

DEVELOPMENT OF CONTEXTUAL LEARNING MODELS TO IMPROVE STUDENT'S SPEAKING SKILLS

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Article Info	Abstract
Article History Received: October 2023 Revised: November 2023 Published: January 2024	<i>An alternative solution for students to learn in a fun way is to use a contextual learning model. The contextual learning model is expected to activate the potential of teachers and students in teaching-learning interactions. Therefore, This research aims to obtain a contextual English learning model that can improve the speaking skills of junior high school students. The method used in the study is the research and development method. The results of the research produced several conclusions. First, the resulting learning model is a Contextual Learning Model, which can be used to improve students' speaking skills. The contextual English learning model developed has components including (1) establishing meaningful relationships, (2) doing meaningful work, (3) carrying out an independent learning process, (4) collaborating, (5) thinking critically and creatively, (6)) provide individualized service, (7) strive to achieve high standards, and (8) use authentic assessment. Second, the learning design model presents learning plans and learning procedures. The main steps are exploration (apperception), consolidation, attitude formation, and closure. Third, the contextual learning model resulting from this development is efficacious in improving students' speaking skills in learning English. High effectiveness in improving speaking skills for better students with better school rankings. The developed contextual English learning model can make it easier for teachers to carry out the English language learning process in junior high schools, improve students' speaking skills, and improve contextual learning models, especially in English subjects in junior high schools.</i>
Keywords Learning models; Contextual learning models; Speaking skills; Middle Schools;	
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INTRODUCTION

The aim of this research is to analyze the development of a contextual learning model to improve students' speaking skills. Because language is central to students' intellectual, social, and emotional development. Language is support for success in studying all fields of study (Shubina & Kulakli, 2019). Through language learning, students are expected to get to know themselves, their culture, and other people's culture (Triana et al., 2019). In addition, language learning is also likely to help students to express ideas and feelings. With these abilities, students can participate in society with language, both Indonesian and foreign languages; in this case, English, they can use the analytical and imaginative skills that exist within them (Sutrisno & Nasucha, 2022).

English can convey information, thoughts, and feelings as a tool for communicating orally and in writing. English is also a tool for developing science, technology, and culture. Communication skills are discourse skills, namely the ability to understand and produce spoken and written texts (Fahimirad et al., 2019). These are realized in the four language skills: listening, speaking, reading, and writing. These four skills are used to respond to or

create discourse in people's lives. Therefore, English subjects are directed at developing these skills so students can communicate in English at a certain literacy level (Amin et al., 2022).

According to Well Nahar et al., (2022) literacy level includes formative, informational, and epistemic. A person can read, write, hear, and speak at a productive level with the symbols used. At the functional level, a person can use language to meet the needs of everyday life, such as reading newspapers, manuals, or instructions. At the informational level, a person can access knowledge with language skills (Widada et al., 2019). At the epistemic level, a person can express command in the target language. The expected literacy in learning English in SMP/MTs is so that students can reach a functional level, namely communicating orally and in writing to solve everyday problems. SMA/MA are expected to reach the informational level because they are prepared to continue their education at a higher level or tertiary institution. The epistemic literacy level is only for those who specialize in higher education (González-pérez & Ramírez-montoya, 2022).

Recognizing the importance of English in human life, various efforts to support learning have been made, both by formal and non-formal educational institutions (Ulandari et al., 2019). These efforts include improving the curriculum, teacher quality, and educational infrastructure. These improvements are still within the scope of external learners (Nuankaew & Nuankaew, 2019). In this case, students are perceived as elements that must be served. Ideally, students need to be seen as units that contain potential, which includes knowledge, values, attitudes, and encouragement. The teacher's effort in this position is to activate the potential of students to play an active role in the learning process (Yulianti, 2021).

