

ABSTRACT

STUDENTS' PERCEPTIONS OF IMPLEMENTATION OF CONTEXTUAL TEACHING LEARNING BY TENTH GRADE OF SMAN 4 BANDAR LAMPUNG

By

LENI APRIDAWATI

This research aims at investigating the students' perception towards seven elements of contextual teaching and learning. The population of this study was the students of tenth grade in SMA Negeri 4 Bandar Lampung. The number of the population were 30 students, which were selected using purposive sampling. The study employed a qualitative case study research design. The data were obtained from several instruments, namely class observations and students' interview which were then analyzed using perception theory taken from Wenden (1991, as cited by in Ziyad 2015:139)

The result showed that the students perceive good perception such as, constructivisme, community learning, reflection and authentic assessment. However, the students perceive bad perception in inquiry, questioning and modeling. There are some evidence indicating that students still had good perception because of number of individual student characteristics, such as English proficiency level, prior knowledge, linguistics and lexical knowledge, feeling relax and interesting activities. Thus these, aspect made students get bad perception such as; formulating the questions, prior knowledge, feeling nervous afraid and shy, lack of English vocabulary, constructing ideas or opinion. Teacher should create in designing of lesson plan or activities especially in inquiry, questioning and modeling elements.

**STUDENTS' PERCEPTIONS OF IMPLEMENTATION OF
CONTEXTUAL TEACHING LEARNING BY TENTH
GRADE OF SMA N 4 BANDAR LAMPUNG**

**By:
LENI APRIDAWATI**

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TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
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Research Title : STUDENTS' PERCEPTIONS OF IMPLEMENTATION OF CONTEXTUAL TEACHING LEARNING BY TENTH GRADE OF SMA N 4 BANDAR LAMPUNG

Student's Name : Leni Apridawati

Student's Number : 1423042018

Study Program : Master in English Language Teaching

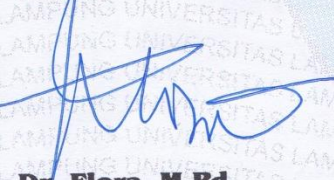
Department : Language and Art Education

Faculty : Teacher Training and Education

APPROVED BY

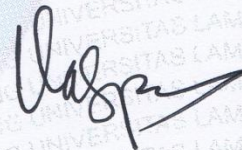
Advisory Committee

Advisor



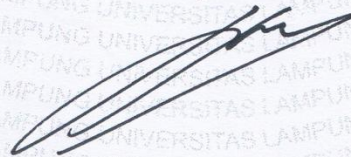
Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

Co-Advisor



Mahpul, M.A., Ph.D.
NIP 19650706 199403 1 002

**Language and Arts Education Department
Chairperson**

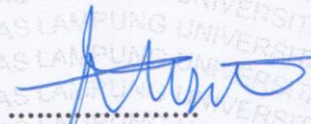


Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

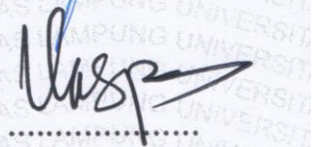
ADMITTED BY

1. Examination Committee

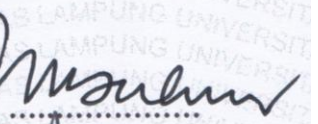
Chairperson : Dr. Flora, M.Pd.



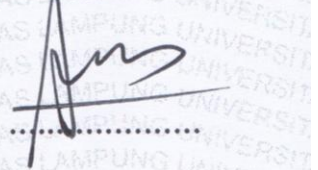
Secretary : Mahpul, M.A., Ph.D



Examiners I : Dr. Muhammad Sukirlan, M.A.



Examiners II : Dr. Abdurrahman, M.Si.

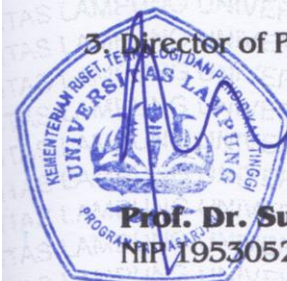


2. Dean of Teacher Training and Education Faculty



Dr. H. Muhammad Fuad, M.Hum.
NIP 19590722 198603 1 003

3. Director of Postgraduate Program



Prof. Dr. Sudjarwo, M.S.
NIP 19530528 198103 1 002

Graduated on : June 28th, 2016

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Bandar Lampung, 15 Juli 2016
Yang membuat pernyataan,



Leni Apridawati
NPM 1423042018

CURRICULUM VITAE

The writer's name is Leni Apridawati. She was born on June 2nd, 1989 in Bandar Lampung. She is the second daughter of a happy Moslem couple, Subanjar and Rohimah, S.Pd, Both of them take care of her with her three lovely sisters.

She graduated from State Elementary School Sejahtera I Kedaton in 2001. Then she continued her study at State Junior High School 8 Bandar Lampung and graduated in 2004. After that she entered State Senior High School 9 Bandar Lampung and graduated in 2007. In the same year she was accepted at English Education at Lampung University and graduated in 2011. In 2014, she was registered as students of the 1st batch of Master of English Education at Lampung University.

She taught at Bunda Delima in 2011 until 2012. She employs at language center of Lampung University, Bandar Lampung.

Bandar Lampung, June 2016

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved parents, Subanjar and Rohima, S.Pd., every challenging work needs self efforts as well as guidance of elders especially those who were very close, whose affection, love, encouragement, and prays of day and night make me able to get such success and honor.
- My lovely husband, Briptu Tommy Juvino Pati, S.H. who always gives me support in my life. My beautiful daughter, Almeisya Inarapati who always shining me and also my family. Thanks for honey sweet baby.
- My beloved sisters, my elder sister late Atika ikthiarini, Lia Anggraini, S.Kep, my youngest sister Dian Safitri and all of my My big families.
- My fabulous friends of the 1st batch of Master of English Education.
- My Almamater, Lampung University.

MOTTO

Barang siapa keluar untuk mencari Ilmu maka dia berada di jalan ALLAH.

(HR. Tarmudzi)

Intelligence is not the measurement, but Intelligence support all.

(Gibran)

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I. INTRODUCTION

This chapter mainly describes background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of term.

1.1. Background of the Problem

Speaking serves as one of many ways of expressing our feeling and delivering ideas. Argawati (2014:74) states that speaking is an activity used by someone to communicate with other(s). Based on this statement, one is able to deliver the meaning of their mind through speaking. Speaking is also the main skill in communication when a person learns a foreign language. Therefore, it might be inferred that speaking is the most crucial part of acquiring the language.

On the other hand, Malmir (2012:610) states that speaking is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Meanwhile, Somjai and Jansem (2015:29) define speaking is interaction between speakers with a listener. They also added that speaking has been defined as making use of words in an ordinary voice.

Speakers are able to deliver the message to their listener is the result of teaching speaking process. Students' skill in conversation is core aspect in teaching speaking, it becomes vital aspect in language teaching learning success if language functions as a system for expression meaning, the successful in speaking is measured through ones' ability to carry out a conversation in the language.

In Indonesia, English is learned only at schools and people do not speak the language in the society. English is really a foreign language for language learners in Indonesia (Setiyadi, 2006:22). To succeed in learning to speak a second or foreign language, require the teacher to select methods in teaching learning process. Setiyadi (2006:12) states that method should come after approach because the plan of language teaching should be developed from theories on the nature of language and language learning. Theories of learning and teaching also suggest the principles of a method. Realizing the problem above, the writer assumed that an appropriate method in teaching learning process is also such an important point that should be considered too.

There are many methods of teaching English that are used in teaching learning process, starting from grammar translation method to the recent method, contextual teaching learning (CTL). A core of 2013 curriculum is the implementation of elements of CTL. However, there are some new elements on this curriculum, among others: curriculum based on scientific approach, where learning process is emphasized in observation, questioning, reasoning, and communicating. The 2013 curriculum which emphasizes the students to be active and creative in the learning process, in which the curriculum pattern changes from

teacher-centered learning into the learner-centered learning. The principles of 2013 curriculum are in lines that of CTL.

According to Johnson (2002: vii) CTL is a system of instruction based on the philosophy that students learn when they see meaning in academic material, and they see meaning in schoolwork when they can connect new information with prior knowledge and their own experience. According to CTL 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). The mind naturally seeks meaning in context by searching for relationships that make sense and appear useful.

Berns (2001:2) argues that CTL can be more fully described by identifying its characteristics. These attributes include its interdisciplinary and contextual nature approaches that can be used to implement it, factors that address individual needs of students and teachers' role. There are three components in CTL, they are interdisciplinary learning, problem based learning and external context learning. The elements of the brain-compatible contextual teaching and learning system are making meaningful connections, investing school work with significance, self-regulated learning, collaboration, critical and creating thinking, nurturing the individual, reaching high standards, and using authentic assessment. Drawing on the practices of teachers in kindergarten through university. The principles of CTL also used input hypothesis as proposed by Krashen's theory, cited in Yufrizal (2008:23). This hypothesis states simply that we acquire language by understanding input that is a little beyond our current level of competence.

A qualitative research case study research design conducted by Satriani, et al (2012) investigates the strategies of CTL as adapted from Crawford (2001) and it deals with the advantages of using CTL approach. The data of the research were obtained from several instruments, namely class observations, students' interview and students' writing product. The results of the research show that CTL were engaging students in writing activity, increasing students' motivation to participate actively in writing class, helping students to construct their writing, helping students to solve their problems, providing ways for students to discuss or interact with their friends, and helping students to summarize and reflect the lesson. Based on these findings, it is only recommended that contextual teaching learning implemented in teaching writing. The research findings also prove that the CTL was effective in enhancing the students' academic writing, and the students generally had positive attitudes toward it. Contextual teaching learning should be implemented in teaching writing. The strength of his research is that using of interview and class observation, it can be implied that it was not only to measure the product (students' academic writing) but also process of teaching learning process. The weakness of this research is that he did not explain what the materials' design used in teaching learning process. It can be guaranteed that the improvement was because of the principles in contextual teaching learning or maybe they had been already good in writing ability. It did not use seven elements that used in contextual teaching learning. It also used strategy of contextual teaching learning they are, relating, experience, applying, cooperating, and transferring (REACT) Crawford (2001).

More productive schemes on CTL have been proposed by Suparman, et al (2013). This research aims to investigate the effect of CTL approach and achievement motivation upon students' English writing competency. The population of this study was the students of grade tenth in SMA Negeri 1 Keruak. The numbers of the population were 227 students, where 88 students were selected to be the sample. It was an experimental study of posttest-only control group with 2x2 factorial design in which the treatment lasted from October 2012 until December 2012. The data of students' writing competency in this study were analyzed using Two-way ANOVA and Tukey test, meanwhile the data collection were collected through achievement motivation questionnaire and writing competency test. The findings of the research are (1) students taught using CTL approach can significantly achieve better in writing than those taught by using conventional approach, (2) there is a significant interaction between CTL approach and achievement motivation upon students' writing competency, (3) for students with high achievement motivation, students' taught using CTL achieved significantly better than those who were taught using conventional approach, (4) for students' with low achievement motivation, there is a significant difference between the students who taught using CTL approach and those who taught using conventional approach. This article focus on motivation point of view however, it did not tell the material design that is used in contextual teaching learning. It also measured motivation score and writing skill only.

Other research was also proposed by Rohman (2013). It aims to improve the students' paragraph writing skill by using CTL approach of MTS Al Ma'arif 01 Singosari. The research design of this study was classroom action research.

There were 40 students in VII G. The result of research are CTL is successful to improve the students writing skill. Based on the finding, the researcher suggests that the teacher should give motivation to students, be more creative to get students attention, be able to decide on materials and techniques, and teacher did not only teach the lessons but also entertains the students. However researcher did not give reasons how to motivate the student. This researcher only analyzed the effect of CTL in writing skill. It also measured the improvement of students' writing skill after being taught CTL.

Many researchers have done to explore the effect or the implementation of CTL in writing skill, however most of those studies focused on senior high school or university students. They did not only measure students' writing achievement but also the process of CTL. On the other hand, English has been taught as an obligatory subject from junior high school to senior high school. Ideally, a person who has finished high school must have a substantial knowledge of English, but this is not the case with most of Indonesia students (Setiyadi, 2011:6). However, the English proficiency of the students is very limited. They cannot communicate in English both orally and in written form (Setiyadi, 2011:6). Most of students were unwilling to express their feeling or opinion using their English language. It also showed that most of students were lack of and passive in their speaking class where there was a little interaction each of student to another.

From the explanations above, the students are often assumed to perceive method in a negative sense. Therefore, the writer is interested in investigating the students' perception of seven elements of CTL in speaking ability. Perception is important in foreign language learning, in the other words perception is a person's

level of understanding. If a person is not correctly perceiving the content, then she or he is not really learning.

Perception is very important because everyone does things for different reasons, and often enough there are opinions on a matter. It is always good to keep a variety of view points on human behavior as to always look at the situation from different angles, and not be one side. By understanding students' perception, teachers are able to diagnose the students' difficulties so that the teachers are able to give feed back and solutions. Teachers should change their opinions and mind. Finally, they can respond and act in teaching learning process. It determines appropriate range for input and output. Perception also determines appropriate sensory channel to use to transfer information.

Perception can be defined as our recognition and interpretation of sensory information. Jafre (2012: 121) defines that attitude is linked to a person's values and beliefs and promotes or discourages the choices made in all of activity, whether academic or informal. Similarly, İnal, et al (2003: 41) states that attitude refers to our feelings and shapes our behaviors towards learning. Thus, behavior is tied to attitude, as the latter highly affects and manifests itself in the former.

Attitudes and perceptions in second language learning are evidently lively topics, which have attracted the interest of many researchers. For example, Al Mamun, et al (2012: 200) examined the attitude of the undergraduate students of the Life Science School of Khulna University towards English language and concluded that the respondents were found to be positive towards English language and this could be attributed to the fact that respondents were instrumentally motivated towards Englishl. Also, Al-Tamimi, et al (2009: 29)

found that more than half students of petroleum engineering undergraduates attitudes toward the western culture showed their interest in the culture on English speaking. Negative attitudes towards English or its courses appear in some studies. For instance, Abd Aziz (1994: 98) reveals that UKM students had shown positive attitudes towards speaking English in general, but they had negative attitudes with regard to the learning of the language.

Likewise, Ali Akmal (2013:106) found that unexpectedly most students have a positive attitude towards learning English and that they tried to improve their English and to use the language even though there are a lot of demands on their time and few opportunities to practice their English. The students were in the King Abdulaziz University in Jeddah, Saudi Arabia. Also, Despaigne's study (2010: 55) stated that on students learning English at two Mexican universities show their negative perceptions and attitudes which he associates with Mexico's colonial past and the effects of linguistic imperialism.

As for factors affecting attitudes, Buschenhofen (1998) assessed the attitudes towards English existing among year 12 and final year university students in Papua New Guinea at the present time. This study indicated that a generally positive attitude by both groups towards English and some significant attitudinal differences in response patterns were representatives of changes in attitudes among both group of students that reflect the changing social, educational, and linguistics conditions. Joycey and Sougari (2010: 398) concluded with the implications for the teacher who ought to be willing to welcome learner insights about language learning and pedagogical practices and make appropriate changes to his/ her teaching.

Some studies connected attitude to achievement. For example, in their study on final year high school students in eastern Turkey, İnal, et al (2003: 49) emphasize the idea that there is a high relationship between students' academic achievement and students attitude towards foreign language. Likewise, Al-Mansour (2007) concludes that the students who have good attitudes towards Arabic speakers and have visited in an Arabic speaking country , have the best pronunciation performance, while those who have neither good attitudes nor stayed a long time in arabic speaking, have the poorest performance. It can be assumed that perception influenced students' academic achievement. Students who have good perception, they have best achievements. By understanding students' perception, teachers are able to diagnose the students' difficulties so that the teachers are able to give feed back and solutions. Finally, they can respond and act in teaching learning process.

Many researchers have done to investigate students' perception in English teaching learning, however most of the studies used closed ended questionnaire consisting of 17 statements, utilized the Likert scale, asking the students to choose one of the following responses as appropriate for them: strongly agree, agree, don't know, disagree, and strongly disagree. Therefore, the studies used students' perception in English teaching learning into two categories; negative attitude and positive attitude.

1.2 Research Questions

Based on the background above, the research questions as follows:

Focus of the research

- What is students' perception of the implementation of Contextual Teaching Learning in speaking ability?

Sub focus

- What is students's perception of the implementation of constructivisme in speaking ability?
- What is students' perception of the implementation of inquiry in speaking ability?
- What is students' perception of the implementation of questioning in speaking ability?
- What is students' perception of the implementation of learning community in speaking ability?
- What is students' perception of the implementation of modeling in speaking ability?
- What is students' perception of the implementation of reflection in speaking ability?
- What is students' perception of the implementation of authentic assessment in speaking ability?

1.3 Objectives

Based on the formulation above, the objective of research are:

Focus of the research

- To investigate students' perception in implementation of Contextual Teaching Learning in speaking ability.

Sub focus

1. To investigate students's perception of the implementation of constructivisme in speaking ability
2. To investigate students' perception of the implementation of inquiry in speaking ability
3. To investigate students' perception of the implementation of questioning in speaking ability
4. To investigate students' perception of the implementation of learning community in speaking ability
5. To investigate students' perception of the implementation of modeling in speaking ability
6. To investigate students' perception of the implementation of reflection in speaking ability
7. To investigate students' perception of the implementation of authentic assessment in speaking ability

1.4 Uses

This research is useful both practically and theoretically,

1. Theoretically, as the information whether the result of this research is relevant or not to the theory. Moreover it can be used to verify the

previous theories dealing with the theories in this research and also as a reference for further research.

2. Practically, the result of this research can be used by English teacher, language researchers, and other practitioners as an alternative technique for selecting suitable technique or method in teaching speaking in junior high school.

1.5 Scope

This study focused on students' perception through seven elements in implementation of CTL. There are six classes of tenth grade in SMAN 4 Bandar Lampung and the writer choose one class which have same English teacher. The writer assumed that English teacher understand about CTL and also applies in teaching learning process. The writer conducted the research. It can be inferred that the teacher who implemented CTL English Bachelor holders, and possess substantial on the implementation of CTL.

1.6 Definition of Terms

There are some terms that were used in this research and to make it clearly, some definitions of terms were presented as follow

1. Problem is the current situation that differs from desired goal and need solution.
2. Contextual Teaching Learning (CTL) is a conception of teaching and learning that helps teachers relate subject matter matter content to real word situation; and motivates students to make connections between

knowledge and its applications to their lives as family members, citizens Berns G Robert (2001:2).

3. Speaking is one of ways to express our feeling and deliver idea. Argawati (2014:74), Speaking is an activity used by someone to communicate with other(s).
4. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful. Perception is equated with reality for most practical purposes and guides human behavior in general.

II. LITERATURE REVIEW

This chapter discusses some theories such as, speaking, teaching speaking, contextual teaching learning (CTL), perception , perception in English teaching learning, and theoretical assumptions.

2.1 Speaking

Every normal person is able to speak specially is used for delivering and exchanging ideas, information, and feeling. By speaking a person is able to communicate and share message to other. In the classroom context, students are expected to be able use English for communication. Therefore teacher needs to provide appropriate techniques, materials and media so that the students are able to speak English.

There are some factors related to the speaking ability (Heaton, 1991):

a. Standard of voice

According to Gilman (1968:45) the characteristic of voices is commonly described as pitch, lounness, fluency, duration and quality.

b. Pronunciation

Brown (2001:198) separates teaching pronunciation into two, they are :

1. The beginning levels: learner hopefully can surface that they should beneath which pronunciation detracts from their ability to communicate.
2. The advanced level: learns focus on elements that go beyond basic patterns, voice of quantity, phonetic distinction between registers and

other refinements that are far more important in the clear communication than rolling the English or getting vowel to perfectly imitate a native speaker.

c. Comprehensibility

Carrel (1984:332) describes comprehension as a process in which readers use their formal schemata (rhetorical structure language knowledge) and content (background knowledge of context) in order to get meaning of printed symbol).

