

The Implementation of Contextual Teaching and Learning in Teaching Speaking

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Abstract

Penelitian tindakan kelas ini dilakukan untuk mengetahui apakah penerapan CTL dapat meningkatkan prestasi berbicara siswa, partisipasi siswa dalam proses pembelajaran, prestasi guru. Penelitian ini menggunakan prosedur penelitian tindakan kelas. Subjek dalam penelitian ini adalah murid kelas X TKJ 1 SMK PERSADA Bandar Lampung yang berjumlah 22 murid. Tes berbicara dan pengamatan digunakan sebagai alat pengambilan data. Hasilnya menunjukkan bahwa penerapan CTL dapat meningkatkan prestasi berbicara siswa, partisipasi siswa dan prestasi guru.

This classroom action research was to find out whether the implementation of Contextual Teaching Learning (CTL) improved the students' speaking achievement, students' participation in teaching learning process, and teacher's performance. This research used the procedure of classroom action. The subjects of this research were 22 students of the second grade of X TKJ 1SMK PERSADA Bandar Lampung. The data were collected through the speaking test and observation. The result showed that the implementation of CTL significantly improved the students' speaking achievement, students' participation, and teacher's performance.

Keywords: *contextual teaching and learning, implementation, teaching speaking.*

INTRODUCTION

In general, language is used as a means of communication. In Indonesia, English is taught to make its people able to communicate in the international situations. English is the first foreign language taught at schools in Indonesia. It has become a compulsory subject that is taught and learnt at some elementary schools up to university level. The goal of the teaching of english stated in the curriculum for english subject is that students are projected to be able to master and use the language skills for any relevant needs and situations.

Speaking is one of the important skills that the students have to master. By speaking, students 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 other skills. In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently. Actually, we know that the curriculum develops into some changing year by year. The recent and famous curriculum is school-based curriculum. One of the components of that curriculum is CTL.

Contextual here is an approach in teaching and learning. CTL means teaching learning concept that suggests the students to apply what they have learned into their real life experiences.

Based on writer's pre-observation in the SMK PERSADA Bandar Lampung, most of the students are not able to reluctant to speak and have low ability in speaking, because they think that speaking is difficult. That is why their speaking score has not 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 can be achieved. In pre-observation, The researcher also found the inappropriate way of teaching used by the teacher. The teacher taught speaking by explaining the form of sentence, drilling it to students and asking students to do some written exercises at students' work sheet or LKS (Lembar Kerja Siswa), This made the students passive and the they only knew the form of sentences but they were not able to implement it to their real world through speaking and writing. So, speaking class became writing class and students did not have enough chance to speak.

Based on the background above, the research problems could be stated''(1) Can the implementation of CTL improve the students's speaking achievement at the second grade of SMK PERSADA bandar lampung ? and (2) Can the implementation of CTL improve students'participation in teaching learning process ? and also (3) Can the implementation of CTL improve teacher's performance?''.

According to Muslich (2007:41), CTL is a learning concept which helps teacher to relate learning material to concrete students' real world, and support students to connect between knowledge which they have and its application in their daily life. According to Johnson (2002), CTL is a system for teaching that is grounded in brain research. Brain research indicates that we learn best when we see meaning in new tasks and material, and we discover meaning when we are able to connect new information with our existing knowledge and experiences. Students learn best, according to neuro science, when they can connect the content of academic lessons with the context of their own daily lives.

Nurhadi (2002) states that there are seven components of CTL. First, Constructivism, it is the basis of

thinking (philosophy) of CTL approach, namely that human knowledge is built by little, the result is extended through a context of limited (narrow) and not all of a sudden. Second, Inquiry, it is the core part of the activities of CTL. Skills and knowledge acquired by students are not the result of considering a set of facts, but the result of finding themselves. Third, Questioning, it is the knowledge that someone has is originated from the "ask". Questioning is the main strategy of the CTL-based learning. Questioning in teaching and learning is seen as activities to encourage, guide, and assess students' thinking abilities. For the students, questioning activity is an important part in implementing inquiry based learning, which is digging up information, confirming what is already known, and draws attention to aspects not known yet. Fourth, learning community, it is the concept of learning community that suggested learning outcomes gained from cooperation with others. Learning results obtained from the "sharing" between friends, between groups and between who know and who do not know. Fifth, Modeling, It means that in a learning particular skills or knowledge, there are models that can be imitated. The model can be a way to operate something, a way to throw ball in sport, a way to spell English, or the teacher gives an example of how to do things. Sixth, Reflection, it is a way of

thinking about what's new in learning or thinking back about what has been done in the past. Finally, Authentic Assessment, it is the process of collecting various data that could give students learning progress. The student progress should be known by teachers in order to ensure that students' experience of the learning process is done correctly.

