

**THE IMPLEMENTATION OF CONTEXTUAL TEACHING
LEARNING (CTL) IN TEACHING SPEAKING AT THE
EIGHTH GRADE STUDENTS OF THE FIRST SEMESTER
AT SMPN 1 TANJUNG BINTANG LAMPUNG SELATAN
IN THE ACADEMIC YEAR 2021/2022**

A Thesis

Submitted as Partial Fulfillment of the Requirements for S1-Degree

By

FITRIA DEWI NURFATIN

NPM. 1411040261

Study program : English Education
Advisor : Meisuri, M.Pd
Co.Advisor : Istiqomah Nur R., M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2022**

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ABSTRACT

THE IMPLEMENTATION OF CONTEXTUAL TEACHING LEARNING (CTL) IN TEACHING SPEAKING AT THE EIGHTH GRADE STUDENTS OF THE FIRST SEMESTER AT SMPN 1 TANJUNG BINTANG LAMPUNG SELATAN IN THE ACADEMIC YEAR 2021/2022

By
FITRIA DEWI NURFATIN

Guideline of educational unit level curriculum (K13) 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 K13 for English subject, namely, listening, speaking, reading, and writing. Speaking is one the important skills that the students have to master. By speaking, we can convey information and ideas, and maintain social relationship by communicating with other.

This Classroom Action Research was conducted to find out whether the Implementation of Contextual Teaching Learning (CTL) improves the students speaking achievement and teaching learning process. The subject of the research was the eighth grade students of SMPN 1 Tanjung Bintang Lampung Selatan.

The result of the research proves the Contextual Teaching Learning (CTL) improve the students speaking ability. The indicators of the research are concerned of the learning Product and learning process. The indicator of the learning product was 80% off the students pass the passing grade which is 65 while the learning process was 80% for teaching performance. In second cycle, both of the indicator of the research that were for learning product and learning process were achieved. In students speaking score , 83.78% in students passed the passing grade. In teaching learning process , 86.48% students were actively involved and the teacher got score 83 for teaching and performance. Based on the data, the researcher concludes 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.

Keyword:

Contextual Teaching Learning, Classroom Action Research, Teaching Speaking





KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmín Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

Title : **THE IMPLEMENTATION OF CONTEXTUAL TEACHING LEARNING (CTL) IN TEACHING SPEAKING AT THE EIGHTH GRADE STUDENTS OF THE FIRST SEMESTER AT SMPN 1 TANJUNG BINTANG LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2021/2022**

Student's Name : **Fitria Dewi Nurfatmá**
Student's Number : **1411040261**
Study Program : **English Education**
Faculty : **Tarbiyah and Teacher Training**

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic University,
Raden Intan Lampung

Advisor,

Meisuri, M.Pd
NIP. 19800515 200312 2 004

Co-Advisor,

Istiqomah Nur.R., M.Pd
NIP. -

The Chairperson of
English Education Study Program

Meisuri, M.Pd
NIP. 19800515 200312 2 004



**KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarane Bandar Lampung Telp. (0721)703260

ADMISSION

A thesis entitled: **THE IMPLEMENTATION OF CONTEXTUAL TEACHING LEARNING AT THE EIGHTH GRADE STUDENTS OF THE FIRST SEMESTER AT SMPN 1 TANJUNG BINTANG LAMPUNG SELATAN IN THE ACADEMIC YEAR 2021/2022.** By: **Fitria Dewi Nurfatim, NPM: 1411040261, Study Program: English Education**, was tested and defended in the final examination session held on: **Thursday, Desember 23th 2021.**

Board of Examiners:

The Chairperson : Dr. M. Muhassin, M.Hum

The Secretary : Sugeng Riyadi, M.Pd

The Primary Examiner : Nurul Puspita, M.Pd

The First Co-Examiner : Meisuri, M.Pd

The Second Co-Examiner : Istiqomah Nur.R., M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Nur Diana, M.Pd

NIP.196408281988002002



DECLARATION

I hereby certify that this thesis entitled: The Implementation Of Contextual Teaching Learning At The Eighth Grade Students Of The First Semester At SMPN 1 Tanjung Bintang Lampung Selatan in the Academic Year 2021/2022 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung,

