

**THE IMPLEMENTATION OF CONTEXTUAL TEACHING LEARNING  
(CTL) IN TEACHING SPEAKING AT THE SECOND GRADE OF SMK  
PERSADA BANDAR LAMPUNG**

**( A Classroom Action Research )**

**By  
Rima Wati Arifin**



**LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2018**

## **ABSTRACT**

### **THE IMPLEMENTATION OF CONTEXTUAL TEACHING LEARNING (CTL) IN TEACHING SPEAKING AT THE SECOND GRADE OF SMK PERSADA BANDAR LAMPUNG (A Classroom Action Research)**

**By  
Rimawati Arifin**

Contextual Teaching and Learning (CTL) is a teaching method that has seven components that provide the students the good opportunity for speaking exercises. Speaking is one of the important skills that the students have to master. Most of the students still have a low speaking ability especially in fluency, accuracy and comprehensibility due to inappropriateness in teaching technique used by the teacher. Therefore, the objectives of this research are to know whether the implementation of CTL improves student's speaking achievement, to know whether the implementation of CTL improves students' participation in teaching learning process, to know whether the implementation of CTL improves teacher's performance.

This is a classroom action research and the subject is the students of second grade at SMP ISLAM YPI 2 Metro. This research is conducted in two cycles. First cycle is done on Wednesday February 1<sup>th</sup>, 2017 and the second cycle is done on up to 13 Monday February<sup>th</sup>, 2017.

The results of the research shows that : (1). There is significant increase of the students' speaking achievement increasing from first cycle to second cycle. In the first cycle there were 14 students or 63.63 % got score are 65 or higher, nevertheless after doing second cycle, the students speaking achievement increased approximately 18 students' or 81.81% whose score is 65 and even more. It means that there is improvement in students' speaking achievement about 18.18%. (2). There is significant improvement of students' participation in teaching learning process. It can be seen in the first cycle there are 14 or 63.63% from 22 students who are actively involved in teaching learning process. Meanwhile in the second cycle there are 19 or 86.36% of the students who are actively involved in the teaching learning process. It can be concluded that there was an improvement in students speaking participant about 22.73%. (3). There is improvement in teacher performance. It can be seen that in the first cycle, the teacher got 70 for the teaching performance. Moreover, after doing some betterment in some aspects, in second cycle the teacher got 84 in the teacher teaching performance.

From the data above, the researcher concluded that the Implementation of CTL can improve the students' speaking achievement, the students' participation in teaching learning process and improvement in teach is teaching performance.

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(CTL) IN TEACHING SPEAKING AT THE SECOND GRADE  
OF SMK PERSADA BANDAR LAMPUNG**

**By**

**Rima Wati Arifin**

**A Classroom Action Research**

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in

The Language and Arts Education Department of  
Teacher Training and Education Faculty



**LAMPUNG UNIVERSITY  
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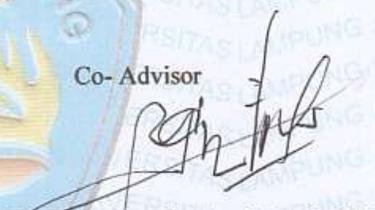
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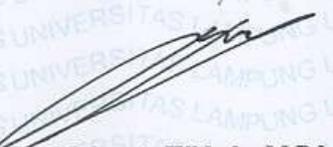
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## **CURRICULUM VITAE**

The writer's name is Rimawati Arifin. She was born in Metro, on November 7<sup>th</sup>, 1989. She is the Second daughter of Moeslim couple Arifin Paksi and Sri Marwati. She has two sisters named Melisa Arfenti, Aisyah and three brothers named Fery Anggi Irawan, S.Pd., Indra Darma Putra, S.Pd., and Mufrizal. She went to formal education institution for the first time at TK Aisyah, Metro in 1994 and graduated in 1995.

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## **DEDICATION**

### ***Bismillahirrahmaanirrohiim***

This script is proudly dedicated to :

My beloved parents (ArifinPaksi and Zanaria& the late of Sri Marwati):  
You have sacrificed so many things for me and our family

My beloved sisters and brothers (“Feri”, “ Indra”, and “Meli”, “Ijal”):  
Let’s make our parents proud of us

My beloved grandmother(“ HjMaryamah”), My Aunty : Mami Hera, Ibu Ana,  
IbuAni, IbuOs, Mba Ana and My Uncle : Ayah Usdek,OmMonjer, Abah and  
all My Nephew Thanks for your pray

My best Friends, Thanks for your help and support

My beloved comredes Eng ’07 of Lampung University

## **MOTTO**

A person who never makes a mistake never tries anything new.

(Albert Einstein)

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Alhamdulillah, praise is always to THE MIGHTY ALLAH SWT for the gracious mercy and tremendous blessing that always guides the writer along her life. She believes that by the blessing and the grace of Allah SWT, she is able to accomplish this script, entitled “ The Implementation of Contextual Teaching and Learning in Teaching Speaking at the second grade of SMK Persada Bandar Lampung” as one of the prerequisites to finish the S1 degree at Language and Arts Department at The Teacher Training and Education Faculty, University of Lampung.

