AN ANALYSIS OF STUDENTS' SPEAKING PERFORMANCE THROUGH SEVEN COMPONENTS OF CONTEXTUAL TEACHING AND LEARNING (CTL) AT MIDWIFERY DEPARTMENT [1]

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Abstract: This article was intended to find out whether there is a significant difference before and after the treatments of seven components of CTL and what aspects of speaking improve best after being taught through the seven components of CTL. This research also wants to investigate how the seven components of CTL improve midwifery students' speaking performance. The subjects of the study were the students of the Midwifery Department in Malahayati University. This study took one class as the subject of the research. They were 30 students. The data were taken by observing the lecturer at the first meeting, recording the dialogue in pairs, observing the involvement of the students after having treated by the researcher, and interviewing the representative students. The researcher found that there is a significant difference in the speaking performance treated by CTL components. Accuracy was the best aspect of speaking performance in this present study. Constructivism, inquiry and questioning components in the CTL which affect the speaking performance. The students also felt comfortable by having CTL as the method of the learning.

Keywords: *Contextual Teaching and Learning (CTL), Speaking Performance*

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ANALISA KEMAMPUAN BERBICARA MAHASISWA MELALUI TUJUH KOMPONEN PENGAJARAN DAN PEMBELAJARAN KONTEKSTUAL DI JURUSAN ILMU KEBIDANAN[1]

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Abstrak: Artikel ini dimaksudkan untuk mencaritahu apakah ada perbedaan yang signifikan sebelum dan sesudah tujuh komponen berbicara dan aspek-aspek apa yang paling meningkat dalam berbicara setelah diajarkan melalui tujuh komponen CTL. Ketujuh komponen CTL meningkatkan kinerja berbicara siswa kebidanan. Subyek penelitian adalah mahasiswa jurusan kebidanan di Universitas Malahayati. Penelitian ini salah satu kelas percobaan sebagai subjek penelitian. Mereka berjumlah 30 siswa. Data diambil dengan mengamati dosen pada pertemuan pertama, merekam pasangan pengamat, dan mewawancarai perwakilan siswa. Peneliti menemukan bahwa ada perbedaan yang signifikan dalam kemampuan berbicara melalui komponen-komponen CTL. Akurasi adalah aspek terbaik dalam berbicara dalam penelitian ini. Konstruktivisme, pertanyaan dan komponen pertanyaan dalam CTL yang mempengaruhi kinerja berbicara. Para siswa juga merasa nyaman dengan menggunakan CTL sebagai metode pembelajaran.

Kata kunci: Pengajaran dan Pembelajaran Kontekstual, Kemampuan Berbicara

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INTRODUCTION

It is observed that the number of graduates from midwifery schools multiplies every year. This phenomenon causes a serious problem in the job market since the government cannot hire all of them in the country. Suwandono (2005: 45) states that there are 770 midwifery academies and health polytechnics for midwives in Indonesia, with the total number of approximately 23,000 graduates in 2004 and 25,000 graduates in 2005. The total absorptive capacity of the public health sectors within the five years of health development period is approximately 2,000-3,000 midwives per year, while the total absorptive capacity by the private health sectors varies with approximately 1000-2000 midwives per year.

By considering this case, sending those 'surplus' midwives abroad would be a good alternative to solve the problem. The government has taken steps to solve this problem by sending those 'surplus' midwives abroad as there is high demand for midwives in neighboring countries. Unfortunately, since 1996, the passing rate of Indonesian midwives has been approximately 25% of the total applicants. One of their weaknesses in the test requirement is their mastery of English.

The result of needs analysis shows that one of the requirements to get a job in international hospitals for graduates of midwifery schools is the ability to communicate orally in English. However, most midwifery schools teach reading rather than speaking. Besides, existing English textbooks in the market for midwifery student focus on the reading skill. The available speaking materials by Oxford University Press intended for native English students are not appropriate for Indonesian students. The language is too difficult for students of midwifery schools. Considering those reasons, both lecturers and students of midwifery schools need better teaching materials for speaking. Five midwifery institutions in East Java agree and support the idea of developing speaking instructional materials to meet the students' needs. This study focuses on students' speaking skills based on the principles of ESP and CTL learning theory and is empirically verified. The textbook can be used as one of the sources of teaching materials for intermediate-to-advanced speaking classes and graduates wishing to apply for jobs abroad.