Method

This study used qualitative and quantitative approach. It is because by this approach the information could be seen clearly by the explanation of words and the explanation from the informants. Taylor in Moleong (2002) defines "qualitative methodology" as research procedure which produces descriptive data in written or oral speech from people and behavior observed. The type of this study was descriptive study. That meant to describe the implementation of contextual English teaching and learning at the seven grade students of SMK PERSADA Bandar Lampung.

The study took place at the seventh grade in SMK PERSADA Bandar Lampung which is located at JL.Imam Bonjol KM No. 8 Kemiling Permai. This study was conducted from February 1 to February 6, 2017. The subjects of this study was an English

teacher at SMK PERSADA Bandar Lampung. The class consisted of 22 students.

On this study, the researcher used the procedure of classroom action research designed by Arikunto (2006:16) According to him, the research procedure in a classroom action research consists of planning, implementing, observing and reflecting. There were two indicators used in this research. They are learning product and learning process. Learning product was in the form of students' speaking test score while learning process was in the form of the observation report of the observer. To collect the data, the researcher used 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 are the data of learning process and the data of learning product. The data analysis is carried out 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. The learning product for speaking ability improvement was analyzed by comparing the mean score from each cycle and the percentage of high score. If 80% of students has achieved 72 or more then it can be assumed that CTL can be used to improve students speaking ability. The result of the observation sheet was analyzed after every cycle was conduct. Since the observation was done for observing the students' activities and also the teacher's performance, the researcher analyzed the result of the observation separately. After gathering data from observing the students' learning activities, counting the number of activities done by the students was the step done in this activity. For calculating the percentage of students' activities the following formula was used:

$$\% A = A/n \times 100\%$$

Note :

%A : percentage of students' activities

A : number of students' activities observed

n : number of students in the class

FINDINGS

In cycle 1 the students' speaking achievement indicates that there is 1 student (4.54 %) who reaches score 75-84. This student were able to practice telling daily activity in spoken form. There are 6 students (27.27%) who got 55-64. When they were speaking there were several weakness in their pronunciation (for example they pronounce 'night' as night), fluency (they need to think first before delivering meaning in English, sometimes they forced into silence). There are 2 students (9.09%) who reach score 35-54, this means that the students' speaking ability was poor. They had many weaknesses in pronunciation, grammar, fluency, vocabulary and comprehension. In cycle 1 there were only 14 students (63.63%) whose score achieved the target of the indicator. It means that the result of the first cycle does not fulfil the research indicator yet. In cycle 2 there was 1 student (4.54), who reaches score 85-100 in speaking test. It means that the student was able to practice the dialogue very well in pronunciation, fluency and comprehensibility. There were 14 students (63.63%) who could reach score 75-84 in speaking test it means that they could make conversation about school regulation in good pronunciation, fluency, and comprehensibility. In addition, there

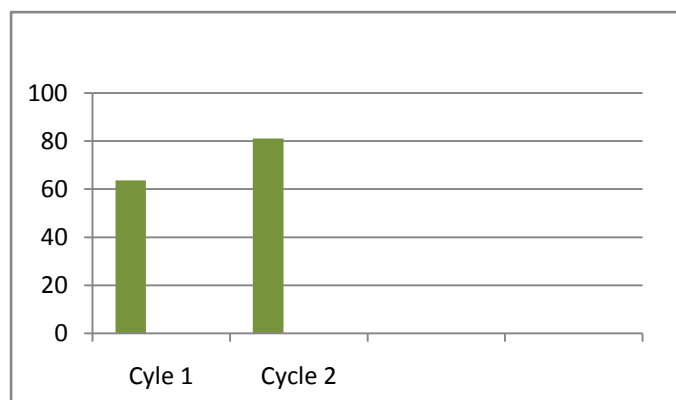
were 3 students (13.63%) who could reach score 65-74. This fact shows that more than 80% of the students were good enough in speaking test talking about describing personality. Meanwhile, there was 1 students (4.54%) who got score 35-54. Based on the explanation above, there were 18 students (81.81%) who got score more than 65. It means that the teaching and learning process in the second cycle in which CTL was implemented were able to fulfil the target stated in the indicator of this research for the product, that is 80% of the students should be able to reach score at least 65 for their speaking ability.