She would like to express her sincere and great appreciation to Drs. Sudirman, M.Pd., as the first advisor who gave her suggestion, guidance, ideas, encouragement and countless hours in helping the writer to finish this script, and to Drs. RamlanGintingSuka, M.Pd., as her academic advisor and the second advisor who has given advices, patient, guidance and countless hours in finishing this script. Her gratitude is also extended to Dr. MuhamadSukirlan, M.A., as the examiner for patiently giving critics, input and advices to improve this script. She would also like to express her gratitude to the haedmaster of SMK Persada Bandar Lampung Drs. H. Azwar Antes Arifka, M.Pd., and the English teacher, SondangSilitonga, S.Pd., for giving her opportunity and time to conduct this research. Appreciation is also addressed to all students of SMK Persada Bandar Lampung class X TKJ 1 for being

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Bandar Lampung, February 2018

The Researcher,

Rimawati Arifin

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## **I. INTRODUCTION**

This chapter of research consists of background of the problem, research problem, objective of the research, uses of the research, scope of the research, and definition of terms.

### **1.1. Background of the Problem**

In general, language is used as a means of communication. In Indonesia, English is taught to make its people able to communicate in the international situations.

English is the first foreign language taught at schools in Indonesia. It has become a compulsory subject that is taught and learnt at some elementary schools up to university level. The goal of the teaching of English stated in the Curriculum for English subject is that students are projected to be able to master and use the language skills for any relevant needs and situations.

Speaking is one of the important skills that the students have to master. By speaking, students can convey information and ideas, and maintain social relationship by communicating with others. The ability to communicate is the primary goal of foreign language instruction that speaking is put a head on the others skills.

In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently.

Many language learners regard speaking ability as the measure of knowing a language. By this reason the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishment in spoken communication. For most students, speaking is also regarded as the most difficult skill when they learn a foreign language, because the students' score cannot achieve the target. English students tend to have difficulty to speak in English in a simple form of dialogue or even to tell their ideas, utterances in English. This condition may be caused by two reasons. First, it is caused by the minimal participation of students during the teaching learning process in the classroom. Students are expected to be silent unless they are called upon to answer the question. This creates the unsupportive and discouraging environment for language learners. As a consequence, most students cannot participate in speaking English since they do not get enough exposure and chance to the language.

The second is the way the teacher delivers the materials in the classroom. The teacher relies on the textbook and it becomes the only source in the classroom. Commonly, oral tests are done in written tasks rather than oral activities. Learning speaking becomes a matter of book-based activities and emphasizes largely on grammar rules instead of giving speaking practice. As a result, speaking targets will not be accomplished and the students will not learn to communicate orally because language is solely from a book and written tasks.

Based on writer's pre observation in the SMK PERSADA Bandar Lampung, most of the students are not able to, reluctant to speak and have low ability in speaking, because they think that speaking is difficult. That is why their speaking scores has not achieved the standard (KKM) in the school yet. This problem makes the writer interested in doing the classroom action research to improve the students' speaking ability and hopefully the standard score for speaking will be achieved. She found that when the students were asked to present the dialogue, they got some difficulties in expressing their ideas so the listener could not receive the message in communication well. There were a lot of fillers, such as *umm* and *err*, in accuracy, there are many mismatch auxiliaries such as "you is my friend". In other words, their speaking was not comprehensible even though they have learned English since they were students of elementary school. Their ability to express their mind or ideas up is still very limited. This fact was found when their speaking, most of them failed to pass the standard goal that is 75

In pre-observation, researcher also found the inappropriate way of teaching used by the teacher. The teacher taught speaking by explaining the form of sentence, drilling it to students and asking students to do some written exercises at students' work sheet or LKS (Lembar Kerja Siswa) this made the students passive and the students only know the form of sentences but they were not able to implement it to their real world. They were able to write well but cannot implement it orally when it is needed. So, speaking class became writing class and students did not have enough chance to speak.

The low ability of students in speaking also due to the lack information about the context of lesson that made the students have limited idea in discussion. This condition made students' performance at speaking presentation in front of the class worse. The presenter could not deliver their material well because they were not able to speak and the listener also could not respond it well because first, listener did not get the point of material and secondly because they could not express their idea too. So, discussion can so slow and booring. Because the students can not explain the topic clearly with their english ability. The last, speaking goals could not be reached.

Due to the use of teaching aid, the teacher only used the text book. Students' speaking ability became worse because they did not have sufficient source as the references. They just focused on the example provided in their text book. Meanwhile the successful language learner needed lots of chance to exercise as Richard cited in Jones (1996:12) in speaking and listening we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together.

Deriving from the results of pre observation, researcher discussed with the teacher about the problem in the classroom and researcher assumed that the students' problems were fear of being blamed, little chance for exercising, little sources, boredom and in appropriate way of teaching. By taking look on the problems of the students, the researcher along with the teacher trigger to implement contextual teaching learning in classroom action research due to its benefits.

To solve the problems above, it is very important for the teacher to find out a suitable way to make students feel interesting in using English in their daily lives at least in the classroom. In this case, teacher should consider the way of teaching speaking in order to make students involved in teaching learning process, and to build students interest in using English. Contextual Teaching and Learning (CTL) is considered as an alternative.

The philosophy of contextual approach is emphasized on the students' interest and their experience. CTL is a concept of learning which help teacher to relate the materials being taught to the students' real world and encourage students to relate their knowledge in their daily activity. Therefore, the students have more time to expose their skill in the classroom with the result that their speaking achievement to increase. Besides, CTL relates to subject matter content to real world situation that is needed during the teaching learning process so that the students know the benefit of learning in the classroom.

CTL is aimed at building knowledge and skills in meaningful way by engaging students' real life or authentic context. By implementing all seven elements in CTL, students are expected to produce English better, especially in speaking skill, since CTL emphasizes on students' productive skill.