The assumptions underlying Contextual Teaching Learning (CTL) stated by Sears' (2002: 2) are: (1) teaching and learning essentially involves an interaction between students and any sources potential for their learning; (2) students need to establish a need to learn something and to employ all their 'attention, intellectual, and emotional' capacities for the learning purposes; (3) no teaching takes place without learning on the part of the students; and (4) learning occurs step by step along the line of the development of the students, and this occurs throughout one's life. Brinton, Snow, and Wesche's (1989: 4) suggest that the use of relevant information content which will increase students' motivation and promote more effective learning is also applied in this materials

development. The content based approach principle that any teaching conduct should build on the previous experience of the learner, as they take into account the learners' existing knowledge of the subject matter and the academic environment as well as their second language knowledge. Therefore, the language in the developed materials is to be taught through a focus on contextualized use, and there is a need to set up a condition for successful language acquisition. Constructivist teaching employed in this material development is based on constructivist learning theory that learning always builds upon knowledge that a student already knows: a schema. As suggested by Jonassen (1999: 3), the materials are designed to lead the students through questions and activities to discover, discuss, appreciate and verbalize the new knowledge. According to Bain (2004: 1), one of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

Therefore, this problem makes the researcher interested in doing a quantitative research to find out the development of seven components of CTL in teaching speaking for college students.

METHODS

This research is aimed at finding out whether there is a difference between the students' speaking performance taught through the seven components of CTL. During the research, one group pretest-posttest a queasy experimental design was applied. There was one class as the subject of the research through purposive sampling technique.

The design can be illustrated as follows:

T1 X T2

in which:

X   : Treatment (using recommended learning model)

T1   : Pretests (before treatment)

T2   : posttests (after treatment)

(Setiyadi, 2006: 143)

The pretest was administered to find out the students' initial speaking performance before the treatments. Subsequently, the students in the experimental class were given three treatments by using recommended learning model, while the students in the control class accepted three treatments by using common learning model. Eventually, a posttest was administered to find out the students' speaking performance after the treatments.

RESEARCH POPULATION AND SAMPLE

The population of this research was the second-semester students at Midwifery Department of University of Malahayati 2015/2016. There are four classes of the first semester students. Each class consists of 30 students. It was done by using purposive sampling. They were purposively sampled as a consideration from the English

teacher in the midwifery department that they were suitable to be the sample.

RESEARCH INSTRUMENT

In data collecting, speaking tests were used as the instrument. There were two types of tests; pretest and posttest which are elaborated as follows:

1. Pretest
    The pretest was conducted before treatments are given. It was carried out in order to know how far the students had mastered speaking before treatments. Since it is a true experimental research, the data collected in this research are used to measure whether there is a significant difference or not of the students' speaking performance experimental class.

2. Posttest
    Posttest was conducted after the employment of treatments. It was held in order to know the increase of the students' speaking achievement after being given treatments. The form of the test was the same as that in the pretest. It was conducted in 80 minutes, 10 minutes for each group since the oral performance done in the group which consists of five students. Besides, the researcher also used the following instruments as follows:

3. Observation
    For the very first stage, the researcher entered the classes before it is decided in what class

the research conducted. In this activity, the researcher only observed the class where teacher that day is teaching. This observation focused on finding out more information about the whole class activities during a teaching-learning process in general. Researcher only made some hand-note about the common situation in class as his result. It is done as pre-research, and after it has been decided or randomized, the researcher focused on the observation to gain information about the process of teaching-learning based on the seven components of CTL. The observation sheet especially focused on students' activities during the learning process. Notes of implementation of CTL components are also made by researcher and arrange it in a table. The observation employed twice at a different time. In this observation, the researcher is a non-participant observer. He asked the English teacher who has been previously confirmed by him to teach speaking skills through Contextual Teaching Learning (CTL). Then, the researcher and other rater observed teaching-learning process based on the seven components of CTL which has been provided in the observation sheet. Setiyadi (2006:101) specifies the purpose of observation is to explain the situation being investigated: the activities of individuals involved in an activity and relationship between them.
Those criterions were taken by analyzing the students'

involvement in the classroom. In this research, the researcher was helped by the rater. So the data was taken based on the two perceptions.