2022

Declared by,



Fitria Dewi Nurfatih

NPM.1411040261



MOTTO

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ
فِي ذَلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ﴿٢٢﴾

And among His Signs is the creation of the heavens and the earth, and the variation in your languages and your colors: verily in that are Signs for those who know. ¹ (Q.S.Ar-Ruum : 22)

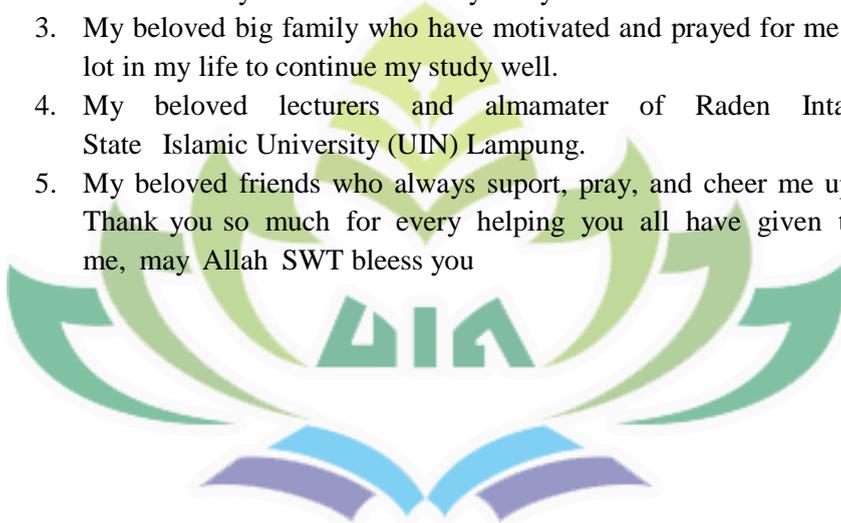


¹ Maulawi Sher 'Ali, The Holy Qur'an, Arabic Text and English Translation, Islam International Publications Limited, UK, 2004, p. 752

DEDICATION

Praise and gratitude be to Allah SWT for his abundant blessing for me, and from my deep of heart and great of love, this thesis is dedicated to:

1. My beloved parents, Mr. Suratman,M.Pd. and Mrs. Pariyati who always support, advice, love and keep on praying for my life. The biggest thanks to both of my parents, I highly love you so much, father and mother.
2. My beloved child, Maulida Liona Putri who have motivated for me a lot in my life to continue my study well.
3. My beloved big family who have motivated and prayed for me a lot in my life to continue my study well.
4. My beloved lecturers and almamater of Raden Intan State Islamic University (UIN) Lampung.
5. My beloved friends who always suport, pray, and cheer me up. Thank you so much for every helping you all have given to me, may Allah SWT bless you



CURRICULUM VITAE

Fitria Dewi Nurfatim was born on February, 17th 1996 in Tanjung Bintang, South Lampung. She is the second child of Mr. Suratman, M.Pd. and Ms. Pariyati. She has two siblings, her older sister named Aisyah Fitria Addien and her young brother named Surya Mushofa Shodiq.

She began her study to SD Negeri 4 Jatibaru, Tanjung Bintang in 2002 and finished in 2008. Then she continued her study to MTs Negeri 2 Bandar Lampung, and ended in 2011. After that, she enrolled to SMA Negeri 1 Tanjung Bintang, South Lampung and graduated in 2014.

After graduating from Senior High School, she decided to expand her study to Raden Intan State Institute of Islamic Studies (IAIN) Lampung as an S1-Degree student of Tarbiyah and Teacher Training Faculty majoring in English Educatio, but in 2017 Raden Intan State Institute of Islamic Studies (IAIN) Lampung was transformed to Raden Intan State Islamic University (UIN) Lampung



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First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations are upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “The Implementation Of Contextual Teaching Learning At The Eighth Grade Students Of The First Semester At SMPN 1 Tanjung Bintang Lampung Selatan In The Academic Year 2021/2022” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd as the chairperson of English Education Study Program of UIN Raden Intan Lampung and as the first advisor for his guidance help and countless time given to the researcher to finish this final project.
3. Istiqomah Nur,R., M.Pd, the second advisor who has spent countless hours correcting this final project for its betterment.
5. All lecturers and the students at English Education Study Program of UIN Raden Intan Lampung who gave the guidance and spirit in conducting this research and also gave permission and helping the researcher to conduct the research. .

