I. INTRODUCTION

This chapter discusses certain points; introduction deals with background of the problem, research problem, objectives of the research, uses of the research, scope of the research, and definition of terms. Classified like the followings.

A. 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. English teachers have an important role in successful teaching learning process, especially the way teacher delivered the materials in the classroom. Teacher depends on the textbook and it becomes the only source in the classroom. Commonly, oral test was 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 accomplised and the students will not learn to communicate orally because language is solely from a book and written task.

Byrne (1982: 1) says that our concern as language teacher is not to inform our students about the language, but to develop their ability to use language. Moreover, Van ek in Johnson (1983: 103) stresses that aim of learning is always to enable the learner or teacher to be able to do something he/she could not do at the

beginning of the learning process. Based on the ideas above, it is clear that the main purpose of teaching English both for teacher and students is that they are able to use English as means of communication based on the context and the situation. The failure may be caused by the technique or approach used in teaching learning process that cannot motivate the students to study well.

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 ahead on the other 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.

Furthermore, Brown (2001) adds that one of the basic problems in foreign language is to prepare learners to be able to use the language. How the preparation done successfully depends very much on how we as the teacher understand the aim of teaching. It means that a good technique in teaching speaking will encourage students to practice speaking. One of the methods that suitable for

teaching English especially speaking skill is CTL or Contextual Teaching and Learning.

The philosophy of contextual technique 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 encouragement for 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. Moreover, 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 components in Contextual Teaching and Learning, students are expected to produce English better, especially in speaking skill, since CTL emphasizes on students' productive skill. The seven components are Constructivism, Inquiry, Questioning, Learning community, Modeling, Reflection, and Authentic Assessment.

Some researchers such as Sister (2004), and Hidayah (2009) in their research found that it is possible to apply CTL in teaching speaking. Moreover, students actively involved during teaching and learning process since the teacher performed throughout aspects of CTL in teaching speaking so that the students' speaking achievement were increased.

During being a part-time teacher at SMA Al-Kautsar Bandar Lampung, the researcher found that most of the students have low ability in English spoken skill, reluctant to speak and have low motivation in speaking, because they think that speaking is difficult. That is why their speaking scores has not been achieved the standard applied in the school yet.

This problem made the writer interested in doing the qualitative descriptive research to analyze the implementation of CTL in teaching learning speaking. Although CTL has been applying for long time, writer asked the teacher to use CTL as his technique. He also prepared two lesson plans for teacher to teach speaking skill so that researcher could directly observe the situation and made some reports. After having pre-observation and conducted some discussion and confirmation with the English teacher especially to the first grade of SMA Al-Kautsar, the researcher knows that in that school he has been teaching English for a long time, do understand about CTL technique and sometimes use it in teaching English.

Based on the background above, the writer was interested to accomplish his qualitative research with the title "An Analysis of Implementing Contextual Teaching and Learning (CTL) Components in Teaching Speaking at the First Grade of SMA Al-Kautsar Bandar Lampung".

B. **Formulation of Problem**

Based on the background discussed above, the researcher formulated problem as follows:

Are the seven components of CTL (Constructivism, Inquiry, Questioning, Learning community, Modeling, Reflection, and Authentic Assessment) implemented successfully in teaching speaking at the first grade of SMA Al-Kautsar Bandar Lampung?

C. **Objectives of Research**

In relation to the statement of the problem, the researcher wants to find out whether the seven components of CTL (Constructivism, Inquiry, Questioning, Learning community, Modeling, Reflection, and Authentic Assessment) are implemented successfully in teaching speaking at the first grade of SMA Al-Kautsar Bandar Lampung.

D. **Uses of Research**

The uses of the research are:

1. Theoretically, this research is expected to show whether the result is relevant or not to the previous theories. Moreover, this research also to be used as a reference for the next researcher who will concentrate on the similar scope of research.

2. Practically, this research hopefully can be the consideration in teaching speaking and can inform the teacher about the process and benefit of Contextual Teaching and Learning.

E. **Scope of the Research**

The research focused on process of teaching learning speaking through CTL. This research was quantitative descriptive because the writer tried to analyze and describe the implementation of seven components of CTL in teaching speaking at the first grade of SMA Al-Kautsar. The researcher conducted classroom observation, distributed questionnaire to students, and interviewed the teacher to get the data needed. The data were collected at SMA Al-Kautsar Bandar Lampung with one class had chosen randomly as sample of the research. The chosen class was X4 which consisted of 44 students.

F. **Definition of Key Terms**

1. ***Contextual Teaching and Learning*** is a technique of teaching 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 components in the teaching learning process (Depdiknas: 2002).

2. ***Speaking*** is one of the central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate information, ideas, and emotions to others using oral language. (Sister, 2004: 7)

3. ***Teaching speaking through CTL*** means the way the teacher teaches the student how to communicate efficiency by relating the material given to the students' inner world of memory, experience, and response.