Argawati (2014: 74) states that speaking is one of the main purposes of language learning that is an ability to transfer some ideas to other people clearly and correctly. In other words, she or he can communicate his or her ideas well to other people. Each participant has to be able to interpret what is said to him, and reply with the language he has which reflects his own intention.

Meanwhile Brown (2001: 250) stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on this idea, 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.

Brown (2001:251) also classifies the types of spoken language into two types, they are monologue and dialogue. In monologue, when a speaker uses spoken language like in speech, lecture, etc, the hearer must process long stretches of speech without interruption the stream of the speech will go on whether or not the listener comprehend. While dialogue, when speaker uses spoken language like in speech, the hearer must process short stretches of speech.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on this idea, 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.

From the definition above, it can be inferred that speaking is an ability to express idea, feeling and emotions to other person. The language is used to express oneself to be understood by other. The writer only focuses on students' perception of the implementation CTL in speaking learning process. Researcher does not measure speaking ability. Speaking consists of content, vocabulary, pronunciation and comprehensibility.

The writer took speaking as the focus of the research because there was no interaction between student- students and students -teacher in teaching learning process by using English as foreign language. In fact, most of students were unwilling to express their feeling or opinion using their English language. Most of students were lack of passive in their speaking class when there was little interaction each of student to another.

2.2 Teaching Speaking

Khamkhien (2010:184) states that teaching and learning in class should not emphasize on speaking phrases or everyday expression, but also we have to focus on communication in the real situation. Hadfield (1999) cited in Setiyadi (2007:6) notices that speaking lesson is a kind of bridge for learners between the classroom and the world outside. There are three features of speaking activities to

bridge the classroom and the real world, they are practice opportunities for, purposeful communication in and meaningful situations. He states that there are three stages to develop speaking skills that may meet, they are setting up, practice speaking, and feedback. As teachers, we should prepare what material and topic that we would be given the students. And after that, the teacher gave opportunities to practice. Then the students are given feedback as a correction or give conclusion of the material.

As speaking is oral production, it cannot be separated from producing sounds Setiyadi (2007:6). This implies that pronunciation keeps crucial part in the process of teaching speaking. Learning English in senior high school focused on in speaking ability in order that the graduate can get the functional level in speaking. In this level, they were hoped to be able to use their ability for giving speech and talk. In speaking English, we must have knowledge related to structure because it just makes the students feel difficult to speak English.

Therefore the teachers teach not only what will be spoken but also situation what we deal with. The teachers teach 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 the ideas have an oral command of language need to describe the topic.

From the explanation above, it can be assumed that in teaching speaking teacher should give the opportunity to students because any single utterance always reflects to the condition of speaker naturally in communicating with other

students. Here, the writer wanted to know students' perception of the implementation speaking by using contextual teaching learning (CTL).

2.3 Contextual Teaching Learning

CTL is a method of teaching a foreign language which developed knowledge based on several principles constructivism, constructivist learning theory is that learners are self-builders of their learning that occurs through a mental process in a social context or communicate settings, and teachers as facilitators generate learning by creating the expected environment and/ or utilizing the process (Mahmud, 2013:237). According to CTL, 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). The mind naturally seeks meaning in context by searching for relationships that make sense and appear useful.

CTL is a conception of teaching learning that helps teachers relate subject matter content to real word situation, and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires Berns (2001: 2). Thus, CTL helps students connect the content they are learning to the life context which that content could be used. Students then find meaning in the learning process. As they strive to attain learning goals, they draw upon previous experiences and build upon existing knowledge.

The principles of CTL are also in line with that of Krashen theory's input hypothesis (Yufrizal, 2008: 51). This hypothesis states simply that we acquire (not

learn) language by understanding input that is a little beyond our current level of (acquired) competence. It means that learners can acquire the language when they have $i + 1$ (where i is the acquirer's level of competence) to a stage $i + 1$ (where $i + 1$ is the stage immediately following i along some natural order) by understanding language containing $i + 1$.

Constructivisme states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process. The learner is not a blank state (*tabula rasa*) but brings past experiences and cultural factors to a situation. The main important things of constructivisme is that instructors should never tell students anything directly, but instead they should always allow them to construct knowledge for themselves. Constructivisme assumes that all knowledge is constructed from the learners' previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge.

Constructivism is the study of a learner's own construction of knowledge. Constructivist learning theory is that learners are self builders of their learning that occurs through mental process in social context or communication setting and teachers as facilitators generate learning by creating the expected environment and or utilizing the process (Mahmud,2013:237). These experiences result in a deeper understanding so that students are more likely to retain competencies for a longer

period of time and be able to apply them in appropriate ways at appropriate times in the future.

In learning foreign language, language learners need beyond knowledge. In CTL the requirements for successful learning are collected under acronym CIQLMRA by Johnson as cited in Nurhadi (2002). The acronym says that “C” stands for constructivism which is defined as building new experiences based on knowledge. “I” stands for inquiry which consisted of questions critical, observation, hypothesizing, collecting data and making conclusion. Lack of inquiring is an indication that language learners are lack of involvement in learning foreign language. “Q” stands for questioning which is defined as process to prompt, guide and assess material. In questioning then follows the process of observing. “L” stands for learning community. Language learners need to speak and share their ideas, the meaning of the words they have learned and the grammatical usage. Without conscious processes of discrimination, language learners may think they know what they have been learned when in fact they still do not. “M” stands for modeling, in this steps student think and try to demonstrate how they want to learn. In teaching learning process, “R” stands for reflection, language learners need to take a period of silence to think based on their assumptions and hypothesis what has been learned. “A” stands for authentic assessment which is a method of evaluation in which students perform real-life tasks to demonstrate their ability to apply relevant knowledge and skills. An authentic assessment typically includes a task for students to complete and a rubric which indicates how the task will be graded.

In CTL, the learners have a main role in learning process. The learner's role within CTL is described in following terms: The role of the learner is as a client who has the problems and need the counselor's help in learning process, and he is also the object of learning. The implication for the learner is that learner should contribute as much as he/She gains, and thereby learns in independent way. It is clear that the learner takes the main role in the activity in language learning. Learner should be active in learning process and in the activities created based on the principles of CTL. The interaction and relationship among the teacher and the learners can be seen within the classroom procedure. The process will depend on the contribution of learners.

From the statement above, it can be assumed that the learners have main role in teaching learning process by using CTL. It means that learners can explore their ability in speaking. CTL can be very helpful in speaking class and the learners can take the main role in every activity in language learning.

In line with the implementation of CTL or contextual approach, there are some strategies that teachers use in the classroom. Some teachers in America had implemented the strategies. There are five strategies proposed by Crawford (2001) as follows:

1. Relating

Relating is the most powerful element in contextual teaching strategy.

Relating is students' learning in the context of one's life experiences or preexisting knowledge (Crawford, 2001:3). In relating, teachers link a new concept to something completely unknown to students. Students find the

solution to a problem that they have spent significant time and effort in solving.

2. Experiencing

In contextual approach, one strategy relates to another. The previous statement appears to indicate that relating connects new information to life experiences or prior knowledge that students bring to the classroom. Teachers can overcome this obstacle and help students construct new knowledge with hand-on experiences that take place inside the classroom. This strategy is called experiencing. In experiencing, students are learning by doing through exploration, discovery, and invention (Crawford, 2001:5).

3. Applying

Applying strategy can be defined as learning by putting the concepts to use (Crawford, 2001:8). Clearly, students can implement the concepts when they are engaged in hands on problem solving activities. Teachers can also motivate a need for understanding the concepts by assigning realistic and relevant exercises. Relating and experiencing are strategies for developing insight, felt meaning and understanding. Applying is a contextual teaching and learning strategy that develops a deeper sense of meaning.

4. Cooperating

Students are not able to make significant progress in a class when they work individually. On the other hand, students working in small groups can handle that complex problem with little outside help. Teachers using student-led groups to complete exercises or hands-on activities are using the strategy of cooperating. This strategy refers to learning in the context of sharing,

responding, and communicating with other learners (Crawford, 2001:11). Most of students feel less self conscious and can ask questions without feeling embarrassed, when they work with peers in a small group discussion. Another fact of cooperative learning is that it can be counter productive. For example, some students may not participate in the group processes at all, while others may dominate and the group members may refuse to accept or share responsibility for the group's work.

Group work can increase the frequency and efficiency of interaction and expression Wenjie (2010: 776). Group work also does provide every team member full opportunities to play their capability and establish good relations of cooperation. But at the same time group study exists many problems which seriously affect students' learning effect and outcome Wenjie (2010: 776).

5. Transferring

In traditional classroom, students' roles are to memorize the facts and practice the procedures by working skill drill exercises and word problems. By contrast, in a contextual or constructivist classroom, the teachers' role is expanded to include creating a variety of learning experiences with a focus on understanding rather than memorization Crawford (2001:13). Transferring is a teaching strategy that we define as using knowledge in a new context or novel situation one that has not been covered in class. It suggests that students who learn with understanding can also learn to transfer knowledge.

2.4 Teacher's Role in Contextual Teaching Learning (CTL)

For the CTL approaches to be most effective in student learning, teachers must plan, implement, reflect upon, and revise lessons. Such plans are based on CTL principles and approaches that require teachers to serve in the following roles: facilitator, organizer of the teaching learning, assessment process, role model, learning mentor, content specialist, and knowledge dispenser. Although the teacher can implement CTL individually, teachers' collaboration maximizes interdisciplinary learning. For teachers to be effective using CTL, they must be prepared to understand its various aspects. Models for preparing current and future teachers are currently under development through activities funded by the U.S. Department of Education. These projects are described later.

In contextual teaching learning, several roles of teacher is described in the following terms:

1. As the person who teaches as a foreign language
2. As the counselor, who gives advice, assistance, and support to his/ her clients, who have the problems.
3. As the knower, who provides the conditions for the learners to acquire a foreign Language and at the same time to be involved in learning to communicate with other people. She/he is also as the knower of target language that has to maintain learners' security during the learning process.

From several roles of teacher in CTL, it can be inferred that so many activities can be done by the teacher during teaching learning process of English. Teacher can create a comfortable classroom situation, which can encourage

students in learning process. The teacher also has the responsibility to manage the classroom as a setting to engage students in active communication.

2.5 Procedure in Implementing Contextual Teaching Learning

2.5.1 First stage is constructivisme

In this teaching and learning model, students construct their own knowledge by testing ideas based on prior knowledge and experience, applying these ideas to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs. In this stage, teacher flows of learning that requires students to prepare and build a new meaning on the experience based on specific knowledge. Constructivism is a basically a theory- based on observation and scientific study how people learn. It proposes that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences (Mahmud , 2013: 238). In this elements, teacher also used scaffolding theory.

Scaffolding has been defined by Wood et al, (1976) as an adult controlling those elements of the task that are essentially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence. The notion of scaffolding has been linked to the work of Soviet psychologist Vygotsky (1896–1934). However, Vygotsky never used the term *scaffolding* (Stone, 1998), but emphasized the role of social interaction as being crucial to cognitive development, so that learning first occurs at the social or inter individual level. Thus, when a child learns with an adult or a more capable peer, the learning occurs within the child's *zone of proximal*

development (ZPD). ZPD is defined as the distance between the child's actual developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance and in collaboration with more capable peers (Vygotsky, 1978:86). Enabling the learner to bridge this gap between the actual and the potential depends on the resources or the kind of support that is provided.

Scaffolding is an often-used to construct the ongoing support provided to a learner by an expert. The challenges of providing scaffolding to students in a classroom are also discussed. Scaffolding in this context is learning through the joint construction of language and gradually with drawing adult support as children master the language.

According to Vygotsky et al, (1978) emphasizes that learning occurs in a rich social context which is marked by interaction, negotiation, articulation, and collaboration. The original notion of scaffolding is used in the initial studies of parent-child interactions (Bruner,1975) or in teacher-student interactions. It focused on situations that allowed for one-on-one interactions between the adult or the expert and the learner.

The original notion of scaffolding assumed that a single more knowledgeable person, such as a parent or a teacher, helps individual learners, providing them with exactly the support they need to move forward (e.g., Bruner, 1975; Wood et al., 1976). One of the most critical aspects of scaffolding is the role of the adult or the expert. The expert is knowledgeable about the content of instruction as well as a facilitator with the skills, strategies and processes required

for teaching. The expert not only helps motivate learners by providing just enough support to enable them to accomplish the goal, but also provides support in the form of modeling, highlighting the critical features of the task, and providing hints and questions that might help learners to reflect (Wood et al., 1976). In this conception then, the adult's role has perceptual and cognitive as well as affective components (Stone, 1998).

2.5.2 Second stage is inquiry

Inquiry based-learning includes problem based learning, and generally small-scale investigations and projects, as well as research. The inquiry based-instruction is principally very closely related to the thinking and its development. Specific learning processes that people engaged in inquiry learning include:

- Creating questions of their own
- Obtaining supporting evidence to answer the question(s)
- Explaining the evidence collected
- Connecting the explanation to the knowledge obtained from the investigative process
- Creating an argument and justification for the explanation

Inquiry learning involves developing questions, making observations, doing research to find out what information is already recorded, developing methods for experiments, developing instruments for data collection, collecting, analyzing, and interpreting data, outlining possible explanations and creating predictions for future study.

There are many different explanations for inquiry teaching and learning and the various levels of inquiry that can exist within those contexts. The article titled *The Many Levels of Inquiry* by Banchi and Bell (2008) clearly outlines four levels of inquiry. The progression seen from level one through four provides an excellent guide for how to scaffold inquiry learning skills for your students.

Level 1: Confirmation Inquiry

The teacher has taught a particular science theme or topic. The teacher then develops questions and a procedure that guides students through an activity where the results are already known. This method is great to reinforce concepts taught and to introduce students into learning to follow procedures, collect and record data correctly and to confirm and deeper understandings.

Level 2: Structured Inquiry

The teacher provides the initial question and an outline of the procedure. Students are to formulate explanations of their findings through evaluating and analyzing the data that they collect.

Level 3: Guided Inquiry

The teacher only provides the research question for the students. The students are responsible for designing and following their own procedures to test that question and then communicate their results and findings.

Level 4: Open/True Inquiry

Students formulate their own research question(s), design and follow through with a developed procedure, and communicate their findings and results. This

type of inquiry is often seen in science fair contexts where students drive their own investigative questions.

Banchi and Bell (2008) explain that teachers should begin their inquiry instruction at the lower levels and work their way to open inquiry in order to effectively develop students' inquiry skills. Open inquiry activities are only successful if students are motivated by intrinsic interests and if they are equipped with the skills to conduct their own research study.

2.5.3 Third stage is questioning

Questioning techniques enhances students learning and develop of problem solving and other higher order thinking skills. To achieve CTL goals, teacher should apply types and levels of questions. Questions must be carefully planned to produce the intended level of thinking, responses, and actions by students and all participants in the CTL approach.

There are three main types of questions:

- **Factual questions** are questions which is only one correct answer, like "What did you have for breakfast this morning?" The answer is not always simple, however; it depends on how broad the question is. "Why does a curve ball curve?" is a factual question that can have a very complicated answer. Factual questions usually make the best inquiry-based projects, as long as they are answerable and have room for exploration.
- **Interpretive questions** are questions which have more than one answer, but they still must be supported with evidence. For example, depending

on their interpretations, people can have different, equally valid answers to "Why did Ahab chase Moby Dick?" The answers are not wrong unless they have no relationship to the text at all, such as "Because aliens from outer space controlled him!" When exploring any type of text (video, fiction, nonfiction, a painting, poetry, etc.), it is important to ask interpretive questions that build on one another because students will have to refer back to the text. Interpretive questions are effective for starting class discussions, for stimulating oral and written language exercises and, sometimes, for leading to good inquiry-based learning projects.

- **Evaluative questions** are questions which ask for some kind of opinion, belief or point of view, so they have no wrong answers. Nonetheless, the answers do depend on prior knowledge and experience, so they are good ways to lead discussions (e.g., "What would be a good place to take the kids on a field trip?") and explore books or other artistic works (e.g., "Do you agree with Ahab's views on whales?"). They rarely make for good inquiry-based projects because they are internally focused, but they can be a great way to connect with and elicit interaction from young or shy students (e.g., "Who's your favorite Pokemon?")

The Structure of Questions

In general, start questions with "how," "what," "where," "why" or "when." The examples are how many times have you begun a question in class with "Tell me..." or "Describe for me..."? When you frame questions in that manner, you take control of the learning process because you're giving

commands as well as asking for input. When you ask a question, however, there's nothing more important than generating a true and honest curiosity about the answer. That's why open-ended questions are best for most learning situations, unless you have a particular reason for leading someone to a specific conclusion or actually need a fact supplied to you.

Try to avoid yes/no questions because they're usually a dead end. In contrast, open-ended questions, invite opinions, thoughts and feelings; encourage participation; establish rapport; stimulate discussion; and maintain balance between facilitator and participant.

2.5.4 Fourth stage is Community Learning

Community Learning offers educational experiences for everyone to enjoy. Our programs encourage people in our community to participate, to think, to share and to connect with others. The learning theory “communities of practice” is a social learning theory and an idea that learning is best accomplished through collaborative learning. Communities of practice seek to shift this paradigm. Proposed by Etienne Wenger in the 1990s, communities of practice include the idea that the relationship between the person and the world which for human beings is a social person in a social world (Wenger, 1998:1). Communities of practice learning theory do not replace other learning theories. Rather it coincides and compliments them. Communities of practice operate from four basic premises or assumptions. These assumptions are: (1) human beings are social creatures and social learning strategies should be utilized when teaching, (2) knowledge is demonstrated through competence, (3) learning is a matter of participating

and active engagement with the world, and (4) learning produces meaning and makes engagement with the world meaningful.

At the root of the idea behind communities of practice is social interaction. Participation is not just involvement with another individual or individuals. It is a more encompassing process of being active participants in the practices of social communities and constructing identities.

A **learning community** is a group of people who share common academic goals and attitudes, who meet semi-regularly to collaborate on classwork. Such communities have become the template for a cohort-based, interdisciplinary approach to higher education. This may be based on an advanced kind of educational or 'pedagogical' design.

Community learning focus on learning as social participation which consisted of the individual as an active participant in the practices of social communities, and in the construction of his/her identity through these communities. In this context, a community of practice is a group of individuals participating in communal activity, experiencing, continuously creating their shared identity through engaging in and contributing to the practices of their communities.

The structural characteristics of a community of practice are again redefined to a domain of knowledge, a notion of community and a practice.

- Domain

A domain of knowledge creates common ground, inspires members to participate, guides their learning and gives meaning to their actions.

- Community

The notion of a community creates the social fabric for that learning. A strong community fosters interactions and encourages a willingness to share ideas.

- Practice

While the domain provides the general area of interest for the community, the practice is the specific focus around which the community develops, shares and maintains its core of knowledge.

Wenger (1998:1) states that a community practice can be viewed as a social learning system. Arising out of learning, it exhibits many characteristics of systems more generally: emergent structure, complex relationships, self organization, dynamic boundaries, ongoing negotiation of identity and cultural meaning. Communities of practice are now viewed by many in the business setting as a means to capturing the tacit knowledge, or the know-how that is not so easily articulated.

2.5.5 Fifth stage is modeling

Modeling is a key process in teaching and learning social science. The agreement is based on considering models as intermediaries between children's capacity of interpreting natural facts and the multiple aspects of these facts that substantially work by representing hidden semantic connections and organizing them in a comprehensive meaning. The agreement has also grown on considering models as flexible ways to understand children's knowledge constructions in their efforts to master their own experiences because they provide organized

support guiding their interpretation of a complex phenomenon, creating the possibility of attaining the comprehension of new phenomenologies. As an external form of representation, models have the two fold function of being representational of something concrete and being a concrete thing to work with.

