

IV. RESULT AND DISCUSSION

This classroom action research conducted in two cycles. The researcher decided to hold it in two cycles since the indicators of the research had already been achieved at the second cycle. Each cycle of this classroom action research consisted of planning, action, observation, interpretation, and analysis and reflection. The finding of the research will be discussed in this chapter.

A. Cycle 1

Cycle 1 was done at 26th of April 2010, this cycle comprised planning, action, observation and reflection. In this stage writer did some follows activities:

- a. Planning
 - Researcher made a lesson plan. The material was transactional speaking with the topic telling ones biography.
 - Researcher prepared the picture and the song as the media.
 - Researcher prepared the test instrument, those are scoring criteria, instruction and scoring sheet for observer and also the hand phone to record learning process.

b. Action

This stage was done on 26th of April 2010, Saturday. The meeting was held in 2×45 minutes and was followed by 37 students. The activities covered pre activity, while activity and post activity. The description of the stage as follows:

a. Pre activity

In pre activity researcher greeted the students and checked the attendance list. Then, the researcher played the song of Kelly Clarkson and asked the student did they know the song. The students were much interested with the song but, they looked confuse as the real teacher never did it. Then teacher and students did brainstorming about information of the singer of the song.

e.g,

Teacher	: “ <i>Ok class, anyone ever heard this song before?</i> ”
Student	: “ <i>Yes miss..This is a Kelly Clarkson song</i> ”
Teacher	: “ <i>Yes, that’s true..This is the song of Kelly Clarkson,do any of you know who Kelly Clarkson is?</i> ”
Students	: “ <i>She was born on 12 of September 1982</i> ”.
Teacher	: “ <i>Ok good, what else did you know about her?</i> ”
Students	: “ <i>Ummm...apalagi ya..I don’t know again miss.</i> ”
Teacher	: “ <i>Ok, if you were a journalist and you want to interview her, what will you ask?</i> ”
Students	: “ <i>Nanya tinggal dimana..her hobbinya miss, sama kisah hidupnya</i> ”
Teacher	: “ <i>Then, how do you ask those questions to her?</i> ”

(Teacher’s observation)

The teacher kept asking some question related to the topic, even though only a few students shared their opinion. Some other students were busying themselves in writing their friend answer and kept silent. The last, teacher informed the goal of the lesson.

b. While activity

In the beginning of while activity teacher asked students to sit in pairs and were given some list of famous people, then teacher explained to students how to give the information. Teacher

showed the students the data of Kelly Clarkson in the good order and modeled the conversation.

e.g,

Teacher : “ *Ok class I have some data about Kelly Clarkson, they are date of birth, address, hobbies and some achievement. Now we will learn how to ask some personal data. Listen it carefully and repeat after me!*”

Student :” *Yes miss*”

Teacher : “*What is your name?*”
 “*My name is Kelly Clarkson*”

Student : *(Repeated)*

Teacher :”*Where do you live?*”
 “*I live in Broadway street 3rd avenue*”

Students : *(Repeated)*

(Teacher’s observation)

Teacher continued until the last expression and how to arrange the data into good order. After that, Teacher asked the student to gather the data about their pairs’ personal data. Teacher monitored the students while they practiced with their friend. They changed the pairs for three times and asked the same question. Then teacher changed the pair for each pair with another friend. Teacher gave the student time to prepare themselves for performing the conversation. After that, they were asked to come in front of the class and performing transactional dialogue by asking, giving information and clarifying the information.

e.g,

Students A: “*What is your name?*”

Students B: “*My name is Habibi*”.

Students A: “*Ya Habibi apa?...umm..Where do you live?*”

Students B: “*Oooh Baharudin Jusuf Habibi...I live in Jakarta.*”

(Teacher’s observation)

In this step of questioning and learning community, the faster students finished the conversation faster than the poor students group. This condition made the condition of the classroom imbalance due to the long time consumed by poor student. After all groups finished the conversation, the teacher asked students the most frequently appeared question. The teacher asked students if they found some difficulties.

e.g,

Teacher : *“Is there any difficulty class?”*
 Students : *“Kalau mau tanya nama karena tadinya g jelas gimana mis?”*
 Teacher : *“Pardon,,what is your name again?”*

(Teacher’s observation)

After those exercises, the teacher asked students to sit in rows as usual and then they were asked to prepare some conversation to be presented in front of the class this step intended to see the individual ability achieved by the students in the teaching learning .

c. Post activity

In post activity, teacher gave the students the time to ask and teacher answered the question. Teacher reflected all things what they have done today. After all things had been done, teacher conducted speaking test. Teacher closed the meeting.

3. Observation

After implementing teaching learning, researcher and observer discussed about all what had happened in the teaching learning process. The teaching learning process described as follow:

a. Learning Product

Teaching learning process was analyzed by determining the indicators of achievement as written in chapter 3. The success indicator was 80% of students can reach 65 speaking test.