4. Interview
The interview was done in order to get the additional valid data to enhance the observation in finding out and checking-rechecking whether the students' perception had proved the researcher's idea about the teaching-learning process. Moreover, the interview was aimed in getting an accurate data from both sides and they were very useful to me as a media cross-check on both students' and teacher's opinion about the seven components of Contextual Teaching and Learning (CTL). Fraenkel (1990: 385) describes that an interview is an important way for a researcher to check the accuracy of the impressions of what he or she has gained through observation. The purpose of interviewing people was to find out their mind, what they thought or how they felt about something. To help the researcher collect the data, he used voice-recorder to save the data so that he could analyze it and also to re-ensure that the scores given are suitable for the performance.

RESULTS AND DISCUSSION

The research was carried out for four weeks, started by determining the population and conducting pretest, treatments, and posttest. In this research, out of four classes of the second semester of Midwifery department of the University of Malahayati, by using purposive sampling, Midwifery B was determined as the experimental class, treated by applying the seven components of CTL.

After giving the pre-test and post-test, the result of the pre-test was compared to the result of the post-test to analyze how significant the improvement of the students' speaking performance was in learning English through seven components of CTL. The comparison of the pre-test and post-test showed that the students' speaking performance improved after being taught through seven components of CTL. The comparison between the pre-test and post-test could be seen from the mean of the students' scores in the pre-test and post-test was increased from 51 to 68. Table below provided the students' mean score of the pre-test and post-test.

Table 1. The Students' Mean Score of the Pre-test and Post-test Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean	Correlation	Sig.
Pair 1 Pretest	51.5833	30	11.11234	2.02883	.815	.000
Posttest	68.1667	30	10.70637	1.95471		

Based on table above, it could be seen that the students' mean score of post-test increased about 17.00 point after the treatment of teaching speaking performance through seven components of CTL was implemented. The highest score of the pre-test was 70 and the highest score of post-test was increased to 92.50, in which the highest score gain was 22.50. The lowest score of the pre-test was 25 and the lowest score of the post-test was 40, in which the lowest score gain was increased to 15.

In testing the hypothesis, Repeated Measures t-test was used and was also statistically tested by using statistical computerization (SPSS 17), in which the significance was determined by p<0.05. The t-test revealed that the result was significant (p=0.00).

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean
Pair 1 Pretest	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Posttest	16.58	6.65	1.21	119.1	14.1	13.7	29	.000

Thus, there was a significant improvement in learning English speaking performance through seven components of CTL. In another word, H0 was rejected and H1 was accepted. Table 4.8 below served the data of Repeated Measures T-Test in the pre-test and post-test. Therefore, there was a statistically significant difference between students' speaking performance before and after the treatments.

1. **The Improvement of Aspects of Speaking after the Application of CTL**

    a. **Accuracy**

Table 2. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 accuracy1	51.0000	30	12.57049	2.29505

accuracy2	76.5000	30	12.41523	2.26670

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 accuracy1 & accuracy2	30	.707	.000

The table showed that accuracy increased most after the implementation of CTL.

b. Fluency

Table 3. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 fluency1	49.5000	30	12.90549	2.35621
Fluency2	60.7500	30	10.36302	1.89202

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 fluency1 & fluency2	30	.767	.000

Based on the table above, fluency of the students in the present study revealed of the third rank among accuracy and comprehensibility.

c. Comprehensibility

Table 4. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 compre1	54.2500	30	11.20249	2.04528
compre2	67.2500	30	11.22555	2.04950

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 compre1 & compre2	30	.677	.000

The table revealed that comprehensibility as the second rank of the aspects that affected students' speaking performance.