The experience of teachers in the learning process generally feels that both the learning process and products are still below expectations (Yuberti et al., 2019). Learning outcomes are usually still low, and student behaviors that do not support learning outcomes, such as laziness, lack of attention, lack of motivation to learn, and undisciplined, are still common. Sutiani et al., (2021) reveals that low learning outcomes are caused by two factors, namely: (1) factors from outside the students themselves (external), consisting of social and non-social factors, such as teacher qualifications, methods, media, and equipment and evaluation ; (2) factors from within students (internal), consisting of physiological and psychological factors, such as intelligence, interests, talents, motivation, perceptions, and ways of learning.

Regarding the low learning outcomes, Ruto et al., (2021) stated that in the last three decades, the increase in education was only felt in quantity, not quality. The leading cause of this problem is related to the effectiveness and relevance of the instruction being carried out. The point of education is closely related to the process of implementing education carried out. At the same time, relevance is related to the suitability of teaching with students' interests, talents, and abilities and the needs of society, science, and technology (Uge et al., 2019).

Various causes of the low learning outcomes of these students allegedly arise from the learning system carried out in educational institutions (Azlan et al., 2019). One of the leading causes of success and failure of a learning process in education is the teachers' ability to manage sources of information with the help of learning media. This is reasonable, considering that learning can be interpreted as an arrangement of data. As disclosed by Morais et al., (2021) "Instructions are the arrangement of information and the environment to facilitate learning. According to him, learning is an arrangement of knowledge and an environment that aims to promote the learning process. Latorre-Cosculluela et al., (2021) also states that "learning involves selecting, performing, and delivering information in an appropriate environment and how learners interact with that information. Learning includes selecting, preparing, and providing information in the right environment and is how students interact with that information.

From the formulation of objectives, characteristics, and learning reference guidelines described above, it is clear that improving students' oral and written communication skills is very relevant to be developed through learning English education. Because, after all, English education is still seen as a second language, even though it is often seen only as a complement. According to Novitra et al., (2021) this shows that there is still a gap between expectations and reality in learning English. As a result, the impact of learning English in schools has yet to be able to make a maximum contribution as demanded by society. If learning English is done well and effectively, it will also have a better impact on people's lives. Learning English is considered to have less contribution towards improving the condition of society. After being investigated, English language education faces several obstacles, including; the time provided is only two hours of lessons with such dense and essential material,

Therefore, it is necessary to continue developing integrative approaches in learning materials and learning strategies so that the ultimate goal of English education is not only achieved with passing or failing grades. Still, it will be seen in students' social interaction patterns in everyday life. However, it cannot be separated from all the learning processes that have been described; one thing that cannot be underestimated is that making students enjoy learning is far more important than having to demand that they want to learn to become champions or achieve specific results or achievements, students who excel but are obtained by of course it won't last long. Students who feel that learning is fun have a more significant curiosity and will significantly affect their studies' success. One alternative solution for students to learn in a fun way is to use a contextual learning model. The contextual learning model is expected to activate the potential of teachers and students in teaching-learning interactions (Yu & Liu, 2021).

Based on the background of thought above, the learning model is critical in learning English so that students can communicate actively both orally and in writing in specific literacy. The availability of models is crucial because the teacher is one of many sources of learning and the delivery medium. To overcome these problems, research is needed regarding developing learning models. One adequate effort for this is to create a contextual model that can improve students' oral and written communication skills. By using this learning model, it is expected that the learning objectives can be improved.

Scholars rarely research the development of learning models, such as research (Marlina, 2020) focuses on developing a blended learning model assisted by the Sevima Edlink application. (Munawaroh, 2017) focuses on developing a learning model using the traditional Engklek game as a means of stimulating early childhood development. Therefore, this research fills the knowledge gap focused on developing a contextual learning model to improve the English communication skills of grade VII junior high school students in West Lombok Regency. The development also focuses on Speaking and Writing material for several learning units.