If the indicators were achieved that is meant that Contextual teaching Learning was able to help students in improving their speaking. The following tables showed the frequency of students speaking achievement in cycle 1:

Table 4.1 Frequency of Students' Fluency, Accuracy and Comprehensibility Achievement

No	Scale	Fluency		Accuracy		Comprehensibility	
		Cycle 1		Cycle 1		Cycle 1	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	1	2	5,4%	2	5,4%	3	8,1%
2	2	11	29,7%	9	24,3%	6	16,2%
3	3	15	40,5%	13	35,1%	8	21,6%
4	4	8	21,6%	11	29,7%	14	37,8%
5	5	1	2,7%	2	5,4%	5	5%
6	6	0	0	0	0	1	2,7%

The interpretation of table 4.1 is described as follow:

4.1.1 Fluency

The table above showed that the frequency of fluency achievement of the students under passing grade. In term of fluency, scale 1, there were 2 students or 5,40 % of total class, this shows that the students made unnatural pauses and very halting and fragmentary delivery. Students gave up making the effort and very limited range of expression. In scale 2 there were 11 students or 29,7 % of the total students made long pauses while he searches for desired meaning, frequently fragmentary and halting delivery. Students also almost gave up in making the effort at the times, limited range of expression. There were 15 students or 40,5% of the students had to make an effort for much of the time, often has to search for desired meaning, rather halting delivery and fragmentary and the range of expression often limited.

In scale 4, there were 8 students or 21,6% students are although had to make an effort and search for words, there were no too many unnatural pauses and fairly smooth delivery mostly. Their speaking occasionally fragmentary but succeed in conveying the general meaning fair range of expression. For 5th scale there was 1 student or only 2,7% of the total class were although they had to make an effort in searching the words. Nevertheless, it was delivered smoothly on the whole and only a few unnatural pauses. From this table of frequency of

fluency achievement it can be seen there were 75.7% students in scale 1-3. It showed that 75,7% of the total class students are not able to deliver their idea. Therefore cycle two is needed to be applied in order to make the better in helping to improve of students speaking.

4.1.2 Accuracy

From the table above, it is showed that in scale 1 there are 2 students or 5,4% from the total students made serious pronunciation errors and many grammatical and lexical errors. They had no evidence of having mastered any of the language skills and areas practiced in course. In scale 2 there are 9 students or 29.4% of total students' pronunciation was seriously influenced by mother tongue with error causing a breakdown in communication. There were many "basic" grammatical and lexical errors. In scale 3 there were 13 students or 35,1% of total students' pronunciation is influenced by the mother tongue but only a few serious phonological errors some of which caused confusion. In scale 4 there were 11 students or 29.7% of the total students' pronunciation was still moderately influenced by the mother tongue but no serious phonological errors and a few grammatical errors but only one or two major errors causing confusion. In scale 5 there were 2 two persons or 5,4% of total students' pronunciation was slightly influenced by mother tongue. There were a few minor grammatical and lexical errors but most utterances were correct. In scale 6 there was no student or 0 % of student can reach the goal. This table also showed that 11 students or 29,7% of students were in serious error of accuracy, and 13 of students still need the improvement in their accuracy.

4.1.3 Comprehensibility

For frequency achievement of the students comprehensibility, the table showed that in scale 1 there are 3 students or 8,1% from total class. The condition of comprehensibility of students speaking was hardly anything of what is said can be understood. Even when the listener made

great efforts or interrupts, the speaker was unable to clarify anything he seemed to have said. For scale 2 there were 6 students or 16,2% of total class speaking had only small bits (usually shorts sentences and phrases) that can be understood and then with considerable effort by someone who was used to listen to speaker. In scale 3 there were 8 students or 21.6% of total class. It showed that the listener can understand slot of what has been said but he must constantly seek of clarification, it was hard to understand many of the speaker's more complex or longer sentences. For scale 4 there were 14 students or 37,8% of total class' speaking was easy to follow. Speaker's attention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification. There were 5 students or 13,5% of total students in scale 5. It showed that the speaker's intention and general meaning are fairly clearly, but a few interruptions by the listener for the sake of clarification were necessary. In scale 6, there was 1 student or 2,7% of total class. It showed that his speaking was easy for listener to understand the speaker intention and general meaning, but very few interruptions or clarification that was required. The table below showed general condition of students speaking achievement in cycle 1.

Table 4.2 Frequency of Students' Achievement of Speaking

no	score	total	percentage			
1	≤ 60	17	46%			
2	60-69	12	32,4%			
3	70-79	7	18,9%			
4	≥ 80	1	2,7%			

The table above showed that there were 17 students or 46% of total class got score under ≤60. It meant that their speaking still seriously influenced with mother tongue with some error in phonological error which caused confusion and they also had to make an effort for much of time, also in searching desired meaning. In delivery they so halt and fragment. This make the listener often made clarification and cannot understand more complex and longer sentences. There were 12 students got score 60-69 with 6 students got 60 and 6 others got 65 or 32,4%

of total class or 16,1% for each score. Their pronunciation was moderately influenced by mother tongue and there was serious phonological errors a few grammatical and lexical errors but only one or two major errors causing confusion. Their speaking was rather halting and fragmentary in delivering but most what they wanted to share was understood. There were 7 students got score 70-79 with 3 students got 70 and 4 students got 75, or 18,9% of total class. Students pronunciation was still moderately influenced by mother tongue but no serious phonological errors, a few grammatical and lexical errors but only one or two major errors causing confusion. The students still had to make an effort in searching words nevertheless, their delivery were smooth with few unnatural pauses. The speakers intentions are fairly clear with little interruption for the sake of clarification are necessary. Meanwhile for score ≥ 80 there was only 1 student or 2,7% from total class. The score was 85, the pronunciation was slightly influenced by mother tongue but, only a few minor grammatical and lexical error found but most utterances are correct. She had to make an effort at times to search for words. Nevertheless, it is delivered smoothly on the whole and only a few unnatural pauses. The speaker's intention and general meaning were fairly clear. In this time, a few interruptions by the listener for the sake of clarification are necessary.