2. The Result of the Observation and Interview Concerning the Application of CTL

Table 5. The Observation Sheet of Students' involvement

No	Students' Activities	Rater		Researcher	
		Total of Students Involved	% of Students Involved	Total of Students Involved	% of Students Involved
1.	Pre-Activities				
	• Interested in the opening of the class.	28	93	29	97
	• Responding to the teacher's questions about the topic enthusiastically.	29	93	30	100
2.	While-Activities				
	• Responding to the topic enthusiastically.	30	100	30	100
	• Following inquiry steps enthusiastically.	30	100	30	100
	• Actively involved in the questioning as the data gathering.	25	83	25	83
	• Actively involved in the group discussion.	25	83	25	83
	• Following teacher's modeling enthusiastically.	20	67	22	73
	• Actively presenting the results of group discussion in front of the class.	27	90	26	87
	• Actively involved in doing what have been learned.(reflection)	20	67	23	77
3.	Post-Activity				
	• Doing the speaking task.	30	100	30	100
Average					

The criteria of successful teaching-learning process:

40% – 59%   : Poor

60% – 69%   : Enough

70% – 79%   : Good

80% – 100%   : Very Good

**Table 6. Observation sheet of implementation of CTL components
during the teaching learning process**

No	Components	Implementations	Percentage (%)

1	Constructivism	Students looked enthusiastic.	89%
2	Inquiry	Students guessed and think about the material.	78%
3	Questioning	Students asked the researcher so many questions	80%
4	Learning community	Students involved in pairs to do the dialogue.	90%
5	Modeling	Students did the dialogue repeatedly.	80%
6	Reflection	Students checked and rechecked their sentence constructions.	78%
7	Authentic assessment	Students' talks were recorded by the researcher.	100%

DISCUSSION

The benefits of CTL according to (Susanto and Latief: 2016) can encourage the individual student to participate in the task, give feedback to their performance, help them with new vocabulary, structure, etc, introduce students with learning objective. These results were applied by showing their score in the pre-test and post-test. There is a significant difference in the aspects of speaking and components of CTL.

Preece and Bularafa (2015: 89) concluded that speaking skill is stronger than that of listening; gender is a significant predictor of speaking skill and no significant difference between students in different classes. In addition, (Preece and Bularafa: 2015, 93) stated that gender was found to be a significant predictor of speaking skill among students with the female having a strong skill over male counterpart. Accidentally, most of the students at the Midwifery Department in Malahayati University were female students. It indicates one of the reasons that affect the improvement of students' speaking performance.

Finally, the brief explanation of how and why the improvement in terms of fluency, accuracy, and comprehensibility had been improved will be elaborated in next section.

Concerning with the speaking sub-skills that were most improved after using CTL to learn speaking English, Skehan and Foster (1999), reported that accuracy can be influenced by task structure only when students engaged in some kind of pre-task activity before their under focused performance; this claim can justify students' improvement in post-test-session in the present study. Treatment sessions and the opportunity of each learner to present orally in class can play the role of pre-task activity before performing in post-test session. This finding also supported the result of the research at the Midwifery Department in Malahayati University in terms of constructivism, questioning, and inquiry components as the pre-task activities. It means there is a

relationship between accuracy and the three components of CTL.

According to Bailey in Nunan (2003:55) explains that the mean of accuracy means the extent to which students" speech matches what people actually say when they use the target language. Mattarima and Hamdan (2011: 287) found that the main problem why EFL (English as Foreign Language) is judged by the accuracy of the language they produced. In order to improve the accuracy of English communicative competence based on recent English curriculum objectives, the teaching of speaking skill has become increasingly important in the English as a foreign language context. It also indicates most of the students in Indonesia especially in the Midwifery Department in Malahayati University still focus on form (grammar, vocabulary, and pronunciation. Indonesian students paradigm about English is a set of grammarian things. It can be an obstacle or a beneficial thing. The students with high motivation in learning language will focus on form so the accuracy of them will be good.

Accuracy can be more effective if the teacher or lecturer can stimulate students' speaking performance with the components of CTL. Based on the literature review, accuracy consists of grammar, vocabulary, and pronunciation. If the accuracy of the students is good, the fluency must be good. To improve this aspect of speaking, the teacher or lecturer should give some exposures in the classroom to make the students master in fluency aspect. In addition, Richard (2006:14) defines fluency is natural language use occurring when a speaker uses in meaningful

interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. In the fluency, it can be developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstanding, and work to avoid communication breakdowns. There are some activities focusing on fluency; reflect the natural use of language, focus on achieving communication, require the meaningful use of language, require the use of communication strategies, produce language that may not be predictable, seek to link language use to context. Since CTL focused on contextual teaching and learning process and real-world task, the teacher and lecturer should be more selective in choosing the appropriate and authentic material.