RESEARCH METHOD

This research is intended to find a contextual learning model in English subjects that can improve students' oral and written communication skills. From the aspect of the methodological approach, this study uses a research and development (R&D) approach model. (Kurniawan & Suswanta, 2022). Argues that what is meant by research and development is a process or steps to develop a new product or improve existing products, which can be accounted for. In conducting research and development, several methods are used: descriptive, evaluative, and experimental. The descriptive method was used in the initial research to collect data on existing conditions, such as: (1) the condition of existing products

as a comparison material or primary material for products to be developed; (2) conditions of users, such as schools, teachers, principals, students, and other users; (3) the condition of the factors supporting and inhibiting the development and use of the product to be produced, including the human element, infrastructure, costs, In the preliminary study, a survey method was used to collect data about the condition of the school and the implementation of learning that had been carried out so far. Data collection tools are questionnaires, observations, interviews, and documentary studies. Data on assessing aspects of students' oral and written communication skills in the limited tests. Students write before and after the learning process is carried out. Data analysis was carried out continuously from the beginning of the study to the end, including data analysis, reflection, and action. Finally, based on the data processing and analysis results, conclusions are drawn by answering each research question and synthesizing these answers into an overall research conclusion.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

English Learning Process

The process of learning English observed, in this case, concerns the availability of teacher learning tools, the methods the teacher usually uses in teaching English subject matter, the types of assignments the teacher usually gives students, and the form of evaluation of learning outcomes that the teacher usually uses. Data regarding the learning process can be seen in the following table.

Table 1
The Process of Learning English Education in Middle School

No	Aspect	Answer Choices	Frequency
1	Availability of learning devices	a. Preparation is available in the form of an annual/semester/each learning program	10
		b. Preparation is available in the form of daily lesson plans	7
		c. There is an evaluation plan for learning outcomes	4
2	The method used by teachers in teaching English subject matter	a. Lectures and questions and answers	-
		b. Class discussions and group discussions	10
		c. Group work and role play	5
3	Types of assignments that teachers usually give to students	a. Answer the questions	10
		b. Summarize the book/chapter	-
		c. Create simulation scenarios and/or role play scenarios	-
4	The form of evaluation of learning outcomes commonly used by teachers	a. The written test is in the form of a description and in the form of an objective	10
		b. Oral test	4
		c. Observations during learning activities	10

Based on the questionnaire results above, it can be seen that all teachers (100%) have teaching tools in the form of an annual/semester/each learning program, seven people (70%) have preparation in the form of daily lesson plans, and 4 (40%) students the teacher has an

evaluation plan for learning outcomes. The method usually used by teachers in teaching English subject matter differs from one teacher to another; the teacher no longer uses the lecture and question and answer method as the primary method of learning; all other teachers use class discussion and group discussion methods, while the five the teacher again chose the method of group work and role-playing. The types of assignments usually given by the teacher to students are answering questions; no teachers gave jobs by summarizing books/chapters, nor did any teachers provide lessons for creating role-playing simulation scenarios. The evaluation of learning outcomes commonly used by all teachers is a written test in the form of a description and an objective condition, four teachers carry out an oral examination, and all teachers answer the evaluation form through observation during learning activities. This data shows that learning English in junior high schools is good enough to develop contextual learning models. Four teachers carried out oral tests, and all teachers answered their evaluation forms through observation during learning activities. This data shows that learning English in junior high schools is good enough to develop contextual learning models. Four teachers carried out oral tests, and all teachers answered their evaluation forms through observation during learning activities. This data shows that learning English in junior high schools is good enough to develop contextual learning models.

Student Views of Learning English

Besides collecting data about the teacher's views regarding the initial conditions of learning English, data were also collected regarding the same conditions based on students' opinions collected from questionnaires in the preliminary study. Table 2 shows how students perceive English learning at school.

