THE IMPLEMENTATION OF CTL IN TEACHING SPEAKING

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Abstract

Penelitian tindakan kelas ini dilakukan untuk mengetahui bagaimana penerapan *contextual teaching learning* dalam mengubah *students' speaking achievement* dan meningkatkan proses belajar mengajar. Penelitian ini menggunakan prosedur penelitian tindakan kelas yang dirancang oleh Arikunto. Subjek dalam penenlitian ini adalah murid kelas VIII SMP N I Tanjung Bintang Lampung Selatan yang berjumlah 37 murid. Dalam menganalisis data, peneliti membagi data dalam dua bagian, yang pertama data dalam proses pembelajaran dan yang kedua data dalam hasil pembelajaran. Analisis data dilakukan sampai semua data terkumpul dari setiap *cycle*. Berdasarkan data yang diperoleh, peneliti menyimpulkan bahwa penerapan *contextual teaching learning* dapat meningkatkan *students' speaking achievement* dan meningkatkan proses belajar mengajar.

This classroom action research was to find out how the implementation of Contextual Teaching Learning (CTL) improved the students' speaking achievement and teaching learning process. This research used the procedure of classroom action research designed by Arikunto. The subject of this research was the second grade of SMP N I Tanjung Bintang Lampung Selatan which consisted of 37 students. In analyzing the data, the researcher classified the data into two categories: they were the data of learning process and the data of learning product. The data analysis was done during and after the data has been collected from every cycle. Based on the data, the researcher concluded that the implementation of CTL can improve the students' speaking achievement and teaching learning process. Therefore, CTL is recommended to be used by teachers to improve their students speaking ability.

Keywords : contextual teaching learning , cycle , students' speaking achievement

INTRODUCTION

English is the first foreign language in Indonesia. It has become a compulsory subject that is taught and learnt at some elementary schools up to university level. Guideline of educational unit level curriculum (KTSP) which is applied for all school levels in Indonesia leads the students to have real-life skills. There are four skills to be mastered as stated in KTSP for english subject, namely, listening, reading, speaking, and writing.

Speaking is one of the important skills that the students have to master. By speaking, we can convey information and ideas, and maintain social relationship by communicating with others. The ability to communicate is the primary goal of foreign language instruction that speaking is put a head on the others skills. In addition a large percentage of the world's language learners study English in order to be able to communicate fluently.

Based on writer's pre observation in the SMPN I Tanjung Bintang, most of the students are not able to speak, reluctant to speak and have low ability in speaking, because they think that speaking is difficult. That is why their speaking scores has not been achieved the standard (KKM) in the school yet. This problem makes the writer interested in doing the classroom action research to improve the students speaking ability and hopefully the standard score for speaking will be achieved. Contextual Teaching and Learning (CTL) is aimed at building knowledge and skills in meaningful way by engaging students' real life or authentic context. By implementing all seven elements in Contextual Teaching and Learning, students

are expected to produce English better, especially in speaking skill, since CTL emphasizes on students' productive skill.

Many studies on Contextual Teaching and Learning (CTL) have been conducted to increase students' speaking achievement. First, Lynch and Spears (2001) pointed out that implementation of CTL positively impacted on students' speaking achievement since it enriches subject matter and increases students' mastery of subject matter. Second, Flora (2003) found stated that there was a significant difference between the students speaking achievement through the implementation of CTL. Then, Sister (2004) stated that through CTL , students were actively engaged and encouraged to speak up and communicate in the classroom that result in their speaking achievement increased. Eritha (2005) related that the students' achievement taught through CTL had significant difference than teacher's way of teaching. Komariah (2006) in her research revealed that the students were actively involved during teaching and learning process that may result in increasing students' speaking achievement. Further, she stated that CTL is appropiate for learners to increase their English.

Realizing that Contextual Teaching and Learning results in increasing students' speaking achievement, and puts the students as the centre of an active process, the writer is interested to implement CTL in teaching speaking at junior high school. Therefore, the writer entitles the classroom action research "The Implementation of Contextual Teaching Learning (CTL) in Teaching Speaking at the Second Grade of SMPN I Tanjung Bintang Lampung Selatan".

