



The Implementation of Contextual Teaching and Learning (CTL) in the Teaching of Integrated Skills

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Abstract

This article discusses about the implementation of contextual teaching learning (CTL) to solve three problems found in the teaching of integrated skills (English proficiency class): materials, methods (the integration of the four skills), and the students' passiveness. Contextual teaching learning helps teachers relate materials or content to real world situations and motivate students to make connections between knowledge and its applications to their real lives or roles as family members, citizens, and workers and engage in the hard work that requires learning. This research was an action research done in three cycles and each cycle took five sessions with five phases: diagnosis, plan, action, and observation, evaluation and reflection. It was found that in the first cycle with five phases the three problems found could be solved with the implementation of CTL, but there were still some students who were passive in the speaking activities in groups because they had problems with their vocabulary, grammar, and self confidence. In addition, in the second cycle with five phases the problems found in the first cycle could be handled, but there were still a few students that had the same problems found in the first cycle. Finally, in the third cycle with five phases again the problems in the first cycle could be solved even though there was still one student who did not speak English actively.

Key Words: Contextual Teaching and Learning (CTL), the integrated Skills

I. Introduction

There are four major skills of English that need to be mastered by an English student. The teaching of these skills can be segregated or integrated. At English Departments in tertiary education, there are usually special classes for the four skills: listening class, reading class, speaking class, and writing class. Nevertheless, at some English Departments, such as STBA Prayoga Padang, there is also a special class for the teaching of the four skills integrately besides the teaching of them discretely. In other words, STBA Prayoga Padang offers a class to teach integrated skills which is called "English Proficiency". This course is offered for four semesters namely English Proficiency I, II, III, and IV. English proficiency I is offered in semester I for the first year students. Then, they will get English Proficiency II in semester II, English Proficiency III in semester III, and English Proficiency IV in semester IV. After taking those classes, it is expected that the students can master the four English skills well. In other words, they become proficient in English.

Based on the researcher's observation, experience, and interview, there were still some problems found in the teaching of the integrated skills. First, the problem was about materials. The materials that the teacher gave were not so

interesting for the students because they were not connected with the students' real lives and experience. In other words, the materials were not meaningful for them. As the result, they were not interested and motivated in learning. In fact, connecting the materials with students' real lives and experience will ease the students in learning because they have background knowledge and experience in the materials, which makes learning interesting for them.

Another problem was about the teacher's method. In teaching integrated skills, the teacher has to integrate one skill with other skills in teaching well so that it is easier for the students to get involved in the skills. For example, when she begins teaching speaking, she has to transfer the students' skill in speaking to the next skill (writing) by relating materials in speaking to writing so that it is easier for the students to write because they have background knowledge about the materials. However, based on the observation, the teacher had not integrated one skill with another skill yet. As a result, the students got difficulty doing other skills. It could be seen from the result of the students' writing. It is hard for them to start writing as the said that they had no ideas to write. Nonetheless, if the teacher relates the materials discussed in one skill to other skills, the students will not have

difficulty in writing due to no ideas. Moreover, she just focused on textbooks without having some modifications in teaching.

The last problem was about the students. Many of them were still passive. In other words, only a few of them really got involved in the learning activities. It might happen because the teacher had not applied active learning yet. To make them involved optimally in learning activities, the teacher should create more tasks or activities in the four skills. This is very important in the teaching of integrated skill subject (English Proficiency) so that students will be more proficient in English.

One alternative which could be used to overcome the problems above was Contextual Teaching and Learning (CTL). CTL is an educational process that aims to help students to see meaning in the academic materials that they are studying by connecting academic subjects with the context of their daily lives (Johnson: 2002).

Therefore, the writer was interested in applying Contextual Teaching and Learning (CTL) in the teaching of integrated skills at the first year students of STBA Prayoga Padang because CTL can help teachers relate the materials being studied to students' real lives, which expectedly make them interested, motivated and easier to get involved in the

learning activities. In addition, by using CTL teachers can integrate one skill with other skills well because they can relate the materials being studied in one skill with other skills so that the students find easier to get involved in other skills because they have discussed the materials in another skill and got prior knowledge. Furthermore, with CTL teachers can motivate students to get involved actively in learning activities since CTL is learner-centered (not teacher-centered). In other words, students have to be active to construct and inquire knowledge and skills by themselves because constructivism and inquiry are components of CTL. Moreover, in CTL teachers have to create learning community so that students can cooperate in learning. In conclusion, CTL can make them active in learning activities.