6. All friends of English Education Study Program of UIN Raden Intan Lampung, especially my beloved friends in PBI C class.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung,
The Researcher,

2022



Fitria Dewi Nurfatin
NPM.1411040261



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CHAPTER I

INTRODUCTION

A. Background of the Problems

Speaking is one of the important skills that the students have to master. By speaking, we can convey information and ideas, and maintain social relationships by communicating with others. Communication skills are the primary goal of foreign language teaching, so speaking puts other skills in the foreground. In addition, the majority of language learners around the world learn English in order to be able to communicate fluently.

Many language learners regard speaking ability as the measure of knowing a language. That is why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishment in spoken communication. In contrast, for most students, speaking is the hardest part when they are learning a foreign language. English students tend to have difficulty speaking in English in a simple form of dialogue or even to tell their ideas, utterances in English. This condition may be caused by two reasons. First, it is caused by the minimal participation of students during the teaching learning process in the classroom. Students are expected to be silent unless they are called upon to answer the question. This creates an unsupportive and discouraging environment for language learners. As a consequence, most students cannot participate in speaking English since they do not get enough exposure to the language.

The second is the way the teacher delivers the materials in the classroom. The teacher depends on the textbook and it becomes the only source in the classroom. Commonly, oral tests are done in written tasks rather than oral activities. Learning speaking becomes a matter of book-based activities and emphasizes largely on grammar rules instead of giving speaking practice. As a result, speaking targets will not be

accomplished and the student will not learn to communicate orally because language is solely from a book and written task.

Based on writer's pre observation in the SMPN I Tanjung Bintang, most of the student 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 student speaking ability and hopefully the standard score for speaking will be achieved. She found that when the students were asked to present the dialogue, they got some difficulties in expressing their ideas so the listener cannot receive the message in communication well. There are lots offillers, such as *umm* and *err*, in accuracy, there are many mismatch auxiliaries such as you is my friend and she do not know. On other words, their speaking was not comprehensible even though they have learned English since they were students of elementary school. Their ability to express their mind or ideas up is still too limited. This fact was found when their speaking was reated, most of students failed to pass the standard goal that is 65.

In pre observation, researcher also found the inappropriateness 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 this made the students passive and the students only know the form of sentences but they were not able to implement it to their real world. They were able to write well but cannot implement it orally when it is needed. Speaking class became writing class and students did not have enough chance to speak.

The low ability of students also due to the lack information about the context of lesson that made the students had limited idea in discussion. This condition made students' performance at speaking presentation in front of the class worse. The presenter could not deliver their material well because they were not able to speak and the listener also could not respond it well because first, listener did not get the point of material and secondly because they could not express their idea too.

So, discussion can so slow and booring. The last, speaking goals could not be reached.

Due to the use of teaching aid, the teacher only used the text book. Students' speaking ability became worse because they did not have sufficient source as the references. They just focused on the example provided in their text book. Meanwhile the successful language learner needed in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together.¹

Due to the results of pre observation, researcher discussed with the teacher about the problem in the classroom and researcher assumed that the students' problems were fear of being blamed, little chance for exercising, little sources, and boredom and in appropriate way of teaching. By taking look the problems of the students, the researcher along with the teacher triggered to implement contextual teaching learning in classroom action research due to its benefits.

To solve the problems above, it is very important for the teacher to find out a better way to make students feel interesting in using English in their daily lives. In this case, teacher should consider the way of teaching speaking in order to make students involve in teaching learning process, and to build students interest in using English. Contextual teaching Learning (CTL) is considered as an alternative.

The philosophy of contextual approach is emphasizes on the students interest and their experience. Contextual teaching and learning is a concept of learning which help teacher to relate the materials being taught to the student real world and encourage student to relate their knowledge in their daily activity. Therefore, the students have more time to expose their skill in the classroom with the result that their speaking achievement to increase. Besides, CTL relates to subject matter content to real world situation that is needed during the teaching learning process so that the student know the benefit of learning in the classroom.

