1. INTRODUCTION

1.1 Background of the Problem

The objectives of English curriculum for the second grade of SMA especially for
speaking skill are that the graduates are able to ask and give information in the
acceptable grammar, do a short conversation fluently and accurately, describe
things, people, place, or chronological cases in simple words, and express feelings
and opinions.

The goal of English teaching according to the English curriculum is the students
are able to communicate both in spoken and written form. Thus, it is clear that the
main goal of teaching English is that students or teachers are able to use English
as means of communication based on the context and situation.

In fact, only few students are able to communicate actively. Most students are
unable to ask and give information in acceptable grammar. Moreover, they are
unable to do short conversation fluently and accurately. It is because the students
are not properly trained in improving the speaking ability and the teachers have
not applied the suitable technique in teaching speaking. So, the objectives of the curriculum as stated above have not been achieved yet.

The failure of teaching speaking might be caused by many factors, such as the fact that English is not only as a foreign language in Indonesia, but also it is never used in daily communication. The students are not familiar with the English environment which learners must have. The capability of English teachers also influences their students’ ability in using English. Another factor which influences the students’ capability of using English is that they are reluctant to practice it in real communication. And among the factors above, method can be one reason for the failure of teaching learning process.

In language teaching, there are many methods that can be applied such as Grammar Translation Method, Silent Way Method, Community Language Learning Method, Audio Lingual Method, and Contextual Teaching and Learning etc.

To solve the problem above the writer tries to propose a study of comparing two methods in teaching speaking, namely Contextual teaching and Learning (CTL) and Community language learning method (CLL) these two strategies will be elaborated in detail in chapter two.

CTL and CLL are chosen to be used to teach speaking. By using these methods, the students are expected to be more active in speaking class and they are
encouraged to use English in communication. Besides, it will be known whether the two methods have different effects or not on students’ speaking achievement. Since there has not been a research dealing with these method at SMA Negeri 1 Natar, it is important to investigate students’ achievement through these methods by applying them in teaching speaking.

Based on the background above, the writer would like to find the more appropriate method in teaching speaking by comparing two methods; they are Contextual Teaching and Learning (CTL) and Community Language Learning (CLL) method.

1.2 Identification of the Problem

There are a number of problems that may hinder students from improving their English, that is:

a. English is not used in daily communication.
b. The method used by the teacher is not suitable.
c. The teacher does not motivate them to speak English.
d. The environment does not support them to use English.
e. They are reluctant to practice it in real communication based on the content and situation.
1.3 Limitation of the problem

Based on the identification of the problem above the writer would like to limit the problem on “the method used by teacher is not suitable”, because of her knowledge and her limited time.

1.4 Research Question

Based on the identification of the problem above the writer proposes the following research question to be investigated. The research problem is formulated as follows:

“Is there any significant difference of students’ speaking ability between the students who are taught using CTL method and those taught using CLL method?”

1.5 Objective

The objective of this research is to investigate whether there is a significant difference in students’ achievement of speaking ability between the students who are taught through CTL and those taught through CLL.
1.6 The Uses of the Research

The findings of this research are expected to beneficial as follows:

a. Theoretically, the result of this research may be useful to support the existing theory of teaching method.

b. Practically, the result of this research can be made as information for the English teacher whether there is difference of speaking achievement between the students’ who are taught by using CTL method and those by CLL method.

1.7 Scope of the Research

This research will be focused on teaching speaking. She will use CTL as the method in experimental class to investigate the effect of using CTL on students’ speaking ability. In Experimental class 2 she will use CLL method. The materials which would be taught are based on the English curriculum of SMU that is, “everyday activities, past events and offering something”