Many researchers on CTL have been conducted to increase students' speaking achievement. First, Lynch and Spears (2001) in their research found that implementation of CTL positively impacted on students' speaking achievement since

it enriches subject matter and increases students' mastery of subject matter. Second, Flora (2003) in her research stated that there was a significant difference between the students speaking achievement through the implementation of CTL. Then, Sister (2004) in her research found that through CTL, students were actively engaged and encouraged to speak up and communicate in the classroom that result in their speaking achievement increased. Eritha (2005) in her research found that the students' achievement taught through CTL had significant difference than teacher's way of teaching. Komariah (2006) in her research revealed that the students were actively involved during teaching and learning process that may result in increasing students' speaking achievement. Further, she stated that CTL is appropriate for learners to increase their English.

Realizing that CTL results in increasing students' speaking achievement, and puts the students as the centre of an active process, the writer is interested to implement CTL in teaching speaking at junior high school. Therefore, the writer entitles the classroom action research "The Implementation of Contextual Teaching Learning (CTL) in Teaching Speaking at the Second Grade of SMK PERSADA Bandar Lampung".

## **1.2. Research Problem**

Based on the background above, the writer formulated the research the problem as follow :

1. Can the implementation of CTL improve the student's speaking achievement at the second grade of SMK PERSADA Bandar Lampung?
2. Can the implementation of CTL improve students' participation in teaching learning process?
3. Can the implementation of CTL improve teacher's performance?

## **1.3. Objective of the Research**

In relation to the formulation of the problem above, the objective of the classroom action research as follow :

1. To find out the implementation of CTL improve the student's speaking achievement
2. To find out the implementation of CTL improve student's participation in teaching learning process
3. To find out the implementation of CTL improve teacher's performance

#### **1.4. Uses of the Research**

The uses of this research are:

1. Theoretically, the result of this research can be used to support the previous theories of CTL.
2. Practically, this research can be useful for English teachers to implement CTL to improve their students' English speaking achievement.
3. This research can improve the teacher's performance in teaching learning process.

#### **1.5. Scope of the Research**

This classroom action research was conducted in the second grade of SMK PERSADA with one class as subject of the research. The class was X TKJ 1 which is consists of 22 students. The reason why the researcher used this class because it is the best class (kelas unggulan) but their ability of speaking is still low.

The focus of the research is teaching learning process within the implementation of CTL. The writer will conduct the research on the "on going" process by analyzing how the teaching learning process occurs in the implementation of CTL in teaching speaking. The research use particular themes taken from the 2013 English curriculum of SMK.

## 1.6. Definition of Term

1. **CTL** is a concept of learning which help teachers relate the materials being taught to the students' real world and encouraging the students relate their knowledge in their daily lives by implementing all seven main elements in the teaching learning process.
2. **Speaking** is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get ideas or the message across.
3. **Teaching speaking** means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people.
4. **Teaching speaking through CTL** means the way the teacher teaches the students how to communicate efficiency by relating the material given to the students' inner world of memory, experience, and response.
5. **Implementation** means the researcher as a teacher implemented the material by using CTL while she teaches speaking.
6. **Speaking achievements** means the ability of students in producing english speaking, in better way, hereable, understable although with some different native speaker's.

## **11. LITERATURE REVIEW**

This chapter of research consists of concept of speaking, concept of contextual teaching learning, elements of contextual teaching and learning, approaches for implementing CTL, concept of teaching speaking, teaching speaking through CTL, procedure of teaching speaking through CTL, advantages and disadvantages of CTL, and theoretical assumption.

### **1.1. Concept of Speaking**

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

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

Speaking is the instrument of language and primary aim of speaking is for communication according (Tarigan,1987:5). From this definition, it is clear that the students learn to speak in order to be able to communicate. Language is for communication, and in communication, a speaker has a choice not only about what to say but also how to say it states (Freeman,1986:130).

We try to communicate with each other and use our language to make other people understand. Byrne (1984:81) says that speaking or oral communication is a two-way process between speaker and listener and involves productive and receptive skills of understanding. It means that we try to communicate with each other and use our language to send our message to others (listener). Webber (1981:3) defines speaking as an expressive sound counterpart to audience which requires somewhat more complex abilities. He adds that oral language of speaking is the immediate communication.

Meanwhile, Lado (1961:240) describes speaking as the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas flently.

This idea means that, speaking emphasizes more to the ability of an individual to convey something whether it is in the form of exspression, report, etc with the language he has.

From the definitions above, it can be said that speaking is two way process between speaker and listener and it involves both encoding and decoding process. The former leads to the process of giving idea or making the listener understand, while the latter leads to the process of getting idea of the speaker. Through these processes, people interact with other.

Speaking must fulfill these following aspects, they are :

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974:81). Fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined to other when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty.

2. Grammar

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

### 3. Vocabulary

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

### 4. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation (Syakur,1987). Meanwhile Harris (1974:81) defines pronunciation as the intonation patterns.

### 5. Comprehension

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

## **1.2. Concept of Contextual Teaching Learning**

The majority of students in our school are not able to make connections between what they are learning and how that knowledge should be used. This is because the way they process information and their motivation for learning are influenced by the traditional methods of classroom teaching. Therefore, the English teacher should make an effort on searching and creating a new model in presenting materials in order to reinforce, expand and apply students' academic knowledge and skills in a

variety of in-school and out-school settings in order to solve simulated or real-world problems (Trianto, 2009:11).

Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; 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 and Erickson, 2001).

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

This idea is supported by previous study done by Flora (2003) that relates subject content to real world situation is extremely needed during the teaching learning processs so that the students know the benefits of learning in the classroom. John Dewey (1916) in Laily (2006) further states that Contextual Teaching Learning is emphasized on the students' interest and their experiences.

Meanwhile Johnson (2002) defines CTL is an educational process that aims to help students see meaning in the academic material they are studying by connecting

academic subjects with the context of their daily lives, that is, with context of their personal, social, and cultural circumstance.

