IMPROVING STUDENTS' SPEAKING SKILL THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) (A CLASSROOM ACTION RESEARCH OF EIGHTH GRADE STUDENTS OF SMP NEGERI 2 ANGSANA PANDEGLANG IN 2017/2018 ACADEMIC YEAR)

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Abstract

This reserach is written 1) to describe how the process of teaching speaking through CTL; 2) to identify the improvement of students' speaking skill; and 3) to identify the effectiveness of CTL in teaching speaking. The method used in this research was a Classroom Action Research. The research was conducted in two cycles from March until May 2018 at the eighth grade students of SMPN 2 Angsana Pandeglang Banten. The research data were collected by some techniques: observation, interview, document and test (pre-test and post-test). The data were analyzed through qualitative data and descriptive statistics. The research findings reveal that the teaching and learning process using the components of CTL Method (Making meaningful connection, Doing significant work, Self-regulated meaning, Collaborating, Critical and creative thinking, Nurturing the individual, Reaching the high standard and Using authentic assessment) is effective enough to improving students' speaking skill in transactional and interpersonal conversation. The improvement of students' speaking skill can be seen from the mean score is improved from 60.50 for pre-test, 70.45 for first-post-test, to 75.03 for second post-test. Based on these findings, it was recommended that CTL can be used in teaching English speaking skill.

Keywords : Contextual Teaching and Learning, Classroom Action Research, Teaching Speaking

INTRODUCTION

Learning English does not mean just learning about the structure and vocabulary, but also learning how to speak the language for communication to one another. Students get involved in communication because they have ideas and feeling they want to share. This sharing cannot be done in one way, but there must be senders and receivers to build a conversation. On the other hand, having wide speaking students can communicate effectively even though they may be

weak at grammar and vocabulary. It means that teachers must pay a lot of attention on enriching students English speaking.

In the present research, the writer want to conduct the alternative method is Contextual Teaching and Learning (CTL) in teaching speaking. In the 2013 curriculum, the teacher is given the freedom to use any method that is relevant to the 2013 curriculum.

In this connection, CTL is a teaching learning method that can be regarded as an appropriate method that is able to make teaching effective, fun and meaningful. Some researchers who had conducted the research about CTL are (Berns and Erickson, 2001; Hudson and Whisler, 2009; Satriani, et al., 2012; Nengsih, 2015; Sepriyanti, et al., 2017).

Johnson (2002:24-25) says that the contextual teaching and learning system is an educational process that aims to help students see meaning in the academic material 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 circumstance. To achieve this aim, the system encompasses the following eight components. They are 1) making meaningful connections, 2) doing significant work, 3) self-regulated learning, 4) collaborating, 5) critical thinking, 6) nurturing the individual, 7) reaching high standard, and 8) using authentic assessment.

The CTL approach is rarely used as an approach to improve students' speaking skill. Based on the background above, this research used the CTL to discover the advantages and strategies used in the contextual teaching and learning approach to teaching speaking. The significance of this research is on how the CTL will help the second graders of junior high in SMPN 2 Angsana speak using some expressions of transactional and interpersonal conversation and their improvement in speaking will be observed.

CTL approach has some teaching strategies, which include content as a critical component. Those strategies engage students in an active learning process. The strategies can be implemented individually or in group. There are some teaching strategies associated with CTL approach as proposed by Berns &

Erickson (2001) as follows: Problem based learning, cooperative learning, service learning, work based learning, project based learning, and react strategies.

Contextual teaching and learning has been differently defined by many experts. Some experts define contextual teaching and learning as a concept that helps teachers and students relate the meaning and real world situations with the subject matter in the right way (Johnson, 2002; Sears, 2002). In other words, CTL motivates the learners to take charge of their own learning and to relate between knowledge and its application to the various contexts of their lives.

RESEARCH METHODOLOGY

Based on the research objective, this research was categorized into action research because it is a research aimed at identifying problematic situations that the participants consider worth looking into more deeply and systematically (Burns, 2010). The two important factors that could influence the success of the research are discussion and collaboration among participants.

This research was aimed to find the feasible problems needed to solve soon related to teaching and learning process of speaking and to implement some actions to improve the students' speaking skills of the eight grade students of SMP Negeri 2 Angsana Pandeglang in the academic year of 2017/2018 through the use of CTL. The researcher, the English teacher, and the collaborator worked collaboratively to collect the data concerned with the weaknesses and the obstacles of the English teaching and learning process related to the students' speaking skills. Then, they identified the research problems, planned and implemented the actions, and finally evaluated and reflected the actions in a systematic way.

The writer decided to conduct action research based on Kemmis and McTaggart model as cited in Burns (2010:7-9). The steps of this classroom action research can be illustrated as follow (Planning, Acting, Observing and Reflecting).

In this research some supporting instruments were supplied to assist the researcher in collecting data, such as: Observation, Questionnaire, Field Note and Test (Pre and Post Test).

