

## **I. INTRODUCTION**

### **1.1. Background of the Problem**

English is the first foreign language in Indonesia. It has become a compulsory subject that is taught and learnt at some elementary schools up to university level. Guideline of educational unit level curriculum (KTSP) which is applied for all school levels in Indonesia leads the students to have real-life skills. There are four skills to be mastered as stated in KTSP for english subject, namely, listening, reading, speaking, and writing.

Speaking is one of the important skills that the students have to master. By speaking, we can convey information and ideas, and maintain social relationship by communicating with others. The ability to communicate is the primary goal of foreign language instruction that speaking is put a head on the others skills. In addition a large percentage of the world's language learners study English in order to be able to communicate fluently.

Many language learners regard speaking ability as the measure of knowing a language. That is why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and asses their progress in terms of their

accomplishment in spoken communication. On the contrary, for most students, speaking is the most difficult part when they learn a foreign language. English students tend to have difficulty to speak in English in a simple form of dialogue or even to tell their ideas, utterances in English. This condition may be caused by two reasons. First, it is caused by the minimal participation of students during the teaching learning process in the classroom. Students are expected to be silent unless they are called upon to answer the question. This creates the unsupportive and discouraging environment for language learners. As a consequence, most students cannot participate in speaking English since they do not get enough exposure to the language.

The second is the way the teacher delivers the materials in the classroom. The teacher depends on the textbook and it becomes the only source in the classroom. Commonly, oral tests are done in written tasks rather than oral activities. Learning to speak becomes a matter of book-based activities and emphasizes largely on grammar rules instead of giving speaking practice. As a result, the speaking target will not be accomplished and the students will not learn to communicate orally because language is solely from a book and written tasks.

Based on the writer's pre-observation in the SMPN I Tanjung Bintang, most of the students are not able to speak, reluctant to speak and have low ability in speaking, because they think that speaking is difficult. That is why their speaking scores have not been achieved the standard (KKM) in the school yet. This problem makes the writer interested in doing the classroom action research to improve the students' speaking ability and hopefully the standard score for speaking will be achieved.

She found that when the students were asked to present the dialogue, they got some difficulties in expressing their ideas so the listener can not receive the message in communication well. There are lots of fillers, such as *umm* and *err*, in accuracy, there are many mismatch auxiliaries such as *you is my friend and she don't know*. On other words, their speaking was not comprehensible even though they have learned English since they were students of elementary school. Their ability to express their mind or ideas up is still too limited. This fact was found when their speaking was reated, most of students failed to pass the standard goal that is 65.

In pre observation, researcher also found the inappropriateness way of teaching used by the teacher. The teacher taught speaking by explaining the form of sentence, drilling it to students and asking students to do some written exercises at students' work sheet or LKS (Lembar Kerja Siswa) this made the students passive and the students only know the form of sentences but they were not able to implement it to their real world. They were able to write well but cannot implement it orally when it is needed. So, speaking class became writing class and students did not have enough chance to speak.

The low ability of students also due to the lack information about the context of lesson that made the students had limited idea in discussion. This condition made students' performance at speaking presentation in front of the class worse. The presenter could not deliver their material well because they were not able to speak and the listener also could not respond it well because first, listener did not get the point of material and secondly because they could not express their idea

too. So, discussion can so slow and booring. The last, speaking goals could not be reached.

Due to the use of teaching aid, the teacher only used the text book. Students' speaking ability became worse because they did not have sufficient source as the references. They just focused on the example provided in their text book. Meanwhile the successful language learner needed lots of chance to exercise as Richard cited in Jones (1996:12) in speaking and listening we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together.

Due to the results of pre observation, researcher discussed with the teacher about the problem in the classroom and researcher assumed that the students' problems were fear of being blamed, little chance for exercising, little sources, and boredom and in appropriate way of teaching. By taking look the problems of the students, the researcher along with the teacher triggered to implement contextual teaching learning in classroom action research due to its benefits.