This result proves that CTL does provide many opportunities for practice and encourage the students to be involved in meaningful activities. As a consequence, the student's post-test results improved since they understood and remembered their lessons by heart. Annisa (2015: 508) concluded that comprehensibility was found to the sub-skill was most improved after the application of CTL. She claimed that students had positive attitude or responses toward the implementation of CTL in learning to speak in English. The finding of her was rather different from this present study, she found the comprehensibility as the major effect of students speaking skill. This finding is not similar to this present study because she did not enclose the

accuracy as the aspect to analyze the speaking skill. She also used CTL as the method to teach her students in speaking performance. She took the data from a state vocational school in Lhokseumawe, Aceh.

Pre-test
D: Excuse me, I'm not feel good my head.
N: Oh really?
D: Yes, my head is sick. You have something for me?
N: Oh, I know, you want try this?
D: Maybe, this is manjur?
N: Yes, this is OK for your head.
D: Okay, I want try.

Post-test
D: Good morning, can I help you?
N: Sure, I have a problem with my head.
D: Oh, you got a headache?
N: Yes, do you have something for me?
D: Try some this medicine.
N: Does it help?
D: Yes, it really helps.
N: Well, thank you.
D: You're welcome.

The transcription above indicates that students improve their speaking performance. At first, D and N did some mistakes in constructing the sentences. They create illgramatical sentences. they also use the word bahasa "manjur" instead of efficacious. Having applied the CTL method, both of the students can compose good sentences.

Hence, the better understanding of accuracy and comprehensibility of the students the better will be followed by the other aspects (grammar, vocabulary, fluency, and pronunciation). As Heaton (1978) theory that pronunciation, vocabulary, and grammar was part of accuracy. The students' speaking performance will be good and they will look more confident.

Accuracy and comprehensibility occurred in this research between a student with codeD and N. They had good improvement in delivering the dialogue. It can be seen in the transcription.

Some important notes were obtained in the first meeting of the research. The results of observation revealed that three components are appropriate and improved students' performance: constructivism, inquiry, and questioning. Susanto and Latief (2016: 525) stated that the application of constructivism can be simultaneously amalgamated with CLIL (Content and Language Integrated Learning) and CTL (Contextual Teaching Learning) process by interweaving learning language and content which is based on both the students' experience of learning language and content. They emphasized that the teachers must be active to stimulate the students in order to create student-centered learning model or autonomous learning. In their research, they also took midwifery students as the population of the research.

The learning theory lied beneath this teaching material is constructivism in which the focal point of teaching is to empower the learners and the teacher role is to engage learner to discover new knowledge by reflecting the previous one. In the constructivist approach, teaching and learning move the learner away from the memorization of meta-cognition and self-evaluation (Ormorod, 2000). The second learning theory underlined this teaching material is behaviorist theory which suggests that learning has a function to change behavior (Skinner,1968). Changes in behavior are the result of an individual's response to events (stimuli) that occur in the environment. The provision of speaking exercise in every sub-unit is kind of stimulus to be responded by the students in the form of speaking practice, in addition, the model of speaking presented before practicing the speaking is also kind of stimulus for the students to do perfect language performance. It is also supported by Bain (2004: 1), one of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences. The observation also showed that questioning and inquiry is good at stimulating the students' speaking performance. These also connected with the assumptions underlying Contextual Teaching Learning (CTL) stated by Sears' (2002: 2) especially statements number four that learning occurs step by step along the line of the development of the students, and this occurs throughout one's life. The most important thing in applying these three components is the teacher must prepare the authentic material. This idea is supported by the previous study done by Flora (2003) that relating subject content to the real-world situation is extremely needed during the teaching-learning process so that students know the benefits of learning in the classroom. So that, when the teacher enters the class, she/he needs to prepare the pre-activity for the students. In speaking skill, she/he can prepare some material or media to stimulate the students to share their ideas. Annisa (2015:509) also suggested the teacher prepare the materials and activities prior to starting the class to ensure effective classroom activities during the teaching-learning process. Therefore, constructivism, questioning, and inquiry must be well prepared.