Modeling deals with three aspects that we believe to be fundamental for the understanding of the modeling process in primary science classrooms:

- a. Its relationship with the expert scientific knowledge,
- b. Its relationship with the physical world, and
- c. Its relationship with interactions among members of the classroom.

2.5.6 Sixth stage is reflection

Reflection is key to engage systematic reflection on your own teaching. It is one of consistent strategies for keeping track of your teaching in implementation of assignments, tests and class plans on an ongoing basis. It could help in keeping track of things to keep and eliminating when you teach the class again. The summaries could help you reflecting on your teaching, providing excellent fodder for the development of new classes and improving versions of the same class.

One of the most difficult aspects of teaching is the isolation of practitioners. Teachers spend most of their days alone in their own classrooms, with their own students. Few opportunities are available to casually observe and easily learn from other teachers. Little time is available to consult with one's colleagues about a difficult student, a persistent management problem, or a lesson disaster.

To help fill that void, Education World offers this year's teacher diaries

Reflections on Teaching and Learning. In this series, three teachers in three

different classroom situations take turns reflecting on their professional experiences, problems, successes, and concerns. Reflections help you as you face your own classroom experiences.

- Technological or formulaic thinking is based on prepackaged knowledge from an external source. It relies on practices that have proven efficient and effective. For example, teachers might adopt general policies and rules that are part of a school culture. In deciding how to teach a concept, curriculum teams might adopt standardized instructional procedures they believe will result in greater student learning.
- Formulaic thinking works for many routine decisions: how a classroom teacher takes attendance, transitions students from subject to subject, implements emergency drills, and so on. As long as routines function effectively, there is no need to change them. Likewise, there may be instructional practices that demand that the teacher follows a prescribed set of steps.
- When teachers make decisions using situational thinking, they focus only on information embedded in a specific context at a specific time, such as student behavior they are observing in the moment. They reflect quickly and act on a problem immediately. A teacher's day is full of appropriate opportunities for situational thinking. For example, when a student's behavior is off-task, the teacher might use a low level of intervention such as eye contact to remind the student to focus on work.
- But situational thinking doesn't look beyond the surface to consider root causes of problems. If a teacher is unable to look beyond the realities of

the immediate, frustrating situation, situational thinking can lead to spinning one's wheels rather than to quick reflection that halts a problem in its tracks.

2.5.7 Authentic assessment

It is last stage in elements. Assessment is an integral component of any successful teaching effort (Oblinger,2008:1). An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated. Authentic assessment evaluates students's application of knowledge and complex thinking, rather than rote recall of factual information. The interdisciplinary nature of CTL requires assessment that measures knowledge and skills in more than one discipline and in multiple ways. Oblinger (2008:1) stated that educators who strive to bring authentic learning experiences to their students must devise appropriate and meaningful measures to assess student learning and mastery concepts at hand.

In contrast, authentic assessment (AA) springs from the following reasoning and practice:

- A school's mission is to develop productive citizens
- To be a productive citizen, an individual must be capable of performing meaningful tasks in the real world.
- Therefore, schools must help students become proficient at performing the tasks they will encounter when they graduate.
- To determine if it is successful, the school must then ask students to perform meaningful tasks that replicate real world challenges to see if students are capable of doing so.

Authentic assessment drives the curriculum. First, teachers determine the tasks that students will perform to demonstrate their mastery, and then a curriculum is developed that will enable students to perform those tasks well, which would include the acquisition of essential knowledge and skills.

Describe the pre- and post-assessments that are aligned with your learning goals. Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the learning goals. Include copies of assessments, prompts, student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).

2.6 Perception

Perception is one of interesting topics in learning English as a second language, it is important to study and to understand the factors that can affect the learning process. Most of the most prominent factors are participants attitudes and perceptions towards the foreign language. Baker (1992: 10) defines attitude as a hypothetical construct used to explain the direction and persistence of human behaviour. Similarly, İnal, et al (2003: 41) states that attitude refers to our feelings and shapes our behaviors towards learning. Thus, behavior is tied to attitude, as the latter highly affects and manifests itself in the former. Hence, attitude plays an important role in second language learning as it determines to a large extent the learners behaviors, i.e., action taken to learn, or efforts exerted, during the learning process.

Towett (2013: 32) defines the perceptions of teachers and students

towards the methods used in teaching learning of English writing skills in secondary schools in West Pokot County Kenya. The data were collected through questionnaires and analyzed by use of mean and t-test. The study revealed that both teachers and students had negative perception towards methods used in teaching learning of English writing skills and this was not statistically different. For instance, Inal, et al (2003) assert that identifying the attitude of the students is important for both the learner and the academic program.

Al- Tamimi, et al (2009) states that attitudes towards a certain language affect a learner's motivation in learning that language. Buschenhofen (1998) affirms that educators not only hold attitudes highly accountable for the degree of learners' responses, but they also believe that they predict achievement and contribute to it. According to statement above, attitude is perception which can be defined as regarding something mentally in specified manner. Despaigne (2010) elaborates on the relation between perceptions and attitudes, explaining that perceptions is centered on the inner unconscious feelings from which students' attitudes towards learning a language emanate. Thus, attitudes can be defined as the behavioral outcomes of perceptions.

2.7 Perception in English Teaching Learning

Despaigne (2010:55) states that perceptions towards language will be influenced mostly through our parents, teachers, and peers perceptions, which in turn will be defined based on the social the social context in which we are living. He also explains that perceptions of the language are at the origin of languages attitudes, areas which have been studied separately, Despaigne (2010: 58). Richards (1994: 5) defines them as the informational attitudes, values, theories

and assumptions about teaching and learning which teachers build up over time and bring with them to the classroom.

Wenden (1991) cites in Ziyad (2015:139) refers to the many ways in which attitudes have been conceptualised in the literature: as learned motivations, as evaluations, as valued beliefs, as responses oriented towards either approaching or avoiding a situation, as what one believes to be acceptable thus pointing to the fact that attitudes have

1. a cognitive component, i.e. beliefs, perceptions or information about an object
2. an evaluative component, in the sense that the object of an attitude can evoke feelings of pleasure or displeasure, acceptance or refusal, agreement or disagreement
3. a behavioural component, i.e. they predispose or induce people to make decisions and then act in certain ways.

It is precisely this interplay between the cognitive and the affective areas of personality that explains how beliefs and attitudes have been proved to affect intentions, decisions and behaviour in the classroom. Beliefs and attitudes thus act as a powerful hidden curriculum. The real curriculum that is enacted and experienced by teachers and students beyond and underneath the official array of programmes, curricula and syllabuses.

The role of beliefs and attitudes becomes even more relevant to teaching and learning when we turn to a major change which has been investing school systems in the past few decades, i.e. the gradual shift towards competences as the basic objectives of a teaching/learning programme. The emphasis on competence

development in school reforms constitutes a very ambitious perspective precisely because it goes well beyond the mere assimilation of knowledge or the training of skills to include a third dimension which has to do with the specific ways in which individuals make sense of knowledge and skills and become prepared to use them in specific contexts beyond the individual differences which include beliefs and attitudes together with such crucial individual variables as motivations, values, cognitive styles and personality.

A definition proposed by Shaw and Wright (1967) stated that perception is relatively enduring system of affective, evaluative reactions based upon and reflecting concepts or beliefs which have been learned about the characteristics of a social object or class of social objects. The latter definition implies that perception attitudes are not innate (Shaw and Wright,1967:14). They are regarded as products of social structure. It stated that attitudes is a syndrome of response consistency with regard to a set of social objects.

2.8 Theoretical Framework

CTL is a method of teaching a foreign language developed by Berns who takes the principles from constructivisme theory. He suggested that through processes of accommodation and assimilation, individuals construct new knowledge from their experiences. In CTL the requirements for successful learning can be classified into seven elements, they are: constructivisme, inquiry, questioning, language community, modeling, reflection, authentic materials.

These elements have different purposes such as giving beyond knowledge, making meaningful connections, critical and creating

thinking, nurturing the individual, reaching high standard, self-regulated learning, collaboration and using authentic assessment.

Those are unit analysis in teaching method field. To achieve successful of teaching learning, there must be mutual knowledge and meaningful connections of students. It is in line with contextual teaching learning deals with the context elements, where it describes how teaching learning use contextually and meaningful connections.

Due to the previous theories, it is important to investigate further CTL in teaching learning process. Through qualitative content analysis, it can be delineated genuine students' perceptions towards seven elements of CTL. Students' perception can be interpreted differently by the teachers referred to teacher's knowledge and understanding of seven element of CTL in learning process. Students' perception also can be analyzed to know how the participation cooperate in learning through constructivism, inquiry, community learning, authentic materials.

III. RESEARCH METHODOLOGY

In order to deal with the concept of research method, this chapter discusses some sub topics, they are research design, setting of research, participants of research, data collecting techniques, validity and reliability of instrument, data collecting instrument and data analysis. Those are described as follows.

3.1 Research Design

The research was intended to investigate students' perception in the implementation of CTL in speaking ability. Then, the descriptive qualitative research would be conducted in this study. Maxwell (2012:655) provided valuable and trustworthy accounts of educational settings and activities, the contexts in which these are situated, and the meanings that they have for participants that have nothing directly to do with causation.

This means that qualitative researcher study the contexts in their natural settings, attempting to make sense of or interpret phenomenon in term of the meanings people bring to them. Qualitatives research involves collection of a variety of empirical materials case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts that describe routine and problematic moments and meanings in individual lives.

This approach is employed because it is helpful to describe English students' perceptions from different respondents. This research used qualitative

research with phenomena theory. Phenomena theory tries to see what happen in the surface work environment including teachers' perceptions, these perceptions are symptoms, phenomena of something that are hidden in the head of the teachers.

The writer used purposive sampling due to her limitation of time and distance. It means that individual or students which was choosen can represent this case so that it can answer the research problem (Setiyadi, 2006:44). Deciding of students or sample were based on theoritical knowledge which is owned by writer. In choosing sample, writer also used theoritical basic so that writer assumed sample can represent this case.

3.2 Settings of Research

This research was done in September, 2015 to Oktober, 2015. It was done at tenth grade of SMAN 4 Bandar Lampung. This study had been done for 3 months since August 2015 up to September 2015. These activities started from the starting survey, arranging proposal, instruments of the research, collecting data, analyzing data and reporting the research. In qualitative research, selecting of the sample related on the purpose of the research in requiring of external validity (Setiyadi, 2006:44). Writer used purposive sample, it can be assumed students election case can be suitable for solving the problems. Students judgement or case is related on theoritical knowledge by researcher (Setiyadi, 2006:31).

In deciding the research sampling, the writer assumed that choosen sampling can determine the problems. The writer chose tenth grade of SMAN 4 Bandar Lampung because, The English teacher used CTL in teaching learning process. Writer also had done previous interview to English teacher. The result of

the interview showed that her educational background and her experiences were suitable for the criteria qualification of teacher. Therefore, the writer decided to use her class as a subject of research. One class consisted of 30 students so total of participants was about 30 students. The writer observed one classe, to get the depth of information in interview, the writer only chose some of the sample.

This study was focused on students' perception through seven elements in implementation of CTL. There were six classes of tenth grade in SMAN 4 Bandar Lampung and writer chose one class as subject of research. The writer assumed that English teachers understand about CTL and also applied in teaching learning process.

3.3 Participants of the Research

The population is students' of tenth grade of SMAN 4 Bandar lampung. There are six classes of tenth grade, but the writer only chose one classes of tenth grade. One class consisted of 30 students. Total of participants was about 30 students. This class was chosen because English teacher of tenth grade had good qualified in educational background. According to her educational background and her many experiences which were suitable for the criteria qualification of teacher, the writer decided to use her class as a subject of research. The teacher also applied seven elements of CTL as a method in teaching learning process. The writer also had investigated to English teacher previously.

3.4 Data Collecting Techniques

3.4.1. Observation

In this research the researcher used some techniques as follows:

a. **Pre-observation**

Prior to the observation, the researcher had done the pre-observation in order to identify how seven elements in CTL was implemented by the teacher.

b. **Observation**

Observation is the active acquisition of information from a primary source. In living beings, observation employs the sense. In science, observation can also involve the recording of data via the use of instruments. The term might also refer to any data collected during the scientific activity. The writer observed to describe class situation, each of individual which is on teaching learning process and relationship between situations, between activities, and between individual, Setiyadi (2006:239). In observation, writer can understand the context of class interaction clearly. It helped writer in data interpretation process because there are so many data that did not appear without knowing the context. Researcher got valid data.

This research observed one classes of tenth grade of SMAN 4 Bandar Lampung. Writer acted as an non participants. Writer gathered fieldnotes by conducting an observation as an observer. Structured observation is more likely to be carried out by those operating from a positivist perspective, or who at least believe it is possible to clearly define and quantify behaviours. Observation sheet

includes seven elements of CTL (Constructivism, inquiry, questioning, community learning, modeling, reflection, authentic assessment) and perception theories (cognitive component, evaluative component and behavioral component).

There were teachers's observation sheet and students' observation sheet below.

Table 4.1: The students' activity in doing the seven elements of CTL

Strategies	Students' activity	Frequently	Percentage
constructivisme	<ul style="list-style-type: none"> • Students answer teacher's question • Students try to tell their experience related to topic 		
inquiry	<ul style="list-style-type: none"> • Student make a list of happiness • Student ask their friend or related their activities and give check list in tables. 		
questionning	<ul style="list-style-type: none"> • Students ask something that they do not understand • Students ask related to the word translation 		
Community learning	<ul style="list-style-type: none"> • Students discuss their work with their friends. • Students make conversation in pairs 		
Modelling	<ul style="list-style-type: none"> • Students come in front of the class and demonstrate the conversation in pairs 		
reflection	<ul style="list-style-type: none"> • Students answer teacher's questions orally • Students repeat teacher's pronunciation 		
Authentic assessment	<ul style="list-style-type: none"> • Students write responding of happy expression • Students answer teachers' question orally 		
Total			

Table 4.2: teachers' activity in doing the seven elements of CTL

Strategies	Teachers' activity	Frequently	Percentage
constructivisme	<ul style="list-style-type: none"> • Teacher ask students' experiences related topic • Teacher ask student related new material topic 		
inquiry	<ul style="list-style-type: none"> • Student make a list of hapiness expressions • Student ask their friend or related their activities and give check list in tables. 		
questionning	<ul style="list-style-type: none"> • Teacher explain the new material how we say happiness expression and how we respon it 		
Community learning	<ul style="list-style-type: none"> • Teacher ask students to discuss in group • Teacher ask student to make conversation in pairs 		
Modelling	<ul style="list-style-type: none"> • Teacher give a good pronunciation in happiness expresions • Teacher ask students to demonstrate their work 		
reflection	<ul style="list-style-type: none"> • Teacher check student' pronuonciation • Teacher check students' understanding both orally and written form 		
Authentic assessment	<ul style="list-style-type: none"> • Teacher observe students' activity during the class • Teacher ask students to make a short dialogue and demonstrate in the class. 		
Total			

3.4.2. Interview

The interview was done by an agent by using recorder. The interview was transcribed by the writer. Zohrabi (2013:255) said that interview can be conducted in two forms: person to person and group or collective formats. The interviewee answered the questions and the interviewer asked some questions. The interview is conveyed by an agent to help the researcher.

According to Zohrabi (2013: 255) interview was done to get firsthand information directly from some knowledgeable informants. The purpose of interview is to construct about people, event, activity, feeling, motivation, demand, caring and reconstruction of things happened in the past to describe agreement, verify, change and widen the construction/model that is developed by the researcher for future.

The interview that is used is guided interview in order to get more information completely and depth in comfortable situation done by the researcher. All the questions in the interview are addressed to the correspondent both primary and secondary which are valid and credible. The interview was done effectively and directly. It means that the interview was done in as short time as possible and got data as many as possible. Unstructured interview is a free interview where there is no guide for the interview or no list of questions arranged systematically and completely for collecting data. Furthermore, the interview would be conducted in Indonesia language. This was done to make sure that the interview ran smoothly and there were not many language problems when the interview was undertaken.

The writer interviewed 30 students of tenth grade of SMAN 4 Bandar Lampung as participants in depth interview. The issues that are intended to know in the interview are: (1) students' perception in implementation of seven elements of CTL in speaking ability (such as constructivisme, inquiry, questioning, learning community, modeling, reflection and authentic assessment). Writer used guided interview to get the data. Guided interview is constructed with perception's theories Wenden (1991) as cited in Ziyad (2015:139) and seven elements' of CTL theories. Perception's theories consists of cognitive componet (beliefs, perception or information about an object), an evaluative component (the object of an attitude can evoke feelings of pleasure or displeasure, acceptance or refusal, agreement or disagreement), a behavioural componet(induce people to make decisions and then act in certain ways).

In guided interview students were provided with 20 items in each element-based category (constructivisme, inquiry, questioning, community learning, modeling, reflection and authentic assessment) In constructivisme element item nos, 1-3, item nos. 4- 6 were grouped under inquiry, item nos. 7- 9 were grouped under questioning, item nos. 10-12 were grouped under community learning , item nos. 13- 15 were grouped under modeling, item nos. 16- 18 were grouped under reflection and item nos. 19 – 20 were grouped under authentic assessment. Each element based category (cognitive component, evaluative component and behavioral component). It can be seen from table specification of perception below.

No.	Types of perception	Items of close ended questions
1.	Cognitive	1, 4, 7, 10, 13, 16, 19,
2.	Evaluative	2, 5, 8, 11, 14, 17, 20
3.	Behavioural	3, 6, 9, 12, 15, 18

4. Video Recording

To observe the learning process of students' behaviour and the teachers' behaviour and also the aspects of seven elements in CTL appeared, the researcher recorded the learning process by using a handy-cam.

3.5. Validity and Reliability of the Instruments

Thus, qualitative researchers utilize various validation strategies to make their studies credible and rigorous (Setiyadi, 2006:33). Credibility for this study was achieved using the validation strategies of triangulation, writer reflexivity, thick rich description, and peer debriefing. As mentioned previously, this research was qualitative. Even though, this was qualitative research, the research should meet some criteria in order to make the result of research findings acceptable and suitable for the reality. Moreover, the data should be valid and reliability.

Validity and Reliability are methodological elements not only for quantitative but also for qualitative research. Furthermore, Setiyadi (2006: 222) stated that the trustworthiness in qualitative research was assessed in three key criteria: consistency, credibility, and transferability. Setiyadi (2006: 31) also stated that there is a way that can be used by the researcher in order to know those criteria is triangulation. Triangulation is a useful to improve the aspects of authenticity and credibility of the data collected.

Observation and interview would be applied to see the validity and reliability the data. As stated by Zohrabi (2013: 254) concluded that these different ways of gathering information can supplement each other and hence boost the validity and dependability of data. Hence, triangulation method would be applied in this research. The researcher was going to conduct the interview after observation. Observation would be conducted to support the data of interview.

The data was triangulated with the various forms of data that were collected in this study (i.e., interviews, observations and field notes). The researcher, being a language broker himself, provides a section at the end of this chapter where he describes his story as a language broker and his stand on the issue as well as potential bias. Thick rich description will be achieved by presenting the participants' voices under each theme

Setiyadi (2006:33) explained steps to get reliabilities and validities in qualitative research, they were doing reobservation towards audiovisual data, neither same researcher nor different researcher, listening recording data more than two times, neither same researcher nor different and the last writing transcription and also recheck the fieldnotes. This researcher used intra rater to classify the data. Validity of qualitative research can be seen from using theories should be line with the purpose of the research.

3.7 The Data Resource

The primary sources of data for this study were students of tenth grade of SMAN 4 Bandar Lampung. The data resource is human and to not human (Miles and Huberman, 1992: 2). The human is function as the subject and the key in the research while the relevant document is a supplement data. In this research, the researcher uses purposive sampling to get the data until the data are sufficient, complete and depth.

In this research, English teacher of tenth grade of SMAN 4 Bandar Lampung are chosen as the key informer. Key informant is someone who has the knowledge and information or is closed to the situation that becomes the focus of the research who knows the students' situation and also master in implememntation of CTL. From the key informer, researcher got other informer with purposive sampling until the data is sufficient, complete and depth. According to Suparman (2009:60) states that getting access and establishing rapport is very important in order that the participants are willing to provide good data.

