

ABSTRACT

INCREASING STUDENTS' SPEAKING ABILITY THROUGH CONTEXTUAL TEACHING LEARNING (CTL) AT THE FIRST YEAR IN SMPN 4 PRINGSEWU

BY

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The research was conducted based on the problem faced by the first students of SMPN 4 Pringsewu. Most students in SMPN 4 Pringsewu at the first year still could not achieve the curriculum target because of their low speaking ability especially in pronunciation, grammar, fluency, vocabulary, comprehensibility. Their low speaking ability is caused by the inappropriateness of teaching techniques used by the teacher. The researcher conducted research to find out if CTL can improve students' speaking ability in terms of pronunciation, grammar, fluency, vocabulary, comprehensibility and improve the teacher's teaching performance in teaching speaking. The research was conducted at SMPN 4 Pringsewu. The subject was the students of class VII 5 in the academic year of 2011/2012.

This classroom action research was conducted in two cycles. Each cycle consists of four steps : planning, action, observation and interpretation, and analysis and reflection. The researcher used indicators which covered learning product and learning process. To gain the data of the learning product and learning process, the researcher used speaking test and observation sheets for students' activities and teacher's teaching performance as the instruments.

The result of the learning product shows that CTL improves the students' speaking ability in each component. In cycle 1, 20 students (50%) reach score ≥ 65 , while in cycle 2, 36 students (90%) reach score ≥ 65 . In cycle 1, the pronunciation average score is 63; meanwhile in the second cycle, the pronunciation average score is 69. For fluency average score in the first cycle is 63,75 and in second cycle, the average score is 70. And for grammar, the average score in cycle 1 is 66; meanwhile in the second cycle the average score is 71. For vocabulary average score in the first cycle is 66 and in second cycle, the average score is 71. And the last, for comprehensibility average score in the first cycle is 65 and the second cycle is 71. In other words, there is improvement of students' average score from cycle one to cycle two.

Meanwhile, for the learning process, that is, the students' learning activities, only 12 students (30%) conduct 80% of the activities in cycle 1, but 36 students (90%) conduct 80% of the activities in cycle 2 especially on responding to the topic enthusiastically (pre-activity), answering the teacher's questions (while-activity). In addition, for the teacher' teaching performance, the teacher scored 70 in cycle 1, then she scored 80 in cycle 2 especially on teaching and learning process which is suitable with the competence. This means she is able to teach the students well by implementing CTL in the speaking class. In short, it can be concluded that CTL can improve students' activities and teacher's performance in teaching speaking.