CTL is a concept of learning which help teachers relate the materials being taught to the students real world and encouraging the students relate their knowledge in their daily lives by implementing all seven main elements in the teaching learning process according Diknas (2002). The seven elements are constructivism, questioning, inquiry, learning community, modelling, self reflection, and authentic assessment.

### **2.3. Elements of Contextual Teaching and Learning**

CTL is combination between school-based teaching and community-based teaching and learning. Depdiknas (2002) defines each element of contextual teaching and learning as follows:

#### **1. Constructivism**

Knowledge is found and built by oneself or by the students themselves not just the knowledge given by another person that is ready to be memorized. This point claims that knowledge is not a set of facts or concepts of rules that come accidentally. Knowledge grows through exposure and the understanding becomes deeper and stronger if one test is againts new encounters. It means that in this stage students are actively involved in learning process based on the previous knowledge (entry behaviour). They will achieve goal based on their prior knowledge and use their own styles to achieve the goal.

## 2. Inquiry

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

## 3. Questioning

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

## 4. Learning Community

The principle of learning community is that learning ingroup will give better result than learning alone since students will share their knowledge to help other friends who have difficulties. It is suggested by Falsetti (1986) in Laily (2006) that group should be of mixed abilities, so that beginning students can learn from more advanced ones. By sharing knowledge, the student who knows will tell the others who do not know and the students who do not will ask the students who

knows. In line with this, Freeman (1986) states that in group, students can learn from each other as well as the teacher. Cooperation is encouraged.

#### 5. Modelling

Giving example we called as modeling is an important role in teaching learning process. Diknas (2002) states that modelling can be in the form of something that can be imitated by the students, for example do the task by what the teacher already give the example for them. Contextual teaching and learning requires either the teacher or the students themselves to be the models at the classroom activities. It means that the teacher is not the only person who is responsible for giving the model or the example.

#### 6. Reflection

Reflection is a way of thinking about what we have learnt. Students and teacher review and respond the events, activities, and experiences. They also record what they have learns, felt and appeared new ideas. This element usually occurs in post activities. Self assessment (to borrow Underhill's term of reflection) occurs to enable learners to take more responsibility to help their progress. Further, Underhill (1987:23) states that self assessment can be introspective, where the learner is asked back on his foreign language experience and rate him self againts some kind of state.

#### 7. Authentic Assessment

Authentic assessment is the multiple form of assessment that reflects students' learning achievement on instructionally relevant classroom activities Suyanto (2002). It is used to describe the real competence of students to subject matter.

Contextual teaching learning is intended to build knowledge or skill in meaningful ways by engaging students in real life, or authentic context. Authentic assessment aims at evaluating students' ability in real world context. Authentic assessment is a kind of effective assessment since it is not only done at the period, but it also integrated together with teaching and learning activities. There are many ways how to do authentic assessment. For example, discussion or debates, expressing idea of the text, project.

From the seventh elements of CTL described above, the teacher was only focused the research by emphasizing two of them, they were learning together and inquiry. It was done since the researcher wanted to focus the research into more specific area. It does not mean that other elements were not used in this research, but the percentage of the usage is emphasized more on learning community and inquiry.

#### **2.4. Approaches for implementing CTL**

To implement CTL, a variety of teaching approaches may be used Berns and Erickson (2001). Over the years, five teaching approaches have emerged that include context as a critical component. They engage students in an active learning process. These approaches are not discrete. They can be used individually or in conjunction with one or more of the others. Although varying in the literature, the following definitions are intended to capture the essence of the concepts as means for implementing CTL:

1. Problem-based learning. It is an approach that engages learners in problem solving investigations that integrate skills and concepts from many content areas. This approach includes gathering information around a question, synthesizing it, and presenting findings to others (Moffitt in Berns and Erickson, 2001)
2. Cooperative learning. Cooperative learning is defined as an approach that organizes instruction using small learning groups in which students work together to achieve learning goals (Holubec in Berns and Erickson, 2001).
3. Project-based learning. Project-based learning is an approach that focuses on the central concepts and principles of a discipline, involves students in problem-solving investigations and other meaningful tasks, allows students to work autonomously to construct their own learning, and culminates in realistic products (Buck Institute for Education in Berns and Erickson, 2001).
4. Service learning. It is an approach that provides a practical application of newly acquired (or developing) knowledge and skills to needs in the community through projects and activities (McPherson in Berns and Erickson, 2001).
5. Work-based learning. It can be defined as an approach in which workplace, or workplace-like, activities are integrated with classroom content for the benefit of students in an often business (Smith in Berns and Erickson, 2001).

In this research, the researcher choose cooperative learning as the approach for implementing CTL. The researcher focus the lesson plan on cooperative learning strategy. The strategy of cooperative learning that is Learning Together (LT). Then the researcher picks one or more competence that can be implement by using this

strategy. In other words, the researcher emphasizes Learning Together strategy in doing the research since learning together is appropriate with the elements of CTL that will chose by the teacher, they are learning community and inquiry.

## **2.5. Concept of Teaching Speaking**

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation (Burnkat, 1998:2).

Speaking must fulfill these following aspects, they are :

### 1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974:81). Fluency is the smoothness or flow with which sounds, syllables, words

and phrases are joined to other when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty.

## 2. Grammar

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

## 3. Vocabulary

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

## 4. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation (Syakur,1987). Meanwhile Harris (1974:81) defines pronunciation as the intonation patterns.

## 5. Comprehension

Syakur (1987) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speakers' intention and general meaning (Heaton,

1991:35). This idea means that if person can answer or express well and correctly, it shows that he/she comprehends or understands well.