3.8 Data Analysis

The transcriptions was analyzed using the constant comparative method. The constant comparative method of data analysis involves the process of taking information from data collection and comparing.

The interviews was done by using video-recorded, with permission of the participants, and then the video were transcribed verbatim. Some notes were taken by the researcher in order to assist in accuracy and transcription, but the note taking is limited to allow the researcher to focus on the participants and their

answers to the prompts. Researcher got recording of utterances. Before the data was analyzed, the researcher was transcribe all interviews, observations and field notes.

Second, researcher identified the corpus, to measure reliability researcher used intra rater in identifying. The researcher used the meaning of analysis context as the unit of analysis for coding and also looked for description. This means that the data were not coded sentence by sentence or paragraph by paragraph, but coded for meaning. This is the nomenclature used by the process of transcribing allows the researcher to become acquainted with the data. Researcher used descriptive code that is the one word capitalized code in the right column which summarizes the primary topic of the excerpt.

A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence capturing, and evocative attribute for a portion of language based or visual data (Saldhana, 2009). The data consisted of interview transcripts, participants observation field notes, journals, documents, literature, artifacts, photographs, video and so on. The portion of data to be coded during first cycle coding processes can range in magnitude from a single word to a full sentence to an entire page of text to a stream of moving images. Second cycle coding process, the portions coded can be the exact same units, longer passage of text, and even a reconfiguration of the codes themselves developed thus far.

Researcher used in vivo code. The codes are based on what outcomes the student receives from his mentor. Note that one of the codes was taken directly from what the participants himself says and is placed in quotation marks.

Researcher classified utterances belong to the seven elements in CTL theory which is proposed Berns (2001), who developed a detailed elements, they are constructivisme, inquiry, questioning, comunity learning, modeling, reflection, authentic assessment. Third, researcher reduced the data and make to display. Researcher used data matrix. It helped researcher to make simple. In this steps, researcher analyzed more to make it clear. Researcher reduced tha data become seven categories. The last steps, research verified the data. The data was called by display. Researcher put main point of utterances that she used in research in display. Researcher put display in appendix.

IV. RESULTS AND DISCUSSION

The research was done through observation and guided interview. The research was carried for about two months September 20th until October 20th 2015, but researcher had done the pre observation prior to research on September 13th 2015 in order to identify how seven elements of CTL process was implemented by the teacher. As stated in chapter 4, the researcher was conducted in order to investigate students' perception of implementation of CTL by tenth grade of SMAN 4 Bandar Lampung. There are six classes of tenth grade, but researcher only need one class to be observed, thus based on the background knowledge of English teacher. The class consisted of 30 students, 14 male and 16 female students.

The data were collected through guided interview and observation class. The guided interview was used to know students' perception of implementation of CTL. Interview was done at the second meetings that is on October 20th 2015 . The aims of observation were to find out the process of seven elements of CTL and the characteristics of CTL that is mostly appeared. On the 20th of September the researcher observed the process and the characteristics of CTL in class.

4.1 Results

4.1.1 Pre- Observation

Before the observation on October 20th 2015, the researcher had done the pre observation on september 20th 2015. The researcher came to SMAN 4 Bandar Lampung to meet English teachers. Then, the researcher met one of the English teachers of tenth grade students, Mrs. M. And then, the teacher invited the researcher to join her class in order to preobserve the situation.

The teacher opened the class by greeting, and then she asked them about previous meetings, about descriptive text. After that she explored to the new material after that she explored happiness expressions. In this teaching and learning model, teacher constructed their own knowledge by testing ideas based on prior knowledge and experience, applying these ideas to a new situation, and integrating the new knowledge gained with preexisting intellectual constructs. She also asked student about their feelings.

She asked students when they felt happy. She gave the example and discussed situation when they felt happy. She checked students' understanding in identifying some feelings which related to the situation by choosing sad expressions, happy expressions, and angry expression. She asked the students to make one happy situation. She not only checked and revised the students' work but also guided students who did not understand. She asked students as volunteer to express their happiness expressions in front of the class and also gave comment and revised it directly.

She explained what would be learned that day to students. She told the expression of happiness and how we respond it. She asked students to repeat some

happiness expression and to write how we respond happiness expressions. She discussed to respond happiness expression related to situation and checked student expression to respond happiness one by one. She asked students to listen teacher short dialogue related to happiness expressions. She asked one of students to tell about the dialogue. She mentioned some responding of happiness expressions and asked student repeat directly.

She checked students' pronunciation in responding of happiness expressions. She asked students to write happiness expressions and she also checked students' work one by one. She wrote some happiness expressions in white board after that she asked students to check their work in written form. She checked and gave a score to student work, She asked students to copy and write the written happiness expressions. Teacher asked students to read in front of the class as a model and made a short dialogue related to happiness expressions. She asked students to make a dialogue in pairs.

4.1.2 General Report at the Research

Based on the result of the observation and interviews, the researcher found out that the teacher developed the material given to the students based on the seven elements in CTL for tenth grade of senior high school. The teacher implemented seven elements of CTL during the learning process. Seven elements of CTL consisted of constructivisme, inquiry, questioning, learning community, modelling, reflection and authentic assessment.

The observation was to gain information of implementation seven elements in CTL in the classroom. The observation guideline consists of characteristics of seven elements in CTL which can be seen in [Appendix 3](#). In the

first meeting of teaching speaking process, when the researcher entered the classroom, she said to them that they would learn expressing happy and unhappy and she asked students related to their experiences of expressing happy and unhappy. Every activity consisted of two or three elements of contextual teaching learning (see appendixes lesson plan).

Conversation 1

- Teacher : angry? Ok, that' why
- Now, I'll ask you .Once more, I ask you in what occasion do you feel happy?
- Tell me, give me the example, when do you feel happy
- Students : If I get marriage (laughing)
- Teacher : Wow, if you get marriage (write the white board) ok very good. Any others, what else
- If you.....ok, what else?
- Students : If I make a cake?
- Teacher : If you buy a cake, eat cake or make cake?
- Students : If I make a cake
- Teacher : If you buy cake, make cake or buy cake?
- Teacher : oh, If You make a big cake
- Ok, what else? Do you fell, I want the other occasions. Do you feel happy?
- Students : If I play with my friends
- Teacher : If you play with your friends?
- Ok, any others girls, do you fell happy?..if you have.Yes
- Students : If I have high score in the class
- Teacher : good, If you high score in the class.. English?
- Students : Yes, If I have high score in English
- Teacher : If you have high score English? right?
- Students : Yes..
- Teacher : Very good, what else? When do you feel happy?
- Students : I'm felling in love hahaha..huhuh....(laughing again)

The first activity above consisted of three elements of CTL, they are constructivisme, questioning and inquiry. The first step of seven elements in CTL was the introduction and exploration. When the teacher started the class, she greeted her students warmly and reviewed the previous material in order to explore the concepts of the new material. In this learning process, she reviewed

the previous material about descriptive text, and then she drove her students to a new materials. At this moment most of students were actively responding to the questions, by giving comments, answering questions, and exploring ideas. Constructivisme appeared from students who can answer teachers' direction related their experiences.

The second process in the first activity was inquiry elements. This principles is very closely related to the thinking and its development. It can be seen from researcher's note that showed one of the conversations between the teacher and the students during teaching learning process. Specific learning processes that people engage in during inquiry learning include; creating questions of their own, obtaining supporting evidence to answer the questions, explaining the evidence collected, connecting the explanation to the knowledge obtained from the investigative process. By answering the teachers' questions, students tried to think deeper about expressing happy and unhappy, this activity involved two elements of CTL, they are inquiry and questioning.

Interaction in the classroom refers to the conversation between teachers and students, as well as among the students, in which active participation and learning of the students becomes vital. Conversations are part of the sociocultural activities through which students construct knowledge collaboratively.

There are three basic ways that students can interact with each other. Students can compete with each other to see who are the best students in the class; students can work individually on their own toward an established criterion; or students can work together, cooperatively, taking responsibility for each other's learning as well as their own. It can be seen from researcher's note that showed

one of the conversations between the students and the students interaction during teaching learning process.

Conversation 2

StudentA : Pernah senang ga?
StudentB : Are you happy?
StudentA : Yes
StudentB : Why?
StudentA : If I have money
StudentB : Bener gak?

It showed that the teacher succeeded in constructing students' knowledge by testing ideas based on prior knowledge and experience, applying these ideas to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs. The teacher gave some questions related to her students' knowledge and experience. For the first step constructivisme has appeared and implemented during teaching learning process. Constructivisme is a main step in CTL. Through teacher' questions, students tried to explore their knowledge to thier friends. They seemed to ask each other eventhough sometimes they used Indonesia translations. They asked their experiences related happiness expressions. Students' interaction can be used to increase student' achievement Berns (2001:5). In this stage, teacher-students interaction has been achieved, it can be seen from the note conversation between teacher and students. Besides that, students-students interaction also happened in constructivisme. Some of students seemed active, they gave questions and answer each others during teaching learning process. The next activity can be seen from the conversation below:

Conversation 3

- Teacher : Wow, When He falls in love (writing the board)
 Now, I want you make a list. Everyone write down situation when do people happy.
 Are you happy? I want you pay attention in happy
 I'm happy when I(bleng bleng bleng)
 I'm happy when I.....
- Students : Ba.....Ba.....Ba.....
 Ba.....Ba....Ba means sheep sounds
- Teacher : Come on come one
 (Teacher walks around the class, seeing the students' work)
 I'm happy when I.....
 Just for one situation
- Students : how many mom?
- Teachers : just one situation that make you happy
- Students : Sad expression?
- Teacher : No, only Happy..Happy happy all the time..
 (Teacher checked students' work)
- Teacher : You must have good construction
 I feel happy when I.....
 I am happy if I..... ok?
 I write down, do not copy my example. You can create your situation.
 (Teacher walks around the class and checked again students' work. Sometime, teacher also
 Answered the students' questions) beside that other students discuss each other.

The second activity consisted of inquiry, constructivisme, questioning, and authentic assessment of elements CTL. Inquiry elements was shown by teachers' direction to make a list of situations that make you fell happy. This principles is very closely related to the thinking and its development. Specific learning processes in inquiry was connecting the explanation to the knowledge obtained from the investigative process, creating an argument and justification for the explanation. After expressing their experience related to happy and unhappy expressions, teacher gave questions related new materials for students.

In this activity, constructivisme elements of CTL can be seen from the students' answer towards questions. Students tried to answer by connecting their

experience in their life to prior knowledge in the class. Authentic assessment can be seen from this activity. By doing exercises, teacher understood students' ability. Authentic assessment can be in written and oral, teacher also used both of them. Authentic assessment which has been done including teachers' questions to students in teaching learning process orally and teacher also checked and revised the students' answered one by one. Teacher also guided students who did not work.

It showed that the teacher had completed the second activity. This process was slightly crowded because each of students tried to tell their activities related to the topic. In this stage students tried to answer teachers' questions. Teacher asked students to make a list of the happy and unhappy expressions. In inquiry stage, students ask teacher to translate the language into English. It means that they wanted to express an idea but they can not speak English. Teacher tried to give stimulus to student related topics discussions. Teacher ordered student to ask their partner related activity and gave checklist according their partners' answer. In this stage, students not only asked to teacher about their difficult but also students to students. Students-students interaction could be seen from dialogue below.

Conversation 4

Student A : I fell happy when I have
 Student B : I fell happy when I have little sister
 Student A : yes, benar
 Student B : I fell happy when I have little brother
 Student A : yes, benar juga
 Student B : ini aja kalo ditanya

According the conversation above, students had difficult in word translation. Students asked to their friends and then students repeated the

sentences again and at this time, students tried to formulate the verb that used. They analyzed the teachers' example and finally they discussed about their problems. The conversation above could be happened in inquiry of CTL. While the students also asked the teacher if they didn't understand. The students invited the teacher to explain again related the materials. This activity can be seen from the conversation below:

Conversation 5

Student A : Ini benar gak?
 Student B : mana?coba!
 Student A :(showing th exercises book)
 Student B : ya benar

The next activity can be seen from conversation below.

Conversation 6

Teacher : Yes, Where is yours?
 (Teacher checks again and give example)
 This one, it's wrong.
 (the others students discuss in pairs and one of students said I fell happy when I have little brother and the others said I fell happy when I have little brother)

Teacher : We are going to listen
 There are some of you have finished, listen..listen. start from you
 Ok, the other please listen. Ok, speak louder please

Student A : Ini benar gak?
 Student B : mana?coba!
 Student A :(showing th exercises book)
 Student B : ya benar

Student : I'm happy when I and you get good score in math
 Teacher : No, If I & you , but If I get. Now repeat! Ulangi
 Student : I'm happy if when I good score in math
 Teacher : Kalo sudah pakai if tidak usah pakai when lagi
 I'm happy when I get high score in math. Ulangi!

Student : I'm happy when I get good score in math
 Teacher : I'm happy when I get high score in math
 Students : I'm happy when..hm I get high score in math
 Teacher : High ya (checked pronunciation)
 Student : High
 Teacher : ok, good, once more yang lain dengarkan dulu ya!

Student : I'm happy when I get high score in math
 Teacher : Linda!
 Student : I'm happy when I have little brother
 Teacher : Do you have little brother?
 Student : No
 Teacher : oh, That's way that you want to have
 Student : ok, you
 Teacher : I'm happy when I go fishing with my friends
 Student : oh go fishing, ok, how about you?
 Teacher : (pointing student) yes, You?
 Student : I'm happy when I pay my parents hajj pilgrimage
 Teacher : Do you know pilgrimage?
 Student : No
 Teacher : pilgrimage is perjalanan haji, ok so his dream pays his parents
 hajj pilgrimage..wow
 (other students' give applouse)

In this activity consisted of three elements of CTL, they are questioning, reflection and also authentic assessment. In this process the students explored students' creativity to ask related to new material which was given by teacher. Teacher stimulated students by using some clue related to material and students responded it. Questioning techniques is that enhance student learning and the development of problem solving and other higher- order thinking skills. For CTL to achieve its goals, appropriate types and levels of questions must be asked. It showed that students tried to ask their teacher when they had difficult in translation. In questioning stage, students seemed unconfident with their work they still ask to teacher during teaching learning process. But sometimes, students asked their partner, it could be seen from dialogue below. In this stage, students-students interaction could be happened. Students who felt unconfident tended to ask their friends. It can be seen from conversation below.

Conversation 7

Students :Mom, bener gak?
 Students: Mom,gimana bener gak?
 Students: Mom, I fell happy when I get birthday' bener gak mom?

Students felt difficult in translation vocabulary and grammatical sentences. They asked their sentences each other. In this section, they tried to solve their problems by giving questions answer each others. Students- students interaction could be occurred in this stage.

The next process, assess the progress and clarify the activity. The teacher asked students how we respond happy and unhappy expression related to situation, after teacher gave questions of happy expressions. It can be seen from the researchers' note that showed one of the students' presentations during the teaching learning process. It showed that students gave questions related to material lesson. Students tried to know more about happy and unhappy expressions. Reflection also can be seen from this activity. Reflection can be done during teaching learning process. By reflection, teacher knew students' ability and students' difficulty. Furthermore, authentic assessment can be appeared from this activity. The teacher also could give score to students during teaching learning process. The teacher checked students' work one by one, it means that the teacher took written authentic assessment. When the teacher asked the students to speak louder, the teacher implemented authentic assessment orally.

Conversation 8

- Teacher : I will give you a model, Rizky come here. Rizky and I will say like this. I will be this and you this, listen listen, this the way, I will give you a model"Look at me
- Rizky : Do you have unforgettable experience?
- Teacher : no, look at me, ulangi
- Rizky : Do you have unforgettable experience?
- Teacher : Yes, I have a big cake for my brothers' birthday party
- Rizky : hmmm (just silent)
- Teacher : yes....
- Rizky : Oh, I'm so happy to hear that
- Teacher : Sekarang gentian, I will ask you, Rizky, Do you have

- Unforgettable moment in your life?
- Rizky : Yes, hm..... (pause)apa sih yes if I play with my friend
- Teacher : Wow, That super, you never play with your friend?, coba cari yang lain.
- Ganti-ganti,” Rifki, do you have unforgettable moment in your life?”
- Sudah biasa main sama temen.
- Rizky : Yes, if I have a girl friend
- Teacher : Wowo hoho, is it clear?
- Students : Yes
- Teacher : Any body wants to come in front of the class?
- Students : Dede mom dede
- Teacher : Ok, Dede, please come in and now listen listen
- Students : Do you have unforgettable experience in your life?
- Teacher : Yes, I have when I met my old friends. We haven't met each other for 30 years and now any others?
- Dede : hmmm when....when I have birthday party
- Teacher : happy birthday
- Students : Angga mom sama Riko. Oke please come in
- Angga : Do you have unforgettable experience?
- Riko : Yes, I have when I had new motorcycle
- Angga : That' good.
- Riko : Do you have unforgettable experience?
- Angga : When I get high score in English
- Riko : Congratulation

This activity consisted of modeling, community learning, reflection and also authentic assessment. Modeling can be seen from teacher asked a student as volunterr, Rizky to come in front of the class. This process seems one students and English teacher like as a model. They demonstrated the real conversation in front of the class. Teacher pointed one student to come and ask hers related happy expression. Modeling is as flexible ways to understand children's knowledge constructions in their efforts to master their own experiences because they provide organized support guiding their interpretation of a complex phenomenon, creating the possibility of attaining the comprehension of new phenomenologies.

In this stage, the teacher could serve as models in teaching learning process. Teacher should give the example previously before students demonstrate materials. Volunteers students who came in front of the class could be also as models. Student asked teacher first and then teacher answered. Finally students responded teachers' answer again. In second conversation, teacher asked students' experience and student tried to answer although he seemed nervous and sometimes use Indonesia language. Finally teacher responded it.

Learning community also can be seen from students- students conversation in front of the class. In this stage the students explored to participate, think, share and connect with others. The learning theory "communities of practice" is a social learning theory and an idea that learning is best accomplished through collaborative learning, not by teaching students individually. Each of students has their own roles in the group. Even though each student had their own role in the group, there was at least one member in a group who was slightly passive compare to others. Students demonstrated it in order to have dialogue.

In this stage, teacher also implemented reflection of CTL. By demonstrating students in front of the class, the teacher checked students' ability in understanding of happiness expressions. Furthermore, authentic assessment also appeared in this activity. Teacher could give the real score. One simple measure of this is the proportion of the class dedicated to students talking to one another. The quality of the discussion is also important: tasks that have the potential for more than one answer can generate deeper thinking processes and may also shift the direction of the lesson. Hall & Walsh (2002) views the act of language learning as a social activity in which children build their knowledge through the

help and scaffolding of more knowledgeable peers or teachers. Interactions in language classrooms are important social activities for students through which they not only construct knowledge, but also build confidence and identity as competent language users. This process seemed the student and English teacher like as a model. They demonstrated the real conversation in front of the class. Teacher pointed student to come and ask hers related happy and unhappy expressions. For the first conversation, the student asked to the teacher first and then the teacher answered. Finally the students responed the teachers' answer again. In second conversation, the teacher asked to the students' experience , and the student tried to answer although she seemed nervous and sometimes use Indonesia language. Finally teacher responed it. In this stage, Students-students interaction could be as modeling, it can be seen from dialogue below.

Conversation 9

Angga : Do you have unforgettable experience?
 Riko : Yes, I have when I had new motorcycle
 Angga : That' good.
 Riko : Do you have unforgettable experience?
 Angga : When I get high score in English
 Riko : Congratulation

According to the conversation above, modeling can be occured between students-students interaction. As a model during in the teaching learning process, they seemed nervous and shy. Furthermore, they tended to make conversations because their classmates laugh them. In this activity, the teacher also implemented authentic assessment. The teacher can measure the students' ability related the topics and gave them score in this lessons.