The students' activities during the teaching learning process in cycle 1, there were 14 students (63.63%) of 22 students who did the activities during the teaching learning process actively. Meanwhile, The indicator of the research is 80%. in cycle 2, the researcher got the data, that is, there were 19 students (86.36%) out of 22 students who did activities more than 70% observed by the observer. According to Arikunto (1993:210), if more than 75 % of the students are actively involved in teaching learning activities, it can be categorized as a good level. It means that the target stated in the indicator of the students' activities has been achieved .

In teachers' performance in cycle 1 the teacher got 70 for her teaching performance. In cycle 2, the teachers' got score 84. The indicator of the research for the teaching performance is, if the teacher can get score at least 80% for the teaching performance, it means that the application of CTL can improve the teacher's teaching.

DISCUSSION

Graph 1. The Students' Speaking Achievement

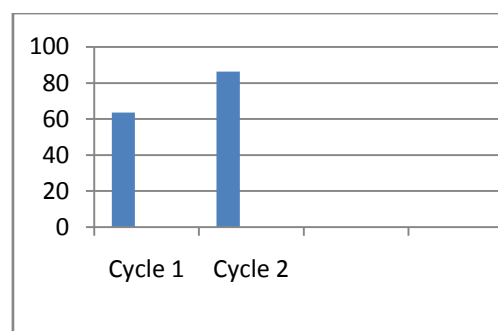


The graph above shows the improvement of the students' speaking score from the first cycle to the second cycle. In the first cycle there were 14 students or 63.63% whose score is 65 or more. Hence the

second cycle should be conducted. After the second cycle was conducted, the indicator of the research could be achieved since there are approximately 18 students or 81.81% of all students get score 65 and even more. From the explanation above, it can be concluded that there was an improvement in students' speaking achievement about 18.18%.

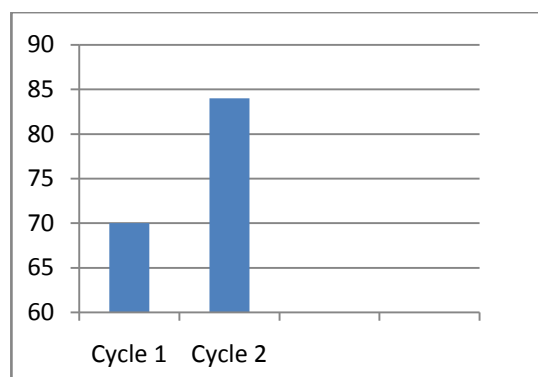
The indicator of research for the students' activities is, if at least 80% of the students do at least 80% of teaching and learning activities, it means that the application of CTL by using learning together strategy is applicable to improve the students' speaking ability. The researcher decide to set 80% as the target since according to Arikunto (1993:10), 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 the students' activities are be shows in the following graph:

Graph2. The Students' Participation Achievements



From the graph above, it can be seen that in the first cycle there are 14 students or 63.63% from 22 students who were actively involved in teaching learning process. It means that the indicator of the research for students could not be achieved 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 19 students or 86.36% of the students who were actively involved in the teaching learning process. There was an improvement in students' participation about 22.73%.

Graph 3 The Teacher Performance Achievements



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

CONCLUSION

Referring to the research finding and discussion, it can be concluded that : First, CTL is applicable to improve the students' speaking achievement in speaking aspects. The problemfaced by the students can be solved after CTL was implemented. CTL can improve students' speaking score or achievement. It can be seen from the increase of the students scores from cycle 1 (63.63%) to cycle 2 (81.81%)

after CTL was implemented. Second, the improvement also occurs in students' participation.

By implementing CTL, the students become more active to follow the class and they become more joyful in learning speaking. Since CTL provided a chance to the students to work in group and share their ideas to other friends, so they enjoyed 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 strategy 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. Third, CTL has a positive effect toward teacher's performance. Because CTL has seven components that gave opportunities to the teacher to develop her strategy, So, the teacher is able to create a strategy that formulates the students to be active in teaching learning process.

SUGGESTION

Based on those previous findings, English teachers' are recommended to use CTL in teaching their students' since CTL can improve students' speaking achievement and it can make

the students involved in teaching learning process, enables the students to be more active in the classroom activities. The teacher should motivate students to be active in the classroom by giving them the activity that can stimulate interaction and not be afraid of making mistakes by indirectly correcting when they make mistakes. 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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