A MODEL OF SPEAKING LESSON PLAN BASED CONTEXTUAL FOR PRIMARY SCHOOL TEACHER EDUCATION STUDENTS

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ABSTRACT

The purpose of this paper is to provide information about contextual-based English speaking lesson planning. This research method is basically a part of the Research and Development (R&D) method stages. The process of developing model speaking lesson plan based contextual used an educational research and development (R&D). a number of instruments were used, i.e. interview, classroom observation, and document. This study can be useful for English lecturers and researchers as a guide to teaching speaking English using a contextual approach. This review paper delves into the body of research on the term problem of English speaking skills in primary school teacher education, lesson plans, aspects of lesson plans, activity in teaching speaking, teaching cycle, and a sample of lesson plans' procedure using teaching speaking based on a contextual approach. The more lecturers plan, the better they will be.

Keywords: lesson plan, speaking, contextual approach

INTRODUCTION

As future professional teachers, primary school teacher education students are expected to actively master English, both speaking and writing. English courses are provided to students in primary school teacher education as a provision that will be supplied in primary schools to improve their performance as future primary school teachers in teaching English. Students pursuing a degree in primary school teacher education must have speaking talents in order to master the ability to communicate in spoken English.

Speaking is one of the most important language skills for students to have in order to communicate in the target language, which is English in this case. Lecturers must comprehend students' expectations by obtaining information about particular language

functions that students must learn, such as objectives, desires, and defects in the teaching and learning process. According to Nunan (2003), speaking produces verbal utterances to understand the meaning. Teaching speaking means teaching how to use language to communicate and influence others in any situation. The purpose of teaching speaking skills is to avoid and take to message confusion due to pronunciation, grammar, or vocabulary errors. It has social and cultural rules that apply to each communication situation (Burnkat, 1998).

There are several activities in teaching speaking (Harmer, 1991) 1) Role playing, encouraging students to develop their perception, creativity and imagination; 2) Problem solving activities, here the teacher gives questions to students orally or in writing. Students need to complete an assignment by solving a given problem; 3) Simulation, students act as if they were in real life situations; 4) Speech, the teacher gives students several ways to determine the content of the conversation before they prepare a speech (Murcia, 2001) 5) Information gap, encouraging students to use English to share information. 6) Jigsaw activity, the teacher gives different parts of the topic being studied to several groups, and they teach the topic to other members or groups; 7) Discussion, the teacher arranges appropriate and interesting topics according to the level so as to make students motivated to participate in the discussion.

According to Wang (2014) speaking activities generally consist of four stages, namely pre-speaking, while-speaking, post-speaking, and extension practice; 1) Pre-speaking stage. At this stage, students are given sufficient time to plan and the teacher provides assistance in language and knowledge. In pre-speaking, there are three ways that can be taken, namely pre-task planning, pre-speaking support, and authentic input. In pre-task planning students are given sufficient time to formulate ideas that will be conveyed in the speaking process. In pre-speaking support, students are given assistance in the form of vocabulary and initial information related to the topic being studied. While in authentic input, students are given examples of speaking through the use of authentic media, either visual, audio, or audio-visual, which can facilitate students in speaking activities; 2) While speaking stage. At this stage there are several activities that can be done, including speaking tasks, fluency technique, and forming automaticity. Three types of speaking tasks that can develop fluency are information-gap, problem-solving, and social monologue. In the information gap, students are expected to be able to bridge the differences in the information they have, by exchanging ideas. In problem-solving, students are expected to be able to solve problems collaboratively using English, and in social monologue, students are expected to be able to speak according to certain topics. Fluency technique can be used by asking students to repeat the topic that has

been discussed slowly several times, where the first activity is given longer time, compared to the next activity. In forming automaticity activities, students are required to have a lot of vocabulary related to the topic, by memorizing the vocabulary given by the teacher. Through this memorization, students can automatically use these words in speaking; 3) Post-speaking stage. At this stage the students' level of accuracy in speaking is emphasized through three activities, namely language focus, self-repair, and corrective feedback. Language activities focus on students' ability to use language appropriately through observing the new characteristics of the target language, finding similarities or differences between the target language and the student's mother tongue, and then integrating the new language skills in using English. In self-repair activities, students are directed to analyze and evaluate themselves the results of speaking activities, both in terms of pronunciation, grammar, and vocabulary used. While in the corrective feedback stage, there are two kinds of feedback that can be used, namely, feedback from the teacher and feedback from friends, by observing the audio recording of the previous speaking activity; 4) Extension practice stage. This stage is carried out by repeating the task, namely the same task or a revised task, either partially or completely, by conveying it to others or using the same material to be communicated more than once. This activity aims to develop accuracy and fluency in the use of spoken language.