To solve the problems above, it is very important for the teacher to find out a better way to make students feel interesting in using English in their daily lives. In this case, teacher should consider the way of teaching speaking in order to make students involve in teaching learning process, and to build students interest in using English. Contextual Teaching and Learning (CTL) is considered as an alternative.

The philosophy of Contextual approach is emphasized on the students' interest and their experience. Contextual Teaching and Learning is a concept of learning which help teacher to relate the materials being taught to the students' real world and encourage students to relate their knowledge in their daily activity. Therefore, the students have more time to expose their skill in the classroom with the result that their speaking achievement to increase. Besides, CTL relates to subject matter content to real world situation that is needed during the teaching learning process so that the students know the benefit of learning in the classroom.

Contextual Teaching and Learning (CTL) is aimed at building knowledge and skills in meaningful way by engaging students' real life or authentic context. By implementing all seven elements in Contextual Teaching and Learning, students are expected to produce English better, especially in speaking skill, since CTL emphasizes on students' productive skill.

Many researchers on Contextual Teaching and Learning (CTL) have been conducted to increase students' speaking achievement. First, Lynch and Spears (2001) in their research found that implementation of CTL positively impacted on students' speaking achievement since it enriches subject matter and increases students' mastery of subject matter. Second, Flora (2003) in her research stated that there was a significant difference between the students speaking achievement through the implementation of CTL. Then, Sister (2004) in her research found that through CTL, students were actively engaged and encouraged to speak up and communicate in the classroom that result in their speaking achievement increased. Eritha (2005) in her research found that the students' achievement taught through

CTL had significant difference than teacher's way of teaching. Komariah (2006) in her research revealed that the students were actively involved during teaching and learning process that may result in increasing students' speaking achievement. Further, she stated that CTL is appropriate for learners to increase their English.

Realizing that Contextual Teaching and Learning results in increasing students' speaking achievement, and puts the students as the centre of an active process, the writer is interested to implement CTL in teaching speaking at junior high school. Therefore, the writer entitles the classroom action research "The Implementation of Contextual Teaching Learning (CTL) in Teaching Speaking at the Second Grade of SMPN I Tanjung Bintang Lampung Selatan".

## **1.2. Research Problems**

Based on the background above, the writer formulated the problem as follow :

- How can the implementation of Contextual Teaching Learning (CTL) improve the student's speaking achievement?
- How can the implementation of Contextual Teaching Learning (CTL) improve students' participation in teaching learning process?
- How can the implementation of Contextual Teaching Learning improve teacher's performance?

## **1.3. Objectives of the Research**

In relation to the formulation of the problem above, the objective of the classroom action research was to find out how the implementation of Contextual Teaching

Learning improve the students' speaking achievement and teaching learning process.

#### **1.4. Uses of the Research**

The uses of this research are:

1. Theoretically, this research can be used to support the previous theories of Contextual Teaching and Learning (CTL).
2. Practically, this research can be useful for English teachers to implement CTL to improve their students' speaking achievement.

#### **1.5. Scope of the Research**

This classroom action research was conducted in the second grade of SMPN I Tanjung Bintang Lampung Selatan with one class as subject of the research. The class was VIII F which consists of 37 students. The reason why the researcher used this class because it is the best class (kelas unggulan) but their ability of speaking is still low.

The focus of the research was teaching learning process within the implementation of Contextual Teaching and Learning. The writer conducted the research on the "on going" process by analyzing how the teaching learning process occurred in the implementation of CTL in teaching speaking. The research was limited only in particular themes taken from the 2006 English curriculum of junior high school.

### **1.6. Definition of Terms**

1. Contextual Teaching and Learning is a concept of learning which help teachers relate the materials being taught to the students' real world and encouraging the students relate their knowledge in their daily lives by implementing all seven main elements in the teaching learning process.
2. Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get ideas or the message across.
3. Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people.
4. Teaching speaking through CTL means the way the teacher teaches the students how to communicate efficiency by relating the material given to the students' inner world of memory, experience, and response.