The next activity can be seen from conversation below. This activity consisted of questioning, reflection, authentic assessment. The teacher asked the students to listen her statement and responded it. It could be as questioning elements of CTL. Furthermore, the teacher applied authentic assessment. The teacher asked the students to listen and to repeat the expression happiness after them. By this activity, teacher checked students' pronunciation and the teacher took the students' score in orall authentic assessment.

Conversation 10

- Teacher : Wow, When He falls in love (writing the board)
 Now, I want you make a list. Everyone write down situation when do people happy.
 Are you happy? I want you pay attention in happy
 I'm happy when I(bleng bleng bleng)
 I'm happy when I.....
- Teacher : We are going to listen
 There are some of you have finished, listen..listen. start from you
 Ok, the other please listen. Ok, speak louder please
- Teacher : congratulation, congratulation lagi, gak ada kata –kata yang lain apa? Ok, tuliskan kata-kata apa saja yang akan kamu ungkapan apabila seseorang mengungkapkan kebahagiaan , when somebody says about happiness how do you say
 (Teacher sits to her chair and open the books) “nah ketemu ini” I'm so proud of you, nah ini ada
 (Teacher give time to students) Rizky, what is your expressions?what do you find expressions what I mean.
- Student : Congratulation
- Teacher : You
- Student : belum
- Teacher : How about You? Tidak ada, how about you? You?
- Student : How glad you are
- Teacher : How glad you are very good, You?
- Student : What the happy situation that you have
- Teacher : What the happy situation that you have, You?
- Student : Congratulation
- Teacher : You? Berarti tadi mom lasma tidak didengarkan ya?
- Student : What is wonderfull
- Teacher : You ?

Student : That's good
Teacher : You?
Student : Congratulation
Teacher : You?
Student : Well
Teacher : Well done, You?
Student : That's good

Teacher asked student to repeat her statement related to some happiness expressions and teacher asked student to listen teacher short dialogue related to happiness expressions, teacher wrote some happiness expressions in white board and teacher asks student to check their work in written form. This activity could be as reflection elements of CTL. Reflection can be in the end of teaching learning process. Teacher has done both of them in her class. Reflection which has been done by teacher during teaching learning process including; teacher checked students' understanding how we responded happiness expressions. Teacher checked and revised the students' work one by one in guiding students who did not work, teacher checked student' pronunciation when students demonstrated in front of the class, teacher asked student to write happiness expressions and teacher also checked students' work one by one, teacher checked and gave a score to student work. The end of the meetings, teacher also asked about their feelings during teaching learning process. It can be seen from the researchers' note that showed one of the conversation between teacher and students during teaching learning process.

Conversation 11

- Teacher : Belum
Listen, repeat after me (Teachers says happiness expressions), she also checked students' pronunciation one by one.
- Teacher : Listen and repeat after me"
Oh, I'm so happy to hear that.
- Students : Oh, I'm so happy to hear that
- Teacher : you!
- Students : Oh, Im so happy to hear that
- Teacher : I cannt say how pleased I am, you
- Student :
- Students : Oh, I'm so happy to hear that
- Teacher : you!
- Students : Oh, Im so happy to hear that
- Teacher : I cannt say how pleased I am, you
- Student : I cannt say how pleased I am, you
- Teacher : you!
- Teacher : I cannt say how pleased I am, you
- Students : I cannt say how pleased I am
- Teacher : Exercise book, open your exercise book, write down from 1 until 13 Thirteen, tiga belas..
Are you ready? Yes, if you ready. I will read the sentences one by one. Write down if you Remember. If you don't remember Please skipp the number , just prepare no 2 if you don't and I so. For example If I and no 1. You don't . you write no.2 if next next next.
(Teacher walked around the class and checked students' work one by one and also say the expressions)
- Teacher : Oh, I'm so happy to hear that.
- Students :
- Students :
- Teacher : I cannt say how pleased I am, you
- Student :
- Teacher : I had a splendid time there.
- Students :
- Teacher : What a marvelous place I've ever seen.
- Students :
- Teacher : marvelous
- Students : marvelous
- Teacher : It's an outstanding adventure
- Teacher : I see your work one by one. Almost of you find out that, Only 90 percentage of can't write
Correct because, you don't know how to write why you don't know how to write. We will start from no 1. Checked your

work. Your own work, not friend work. I will introduce the word to you so that you are able to use the word. Teacher wrote the expressions in white board, one mistakes one letter wrong, wrong. Kekurangan satu huruf salah, kelebihan satu huruf salah.

In this stage, teacher made reflection during teaching learning process. They checked students' understanding in responding of happiness expressions. In first dialogue, the teacher asked related to the materials, the teacher checked the grammar of expressions orally. Having students' understand, the teacher asked the students to write how to respond happiness expressions. The next dialogue, the teacher checked the students' pronunciation in happiness expression respond. The teacher said one by one and the students repeated it. The teacher also pointed students one by one, and giving the correct one if the students had a mistake.

Thus, from the result above, it showed that the teacher succeeded in implementing of CTL and these process enable the students to be more active in the class. Furthermore, some points of teacher and students' activity in implementing seven elements in CTL.

Table 4.1: The students' activity in doing the seven elements of CTL

Strategies	Students' activity	Frequently	Percentage
constructivisme	<ul style="list-style-type: none"> • Students answer teacher's question • Students try to tell their experience related to topic 	10x	19,2%
inquiry	<ul style="list-style-type: none"> • Student make a list of happiness expressions • Student ask their friend or related their activities 	4x	7,6%
questioning	<ul style="list-style-type: none"> • Students ask something that they do not understand • Students ask related to the word translation 	4x	7,6%
Community learning	<ul style="list-style-type: none"> • Students discuss their work with their friends. • Students make conversation in pairs 	9x	17,3%
Modelling	<ul style="list-style-type: none"> • Students come in front of the class and demonstrate the conversation in pairs 	5x	9,6%
reflection	<ul style="list-style-type: none"> • Students answer teacher's questions orally • Students repeat teacher's pronunciation 	10x	19,2%
Authentic assessment	<ul style="list-style-type: none"> • Students write responding of happy expression • Students answer teachers' question orally 	10x	19,2%
Total		52x	100%

Table 4.2: teachers' activity in doing the seven elements of CTL

Strategies	Teachers' activity	Frequency	Percentage
constructivisme	<ul style="list-style-type: none"> • Teacher ask students' experiences related topic • Teacher ask student related new material topic 	12x	23,6%
inquiry	<ul style="list-style-type: none"> • Student make a list of happiness expressions • Student ask their friend or related their activities 	4x	7,6%
questioning	<ul style="list-style-type: none"> • Teacher explain the new material how we say happiness expression and how we respon it 	4x	7,6%
Community learning	<ul style="list-style-type: none"> • Teacher ask students to discuss in group • Teacher ask student to make conversation in pairs 	9x	17,3%
Modelling	<ul style="list-style-type: none"> • Teacher give a good pronounciation in happiness expresions • Teacher ask students to demonstrate their work 	5x	9,6%
reflection	<ul style="list-style-type: none"> • Teacher check student' pronuonciation • Teacher check students' understanding both orally and written form 	10x	19,2%
Authentic assessment	<ul style="list-style-type: none"> • Teacher observe students' activity during the class • Teacher ask students to make a short dialogue and demonstrate in the class. 	10x	19,2%
Total		52x	100%

In brief, the results of observation showed that there were some students who answered teachers' asking when they applied seven elements of CTL: constructivisme, inquiry, questioning, community learning, modelling, reflection and authentic assessment. They were still confident and sure that they could do well, although they might make mistakes in applying teachers' direction. In students' activity, the activities which most appeared are constructivisme, community learning, reflection and authentic assessment. As can be seen from the table, a total number of 52 activities were implemented by teacher in this study. Among activities, constructivism total percentage activities was founded to be the most frequently, by frequency of 12 activities and total percentage of 19.2%. Community learning activities ranked second by the of 10 in the total number 52 activities, i.e 17.3 per cent of frequency. Third ranked was implemented by reflection and authentic assessment. Reflection had 10 activities by per cent 19.2% of frequency and authentic assessment had 19.2% of frequency.

In the other hand, teaching learning process is lack of activities in inquiry, questioning and modeling in their activity. Inquiry and questioning had the lowest by frequency of 4 activities and total percentage 7.6%, modelling had 5 activities by percentage 9.6% frequency. She implemented elements stage by stage well. In teachers' activity, the activities which most appeared are constructivisme, community learning, reflection and authentic assessment and lack of activities in inquiry, questioning and modeling in their activity. It can be concluded that students depend on teachers' activity.

4.1.3 Guided Interview with Students

The researcher interviewed 30 students of tenth grade of SMAN 4 Bandar Lampung. The aims of interview were to investigate students' perception in the implementation of CTL in speaking ability. There were seven elements in CTL; constructivisme, inquiry, questioning, modeling, learning community, modeling, reflection and authentic assessment, and perception (Wenden as cited in Ziyad, 2015: 139). Perception is categorized in cognitive component, i.e. beliefs, perceptions or information about an object, an evaluative component, in the sense that the object of an attitude can evoke feelings of pleasure or displeasure, acceptance or refusal, agreement or disagreement and a behavioural component, i.e. they predispose or induce of people to make decisions and then act in certain ways.

The questions of interview consisted of 20 questions for students. In interviewing, the researcher explained more each question by giving the examples or adding necessary information available in the questionnaire in order to make

questions clearer to the students. The researcher asked the students to answer question honestly. At the very beginning of the interview they felt a little bit nervous, but it took only a few minutes, after that it was really a natural situation between the researcher and the students. Moreover, the researcher assumed that there was no distortion from the students' answer in that they answered freely and spoke whatever they felt. The interview was conducted in Indonesia language in order to make students answer the questions easily.

In addition, the students' responses about their perception in practicing the seven elements of CTL are coded by using two symbols (+) and (-) as shown in Appendix 5. The responses were coded based on guided interview (Wenden's theory). The former (+) refers to students who have good perception (cognitive, evaluative and behavioural), while the latter (-) indicates students who have bad or negative perception (cognitive, evaluative and behavioural). For examples, students who said that they felt happy in topics of teaching learning process, were coded + (e.g.,happy), students who said that they agree when teacher asked their experience were coded + (e.g., agree), when students said that they were active in constructivisme elements were coded +(e.g., active).

On the other hand, students said that they were confused in doing one of seven elements CTL, the response was coded - (e.g.,unhappy), students said that they disagreed in doing of seven elements, the response was coded by -(e.g., disagree) and students said that they were inactive in doing of seven elements, the response was coded by - (e.g, silent, think first).

An overview of these results showing the number and percentage of the students' perception in doing the seven elements CTL is shown in table 4.3 and 4.4 below.

Table 4.3 Seven Elements in CTL through Cognitive Perception

No	Strategies	Code	Number of Students	Percentage
1.	Constructivisme	+	18	60%
		-	12	40%
2.	Inquiry	+	14	46.6%
		-	16	53.3%
3.	Questioning	+	12	40%
		-	18	60%
4.	Community Learning	+	20	66.6%
		-	10	33.3%
5	Modeling	+	12	40%
		-	18	60%
6	Reflection	+	18	60%
		-	12	40%
7	Authentic assessment	+	16	53.3%
		-	14	46.6%
Total			30 students	100%

Table above shows some students still have good cognitive perception when teacher implemented seven elements in CTL. It can be seen that there are many students who feel happy when teacher implemented constructivisme, in which 18 students (60%) feel happy or enjoy and only 12 students (40%) who does not feel happy or confused. In community learning, there are 20 students (66.6%) who feel happy and enjoyable and only 10 students (33.3%) who do not feel happy and confused when teacher asked them to make a group discussion in teaching learning process. Then, it also happens in reflection, in which 18 students (60%) feel happy or enjoyable and 12 students (40%) do not feel happy and enjoyable. And then in the last steps authentic assessment, it is 16 students (53.3%) felt happy and enjoyable and there are 14 students who do not felt happy and enjoyable (46.6%) felt unhappy and nervous.

Table 4.3 above shows some students still have bad cognitive perception when teacher implemented seven elements in CTL. It can be seen that there are many students who feel happy when teacher implemented inquiry, in which 14 students (46.6%) feel happy or enjoyable and only 16 students (53.3%) who do not feel happy or confused. In questioning, there are 12 students (40%) who feel happy and enjoyable and there were 18 students (60%) who do not feel happy and confused when teacher asked them to ask something related the materials in teaching learning process. Then, it also happens in modeling, in which 12 students (40%) feel happy and enjoyable and 18 students (60%) do not feel happy and enjoyable.

Table 4.4 Seven Elements in CTL through Evaluative Perception

No	Strategies	Code	Number of Students	Percentage
1.	Constructivisme	+	17	56,6%
		-	13	43,3%
2.	Inquiry	+	13	43,3%
		-	17	56,6%
3.	Questionning	+	14	46,6%
		-	16	53,3%
4.	Community Learning	+	20	66,6%
		-	10	33,3%
5	Modelling	+	10	33,3%
		-	20	66,6%
6	Reflection	+	16	53,3%
		-	14	46,6%
7	Authentic assessment	+	22	73,3%
		-	8	26,6%
Total			30 students	100%

Table above shows some students still have good evaluative perception when teacher implemented seven elements in CTL. It can be seen that there are many students who agree when teacher implemented constructivisme, in which 17

students (56.6%) agree and only 13 students (43.3%) who do not agree. In community learning, there are 20 students (66.6%) who agree and only 10 students (33.3%) who do not agree when teacher asked them to make a group discussion in teaching learning process. Then, it also happens in reflection, in which 16 students (53.3%) agree and 14 students (46.6%) disagree. In the last steps authentic assessment, it is 22 students (73.3%) agree and there are 8 students who do not agree (26.6%) feel unhappy and nervous.

Table 4.4 above shows some students still have bad evaluative perception when teacher implemented seven elements in CTL. It can be seen that there are many students who agree when teacher implemented inquiry, in which 13 students (43.3%) feel happy, enjoy and only student 17 (56.6%) who do not agree. In questioning, there are 14 students (46.6%) who agree and only 16 students (53.3%) who do not agree when teacher asked them to ask something related the materials in teaching learning process. Then, it also happens in modelling, in which 10 students (33.3%) agree and 20 students (66.6%) do not agree.

Table 4.5 Seven Elements in CTL through behavioural perception

No	Strategies	Code	Number of Students	Percentage
1.	Constructivisme	+	18	60%
		-	12	40%
2.	Inquiry	+	14	46,6%
		-	16	53,3%
3.	Questionning	+	12	40%
		-	18	60%
4.	Community Learning	+	20	66,6%
		-	10	33,3%
5	Modelling	+	12	40%
		-	18	60%
6	Reflection	+	18	60%
		-	12	40%
7	Authentic assessment	+	16	53,3%
		-	14	46,6%
Total			30 students	100%

Table 4.5 above shows some students still have good behavioural perception when teacher implemented seven elements in CTL. It can be seen that there are many students who feel happy when teacher implemented constructivisme, in which 18 students (60%) are active, students do teacher direction directly and only 12 students (40%) who are not active (no action), they became silent. In community learning, there are 20 students (66.6%) who are active (do action) and only 10 students (33.3%) who are not active and silent when teacher asked them to make a group discussion in teaching learning process. Then, it also happens in reflection, in which 18 students (60%) are active and also more comfortable in geting materials and 12 students (40%) are silent. In the last steps authentic assessment, they are 16 students (53.3%) are active, they can understand materials better and also their score are based on their real ability and there are 14 students who do not active (silent) (46.6%) feel confused.

Table 4.5 above shows some students still have bad behavioural perception when teacher implemented seven elements in CTL. It can be seen that there are many students who are active when teacher implemented inquiry, in which 14 students (46.6%) are attractive and only 16 students (53.3%) who do not active, they are silent only. In questionning, there are 12 students (40%) who are active and only 18 students (60%) who do not active when teacher asked them to ask something related the materials in teaching learning process. Then, it also happens in modeling, in which 12 students (40%) felt active and 18 students (60%) do not active. Moreover, the students gave many responses when the researcher asked them whether they felt when teacher applied CTL in the teaching

speaking process, especially in constructivisme, inquiry, questioning, community learning, modeling, reflection and authentic assessment.

Based on the results of observation and interview, there are some students who could not perform successfully in applying the seven elements in CTL (constructivisme, inquiry, questioning, community learning, modeling, reflection and authentic assessment). This happened because some students still had low activity related to inquiry, questioning and modelling when they should apply the seven element of CTL. Further, this sub-chapter discusses the finding of students' responses about cognitive perception, evaluative perception and behavioural perception in doing the seven element of CTL.

Moreover, the comments of the students about students' perception in doing the seven elements of CTL are examined in more detail in the following sections of this chapter.

4.2 Findings and Discussions

4.2.1 Finding of students' responses about perception in doing the seven elements in contextual teaching learning

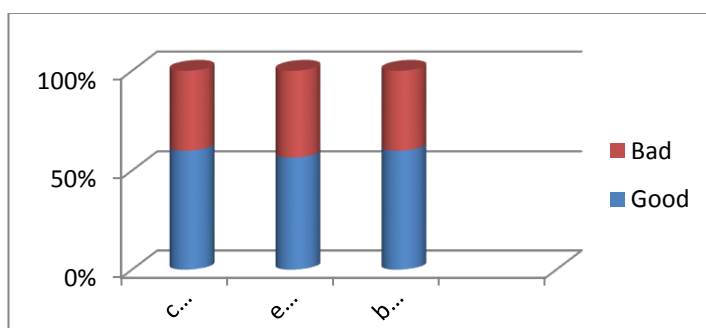
To begin the discussion, the results of the observation and interview show that in the process of teaching speaking through CTL. The students who had good perception appeared from constructivisme, community learning and reflection and authentic assessment and students who had bad perception can be seen from inquiry, questioning, and modelling.

As mentioned in chapter II, perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we

respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. The findings of the students' responses about perception in doing constructivism, inquiry, questioning, community learning, modeling, reflection and authentic assessment are described in more detail below.

4.2.1.1 Constructivism

The responses were code based on perception theory (Wenden as cited in Ziyad, 2015:139). Cognitive perception was inferred feelings of pleasure or displeasure. Evaluative perception was determined agreement or disagreement and behavioural perception was inferred action in certain ways. The results indicate that there were some students who had good perception. It seems that 60% of students in cognitive perception, 56.6% of students in evaluative perception and 60% of students in behavioural perception. In the other hand, some students had bad perception and only 40% of students in cognitive, 43.3% of students in evaluative and 40% of students in behavioural perception in constructivism elements as shown in graph below.



It can be assumed that most of students did not have problems in constructivisme element. Then, they might feel happy that they had done this stage well. They agreed whether the teacher asked their experience in teaching learning process and finally, they were active in this stage. The students' responses and the observation of students in doing constructivisme elements are described in more detail below.

Table 4.6 The students' responses about perception in constructivisme elements

Reasons for good perception	Percentage
a. Having same experience related topic (cp)	26,6%
b. Geting easy questions (cp)	20%
c. Geting easy to understand(cp)	13,3%
d. Having easier in understanding(ep)	10%
e. Feeling more interesting and not boring (ep)	30%
f. Feeling relax and enjoy in teaching learning(ep)	16,6%
g. Raising my hand (bp)	26,6%
h. Thinking first (bp)	13,3%
i. Answering the question directly(bp)	20%
Reasons for bad or confused perception	
a. Having difficulty in understanding questions(cp)	13,3%
b. Not having same experience related topics	26,6%
c. Feeling afraid if teacher asked (ep)	23,3%
d. Feeling confused in telling experience (ep)	20%
e. Silent because feeling shy and afraid(bp)	23,3%
f. Silent because can not tell the experience(bp)	16,6%

As can be seen in Table 4.2 above, it can be seen that there are nine reasons why the students felt happy, agree and active perception in constructivisme elements. These indicate that some students might be able to perform constructivisme successfully because they did not have problems in constructing the ideas or experiences to the new topics. Many of comments from the students mentioned that they felt happy in performing constructivisme element because they believe their experience would make sense or not, as evidenced in the following comments e.g.