¹ Richard Lynch, 2003. *Contextual Teaching and Learning Project brief*. (Wikipedia,2010),p.12

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 researchers on Contextual Teaching and Learning (CTL) have been conducted to increase students' speaking achievement. First, Lynch and Spears in their research found that implementation of CTL positively impacted on students' speaking achievement since it enriches subject matter and increases students' mastery of subject matter. Second, Flora in her research stated that there was a significant difference between the students speaking achievement through the implementation of CTL.² Then, in her research found that through CTL, students were actively engaged and encouraged to speak up and communicate in the classroom that result in their speaking achievement increased.³ in her research found that the students' achievement taught through CTL had significant difference than teacher's way of teaching. 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 appropriate 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".

² Flora et al. *Meningkatkan Kemampuan Bahasa Inggris Siswa Kelas 1 SMU YP Unila melalui Pendekatan Kontekstual*. Bandar Lampung. Universitas Lampung,(Book,2011)

³ Okta Sister, *The Implementation of Contextual Teaching Learning in encouraging Students of SMA N 5 Bandar Lampung To Speak In English*. (FKIP Unila Bandar Lampung: Unpublished Thesis,2012)

B. Formulation of the Research

Based on the background above, the writer formulated the problem as follow:

- How can implementation of Contextual Teaching Learning (CTL) improve the student's speaking achievement?
- How can the Implementation of Contextual Teaching Learning (CTL) improve the student's participation in teaching learning process?
- How can the implementation of Contextual Teaching Learning improve teacher performances?

C. Objectives of the Research

In relation to the formulation of the problem above, the objective of the classroom action research was to find out how the Implementation of Contextual Teaching learning improves the students' speaking achievement and teaching learning process.

D. Significant of the Research

The uses of this research are:

1. Theoretically, this research can be used to support the previous theorys of Contextual Teaching Learning (CTL).
2. Practically, this research can be useful for English teacher to implementation CTL to improve their students' speaking achievement.

E. Scope of the Research

This classroom action research was conducted in the eighth grade of SMPN I Tanjung Bintang Lampung Selatan with own class as subject of the research. The class was VIII F which consists of 36 students. The reason why the researcher used this class because it is the best class but their ability of speaking is still low.

The focus of the research was teaching learning process within the implementation of Contextual Teaching Learning. The Writer conducted the research on the “on going” process by analyzing how the teaching learning process occurred in the implementation of CTL in teaching speaking. The research was limited only in particular themes taken from the 2013 English curriculum of junior high school.

F. Definition of the Terms

1. Contextual education and learning associates knowledge in everyday life by associating the materials taught by the teacher with the student's real world and by implementing all seven key elements of the educational learning process. Encouraging learning concept.
2. Speaking is a production skill in which the speaker expresses a series of thoughts and generates and uses language when she/he is trying to convey ideas or information.
3. Teaching to speak means teaching how to use language to convey communication, ideas, thoughts, and even emotions to others.
4. CTL teaching oral English means that teachers teach students how to communicate efficiently by linking the given materials with the inner world of students' memories, experiences and reactions.

CHAPTER II LITERATURE REVIEW

A. Concept of Contextual Teaching Learning

Most students in our school cannot establish a connection between what they have learned and how they should be used. This is because the way they process information and their learning motivation are affected by traditional classroom teaching methods. Therefore, English teachers should strive to find and create a new material presentation mode to strengthen, expand and apply students' academic knowledge and skills in various on-campus and off-campus environments to solve simulation problems. Or real world problems.

Contextual education and learning is a concept of education and learning that helps teachers relate the content of the subject to real-world situations. Connect knowledge and its applications to family, citizen and worker life and motivate students to engage in the hard work needed for learning⁴. Contextual learning and learning is a concept of education and learning that helps teachers relates the content of the subject to the actual situation. Connect knowledge and its applications with family, citizens and work life and motivate students to do the hard work needed for learning.

According to the contextual learning theory, learning only occurs when students process new information or knowledge in their own frame of reference (the inner world of their own memories, experiences, and reactions). This method of learning and teaching assumes that the brain naturally finds meaning in context by looking for meaningful and useful relationships. Situational teaching is considered a convincing alternative to English teaching. Learning only takes place when students process new information or new knowledge within their own criteria (inside their memories, experiences, and reactions). This method of learning and education presupposes that the

⁴ R.G.Berns, and P.M. Erickson, "*Contextual Teaching and Learning: Preparing Students for the New Economy*", p.23

brain naturally finds meaning in context by looking for meaningful and useful relationships. Situational education is considered a compelling alternative to teaching English

This idea is backed up by a previous study by Flora which said that relating subject matter to the real world during the teaching-learning process is urgently needed in order for students to understand the benefits of classroom learning. John Dewey in Laily further notes that contextual teaching-learning is geared towards the interests of the students and their experiences.

