

I. INTRODUCTION

A. Background of the Problem

English is a foreign language taught in Indonesian schools. There are four skills of English to be mastered by SMP students name, listening, speaking, reading and writing. Speaking is one of the central elements of communication. It is one of the important skills that students have to master. By speaking, students can deliver their ideas, information and also maintain social relationship by communicating with others. The primary goal of foreign language instruction is to be able to communicate. That is why speaking is put ahead on the other skills. But the fact, in SMPN 4 Pringsewu specially class VII 5 most of the students can not speak English fluently.

Participation of students during teaching learning process in the classroom were 72,5% of students passive and 27,5 % of students active. The classroom activity is teacher centered and directed. Students are expected to be silent they are called upon to answer the question. This creates discouraging environment for language learners. As a consequence, most students can not participate in speaking English since they do not get enough exposure to the language.

Second, the way the teacher delivers the materials in the classroom. Teacher depends on the textbook and becomes the only source in the classroom. Commonly, oral test is done in written task rather than oral activity. Learning speaking becomes a matter of book-based activities and emphasizes largely on grammar rules instead of giving speaking practice. As a result, speaking target will not be accomplished and the students will not learn to communicate orally because language is solely from a book and written task. To solve this problem we need techniques.

In fact, there are many techniques that can be applied in teaching English speaking skill such as CTL method. These techniques can be implemented in any grade. Thus, the researcher here tries to implement CTL method. By implementing this method, the researcher hopes to give recent experience in learning English and have a fun situation in the classroom.

From researcher's pre observation in the SMPN 4 Pringsewu, most of the students were shy to speak and had low ability in speaking because they think that speaking scores have not achieved the standard (KKM) in the school yet. Under 72,5% students got 65 and 27,5% students gets over 65.

Based on the fact above, the writer tried to find the solution to improve the speaking ability of the first grade students of SMPN 4 Pringsewu by employing CTL method.

(Ken Shore, 2005) states that speaking up (participate in speaking) in the class is a struggle for many students. That struggle might manifest itself in the classroom in variety of ways-not volunteering to answer question, not asking for help, not speaking up in small group activities, even not talking in class at all. As a teacher, we will have greater success spurring a student to speak up if we can figure out why he/she is reluctant to participate in speaking.

Whatever the reason, teacher's role is not to force the students to speak. Teacher's role is to provide a supportive, encouraging atmosphere that helps feel more comfortable, more confident, and less fearful of speaking up. Moreover, the student's reluctance to ask a question or volunteer an answer might be due to a lack of confidence.

Most students can not participate in speaking English and they can not express their opinion in English. It happened because in daily teaching-learning process teacher concerned more on "*learning*" the language than in "*using*" the language. For example, the teacher should be able to motivate students using the language in their real life. Moreover, the teachers are lack of giving them chance to use English during classroom interaction.

Krashen and Rerrel (1983) suggest that if students' acquisition is expected to take place, the students must have enough exposure to the language being learnt. The students must also have qualified and fluent English teacher who can teach well and speak to them naturally and give more opportunities for the students to talk in English within the teaching-learning process. Therefore, it can be expected that

English teachers must provide as many techniques as possible to be implemented in their teaching process to increase students' speaking ability in the target language during classroom interaction.

In fact, most of teachers usually teach the students based on the books provided by Depdiknas or commercial books. They too depend on these books. As an example, they do not use their creativity in providing the materials that are going to be discussed in the process of teaching and learning (Depdiknas, 2002).

The teachers think that they must teach all the materials within the time available without considering whether the students have understood the material or not. It is not an effective way. The students have no chance to do exercise either in written or oral form. Besides, the teachers usually do not connect the subject matter with the students' daily lives. Therefore, it makes them have low motivation to learn English and also to participate in speaking during classroom interaction. The students become passive in their speaking ability. They are not able to participate in speaking during classroom interaction.

In a view of this reality, the English teacher has a responsibility toward the students' future. In fact, the students are reluctant to participate in speaking English in their daily learning activities during classroom activities because the English teacher did not apply the appropriate technique which allows the students practice their speaking ability actively, so that it is very important for the students' speaking ability during classroom interaction.

At this moment, the teaching-learning activities in English are really suggested to implement Contextual Teaching-Learning process since this technique can be implemented in any major of studies. This technique can also be implemented in any levels of students. Those are the strengths of Contextual Teaching-Learning (CTL).

It is because Contextual Teaching-Learning (CTL) has seven components (constructivism, inquiry, questioning, learning community, modeling, reflection, authentic assessment) that can be used to motivate students' speaking ability during classroom interaction (Diknas, 2002). Besides, the teachers have to be able to select appropriate technique to let students practicing the target language frequently inside and outside of the classroom. It could be inferred that the quality of the English teacher has a very important impact toward the students' speaking ability during classroom participation. It is necessary for the teacher to create an interesting and enjoyable material, therefore are very important for the students not feel hesitant to communicate with their friend. It is expected that students' speaking ability during classroom participation will be better. In presenting the material, the teachers should give model because it will be easier for them to understand. The students will respond actively by observing and asking question, so that they can interpret what activities are being discussed. Here, the teachers will be able to monitor the progress of students' speaking ability during classroom interaction activities.