In line with description above, there were 24 students who got the score under passing goal or still 64, 9% or the total students were failed. At this stage the students speaking achievement still far away from the success indicator that was 80% of students reached score 65. therefore the second cycle was needed to be done.

2. Learning Process

In the teaching learning process, the point that became the focus of observation was the activity of the students that happened along teaching and learning. In this stage the data was

collected from the observation of the researcher and also the observer. The table below showed the activities of students that were happened along teaching learning.

Table.4.3 Students' Activities

No	Students' Activities	Collaborator		Researcher	
		Number of Ss Involved	% of Ss Involved	Number of Ss Involved	% of Ss Involved
1.	Pre-Activities	27	72,9%	27	72,9%
	<ul style="list-style-type: none"> Interested in the opening of the class. 				
	<ul style="list-style-type: none"> Responding to the teacher's questions about the topic enthusiastically. 	15	40,5%	14	37,8%
2.	While-Activities				
	<ul style="list-style-type: none"> Responding to the topic enthusiastically. 	25	67,6%	25	67,6%
	<ul style="list-style-type: none"> Following inquiry steps enthusiastically. 	37	100%	37	100%
	<ul style="list-style-type: none"> Actively involved in the questioning as the data gathering. 	10	27%	10	27%
	<ul style="list-style-type: none"> Actively involved in the group discussion. 	15	40,5%	16	43,2%
	<ul style="list-style-type: none"> Following teacher's modeling enthusiastically. 	27	72,9%	27	72,9%
	<ul style="list-style-type: none"> Actively presenting the results of group discussion in front of the class. 	5	13,5%	5	13,5%
	<ul style="list-style-type: none"> Actively involved in doing what have been learned.(reflection) 	37	100%	37	100%
3.	Post-Activity				
	<ul style="list-style-type: none"> Doing the speaking task. 	37	100%	37	100%
Average		24	63.46%	24	63,49%

The table 2 indicates that in learning process there were two main points observed. First students did two activities they were involving in opening and delivering topic enthusiastically. In while activity there were seven activities that had to do they were responding topic enthusiastically, following inquiry steps enthusiastically, actively involved

in the questioning as the data gathering. Involving in group discussion, following teacher's modeling enthusiastically, actively presenting the result of group discussion in front of the class, and actively involved in doing what have been learned (reflection). In post activity there was one activity that was doing speaking task. The table above shows that the involvement of the students in teaching learning activity which described whether the contextual Teaching Learning helps students in improving their speaking in terms of fluency, accuracy and comprehensibility.

1. Pre activity

In pre activity point 1 there were 24 students or 72,9% of total students enthusiastically involved in teaching learning. In this stage the students involve the opening eagerly for the teacher is new and spirit. In point two there were 15 or 40,5% students found by collaborator and 14 or 37,8% students found by researcher who actively involved in responding to the question given by researcher as the teacher that related to the topic. Other students busying themselves in writing what their friends said, searching the book and some other were chatting with their friend. The enthusiastically of the students can be seen from their gesture and facial expression.

2. While Activity

There were seven points of observation in while activity which became the consideration in this research. When the teacher first talked about the topic there were 25 students or 67,6% of total class discussed about the topic enthusiastically. Other students busying themselves in chatting with their friend and some other students wrote what teacher said. After talking about the topic teacher asked students to sit in group, each group contain 4 students. Then, students were asked to do inquiry steps those are doing observation, asking question, making hypothesis, then gathering data and making conclusion. At this step, collaborator and

researcher found 37 students or all students in the class joining this step enthusiastically. The students were enthusiastically in observing the conversation that happened outside the class. This can be seen from their face and their eagerness in discussing and processing the data.

After doing inquiry steps, teacher asked the students to in the gathering data through questioning. At this step, collaborator and the researcher found the same quota of students who joined this step. They were only 10 students or 27% of total class who actively questioned the object. The other students asked their friend to ask the object. They were afraid and busying chatting and observing their friend who asked the object. Next step was discussion, at this step collaborator found 16 students or 40,2% and researcher found 16 students or 43,2% of the total class were joined the discussion and other busying themselves to write what their friend said and some others were chatting. At this stage researcher try to minimize the uninvolved students by going around the class and monitored their discussion.

The fifth step was following teacher's modeling. The teacher modeled the conversation that carrying transactional type of speaking by practicing in front of the class. Collaborator 27 of the students same quota as researcher found 27 students or 72,9% of total class joined the teacher's modeling enthusiastically. After modeling the teacher asked the students to presents the finding from observation. At this stage, two groups came to front of the class and do transactional conversation about what they have been found. The first group paired with the second group and did conversation. At this stage researcher and collaborator found the same number of students who joined this stage that were 5 students actively involved or only 15% of total class. The other students were felt afraid and joined by seeing their notebook, after the presenting teacher reflected the lesson. In reflection, teacher recalled all parts of important aspect of the lesson. In this stage all students or 37 students were involved reflection.

3. Post Activity

In the post activity, teacher did speaking task. The students were given issue that became the topic in carrying transactional type of speaking. That was about favorite singer. The students might make any information about this singer. Teacher called the students to come front the class. They were paired randomly by one student from upper list of absent book and other student from lower list. At this stage all students involved the task.