Johnson, on the other hand, CTL help students understand the meaning of the academic material they are studying by linking scholarship to the context of everyday life, the context of personal, social and cultural situations. Is defined as an educational process aimed at.⁵ CTL help students understand the meaning of the academic material they are studying by linking science to the context of everyday life, personal, social and cultural situations. It is defined as a desirable educational process.

Contextual education and learning encourages students to associate knowledge in their daily lives by associating the materials taught by teachers with the real world and implementing all seven key elements of the educational learning process. The concept of learning to do. The seven elements are constructivism, questioning, inquiry, community learning, modeling, introspection, and genuine evaluation. Contextual learning and learning encourages students to connect knowledge in their daily lives by associating teacher-taught materials with the real world and implementing all seven key elements of the educational learning process. The seven elements are constructivism, questions, exploration, community learning, modeling, introspection, and actual assessment.

⁵ Johnson Elaine, *Contextual Teaching and Learning: what it is and why it's here to stay.*(California: Corwin Press,2012).p.231.

B. The Elements of Contextual Teaching And Learning

Depdiknas defines each element of contextual teaching and learning as follows:

1. Constructivism

Knowledge is found and built by oneself or by the students themselves not just the knowledge given by another person that is ready to be memorized. This point claims that knowledge is not a set of facts or concepts of rules that come accidentally. Knowledge grows through exposure and the understanding becomes deeper and stronger if one test is againsts new encounters. It means that in this stage students are actively involved in learning process based on the previous knowledge (entry behaviour). They will achieve goal based on their prior knowledge and use their own styles to achieve the goal.

2. Inquiry

Inquiry is the core in contextual teaching learning activities. It is a cycling process of observing, questioning, investigating, analyzing, and concluding. In other words, it can be said that the students find out something by themselves. In this process the students have chance to observe the phenomenon. They try to explain and describe the phenomenon being observed. Then, based on their observation, they try to test what they have observed and finally make conclusion.

3. Questioning

In contextual teaching and learning the questioning should not be dominated by the teacher. In teaching and learning process, questioning is seen as teacher's activity to motivate, provide, and asses thinking ability. The teacher should provide or create situation that makes the students to have curiosity. Curiosity leads automatically to a live teaching learning atmosphere because students are supposed to ask question either to their teacher or

friends. The survey process can be organized between teacher and students, students with teacher and students with students.

4. Learning Community

The principle of learning community is that learning ingroup will give better result than learning alone since students will share their knowledge to help other friends who have difficulties.it is suggested by Falsetti that should be of mixed abilities, so that beginning students can learn from more advanced ones.⁶ By sharing knowledge, the student who knows will tell the others who do not know and the students who do not will ask the students who knows. In line with this, freeman states that in group, students can learn from each other as well as the teacher. Corporation is encouraged.⁷

5. Modelling

Giving example plays or that we called as modeling is an important role in teaching learning process. Modelling can be in the form of something that can be imitated by the students, for example do the task by what the teacher already give the example for them. Contextual teaching and learning requires either the teacher or the students themselves to be the models at the classroom activities. It means that the teacher is not the only person who is responsible for giving the model or the example.

6. Reflection

Reflection is a way of reflecting on what we have learned. Students and educators review and comment on events, activities, and experiences. They also write down what they have learned, felt, and new ideas have emerged. This element is commonly found in messages. Self-assessment (to use Underhill's reflective

⁶ Laily martini, “*The Implemtation of Teaching Simple Past tense thought CTL at SMP N 2 bandar lampung.Unpublished Thesis,(FKIP Unila, Bandar Lampung,2010).*p.78.

