

THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING IN TEACHING SPEAKING SKILLS

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Abstract: The aim of this research was to find out how was the implementation of contextual teaching and learning in teaching speaking. The population of this research was the second grade of SMA Negeri 5 Bandar Lampung that consists of ten classes and one class was chosen as the sample where the research would be conducted. In collecting the data, the researcher observed the implementation of seven components of CTL during teaching learning process, observed of each student's involvement and distributed questionnaires to the students related to learning situation. The result of observation shows that almost all of the components of CTL were implemented good enough in both first and second meeting. It can be concluded that Contextual Teaching Learning is applicable to be used as teaching method in teaching speaking

Keywords: CTL, speaking ability, speaking through CTL.

PENERAPAN PENDEKATAN KONTEKSTUAL DALAM PENGAJARAN KETERAMPILAN BERBICARA

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui bagaimana penerapan belajar mengajar sesuai konteks dalam mengajarkan berbicara. Populasi dalam penelitian ini adalah siswa kelas 2 SMA Negeri 5 Bandar Lampung yang terdiri dari sepuluh kelas dan hanya satu kelas yang dipilih sebagai tempat dilaksanakannya penelitian. Dalam mengumpulkan data, peneliti mengamati penerapan tujuh komponen CTL selama proses belajar mengajar, mengamati setiap keterlibatan siswa dan mendistribusikan kuesioner yang berhubungan dengan situasi pembelajaran kepada siswa. Hasil dari pengamatan Pada pertemuan pertama dan kedua menunjukkan bahwa hampir semua komponen CTL diterapkan dengan cukup baik. Dapat disimpulkan bahwa belajar mengajar sesuai konteks dapat digunakan sebagai metode pengajaran dalam mengajarkan berbicara.

Kata Kunci: CTL, berbicara melalui CTL, kemampuan berbicara.

Introduction

English now days is acknowledged as an international language because many people from different countries used it as a means of communication. As an International language, English becomes very important for our life not only as a communication but also as a way to transfer of knowledge, transfer of technology, economic affair and cross culture understanding. That's why English is taught from elementary school level to university level. English has two basic major, there are skill and component. The basic skills of English learning are listening, reading, speaking, and writing. Byrne (1984) says that our concern as language teacher is not to inform our students about the language, but to develop their ability to use language. Based on the statement above, we can get a point that the important of language is how to use and apply it.

Speaking is the most used skill by people rather than the three other skills. According to Richards (1990), "Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency". From the statement, it can be said that most language learners study English in order to develop proficiency in speaking. Besides, many language learners regard speaking ability as the indication that learner are able to use the language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

To make the students speak in the classroom is not easy. The difficulties of students to speak may be caused of some background such as students reluctance,

lack of motivation, uninteresting teaching technique, fault method in teaching speaking, etc. For this, the teachers are supposed to be creative in developing their teaching learning process and appropriate using method to create good atmosphere and improve the students speaking skill.

Bygate (1987, p. 3) states that “the basic problems in foreign-language teaching is to prepare the students to use the language. How this preparation is done, and how successful it is, depends very much on how we as teachers understand our aims.”

It means that a good method in teaching speaking will encourage students to practice speaking. One of the methods that is suitable for teaching English especially speaking skill is CTL (Contextual Teaching and Learning). CTL relates to subject matter content to real world situation. This fact supported the statement of Flora (2003) she said that relating subject content to real world situation is extremely needed during the teaching learning process so that the students know the benefit of learning in the classroom.

According to contextual teaching theory, learning occurs only when students process new information or knowledge in such away that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This method to learning and and teaching assumes that the mind naturally seeks meaning in context by searching for relationships that make sense and appear useful. Contextual teaching and learning is considered as a convincing alternatives in English teaching (Depdiknas, 2002).

These seven components of CTL make this method different from other methods. It is also clearly seen that these seven components asks the students for actively

involving in classroom activity. Collaborating, nurturing the individual and creative and critical thinking ask the students to responsible for their own learning. The role of teacher in CTL is to facilitate student to find the fact or the meaning, concept, or principles for themselves. Once these components applied in classroom, it will help both student and teachers in creating a good atmosphere where the learners have a great responsibility in achieving their success in leaning.

The other researchers such as Sister (2004) in her research found that it is possible to apply CTL in teaching of speaking. Moreover, students are actively involved during teaching and learning process since the teacher performed throughout aspects of CTL in teaching speaking so that the students' speaking achievement were increased.

Based on the background above, the researcher tried to conduct research in which CTL was used as the foundation to support modification and using of teaching-learning process. The researcher conducted the research in order to know the procedure of CTL in teaching speaking at the second grade of SMA Negeri 5 Bandar Lampung. In this case, speaking is a process of giving message, which is called the encoding process. At the same time, there is a process of understanding the message of the first speaker.

Method

In this research, the researcher used the qualitative approach. It was carried out to see and find out the result of implementing CTL in improving students' speaking skills. Bogdan and Taylor (1998) state the qualitative approach is a research procedure that produces a descriptive data such as written and oral words of

people or direct object. Descriptive data was aimed to describe, find out, analyze and interpret the phenomena that occurred in the teaching learning process through Contextual Teaching Learning in teaching speaking skills.