4. Reflection

In reflection, the researcher discussed with the real teacher for all weaknesses at this cycle. All weaknesses became the consideration in making the plan for second cycle. The real teacher noted all the weaknesses in teaching learning and the learning product. All weaknesses and suggestion that found by researcher and real teacher were listed in observation sheet. Reflection is described based on learning product and learning process.

Those failed students; their speaking was seriously influenced by mother tongue with error causing a breakdown in communication. Many basic grammatical and lexical errors happened in their accuracy aspect. For fluency they made long pauses while searching for desired meaning and delivered a frequently fragmentary and halting delivery. The students almost gave up in making the effort at the times and they produced limited range of expression. Meanwhile for comprehensibility aspect the listener can understand slot of what is said but he must constantly seek of clarification. The listener cannot understand many of speakers' more complex or longer sentences. Because for the learning product 80% students did not achieved 65 of total class therefore the second cycle was needed.

For the learning process there were some weaknesses found by the teacher and researcher. The selection of material that was biography was not interested the students they were looks

confused and not familiar with the model, but, when the time teacher did brainstorming about the topic there were only 15 students actively involved, most of the students busying themselves in writing what their friend and teacher said this made them lost idea in next step. At the inquiry steps all students enthusiastically but because this was the first time for them they took too much time consuming.

In gathering the data they had to ask, only 10 students who tried to ask, the other students only became the follower, other students some of them were chatting with their friend, and some other wrote on their notebook. Therefore when the time for discussion the active students only 15 students most of them did not know what became the topic of discussion. This cycle they had to work with their friend in discussion to give them the enough time for practicing their speaking. But this did not run effectively they were looked active but at the times teacher monitored and asked them about the topic discussion most of them did not know what to discuss even teacher had give modeled and drill it to them. The components of the group also affected the quality of discussion, the clever students always finished first then they did chat. And the poor students far left. This make the class condition did not balance.

After discussing the weaknesses at this cycle the researcher concludes the weaknesses and the suggestions from the real teacher and from analyzing the reflection about the consideration at next cycle those are the more explanation and drilling for the students before leading them to the group task was needed. Teacher had to give more attention to the component of the group of the students. Then, teacher had to manage the effecting time by minimizing the less important activity of the students in while activity and gave the students more time for preparing question before the time for observation. The last is selecting the attractive and more familiar material to students.

B. Cycle 2

The second cycle was done at 1st of May 2010. The second cycle was arranged based on the weaknesses found in first cycle. At this cycle researcher did the same steps as cycle 1. The steps comprised planning, action, observation and reflection. The cycle described as follows:

1. Planning

For this cycle researcher prepared some steps for gaining the successful teaching learning they were:

- Selecting material, the material was my favorite artist. The artist here was Vidi Aldiano that is considered more familiar to students and makes them easier in giving the question or an answer as in principles of Contextual Teaching Learning states that the use of the students' real world helped them to connect the lesson to their real life.
- Arranging lesson plan that took times for 2×45 minutes.
- Preparing the media that might be useful such as song, Vidi's picture and some information about the artist.
- Arranging the speaking task for students.
- Preparing observation sheet for collaborator.

2. Action

The researcher did the same activities as cycle 1 for this cycle. That was covered pre activity, while activity and post activity. The teaching learning was followed by 37 students and took times for 2×45 minutes. The steps at this cycle did not differ from the 1 cycle that was pre activity, while activity and post activity, the steps described as follows:

1. Pre activity

In this stage the researcher became the teacher. At the beginning of the lesson teacher did the same steps as cycle 1 by greeting students and checking their attendance list. The teacher reviewed the last lesson by asking the students last topic. After some question, teacher triggered students about new topic that considered more familiar to the students. Having done it, teacher played the song of Vidi that was Nuansa Bening. Students enjoyed it so much. Then, teacher did brain storming, students answered the question actively.

e.g,

Teacher : *“ Class did you know the singer of this song?”*
 Students : *“ Yes miss. That song was sung by Vidi Aldiano miss”.*
 Teacher : *“If you were a new friend of Vidi what do you want to know?”*
 Students : *“Umm..his religion and achievements miss.*
 Teacher : *“How do you ask him?”*
 Students : *“What is your religion?”*
 Teacher : *“Very good.”*

(Teacher’s observation)

The teacher continued doing some schemata about the topic. Most of the students enjoyed the lesson and actively shared their idea about the topic. Then, the teacher informed the objective of the lesson.

2. While Activity

For while activity, first teacher told the students about how to carry transactional dialogue. Students were asked to mention what information that they found. Teacher did some drilling.

e.g,

Teacher : *“Ok class, how do you ask about the job?”*
 Students : *“What is your job?”*
 Teacher : *“Great, here are some expressions you can use to ask some more information?”*
“ how do you like your job?”

(teacher’s observation)

Teacher got some other expressions, the students joined it happily. Then teacher grouped them randomly by considering the ability of the students. Teacher asked students to write down the information that teacher supplied to them. Teacher asked them to do some conversation related to the topic as the models do before; asking and giving information. At this stage students actively joined the activity.

When the teacher came around the class every students did the conversation. After did some conversations, students determine some professions that exist around the school. They found seller, teacher cleaning boy and security. Teacher asked students to write down some information about the job. Then, they had to come in front of the class and did some information exchange through question and answer. After some students give the example teacher reflect on what had happened when their friend come in front of the class. Teacher gave justification for mistakes that students did before as reflection for example, when students made a mistake such "*what do you love your job?*" The teacher gave the correction such "*how do you like your job?*". At this stage students looked very enthusiastically they actively involved in giving and answering question.

