hard work that learning requires (Clemente Charles Hudson & Vesta R Whisler, 2000, p. 54)

Research Method

Researcher used descriptive qualitative research as research method because researcher described the result of research in descriptive. This study used descriptive qualitative method for knowing the result of implementation of contextual technique and the students' speaking ability in describing animal toys and Environment school by using contextual technique. According to Anckuckelman "qualitative research as an approach to the study of human behavior that relies on the analysis of narrative data to create an interpretation of the meaning of these behaviors from the perspective of the participants themselves, within their own social context" (Anckuckelman, 2002, p. 3).

The instruments in this study were field note observation, interview and test. The result of Field note observation and interview for the teacher described the implementation of teaching speaking by using contextual technique and the students' test for knowing the students' speaking ability.

The steps of data collection was **The first**, the researcher did observation by took a note all of the process of teaching speaking in class. **The second** the researcher interviewed the teacher. **The third**, the students made conversation with their members in the group about animal toys given by the teacher and about environment school in front of the class **The fourth**, The teacher gave score to the students.

In analysing the data, the researcher identified the data, reduction unimportant data, and classification of data and the last data display. The first, the researcher identified the result of observation field note, result of interview and students' score after identification the researcher reduced and organized un important data after that researcher classified the data into some parts. The first part of observation supported by field not observation, observation gained from process learning teaching of teaching speaking by using Contextual Technique and the second part was interview to the teacher and the last part was asking the student's score to the teacher after classification the data the researcher displayed the data in descriptive based on the result of observation field note, interview for the teacher and students' score the researcher made the conclusion.

Then the steps of collecting the students' score for knowing the students's speaking ability are **First step**, the teacher divided students in the class into six groups then teacher gave the paper and animal toys to three groups and other three groups were asked to go out of the class for observing and identifying three places of: class, School Yard, and Laboratory. The Instruction is to describe the function of those media **Second Step**, the students was asked to

describe in front of the class **at last step**, The teacher took the score of students' speaking ability.

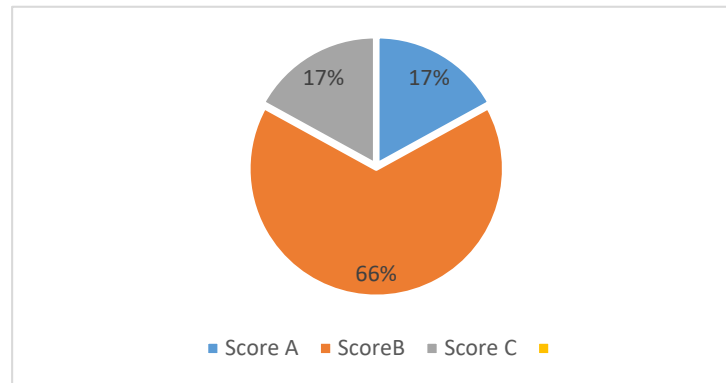
Findings (step implementation, step giving score)

The researcher conducted the research three days. In the first and the second day researcher did observation and the third day researcher did interview for the teacher. The findings of observation filed note are in the first meeting, the students was very interested The teacher gave fifteen minutes for observing animal toys and environment school that they described. In this process, students observed animal toys and environment school then they wrote the result of their observation by animal toys and environment school. They are very interested in this process because, they got animal toys for observing. In observing process the students was so happy and the students tried speaking English in observing process by group and in the second meeting, the teacher continued the last material described about common building. The teacher asked to the students observed about the function and identification the environment school. The environment school will be described by the students are: School yard, Class and Computer laboratory room. Then students communicate their result of describing environment school by conversation in front of their friends group by group. In this part, researcher found something different. In second meeting and first meeting, students more innovative. They retold by using little role play.

The finding of interview from the teacher are the contextual technique implemented well and the teacher said that contextual technique is applicable for teaching speaking by using contextual technique. It was improved by students when the students interested for speaking English” then the teacher said also that the students were interested for speaking by using contextual technique it shown when the teacher gave animal toys and the students observed the environment school. They looked so enthusiast and they always keep their English during teaching learning English process.

For knowing the students' ability in speaking English the researcher asked the score to the teacher in describing animal toys and environment school. the highest aspect of students was grammar. The average of grammar from 30 (thirty) students were 84 (eighty four) and second aspect was Fluency. The average of fluency was 83 (eighty three) from 30 (thirty) students. The third aspect were pronunciation and diction. The average of pronunciation and diction were 79 (seventy nine). The student's ability of pronunciation and diction were same. In order to know the number of highest and the lowest score the researcher would describe in

this part by using pie diagram. The students with score A were 5 students, the students with score B were 20 students, and the students with score C were 5 students.



Discussion

The researcher describes the result of observation field note, the result of interview, and the result of students score. In the first meeting, the researcher found that the implementations of contextual technique through animal toys and school environment in teaching speaking. In the first meeting, the researcher found the positive effect of implementation in teaching speaking by using Contextual Technique. The teacher gave some animal toys and preparing places for observing. The students could observe in outside of class. It were more interested for the students. It was shown by the students all of the students enjoyed the process of observation and all of the students were enthusiast for looking for the new vocabularies and preparing for the performance.