II. Review of the Related Literature

2.1 The Concept of Teaching Integrated Skills

The teaching of integrated skills is the teaching of the four skills: listening, reading, speaking and writing integratedly. This way of teaching is also called the integrated-skill approach. Celce and Murcia (2001: 301) state that the integrated approaches encourage the teaching of all four skills within the general framework of using language

learning as well as for communication. It means that learners will have more chance to use English naturally because in natural communication more than one skill is needed.

Moreover, according to ERIC Clearing House on Language and Linguistics (ESL –skill Magazine, vol.6, No. 1, 2001), there are some advantages of the integrated approach. First, the integrated-skill approach, as contrasted with purely segregated approach, exposes English learners to authentic language and challenges them to interact naturally in the language. Second, learners rapidly gain a true picture of the richness and complexity of English as employed for communication. Third, this approach stresses that English is not just an object of academic interest nor merely a key to pass an examination; instead, English becomes a real means of interaction and sharing among people. Fourth, this approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach can be highly motivating to students of all ages and background. In conclusion, the teaching of integrated skills of English can promote students' English proficiency as this approach creates

chances for students to use authentic and real content of English, interacts naturally using English and motivates them to have more English in communication.

2.2 Contextual Teaching and Learning (CTL) in Teaching Integrated Skills

Contextual Teaching and Learning (CTL) helps teachers relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. With this concept, the result of learning will become more meaningful for students, which makes learning interesting for them. Johnson (2002:3) states that Contextual Teaching and Learning is an instructional system which is based on the premise that meaning emerges from the relationship between content and its context. Context gives meaning to content. The broader the context within which students are able to make connections, the more meaning content will hold for them. It means that the teacher's job in CTL is to provide context to students. The more students are able to connect their academic lessons to this context, the more meaning they will derive from these lessons.

In addition, The Washington State Consortium for CTL in Nurhadi and Agus

(2003:12) defines Contextual Teaching and Learning as follows:

Contextual teaching is teaching that enables students to reinforce, expand, and apply their academic knowledge and skills in a variety of in school and out-of-school settings in order to solve simulated or real-world problems. Contextual learning occurs when students apply and experience what is being taught referencing real problems associated with their roles and responsibilities as family members, citizens, students, and workers. Contextual teaching and learning emphasizes higher-level thinking, knowledge transfer across academic disciplines, and collecting, analyzing, and synthesizing information and data from multiple sources and viewpoints.

It can be concluded that CTL helps students to use their knowledge in their real lives in their society in the process of learning to study English. In addition, the students will have more activities to process information that they have based on the content and context that teachers provide.

Moreover, Johnson (2002:25) state:

The CTL system is an educational process that aims students see meaning in the academic materials they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the

following eight components: making meaningful connections, doing significant and creative thinking, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessment.

This means that the teachers have to find topics or themes that are meaningful for the students and can be found in the students' real lives. For example, in the teaching of integrated skills of English, the teachers have to give themes that students experience in their family, society, or culture. If the students are Indonesian students who live in Padang, the themes or topics are not far from their society or culture. The teachers should not give a topic about Disneyland because the students have never experienced it before.

2.3 Components of Contextual Teaching and Learning (CTL) in Teaching Integrated Skills and Their Functions to the Solutions of the Problems

It has been discussed that CTL occurs in the teaching of integrated skills when the teachers apply seven components of CTL. Nurhadi and Agus (2003:31) state that there are seven basic components of CTL. They are constructivism, questioning, inquiry, learning community,

modeling, reflection, and authentic assessment.

1. Constructivism

Constructivism, which is the philosophy of CTL, focuses on an idea that knowledge is constructed by humans since knowledge is not a set of facts, concepts, or laws waiting to be discovered. It is not something that exists independent of knower. Zahorik states (1995):

Humans create or construct knowledge as the attempt to bring meaning to their experience. Everything that we know, we have made. Knowledge is conjectural and fallible. Since knowledge is construction of humans and humans constantly undergo new experiences, knowledge can never be stable. The understandings that we invent are always tentative and incomplete. Knowledge grows through exposure. Understanding becomes deeper and stronger if one tests it against new encounters.