⁷ Freeman Larsen-Diane. *Techniques A Scientific Approach. Grow Hill Publishing Company. (Bombay, New Delhi).*p342.

term) allows students to take more responsibility to help their progress. In addition, it is said that self-esteem can be introspective, when a student is asked about his experience in a foreign language and assessed himself in terms of a certain state.⁸

7. Authentic Assessment

Genuine assessments are multiple forms of assessment that reflect the student's learning outcomes in education-related classroom activities. It is used to explain the student's actual ability to the subject. Contextual Education Learning aims to build knowledge or skills in a meaningful way by drawing students into real-life or real context.⁹ Genuine assessment aims to assess a student's abilities in a real-world context. A genuine assessment is a kind of effective assessment because it is not only done during that period, but also integrated with educational and learning activities. There are many ways to make a genuine evaluation. For example, discussions, debates, and projects that express textual ideas.

From the 7th element of the CTL above, teachers focused their research only by emphasizing the two, and they learned and investigated together. This was done because researchers wanted to focus their research on more specific areas. This does not mean that other factors were not used in this survey, but the percentage of use is focused on community learning and research speaking skill..

C. Approaches for implementing CTL

In order to implement CTL, a variety of teaching methods can be used. Over the years, five teaching methods have emerged, with context as a key component. They involve students in an active

⁸ Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2010), p.219

⁹ H.Douglas Brown, *Teaching by Principle, An Interaction Approach to Language Pedagogy*,(Prentice Hall, New Jersey, 2011), p. 335

learning process.¹⁰ These methods are not discrete. They can be used alone or in combination with other one or more. Although different in the literature, the following definitions are intended to capture the essence of the concept as a means to implement CTL.

1. Problem-based learning. This is a way to involve learners in problem-solving surveys. It integrates skills and concepts from many content areas. This approach involves gathering information around a problem, synthesizing it, and presenting the findings to others. Cooperative learning.¹¹ Cooperative learning is defined as a method of organizing teaching using small learning groups, where students work together to achieve their learning goals.
2. Project-based learning. Project-based learning is a method that focuses on the central concepts and principles of a subject, allowing students to participate in problem-solving surveys and other meaningful tasks, allowing students to work autonomously to build their own learning, and ultimately form a realistic product.¹²
3. Service training. It is an approach that puts newly acquired (or developing) knowledge and skills into practice to meet the needs of the community through projects and activities. On-the-job training. It can be defined as an approach that combines workplace or workplace-like activities with instructional content for the benefit of students who are often in business.

In this study, researchers chose collaborative learning as an approach for implementing CTL. Researchers have focused their lesson plans on collaborative learning strategies. The selected collaborative learning strategy is Learning Together (LT). Next, researchers can implement using this strategy They chose more than one ability. In other words, learning together is appropriate for the CTL element chosen by the teacher, so researchers emphasized the strategies to

¹⁰ Sugiyono, *Metode Penelitian Pendekatan Pendidikan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p.56

¹¹ R.G.Berns, and P.M. Erickson, *op cit.*p.46

¹² R.G.Berns, and P.M. Erickson, *op cit.*p.65

learn together when conducting research. I was learning about community and exploration.

D. Concept of Speaking

Speaking is a production skill in which the speaker expresses a series of thoughts and generates and uses language when she/he is trying to convey ideas or information. In this case, there is a process of giving a message, called the encoding process. At the same time, there is a process of understanding the first speaker's information.

Scott describes a speech as an event involving two (or more) people. Participants are both listeners and speakers. They must respond to what they hear and contribute quickly.¹³ In other words, each participant must have an intention or set of intentions that he wants to achieve in the interaction. Each participant must be able to explain what was said to him and answer in the language he has that reflects his own intentions.

Speaking is a language tool and its main purpose is communication. It is clear from this definition that students learn to speak in order to be able to communicate. Language is meant for communication, and in communication the speaker has a choice not only about what to say, but also about how to say it.

We try to communicate with each other and use our language to make others understand. That oral or oral communication is a two-way process between the speaker and the listener, involving productive and receptive comprehension skills. This means that we try to communicate with each other and use our language to send our information to other people (listeners). Defining speech as the expressive sound counterpart of the audience requires more complex abilities. He added that spoken language is direct communication.

¹³ Elaine Johnson. Contextual Teaching Learning: What it is and why it's here to stay. Corwin press, inc. (California:2011).p.243

At the same time, describe speaking as the ability to express oneself in life, or the ability to report behavior or situations in accurate language, or the ability to talk, or the ability to express a series of ideas fluently.