The researcher used the descriptive method to describe a condition character that occurred when the research was going on and checking current aspects, the research type used was a field research that oriented to the empiric data collection in the field based on the object study including social research that form education research. The researcher did the observation and gave the questionnaire to find out the implementation of CTL in teaching speaking and explore the problem that found by the teacher and students during teaching and learning activities.

The subject of this research was the second grade students of SMA Negeri 5 Bandar Lampung. The researcher used one class, XI IPA 5 consisting of 38 students. This research was focused on the process of teaching learning activities. The teacher and the students, as well as the students' responses toward any teaching stage, became the source of data. Besides, it had been explored about the problems and obstacles found in the implementation of CTL in teaching speaking class from the teacher.

In collecting the data, the researcher used observation and questionnaire as the instrument. By using observation, directly the researcher knew a real description about teaching and learning method in presenting English speaking material at Senior High School of SMA Negeri 5 Bandar Lampung. Then, the questionnaire would be done in order to get valid data and to find out the students' perception

about the learning process. These questionnaires were aimed in getting an accurate data about students' speaking skill.

Result and Discussion

The data that was taken from the observation sheets and notes at the first and the second meeting, the writer summarized that all elements of CTL namely Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection, and Authentic Assessment had been good implemented by the teacher in her teaching learning process.

The researcher observed students' interaction and involvement by using observation sheet. In the first meeting with topic like and dislike, students more easy to understand the material because they had learned Simple Present Tense in the first grade. It helped them to make a sentence that related with their like and dislike.

Table 1. Observation sheet of students' involvement during teaching learning process in the first meeting

No	Students' Activity	Researcher		Rater	
		Total of students involved	% of students involved	Total of students involved	% of students involved
1	Pre Activities				
	<ul style="list-style-type: none"> Interested in the opening of the class. (Constructivism) Responding to topic enthusiastically. (Constructivism) 	32	84%	34	89%
2	While Activity				
	<ul style="list-style-type: none"> Following the teacher' s instruction (work in group). (Inquiry), (Learning Community) 	38	100%	38	100%

	<ul style="list-style-type: none"> • Paying attention to the teacher's explanation. (Inquiry) • Responding to the teacher's questions (Questioning) • Following teacher's modeling enthusiastically. (model) • Actively presenting the results of group discussion in front of the class. (Learning community) 	28	74%	24	63%
		25	66%	23	60%
		30	66%	23	60%
		10	26%	10	26%
3	Post Activity				
	<ul style="list-style-type: none"> • Actively involved in doing what have been learned. (Reflection) • Doing the speaking task. (Authentic Assessment) 	29	76%	33	87%
		38	100%	38	100%
Average		28.7	75.6%	28.3	74.4%

The table shows that the percentage of students' response between the researcher and the rater was almost same. Generally, they had same assumptions about the situation of the class. In pre activity, when the teacher opened the class, there were 32 students who were interested in the opening. The other (6 students) did not pay attention to the teacher and they were busy with themselves. In responding to the topic, there were about 29 students who responded the topic enthusiastically. Unfortunately, there were still 9 students who did not respond to the topic enthusiastically. These students only became the viewer of their friends. In inquiry, all of the students responded to the teacher's instruction as shown at the table that 38 students responded to the teacher's instruction to work in group. But in paying attention when the teacher explained the material only 28 students involve. In questioning, 25 students responded to the teacher enthusiastically. The rest, there were 13 students only keep silent. There were 30 students followed the teacher enthusiastically when the teacher read the dialogue to give modeling in pronunciation. In having discussion in group the observer found that 10 students could present their discussion in front of the class. In reflection, the teacher asked

the students about what they had been learned, 29 students could answer and seemed understand about the material had given. In authentic assessment, teacher gave students speaking task and all students followed it.

Table 2. Observation sheet of students' involvement during teaching learning process in the second meeting

No	Students' Activity	Researcher		Rater	
		Total of students involved	% of students involved	Total of students involved	% of students involved
1	Pre Activities				
	<ul style="list-style-type: none"> Interested in the opening of the class. (Constructivism) Responding to topic enthusiastically. (Constructivism) 	35	84%	34	89%
2	While Activity				
	<ul style="list-style-type: none"> Following the teacher's instruction (work in group). (Inquiry), (Learning Community) 	38	100%	38	100%
	<ul style="list-style-type: none"> Paying attention to the teacher's explanation. (Inquiry) 	22	56%	24	63%
	<ul style="list-style-type: none"> Responding to the teacher's questions (Questioning) 	15	39%	17	45%
	<ul style="list-style-type: none"> Following teacher's modeling enthusiastically. (modeling) 	22	58%	26	68%
	<ul style="list-style-type: none"> Actively presenting the results of group discussion in front of the class. (Learning community) 	10	26%	10	26%
3	Post Activity				
	<ul style="list-style-type: none"> Actively involved in doing what have been learned. (Reflection) Doing the speaking task. (Authentic Assessment) 	25	66%	22	58%
	Average	25.5	66.1%	25.8	68%

The table shows most students involved in teaching and learning but some students had difficulty to get the material because there were many tenses had been learned in this meeting. It was easier for students to make a sentence by

using conditional type 1 and 2 but they had difficulties to make a sentence by using conditional type 3. It could be seen from students' response to the teacher's questions, only 15 students involved. The rest were still confused what to do.

