

APPENDICES

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I. INTRODUCTION

This chapter discusses certain points: introduction deals with background of the problem, research problem, objective of the research, uses of the research, scope of the research clarified as follows.

1.1 Background of the Problem

According to School Based Curriculum/ Kurikulum Tingkat Satuan Pendidikan (KTSP), the goal of teaching learning at junior high school is that the students must be able to develop communicative competence in written as well as in spoken. They are expected to be able to communicate both in spoken and written form to solve the problem in their daily lives.

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 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 assess 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 in English. This condition may be caused by two reasons.

First, it is caused by the minimal participation of students during teaching learning process in the classroom. The classroom activity is still teacher centered and directed. Students are expected to be silent unless they are called upon to answer the question. This creates unsupportive and 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.

The second is the way teacher delivers the materials in the classroom still use traditional method. He depends on the text book and it becomes the only source in the classroom. Commonly, oral test was done in written test 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 achieved and the students will not learn to communicate orally because the material just taken from books.

Based on writer's pre-observation at the SMP 11 Bandar Lampung, the students of class 8A were the best class (kelas unggulan), but most of them were not able to speak, reluctant to speak and had low ability in speaking. It was because of the way of teaching learning used by the teacher was teacher centered, and did not give students to speak. That is why, their speaking score had not achieved the standard or KKM (Kriteria Ketuntasan Minimal) of the school yet. The researcher found that when the students were asked to present the dialogue, they got some difficulties in expressing their ideas so the listener could not receive the message in communication well. There were a lot of fillers, such as *umm* and *err*, in accuracy, there were many mismatch auxiliaries such as *you is my friend* and *she don't know*. In 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 was still too limited. This fact was found when their speaking was rated; most of students failed to pass the standard goal, that is 65.

Besides, 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 student's work sheet or LKS (Lembar Kerja Siswa). This made the students passive and the students only knew the form of sentences but they were not able to implement it orally when it was needed. Therefore, speaking class became writing class and students did not have enough chance to speak up. The low ability of students were also due to the lack of information about the context of lesson that made students

have limited idea in speaking activities. This condition made student's performance in 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, the speaking activities ran so slowly and boring, and speaking goals could not be reached.

Due to the use of learning source, the teacher only used the text book. Students' speaking activities became monotone because they didn't have sufficient sources as the references. They just focused on the example provided in their text book. Meanwhile the successful language learner needed a lot of sources, and 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.

In addition, due to the pre-observation, reseacher discussed with the English teaching-team about the problems of class 8A SMPN 11 Bandarlampung, and reseacher assumed that the students' problems in class 8A were; first the teaching learning was still teacher centered, little chance for students to speak, little sources for exploring idea, and secondly the teacher still used traditional method in implementing the teaching learning process. By taking look the problems of the students, the reseacher along with the teacher triggered to implement Contextual

Teaching Learning (CTL) in classroom action research due its benefits, and hopefully by implementing CTL can improve the students' speaking ability.

To solve the problems above, it was very important for the teacher to find out a better way to make students feel interesting in using English in their daily life. In this case, teacher should consider the way of teaching speaking in order to make the students involved in teaching learning process, and to build students interested in using English, so CTL is considered as an alternative.

The philosophy of contextual approach is emphasized on the students' interest and their experience. CTL 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 to their daily activities. 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. 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 CTL, students are expected to produce English better, especially in speaking skill, since CTL emphasizes on students' productive skill.

Many researchers on CTL have conducted research 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 result better than other teachers' 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 CTL results in increasing students' speaking achievement, and put the students as the centre of an active process, the writer was interested to implement CTL in teaching speaking at junior high school. Therefore, the writer entitled the classroom action research. "The Implementation of Contextual Teaching and Learning (CTL) in Teaching Speaking at the Second Grade of SMPN 11 Bandar Lampung"

1.2. Research Problems

Based on the background of the problem above, the writer formulated three problems as follows:

- How can the implementation of CTL improve the students' speaking achievement of class 8A SMPN 11 Bandarlampung?
- How can the implementation of CTL improve the students' participation in teaching learning process of class 8A SMPN 11 Bandarlampung?
- How can the implementation of CTL improve the teacher's performance in teaching learning process of class 8A SMPN 11 Bandarlampung?