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

## **2.6. Teaching Speaking Through CTL**

Teaching means giving the instruction to a person or give a person knowledge skill, etc. While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language. The process of speaking skill has happened or preceded by listening skill. Increasing listening skill is very beneficial for speaking ability.

The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest.

According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context-that is, in relation to the persons's current environment-and that it does so by searching for relationships that make sense and appear useful.

From the statements above, it can be concluded that teaching speaking through CTL is the way the teacher teaches the students how to communicate by relating the material given to the students' inner world of memory, experience, and response. Teaching speaking by using CTL means the way the teacher instruct the students' mind through the elements of CTL itself. When teaching the students, the teacher connects the material given with the students daily live by dealing the students with it through constructivism, and then the teacher let the students to do the learning community in order to make them easy in mastering material. Here, the students also give model to the students. But the model, is not only coming from the teacher, the students is also can give a model about the material. In inquiry, the students have chance to find out something related to the material by themselves. In teaching learning process through CTL there is questioning that is seen as teacher's activity to motivate, provide and assess thinking ability. Then the teacher and the students can

reflect what they have learnt in reflection. This activity usually occurs in post activity. The last the teacher can describe the real competence of students to the subject matter through authentic assessment. Authentic assessment is not only done at the end of period but also integrated together with teaching and learning activities.

### **2.7.Procedure of Teaching Speaking Through Contextual Teaching and Learning**

There are several procedures that should be done to implement CTL in teaching speaking. Each step contains some elements, which is relating each other. The procedures of teaching speaking through CTL are as follows:

#### **Activities :**

##### **Pre activities :**

- Teacher greets the students.
- Teacher checks the students attendant list.
- Teacher asks the students some questions about the topic being learnt at that day.  
(questioning, constructivism)

##### **While activity**

- Teachers asks students to write down their own information based on the topics learnt today. (constructivism, Inquiry)
- Teacher gives a sheet of dialogue and reads the dialogue to the students.  
(Modeling)

- Teacher asks students to read the dialogue with their friends. (Modeling)
- Teacher invites students to correct their friends' wrong pronunciation if it happens. (Learning Community, Modeling)
- Teacher asks the students to do the tasks by what the teacher already give the example for them. (Modeling)
- Teacher asks the students to practice the tasks given with their friends. (Learning Community)
- Teacher asks the students to tell their own information and their friend's information about the topic being learnt today. (Authentic Assessment)
- Teacher asks the students to make their own dialogue with their friend. (Learning Community, Authentic Assessment)

### **Post Activity**

- Teacher writes disordered sentences, words that arouse in the teaching learning process.
- Teacher asks students' to analyze whether the sentence are correct or not. (Self Reflection)
- Teacher summarizes the materials by explaining what is being learnt today. (Reflection)
- Teacher closes the meeting

## **2.8. Advantages and Disadvantages of Contextual Teaching Learning (CTL)**

As stated before, Contextual Teaching Learning helps the teacher to relate the material to the students' inner words or contextual situation. However, it also has some advantages and disadvantages. They will be as follow :

### **1. Advantages of Contextual Teaching Learning (TCL)**

The advantages of CTL are:

- A. The students find the benefit of learning in the classroom because they can relate the subject to the real situation where they can make connections between what they are learning and how that knowledge will be used.
- B. The teaching circumstance will call upon students' active participation in the teaching process since the students are actively involved in learning process by awakening their entry behavior or schemata (previous knowledge).
- C. The students have got no more difficult time in understanding the materials since they are provided many practices. This may result that the students are actively engaged and encouraged to speak up since they are free to say what they have in mind.
- D. The students can share with their friends about the topic during the teaching and learning process in the classroom. Realizing that learning in group will give better results than learning alone, the students can help other friends who have difficulties. As a result, learning cooperation is encouraged.

- E. The students have a chance to observe something by themselves and finally make the conclusion of what they have observed that result in finding something by themselves.
- F. The teacher can find the students' abilities, problems in acquiring the knowledge during the teaching learning process so that the teacher can describe the real competence of students to the subject matter.

## **2. Disadvantages of Contextual Teaching Learning (CTL)**

The disadvantages of CTL are :

- A. Self-discovery will not occur if the whole students in one group consists of weak students.
- B. It forces the teacher to make special preparation before teaching in the classroom because the teacher needs appropriate kinds of media.
- C. It spends much time during teaching learning process.

Finally, the teacher will find it relatively effective to teach a language as means of communication.

### **2.9. Theoretical Assumption**

CTL is aimed at building knowledge and skills in meaningful way by engaging students' real life or authentic context. By implementing all seven elements in CTL, students are expected to produce English better, especially in speaking skill, since CTL emphasizes on students' productive skill.

Based on the frame theory above, the writer assumes that CTL is a suitable approach in teaching speaking. By applying Contextual Teaching Learning, students will get more exposure to the language because the students become more actively involved during the teaching and learning by being provided by many speaking models, so that they can interact communicatively according to the provided models. In CTL, the students are the center of learning process. CTL requires the students to be more actively involved in teaching learning process. It will enable the students to comprehend the subject matter better. In CTL, the students are asked to construct their own sense of learning from new experience based on prior knowledge and motivates the students to make connection between knowledge that they get in the class and its application to the real situation. Moreover, in learning community, the students will share their knowledge with others. The students will help each other in comprehending the subject matter. Therefore, the writer assumes that after doing a deep process on the subject matter contains in the text and all seven components of CTL have been applied in teaching learning process, the students will get better in speaking achievement and the teaching learning process in the class will automatically improve.