Table 2
Students' Views of Learning English

No	Aspect	Answer Choices	Frequency	%
1	Student responses to English lessons so far	a. very important	75	81,5
		b. Important	17	18,5
		c. mediocre	-	
		d. not too important	-	
		e. not important	-	
2	Students' responses to English teachers in terms of teaching style	a. interesting and fun	25	27,2
		b. boring and uninteresting	-	-
		c. mediocre	67	72,8
3	The way students take part in learning English	a. Listen and take notes on what the teacher explains	25	27,2
		b. Listen and understand every material presented	22	23,9
		c. listen to the teacher's explanation	27	29,3
		d. read textbooks in accordance with the meatry being taught	18	19,6
4	The method most often used by teachers	a. lecture and question and answer method	45	48,9
		b. discussion and exercise methods	7	7,6
		c. lecture, discussion and question and answer methods	37	40,2
		d. demonstration method, question and answer and assignment	3	3,3
5	The intensity of the use of learning media by teachers	a. very often	-	
		b. often	12	13
		c. seldom	63	68,5
		d. Never	17	18,5

No	Aspect	Answer Choices	Frequency	%
6	What media is often used by the teacher	a. chalk/markers and blackboard	72	78,5
		b. OHP, LCD	-	
		c. Movies, TV, videos	-	
		d. Internet	-	
		e. school environment	20	21,7
7	The English subject matter is most liked by students	a. Vocabularies	16	17,4
		b. Grammar	21	22,8
		c. Reading	5	5,4
		d. speaking	20	21,7
		e. Writing	30	32,6
8	Material that students don't like in English Lessons	a. Vocabularies	35	38
		b. Grammar	7	7,6
		c. Reading	41	44,6
		d. speaking	5	5,4
		a. Writing	6	6,5
9	Student activities at home in relation to English	a. memorize the subject matter as it is in the book	17	18,5
		b. answer the questions that have been provided in the book	33	35,8
		c. Do group discussions or work with friends	19	20,7
		d. read books related to the subject matter	23	25

The data above shows that most students consider English lessons essential, but none answer that English subject matter is less important; this means that students will seriously study English given the benefits of the material being reviewed. For daily life supplies. As for students' responses to the teacher's teaching style, there were differences in student answers; most students answered that the English teacher's teaching style was mediocre, and the rest answered that the teacher's teaching style was exciting and fun. This shows that the method used by teachers in learning English so far is not attractive to most students,

Regarding the way students take part in learning English, the respondents' answers are pretty diverse, 27.2% answer participate in English learning by listening and taking notes on what is explained by the teacher, 23.9% by hearing and understanding each material presented, 29.3% by listening to the teacher's explanation, and 19.6% by reading textbooks according to the material being taught. For the learning method most often used by the teacher, most students answered that the teacher most often used the lecture and question and answer method. This means that the teacher has never used a contextual learning model.

Implementation of English Education Learning in Middle School

Developing a contextual learning model to improve the speaking skills of junior high school students in West Lombok Regency can be implemented from the condition of infrastructure, teacher quality, and student readiness. Based on the data collected from the preliminary study, it is known that the learning facilities in all schools are adequate; that is, there are conducive classrooms and enough source books in the library. The condition of the teachers is also very supportive because all of the English teachers in junior high schools have bachelor's degrees (S1), and some even have master's degrees in appropriate majors, have high motivation to teach English and have an awareness of the importance of developing students' speaking skills. Students also have an increased interest in learning English.

According to the Head of SMP Negeri 1 Batulayar, the process of learning English in these schools uses the Education Unit Level Curriculum (KTSP) and is by the syllabus set by the government through a syllabus mapping process that the West Lombok Regency Dikpora Office has carried out. English teachers then developed the results of the mapping through the

English MGMP (Subject Teacher Deliberation) activities as well as through other structured activities organized by the West Lombok Regency Dikpora Office, the West Nusa Tenggara Province Dikpora Office as well as by the Education Quality Assurance Agency (LPMP) West Nusa Tenggara.