This idea means that speaking places more emphasis on the individual's ability to convey something in the language he possesses, whether it is in the form of expressions, reports, etc.

From the above definition, it can be said that speaking is a two-way process between the speaker and the listener, which involves encoding and decoding processes. The former leads to the process of proposing ideas or making the listener understand, while the latter leads to the process of obtaining the speaker's ideas. Through these processes, people interact with others.

The conversation should meet the following aspects, namely:

1. Fluency

Fluency in a language can be defined as the ability to speak fluently and accurately. Fluency signs include a reasonably fast speaking rate and few pauses. Fluency refers to the ease and speed of speech. Fluency is the fluency or fluency with which sounds, syllables, words and phrases connect together when speaking. This means that when a person is in dialogue with another person, the other person can easily respond well.

2. Grammar

Heaton defines grammar as a student's ability to manipulate structures and distinguish between proper grammar forms and proper grammar forms. Syakur, on the other hand, defines grammar as the correct arrangement of conversation.¹⁴

3. Vocabulary

Without sufficient vocabulary, you will not be able to communicate effectively or express your ideas verbally.

¹⁴ Syakur. *Language testing and Evaluation*. (Surakarta:2009).p.13

Therefore, vocabulary means the proper wording used in communication, as Syakur states.¹⁵

4. Pronunciation

Pronunciation refers to the ability to produce an expression that is easy to understand. Meanwhile, Harris defines pronunciation as patterns of intonation.

5. Comprehension

Syakur defines understanding of oral communication, in which a person must both react to language and initiate it. Comprehensibility is the ability to understand the speaker's intention and general meaning. This idea means that a person who can answer or express himself well and correctly shows that he / she understands or understands well.

E. Concept of Teaching Speaking

Teaching speaking is a way for students to express their feelings and need for communication, interact with and influence others in any situation. For this reason, teaching speaking skills requires a clear understanding of speech.

Teaching speaking means teaching how to use language to convey communication, ideas, thoughts, and even emotions to others. The purpose of teaching speaking skills is to convey efficiency. Learners need to make the most of their current proficiency so that they can understand themselves. You should try to avoid message confusion due to pronunciation, grammar, and vocabulary errors and to comply with the social and cultural rules that apply to each communication situation.

In addition, Japerson in Marians said that the essence of human language is an individual's human activity so that it can be understood by another person, and that the individual's activity is to understand what the first is. He then added that language is an activity that allows

¹⁵ Syakur. *Op Cit*.p.20

people to communicate with each other.¹⁶ So obviously, language is very important. We must not only teach what to say, but also teach us what to do with the situation. Teachers teach oral English by guiding students in specific situations when discussing topics. The subject must be familiar to the students, so an oral grasp of the language is needed to describe the subject.

F. Teaching Speaking Through CTL

Teaching refers to teaching and passing on knowledge and skills. Speaking means speaking in Mandarin. So, teaching oral English is to give a person the instructions to communicate.

Tarrigan defines that speaking is a language skill developed in children's lives, and oral skills are learned at that time before listening skills. This means that spoken language is the basic language. The process of speaking skills has already taken place or precedes listening skills. Improving listening skills is very beneficial to speaking ability.¹⁷

The purpose of teaching speaking skills is to convey efficiency. Learners need to make the most of their current proficiency so that they can understand themselves.

According to contextual learning theory, learning is such that the student (learner) makes sense of new information or knowledge in his own reference frame (the inner world of his own memory, experience, and response). Occurs only when processing. This approach to learning and education presupposes that the mind does so by naturally seeking meaning in context, that is, in relation to one's current environment, and looking for relationships that look meaningful and useful. increase.

¹⁶ Japerson in Marians. *Contextual teaching Learning (CTL)*. (New York:2014).p.237

¹⁷ Guntur Henry Tarigan. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Penerbit Aksara.2006) p.3-4

From the above description, teaching to speak through CTL is a way for teachers to teach students how to communicate by associating materials given to the inner world of their memories, experiences, and reactions. Can be concluded. Teaching to speak using CTL means how teachers teach the minds of students.