In the second implementation, the teacher asked to continue presenting in front of class for the students who have not come forward. They looked more enthusiast because they had prepared their performance well and all of the students kept to speak English although there were some students spook Bahasa Indonesia but not totally it shown that contextual teaching Learning can increased their enthusiast and spirit for speaking English.

In the second implementation, there were some students spook Bahasa Indonesia. The teacher should encourage and remind the students for speaking English and the teacher should have some tricks in teaching speaking. There were differences between the first implementation and second implementation, the students were more innovative. They could retell the results of their descriptions by using conversation and role play.

It means that students could be innovative and interested in speaking English by using Contextual Technique through animal toys and Environment school. Teacher can teach Speaking ability by using contextual technique. Contextual Technique could implement well in the class. It is suitable technique for fun teaching learning because contextual technique proses were studying that related in a real thing so, the students were curious for observing.

Based on the interview result, teaching Speaking by Using Contextual Technique Trough Animal Toys and Environment School can be well implemented in the class. It can make students more excited and enthusiast speaking English although some students had low Speaking English ability. In line with this, Fitri Fajri (2014) in her research also reported that Contextual is applicable for teaching speaking. The students' score increased 100% even based on students' activity, students' active and students' result of conversation is (Fajri, 2014, p. 207). Therefore, the teacher should use this technique for increasing students' speaking ability whenever.

Based on Students' score little bit increased. There were many students with B score. Number of Students got Score B were 20 (Twenty). It means that many students had been good enough in speaking by using contextual technique through animal toys and environment school. The number of highest students and low students were 5 (five). The percent of the score A were 17% (sixteen percent) and score B were 66% (sixty six percent) and score C were 17% (sixteen percent).

The result of students' score means that the students were less in practice speaking in all day and for the teacher should always remind students directly when students speak Bahasa Indonesia and he made some tricks for teaching speaking.

The researcher could conclude that this technique could be used for teaching speaking, but the teacher should have some tricks to teach speaking English by using contextual technique. In order to process teaching and learning were more interested .Although there were some students did not get A score, but this technique may increase students score. My conclusion was supported by other thesis by the tittle "The Effectiveness of Contextual Teaching and Learning Method in Teaching Speaking" that the thesis written by Murti Bandung reported that Contextual Technique is better than Conventional Technique it shown students score in pre-test and post- test . The result of post-Test was higher than pre-test (Murti, 2017, p. 230)

Conclusion

Based on the finding and discussion, it can be concluded: The implementation of teaching speaking using Contextual Technique through Animal Toys and Environment School were excited and enthusiast for students. From first meeting and second meeting students looked so enthusiast because students could describe Animal Toys and Environment School haply. In the second meeting, students were more innovative in retelling their description and based on interview for the teacher, teaching speaking by using Contextual Technique through animal toys and Environment school could use for teaching speaking although contextual needed some trick for making students were more interested. The student's speaking ability were good enough. There were 66% percent (sixty six percent) students got "B" score and 17% (seventeen percent) students got "A" score and 17% (seventeen percent) students got "C" score.

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Tabel 1. Score from the Teacher in Describing Animal Toys and Environment school

No.	Nama Siswa	ASPEK PENILAIAN				Total	Score
		F	P	G	D		
1	Adinda Rahma Juwita	75	70	81	75	301	75

2	Alda Surya Wijaya	81	70	81	81	313	78
3	Alif Muhammad Azril	83	80	85	81	329	82
4	Andidni Nurul Aini	85	82	88	81	336	84
5	Annisa Nur Rohmah	78	70	80	69	297	74
6	Aqilla Ribta Ribdlatul F.	75	83	84	81	323	81
7	Azkya Iklilah Hamidah	96	96	97	96	385	96
8	Dimas Maulana Sabilillah	75	74	74	74	297	74
9	Fira Rahmatul Auliyah	86	84	87	81	338	84
10	Fristika Maulida A.Z	96	85	96	81	358	89
11	Hafidhatur Rofi'ah	84	81	85	81	331	83
12	Ikfina Rahmatillah	96	96	97	96	385	96
13	Jayanti Dwi Nur Aini	81	79	84	81	325	81
14	Kefin	85	75	85	70	315	79
15	Kefin Ferdian	83	78	81	75	317	79
16	M. Saiful Arif	70	60	65	60	255	64
17	M. Rajab Ali Hakim	80	76	76	70	302	75
18	Muhammad A.A	81	75	81	81	318	79
19	Muchamad Sucipto	81	70	82	81	314	78
20	Muchamad Bagus. R	81	77	81	81	320	80
21	Mauhamaad Mualana. I	70	70	81	81	302	75
22	Muhammad Rifaldy A	86	81	85	81	333	83
23	Novianto Ramadhan	82	78	83	81	324	81
24	Nur haifa Rismayanti	97	96	96	96	385	96
25	Nur Indah	70	70	70	70	280	70
26	Syahul	81	81	84	81	327	82
27	Tania Yuliana	96	96	97	82	371	93
28	Ummi fitriyatul Lailiyah Z	82	78	81	81	322	81
29	Ziyadatul Aziziyah	97	96	97	82	372	93

30	Muhammad Rizki	69	60	73	60	262	65
Average		83	79	84	79		81



Gambar 1. Students did observation



Gambar 2. Students retold the result of observation