Contextual Learning Model Design Developed

Referring to a series of research activities, a learning model has been produced, namely a contextual learning model suitable for improving students' speaking skills in junior high schools through English Education subjects. This learning model is a model that can be used to connect academic subjects with the context of everyday life to find meaning (Efriani et al., 2019). The developed contextual learning model is a contextual learning model that refers to components including. Establishing meaningful relationships, Doing meaningful jobs, Carrying out self-regulated learning processes, Collaborating, Thinking critically and creatively, Provide individual services, Seek to achieve high standards, Use authentic assessments.

The main components in the application of the contextual learning model resulting from the development considered are; constructivism (Constructivism), find (Inquiry), ask (Questioning), community learning (Learning Community), modeling (Modeling), reflection (Reflection), and actual assessment (Authentic Assessment) as the expression (Bradberry & De Maio, 2019). The learning model developed is a Learning Implementation Plan (RPP), which is commonly used in schools. As a system, the learning model emphasizes the relationship between the four main learning components: objectives, materials, processes, and evaluation.

The purpose of the learning process refers to Competency Standards (SK) and Basic Competence (KD). The essential competencies refer to the grade VII junior high school level English syllabus. Furthermore, critical competencies are described in more detail as indicators of achievement of learning outcomes. The material is chosen by students and teachers with the provisions: related to students' real lives, useful in everyday life for students, related to students' prior knowledge, is a source of actual events, and is dynamic. Learning is organized through media input, materials, learning methods, and authentic assessments. The final part of learning design is the process and outcome assessment using evaluation. The evaluation was carried out in the form of check sheet instruments, observation sheets,

Variations in the learning design components resulting from field development are related to strategy. The strategy for implementing the learning process with a contextual model relies on self-regulated techniques by students independently within the scope of the teacher's direction. Individual service by the teacher is possible through peer service. Group study strategies are carried out independently guided, as well as guided group discussions. The learning environment seeks a student-oriented atmosphere and brings real situations into the learning process. The learning model developed includes the process or stages of contextual learning. Even though these learning stages are related to the topics presented, they are flexible, so they can also be used on other issues that differ from those used during the trial. This is based on several reasons: contextual learning emphasizes the learning process of academic subjects related to the real world in a meaningful way so that various topics related to the subject matter and students' daily experiences can be used. Contextual learning steps in apperception, motivation, consolidation, attitude formation, and inference can be used by various learning methods, namely problem-solving, practice, discussion, demonstration, and inquiry, so they are practical and can be used widely. This is based on several reasons: contextual learning emphasizes the learning process of academic subjects related to the real world in a meaningful way so that various topics related to the subject matter and students'

daily experiences can be used. Contextual learning steps in apperception, motivation, consolidation, attitude formation, and inference can be used by various learning methods, namely problem-solving, practice, discussion, demonstration, and inquiry, so they are practical and can be used widely. This is based on several reasons: contextual learning emphasizes the learning process of academic subjects related to the real world in a meaningful way so that various topics related to the subject matter and students' daily experiences can be used. Contextual learning steps in apperception, motivation, consolidation, attitude formation, and inference can be used by various learning methods, namely problem-solving, practice, discussion, demonstration, and inquiry, so they are practical and can be used widely.

According to Rosidin et al., (2019) something meaningful is teaching material when associated with the cognitive structure that exists in students. The cognitive system consists of facts, data, concepts, propositions, propositions, laws, and theories previously mastered by students, which are arranged to form a structure in the child's choices. Ausubel further emphasizes that reception-discovery learning and rote-meaningful learning can be combined to form 4 combinations of teaching and learning strategies, namely: (1) meaningful-reception learning, (2) rote-reception learning, (3) meaningful-discovery learning, and (4) role-discovery learning.