Table 3. Observation sheet of implementation of CTL components during the teaching learning process

No	Components	Implementation	
		Yes	No
1	Constructivism <ul style="list-style-type: none"> • Ask previous experiences related to the material. • Review the previous topic. 	√	√
2	Inquiry <ul style="list-style-type: none"> • Ask to find and choose the topic of conversation. • Ask to create simple dialogue. • Ask to present the dialogue in front of the class. 	√ √ √	
3	Questioning <ul style="list-style-type: none"> • Invite questions during the learning process. • Give chance to ask anything about conversation. 	√ √	
4	Learning Community <ul style="list-style-type: none"> • Give a chance to sharing ideas. • Give time for discussion. • Ask to find problem based learning. 	√ √	√
5	Modeling <ul style="list-style-type: none"> • Teacher as a model or source. • Ask the student to be a model. • Ask the students to imitate or learn from the source or model. 	√ √ √	
6	Reflection <ul style="list-style-type: none"> • Review the lesson. • Motivate the students. 	√ √	
7	Authentic Assessment <ul style="list-style-type: none"> • Monitor the students' activity. • Follow up by giving direction or task 	√ √	

For doing the teaching learning process which is related with the components of CTL, the teacher did it well. The teacher applied the teaching learning process which was suitable with the students' need. When the teacher applied the

Contextual Teaching and Learning, the students looked interested in following activity. Unfortunately, the teacher could not coordinate teaching and learning process well during the teaching learning activity. Though she was strict enough to her students but sometimes she could not control the class. Controlling the class here means the teacher should make the atmosphere of the classroom to be comfortable for the students to study in order to make the teaching learning process conducive.

In order to support the observation findings, distributing questionnaire was conducted after teaching and learning activities. First, questions about implementation of constructivism were answered 'yes' by 76.4% of students. Most of them concurred that the teacher did the activities such as began the lesson by greeting, asked the students' previous experiences related to material, etc. Second, 76.8% of students experienced the inquiry process. This step contained giving the students opportunities to find, choose, and conclude the topic of conversations. Third, related to the questioning, 66.6% of the students were interested in discussing with friends when they found some problems. Fourth, 75.8% of students agreed that learning in community was effective, and they had done it in learning activities, especially in speaking class. Fifth, 71.8% of students said 'yes' that the modeling component were applied in learning activities. Sixth, 71.6% of students concurred that their teacher did reflection at the end of session. The last is authentic assessment, 77.4% of students agreed that their teacher asked them to do any simple conversation after studying session.

By analyzing the whole activities of the teaching and learning process, the researcher found that the teacher implemented each element of CTL well. Each

element had been presented good enough. Learning community was the strongest element which stimulated the students' interest in studying. When the learners involved actively in learning community, they studied cooperatively. The results of this research support Harmer (1984) mentions that grouping is one of the ways to make students freer to express their idea with their own friend before it is presented in the class. It is in line with Larsen's statement (1986) that in group students can learn from each other as well as the teacher. In terms of questioning the teacher had less satisfactory performance. The less satisfactory result of teacher's questioning technique was caused by the unclear questions given by the teacher which mostly happened in the pre activity and in some part during the while activity. As a result, the students seemed confused in responding to the teacher's questions.

Conclusions and Suggestions

Based on the data analyzed and the discussions of finding, the researcher draws conclusion, as follows:

The teacher implemented the whole seven components underlying Contextual Teaching and Learning (CTL) good enough. All components of CTL have reached gratifying result but in term of questioning, the teacher has been less successful. It was caused by the unclear questions given by the teacher. The teacher also managed the whole process of teaching and learning based on what had been prepared on the lesson plan and made it run effectively by providing a sheet of grid except questioning. Every student had his/her own awareness to get involved in the activity, especially in learning community, they work actively and

cooperatively. In the teaching learning process by using CTL, the teacher had difficulty to monitor each student because of the large class that consisted of 38 students while time allocated was so limited. It caused some students to have less attention to the teacher.

Regarding the conclusion stated previously, the researcher would like to propose several suggestions, as follows:

1. English teacher are recommended to use CTL in teaching their students since CTL can make the students involve in teaching learning process, enable the students to be active in the classroom activities.
2. In the relation to the teacher's questioning technique, it is suggested that the teacher should have given a clear question from the very beginning of the lesson to eliminate the students' hindrance in answering the questions. She should consider using guided questions to help students to tell their ideas, since guided questions will help them construct ideas about the materials being asked.
3. English teacher should be controlling the class during teaching learning process. For example, when the teacher asks a question to the students, she asks the students to raise their hands first before answering the question. So, they do not answer the question together. It is done in order to make the class situation more conducive.

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