METHODS

In this research, the researcher used classroom action research. This research was done at the second grade of SMP N I Tanjung Bintang Lampung Selatan. It was done based on the problem faced by the students and the teacher when they are in class. Based on the problem found the researcher, the researcher examined the cause of the problem and then found the solution for that problem. Researcher found that the students in second grade of SMP N I Tanjung Bintang Lampung Selatan had difficulties in speaking class. The students' problem was they could not express thier idea well this is because they have very little chance to speak up. In this classroom action research, the researcher acted as the teacher and taught the students by using Contextual Teaching Learning; meanwhile the teacher of SMP N I Tanjung Bintang Lampung Selatan was the observer. The researcher made the lesson plan and she would perform in the class based on the lesson plan. So, during the research, the researcher and the teacher would observer everything occured in the classroom when they were learning speaking.

In doing the research, the researcher did collaboration with the English teacher to improve the students' speaking achievement through Contextual Teaching Learning (CTL). While the researcher was applying CTL in the classroom, the collaborator observed the teaching learning process and made some necessary points from that process.

To gather the data researcher would use two kinds of instruments as the source of data. The instruments are speaking test and observation sheet.

In analyzing the data, the researcher classified the data into two categories: they were the data of learning process and the data of learning product. The data analysis was done during and after the data has been collected from every cycle. If the data from the first cycle had been collected, the researcher as an observer together with the teacher analyzed the data and did reflection based on them. From the analysis and reflection, the researcher knew the weaknesses and the strengths of the first cycle. Therefore, the teacher and researcher knew what should be improved for the next cycle.

DISCUSSION

The research question of this research are How can the implementation of Contextual Teaching Learning (CTL) improve the student's speaking achievement and How can the implementation of Contextual Teaching Learning (CTL) improve the teaching learning process. In this research, it is proven that CTL can improve students' speaking achievement and also tecahing learning process. There is an improvement in each cycle.

The target of indicator for the learning product can be achieved after the second cycle was held. The spoken test result of the eighth grade students of SMPN I Tanjung Bintang Lampung Selatan has shown the improvement of the students' speaking scores.

Table I the Improvement of Students' Speaking Score from Cycle 1 to Cycle 2

No.	Score	CYCLE 1		CYCLE 2	
		F	%	F	%
1	85-100	0	0%	0	0%
2	75-84	3	8.10%	6	16.22%
3	65-74	17	45.94%	25	67.56%
4	55-64	15	40.54%	6	16.22%
5	35-54	2	5.40%	0	0%
	Total	37	100%	37	100%

The following graph summarizes the improvement of the students' speaking

scores in each cycle:

Graph I Students' Speaking Score
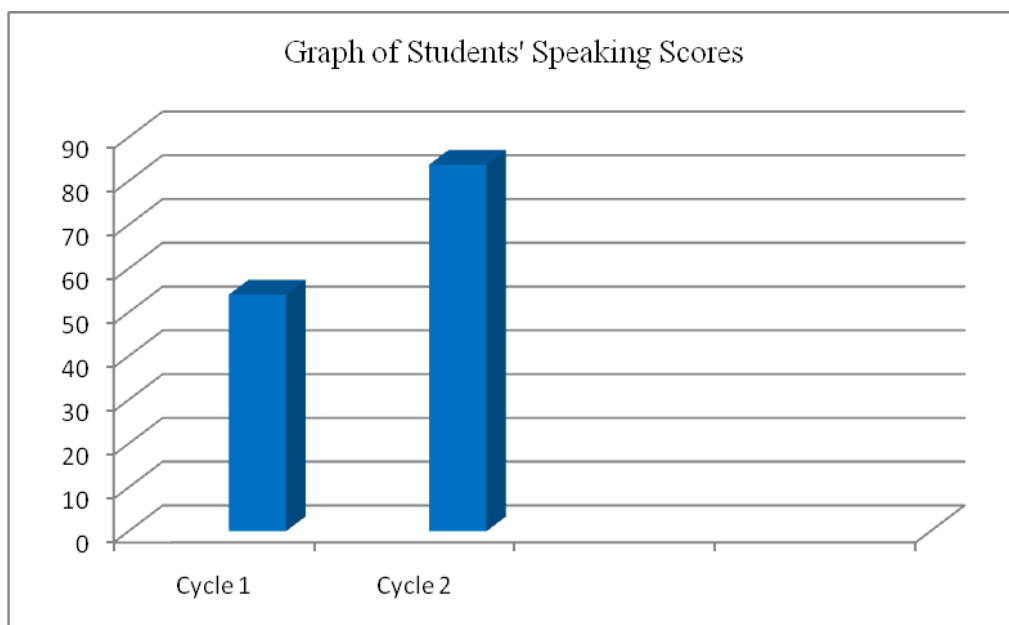
The graph above shows the improvement of the students' speaking scores from