The final design of the contextual learning model, which was developed through several stages, namely a limited trial with three cycles and an extensive trial which was also carried out with three bikes in three schools, is described as follows

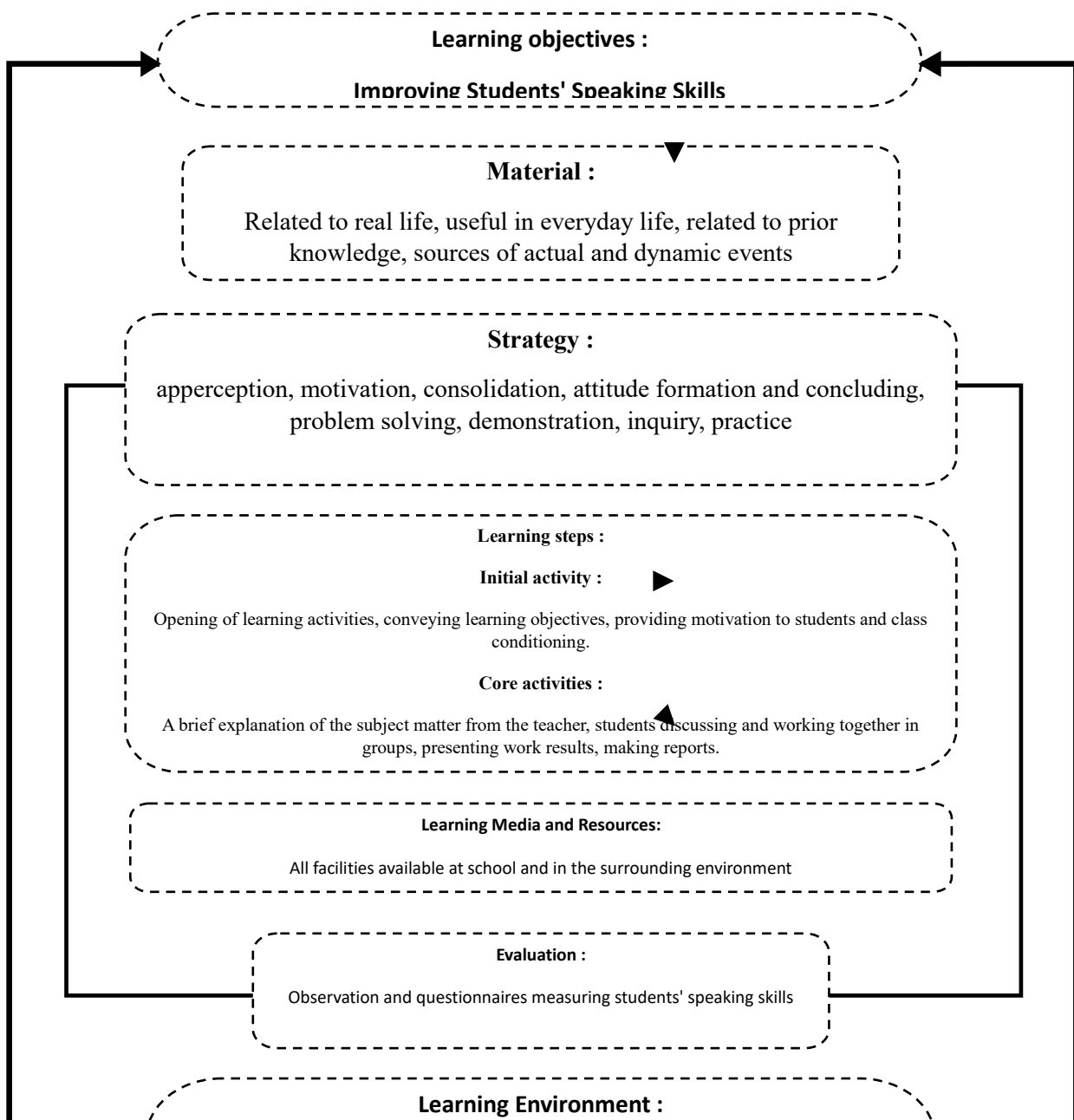


Figure 1. Final Design of Contextual Learning Model to Improve Student Speaking Skills Frequency Distribution

Discussion

Implementation of the Contextual Learning Model in Middle School

Like learning models in general, the model developed consists of three steps, namely initial activities, core activities, and closing activities (Songsil et al., 2019). The initial Activity, as an opening for learning activities, contains the delivery of learning objectives, providing motivation related to religious motivation and classroom conditioning. The main Activity is a learning exploration containing actual learning activities, namely listening to brief explanations from the teacher, reading materials, group discussions, and presentations. The final or closing Activity is the conclusion of the subject matter by the teacher and students, then the division of tasks for the next meeting (Hsu et al., 2019).