From the quotation above, it can be concluded that teaching is not a transfer of knowledge to the learners, but the construction of the knowledge by the learners from their experience. In other words, the teachers in teaching integrated skills have to motivate and give a chance to the students to construct the knowledge by themselves by finding a problem, applying their own ideas, and realizing and using their own strategies in learning.

Therefore, they will use their brains to interpret meanings.

2. Inquiry

Inquiry is a basic activity in CTL. Therefore, it is hoped that the knowledge and skills that the students get are from inquiry, not from remembering facts or concepts. Therefore, teachers should always design activities of learning that make students acquire the knowledge by themselves. That is why in teaching integrated skills, the teachers have to design activities that make students get involved actively in the four skills of English so that they discover the knowledge and the four skills by themselves. In other words, they can become proficient in English.

The inquiry process is a cycle. The cycle consists of some steps as follows:

- a. Formulating problems in integrated skills
- b. Collecting data through observation
- c. Analyzing and writing the result in the forms of picture, report, table, and others.
- d. Presenting the result (report) to other students in class

3. Questioning

In CTL teachers have to relate the students' prior knowledge with the topic being discussed and students have to

discover the new knowledge by themselves. The most important way to achieve this is by giving questions to students. Questioning in teaching integrated skills can motivate, guide students and know their thinking ability.

4. Learning Community

In the concept of learning community, teachers should make students work in groups so that they can work together. In other words, teachers should make learning community in teaching since they can get knowledge or ideas from their friends. Therefore, in learning community the result of learning is from having cooperation in groups.

It means that in teaching integrated skills, teachers should divide students into some groups and make them work together so that they can share and help one another. In addition, they can practice their English by having communication with other group members. In other words, they can learn by doing.

5. Modeling

In teaching integrated skills, there should be modeling so that students know what model can be followed. The modeling can be in the forms of demonstration, how to operate something, written models or examples of concepts. For example, teachers can give a model

how to do scanning in reading. The models are not only from teachers, but also from students. To summarize, modeling can also make students more motivated in learning because they have a model that they want to be or to do.

6. Reflection

In CTL, it is important to do reflection at the end of the teaching-learning process. According to Nurhadi and Agus (2003:51), reflection is a way of thinking about what have been learned or what have been done. This means that it is the response to the activities, or knowledge that the students have got recently. The reflection can be in forms of (a) direct statements about the learning process; (b) a note or journal in the students' books; (c) the students' impression and suggestions about the learning process; (d) discussion; (e) the students' reports; (f) others.

7. Authentic Assessment

In applying CTL, the teachers should use authentic assessment. Johnson (2002: 165) states:

Authentic assessment focuses on objectives, involves hand-on learning, requires making connections and collaborating, and includes higher order thinking. Because authentic assessment tasks uses these strategies, they allow students to display mastery of objectives and depth understanding,

while at the same time increasing their knowledge and discovering ways to improve.

It can be concluded that authentic assessment is good to apply to know the students' mastery, increase their knowledge and find ways to improve their understanding or mastery.

III. Methods of the Research

This research was a classroom action research. This action research was a cyclical process. Each cycle consisted of several steps or stages. Kemmis and Robin (1988) develop a model known as the action research spiral. Every cycle has four steps: planning, doing action, observing, and reflecting or evaluating. The research activities were done in three cycles (I, II, and III) in 15 sessions. Each cycle took five sessions with five phases: diagnosis, plan, action and observation, evaluation, and reflection.

In collecting data, direct observation was done to find out what happened in the class while implementing Contextual Teaching and Learning in teaching integrated skills. The researcher as the observer who observed the activities, the people, and physical aspects of the situation and engaged in the activities that were appropriate to a give situation which provided useful information (Spradley, 1980 in Mills, 2003: 103) collected the

data during the action. Moreover, a questionnaire was given to students to know whether the problems had been solved or not. Finally, the data gotten were evaluated, and reflected, and any revised plans were made for the next cycle.

To analyze the data, inductive analysis was used. The inductive analysis was used to look at the group of data and try to include or create order by organizing into group or defining and describing categories such as items, themes, or patterns (Johnson: 2005). Therefore, the data gotten were analyzed inductively by listing themes that have been seen to emerge.

IV. Findings

This research was divided into three cycles, each of which consisted of five phases: diagnosis, plan, action and observation, evaluation, and reflection.