1.3. Objectives of the Research

In relation to the formulation of the problems above, the objective of the classroom action research was to find out how the implementation of CTL improved the students' speaking achievement, the students' participation, and the teacher's performance in teaching learning process.

1.4. Uses of the Research

This classroom action research can be useful both practically and theoretically.

1.4.1. Practically

- *To the teacher*; To solve the problem of teaching speaking and as an alternatif to increase the students' speaking ability of class 8A SMPN 11 Bandar Lampung.

- *To the students*; It is hoped that the implementation of CTL can improve students' speaking ability.
- *To the school*; The result of the research can be used as consideration policy related to the development of teaching speaking.

1.4.2. *Theoritically*, the result of this classroom action research can be beneficial as information for other researcher who is interested in conducting research in this field.

1.5. Scope of the Research

This classroom action research was conducted in class 8A of SMPN 11 Bandar Lampung, which consisted of 31 students in the academic year of 2010/2011. The focus of the research was on teaching learning process within the implementation of CTL to improve the students' speaking ability which its aspects are pronunciation, fluency, and comprehensibility. The writer conducted the research "on going" process by analysing how the teaching learning process occurred in the implementation of CTL in teaching speaking. The materials used were consistent with the guidelines of junior high school (SMP) curriculum of English (KTSP for English).

II. LITERATURE REVIEW

This chapter discusses about concept of speaking, concept of contextual teaching learning, elements of contextual teaching learning, approaches for implementing of contextual teaching learning, concept of teaching speaking, teaching speaking through CTL, procedure of teaching speaking through CTL, advantages and disadvantages of CTL explained like the following.

2.1. Concept of Speaking

Speaking is productive skill in which the speaker produces and uses the language by expressing a sequence of ideas at the time she/he tries to get ideas or message across. In this case, there is a process of giving message, which is called as the encoding process. At the time, there is a process of understanding the message of the first speaker.

Scott in Johnson and Morrow (1981) typifies speaking is an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make contributions at high speed. In other words, each participant must have an intention or set of intention she/he wants to achieve in the interaction. Each participant has to be able to interpret what is said to

him/her, and reply with the language he/she has which reflect his/her own intention.

Speaking is an instrument of language and primary aim of speaking is for communication Tarigan (1987:5). From this definition, it is clear that the students learn to speak in order to be able to communicate. We try to communicate with each other and use our language to make other people understand. Byrne (1984:81) says that speaking or oral communication is a two-way process between speaker and listener and involves productive and receptive skills of understanding. It means that we try to communicate with each other and use our language to send our message to others (listeners). Webber (1981:3) defines speaking as an expressive sound counterpart to audience which requires somewhat more complex abilities. He adds that oral language of speaking is the immediate communication.

Brown (2001:250) states, that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In line with this ideas, there are three important points that must be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them that is, producing, receiving, and processing information.

From the definition above, it can be said that speaking is two-way process between speaker and listener and it involves both encoding and decoding process.

The former leads to process of giving idea or making the listener understand, while the latter leads to the process of getting the idea of the speaker. Through these processes, people interact with others Bunkart (1998:2). Speaking must fulfill these following aspects, they are:

2.1.1. Fluency

Harris (1974:81) defines that fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined to others when speaking. It means that when a person makes a dialogue with another person, the other person can give a response well without difficulty.

2.1.2. Grammar

Heaton (1978:5) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Meanwhile, Syakur (1987) defines grammar as a correct arrangement of sentences in conversation.

2.1.3. Vocabulary

One cannot communicate effectively or express ideas in oral form if they do not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication as what is stated by Syakur (1987).