the first cycle to the second cycle. In cycle 1, there were about 20 students or

54.05% whose scores are 65 or more. It means that the result of the speaking test

can not fulfill the indicator of the research. Hence, the second cycle must be

conducted. After the second cycle was conducted, the indicator of the research can

be fulfilled since there are approxiamately 31 students or 83.78% of all students

get 65 and even more. From the explanation above, it can be concluded that there

was an improvement in students' spealing achievement about 29.73%. it is in line with the findings in the previous research done by Situmorang (2009). She found that CTL can improve students' speaking ability since it enables students to interact communicatively with their partners since they are provided by many speaking models practices. The result of this research also supports to the extent those of previous studies done by Lynch and Spears (2001), Flora (2003), Eritha (2005), Komariah (2006), that Contextual Teaching and Learning (CTL) indeed increased students' speaking achievement.

The indicator of the research for the students' activities is, if at least 80% of the students do at least 80% of the teaching and learning activities, it means that the implementation of Contextual Teaching Learning by using learning together strategy is applicable to improve the students' speaking ability. The researcher decides to set 80% as the target since according to Arikunto (1993:210), if more than 75% of students are actively involved in teaching and learning activities, it can be categorized as a good level.

The improvement of students' activities will be showed by the following graph.

Graph II The Improvement of Students' Participation

Graph of the improvement of students' participation
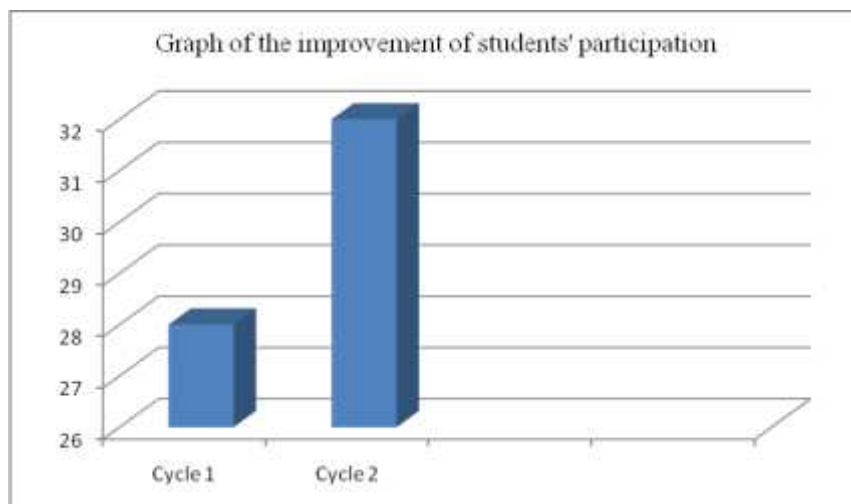
From the graph above, it can be seen that in the first cycle there are 28 or 75.67% from 37 students who are actively involved in teaching learning process. It means the indicator of the research for students' activities can not be fulfilled yet in the first cycle since the indicator is 80% of the students are actively involved in teaching learning process. Meanwhile, in the second cycle there are 32 or 86.48% of students who are actively involved in teaching learning process. This means that the indicator of the research for stduents' activity has been fulfilled. From the explanation above, it can be concluded that there was in improvement in students' participation about 10.81%.

The indicator for teacher's teaching peformance is 80. So, if the teacher can reach that target, it means that the tecaher's teaching peformance is very good. For the teaching performance, there are some aspects scored, that is, the teacher's activities in pre-activity, while-activity, and post-activity.

In the Cycle 1, the teacher got 71 for her teaching performance. It means that the target had not reached. Moreover, after doing some betterment in some aspects, in the cycle 2 the target had been able to fulfil. The teacher got 83 in the second

cycle. It means that the teacher got very good for her teaching performance. 80-100 means very good (Depdiknas;2006).