(4.2.1.1.1) T: (teacher show the video to one of students and give the question) Apakah kamu senang diawal pelajaran seperti ini guru bertanya tentang pengalaman mengenai makanan kesukaan?
 “Do you like when beginning the lesson, teacher asked your experience related your favourite food?”

S : Langsung jawab pertanyaan mom lasma,karena pertanyaan nya mudah dan saya pernah punya pengalaman jadi saya senang banget lah, jadi nyambung pelajaranya.
 “answered directly, because the questions is so easy and I had same experience so I’m really happy in understanding”

The comments of the students indicates that the students still could activate their background knowledge, she felt happy and enjoyable in making constructivisme because she had the same experience with new material. It belongs to constructivisme (Berns, 2001), he draw upon their previous experiences and built upon existing knowledge. By learning subjects in a integrated, multidisciplinary manner and in appropriate contexts, they are able to use the acquired knowledge and skills in applicable contexts.

Moreover, the findings of the students’ responses indicate that language problems were also an issue for the students why they had good evaluative perception in constructivisme.

(4.2.1.1.2) T: (teacher show the video to one of students and give question) Apakah kamu setuju jika ibu guru mu diawal pelajaran selalu bertanya mengenai Pengalaman yang pernah dialami?
 “Do you agree whether your teacher asked what were your experience?”

S : Ya setuju banget kalo ditanyain pengalaman masing masing , kalo bu guru langsung ngejelasin materi pelajaran kita sering bosen apalagi kalau materinya asing dan baru kita denger, kan jadi males belajarnya.
 “really agree, whether teacher explained material directly we were bored moreover the new materials, makes us lazy”

The comments of the students gave evidence that several students have good perception in constructivisme elements not only because they had same experience related new topics, but also because they felt interested and relaxed in constructivisme element. In this case, the findings indicate that there were several

students who could perform constructivisme successfully because they had background knowledge.

Below is another extracts in behavioural perception.

(4.2.1.1.3) T: (teacher show the video to one of students and give question) Apa tindakan yang akan kamu lakukan apabila kamu ditunjuk gurumu untuk menceritakan pengalamanmu?

“What will you do whether you are asked your teacher to tell your experiences?”

S : mikir-mikir dulu terus karena pernah ngalamin langsung jawab pertanyaan mom lasma Kan mudah sih pertanyaanya.

“Think first, and answered because I ever am happened, the questions is easy”

The comments of the students gave evidence that several students are good evaluative perception in constructivisme elements not only because they felt interested and relaxed in constructivisme but also they were active in constructivisme elements. It can be seen from students' activities; raising their hand directly, thinking first, and answering the questions directly. In this case, the findings indicate that there were several students who could perform constructivisme successfully because they were active in this element.

In line with the interview, the results of the observation indicate that students with good perception could perform successfully in constructivisme because most of students could answer teachers' question related to same experiences. When the teacher asked them to tell their experience, some students answered directly or think first. It made them happy or enjoyable in their class and finally they were active in teaching speaking. Besides that there are some students who are not happy or confused (40%), they seemed to be worried of the teachers' question. However, students with good perception (60%) might be able to perform successful in constructivisme because they seemed having courage to tell their

experience in front of their friends and the teacher. They had same experience related topic discussions.

According to statements above, through constructivism basically deals with the learners' part. A teacher in practice knows better how to facilitate and ensure the students' construction of knowledge because they can mull over their own teaching together with students' learning. In this case the idea becomes clearer because language requires the establishment of communication through a context shared by learners. Constructivism is a basically a theory-based on observation and scientific study about how people learn. It proposes that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

Al Mahmud (2013:254) concluded that in students' constructive learning, teacher starts the knowledge with an open mind and a wholehearted attitude, and committed responsibility in order to renew it through experience. Open mindedness will create an interest in considering all sides of an issue, and a willingness to seek out or create alternate possibilities for ensuring constructive learning; and responsibility will lead to an extended concern and a desire to actively seek out the truth in order to solve problems encountered again and again in extracting information and constructing new learning content. It can be concluded that through experiencing gets understanding new material in classroom. Meaningfull setting also brings the students in understanding new knowledge in classroom.

Students enjoy when teacher starts the lesson through constructing their experience which connect material lesson. They are able to understand lesson

materials whether they have experience or prior knowledge in classroom. Through constructivism students tried to explore, to remember, to discovery. It causes students had good perception in cognitive, evaluative and behavioural. Besides previous definition, Nurhadi (2000) has argued that the constructivism philosophy is the reason why teachers choose CTL as an alternative teaching and learning approach. In this case, the students are expected to learn through experiencing not by memorizing the subject matter.

Students' answer also correlate to input hypothesis $i+1$ which means students can acquire the language if the teaching speaking slightly beyond the students' existing knowledge. It can be seen from first stage in CTL that is constructivisme. Starting the new lesson, teacher checked previous students' knowledge through some questions. Most of students could answer the questions well whether they ever had same experiences, otherwise they could not answer whether they did not have same experiences. It means that, students' existing knowledge influenced students' understanding in teaching learning process.

Although mostly students felt happy, agree and active in performing constructivisme, there was a participant who seemed unhappy, disagree and inactive in constructivisme because they had difficulty in understanding questions. They had low proficiency level in English. In this case, the findings indicate that there were several students who could not perform constructivisme successfully.

(4.2.1.1.4) T: (Teacher show the video to one of students and give the question) Apakah kamu senang diawal pelajaran seperti ini guru bertanya tentang pengalaman yang membuat kamu bahagia?

“Do you like when beginning the lesson, teacher asked your experience related your favourite food?”

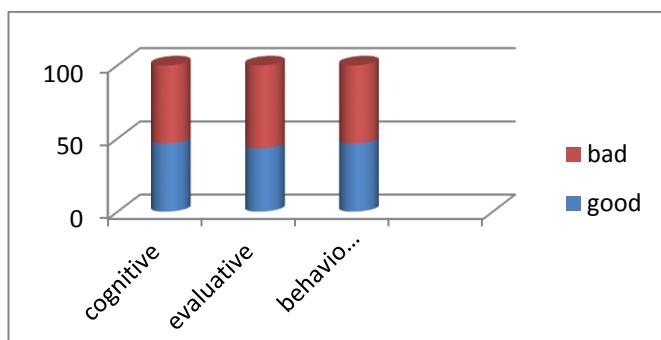
S :”Diem aja karena gak ngerti mom lasma ngomong apa. Kan pake Bahasa Inggris ngomongnya”.

“Silent, because I don’t understand what teacher said. Teacher used English”

The students’ responses indicate that they did not feel happy in performing constructivisme because they felt sure with their capability in English. Besides, the finding also appears that when the students had nervous, they could not remember their experiences because they were shy in expressing the ideas.

4.2.1.2 Inquiry

The responses were code based on perception theory (Wenden’s as cited in Ziyad, 2015:139). Cognitive perception was infereed feelings of pleasure or displeasure. Evaluative perception was determined agreement or disagreement and behavioural perception was infereed action in certain ways. The results indicate that there were some students who had good perception. It seems that 46. 6% of students in cognitive perception, 43.3% of students in evaluative perception and 46.6% of students in behavioural perception. In the other hand, some students had bad perception and 53.3% of students in cognitive, 56.6% of students in evaluative and 53.3% of students in behavioural perception in inquiry elements as shown in graph below.



It can be assumed that almost students had problems in inquiry element. Then, they might feel unhappy that they had not done this stage well. They feel confused when teacher asked them to collect the information or data which is suitable for material lesson. Students tend to listen teachers' explanation about material. They are not able to find the problem or answer. Further, the students' responses about perception in practicing inquiry element would be described in more detail in the findings of the interview and observation as shown in Table 4.2 below.

Table 4.7 The students' responses about perception in inquiry elements

Reasons for being good perception	Percentage
a. Getting easy questions(cp)	26,6%
b. Understanding about topic(cp)	20%
c. Feeling More challenging to think(ep)	23,3%
d. Having easier in understanding(ep)	20%
e. Asking teacher because teacher is an expert(bp)	16,6%
f. Asking smart friend because it is more relax(bp)	20%
g. Trying to find the answer(bp)	10%
Reasons for bad perception	
a. Feeling confused in making questions(cp)	30%
b. Having difficulty to formulate questions(cp)	23,3%
b. Feeling more difficult if we gathered the data by ourselves(ep)	23,3%
c. Feeling more difficult in understanding(ep)	20%
d. Silent only because do not understand at all(bp)	30%
e. Thinking only but not brave asking(bp)	23,3%

As can be seen in Table 4.2 above, there are seven reasons why the students felt unhappy, disagree and inactive in performing inquiry. These indicate

that some students might not be able to perform inquiry successfully because they had problems in thinking, analyzing and collecting the data, it can be said they had limited ability in English. Many of comments from the students mentioned that they felt unhappy in performing inquiry element because they felt confused in making questions, as evidenced in the following comments e.g.,

- (4.2.1.2.1) T: (teacher show the video to one of students and give the question)
 “Apakah kamu pernah mengajukan pertanyaan sebelum pembelajaran dimulai? Bagaimana perasaanmu?”
 “Do you ask questions before beginning the material lessons, how do you fell”
- S : “gak seneng, lebih enak materi dari mom lasma aja soalnya bingung kalo muw buat pertanyaan. Susah sih”
 “I’m not happy, it is better the lesson from mom lasma, because confused in Asking.

The comments of the students indicate that the students still could not activate in inquiry elements in teaching learning process. She felt unhappy and unenjoyable in inquiry element because she still could not make in formulating the questions. Based on the result of the interview, most of students had bad perception in inquiry stage. He felt unhappy and unenjoyable in inquiry because he got difficult in understanding material. He did not agree when teacher applied inquiry element and finally he was not active in teaching learning.

Learning is deeply rooted in profound thinking and thinking is inspired by questions Lee (2014:1237). The use of questioning is as the major vehicle to present the material and deliver instruction. The core of inquiry is discovering in order to develop higher order thinking. In other words, teachers do not teach everything directly or explicitly. Instead learners are expected and encouraged to discover the knowledge, to generate underlined rules based on a series of example and counter example and deal with everyday life situations.

Moreover, the findings of the students' responses indicate that language problems were also an issue for the students why they had bad evaluative perception in inquiry

- (4.2.1.2.2) T: (teacher show the video to one of students and give question) Apakah kamu setuju jika mom lasma menyiapkan tugas terlebih dahulu kemudian Siswa mencari jawaban sendiri.
 "Do you agree whether mom Lasma provides a task first, and asks students to find out the answer?"
- S : "enak mom lasma dulu yang jelasin, biar kita ngerti, kalo langsungdikasih tugas Malah bingung nanti. Susah ngerjainya nanti".
 " Mom lasma must explain material so that we understand, whether we are given a task it makes us so confused"

The comments of the students gave evidence that several students are bad perception in inquiry elements not only because they felt confused in making questions, but also because they felt difficult in formulating the questions in inquiry element. In this case, the findings indicate that there were several students who could not perform inquiry they had limited abilities in English. In this case, the findings indicate that there were several students who could not perform inquiry element successfully because they got difficulty to formulate the questions in English.

Moreover, the findings of the students' responses indicate that language problems were also an issue for the students why they had bad behavioural perception in this element.

- (4.2.1.2.3) T: (teacher show the video to one of students and give question) Apa tindakan yang akan kamu lakukan apabila kamu sulit memahami materi belajar?
 "what will you do whether you are difficult in understanding material lessons"
- S : ya tanya sama mom lasma aja kalo susah daripada bingung mah
 "ask mom lasma, because so confused"

The comments of the students gave evidence that several students felt inactive in performing inquiry element because they could not collect and analyze

the answer by themselves, but also because they asked to teacher or friends in teaching learning process. In this case, the findings indicate that there were several students who could not apply inquiry element successfully because in behavioural perception they felt confused when they got difficulty to understand material in English.

Although most of students' perception felt unhappy, disagree and inactive in performing inquiry element, there was a participant who seemed happy and enjoyable in inquiry element because she was challenged in thinking. She tried to analyze the questions and find out the answers directly. Finally, they understood new materials.

(4.2.1.2.4) T: (teacher show the video to one of students and give question)Apakah kamu setuju jika mom lasma menyiapkan tugas terlebih dahulu kemudian Siswa mencari jawaban sendiri?

“Do you agree whether mom lasma provides a task then students find out the answer”

S :”kalo disuruh milih saya milih yang dikasih tugas sama mom lasma terus saya coba nyari jawabanya sendiri, kan Cuma latihan ini, jadi kalo saya salah gak ngaruh sama nilai tapi kalo bener alhamdulillah, lebih menantang.”

“I prefer task from mom Lasma and try to answer alone, it is only exercise and not influence the score”

The students' responses indicate that they agreed in performing inquiry because they felt sure with their capability in English. Besides, the finding also appears that when the students had good in evaluation perception, they could make inquiry well because it is more challenging when they had effort in finishing their task.

An effective inquiry is a valuable expertise language educators possess. Good questions not just provide exciting and challenging learning experience, they allow discovery, reflection and creativity and ignite cognitive and metacognitive skills as well which by all means facilitate self-regulated learning

and future learning transfer (Mahmud, 2014). Banchi and Bell (2008) explain that teachers should begin their inquiry instruction at the lower levels and work their way to open inquiry in order to effectively develop students' inquiry skills. Open inquiry activities are only successful if students are motivated by intrinsic interests and if they are equipped with the skills to conduct their own research study.

Their stage includes confirmation inquiry. The teacher has taught a particular science theme or topic. The teacher then develops questions and a procedure that guides students through an activity where the results are already known. This method is great to reinforce concepts taught and to introduce students into learning to follow procedures, collect and record data correctly and to confirm and deeper understandings. Accordingly, the teachers' ability to construct a dynamic of teaching schemes becomes crucial and the question answer interactive module is an indispensable component.

In line with the interview, the results of the observation indicate that students' had bad perception in inquiry element, because most of students had difficulty to collect the data information related to the topics and they would not try to answer the question by yourself. When the teacher asked them to collect the data information or to answer the question, most of students felt difficult in understanding the material lesson. Furthermore they analyzed the topic discussion. They felt unhappy because they were afraid they did not do anything. They also felt nervous when they made mistake.

Besides, there are some students who felt enjoy or happy in this stage. They understood what teacher said. It can be seen from the students who made a

list of happiness expression then student asked their friend. Students' activity in inquiry had only 4 times. It belongs to seldom in teaching learning process. It can be concluded that students had bad perception in inquiry element.

According the data above most students did not do inquiry well in teaching learning process. There was little interaction in this stage, according to Lee (2014) this predicament may be attributed to inadequate preparation on students' part, mismatch between questions and learners' proficiency level, or the dullness of questions that are ineffective in eliciting prolific responses or critical thinking. Students may get bored when questions are not challenging, are beyond their capability, or not personally associated. It can be assumed that the selection of questions along with sequence and pattern of delivery are great importance in the stages of planning and implementing.

In everyday activities, a common intent of asking questions is to either obtain information or garner attention and listener. Language teachers should ask significantly more display questions is postulated to enhance learners' comprehension of specific content as well as a means to verify if the material has been transmitted and absorbed by students. Nevertheless, if classroom interaction is carried out predominantly by asking display questions, negotiation of meaning can be achieved. Furthermore, display questions are assumed to be at the low cognitive levels according to Bloom (1965) and Gagne (1985) classification of cognitive domain, because they are mainly used to recall memorize factual information

Referential questions however are likely to call for higher cognitive skills such as application or the provision of opinions and comments after making

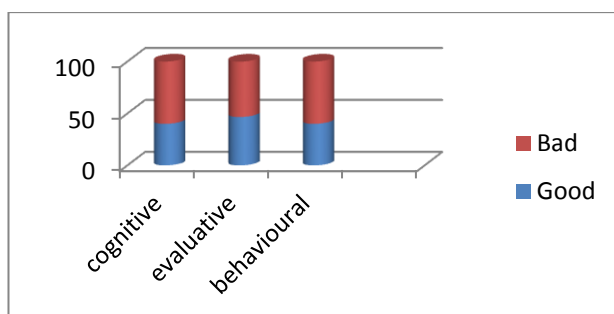
judgment or evaluation. Different types of questions lead to different level of performance. It is important to use as many question types as possible. It has been already discussed in inquiry what the teacher becomes the facilitator to assist the learners in exploring and constructing their conceptual system. It is evident that this type of teaching challenges students more when compared the teacher- directed teaching mode. Turning lecturing into problem solving, this promotes deeper understanding and inspires learners' cognitive capability by the virtue of active engagement in the learning process.

Questions should be also deal with upper level cognition, such as asking students to derive grammatical rules inductively or to provide solutions in the target language to situation encountered. Questions should be in accordance with students' level proficiency, they are students who had acquired sufficient lexical items and grammatical structures to render responses.

4.2.1.3 Questioning

The responses were code based on perception theory (Wenden's as cited in Ziyad, 2015:139). Cognitive perception was inferred feelings of pleasure or displeasure. Evaluative perception was determined agreement or disagreement and behavioural perception was inferred action in certain ways. The results indicate that there were some students who had good perception. It seems that 40% of students in cognitive perception, 46.6% of students in evaluative perception and 40% of students in behavioural perception. In the other hand, some students had bad perception and only 60% of students in cognitive, 53.3% of students in

evaluative and 60% of students in behavioural perception in constructivism elements as shown in graph below.



It can be assumed that almost students had problems in questioning element. Then, they might feel unhappy that they had not done this stage well. They felt confused when teacher asked them the lesson material. Students tended to listen to teachers' explanation about material. They were not able to make questions. Further, the students' responses about perception in practicing questioning element would be described in more detail in the findings of the interview and observation as shown in table 4.8 below.

Table 4.8 The students' responses about perception in questioning elements

Reasons for being good perception in questioning	Percentage
a. Having easy to understand(cp)	26,6%
b. Feeling satisfied(cp)	13,3%
c. Getting many information by asking(ep)	10%
d. Making interesting and relax situation(ep)	23,3%
e. Having easier in understanding(ep)	13,3%
f. Feeling enjoy in english lesson(bp)	10%
g. Having understand material in learning easily(bp)	10%
h. Having interesting material (bp)	16,6%
i. Getting score by asking (bp)	3,3%
Reasons for not being good in questioning	
a. Feeling afraid and confused(cp)	23,3%
b. Do not understand how to formulate the questions(cp)	36,6%
c. Being noisy in teaching learning(ep)	26,6%
d. The question is not suitable for material(ep)	26,6%
e. Having difficult material(bp)	16,6%
f. Do not understand how (bp)	26,6%
g. Feeling shy and afraid when asking (bp)	16,6%

As can be seen in Table 4.8 above, there are nine reasons why the students felt unhappy, disagree and inactive in performing questioning. These indicate that some students might not be able to perform questioning successfully because they had problems in formulating the questions. Many of comments from the students mentioned that they felt unhappy in performing questioning element because they did not understand in formulating questions, as evidenced in the following comments e.g.,

- (4.2.1.3.1) T : (teacher show the video to one of students and give the question)
 Bagaimana perasaan kamu ketika kamu mengajukan pertanyaan dikelas?
 “how do you feel whether you ask in class?”
- S : deg degan karena saya gak ngerti caranya nanya apalgi kalo nanya nya
 Nanya nya pake Bahasa Inggris, buat kalimat tanya nya ga bisa.
 “I’m nervous in using English, especially I’m not able to formulate the
 Questions”

The comments of the students indicate that the students still could not activate in questioning elements in teaching learning process. She felt unhappy and unenjoyable in questioning element because she still could not formulate the questions. Based on the result of the interview, most of students had bad perception in questioning stage. He felt unhappy and enjoyable in inquiry because he had been difficult in understanding material. He did not agree when teacher applied inquiry element and finally he was not active in teaching learning. Below is another extracts in evaluative perception.