In order to produce enjoyable and exciting teaching, lecturers must prepare by making lesson plans as directives or roadmaps for all actions carried out by lecturers and students in class to acquire acceptable and effective abilities. Planning what to do in class is a vital stage for professors since it gives pupils confidence in what their lecturers are doing (Harmer, 2001). Lesson plans play an important role in supporting classroom teaching and learning. The lesson plan can be defined not only in writing, but also as all preparations (Harmer, 2007) systematically performed / developed by the teacher about what is discussed during the lesson (Farrell, 2002). The Brown (2001) lesson plan, on the other hand, is a set of activities or steps to evaluate and prepare for the next lesson. In another opinion, a lesson plan is a set of lesson plans that can instruct teachers about the materials they teach and teach them how to teach them (Spratt, Pulverness and Williams, 2005). Lesson plans are also defined as a form of collaborative practice, a school-based professional development initiative aimed at improving the teaching and learning process through a methodology for sharing professional practice (Burghes, 2009). In the lesson plan, instructors are required to be creative in teaching relevant material.

Dick and Reiser as reported in Pedaria (2013) show that there are six components in a lesson plan; Indicators, objectives, activities, materials, learning aids, and assessments.

Meanwhile, Brown (2001) suggests six main elements of a lesson plan, namely: 1) Objectives, 2) Objectives, 3) Materials and equipment, 4) Procedures, 5) Assessment, and 6) Extracurricular activities.Meanwhile, according to Mulyasa (2011), the elements of a lesson plan are: 1) filling in the personality, 2) determining the necessary time allocation, 3) defining competency standards and core competencies and indicators to be used, 4) conceptualizing learning objectives, (5) definition of standard materials based on the basic materials available in the Internet program, (6) determine teaching methods, (7) conceptualize teaching steps consisting of pre-teaching, while teaching, and post-teaching, (8) determining the media to be used, (9) create an assessment rubric.

Many steps will need to be included in the plan. Before planning a lesson, the lecturer should: 1) read the lesson summary and lesson materials; 2) to consider the stated training adjectives; 3) think about the difficulties of students; 4) estimate the time needed for each step of your lesson; 5) the lesson contains a variety of activities (O'Neill, 2011).

There are several advantages to implementing a lesson plan.According to Yoshida (2005), lesson plans work because they help the teacher: 1) get rid of the feeling of isolation from the teacher when teaching for the first time; 2) to help teachers evaluate and critique English teaching strategies before they are applied in the classroom; 3) give teachers a better understanding of the material, the lessons and the syllabus; 4) help teachers focus on teaching students in the classroom and how to lead the class; 5) share knowledge, experience and improve cooperation between teachers. While Lewis (2013) argues that lesson plans are not only a contribution to increasing the knowledge and professionalism of teachers, but also a contribution to the development of the quality of education.

A good lessonplan in line with the syllabus that successfully meets the standards of teaching and learning activities controls the success of the teaching and learning process in the classroom. According to Brewster, instructors must structure lesson plans in order to achieve interesting and enjoyable learning outcomes (2013). Lesson plans establish defined goals and a set of activities that result in joyful learning. It is a time-consuming process for professors to design lessons. The importance of lesson planning includes assisting lecturers in thinking through what students will achieve in the lesson, providing a framework for organizing ideas, assisting lecturers in knowing where they are going and how they are going to get there, and assisting lecturers in making the lesson more effective.

Contextual learning can be used to create lesson plans for improving speaking abilities. Because students who are learning to talk must be able to communicate actively by using proper tone, picking the right words, and using acceptable and logical expressions. As a

result, kids can speak in ordinary situations (Nunan, 2003). Contextual learning encourages students to understand something by connecting their real-life concepts to the material. Learning that focuses on meaningful tasks through realistic situations (Savignon in Hall, 2007). In learning English, the examples of sentences presented are not only sentences that are in accordance with the rules of the language but are also associated with real conditions. The seven elements of contextual teaching (Johnson, 2002) are as follows: 1) Constructivism, emphasizing student understanding not only based on knowledge but also from meaningful learning experiences; 2) Inquiry is the process of contextual teaching and learning activities such as the process of observing, questioning, investigating, analyzing, and concluding; 3) Questioning, the teacher creates a situation that makes students curious; 4) Learning Community, forming study groups so that students will share knowledge with each other; 5) Modeling, demonstrating something that can be imitated by students; 6) Reflection, asking students about the experiences they have learned; 7) Authentic assessment, a form of assessment to collect information about student learning progress or learning achievement that is instructionally relevant.