G. Procedure of Teaching Speaking Through Contextual Teaching and Learning

There are several steps to implement CTL in oral teaching. Each step contains some interrelated elements.¹⁸ The CTL oral teaching process is as follows:

Activity:

Preliminary activities:

- The teacher greets the students.
- The teacher checks the student's waiter list.
- The teacher asks the students some questions about the topics learned that day. (Question, Constructivism)

While activity

- The teacher asks the students to write down their own information based on the topic they are learning today. (Constructivism, inquiry)
- The teacher gives the student a dialogue sheet and reads the dialogue aloud to the student. (modeling)
- The teacher asks the students to read the dialogue with their friends. (modeling)
- If this happens, the teacher will invite the students to correct their friend's mispronunciation. (Learning community, modeling)

¹⁸ Elaine B. Johnson. *Contextual Teaching and Learning: what it is and why it's here to stay*. Corwin Press, Inc. California 2011, p.249

- The teacher asks the students to complete the task according to the content that the teacher has given them. (modeling)
- The teacher asks the students to practice the assigned tasks with their friends. (Learning community)
- The teacher asks the students to tell about themselves and their friends about the topic they are learning today. (Real Evaluation)
- Teachers ask students to have their own conversations with their friends. (Learning community, real evaluation)

Post Activity

- The teacher writes unordered sentences, which are the words that excite in the learning process of teaching.
- The teacher asks the students to analyze whether the sentence is true or not. (self reflection)
- The teacher summarizes the material by explaining what is being learned today. (reflection)
- The teacher closes the meeting.

H. Advantages and Disadvantages of Contextual Teaching Learning (CTL)

As already mentioned, contextual teaching helps the teacher to connect the material with the inner world or the contextual situation of the students. However, it also has some advantages and disadvantages. They will be like this:

1. The Advantage of Contextual Teaching Learning (CTL)

The advantages of CTL are:

- A. Students will find the benefits of classroom learning because they can connect the topic with the real situation, where they can connect what they are learning with how to use the knowledge.
- B. The teaching environment will require students to actively participate in the teaching process, because students actively participate in the learning process by awakening their entry behavior or schema (previous knowledge).
- C. Students no longer have difficulties in understanding the materials because they provide a lot of exercises. This may cause students to actively participate and encourage them to speak out because they are free to speak out their thoughts.
- D. Students can share topics with friends during classroom teaching and learning. The students realized that group study is better than individual study, and it can help other friends who are in difficulties. Therefore, encourage learning and cooperation.
- E. students have the opportunity to observe something for themselves, and finally draw the conclusions they have observed, leading to their own discovery of something.
- F. In the process of teaching and learning, teachers can discover students' abilities and problems in knowledge acquisition, so that teachers can describe students' true abilities in subjects.¹⁹

By using this teaching method, students can more easily understand and apply the concept of CTL.

2. The Disadvantages of Contextual Teaching Learning (CTL)

The disadvantages of CTL are :

- A. If all students in a group are weak students, no self-discovery will occur.

¹⁹ Kiki Astuti. *Contextual teaching Learning (CTL) in Teaching Speaking*. Unpublished Thesis. (FKIP Unila:2015)p.22

- B. Teachers need special preparation before classroom teaching, because teachers need appropriate media.
- C. Spend a lot of time in the teaching process.²⁰

Finally, teachers will find that it is more effective to teach language as a means of communication.

I. Theoretical Assumption

Based on the above framework theory, the author believes that context teaching (CTL) is a good method of oral teaching. Through the application of contextual teaching and learning, students will be more exposed to language, because students are more actively involved in many spoken language models in the teaching and learning process so that they can communicate according to the provided models. At CTL, students are at the center of the learning process. CTL requires students to participate more actively in the teaching process. It allows students to better understand the text. In CTL, students are required to construct their own learning awareness from new experiences on the basis of existing knowledge, and to encourage students to link the knowledge gained in class with their application in actual situations. In addition, in the learning community, students will share their knowledge with others.. Students will help each other understand the topic. Therefore, the author believes that after the in-depth processing of the subject content contained in the text and all the seven components of the CTL, they will be applied in the teaching process, and students will have a better grasp of oral English in the classroom and in the teaching process. Will automatically improve.

²⁰ Kiki astuti. Op Cit.p.24

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