- (4.2.1.3.2) T: (teacher show the video to one of students and give question) Apakah kamu setuju jika ada temanmu yang cenderung aktif bertanya dalam proses belajar?
 “Do you agree whether your friends ask so much in teaching learning process?”
- S : gak setuju, malah tambah bingung. Mom lasma dulu yang jelasin aja biar gak
 Ada yang tanya tanya lagi.
 “disagree, make us more nervous. Mom lasma should explain first so there is no
 questions later”

The comments of the students gave evidence that several students felt bad perception in performing questioning element because they could not make question related materials. In this case, the findings indicate that there were several students who could not apply questioning element successfully because they felt confused when their friends often asked material to their teacher. They tended teachers' explanation in teaching learning process.

- (4.2.1.3.3) T: (teacher show the video to one of students and give question)
dalam proses belajar, apakah kamu cenderung bersikap aktif dalam bertanya?
“In teaching learning process, are you active in asking questions?”
- S : kadang aktif sih, tapi banyak gak aktifnya soalnya materinya susah. Gak ngerti soalnya, takut salah, kan malu sama temen.
“sometimes active, because lesson materials is difficult. Don't understand the questions, afraid of teacher and shy with friends”

Above extract which is taken from the interview between the researcher and the students showed that the researcher asked the students about what they act in questioning, whether or not they were inactive. Their answer implies that they did not understand the materials, they got difficult materials and finally they felt shy in teaching learning process.

Based on the result of the interview, most of student had bad perception in this stage. He felt inactive in making question because they got difficulty in formulating the questions. Questioning techniques that enhance student learning and the development of problem solving and other higherorder thinking skills. Questioning is an essential component of teaching. Tsui et al (2004) assert the questions can draw learners' attention to the critical aspects of object of learning, and open up space for more investigation on the part of learners. As noted by Toni (2013), teachers' questioning is associated with instruction and how it directs later

students' responses. It also identify the criteria of effective questions and determine how questions can help students achieve educational objective.

According to the statement above, questioning elements is very crucial point in CTL. Students assume that questioning is very difficult whether they did not answer teachers' questions. Chaudran (1988) cited in Toni (2013) also describes the role of teachers' questions as an important aid to get students' attention, and enhancing student' verbal replies and assessing their improvement, but states that questions alone might not always promote a great amount of interaction. He reports on many characteristics of teachers' questions. He maintains for example, that teachers ask proportionally more display than referential questions. Brocks (cited in Godfrey, 2001:20) notes that referential questions are on a higher cognitive level than display questions. In her study, two teachers were trained in the use of referential questions, and assigned to teach two classes for adults. These two teachers increased the number referential questions used significantly as compared to two control group teachers. This resulted of students' responses were on average twice as long as and more syntactically complex than their responses to display questions. She suggests that the increased use of referential questions may give students opportunities for practice, and also the output may contribute to their acquisition process.

According to the statement above, in this stage teacher tends to referential questions. Referential questions intended to provide contextual information about situations, occasions, activities, purposes, relations or possessions. All of studies above suggest that teacher in general modify their questioning behaviors to meet their instructional goals. Based on the result from this study, there is now

evidence that teachers modify their questioning techniques as a result of perceptions of their students' comprehension and general language proficiency. As a case in point, students can be developed mentally through thoughtful teacher led but not teacher center discourse. In classroom interactions learning, teachers are not only as a leader but also as facilitators for thinking.

Although mostly students' perception felt unhappy, disagree and inactive in performing inquiry element, there were participants who seemed happy and enjoyable in questioning element because they were easy in understanding materials. They had good capability in English, so they understand the new materials.

(4.2.1.3.4) T: (teacher show the video to one of students and give the question)
Bagaimana perasaan kamu ketika kamu mengajukan pertanyaan dikelas?
"how do you feel whether you ask in class"

S : senang, karena saya udah biasa nanya, apalgi kalo materi pelajaranya mudah bagi saya, saya pasti tanya.
"happy, because I usually ask, moreover the lesson materials is so easy to me"

The students' responses indicate that they agreed in performing questioning because they understand with the materials in English. Besides, the finding also appears that when the students had a good in cognitive perception, they could make questions well because they understood a new material, finally they could formulate the questions.

In line with the interview, the results of the observation indicate that students' had bad perception in questioning element, because most of students had been difficulty to formulate the questions and also they did not understand the discussion materials. When the teacher asked them to give questions when they got difficult in material lesson, most of students felt difficult in formulating the

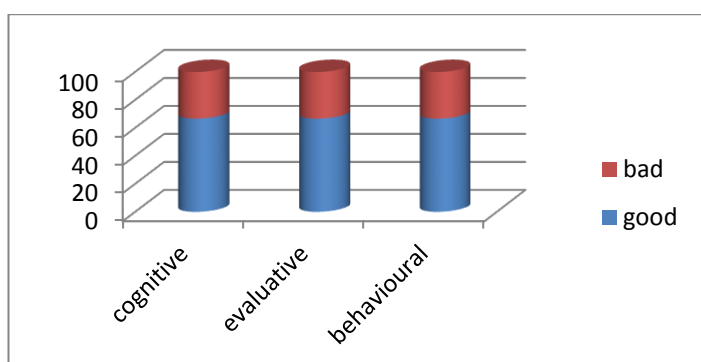
questions, furthermore they express their difficulty clearly. It made them confused and inactive. They also felt nervous when they made mistake.

Besides, there are some students who felt enjoy or happy in this stage. They understood what teacher said. In this element, the example students activity could be seen from student ask something that they did not understand and student asked related to the word translation but the frequency of questioning only 4 times. It could be called seldom in teaching learning. Teachers' activity could be seen from teacher explained the material and the teacher asked how we said happiness expression and how we responded it. It can be concluded that students had bad perception in questioning element.

Teachers' questions that elicit information about students' understanding can also be considered as an essential tool for formative assessment. Furthermore according to Chin (2014:1318) the teachers' intent is to elicit what students think, to encourage them elaborate on their previous answers and ideas, and to help students construct conceptual knowledge. Thus, questioning is used to diagnose and extend students' ideas and to scaffold students' thinking. An implication of the present study would be that teachers ought to think about how questions can be constructed and implemented to develop students' learning. In short, most of students did not give comments, answer the teachers' questions because they felt afraid when delivering questions.

4.2.1.4 Learning Community

The responses were code based on perception theory (Wenden's as cited in Ziyad, 2015:139). Cognitive perception was inferred feelings of pleasure or displeasure. Evaluative perception was determined agreement or disagreement and behavioural perception was inferred action in certain ways. The results indicate that there were some students who had good perception. It seems that 66.6% of students in cognitive perception, 66.6% of students in evaluative perception and 66.6% of students in behavioural perception. In the other hand, some students had bad perception and only 33.3% of students in cognitive, 33.3% of students in evaluative and 33.3% of students in behavioural perception in learning community elements as shown in graph below.



It can be assumed that most of the students did not have problems in learning community element. Then, they might feel happy that they had done this stage well. The students' responses and the observation of students in doing learning community elements are described in more detail below. There are seven reasons why the students had good perception in applying learning community elements as shown in Table 4.9 below.

Table 4.9 The students' responses about perception in community learning elements

Reasons for being happy in community learning	Percentage
a. Feeling enjoy and relax(cp)	40%
b. Sharing ideas and information(cp)	26,6%
c. Faster completion(ep)	26,6%
d. More relax and enjoy in teaching learning(ep)	40%
e. Having easy in understanding material	30%
f. Getting score after discussion	16,6%
g. Having interesting material	20%
Reasons for not being happy in community learning	
a. Having difficulty in cooperating the ideas	13,3%
b. Finding different ideas each of member	20%
c. Learning situation is noisy ep	16,6%
d. Relying each other ep	16,6%
e. Having difficulty in understanding material bp	16,6%
f. Feeling afrid if the ideas is wrong bp	16,6%

As can be seen in Table 4.9 above, there are seven reasons why the students felt happy, agree and active in performing learning community. These indicate that some students might be able to perform learning community successfully because they did not have problems in dealing in learning community. Many of comments from the students mentioned that they felt happy in performing learning community element because they felt enjoyable and relaxed during learning community, it helped students to share the ideas and informations, as evidenced in the following comments e.g.

- (4.2.1.4.1) T: (teacher show the video to one of students and give the question)
 Bagaimana perasaanmu apabila mom lasma menyuruh bekerja kelompok untuk menjawab Pertanyaan?
 “how do you feel whether mom lasma ask you to do the task in group?”
- S : saya seneng banget lah, jadi nyambung pelajaranya. apalagi kalo berkelompok jadi lebih seru menarik dan gak tegang ngerjainya.
 “I’m really happy, so that make us understand moreover in group makes us more interesting and comfortable”

The comment of the students indicates which the students felt very happy in learning community elements. They felt happy and enjoyable in dealing learning community because they got relaxed in this stage. The materials lesson

could be more interesting. These indicate that some students might be able to perform learning community successfully. The students were divided into small group and students was asked discussion material lesson. Below is another extracts in evaluative perception.

(4.2.1.4.2) T: (teacher show the video to one of students and give question) Apakah kamu setuju jika ibu guru mu memberi tugas yang dikerjakan secara berkelompok?

“Do you agree whether your teacher gives the task in group?”

S : Ya setuju, karena pasti lebih cepet selesai tugasnya kalo sama- sama.

“Yes, really agree. Because the task faster completion”

Above extract which taken from the interview between the researcher and the students shows that when the researcher asked the students about what he opinion in learning community. His answer implies that he is able to finish his work fast when teacher divided students into small group. Below is another extracts in behavioural perception.

(4.2.1.4.3) T: (teacher show the video to one of students and give question) Dalam mengerjakan tugas kelompok, apakah kamu berperan aktif mendiskusikan Jawaban?

“ In doing the task group, are you active in discussion?”

S : aktif dong, biasanya kalo kerja kelompok itu lebih semangat terus lebih cepat ngerti jadi ya enakan aktif”

“active, group makes us enjoy and more understand lesson material”

Above extract which taken from the interview between the researcher and the students shows that when the researcher asked the students about what he does when he study in group discussion active or inactive, whether he was active, he said “*aktif dong, biasanya kalo kerja kelompok itu lebih semangat*”. His answer implies that he became active when the researcher asked him in learning community. The students work in group discussion well. There were many

reasons why students agree in this stage. Students got easy in understanding materials lessons, they got score after discussions and they were interesting.

Although mostly students' perception felt happy, agree and active in performing learning community element, there was a participant who seemed unhappy, disagree and inactive in learning community element because they were easy in understanding materials. They did not agree because the class situation would be noisy and crowded.

(4.2.1.4.4) T: (teacher show the video to one of students and give question) Apakah kamu setuju jika ibu guru mu memberi tugas yang dikerjakan secara berkelompok?
 "Do you agree whether your teacher give the task in group?"

S : gak setuju, kelasnya jadi ribut. Saya jadi gak konsen belajarnya.
 "disagree, the class is so noisy. I'm not concentration in studying"

The students' responses indicate that they disagreed in performing learning community because they felt noisy when they studied in learning community. Besides, the finding also appears that when the students' perception felt bad in evaluation perception, they could not express some ideas. They were worried had mistakes.

Previous research has shown that when learning community is compared to individual learning, students who learn community obtain better academic results the other benefits of cooperative learning does provide team member full opportunities to give play their capability and establish good realation in cooperation. Group work can increase the frequency and efficiency of interaction and expression (Wenjie, 2010:776). It can be assumed that, students enjoy when they finish the task in learning community. Terwel, Gillies, van and Hoek (2001) state that teamwork and accurate information provided by the team mates are

interrelated and improve learning tactics, whereas inaccurate information being shared in a group of students' results in poor learning.

A learning community is a group of people who share common academic goals and attitudes, who meet semi-regularly to collaborate on classwork. Such communities have become the template for a cohort-based, interdisciplinary approach to higher education. This may be based on an advanced kind of educational or 'pedagogical' design. According statement above, students in groups communicate and interact more with each other than individual work. Learning community presented to the students required them to interact and discuss the process. Students in this condition demonstrated a good understanding of need to interact with each other, respect others opinion, discuss ideas and share information as they learned together. It causes that students are more comfortable when they do the task in group.

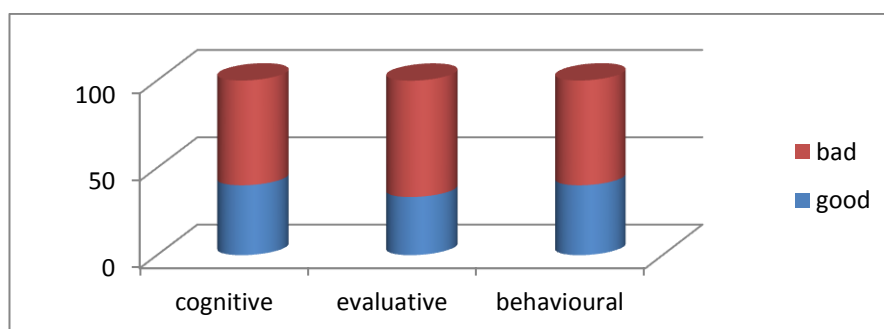
In line with the interview, the results of the observation indicate that students' with good perception could perform successfully in community learning because most of students they did material lesson in group discussion. When the teacher asked them to divide in group discussion some students did the direction well. It made them happy or enjoy in their class and finally they were active in teaching speaking besides that, there are some students who are not happy, they seemed worried in teachers' direction.

However, students with good perception might be able to perform successfull in learning community because they seemed active in group discussion. The example students activity could be seen from student discuss their work with their friend and student made conversation in pairs but frequency of

learning community 9 times. It could be called often during teaching learning. Teachers' activity could be seen from teacher discuss in group and teacher asked students to make conversation in pairs. It can be concluded that students had good perception in learning community.

4.2.1.5 Modeling

The responses were code based on perception theory (Wenden's as cited in Ziyad, 2015:139). Cognitive perception was inferred feelings of pleasure or displeasure. Evaluative perception was determined agreement or disagreement and behavioural perception was inferred action in certain ways. The results indicate that there were some students who had good perception. It seems that 40% of students in cognitive perception, 33.3% of students in evaluative perception and 40% of students in behavioural perception. In the other hand, some students had bad perception and only 60% of students in cognitive, 66.6% of students in evaluative and 60% of students in behavioural perception in modeling elements as shown in graph below.



It could be assumed that almost students had problems in modeling element. Then, they might feel unhappy that they did not do this stage well. They felt confused when teacher ask them to the material lesson. Students tended to listen teachers' explanation about material. They were not able to making

questions. Further, the students' responses about perception in practicing modeling element will be described in more detail in the findings of the interview and observation as shown in Table 4.10 below.

Table 4.10The students' responses about perception in modelling elements

Reasons for being good in modelling perception	Percentage
a. Having easy to understand the subject	16,6%
b. Having forced or duty only	23,3%
c. All of students must be brave to come the class ep	16,6%
d. Limited time in teaching learning ep	10%
e. Checking the students' understanding ep	6,6%
f. Having easy in understanding material	23,3%
g. Getting score by teacher	16,6%
Reasons for not being good in modelling perception	
a. Feeling afraid and confused	26,6%
b. Do not understand the subject topic	23,3%
c. It's unfair ep	26,6%
d. Not all of students are brave to come the class ep	40%
e. Feeling afraid, shy and not brave bp	
f. Having difficulty in understanding bp	30%
	30%

From Table above it can be seen that there are some reasons why the students do not enjoy in modelling. Those indicate that some students might not be able to perform successfully in modeling because they had problems such as they felt afraid and confused when they come in front of the class, they felt more difficult in understanding and they also were silent only in this stage. Thus, it made the students felt boring or nervous in modeling. For the evidence, it can be seen in the sample of data from interviews below.

(4.2.1.5.1) T: (teacher show the video to one of students and give the question) Bagaimana perasaan anda ketika kamuditunjuk oleh gurumu untuk memeragakan atau menyajikan materi didepan kelas?
 "how do you feel whether your teacher ask you to demonstrate lesson material in front of the class?"

S : gak berani maju kedepan, takut salah daripada nanti diketawain temen-temen Diem aja ditempat duduk.

"I'm not brave to come in front of the class, afraid of friend so silent in my chair"

Above extract which taken from the interview between the researcher and the students shows that when the researcher asked the students about what he felt in modeling, whether he felt unhappy, he said “*saya gak berani maju kedepan, takut salah*”. His answer implies that he became worried or nervous when teacher asked them to demonstrate their material. The main reasons were they did not understand the material and they felt afraid and confused. Below is another extracts in evaluative perception.

(4.2.1.5.2) T: (teacher show the video to one of students and give question) Apakah kamu setuju jika ibu guru mu hanya memilih beberapa siswa untuk memeragakan hasilnya didepan kelas?
 “Do you agree whether your teacher choose one of students in demonstrating Lesson materials in front of the class?”

S : Ya setuju banget kalo cuma beberapa orang saja yang maju kedepan. Siswa Yang maju kedepan kan pasti siswa yang bisa, jadi yang gak bisa gak usah maju
 “agree, if teacher choose some students demonstrate in front of the class, usually student who come front of the class, She/He is able to demonstrate it”

Above extract which taken from the interview between the researcher and the students shows that when the researcher asked the students about what he opinion in modeling, whether he agree, he said “*saya setuju banget kalo Cuma beberapa orang saja yang maju kedepan*”. His answer implies that he did not want to demonstrate his material, he assumed that student who came in front of the class are smart and brave. Below is another extracts in behavioural perception.

(4.2.1.5.3) T: (teacher show the video to one of students and give question) Apa kamu pernah menunjuk diri sendiri untuk menjawab pertanyaan atau memeragakan materi didepan kelas?
 “Have you ever ask yourself to demonstrate in front of the class?”

S : gak pernah, nunjuk diri sendiri untuk maju kedepan walau Cuma baca percakapan Bahasa inggris, takut salah nanti
 “never, point myself to demonstrate it although in reading English conversation, I'm afraid”

Above extract which taken from the interview between the researcher and the students shows that when the researcher asked the students about what he act in modelling, whether he was inactive, he said “*gak pernah, nunjuk diri sendiri untuk maju kedepan walau cuma baca percakapan bahasa inggris*”. His answer implies that he became inactive when the researcher asked him in modeling. He never shown himself to demonstrate or answer the question. He felt afraid and nervous when they had a mistakes. He also got difficult in understanding materials. Below is another extracts in behavioural perception. Most of students were inactive in this stage.

Although mostly students’ perception felt unhappy, disagree and inactive in performing modeling element, there was a participant who seemed happy, agree and active in modeling element because she was easy in understanding materials. She wanted to be the first student who could understand to new materials.

(4.2.1.5.4) T: (teacher show the video to one of students and give the question) Bagaimana perasaan anda ketika kamuditunjuk oleh gurumu untuk memeragakan atau menyajikan materi didepan kelas?

“how do you feel whether you are pointed your teacher to demonstrate lesson material in front of the class?”

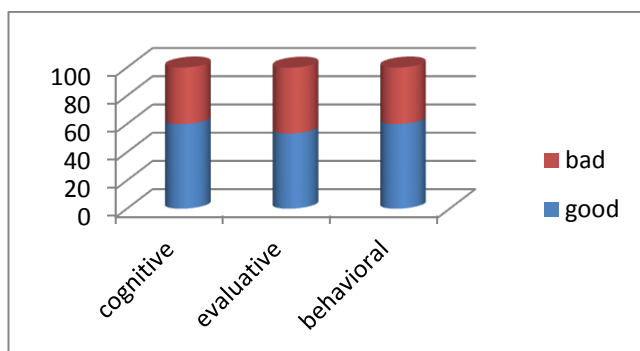
S :seneng, gak papa maju maju aja, biar dapet nilai. Yang penting mah maju.
“happy, because of geting score”

The students’ responses indicate that they agreed in performing modeling because they got score in their perception. Besides, the finding also appears that when the students’ perception feltgood in evaluation perception, they could study well because they had oppurtunities to exposure their language in learning. by demonstrating they understand deeper.