Many previous studies have tried to design lesson plans. Sugianto (2020) state that a lesson plan is one of the most important components that can help English teachers achieve the desired learning outcome. Also Sutrisno et al (2021) state that lesson plan still necessary to improve course learning results. Alanazi et al (2019) revealed that Lesson planning is still a difficult undertaking for teachers. A difficult undertaking in the teaching profession is making the transition from a student to a pre-service teacher and becoming an effective teacher. The lesson plan design is that the usage of resources and information by trainee instructors varies according to their knowledge.

METHOD

This research method is basically a part of the Research and Development (R&D) method stages. The process of developing model speaking lesson plan based contextual used an educational research and development (R&D). Borg and Gall (2003) state Research and Development is used to design new product and procedures, that sistematically field-tested, evaluated, and refined as suitable specified criteria of effectiveness, quality, or similar standard. The activities were carried out to revisions based on the results of product trials/validation tests.

FINDINGS AND DISCUSSION

Need analysis of speaking for primary teachers' candidates

Brown (1995) defined needs analysis as "the process of acquiring information as the foundation for developing a syllabus" (Munby, 1981). The goal of a needs analysis is to learn more about kids' unique needs as well as their strengths and weaknesses in the classroom (Cunningsworth, 1995). Students' demands can be analyzed based on their learning needs, desires, and other factors that are appealing to them (Nunan, 1988). According to Casper (2003), needs analysis can be regarded from the perspective of student learning needs, desires, and expectations.

Following the completion of the needs analysis and receipt of the results, the learning program's objectives can be determined. These objectives can then be utilized to create a syllabus. According to Carter (2003), the data gathered during the requirements analysis process can be utilized to design learning objectives, which can then be used to create lesson plans, materials, assessments, assignments, and other learning activities.

English for students of Primary School Teacher Education Study Program, Muhammadiyah University of Tangerang is a compulsory subject that must be taught by every student in the first semester with a weight of 2 credits which includes theoretical and practical lectures. English courses in the Study Program of Primary School Teacher Education are held in classes with a total of around 30-35 students in each class. In the selection of lecture material, it is not often prepared by the lecturers of English courses that are seen based on class conditions, not on what is needed or needed by students. Under these conditions, English lectures at Primary School Teacher Education study programs tend not to focus on teaching basic speaking skills. It is not uncommon for teachers to ignore speaking skills in students.

According to Richards (2006), needs include "wishes, desires, demands, expectations, motivation, lacks, restrictions, and requirements. Language insufficiency, as defined by Richards, is the gap between what kids can do today and what they should be able to do. In the Nation (2010), Hutchinson and Waters split the demands into two categories: 1) target needs, or what students had to perform in a certain setting, and 2) learning needs, or what students had to do while learning.

The appropriateness of the English learning material (soldering) with the key subject areas of students, namely the Primary School Teacher Education field of study, may be determined based on the data acquired, which all equate to a 25% percentage weighting in each material. The above content has been adapted for use in elementary school. Providing

English learning materials that are appropriate for the student's primary field of study will be extremely beneficial in preparing them to teach in the classroom. Fulfilling these 'wishes' also boosts students' motivation to study English because the materials offered are tailored to their preferences. Given the limited time available for lectures, this motivation is extremely vital when studying English, particularly mastery of speaking abilities in elementary school education study programs.

For the result of need analysis, there are 14 chapters of speaking teaching topics was chosen for primary school teacher education students, namely: greeting and introducing, counting numbers, telling date and day, describing family, describing objects, talking about houses, talking about school and class environment, telling time and talking about daily activity, talking about feeling and health issues, shopping time, asking and giving directions, and telling past experiences.

Design of speaking lesson plan

A lesson plan serves as a guide for teachers and students on what should be adressed in a given lesson. Without a lesson plan, teaching might appear burdensome, overwhelming to the teacher, and confusing to the students (Zhao, 2018).

The needs of students are obtained from a needs analysis, then they are compiled and documented into an English speaking activity. The following is a sample design of the contextual-based English speaking activity in this study.