### **III. RESEARCH METHODS**

This research used CAR design. Therefore, the principle of CAR are applied in this design accordingly setting of the research, general description of the research, research procedures, indicator of the research, instrument of the research, and data analysis.

#### **3.1. Setting of the Reasearch**

In this research, the researcher used classroom action research. It was done at the second grade of SMK PERSADA BANDAR LAMPUNG. It was donebased on the problem faced by the students and the teacher when they are in class. Based on the problem found, the researcher examined of the problem and then found the solution for that problem. Researcher found that the students in second grade of SMK PERSADA BANDAR LAMPUNG had difficulties in speaking class. The students' problem was they could not express thier idea well this is because they have very little chance to speak up.

The students of this school were not so active when their were learning English especially in speaking. The students are good at learning about language like mentioning the pattern of the tense, for that reasons the researcher will want to know

whether different techniques can give any improvement in the teaching learning process in class X TKJ 1 at this school.

The subject of this research was the students in second grade of SMK PERSADA BANDAR LAMPUNG. This research focused on students' teaching learning in the classroom. The students were taught speaking through contextual teaching learning suitable for students at junior high school. The students were taught about how to do interpersonal speaking, with daily activities material. This class was chosen because they are the best class (kelas unggulan) in second grade of SMK PERSADA BANDAR LAMPUNG but their ability of speaking is so low. Based on the researcher's observation, the researcher found that students have low ability in speaking especially in grammar, fluency, vocabulary and pronunciation. It can be seen from the result of oral test, when the teacher asks the students, many of them made grammatical errors in speaking.

In this classroom action research, the researcher acted as the teacher and taught the students by using Contextual Teaching Learning, meanwhile the teacher of SMK PERSADA BANDAR LAMPUNG was the observer. The researcher made the lesson plan and she will perform in the class based on the lesson plan. So, during the research, the researcher and the teacher observed everything that occurred in the classroom when they were learning speaking.

### **3.2 General Description of the Research**

Classroom Action Research is characterized by problems in class and actions do to solve problems. Based on the problem identified by the researcher, she found that she needs to examine the problem causes and try to find the problem solution.

This classroom action research was conduct in two cycles. After the indicators of the research had been fulfilled in the second cycle, the researcher decided not to held the next cycles. Each cycle of this classroom action research comprises of some steps, they are, planning, implementing, observing, and reflecting.

In doing the research, the researche collaborated with the English teacher to improve the students' speaking achievement through CTL. While the researcher applied CTL in the classroom, the collaborator observes the teaching learning process and make some necessary points from that process.

After that, the researcher and the collaborator analyzed the result of the observation, and also the speaking test. The researcher and the collaborator also did reflection after knowing the result of the analysis. Based on the analysis and reflection, it is decide whether the next cycle would be held or not, and the next cycle focused on eradicating the weaknesses in the previous cycle.

### **3.3 Indicators of the Research**

They are two indicator were used in this research. They were learning product and learning process. Learning product was informed of students' speaking test

score while learning process was in the form of the observation report of the observer.

Then, the detail indicators are explained as follows:

### **1. Learning Product**

For learning product the indicator was based on Standard Goal for Student (KKM) stated that for speaking the standard goal is 72. Contextual Teaching Learning (CTL) is able to improve students' speaking achievement if 80% students get the target score of speaking test, 65 (Diknas 2009).

Learning product focused on the production of sound, students' speaking for certain aspects that students mostly have difficulty in speaking. Here, the teacher will record the students when they are speaking a dialogue, in pair.

There are some aspects that would be observed in the scoring system, promoted by Harris (1979: 68-69). The aspects as follows:

#### **Pronunciation**

- 20 Speech is fluent and effortless as that of native speaker
- 16 Always intelligible though one is conscious of a definite accent
- 12 Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
- 8 Very hard to understand because of pronunciation problem must frequently be asked to repeat
- 4 Pronunciation problems too severe as to make speech virtually unintelligible

**Grammar**

- 20 Make few (if any) noticeable errors of grammar or word order
- 16 Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning
- 12 Make frequent errors of grammar and word order, which obscure meaning
- 8 Grammar and word orders make comprehension difficult must often rephrase sentences and/or restrict him to basic patterns
- 4 Errors in grammar and word order to severe as to make speech virtually unintelligible

**Fluency**

- 20 Speech is fluent and effortless as that of native speaker problems
- 16 Speed of speech seems to be slightly affected by language problems
- 12 Speed and fluency are rather strongly affected by language problems
- 8 Usually hesitant, often forced into silence by language problems
- 4 Speech is as halting and fragmentary as to make conversation virtually impossible

**Vocabulary**

- 20 Use of vocabulary and idiom is virtually that of native speaker
- 16 Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies

- 12 Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary
- 8 Misuses of words and very limited vocabulary make comprehension quite difficult
- 4 Vocabulary limitation to extreme as to make virtually impossible

### Comprehension

- 20 Appear to understand everything without difficulty
- 16 Understand nearly everything at normal speed
- 12 Understand what is said at slower than normal speed
- 8 Has great difficult following what is said
- 4 Can not be said to understand even simple conversation in English

The researcherevaluated the aspects of speaking ability based on the table bellow.

The lowest score is 4 and the highest score is 20. The total of the score is multiple 5.

### Scoring Sheet of Speaking Test

Student' name	Pronun- ciation (4-20)	Grammar (4-20)	Fluency (4-20)	Vocabulary (4-20)	Comprehension (4-20)	Total Score (0-100)
1.						
2.						
.....						