3. Post Activity

At post activity, teacher did the speaking task. The students were asked to prepare some information about a profession. In this task students were paired randomly. Then teacher and collaborator marked the students' performance.

2. Observation

In this cycle the observation still the same as previous cycle. The observation covers learning product and learning process. The explanation was described as follows:

1. Learning Product

The success indicators of learning product's has been written in the third chapter that was if 75% of the students achieved score 65 at the speaking test it considered that contextual teaching learning is able to improve students speaking ability in term of accuracy, fluency and comprehensibility. The following tables explain the improvement in students speaking.

Table 4.4 Frequency of Students Accuracy, Fluency and Accuracy Achievement

No	Scale	Fluency		Accuracy		Comprehensibility	
		Cycle 2		Cycle 2		Cycle 2	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	1	0	0	0	0	0	0
2	2	1	2,7%	0	0	0	0
3	3	12	32,7%	19	51,4%	4	10,8%
4	4	13	35,1%	13	35,1%	8	21,6%
5	5	10	27%	5	13,5%	19	51,4%
6	6	0	0	0	0	6	16,2%

The interpretation of the table described as follow:

4.4.1 Fluency

Table above showed the students fluency achievement at second cycle. The first scale there is no one of the students sit in this scale. It means that students' accuracy was enhanced from the cycle before. The basic grammatical error was avoided here by the students. In the cycle 1 this stage there was two students who got it. In the scale 2 there was no student. Next is scale 3, there were 19 students or 51, 4% of total class' pronunciation is influenced by mother tongue but only a few serious phonological errors caused confusion. In scale 4 there were 13 students or 35.1% of the total students' pronunciation still moderately influenced by mother tongue but no serious phonological errors, there were a few grammatical and lexical errors but only one or two major error caused confusion. In scale 5 there were 5 students or 13,5%

of total students whose pronunciation slightly influenced by mother tongue. It was found a few minor grammatical and lexical errors but most utterances were correct.

From this stage there were surprisingly improvement in the number of the students in scale 4 and 5. This result showed that there is the improvement in students' fluency.

4.4.2 Accuracy

The table above described the frequency of students' accuracy at this cycle. At scale 1 there was no student. It indicated that students did not take too hard effort and halting in delivery. There was 1 student in scale 2. in scale 3 there were 12 students or 32,7% of total class' has to make an effort for much of time. They often has to search for desired meaning and rather halting delivery and fragmentary. The students used limited range of expression. For scale 4 there were 13 students or 35,1% of total class' still made a little effort and search for words, there are no too many unnatural pauses and fairly smooth delivery mostly. It was occasionally fragmentary but succeeded in conveying the general meaning. It has a fair range of expression. There were 10 students scaled 5 or 27% of total class' had to make an effort at times to search for words. Nevertheless, they made a smooth delivery on the whole speaking and only a few unnatural pauses. At scale 6 there were no students scaled six since most of students still had to make an effort in searching for words. It was acceptable since fluency cannot be acquired in short time.

4.4.3 Comprehensibility

Table above illustrates the frequency of students' speaking comprehensibility. At the scale 1 and 2 there was no student scaled 1 and 2 for the listener can understand what speaker said even sometimes they still had to ask for clarification. Next is scale 3, there were 4 students or 10,8% of total class. The listener can understand slot of what is said but he must constantly

seek for clarification and sometimes listener cannot understand many of the speaker's more complex or longer sentences. Then in scale 4, there were 8 students or 21,6% of total class. This number of students implied that most of what speaker says was easy to follow his intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification. There were 19 students in scale 5 or 51,4% from total class. This means that the speakers' intention and general meaning are fairly clear. It was also necessary a few interruptions by listener for sake of clarification. This is considered from the understanding of students in responding their pair when speaking from learning process till the speaking task. In the last scale there were 6 students or 16,2% of total class. This means that their speaking was easy for listener to understand the speaker intention and general meaning. Very few interruption or clarification was required.

After describing the all parts of condition of frequency of students speaking ability,

Table 4.5 Frequency of Students' Speaking Score for Cycle 2

No	Scores	Frequency	Percentage
1	≤ 60	4	10,8%
2	61-69	9	24.30%
3	70-79	16	43,2%
4	≥ 80	9	24,3%
Total		37	100%

This table showed the percentage of students score. There were 4 students or 10,8% of the total class got score less than 60. There were 9 students got score 60 through 69 with description 3 students for 60 and 6 students for 65. There were 16 students or 43,2% of the total class got score 70 through 79. There were 9 students or 24,3% of total class got score 80 or more. Due to the indicators of the successful learning of this research that if 80% of total class got the score 65, it means that CTL is able to be implemented to help students in improving their speaking ability. From table above, at this cycle there were 31 students or

83,8% got score $65 \geq 80$. From this table also it is showed that the indicators were achieved, therefore researcher decided that no more cycle is needed.

2. Learning Process

For learning process the success indicators of the achievement is 80% of the total students involved at the learning activity. For the students involvement at this cycle that was found by both collaborator and researcher can be seen in from the table below.

