



## Using Contextual Teaching Learning (CTL) and the Telegram Application to Teach Speaking for the Eleventh Students of MAN 2 Madiun

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### Article Info

#### Article history:

Received July 10, 2023

Revised July 23, 2023

Accepted 31 July, 2023

#### Keywords:

Contextual Teaching Learning; Telegram Application; Speaking Skill

### ABSTRACT

The purpose of this study was to find out the using Contextual Teaching Learning (CTL) and the Telegram application to teach speaking for the eleventh students of MAN 2 Madiun. This study uses qualitative data for data collection. The instruments used are syllabus, lesson plans and teaching and learning process materials. Data collection was carried out using documentation, observation and interview techniques. This study uses triangulation techniques for data validation. The focus of this study is to explain the result of using Contextual Teaching Learning (CTL) and Telegram application to teach speaking for the eleventh student of MAN 2 Madiun and the obstacles are found. Based on the data, three obstacles have been found in the use of CTL and the Telegram application, namely first is students cannot understand the material as a whole and must translate it into Indonesian first. Second is student experienced internet or signal problems while using Telegram. Third is student still cheated a lot while doing assignments, such as reading text when making videos speaking.



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## 1. INTRODUCTION

The ability to speak or communicate using English has been widely practiced in communication globally because English is the only international language. Or it can be said that English can unite a person from several countries by only communicating using English. According to Ramzi (2021) The students must master four abilities in learning English consisting of listening, speaking, reading, and writing. Among the four skills, speaking has played an important role as a means of communication. This statement is supported by Harmer (2007) who states that speaking is an important part of human life and can create social relationships through daily speech interactions. Therefore, English is also taught at every level of school in Indonesia, from kindergarten to university. Because by speaking, the students can convey and receive information or ideas, by maintaining social relationships communicating with others. In addition, the majority of language learners around the world learn English to communicate fluently. Many language learners consider speaking ability as a measure of knowing a language.

For this reason, the researcher tries to use a learning model with an application media called Telegram through the contextual learning method or CTL. The Telegram app is a cloud-based online or social media messaging app for smartphones and laptops that focuses on security and speed. With this app, users can send text and voice messages, make voice and video calls together, and share photos, files, or other media. Smartphone operating systems that use the Telegram application include iPhone/iPad, Android, Windows Phone and can be used on laptops, PCs/Mac/Linux, macOS and through web browser applications. According to Andriansyah (2015) for security and usability reasons, users need permission to provide a mobile phone number when registering with a service provider. In the field of education, these applications are used together, especially in the use of group media known as Telegram groups.

Through the learning process using Telegram media, it is hoped that can act as a stimulus to improve English learning, including by increasing student participation. The concept that is possess in the existing problems,

the application of the CTL method is also expected to be able to increase low student participation, especially in English language learning. This CTL approach is an effort to increase student participation in the learning process. According to Langakheng (2020), active learning makes it easier for students to demonstrate their skills by collaborating and sharing knowledge with their classmates, and this is incorporated into the development of their social understanding. CTL is a method of teaching a foreign language that develops knowledge based on the theory of constructivism. According to Al Mahmud (2013), the theory is that self-development occurs through mental processes in a social context or communication environment, and the teacher as a facilitator can generate learning by creating the expected environment or using the process.

In previous study that related to this research, namely Ramzi (2021), who examined the implementation of Contextual Teaching and Learning (CTL) to improve students' speaking skills in aspects of accuracy, clarity, and fluency. The improvement gained very significant results after they were taught to use CTL. The results were tested using Wilcoxon This idea proves that the use of contextual learning approaches in the classroom process has a significant impact on the quality of students' speaking skills in terms of expressiveness. Based on the description above, the researcher are interested in conducting further research on the Using Contextual Teaching Learning (CTL) and the Telegram application to teach speaking for the eleventh students of MAN 2 Madiun. The researcher hopes that the result of this study can contribute to the medium of learning their speaking skills.

## 2. RESEARCH METHOD

This research uses a descriptive method through a qualitative approach with data collection using observation, documentation studies, and interviews. Research methods are a series of research activities carried out by researcher which include the time and place of research, approaches and types of research, data sources, data collection techniques, data analysis techniques, and research procedures. This research was carried out at MAN 2 Madiun which is a school located on Sumberkarya street No. 5 Madiun city, East Java. The school has 45 classrooms and has five English teachers. The study was conducted on eleventh grade students of MAN 2 Madiun. Participants in this study were 36 students of XI MIPA 6 and one English teacher. The research was conducted at MAN 2 Madiun and in the new academic year 2022/2023. The focus of this study is to explain how to using Contextual Teaching Learning (CTL) and Telegram application to teach speaking for the eleventh student of MAN 2 Madiun and what obstacles are found. In this study, researchers used several research instruments, such as observation checklists and interview guidelines. The instrument consists of several documents to support this research. The document consists of several aspects, namely syllabus, lesson plan, observation list, and photos.

## 3. RESULTS AND ANALYSIS

This section shows the result of analysing the data in this research. Researcher have made observations to obtain data related to research. Data collection was carried out by observing teaching and learning activities talking with Contextual Teaching Learning and Telegram application for the eleventh students of MAN 2 Madiun. In the teaching and learning process in the classroom there are three main activities carried out by teacher namely pre-activity, whilst activity, post-teaching activity. The teaching learning using Contextual Teaching Learning (CTL) and the Telegram Application to Teach Speaking are explained as follows:

### a. Pre-Activity



**Pictures 2.** Classroom Learning Activities

The teacher greets the students by saying "Assalamualaikum my student, good afternoon". Students provide responses and answers to teacher questions. "Walaikumsalam ma'am, Good afternoon". Then the teacher check the students' attendance list and asks "is anyone who absen today". The student reply by saying his friend's name. Next, the teacher introduces himself and asks the students to prepare their stationery and pay attention to what the teacher explains. Students respond by saying "yes, miss". Then the teacher explain to the students that today they will discuss about the hortatory exposition text.