It can be inferred that an English teacher must be creative and imaginative to lead her students to be able to participate in speaking English. He/she should be able to create appropriate atmosphere. One of the efforts that the teacher must do is to promote the quality of using the approach. This is intended to achieve one of the ultimate of instructional aspect, to enable the students to express their ideas in English.

Basically, Contextual Teaching-Learning is a learning concept that helps the teachers to relate or to coordinate between the materials which are taught by them with the real world situation of the students, and to revive the students in making the relationship between the knowledge they have with the application in their daily lives as member of family and society.

In the classes of CTL, the role of the teacher is to help the student in order that they are able to teach their ideas. It means that the teacher is very much concerned with the strategy rather than giving the information. Teacher's duty is to manage the class as a team that works together to search the new ideas for the students. The teacher helps the students in their process of learning. The teacher has to apply CTL and implement each component when he/she is going to teach the students, because it can make the students active and enjoy their process of learning English and practice it.

In CTL students have to be able to comprehend the meaning of learning and its advantages. It means that the students have to be aware of the aim of their learning. They understand about the usage of a learning of certain topics for their

live. At the end, they will not only know the language but also use language, bring it to their daily live. Students learn useful things for themselves. In this case, they need a qualified English teacher as their motivator and facilitator in learning.

If this technique is implemented successfully and is always faithfully relied on the basic of CTL, it can produce better English speaking-competence of students (Diknas:2002). By implementing all seven components in Contextual Teaching and Learning (constructivism, inquiry, questioning, learning community), modeling, reflection and authentic assessment), students are expected to be able to produce English better especially in their speaking Ability, since this technique emphasizes on students target language exposure. Through CTL, it is expected that students' speaking ability during classroom interaction will increase gradually. This research focuses on the development of students' speaking ability through the implementation of CTL during classroom interaction.

Through her experience as English teacher at SMP Negeri 4 Pringsewu the writer used CTL in teaching English. Teacher implemented seven components of CTL in her teaching. The writer is confirmed that teacher teaches English using CTL. First, teacher triggered the students by giving some questions related to the topic. The teacher did it order to make it easier for the student to understand what they were going to discuss. Then, the teacher tried to revive the students' motivation by addressing some questions related to the topic. To encourage the students' interest, for example, teacher introduced students by giving a picture of a flower. Teacher asked the students to observe and describe

the picture. Besides, teacher frequently offered teachers' assists to the students to have the correct the pronunciation of the certain, words by firstly giving the model/example how to pronounce the words. Before that, the teacher selected the materials first, that is relating to the students' real world situation. Teacher asked the students to describe the picture of flower.

In this activity, it can be seen that the teacher has implemented constructivism in this teaching, where the students actively and creatively involved themselves in construction their own understanding in the learning process based on their previous knowledge and experience. In this case, the students would be able to monitor and evaluate their strengths and weakness. The role of the teacher was only as a facilitator and motivator. Therefore, it can be said that the English teacher has implemented CTL in teaching English but not comprehensive by integrally. Based on the background of the problem discussed earlier, the researcher wants to analyze the students' speaking Ability during classroom interaction using CTL implementation. This research, at the end, would prove the development of students' speaking Ability through CTL implementation during classroom interaction. Thus, the researcher entitle the research : Increasing Speaking Ability through Contextual Teaching Learning (CTL) Method in the First Year in SMPN 4 Pringsewu.

B. Research Problem

Based on the background on the previous pages, the research would like to formulate the problem as follow :

1. How can CTL be used to improve students' speaking ability in Class VII 5 at SMPN 4 Pringsewu ?
2. How can CTL improve teacher' performance of teaching speaking in Class VII 5 at SMPN 4 Pringsewu ?
3. How can CTL improve students' participation in speaking of teaching in class VII 5 at SMPN 4 Pringsewu ?

C. Objective of the Research

The objective of the research are :

1. To see how CTL can improve students' speaking ability in Class VII 5 at SMPN 4 Pringsewu.
2. To see how CTL can improve teacher' performance of teaching speaking with CTL in Class VII 5 at SMPN 4 Pringsewu.
3. To see how CTL can improve students' participation in the speaking in class VII 5 at SMPN 4 Pringsewu.

D. Uses of the Research

The uses of the research are :

1. Theoretically

It can be used to prove or disapprove the previous finding about CTL in relevant to students' speaking ability during classroom interaction.

2. Practically

It aims at confirming whether CTL is applicable in motivating students' speaking ability during classroom interaction.

E. Scope of the Research

This classroom action research was conducted in the first grade of SMPN 4 Pringsewu with one class as subject of the research.

The focus of the research was teaching learning process of speaking using the CTL technique. The writer conducted the research on the "on going" process by analyzing how the teaching speaking runs. The research was limited only in particular themes taken from the 2006 English Curriculum of Junior High School. The themes is *Giving Opinion and Expression Like and Dislike*.

F. Definition of Term

1. Speaking

Byrne (1984:81) says that speaking or oral communication is a two-way process between speaker and listener and involves productive and receptive skill of understanding. It means that we try to communicate with each other and use our language to send our message to other (listeners).

2. CTL

Contextual Teaching and Learning (CTL) is a concept of learning which helps teacher relate the materials being taught to the students' real world and motivating the students to relate their knowledge in their daily lives by implementing all seven main components or elements in the learning process

(Diknas, 2002). The seven components or elements of CTL are constructivism, inquiry, questioning, learning community, reflection and authentic assessment.