1. First Cycle

a. Diagnosis

In this phase, the observation was done while the students were studying English proficiency. From the observation, it could be seen that only a few students really got involved in the teaching learning process. Most of them were reluctant to participate in the class activities even though they were asked by the teacher to do some activities. In

addition, although English Proficiency is an integrated skill subject, the teacher did not integrate material or activity in one skill with other skills well.

b. Plan

The plans were made to solve the three problems above. The plans were:

- 1) Designing activities which would be done to implement CTL which could make materials interesting, the four skills integrated, and the students get engaged actively in class activities
- 2) Preparing the topics for the first cycle. They were about giving directions, describing buildings, and families
- 3) Preparing models of writing of each topic
- 4) Designing groups for discussion activities
- 5) Explaining the importance of the research to the students

c. Action and Observation

The implementation of the action research in the first cycle was done in five meetings. There were two or three meetings a week, which were held in the mornings.

In the classroom, the teacher began the lesson by greeting the students who still looked fresh because the class was

held in the morning. Before introducing the topic, she the teacher explained the importance of the research for the students so that they could cooperate with her.

After explaining the importance of the research, she introduced the topic about giving directions to the students. She gave some questions related to the topic to the students. The questions were how to get to Ramayana from STBA Prayoga, how to get to STBA Prayoga from the students' houses, and how to get to traditional market (Pasar Raya) from STBA Prayoga.

Then, the teacher divided the students into five groups, each of which consisted of five students who had different levels (low, middle, and high). After the students sat in groups, she gave them task to be done in groups. The task was that each member of the groups had to ask all members of his or her group how to get to their houses from STBA Prayoga. She also said that they had to use English while discussing. Nevertheless, some students still used Indonesian while asking friends and asking directions. Moreover, some students seemed to be reluctant to ask and give directions. Others looked interested in having discussion. The classroom was quite noisy because the talked each other actively and curiously.

After about twenty minutes, each group presented what they had discussed in the group. After all of the groups' presentations, the teacher gave their comments and reward as well. Then, she distributed a model of writing in the form of letter. The letter described about how to get a place where they wanted to meet. She gave some questions related to the letter to the students and guided them to construct their own ideas/knowledge about the model. Nevertheless, a few students seemed not to answer the questions actively and eagerly even though the teacher had tried to have them get involved.

Finally, she asked the students to write a composition how to get their houses or dormitories from STBA Prayoga individually based on the model that they had discussed. While they were working, the teacher monitored and helped the students who had difficulty in writing. After they finished writing, she collected the students' composition.

In the next meetings in this cycle, the teacher did similar activities on different topics and reviewed the previous materials.

d. Evaluation and Reflection

After distributing a questionnaire to 26 students who took English proficiency II and interviewing them, the team

concluded that the first problem (materials) and the second problem (method: the integration of the four skills) could be solved even though there were still few students who got difficulty. In addition, the third problem (the students' passiveness) which were dependent on their own learning motivation was still a problem for the teacher to be solved.

In addition, some components of CTL had not worked successfully yet. Questioning and learning community had not made all of the students get involved actively in the class activities. Some of them were still afraid to answer the teacher's questions and had not had friends who could cooperate well with them in their groups. Moreover, reflection had not made students more motivated than before in learning. As they said, reflection had no relationship with their motivation and activeness in the classroom. Nevertheless, the other components of CTL (constructivism, inquiry, modeling and authentic assessment) had worked. The teacher just needed to improve her efforts to apply these components so that they could work more successfully.

2. Second Cycle

There were three topics in the second cycle. This cycle was done in five meetings. The first meeting and the

second meeting were about likes and dislikes. The third meeting and the fourth meeting were about describing the students' bags and clothes. The fifth meeting was about describing building. The time for each meeting was 90 minutes.

a. Diagnosis

Based on the evaluation and reflection in the previous cycle, there were still some problems related to the students' passiveness in the class activities which were closely related to their own learning motivation. They were about the students' self confidence which made them not participate in the classroom. They were not confident because they were afraid to make mistakes especially in grammar. In addition, they were afraid in their friends laughed at them if they did not do well. They had lack of vocabulary, so they did not know how to say something in English even though they had ideas because what they wanted to say was just about their lives and experience.

The next problem was that the students did not use the time or chance to participate in the class activities. The reasons were almost the same as why they were not confident. They had lack of vocabulary, and lack of grammar. In addition, some of them were dependent on their mood. If they were in good mood,

they were active, but they were not, they were passive.