In line with the interview, the results of the observation indicate that students' had bad perception in modeling elements, because most of students felt nervous or afraid when they had mistakes during demonstrating materials. They also do not understand the material, so it made them not confident to demonstrate it. Besides, there are some students who felt enjoy or happy in this stage. They understood what teacher said and they wanted to be the first student who demonstrates the material. In this element, the example students activity could be seen from student come in front of the class and demonstrate the conversation in pairs but frequency of inquiry only 5 times. It could be called enough in teaching learning. Teachers' activity can be seen from teacher their work gave a correct pronunciation in happiness expression and also teacher asked student to demonstrate explain the material, frequency also was 5 times.

4.2.1.6 Reflection

The responses were code based on perception theory (Wenden's as cited in Ziyad, 2015:139). Cognitive perception was inferred feelings of pleasure or displeasure. Evaluative perception was determined agreement or disagreement and behavioural perception was inferred action in certain ways. The results indicate that there were some students who had good perception. It seems that 60% of students in cognitive perception, 53.3% of students in evaluative perception and 60% of students in behavioural perception. In the other hand, some students had bad perception and only 40% of students in cognitive, 46.6% of students in evaluative and 40% of students in behavioural perception in reflection elements as shown in graph below.



It could be assumed that most of students did not have problems in reflection element. Then, they might feel happy that they had done this stage well. There were many reasons why the students had good perception in applying reflection elements as shown in table below.

Table 4.11 The students' responses about perception in reflection elements

Reasons for being good in reflection elements	Percentage
a. Feeling confident	33,3%
b. Easy to understand the subject topic	26,6%
c. Checking students' understanding	20%
d. Checking the material lesson difficult or not ep	13,3%
e. Revising students' mistake in learning ep	20%
f. Answering the questions directly	23,3%
g. Thinking first	36,6%
Reasons for not being good in reflection elements	
a. Feeling shy and not confident cp	16,6%
b. Do not understand the subject topic cp	23,3%
c. Feeling confused if revising directly ep	26,6%
d. Feeling shy if revising directly ep	20%
e. Silent only because do not understand bp	23,3%
f. Getting confused and nervous bp	16,6%

From Table 4.11, it can be seen that there are some reasons why the students felt happy in reflection. Those indicate that some students might be able to perform successfully in reflection because they did not have problems in understanding materials. Thus, it made the students felt happy in reflection. For the evidence, it can be seen in the sample of data from interviews below.

- (4.2.1.6.1) T: (teacher show the video to one of students and give the question) Apakah kamu senang apabila ada guru yang langsung membenarkan kesalahan dalam pengucapan?
 “Are you happy whether teacher correct your mistakes directly in pronunciation?”
- S : ya senang dong, jadi bisa tau mana yang salah dan bener, kan lebih cepet inget kalo langsung dibenerin sama mom lasma
 “of course, so easy to understand where the correct is and false, having faster in memorizing if teacher give the correct one directly”

Above extract which taken from the interview between the researcher and the students shows that when the researcher asked the students about what he felt in reflection, whether he felt happy, he said “*saya senang dong, jadi bisa tau mana yang salah dan bener*”. His answer implies that he became understand about their error or mistake when the teacher checked their pronunciation. He also told students’ understanding in materials lessons through reflection. It became to measure students’ ability in materials lessons. Below is another extracts in evaluative perception.

- (4.2.1.6.2) T: (teacher show the video to one of students and give question) Apakah kamu setuju jika ibu guru mu mengecek kemampuan siswanya selama proses belajar berlangsung?
 “Do you agree whether your teacher checked your ability during teaching learning process?”
- S : Ya setuju banget kalo dicek pada saat proses belajar, kan jadi lebih asli penilaiannya Gak bisa nyontek terus jadi semangat dapet nilai paling baik dong.
 “yes agree, the score will be valid, geting spirit to achieve best score”

Above extract which taken from the interview between the researcher and the students shows that when the researcher asked the students about what he opinionin reflection, whether he agree, he said “*saya setuju banget kalo dicek pada saat proses belajar, kan jadi lebih asli nilainya*”. His answer implies that he agreed when the researcher asked him. He prefers checking understanding during teaching learning process to checking understanding the next meeting. By checking, teacher are able to see students’ ability in understanding materials.

Teachers could reflect their materials, planning to the next meeting. Below is another extracts in behavioural perception.

- (4.2.1.6.3) T: (teacher show the video to one of students and give question) Apa tindakan yang akan kamu lakukan apabila guru menanyakan materi pembelajaran yang diberikan selama proses belajar?
 “What will you do whether teacher ask lesson materials which is given during teaching learning process?”
- S : ya dengerin penjelasan bu guru dengam serius terus jawab pertanyaan bu guru jadi ngerti
 “listen the teacher hard and seriously, answer teachers’ question makes understand easily”

Above extract which taken from the interview between the researcher and the students shows that when the researcher asked the students about what he act in reflection, whether he was active, he said “*ya dengerin dengan serius terus jawab pertanyaan bu guru*”. His answer implies that he became active when the researcher asked him in reflection. Below is another extracts in behavioural perception. Based on the result of the interview, there were students who had bad perception in this stage. They felt lazy and inactive because they did not understand material.

Although mostly students’ perception felt happy, agree and active in performing reflection element, there was a participant who seemed unhappy, disagree and inactive in reflection element because she felt confused whether revising mistakes directly.

- (4.2.1.6.4) T: (teacher show the video to one of students and give the question) Apakah kamu senang apabila ada guru yang langsung membenarkan kesalahan dalam pengucapan?
 “Are you happy whether your teacher correct mistakes in pronuncoation directly?”
- S : gak senang, kalo langsung dibenerin jadi tambah gak. Kan malah membuat Kita semakin bingung. Apa ya tambah buat semakin gak ngerti
 “unhappy, whether correcting makes us so confused and having difficult in understanding”

According to Hassan (2014) reflection means to majority of the authorities/ educationists, an active, persistent and careful consideration of beliefs or supposed from of knowledge. It is also defined as an approach or a process in which practicing teachers and students, teachers collect data about teaching, examine their attitudes, belief, assumptions and teaching practices and use the information obtained as a basis for critical reflection about teaching. Simply put, it is the process of looking back and after a scientific study and analysis of the classroom experience, engaging in research for remedial steps to move ahead in order to give the best possible learning to students, considering also what the students seek, reflecting in changes needed and finding suitable alternative method or technologies.

In this research, reflective teaching is driving force to innovate for better learning solutions on the part of teachers. Reflection as a process has been given varied descriptions. Rodgers (2002, 845) defines that reflection is a meaning-making process that moves a learner from experience into the next with deeper understanding of its relationship with and connections to other experiences and ideas. It is the thread that makes continuity of learning possible, and ensures the progress of the individual and, ultimately, society. It is a means to essentially moral ends. The final result is that a decision is made, and solution and a plan of action follow. It could be seen from teachers' reflection activity which was done during teaching learning process.

Most of the reflection purposes to know students' understanding materials. Reflection also is as defined by the parameters and context situation. Rodgers (2002) also states that reflection requires attitudes that value the personal and

intellectual growth of one self and of others. It means that the individual attitudes brought to bear on the act reflection could either open the way to learning or block it. Awareness of our attitudes and emotions, and the discipline to harness them and use them to our advantage, is part of the work of a good thinker. In this stage, teacher often reflect students' knowledge understanding. Through reflection teacher also know students' ability in understanding material. Whether students did not understand material, teacher used other strategy or technique in order to students understood. Students are more likely through reflection during teaching process, they also get feedback when they have mistake during teaching learning. It causes that students have good perception in this elements.

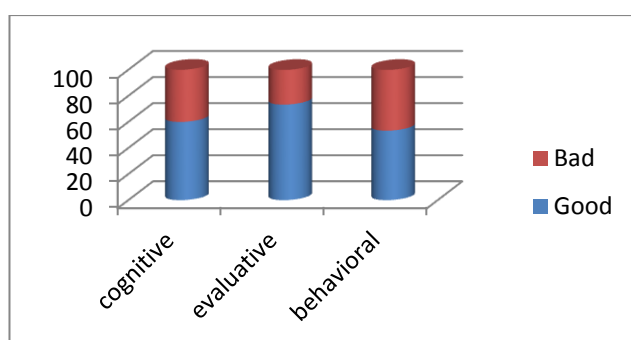
In line with the interview, the results of the observation indicate that students' with good perception could perform successfully in reflection because most of students responded teachers' questions related material lesson. When the teacher checked them in understanding material, teacher gave some questions and student answered directly and together. It made them happy or enjoy in their class and finally they were active in teaching speaking besides that, there are some students who are not happy or confused, they seemed worried in teachers' direction.

However, students with bad perception might be able to perform unsuccessful in reflection because they seemed inactive in reflection element. In this element, the example students activity can be seen from student answered teachers' question orally and students repeat teachers' pronunciation but frequency of inquiry 10 times. It could be called often in teaching learning.

Teachers' activity can be seen from teacher checked students' pronunciation and teacher checked students' understanding both orally and written form.

4.2.1.7 Authentic Assessment

The responses were code based on perception theory (Wenden's as cited in Ziyad, 2015:139). Cognitive perception was inferred feelings of pleasure or displeasure. Evaluative perception was determined agreement or disagreement and behavioural perception was inferred action in certain ways. The results indicate that there were some students who had good perception. It seems that 60% of students in cognitive perception, 73.3% of students in evaluative perception and 53.3% of students in behavioural perception. In the other hand, some students had bad perception and only 40% of students in cognitive, 26.6% of students in evaluative and 46.6% of students in behavioural perception in authentic assessment elements as shown in graph below.



It can be assumed that almost students did not have problems in authentic assessment element. Then, they might feel happy that they had done this stage well. The students' responses and the observation of students in doing authentic assessment elements are described in more detail below.

Table 4.12 The students' responses about perception in constructivism elements

Reasons for being good in authentic assessment	Percentage
a. Measure what we want to measure (it's fair) cp	26,6%
b. Feeling be confident cp	26,6%
c. The score is valid and fair ep	26,6%
d. Checking students' understanding directly ep	46,6%
e. Doing the best in teaching learning process bp	30%
f. Trying to practice as a model in front of the class bp	23,3%
Reasons for not being good in authentic assessment	
a. It is not fair	20%
b. Feeling not be confident	26,6%
c. Feeling nervous when scoring directly ep	13,3%
d. Silent only because do not understand	23,3%
e. Feeling not be confident	23,3%

From table 4.12, it can be seen that there are some reasons why the students felt happy in authentic assessment. Those indicate that some students might be able to perform successfully in authentic assessment because they did not have problems in scoring. Evaluation can be gotten during teaching learning process, it made them enjoy with their class. It can be seen in the sample of data from interviews below.

- (4.2.1.7.1) T: (teacher show the video to one of students and give the question)Apakah kamu setuju dengan penilaian guru yang dilakukan selama proses pembelajaran?
 “Do you agree whether scoring will be done during teaching learning process?”
- S: setuju sekali, kalo pada saat proses belajar kan gak lupa. Masih inget
 “agree, whether during teaching learning process, still understand and memorize.”

Above extract which taken from the interview between the researcher and the students shows that when the researcher asked the students about what he felt in authentic assessment, whether he felt happy, he said “*saya setuju sekali, kalo pada saat proses belajar*”. His answer implies that he became understand about new materials when the researcher asked him to tell his materials. Evaluation would suitable to students' ability because the scoring would be gotten during teaching learning process. Below is another extracts in behavioural perception.

(4.2.1.7.2) T: (teacher show the video to one of students and give question) Apa tindakan yang akan kamu lakukan apabila penilaian dilakukan selama proses belajar?
“what will you do whether your scoring will be done during teaching learning process?”

S : belajar dengan serius dan melakukan sesuai kemampuan saya
“study hard and seriously, do the best”

Above extract which taken from the interview between the researcher and the students shows that when the researcher asked the students about what he opinion in authentic assessment whether he active, he said “*belajar dengan serius dan melakukan sesuai kemampuan saya*”. His answer implies that he became active in studying. Below is another extracts in behavioural perception. Based on the result of the interview, there was only one student who had bad perception in this stage. She felt afraid and nervous in studying.

Although mostly students’ perception felt happy, agree and active in performing authentic assessment element, there was participant who seemed unhappy, disagree and inactive in authentic assessment element because she felt nervous when evaluation was done during teaching learning process. She tended not to be confident with their English ability.

(4.2.1.7.3) T: (teacher show the video to one of students and give question) Apa tindakan yang akan kamu lakukan apabila penilaian dilakukan selama proses Belajar?
‘what will you do whether scoring will be done during teaching learning process?’

S : belajar dengan serius dan melakukan sesuai kemampuan saya karena
Gak bisa nyontek.gak bisa nanya temen.
“study seriously because not geting chat and can’t ask friends”

Teaching is the process that teachers use instructions to help students achieve their learning target. Nitko (et al 2005) pointed out some learning targets are cognitive, meaning that they deal with intellectual knowledge and thinking skills; other learning outcomes are effective, meaning that they deal with how

students should feel or what they should value. This theory is consistent with our student learning objective. Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and. An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated.

It can be concluded that students' perception enjoy with authentic assessment because an authentic assessment evaluates a student's application of knowledge and complex thinking, rather than rote recall of factual information. Teacher not only evaluate students' ability in the end of teaching learning process through students' paper and pencil tests within a given time but also students performance on oral participation, presentation during teaching learning process. It is more valid and reliable when teacher evaluate students ability. Assessment is very important activity during foreign language teaching. It's scientific method of evaluation of teaching quality and learning outcome. Efficient evaluation is like a mirror. Because it timely feeds back the information of teaching and learning, makes teacher and students see the achievement and shortcomings clearly and improve teaching and learning efficiently.

Teacher should be clear about learning targets and what assessments should be taken during the process of teaching and learning. Effective evaluation can make teacher use different ways of evaluation so they will have a comprehensive understanding students' ability. Teachers also do to investigate, evaluate, analyze of record daily students' learning activities. Some linguist also pointed out from the social function of language, language is the process of doing,

instead of knowing. It causes most of students' perception enjoy and relax with authentic assessment.

In line with the interview, the results of the observation indicate that students' with good perception could perform successfully in authentic assessment because most of students' responded teachers' questions related material lesson during teaching learning process. When the teacher checked them in understanding material, teacher gave some questions and student answered directly and together, it made them happy or enjoy in their class and finally they were active in teaching speaking besides that, there are some students who are not happy or confused, they seemed worried in teachers' direction.

However, students with bad perception might be able to perform successful in authentic assessment because they seemed non active in authentic assessment element. In this element, the example students' activity can be seen from student answered teachers' question orally and students wrote responding of happy expression but frequency of inquiry 10 times. It can be called often in teaching learning. Teachers' activity can be seen from teacher observed students' activity during the class and teacher asked student to make a short a dialogue and demonstrate in the class.

According to Wenjie (2013) formative assessment directs more on students' individual performance. It has important significance for the inspection of each student progress and achieves the desired teaching standards. It is helpful for teachers diagnose and find individual differences in performance, to reflect, to foster students' critical thinking.

4.3 Summary

In summary, the results of the interview above found that there were some students who had good perception in constructivisme, community learning, reflection and authentic assessment. It can be seen from they enjoy in cognitive perception, they agree in evaluative perception and they had also active in behavioural perception. They felt enjoyable and certain that they could finish those elements well, but there were some students who still had bad perception in inquiry, questionning and modeling. It can be seen from they felt unhappy in cognitive perception, they did not agree in evaluative perception and they had inactive in behavioural perception, But it was different from students who had good perception. They said that they felt afraid and unconfident that they could do those elements well because they still had difficulties in applying those stages.

There was some evidence indicating the students still had good perception in performing the seven elements of contextual teaching learning because of a number of individual student characteristics, such as: their English proficiency level, prior knowledge, linguistic and lexical knowledge, feeling relax and comfortable in teaching learning process also interesting activities. Thus, these aspects made the students get bad perception such as: formulating the questions, prior knowledge, feeling nervous, afraid and shy, understanding unfamiliar vocabulary, and constructing ideas. For instance, a number of students felt nervous and unconfident when they should think and analyze in inquiry elements, formulating questions in questionning and demonstrating as a model in modeling in English.

However, the findings of the observation and the interview suggested that the students with bad perception in those elements could perform successfully to apply the seven elements in CTL. For example, several students enjoyed sharing their ideas while teaching learning process. They had an effort and confidence in doing inquiry or the other elements. These elements could make them to be actively involved in learning English, especially in teaching speaking process.

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the discussions and also the suggestions to the other researchers and English teachers who want to know students' perception through seven elements of contextual teaching learning and for those who want to conduct the similar research.

5.1. Conclusions

The research concerns on students' perception of implementation of contextual teaching learning. To conclude, several points can be elaborated. First of all, in relation to exploration of the students' perceptions of implementation of contextual teaching learning, there are several elements explored and consisted of constructivisme, inquiry, questioning, community learning, modelling, reflection and authentic assessment. Perception can be defined as cognitive, evaluative and behavioural.

In short, there are four elements in which the students perceive positive such as constructivisme, community learning, reflection and authentic assessment. On the other hand, the students perceive negative in inquiry, questioning, and modelling.

Many studies have found that contextual teaching learning could improve students' writing ability and students' speaking ability. However, this study provides evidence that there were some students who could not speak English

well because, they did not perform the seven elements of CTL successfully. This study appears that the students with good perceptions in cognitive, evaluative and behavioural could perform successfully in applying the seven elements of CTL than the students with bad perception. Similarly, the students' responses indicate that the students with a good perception could perform successfully than the students with bad perception in doing the seven elements of contextual teaching learning.

Perception immensely important in learning, perception is just another word for a person's level of understanding. If a person is not correctly perceiving the content, then they are not really learning. Perception is very important because everyone does things for different reasons, and often enough there are opinions on a matter. It is always good to keep a variety of view points on human behavior as to always look at the situation from different angles, and not be one side. By understanding students' perception teacher know students' difficulties and give feed back it. Teacher should create the activities that makes students have bad perception towards three aspects of elements of CTL so that students can change their opinions and mind and finally they can respond and act in teaching learning process.

Moreover, students' perception influence of students activities in teaching learning process. In this case, students have bad perception in inquiry, questioning, and modelling in seven elements of contextual teaching learning, they have lack of activities in learning. It can be seen from observation sheet of students' activity they have four only activities in learning. It can be assumed that perception could influence of action in learning process.

The last, perception could evaluate or reflect of teacher's attitude when they deliver the materials, it can be seen from the reason of students' respond of guided interview. By understanding the reason, teacher should change their attitude during teaching learning process. The aims of learning can be achieved when teacher have done reflection of their activities. Finally students is hoped can speak english well through seven elements of contextual teaching learning by understanding of students' perception towards them.

5.2. Suggestions

Based on the result and conclusion of the research, the researcher would like to propose some suggestions as follows:

5.2.1 Suggestions for English Teachers

For English teachers, they not only should guide student in teaching speaking process through CTL, but also they control or evaluate students' perception in implementing of seven elements of contextual teaching learning.

Furthermore, they not only should be able to create students' materials more by using of interesting topics or themes which are relevant to students which can be implemented seven elements of CTL. But also they should create procedures or lesson plan. So, it might make students more active each of elements of CTL.

Besides, in the teaching speaking through contextual teaching learning, teachers also should be able to facilitate stress-free, safe, and relaxing atmosphere in the class when they teach speaking, so that, students may feel secure, joyful, and motivated to apply the seven elements teachers are as facilitator for students.

5.2.2 Suggestions for Further Research

For further researchers who want to apply seven elements of CTL in speaking, they should add frequency of treatment and exposure the model and task of seven elements of CTL because the present study has some limitations in terms of frequency, model, and task. Besides, they can focus on making and guiding students' activity which implemented of the seven elements deeper, because there are many problems that students have when applying the seven elements of CTL in teaching speaking process.

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