2.1.4. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. Syakur (1987). Meanwhile Harris (1974: 84) defines pronunciation as the intonation patterns.

2.1.5. Comprehension

Syakur (1987) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speakers' intention and general meaning Heaton (1991: 35). This idea means that if a person can answer or express well and correctly, it shows that she/he comprehends or understands well.

2.2. Concept of Teaching Speaking

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech. Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. The goal of teaching speaking skills is to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due

to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation Burnkart (1998:2).

Moreover, Japerson in Marians (1978) says that the essence of human language is human activity on the part of individual to make him understands what was on the first. Then, he adds that the languages as an activity that permits people to communicate with each other. So it is clear that language is very important. We cannot only teach what will be spoken but also the situation what we deal with. The teacher teaches speaking by carrying out the students in certain situation when the topic is being talked about. The topic must be familiar with the students so what the ideas have an oral command of the language need to describe the topic.

In this action research, the students worked in group to gather some information by observing or collecting data about school facilities, then the teacher gave a model in the form of a dialogue, and continued by students to transfer the information or data about school facilities to other students by doing speaking activities.

2.3. Concept of Contextual Teaching Learning

The majority of students in our school were not able to make connections between what they were learning and how that knowledge should be used. This was because the way they process information and their motivation for learning were

influenced by the traditional methods of classroom teaching. Therefore, the English teacher should make an effort on searching and creating a new model in presenting materials in order to reinforce, expand and apply students' academic knowledge and skills in variety of in-school and out-school setting in order to solve simulated or real-world problems.

Contextual teaching and learning is a concept of teaching and learning that helps teachers relate subject matter concern to real world situations; and motivates students to make connections between knowledge and its applications to their life as a family members, citizens, workers, and engage in the hard work that learning requires. Berns and Erickson (2001).

According to contextual learning theory, learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This approach learning and teaching assumes that the main naturally seeks meaning in context by searching for relationships that make sense and appear useful. Contextual teaching and learning is considered as the convincing alternatives in English teaching Diknas (2002).

This idea is supported by previous study done by Flora (2003) that relating subject content to real world situation is extremely needed during the teaching learning process so that the students know the benefits of learning in the classroom.

Meanwhile Johnson (2002) defines CTL is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily life, that is, with context of their personal, social, and cultural circumstance.

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 life by implementing all seven main elements in teaching learning process (Diknas 2002). The seven main elements are Constructivism, Questioning, Inquiry, Learning community, Modelling, Self Reflection, and Authentic Assessment.

2.4. Elements of Contextual Teaching Learning

Depdiknas (2002) defines each element of contextual teaching and learning as follows:

2.4.1. Constructivism

Knowledge is found and built by oneself or by the students themselves not just the knowledge given by another person that is ready to be memorized. This point claims that knowledge is not a set of facts or concept of rules that come accidentally. Knowledge grows through exposure and the understanding becomes deeper and stronger if some one faces a new problem and can overcome it by using his/her previous experience. It means that in this stage students are actively

involved in learning process based on the previous knowledge (entry behavior). They will achieve goal based on their prior knowledge and use their own styles to achieve the goal.

2.4.2. Inquiry

Inquiry is the core in contextual teaching learning activities. It is a cycling process of observing, questioning, investigating, analyzing and concluding. In other words, it can be said that the students find out something by themselves. In this process the students have chance to observe the phenomenon. They try to explain and describe the phenomenon being observed. Then, based on their observation, they try to test what they have observed and finally make conclusion.

2.4.3. Questioning

In contextual teaching and learning the questioning should not be dominated by the teacher. In teaching and learning process, questioning is seen as teacher's activity to motivate, provide, and asses thinking ability. The teacher should provide or create situation that make the students to have curiosity. Curiosity leads automatically to a live teaching learning atmosphere because students are supposed to ask question either to their teacher or friends. The process of questioning can be created between teacher to the students, students to the teacher and students to students.