The score of speaking ability based on five elements can be shown in percentage as follows:

1. Pronunciation : 20%
2. Grammar : 20%
3. Fluency :20%
4. Vocabulary :20%
5. Comprehension :20%

The score of a student were taken by two observers, they are researcher and teacher, and the score would be totaled and divided by the number of the teacher and the researcher to get the final score. The calculation as follows:

$$\text{Final score} = \frac{\text{Reseacher'sscore} + \text{teacher'sscore}}{2}$$

The standard of the score was at level 12 (for each aspect) Harris's rating scale. It refers to the ability of students in producing English speaking, in better way, hereable, understandable although with some different native speaker's speaking.

## **2. Learning Process**

In learning process, there are two aspects which became the focus of this research, that were the students' activities and the teacher's performance.

The target determine by the researcher concerning the students' activities is 80% of students are active during the process. The researcher decide to set 80% as the target since according to Arikunto (1993:210), if more than 75% of students are

actively involve in teaching and learning activities, it can be categorized as a good level. Students' activities were measured through written report of the collaborator and researcher in observation sheet. To set the target of the success of this CAR, the researcher also do a discussion with the English teacher of that school. While the researcher is teaching, collaborator and the researcher herself observe the teaching learning process in the classroom and focus on the participation and the involvement of students in the activity.

Besides observing the students' activities, the researcher also observed the teacher's teaching performance during the teaching and learning process. It is expected that the teacher could get score 80 in her teaching performance after implementing Contextual Teaching Learning. So, if the teacher can reach that target, it means that the teacher's teaching performance is very good. The scoring system for teaching performance was based on the standard teacher's teaching performance proposed by Departemen Pendidikan Nasional (2006). For the teaching performance, there are some aspects scored, that is, the teacher's activities in pre-activity, while-activity, and post-activity.

### **3.4. Instrument of the Research**

To get the data researcher used two kinds of instruments as the source of data. The instruments are speaking test and observation sheet. The instrument was described as follow:

## **1. Speaking Test**

The test was conducted by asking students to speak about one topic (for example describing someone) and it was recorded. The two observers, they were researcher and the teacher analyzed the result based on Harris' rating scale/the test was administered at the end of every cycle in the learning process. The speaking test was done in front of the class, the students with their pairs was called in turn, while they are practicing their dialogue, the observer recorded it and after that analyze their speaking based on Harris' rating scale. To decide whether the test is good instrument, finding the validity and reliability should be done. The test is valid and reliable. It was a good reflexion of what had been taught and of the knowledge which the teacher wanted the students to know. If the test represented the material that had been taught, then it was considered to be a valid test. For reliability of the test, the researcher used 2 raters or also called inter-rater reliability.

## **2. Observation Sheet**

Observation was conducted in every cycle during the teaching learning process. When teaching and learning process is occurring, the researcher observe the process happened in the classroom. The researcher used structured observation to know the students' activities and also the teacher's performance in the classroom. So there are two kinds of observation sheets that are filled out by the researcher, that are the observation sheets for the students' activities and the observation

sheet for the teacher's performance. Besides, the researcher also make some necessary notes in the observation sheet concerning the students' activities and teachers's performance.

Table 3.1. Table of specification of the Observation Sheet for Students Activities

No.	Student's Activities	Objectives
	<p>Pre-Activities</p> <ul style="list-style-type: none"> <li>✓ Interested in the opening of the class</li> <li>✓ Responding to the topic enthusiastically</li> <li>✓ Following the teacher's instruction (work in group)</li> <li>✓ Paying attention to the teacher's explanation</li> <li>✓ Responding to the teacher's questions</li> <li>✓ Following teacher's modeling enthusiastically</li> <li>✓ Actively involved in the discussion of the task in group</li> </ul>	<ul style="list-style-type: none"> <li>✓ To make students interested in the lesson</li> <li>✓ To build clarity about what is going to be learnt</li> <li>✓ To make students work freer and enable fast learner help slow learners</li> <li>✓ To built students understanding about the stages going to do in the lesson</li> <li>✓ To check students understanding about the material</li> <li>✓ To give clarity of the pronunciation</li> <li>✓ To build students understanding about the material</li> </ul>
	<p>Post-Activity</p> <ul style="list-style-type: none"> <li>✓ Able to respond to the teacher's question</li> </ul>	<ul style="list-style-type: none"> <li>✓ To built clarity of what have been learnt</li> </ul>

Adapted from Haggard (1982) and Rudel, M.R.,&Shearer, B.A. (2002)

Table 3.2 Table of Specification for the Teacher's Performance

No.	Aspects Observed	Score (by giving a tick)			
		1	2	3	4
1	<p><b>Pre-activities</b></p> <ul style="list-style-type: none"> <li>✓ Doing an apperception.</li> <li>✓ Informing the competence that will be achieved to the students.</li> </ul>				
2	<p><b>While-activities</b></p> <p>A. The Mastery of Learning Material</p> <ul style="list-style-type: none"> <li>✓ Correlating the material with other relevant knowledge.</li> <li>✓ Correlating material with the real life.</li> <li>✓ Achieving communicative competence.</li> <li>✓ Using logical structure</li> <li>✓ Using language components.</li> </ul>				
	<p>B. The Teaching Learning Strategy</p> <ul style="list-style-type: none"> <li>✓ Doing a teaching &amp; learning process which is suitable with the competence.</li> <li>✓ Doing a coordinated teaching learning process.</li> <li>✓ Doing a teaching learning process which can build the students' imagination.</li> <li>✓ Doing a teaching &amp; learning process which is suitable with the time allocation.</li> <li>✓ Emphasizing on using English in the teaching &amp; learning process.</li> <li>✓ Emphasizing on teaching the language skills integratedly.</li> </ul>				