The explanation below will try to develop the findings for every seven components of CTL:

1. Constructivism

Constructivism comes from Jean Piaget (a very famous psychologist in Switzerland)'s genetic epistemology in the 1960s. At the beginning of the 1990s constructivist learning theory as a kind of cognitive theory developed and spread into our country.

In this stage, teacher or lecturer is not only as a model but also as a facilitator for the students to activate their speaking performance. It will be different if the students are children the teacher should give a model more often to the students.

In this present study, the researcher gave the students of Midwifery Department in

Malahayati University to take part as the model. At first, when the researcher gave the treatments, he gave the example first then the researcher asked two students to try in front of the class. At that time, the researcher asks the students to create conversation as a midwife and the pregnant mother.

6. Reflection

Reflection is a way of thinking about what we have learned. Students and teacher review and respond to the events, activities, and experiences. They also record what they have learned, felt and appeared new ideas. This element usually occurs in post activities. Self-assessment (to borrow Underhill's term of reflection) occurs to enable learners to take more responsibility to help their progress. The researcher did some interview to support the data. Most of the Midwifery students in Malahayati University especially the present class felt comfortable and enjoyable in engaging the CTL components.

Further, Underhill (1987: 23) stated that self-assessment can be introspective, where the learner is asked back on his foreign language experience and rate him against some kind of state. In the treatment phase, the students did the reflection by composing the dialogue with their partner. They could ask the researcher to analyze what they have composed. They also mentioned some utterances that

can be happened in common health problems issue.

7. Authentic assessment

Sears (2003: 31) reported that CTL was being touted as a concept of teaching and learning with several important characteristics that, when integrated and implemented as a whole, can become a driving force in the reform of teacher education. She also stated that this result happened because she had always been proponents of problem-based learning, self-regulated learning, and authentic assessment. Assessment is the process of collecting data that can give a picture of student learning. Assessment is done together with the integrated (not separated) from the learning activities, the emphasis on the learning process. Therefore, the data collected must be obtained from activities that are students done during the learning process.

CONCLUSION AND SUGGESTION

After conducting the research in the second semester of the students of midwifery department and analyzing the data, the conclusions were drawn as follows:
1. The Application of seven components of CTL could improve students' speaking performance.
2. Based on the analyses in each aspect of speaking such as accuracy, fluency, and comprehensibility, it was found that students

have improved the most in accuracy and comprehensibility aspect and the least fluency in aspect. It could be proven by the increase in students' mean score in fluency was increased, in which the gain was while the increase in students' mean score in comprehensibility aspect was the highest. Therefore, it could be concluded that the students have improved the most in accuracy, comprehensibility and the least in fluency aspect. It occurs because of the culture of Indonesian people who always focus on mastering grammar, vocabulary and pronunciation.

3. The constructivism, inquiry, and questioning are the most effective components which affect the speaking performance. It happens because these three components are the bridge to participate in speaking. CTL is a good method because it becomes very systematical components. It also gives the teacher or lecturer a good time management.

SUGGESTION

Since there is a significant improvement in students' achievement in improving students' speaking performance that was taught by the seven components of CTL researcher would like to share some suggestions. In reference to the conclusion above, some suggestions were given as follows:

1. Based on the finding that the seven components of CTL could be used well to improve the students' speaking performance, English teachers can help the students improve their speaking performance by applying the seven components of CTL in the classroom. The teacher or lecturer must have selected the material before teaching their students. They should also understand deeply about the basic concept of the seven components of the CTL method.

2. It is essential to make the student become a self-regulated learner in order to let them analyze something happening in their life without asking and waiting for the teacher's explanation. In this case, the students try to comprehend based on prior knowledge and then relate it to the material has been discussed and the teacher should give a good brainstorming to active students' background knowledge.

3. Since it is quite difficult to handle big class in applying the techniques, the teacher should be able to manage the class by giving more attention to the students. It can be done by monitoring the students' activity frequently, whether they are active or not during the teaching-learning process and when they have a group

or pair work. The teacher should around the class and then pay more attention to the group or pair activities.

4. For another researcher who wants to replicate the research, they are suggested to use a bigger sample than this study, so that significant level can be achieved. Furthermore, other researchers may apply the seven components of CTL to develop other skills such as listening, reading, and writing.

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