The collected data in this research were analyzed in the form of qualitative and quantitative data. All data gathered from the observations during the teaching learning process, questionnaire, and field notes were analyzed qualitatively. The data from the observation sheet were analyzed by using a Likert scale from 1 to 5. The score starting from 5 point to 1 point. 5 point means that the teacher always used the activities mentioned, 4 means that teacher usually/frequently used the activities mentioned, 3 point means that the teacher sometimes used the activities mentioned, 2 point means that the teacher rarely used the activities mentioned, and 1 point means that the teacher never used the activities mentioned in the observation checklist.

The quantitative data of this research were obtained from tests. The test consists of pretest and posttest. The students practice expressions of asking and giving information and expression of start, extend and end conversation using telephone with their partner. The results of the students' speaking performance were analyzed to find out the means, medians, and the class percentage of the students' speaking performances. The researcher tried to get the class percentage which reaches the target score of the minimal mastery level criterion (Kriteria Ketuntasan Minimal). The last, the researcher analyzed the students' speaking score from pre-test up to post-test. It was used to know whether students improve their score or not.

The researcher used speaking scoring rubric to measure students' speaking skill in pre-test and post-test. This speaking scoring rubric was adapted from Brown (2001:406-407)

Table 1
Speaking Scoring Rubric

	Fluency		Content			Appearance	
	Pronunciation	Intonation and Stress	Generic Structure	Grammar	Vocab	Body Language	Expression

Max. score	10	10	20	20	20	10	10

RESULT AND DISCUSSION

The findings of the research were gathered from several sources of data. They include pre-observation report, field notes, interviews, questionnaires, research diaries, photograph, lesson plans, and the score of pre-test and post- test. The findings answered the research questions. The research findings were as follows:

1) Steps of Teaching Speaking Through CTL

Classroom observations were conducted to see the teacher's activity in teaching speaking that was done by the teacher. Based on the data gained from six meetings in speaking class, the data from the observations in general indicate the teaching and learning process in implementing the components (Making Meaningful Connection, Doing Significant Work, Self-Regulated Meaning, Collaborating, Critical and Creative Thinking, Nurturing Individual, Reaching High Standards, and Using Authentic Assessment). Further information is presented below.

a) Making Meaningful Connection

Making meaningful connection is the first component of CTL. It helps the students see meaning in the academic by connecting academic subject with the context of their daily lives that is with the context of their personal, social, and cultural circumstances (Johnson, 2002). In making meaningful connection, the teacher connect the academic material to student's experiencing, relating academic material with others subjects and linking concept to something completely unknown by the students. Based on the observation, the students were able to connect their knowledge and understand easily what they should do in the lesson.

b) Doing Significant Work

In the contextual teaching and learning method, the teacher makes the lesson that has meanings for the students, takes the meaning from the academic material by relating with the student's daily life (Rusman, 2011). In this research the teacher gave some situations for example in the crossroad, hospital, classroom for the material giving information. It also in the line with Komalsari (2006) who said that by doing significant work, the students will find it easier to absorb the academic material.

c) Self-Regulated Meaning

In this element, the teacher gave the students freedom to use their own style in learning, involving the activities related to the student's daily life and active learning. Based on the observation, the student was interested to the teacher's instruction. It was shown by the students who said "Sir, I will give direction about position of our classroom" (Alwasilah, 2008).

d) Collaborating

Collaborating is one of the elements to learn speaking. In this case, the teacher grouped and asked the students to do role play based on their own situation with the topic of asking and giving help. It was shown that most of students in each group participated in the speaking activity. The leader of each group managed to give equal opportunities to his entire member to speak. From group observation, it could be assume that by collaborating the students could help each other, learn together and improve together. It is with line in Johnson (2002) who said that collaborating is enables the teachers to avoid the negative condition and in create environments, in which students are expected to learn concept at a deeper level of understanding.

e) Critical and Creative Thinking

Critical thinking is the ability to say confidently. By applying critical thinking, the student is able to detect the true of information (Johnson, 2002; Chafee, 2000). The goal of critical thinking is to achieve the fullest understanding possible. Based on the observation, some of components of critical thinking appeared in the teaching and learning. They are argument, facts, and opinion. It is in the line with what the experts said that in Emilia

(2005) said that components of critical thinking are argument, the issues, reason, facts, and opinion.

Creative thinking is the natural order of life and it focused on the logical process involved in reasoning (Komalasari, 2011). Based on the observation, it could be seen that the teacher had applied a critical and creative thinking. Some students were brave to ask question in English and thought systematically.

f) Nurturing Individual

Nurturing individual is one of the important elements in implementing contextual teaching and learning. The students need the individual attention of teachers (Alwasilah, 2008). Based on the observation, not all the students got attention from the teachers because the member of the class was too large. It means that the application of this component did not run well. The teacher gave motivation to the students in supporting the development of personality aspect such as discipline, responsible, attitude, and talent. Unfortunately, the teachers did not provide the time to talk to individual students and also share ideas with one another. In the future, it is suggested to have ideal number of students in one class.

g) Reaching High Standards

An academic standard is often calls a "content standard". It means what the students should know and be able to do as a result of completing an assignment, activity, performance tasks or even grade level.