As mentioned earlier, the learning model developed in this study is intended to improve students' speaking skills. Implementing the developed contextual learning model can be described as follows: Initial activity (opening) The teacher greets, conveys the goals and objectives to be achieved and motivates so that students are more active in learning. The teacher explains the procedure for learning activities consisting of listening to the teacher's explanation, group discussions, and presentations. Class conditioning, namely the division of group assignments and preparation of learning media. For core activities (exploration), the teacher briefly explains the subject matter referring to the LKS or textbooks prepared and assisted by learning media in the relevant environment (Ankam et al., 2019). Students do group work coupled with presentations and discussion of subject matter. The teacher observes student activities and guides and assists individuals or groups when needed. Final Activity (closing) Each individual or group provides a written report of their work. The teacher concludes the material studied to strengthen students' understanding and appreciates the implementation of learning to read the closing prayer (Andrini et al., 2019).

Evaluation of the Developed Contextual Learning Model

The main objective of this research was to find a suitable learning model to improve junior high school students speaking skills. Therefore, the evaluation developed in this model is process evaluation and outcome evaluation (Taufiq et al., 2019). To assess students' speaking skills, the assessment used is an assessment of the process carried out by the teacher through observation or observation of the activities, appearance, or performance and abilities of students during the implementation of learning. Assessing students' speaking skills is done

by using a speaking skills questionnaire in the form of self-recognition given at the end of the learning activity. Evaluate mastery of the material is done by evaluating results through objective tests (López et al., 2019).

The Strengths and Weaknesses of the Resulting Contextual Learning Model

Based on a series of studies conducted, it was found that the strength of the contextual learning model resulting from this development was proven to improve students' speaking skills in learning English. This is at least shown by the difference in the average scores of students' speaking skills before and after using this model in learning. The testing results on students at all levels of schools where extensive trials were carried out also showed the same thing. Improving speaking skills is very important for students to have in facing the challenges of the times, which are accompanied by the rapid advancement of science and technology.

This learning model can be used to strive to achieve learning objectives on the affective aspect, which is one aspect of the goals often neglected in learning as teaching goals are divided into several categories according to the behavior that is the target. Mukhalalati & Taylor, (2019) suggests five types of plans, namely: Intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes. Testing the development of a contextual learning model for English education in a school or class used as a sample revealed several problems that hindered the implementation of learning. Obstacles related to students, namely issues of ability or habit of expressing opinions, especially when conducting discussions or presentations. Students are not involved in the debate because they feel embarrassed, afraid of being wrong about what they say. This needs to be a concern of the teacher to strive for smooth discussion and maximally involve students by directing or provoking students evenly to be allowed to speak through motivational efforts, creating a more intimate learning atmosphere. This shows that students need more confidence in following the learning process.

Another obstacle related to students is the ability or background of students' thinking in critical or creative thinking about English learning materials that students consider to be language materials that contain high selling points. This obstacle can be prevented by giving the teacher an understanding that the material being studied is selected material on actual problems that require critical or creative responses from students.