Leading students to work in group as learning community helped teacher in managing the big class. It enables syudents to discuss the lesson with their friend and make them freer in expressing their idea without feeling being ignored by teacher. Harmer (1984) mentions that grouping is one of the ways to deal with bigger classes besides to make students freer to express their ideas with their own friends before it is presented in the class, however, it has to be controlled well; teacher need to go around the group since in this research researcher found that students loook did the discussion but when she came around the group did not discuss about the lesson but about their activity after the school. Therefore, in discussion we tend to ask the students to speak up consequently the class became so noisy and seemed uncrotolled. And if the teacher lost the control toward the class teaching learning's goal will not achieved.

As a result of distributing short guided dialogue, it was aimed to give opportunities for the stduents to interact communicatively with othery using expressions learnt. This provided a non-threatening environment that encouraged the stduents' self expression. How learning occured through interaction between the ordinary students and more advanced ones that learning community emerged. The findings seemed to support Sister (2004) who releated that students speaking practice more given by distributing short guided dialogue for stduents to follow that resulted in improving students' speaking achievement. In this activity, the language patterns were then observed, analyzed, and finally concluded. As a

consequence, the students found the benefit of what the usage of material they learned. This activity supported Diknas (2002) which pointed out that inquiry erves as fundamental processas it allows students to have chance to investigate, analyze, and conclude what is being learnt.

Contextual Teaching Learning (CTL) is not only able to improve students' speaking achievement but also can improve students' reading comprehension, vocabulary mastery, and grammar. Maulida (2005) found that students' reading comprehension increased after the stduents taught by applying Contextual Teaching and Learning. It means that CTL was effective in teaching reading comprehension. Beside that, CTL also can improve students' vocabulary mastery as found by Nunung (2005) in her research. She found that CTL can be applied to teach vocabulary. There was a significant increase of students' ability in vocabulary after teaching the students by using CTL. She also found that CTL contributes a positive effect on students' participation in class beacuse in the process of CTL, the teacher formulates a technique which can arise the students' curiosity. Then, Iswadi (2009) also found that CTL can be used in teaching grammar. He found that there was an increase students' grammar achievement, students' learning activities and the teacher's performance when the seven components of Contextual Teaching Learning were implemented in teaching learning process. By implementing CTL, the students became more active to follow the class and they become more comfortable in learning grammar. From the explanation above, it can be concluded that Contextual Teaching Learning can be used to increase students' English ability, since it is not only able to increase

students' speaking achievement but also students' reading comprehension, vocabulary mastery and grammar.

CONCLUSION

In line with the results of the learning product and learning process in the research, it can be concluded that :

1. First, Contextual Teaching Learning (CTL) is applicable to improve the students' English achievement especially in speaking ability. The problem faced by the students can be solved after CTL was implemented.

2. Second, Contextual Teaching Learning can improve stduents' speaking score in learning product. It can be seen from the increase of the students scores from cycle 1 (54.05%) and cycle 2 (83.78%) after CTL was implemented.

3. Third, learning process, the improvement also occurs in students' participation. By implementing CTL, the stduents become more active to follow the class and they become more comfortable in learning speaking. Since CTL provided a chance to the students to work in group and share their ideas to other friends, so that they enjoy the class during the teaching learning process. CTL also contributes a positive effect toward teacher's teaching performance. Since in implementing CTL, the teachers are asked to create a trategy that formulates the students to be active in teaching learning process. Moreover, the teachers are demanded to create interesting media materials since the interesting media and materials will easily attract students' attention and participation.

SUGGESTION

After those previous findings, the suggestion is presented as below:

1. English teacher are recomended to use Contextual Teaching Learning in teaching their students since CTL can improve students' speaking achievement and it can make the stduents involve in teaching learning process, enables the students to be more active in the classroom activities.

2. The teacher should motivate students to be active in the classroom by giving them the activity that can stimulate interaction and not afraid of making mistakes by indirectly correcting when they made mistake.

3. The teacher should be creative in creating media and using interesting topic for the material, since it can attract the students and make it easy for them to understand the content of the media itself.

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