Table 4.6 Frequency of students' activities

No	Students' Activities	Collaborator		Researcher	
		Number of Ss Involved	% of Ss Involved	Number of Ss Involved	% of Ss Involved
1.	Pre-Activities	37	100%	37	100%
	<ul style="list-style-type: none"> Interested in the opening of the class. Responding to the teacher's questions about the topic enthusiastically. 	32	86,5%	32	86,5%
2.	While-Activities				
	<ul style="list-style-type: none"> Responding to the topic enthusiastically. 	27	73%	27	73%
	<ul style="list-style-type: none"> Following inquiry steps enthusiastically. 	33	89,1%	33	89,1%
	<ul style="list-style-type: none"> Actively involved in the questioning as the data gathering. 	28	75,7%	27	73%
	<ul style="list-style-type: none"> Actively involved in the group discussion. 	36	97,3%	36	97,3%
	<ul style="list-style-type: none"> Following teacher's modeling enthusiastically. 	37	100%	37	100%
	<ul style="list-style-type: none"> Actively presenting the results of group discussion in front of the class. 	37	100%	37	100%
	<ul style="list-style-type: none"> Actively involved in doing what have been learned.(reflection) 	30	81,1%	30	81,1%
3.	Post-Activity				
	<ul style="list-style-type: none"> Doing the speaking task. 	37	100%	37	100%
Average		33	90,3%	33	90%

At this cycle, all of the steps taken interpreted as follows:

1. Pre Activity

In pre activity, when teacher began the lesson by playing the song of Vidi Aldiano all of students were interested, they gave full attention to the song. When teacher gave apperception and some questions related to the topic collaborator and researcher found the same number of the students who responded enthusiastically to the teacher's question there were 32 students or 86,5% of total students responded it enthusiastically this because of the selected material was interested them. The students tried to answer every question given by the teacher until the teacher informed the objective of the lesson. The students' participation was increased from 15 students at cycle1 to 32 students in cycle 2.

2. While Activity

By considering the suggestion from the real teacher at cycle 1, researcher minimizing the less important activity when doing inquiry steps including questioning the object. Both the researcher and collaborator found the same number of students which involved at this stage, there were 27 students or 73% of total class responded to the topic enthusiastically. Their enthusiasm was showed from their eagerness and activeness when teacher did brainstorming.

At the next step, that is preparing some questions for questioning the object, students had taken role as the paparazzi. The students then prepared some question such as "what is your job?", "what achievement have you got?", etc. the question also expanded based on the answer of the speaker At this step, there were 33 students involved the step found by collaborator and 34 students found by researcher. These slight differences also occurred in some steps.

On the data gathering steps there were 28 students found by researcher and collaborator found 27 students who actively asking question. On the next step, that was group discussion, students more active in giving idea, when the teacher monitored them around the class from 4 students in a group there were 3 students who actively gave idea, the other one wrote on the paper. When the teacher came around the class she asked students to exchange in writing the result. Then the discussion became more alive than in first cycle. In the next step that was presenting the result of the group discussion at this stage a group was asked in front of the class.

After the group discussion, students had to present their group work and from this presentation they were asked by the other group. The rule of presentation is a group paired with another group. They asked everything related with the profession. At this step 37 students were joined at this activity. After all groups have presented their result, teacher then gave adjustment toward the performance of students and also as the reflection of the lesson. At this step there were 30 students or 81,1% of the students seriously involved at the reflection, some other students busying themselves in writing and discussing about their performance.

3. Post Activity

In post activity teacher conducted speaking test a pair of students was perform how to give the information. At this task the teacher determined the information that students had to give, they are: office boy, teacher, and seller and administrations staff. All students involved in this task. Collaborator also involved in scoring students performance.

3. Reflection

In this cycle, the learning product showed that the achievement of the students increased from 13 students or only 35,1% who passed the passing goal increased to 31 student or 83,8 % from total class. This shows that the learning product has been achieved that is if 80% of total students got 65 it is considered that contextual teaching learning is able to improve students speaking ability.

For learning process, there were some activities that became the points of the indicators of successful learning that has been mentioned at chapter 3 that is if 80% of the total class joined the learning activities actively it means that the learning process has ran well. From the table above that resumed the result of researcher and collaborator observation, it showed that 90% found by researcher and 91,3% found by collaborator of students has joined the learning process actively. Therefore researcher decided that no more cycle is needed.

B. Comparison of Cycle 1 and Cycle 2

The research question for this research is how Contextual Teaching Learning improves student's speaking ability in term of Fluency, Accuracy and Comprehensibility and can it improve students speaking ability. Then this result is aimed to prove whether Contextual Teaching Learning (CTL) is able to improve students speaking ability in terms of fluency, accuracy and comprehensibility. Then based on those result above it is proven that CTL improves students speaking ability inform of fluency, accuracy, and comprehensibility. There are some improvement occurred in the cycle as can be seen in this charts below:

Table.4.7 Comparison of Students' Speaking Ability in Cycle 1 and Cycle 2

No	Scale	Fluency				Accuracy				Comprehensibility			
		Cycle 1		Cycle 2		Cycle 1		Cycle 2		Cycle 1		Cycle 2	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	1	2	5,4%	0	0	2	5,4%	0	0	3	8,1%	0	0
2	2	11	29,7%	1	2,7%	9	24,3%	0	0	6	16,2%	0	0
3	3	15	40,5%	12	32,7%	13	35,1%	19	51,4%	8	21,6%	4	10,8%
4	4	8	21,6%	13	35,1%	11	29,7%	13	35,1%	14	37,8%	8	21,6%
5	5	1	2,7%	10	27%	2	5,4%	5	13,5%	5	5%	19	51,4%
6	6	0	0	0	0	0	0	0	0	1	2,7%	6	16,2%

Table above indicates the improvement of students' speaking ability in each cycle. The fluency here defined as the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. (ICAL TEFL:2008). With the scoring criteria suggested by Heaton (1975) this is the condition of students fluency at 1 cycle, the fluency in the scale 1, there were 2 students, in scale 2 there were 11 students, for scale 3 there were 15 students, for scale 4 there were 8 students, for scale 5 there was 1 student, and scale 6 no one of students scaled 6.