Obstacles related to the teacher, namely, the teacher cannot directly implement the contextual learning model indicated by several aspects of the learning activity, need to be carried out. The model trials in the third cycle still left a move that the teacher could not do, namely, getting students to think creatively and critically. This shows that teachers need additional contextual learning experience and are influenced by daily teaching habits. Another obstacle is time availability (Teng et al., 2019). Contextual learning activities that require students to be active independently require a long learning time. English subjects at the junior high school level only have 4 hours of study time or 4 x 40 minutes per week for each class. Therefore it is essential to use a tight time. Still, the teacher must also consider efforts to create a learning atmosphere that is not tense or rigid so that students can explore and develop their abilities. Habituation and practice in dividing the time of both students and teachers when carrying out learning process activities need to be pursued (Dincer et al., 2019).

Optimizing the English contextual learning process implementation, as the obstacle above, lies in the teacher's role. Teachers should be highly committed to improving the quality of education by improving the quality of the learning process they organize. Improving the quality of the learning process can be done through habituation to using learning models, increasing self-ability in teaching, and constantly innovating in learning (Dewi et al., 2019).

CONCLUSION

As a final result of this research, several conclusions can be drawn based on the findings and analysis results obtained from the stages of preliminary study activities, limited trials, and broader trials carried out at West Lombok Regency Public Middle Schools to develop a contextual learning model that can improve students' speaking skills through learning English education. These trials were carried out to create a contextual learning model that can improve students' speaking skills through learning English education. It is known that the original condition of instructors before constructing this model demonstrates that the learning process that is carried out is still repetitive. This monotony is defined by the dominating role of the teacher and prioritizing lectures. The findings of the preliminary study have shown this to be the case. With debate techniques, learning may be removed from its context and tends to focus on achieving curricular goals. Traditional methods of education and instruction. Teachers get a sense of accomplishment when pupils are attentive and quiet during instruction. The results of students' learning are measured via tests. The sole way for students in the school system to gain knowledge and practice is by completing homework assignments at home. It also demonstrates the same thing from the student's point of view; based on student's responses to the questionnaires, it is known that teachers still use the learning approaches that have been used up to this point. As a result, most students believe that the teaching style used by English education teachers up to this point is less exciting and mediocre, even though, on the one hand, this is true. On the other hand, they think materials for learning English are vital to their everyday life. Before implementing the contextual learning paradigm, educators needed to make the most of the capabilities at their disposal. During the study, a contextual learning model was developed, resulting in favorable changes to learning activities and considerable improvements in students' English-speaking abilities. The learning model that was created as a consequence of this process is called a Contextual Learning Model, and it may be used to help students enhance their English-speaking abilities. The contextual learning model was developed based on references to components such as the following, Establishing meaningful relationships, Doing meaningful work, Carrying out an independent learning process, Collaborating, Thinking critically and creatively, Providing individualized service, Striving to achieve high standards, Utilizing authentic assessment. The contextual learning model that emerged from this evolution is an efficient tool for enhancing the English language abilities of students studying English-related topics. This efficacy is shown by the contrast between the average emotional quality of the students' questionnaire replies and learning. Students at every grade level experience the positive effects of working to improve their speaking abilities.

Developing a contextual learning paradigm that is efficient in enhancing the students' spiritual qualities in learning English has been successful. The difference between the average speed of speaking English, which is more significant compared to the learning that has been carried out up to this point, and this effectiveness is the difference. Students at practically every grade level can make significant improvements in the quality of their oral communication skills. When students are learning English in the context of studying at school with particular tests, the contextual learning model resulting from this development is also extremely helpful in enhancing students' English speaking abilities. This is because the model focuses on students learning English in context. This efficacy is proved by encounters that generate variations in the general emotional and spiritual quality level compared to learning. The point at which pupils' English speaking abilities reach their maximum level of development is directly correlated to the school's overall rating. This efficacy is proved by encounters that generate variations in the general emotional and spiritual quality level compared to learning. The point at which pupils' English speaking abilities reach their maximum level of development is directly correlated to the school's overall rating. This

efficacy is proved by encounters that generate variations in the general emotional and spiritual quality level compared to learning. The point at which pupils' English speaking abilities reach their maximum level of development is directly proportional to the school's overall rating.

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