### b. Whilst Activity

While the activity was in progress, the teacher display a power point and asks the students "does anyone know about the hortatory exposition text?". Then the student answers "no miss" then the teacher explains a meaning of the hortatory exposition text. The teacher then asks one of the students some sample texts about hortatory expositions around us. One of the students mention about "maybe about the dangers of smoking

miss". Next, the teacher explains the material by displaying a power point about the hortatory exposition text. The material is explain in detail in front of the class such as the purpose of the text and the sample text. The teacher then told the students to download the material in the Telegram group that had been provided.

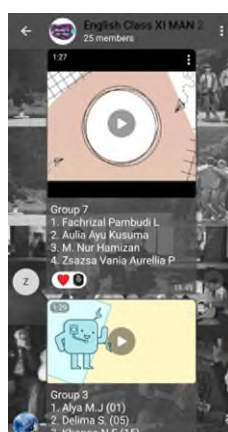


**Pictures 2.** The materials uploaded in the Telegram groups

The teacher appoint one of the students to read a sample hortatory exposition text in front of the class. Then the teacher asks the students "up to here are there any questions?", some students ask about the structure of the hortatory exposition text. The teacher immediately answer it by explaining that the hortatory exposition text has 3 parts of structure, namely thesis, arguments, and recommendations. Next, the teacher asks the students to create a group of 3 to 4 people and they will create a hortatory exposition text that is in the LKPD. The LKPD is a guideline in following lessons. Students then discuss with group mates to create and compile hortatory exposition texts according to their structure. After completion, students and teachers discuss the difficulties by students during learning.

**c. Post-teaching Activity**

In post-teaching activity, teacher review and ask conclusions of today's material so that students better understand what has been done today. The teacher asks the students "what have we learned today?", the students answer "about the definition of the hortatory exposition text and the structure miss". Then, the teacher gave a homework to each group, namely making a speaking video about the Hortatory Exposition text that had been made and uploaded in the Telegram group. Before the teacher ends the lesson, the teacher asks again "are there any questions before I close today's lesson?". One of the students asked "for the deadline miss?". The teacher then replied, "Video submission by Friday next week at 12 p.m. Finally, the teacher closed today's learning "let's close today's meeting, Wassalamualaikum Wr.Wb". Then students say "Waalaiikumsalam Wr. Wb."



**Pictures 3.** Example of a group that has submitted a video speaking assignment

Based from the observations of the using Contextual Teaching Learning (CTL) and the Telegram application to teach speaking for the eleventh students of MAN 2 Madiun, researcher conducted research through observation covering aspects of pre-activity, whilst activity and post-teaching activity. In whilst activity, researcher observe obstacles that occur in the classroom. There are three obstacles that occur during learning, the first is students cannot understand the material as a whole and must translate it into Indonesian first. The second is student

experienced internet or signal problems while using Telegram. The third is student still cheated a lot while doing assignments, such as reading text when making videos speaking.



**Pictures 4.** Examples of students doing video speaking assignments

The results of interviews using Contextual Teaching Learning (CTL) and the Telegram application to teach speaking for the eleventh students of MAN 2 Madiun were obtained in verbal communication with English teacher. Based on the results of the interview, researcher ask the questions to answer the second research problem. The teacher explained that when learning using Contextual Teaching Learning (CTL) and the Telegram application to teach speaking experienced difficulties in English vocabulary and grammar, requiring the teacher to guide step by step. The strength data is as follows:

**Researcher** : "What are the obstacles faced by students when learning to speak?"

**Teacher** : "Because we in daily activities rarely use English. So when students get used to using English, it's okay. But if students do not want to get used to using daily activities in English, they will be constrained in the vocab section. The point is that the students have problems in vocabullary and grammar"

From the result interview above it can be explained that the obstacles faced by students when learning to speak, namely in vocabullary and grammar.

The results interview were obtained in verbal communication with the eleventh students of MAN 2 Madiun. Based on the results of interviews with questions, almost some students said there were no obstacles in learning to speaking using Contextual Teaching Learning (CTL) and the Telegram application, but there were also those who said they were constrained by material that had to translate it first into Indonesian, they also said the problem was that very limited vocabulary made them confused to compose sentences and took a lot of time. Another difficulty is the signal that is not smooth when using the Telegram application.

**Researcher** : Are there any difficulties or problems you encounter in learning to speak using Contextual Teaching Learning and the Telegram application?

**Student** : The difficulty is that I don't understand English so I have to translate the material first and the signal that is not fluent, besides that there are no other difficulties.

From the data above, some students are still confused about choosing English vocabulary so they have to look it up first in the dictionary. Students also have problems when using the Telegram application due to the lack of smooth signals.

#### 4. CONCLUSION

The researcher has found the results of this research using the qualitative descriptive method that can relate to the object of the research. In order to qualify for the results to be used as findings, the researcher describes the results in the discussion as follows:

In the teaching and learning process in the classroom there are three main activities carried out by teacher namely pre-activity, whilst activity, and post-teaching activity. There are three obstacles are found that occur during learning, first is students cannot understand the material as a whole and must translate it into Indonesian first. Second is student experienced internet or signal problems while using Telegram. Third is student still cheated a lot while doing assignments, such as reading text when making videos speaking.

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