For fluency in the first cycle, some students still made a great effort in delivering idea, many unnatural pauses. At this cycle teacher tried to overcome it by drilling students and then let them prepare the guiding question before they do the task. This is in line with the findings of Brown and Nation(1997) states that giving students times to make the preparation such as questions, situations, and what to do before conversation will increase the students fluency.

After 2nd cycle was conducted students fluency got better result in scale 1 there were no students giving up in carrying transactional dialogue. In the scale 2 there was 1 student. In

the scale 3 there were 12 students, in scale 4 there were 13 students, in the scale 5 there were 10 students and in the scale 6 there was no student. They gave fair range of expressions and little effort when speaking, rather smooth delivery on whole and only a few unnatural pauses. This is related to the great chance for practicing and controlling when they were conducting discussion and practice. This also found by William in Woolkfolk(2004) successful learning by having lot of opportunities. Those opportunities sufficiently supplied by the steps in CTL by applying small group work as learning community, discussions and observation.

Accuracy in this research is defined as the ability to produce correct sentences using correct grammar and vocabulary. In the first cycle, in the scale 1 there were 2 students, scale two there were 9 students, in the scale 3 there were 13 students, in scale 4 there were 11 students and in scale 5 there were 2 students and no one of students scaled 6. In cycle 1, the accuracy of students is so low that can be seen from the number of students who scaled 1 and 2, there were 11 students with the average students 13 students and increased in second cycle to be 19 students in scale 3.

After conducting second cycle the students' accuracy become like this; in scale 1 there was no student, also in scale 2 there was no student. In scale 3 there were 19 students, for scale 4 there were 13 students and scale 5 there were 5 students. And no students scaled 6 since no one of the students pronunciation still influenced with mother tongue and there were still more than three grammar errors. At this research, the researcher did not give students the form of grammar of the sentence since researcher avoided students would think too much in grammar rather than to speak up. But, when the task in front of the class, it is showed that students' accuracy is so low and need to be repeated. Since students still made too many grammatical errors such as *what is you go last week?* Instead of *where did you go last week?* Or *in the morning I to go to my office* instead of *I go to my office in the morning*. With the pronunciation seriously influenced mother tongue. Researchers stopped the practice and

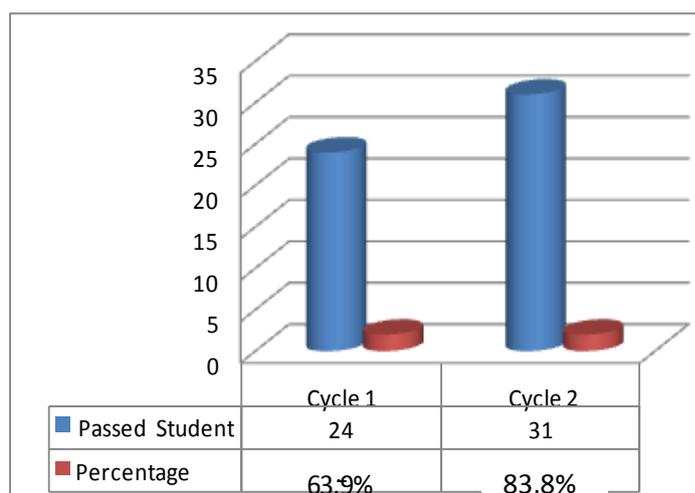
explained the grammar and then drill it to students. These weaknesses became the consideration in the second cycle.

Comprehensibility of students is defined as an understanding of what both the tester and the testee are talking about or the ability to respond to speech as well as to initiate it. In this research, the condition of students' comprehensibility in cycle 1 were scale 1 there were 3 students, in scale 2 there were 6 students and scale 3 there were 8 students. For scale 4 there were 14 students, in scale 5 there were 5 students and scale 6 there was 1 student. In the cycle 1 the comprehensibility of the students is fair since they were not accustomed to listen the information in English, then they took times to comprehend what speaker said. Sometimes teacher had to seek clarification to their sentence. Then after some practices, some drills and explanations happened in the teaching learning students gave their full attention in their friend performance and they got the meaning of their pair and then the comprehension increased as their fluency and accuracy.

After conducting second cycle, the condition of students' comprehensibility became like this; for scale 1 and 2 there was no student, for scale 3 there were 4 students, scale 4 there were 8 students, scale 5 there were 19 students and 6 students scaled 6. This result proven that the CTL roles in improving students' comprehensibility due to the more students reach scale 4-6.