In addition, they did not have high willingness to do tasks inside the classroom and outside the classroom (at home) In conclusion, some students still have low motivation to study which made them not participate actively in the class. It means the problem that needed to be solved in this cycle was that the students' passiveness. The efforts to overcome the first problem and the second problem were needed to be maintained and even improved.

b. Plan

Based on the diagnosis above, the third problem will be the focus of this cycle to be solved besides the first and the second problems. Since there were still some problems related to the students' passiveness in the classroom activities, the following plan were set up:

- 1) Redesigning the activities to implement CTL to solve the third problem. Since there were some students who did not participate because of lack of vocabulary and grammar, there were some steps in teaching to discuss vocabulary and grammar implicitly with the entire students before dividing them into groups.
- 2) Rearranging the members of groups as some students found that they

did not cooperate well with them and they were not confident to speak to them.

- 3) Paying more attention to the lower students who were not confident, less motivated, and unwilling to study.
- 4) Approaching the students more individually and closely.

c. Action and Observation

This cycle was done in five meetings for three topics. The first meeting was about the students' likes and dislikes.

The class was held in the morning. When the teacher entered the classroom, almost all of the students had been there. As soon as the teacher came in, they too sat. The teacher greeted the students by saying good morning and the students replied good morning, too. Afterwards, she introduced the topic in that morning and asked some students about their likes and dislikes on food and music. The students seemed to be interested in answering her questions. Some of them said that they did not like "dangdut". Many of them liked rock, pop, and jazz. On the other hand, very few students kept silent for the first time after the teacher asked them. Then, the teacher gave the following questions which were easier to guide them to answer the previous

questions patiently and friendly. Finally, she spoke and answered the questions even though the answers were not complete. The teacher looked to appreciate them by saying "good". The class was quite noisy.

After giving some questions to the students about their likes and dislikes, the teacher wrote some unfamiliar words on the white board related to the topic and discussed the meaning of the words with the students. Then, she also asked the students' difficulty on the pattern of questions and describing likes and dislikes to the students as well as them with the students.

Then, the teacher divided the students into groups. Some groups had the same members as the previous cycle, yet the other groups had different members, which made them cooperate well. After they sat in their own groups, the teacher gave them a kind of questionnaire about likes and dislikes. Each member of the groups had to ask all members of her/his group based on the questions in the questionnaire. They had to use English while asking their friends. Then, they seemed to be busy to ask their friends about the questionnaire. While they were interviewing their friends, the teacher walked around to monitor the students' activities and help some students if they got difficulty. She also seemed to

approach a few students who really got difficulty more closely.

After twenty minutes, they were asked by the teacher to stop discussing and have presentation for the results of their discussion or interview. The teacher called the students randomly to present their reports. While a student was presenting his/her report, there were still a few students who did not listen to him/her. After all groups' presentations, she gave comments and rewards as well.

After that, she distributed a model of writing about one's likes and dislikes on food and music. The students had to read it in groups and discussed them by answering some questions given by the teacher. Then, the teacher guided them how to write their composition about their likes and dislikes based on the model.

Afterwards, she asked the students to write a composition about their likes and dislikes on food and music based on the model given. They did it for about twenty minutes. After they were finished, they collected the writing to the teacher. Finally, the teacher asked them to do reflection about what they had done and got and about what the teacher had done in their class. They could give their criticism to the teacher for improvement.

In the next meetings namely the second, third, fourth, and fifth meeting, the teacher almost did the same activities

with different topics. The students looked more active and interested.

d. Evaluation and Reflection

After distributing questionnaire and interviewing the students, the data were analyzed. First is about the first problem(materials). As discussed in the first cycle that the first problem could be solved, but the teacher needed to have more efforts to overcome them more successfully.

In conclusion, there had been some improvements of the students' interest, motivation which made them participate more actively in the class activities in this cycle compared to the first cycle, but there were still some problems found especially concerning the students' passiveness (the third problem). Even though the teacher tried to overcome the problems that the students had concerning their lack of vocabulary and grammar which decrease their self-confidence, activeness, motivation, and their willingness to do tasks, there were still a few students getting problems. After having interview with them, it was known that they still found problems in vocabulary and grammar. In addition, they had some personal problems which influenced their mood, motivation or willingness to study or do tasks. Moreover, they also said that

it was her character to be shy to speak in front of many people (friends).

