ABSTRACT

Comparative Study between Power Teaching and Contextual Teaching and Learning (CTL) in Improving Students’ Speaking Ability at Eleven Grade of SMAN 10 Bandar Lampung

By

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Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Students can deliver their ideas by speaking. Therefore, the objectives of this research were to find out whether there was any significant differences in students’ speaking achievement taught by using Power Teaching and CTL and to find out which aspect mostly affected by the two methods. The pre-test and the post-test were administered to collect the data. The research was conducted at the eleventh grade of SMAN 10 Bandar Lampung. The researcher took two classes from ten classes as a sample of the research. The researcher took the sample randomly.

The result of pre-test in Power Teaching class was 65.47, while the result of pre-test in CTL class was 66.52. It means that there was no significant difference between the result of pre-test in both classes. The result of post-test in Power Teaching class was 76.88, while the result of post-test in CTL class was 71.45. It means that there was a significant achievement after the treatment were given. The total gain in all aspects of speaking of Power Teaching was 11.16 points, while the total gain in CTL was 4.92. It means that there was significant difference in all aspects of speaking between Power Teaching and CTL method.

There was a significant difference of students’ speaking achievement between the students who were taught through Power Teaching and those taught through CTL. The students who taught using Power Teaching got higher result than those taught using CTL. The students in experimental class I got the better result in all aspects of speaking than the students in experimental class II. The gain in all aspects of speaking (pronunciation, fluency, vocabulary, comprehension and grammar) increased in both classes but the experimental class I got the higher result than the experimental class II.