And for the condition of students' speaking score can be seen in the table below:

Table 4.8 Students' Speaking Score

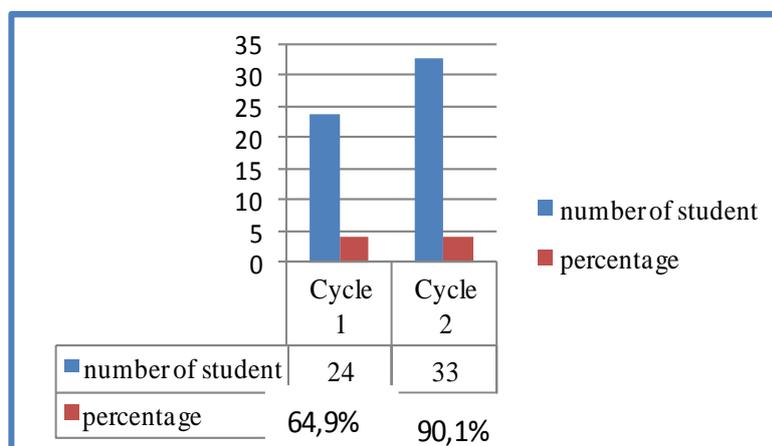


For the students score in this research determined as successful learning if 80% of students reach score 65. In the first cycle the students passed the test only reach 64,9% from total students. It means that second cycle must be conducted in order to get the target by considering the weaknesses in first cycle.

After second cycle was done, the students score increased from 24 students or 64,9% to 31 students or 83,8%. It means that the teaching product for this research has been fulfilled.

Then researcher decided that no more cycle is needed. And for the participation of students in this research in every cycle can be seen in this table below:

Table 4.9 Students' Activities



In this research the participation of students in the first cycle was 64,9% consequently the success students in the first test also 24 students. This is in line with Richard in Jones(2008) states that in speaking we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper. As a skill that need to be practiced in order to make it better. After conducting the second cycle the percentage of success students increased to 90,1% this showed that this also consequently followed by the increasing the score of students where 31 the students passed the test this showed that the participation of students in teaching learning contributes in their success. Their participation in practicing their English

whether in the class or when observation were increased their ability in fluency, accuracy and comprehensibility and also then increased their score in speaking test.

C. Discussion

In this research the implementation of seven steps really help students in improving their ability. In the teaching learning process, students work in group as learning community, but students in first cycle did not talk much and discussion did not run well because students felt embarrassed for they could not get the point of speaker. The NCLRC(National 2003, 2004 The National Capital Language Resource Center, Washington, DC) states that language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. This also happened in this research when the discussion and the learning community were implemented if the students did not understand what their friend said they often did not answer their pair questions and or by the teacher. Then teacher gave the model how to clarify the statement by using *pardon?* or *can you repeat once more, please or do you mean like this?* This modeling step helped students in exploring the speaker sentence that consequently help them to be more fluent.

The lack of media in the school can be solved by maximizing the realia and real object around the school that also helped them to connect their academic to their real life. As Howey(1998) states that Contextual Teaching learning aims to help the students to make connections with their roles and responsibilities as family members, citizens, students, and workers. Nevertheless, the observation in order to maximize the real object has to be planned well and all the parts of the question should be taught first in order to maximize the use of the time. The questions also it is better to give the instruction for students to prepare the guiding question. In this research, when the implementation of observation, teacher lead the students

impromptu the questions. Then, the observation did not run effectively since there were many students just followed their friend and some other took too many time in construct the question. When the second cycle was conducted researcher asked students to prepare some question first and limit the time for 3 minutes for every student. This helped students in managing the time when observation outside the class.

Leading students to work in group as learning community helped teacher in managing the big class. It enables students to discuss the lesson with their friend and make them freer in expressing their idea without feeling being ignored by teacher. Harmer (1984) mentions that grouping is one of the ways to deal with bigger classes besides to make students freer to express their ideas with their own friends before it is presented in the class, however, it has to be controlled well; teacher need to go around the group since in this research researcher found that students seemed do the discussion but when she came around the group did not discuss about the lesson but about their activity after the school. Therefore, in discussion we tend to ask the students to speak up consequently the class became so noisy and seemed to be uncontrolled. And if the teacher lost the control toward the class teaching learning's goal will not be achieved.

The authentic assessment helped teacher to gain the more valid data about students speaking ability because the data was taken not only from the final test but also when the teaching learning occurs. This helped students to reduce the pressure of examination then they can speak better for they did not feel jostled because of strict exam. Brown (2000:401) states It is unfortunate that learners all too often view tests as they anticipate a hail of questions they can't answer and, worst of all, a flood of disappointments if they don't make the grade. Brown 2000:401 was cited from Muller" students tend to feel" proded, jostled, or dragged by an

establishment bent of spoiling what might otherwise be pleasant student life”(Muller 1987:124)

The selection of material also gave the contribution in students' speaking ability. By good material that attractive the students, the teaching learning became more interesting. By selecting the material students gave the good respond toward the lesson that consequently engaged the students mind to keep the attention to the lesson this was the implementation of first step of Contextual Teaching Learning that is constructivism. This step helped students to expressing their idea then they talked more. This is supported the statement of Richard (2008:22) Students are sometimes not motivated to talk because they lack involvement in the topic. Therefore, when the first cycle researcher chose the less attractive topic, the involvement of students was also low. When the second cycle was conducted with more familiar artist that is Vidi Aldiano then students' involvement also increased.

Contextual Teaching Learning provides students the experience in gaining the objective of the lesson. The students were more enthusiastic in joining the teaching learning because the students were able to connect their academic knowledge to their real speaking condition and these conditions made the students learn faster than in cycle 1. As Nancy Knapp (2003) the researcher that also held the research about CTL in Georgia found that students more engaged to the lesson and gave better result in students. Helda irianto(2003) in her research of the implementation of contextual teaching learning also found that contextual teaching learning enables students to speak freer so that they can learn speaking faster. In this research, researcher also found that when the steps after steps students were taught through CTL, they enjoyed the classroom activity. This research ascertains that CTL also able to be implemented for Indonesian students.