To support the finding above, in reaching a high standard, the students should see how successfully they are in getting purpose. Besides, the teacher helped them to know their feelings and weakness and supported them to reach their best in developing their talent. It is in the line with Johnson's theory (2002) about contextual teaching and learning that teacher's role is asking student what they might do with knowledge putting in the context of everyday experiences that give it meaning. In other word it can be said that when demanding objectives are investing the meaning, students will achieve high standard in academic standard.

h) Using Authentic Assessment

Authentic assessment is the last component from Johnson's theory (2002). It invites students to use academic knowledge in real world for significant purpose. Based on the observation, the teacher gave assessment to the students by showing their best skill while showing what they had learnt. It could be seen when the student role played in pairs, one student call by phone and another answer the telephone.

2) The Improvement of the Students' Speaking Skill

CTL improved the students' speaking skill. The improvement showed that the students were able to explore the ideas to express something. After being taught using CTL several times, they have fewer difficulties in exploring ideas. They said it is easy to express something because they could express according the role card. After being taught using CTL, they could make express some expressions by themselves although they would ask for help finally.

The other improvement showed that students could make sentences in good grammatical arrangement of short expression. They also could use conjunction into good sentences. Besides, nearly all of the students could solve their problems dealing with pronouncing some vocabularies used to express some transactional and interpersonal conversation.

The improvement of the students' achievement in speaking from cycle 1 to cycle 2 can be summarized at table 2 as follows:

Table 2
The Improvement of the Students' Score

Sub cycle	Observation	Cycle 1	Cycle 2
Kind of test	Pre-test	Post-test 1	Post-test 2
Mean of the students'	60,50	70,45	75,03
Increase of the students' mean score		9,95	4,58

Based on the tables above, it can be concluded that the students had a good achievement at the post-test 2. Their score increased from cycle 1 to 2.

Table 3
The Sample of the Students' Score

Students' Initial Name	S-07	S-13	S-18
Pre-test	49	59	70
Post-test 1	62	67	81
Post-test 2	70	72	86
Mean Score	60	66	79

Note:

S-07: Student DEDE IRWANTO

S-13: Student INDRA PERMANA

S-18: Student NENG DEVI

Table 3 the sample of three students who are categorized as low competence, medium competence and high competence. From the table, it can be seen that there is improvement between pre-test to post-test 1 to post-test 2. The three students' sample indicated that the students' speaking skill score improved.

3) The Effectiveness of using CTL in Teaching Speaking

The situation class during the teaching and learning improved after the researcher applied CTL. Through the method, the students felt interesting especially in role play using role card. During the teaching and learning process using the method, the students changed into active to answer teacher's questions whereas they were so passive before the research done.

The other finding is the development of the classroom situation. Before this research, the students had been noisy during teaching learning process. It happened because they were bored with the learning activities. However, after implementing this research, it can be seen that the students

became happy and enthusiastic during teaching learning process. When the researcher asked them to practiced role play, the class noise but active, because some of them tried to answer the description. They were also not ashamed to ask the researcher about the difficulties they met.

Beside that the students also tried to answer when the researcher give them question and do their homework if the researcher asked them to do the exercise in the student's book. When the researcher asked them to make role play using some expressions about transactional and interpersonal conversation, the students also tried to do their exercise in pairs. By conducting pairs, students could practice their speaking English while solving their problems without being ashamed. The students who had some problems with their work can share their problems to their friends.

Furthermore, the result from questionnaire show that 75% of students in class VIII.B said that CTL can makes the speaking class situation becomes more interesting, enjoy and not boring. Based on the analysis above, it can be interpreted that using CTL is effective in teaching English speaking skill at the eighth grade students of SMP Negeri2 Angsana Pandeglang in 2017-2018.

CONCLUSION

This research tried to describe about how is the process of teaching speaking using CTL, to improved students' speaking skill using CTL in teaching speaking, to show the effectiveness using CTL in teaching English speaking skill. The major conclusions of the study can be described below.

First, it was found that the implementation of the components of CTL (making meaningful connection, doing significant work, self-regulated meaning, collaborating, critical and creative thinking, nurturing the individual, reaching the high standard and authentic assessment) as in line with Johnson (2002) states that CTL was effective enough in teaching speaking. This method was beneficial to improve student's speaking ability.

Second, there were significant improvements of students' speaking skill from pre-test to post-test. It's mean that CTL can be used to improve students' speaking skill.

The last, there were some advantages of using CTL in teaching speaking: 1) the students could discuss or interact with their friends; 2) the students enjoyed and were interested in the classroom; 3) students were easy to absorb the academic material; and 4) the students got meaning from the academic material.

However, there are also some issues that should be solved in using CTL in the classroom: 1) not all the students were active to speak English because they have different backgrounds; 2) some CTL components were neglected because the class was to large; 3) the teacher could not drill students actively because the time was limited.

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