About the first and second problems, there were no problems anymore, yet the teacher needed to improve her efforts to overcome these problems. It means that the problem which could not be solved well in this cycle was the third problem (the students' passiveness).

In addition, the components of questioning, learning community, and reflection had not worked well yet in this cycle even though there were some improvements of the students in this cycle compared to the first cycle. Some students said that they had not had friends who could cooperate well and made them confident to speak in their groups.

3. Cycle 3

a. Diagnosis

Based on the evaluation and reflection in the second cycle, there were still some problems related to the third problem (the students' passiveness). A few of the students still had low self-confidence, lack of motivation and willingness to do tasks, seldom used chances to get engaged actively in the class activities, and were not persistent to face difficulties which were caused by their lack of vocabulary, lack of grammar, and personal problems mentioned above.

In addition, from observation there were a few students who still used Indonesian while discussing in groups.

The first problem (materials) and the second problem (method: the integration of the four skills) just needed to be improved in this cycle.

In conclusion, the problems which needed to be solved or emphasized in the third cycle were almost the same in the second cycle, but the degree of problems were different based on the number of students who had problems and the degree of difficulties.

b. Plan

The plans in this cycle were not so different from the second cycle because in the third problem was also the focus of action. There were five meetings with three topics (comparing objects, people's ages and family members, talking about weekend, and describing the students' plans on vacation).

As discussed in the phase of diagnosis, the plans were set up as followings:

- 1) Redesigning activities to implement CTL with more focus on students' vocabulary and grammar. Grammar was discussed implicitly before having discussion in groups.

- 2) Monitoring students more carefully so that all of them used English while discussing.
- 3) Redesigning the students' groups so that they could have more suitable members who made them more confident to get involved in the discussion activity.
- 4) Giving more rewards to the students who got engaged in the class activities.
- 5) Approaching the students who had personal problems more friendly and closely.

c. Action and Observation

This cycle was not so different from the previous cycles, but there were some emphasis due to the problems that still emerged in the second cycle. The first difference was that the teacher gave longer time to the students to discuss more vocabulary which might be found in the topic being discussed. In addition, she gave more chance to the lower students who had limited vocabulary to give questions about the vocabulary that they had not understood. She, then, also discussed a little bit about grammar which was found in the topic implicitly with the students. She also tried to give more attention to the students who seldom got involved in the class activities and had

conversation with them while they were working in groups.

She also monitored them very carefully while they were working in their groups. She always walked around and talked with some students who still got difficulties. The students seemed to be active to talk to each other in English. Therefore, the classroom was noisy. In addition, she always reminded the students to use English, not Indonesian. In fact, almost all of the students used English in the class. Only two students did not use English all the time in the class. They sometimes used Indonesian. Moreover, she never corrected the students' mistakes directly and always encouraged them to speak English even though they made mistakes. She, even, gave more rewards to them even though their answers or what they talked about was not appropriate. The students seemed to be more creative and not afraid to speak to give their ideas.

She also asked some questions to the students about what their friends had presented in the class discussion. Therefore, most of the students seemed to be serious to listen to their friends' presentation. There were only very few students who were not serious.

d. Evaluation and Reflection

After distributing a questionnaire and interviewing the students, the data were analyzed. It can be concluded that there had been some significant improvements of the students' interest, motivation, and confidence which made them more active in the class. In addition, there were no problems about the first and second problem. It means that the teacher's efforts should be maintained and even improved. Talking about the third problem, it could be solved well even though there was a student who still got difficulty or was still quite passive because of her personal problems.

Moreover, it can be said that CTL could solve the three problems (materials, methods, and the students' passiveness). In other words, CTL could improve the teaching of integrated skills successfully.

V. Conclusions

From the research done in three cycles with three problems as the focus (materials, method: the integration of the four skills, and the students' passiveness), the conclusions are as follows:

1. All of the students are more interested in the materials which are related to their lives and experience as a member of a family, a society, and a school.

2. The students find easier to get involved in the four skill activities after the teacher connects materials in one skill to other skills.
3. The students are more motivated to study integrated skill class (English proficiency), which makes them more active to get involved in the class. In other words, CTL can make the students more active than before or CTL can solve the third problem. This can be known from questionnaire and interview about their motivation.
4. The students are more confident to get engaged in the class activities, which makes them more active in the class.
5. CTL has successfully solved the three problems (materials, methods: the integration of the four skills, and the students' passiveness).

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