Table 1
Designing of Speaking activity based Contextual

Speaking activity	Contextual approach
Pre speaking	
1. Focus learners' attention on speaking.	Constructivism
2. Provide input and/or guide planning.	Inquiry
Whilst speaking	
3. Conduct speaking tasks.	Questioning
4. Focus on language/skills/strategies.	Learning community
5. Repeat speaking tasks.	
Post speaking	
6. Direct learners' reflection on learning.	Authentic assessment Reflection
7. Facilitate feedback on learning.	

Table 2
Designing Lecturer' Activity in speaking based contextual

No	Contextual Approach	Lecturer activity
1	Constructivism	• Ask previous experiences related to the material. • Review the previous topic.
2	Inquiry	• Ask to find and choose the topic of conversation. • Ask to create simple dialogue. • Ask to present the dialogue in front the class.
3	Questioning	• Invite questions during the learning process. • Give chance to ask anything about conversation.
4	Learning Communivty	• Give chance to sharing ideas. • Give time for discussion. • Ask to find problem based learning.
5	Modeling	• Lecturer as a model or source. • Ask the student to be a model. • Ask the students to imitate or learn from the source or model.
6	Reflection	• Review the lesson. • Motivate the students.
7	Authentic Assessment	• Monitor the students' activity. • Follow up by giving direction or task.

Table 3
Designing Students' Activity in speaking based contextual

No	Stages	Students' activity
1	Pre Activities	• Interested in the opening of the class. (Constructivism) • Responding to topic enthusiastically. (contructivism)
2	Whilst activity	• Following the lecturer's instruction. (Inquiry, Learning Community) • Paying attention to the lecturer's questions (Questioning) • Following the lecturer's modeling enthusiastically. (Model) • Actively presenting the results of grup discussion in front of the class. (Learning Community)
3	Post Activity	• Actively involved in doing what have been learned. (Reflection) • Doing the speaking task (Authentic Assessment)

A Sample procedure of developing the lesson plan of speaking based on contextual approach

several procedures in applying a contextual approach in teaching speaking. Each step contains several elements, which are interrelated.

Sample Speaking lesson plan based on contextual approach

1. Objective   : understanding and practicing greetings and introducing in English

2. Subject matter   : Greeting and Introducing

3. Learning activities   :

    a. Pre speaking

       1) The lecturer greets the students.

       2) The lecturer checks the attendance list of students.

       3) The lecturer asks students some questions about the topic being studied. (questioning, constructivism)

    b. Whilst speaking

       1) The lecturer asks students to write down their own information by topic. (constructivism, Question)

       2) The lecturer shows video speaking related to topic or gives a dialogue sheet and reads the dialogues to the students. (modeling)

       3) The lecturer asks students to read the dialogue with their friends. (Modeling)

       4) The lecturerr invites students to correct their friend's wrong pronuciation if it happens (Learning Community, Modeling)

       4) The lecturer asks students to do the task with what the teacher has given an example for them. (Modeling)

       5) The lecturer asks students to practice the given task with their friends.

       6) The lecturer asks students to share their own information and that of their friends' information about the topic 'greeting and introducing'. (Authentic Assessment)

       7) The lecturer asks students to have a dialogue with their friends. (Learning Community)

    c. Post speaking

       1) The lecturer summarizes the material by explaining what is being learned.

       2) The lecturer follows up by giving speaking task.

4. Time allocation: 100 minutes

5. Teaching kit: Pictures, worksheet

6. Evaluation: Self assessment, peer evaluation, evaluation rubric.

Lesson plans are important to achieve what is referred to here, that is, to complete all learning materials or materials identified by the course (Burghes, 2009). The lesson plan has a significant impact on the success of the teaching and learning process. This helps lecturers to validate classroom instruction in line with curriculum goals and objectives (Brown, 2011). In addition, the system allows students to determine their success in the unit or lesson. Lessons not only teach what students should learn, but also how they should feel about language learning.

CONCLUSIONS

The plan can be used as a guide for lecturers teaching English courses on speaking skills. This study can be useful for English lecturers and researchers as a guide to teaching speaking English using a contextual approach. This review paper delves into the body of research on the term problem of English speaking skills in primary school teacher education, lesson plans, aspects of lesson plans, activity in teaching speaking, teaching cycle, and models of lesson plans using teaching speaking based on a contextual approach. The more lecturers who use planning, the better. Based on the conclusions above, this lesson plan can be used by English lecturers who teach English courses on a contextual basis. The content of the lesson plans can be prepared based on the needs of lecturers and students at each university.

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