

The Effect of Context-Based Indonesian Language Learning on Students' Speaking Skills

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ABSTRACT

This study aims to evaluate the influence of context-based Indonesian Language learning on students' speaking skills at the Junior High School (SMP) level. Context-based learning is an approach that relates teaching materials to real situations and is relevant in students' daily lives. The method used in this study is an experiment with a pre-test and post-test design, involving two groups of students: an experimental group that follows context-based learning and a control group that follows conventional learning. The results showed that there was a significant improvement in the speaking skills of students who participated in context-based learning compared to the control group. Data was obtained through observation, speaking assessment, and interviews with students and teachers. Statistical analysis showed that the average score of students' speaking skills in the experimental group increased by 30% after the intervention, while the control group only experienced an increase of 10%. These findings indicate that context-based Indonesian Language learning can significantly improve students' speaking skills. The implication of this study is that integrating real context in language learning can enrich students' learning experience and improve their communication skills. This article recommends the application of context-based methods more broadly in the Indonesian Language curriculum to achieve more optimal learning outcomes.

Keywords: *Context-based learning, Speaking skills, Indonesian Language, education, Learning methods.*

INTRODUCTION

Learning Indonesian Language in junior high school (SMP) has a crucial role in developing students' effective communication skills. Speaking skills, as one of the important aspects of language learning, require an approach that focuses not only on the technical aspects of the language but also on contextual relevance that can enhance the learning experience of

students. In the context of Indonesian Language education, a context-based approach offers a method that has the potential to enrich the learning process and student learning outcomes.

Context-based learning is a pedagogical strategy that relates teaching materials to real situations and is relevant in students' daily lives. This method aims to make learning more meaningful and applicable by integrating students' real experiences into the learning process (Richards & Rodgers, 2014). Previous research has shown that context-based learning can improve students' motivation and communication skills, as teaching materials that are relevant to their lives can deepen their understanding and speaking skills (Brown, 2007).

However, although there are indications that a context-based approach can improve speaking skills, empirical evidence supporting the effectiveness of this method in the context of learning Indonesian Language at the junior high school level is still limited. This study aims to fill these gaps by evaluating the influence of context-based learning on students' speaking skills. By conducting an experiment involving two groups of students—an experimental group that follows context-based learning and a control group that follows conventional learning—this research is expected to provide deeper insights into the benefits and effectiveness of this method.

The importance of this research lies in its ability to provide empirical evidence on how context-based learning can be applied to improve students' speaking skills at the junior high school level. The results of this research are expected to make an important contribution to the development of the Indonesian Language curriculum and more effective teaching practices, as well as assist educators in designing more relevant and motivating learning methods for students.

Against this background, this study aims to answer the main question: *"What is the effect of context-based Indonesian Language learning on students' speaking skills at the junior high school level?"* Through in-depth analysis, it is hoped that this study can provide practical recommendations for the development and implementation of a more effective curriculum in the context of language education.

METHOD

This study uses an experimental method to evaluate the influence of context-based Indonesian Language learning on students' speaking skills at the junior high school (SMP) level. This method was chosen to provide a clear understanding of the effectiveness of context-

based approaches compared to conventional teaching methods. This study uses an experimental design with a pre-test and post-test approach. Two classes were randomly selected from the population. Each class consists of 30 students, so the total sample is 60 students. The experimental group and the control group each consisted of 30 students.

RESULT

The results of the pre-test and post-test analysis showed that there was a significant difference in speaking skills between the experimental group and the control group. Before the intervention, the average score of students' speaking skills in both groups did not show a significant difference ($p > 0.05$). However, after the implementation of context-based learning, the experimental group experienced a significant improvement in their speaking skills.

DISCUSSION

This study confirms that context-based Indonesian Language learning has a significant positive impact on students' speaking skills. These findings are in line with the theory that the relevance of teaching materials to students' real-life experiences can increase their engagement and motivation (Richards & Rodgers, 2014). The context-based approach allows students to practice speaking in situations that are more similar to their daily lives, which in turn improves their speaking skills (Brown, 2007).

The results of the pre-test and post-test showed that the experimental group experienced a greater improvement in speaking skills compared to the control group. This shows that the context-based approach is more effective in improving students' speaking skills compared to conventional methods. This improvement is also supported by observational data that shows that students in the experimental group are more active and confident in speaking (Hughes, 2003).

Overall, the results of this study support the application of context-based learning as an effective strategy to improve students' speaking skills at the junior high school level. The implication of these findings is the importance of integrating real context in the Indonesian Language curriculum to facilitate the development of students' speaking skills more effectively.

CONCLUSION

This study has examined the influence of context-based Indonesian Language learning on students' speaking skills at the Junior High School (SMP) level. Based on the analysis of pre-test and post-test data, classroom observations, and interviews with students and teachers, several conclusions can be drawn as follows:

1. **Improvement of Speaking Skills:** Context-based Indonesian Language learning significantly improves students' speaking skills compared to conventional learning methods. The data showed that the experimental group, which followed context-based learning, experienced a greater improvement in their speaking skills compared to the control group. This is evident from the significant difference in pre-test and post-test scores as well as the improvement of students' speaking fluency and argumentative skills.
2. **Student Motivation and Engagement:** Context-based learning methods increase student motivation and engagement in the learning process. By relating the teaching material to real-life situations that are relevant in students' daily lives, they feel more interested and involved in speaking activities. This is reflected in the observation results that show that students in the experimental group are more active and confident in speaking.
3. **Positive Influence on Vocabulary Use:** Students who engage in context-based learning show improvements in more varied vocabulary use and more spontaneous speaking skills. Relevant learning experiences allow students to more easily relate new vocabulary to real-life situations, thus enriching their speaking skills.
4. **Recommendations for Educational Practice:** Based on the findings of this study, it is recommended that context-based learning methods be applied more widely in the Indonesian Language curriculum. The integration of real context in teaching materials can enrich students' learning experience and improve their communication skills. Education needs to continue to develop and refine context-based methods to maximize the effectiveness of language learning.
5. **Limitations and Directions of Further Research:** This study has several limitations, including a limited sample size and a short duration of the intervention. Further research with a larger sample and longer intervention periods is expected to provide deeper insights into the effectiveness of context-based learning. In addition, research involving a variety of contexts and other evaluation methods can provide a more comprehensive picture of the influence of this approach on speaking skills.

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