No.	Aspects Observed	Score (by giving a tick)			
		1	2	3	4
	<p>C. The Use of Learning Media</p> <ul style="list-style-type: none"> <li>✓ Showing the skill in using the learning media.</li> <li>✓ Producing an interesting message from the media.</li> <li>✓ Involving the students in making and using the media</li> </ul>				
	<p>D. The Students' Involvement</p> <ul style="list-style-type: none"> <li>✓ Building the active participation of the students in the teaching &amp; learning process.</li> <li>✓ Giving positive responds to the students' opinion.</li> <li>✓ Facilitating the interaction between teacher-student and student-student.</li> <li>✓ Showing a conducive interpersonal relationship.</li> <li>✓ Growing the students' enthusiasm in learning.</li> </ul>				
	<p>E. Evaluation</p> <ul style="list-style-type: none"> <li>✓ Monitoring the students' improvement after the teacher explains the lesson.</li> <li>✓ Doing a final evaluation which is relevant to the competence.</li> </ul>				
<b>3</b>	<p><b>Post-activities</b></p> <ul style="list-style-type: none"> <li>✓ Doing a reflection/making summary of the lesson by involving the students' participation.</li> </ul>				

No.	Aspects Observed	Score (by giving a tick)			
		1	2	3	4
	✓ Doing a follow-up by giving direction or tasks as a remedy.				
	Total Score				
	Description of score				

(Source:Dep.Pendidikan Nasional, 2006)

Note:

- 1 = Poor
- 2 = Enough
- 3 = Good
- 4 = Very Good

Description of Scores:

- 1. 40 – 59 : Poor
- 2. 60 – 69 : Enough
- 3. 70 – 79 : Good
- 4. 80 – 100 : Very Good

### 3.5.Data Analysis

In analyzing the data, the researcher classified the data into two categories: they were the data of learning process and the data of learning product. The data analysis was done during and after the data has been collected from every cycle. If the data from the first cycle has been collected, the researcher as an observer together with the teacher analyzed the data and did reflection based on them. From the analysis and reflection, the researcher knew the weaknesses and the strengths of the first cycle. Therefore, the teacher and researcher knew what should be improved for the next cycle.

#### 1. Learning Product

For speaking ability improvement analyzed by comparing the mean of score from each cycle and the percentage of high score. If 80% of students has achieved 72 or more then it can be assumed that CTL can be used to improve students' speaking ability. To see the percentage of student who gets  $\geq 72$  the formula is :

$$= \frac{\text{Number of students who gets score} \geq 72}{\text{Total number of students}} \times 100\%$$

## 2. Learning process

To get the data from the learning process, the researcher used observation sheets. The result of the observation sheet was analyzed after every cycle was conducted. Since the observation was done for observing the students' activities and also the teacher's performance, the researcher analyzed the result of the observation separately.

### A. Students' Learning Activities

After gathering data from observing the students' learning activities, counting the number of activities done by the students was the step that would be going to be done in this activity.

#### a. Calculating the percentage of students' activities

For calculating the percentage of the students' activities, the following formula use:

$$\% A = \frac{A}{n} \times 100\%$$

Note :

%A : percentage of students' activities

A : number of students' activities observed

n : number of students in the class

#### b. Making a description from the data that had been analyzed

## B. Teacher's Teaching Performance

In analyzing the data from observation of the teacher's performance, the researcher makes the description for the data that has been analyzed. It is similar to analyze the students' activities, to analyze the teacher's performance, the researcher make description from the collected data which can enrich and support the result of the analysis.

### **3.6. Research Procedures**

In conducting the research, the researcher was used the procedure of classroom action research designed by Arikunto. The research procedure in a classroom action research consists of planning, implementing, observing and reflecting (2006:16). Therefore, this research is designed as follows:

#### **1. Planning**

Based on the problem of the research, the researcher prepared the lesson plan and selected the material. In designing lesson plan, the researcher used the school syllabus as the basic of the lesson plan. The lesson plan was aimed to teach speaking skill. It contained the standard competence and the basic competence to achieve. It also contained the procedure of presented lesson, activities, and assignment in each meeting. The material was about daily activity. The researcher

prepared observation sheet. It was aimed to analyze the process of teaching learning. The researcher made the indicator of success which aimed to assess the students' ability in speaking correctly. The indicator of success was made to determine whether the action through out the first cycle has been successful or not.

## **2. Implementation**

the second step of Classroom Action Research is implementing the action. The researcher as a teacher implemented the material by using Contextual Teaching Learning (CTL) while she teaches speaking. The learning process must be running naturally. In this step, the researcher teach the students based on the lesson plan that has been made. In teaching, the researcher involved the students' participation, so that the students would become more active in teaching learning process. Text was chosen to teach speaking to the students. Vocabulary and grammar also become the focus of the teaching learning process. In teaching, the teacher involved the students' participation, so that the students got accustomed to the way to identify the text. It is also done to make the students familiar with the new words. Researcher also read the text as a model for the students with correct pronunciation. Then, researcher taught students to make dialogue by using the text. Next, the researcher let the students practice their speaking. In doing speaking test, the researcher used a tape recorder to record the students' voice. Meanwhile, the observer will observed the situation in the class and made some necessary notes.

### **3. Observing**

The researcher and the collaborator observed the activities happen in the classroom in every cycle and wrote the result of the observation in the observation sheets.

The researcher and the collaborator also interpreted the result of the observation.

This step started when teaching learning process was occurring.

### **4. Reflecting**

Here, the researcher with the collaborator analyzed the result of the speaking of the students as the learning product. The researcher also analyzed everything occurred in the teaching learning process based on the observation sheets. The researcher and the collaborator discussed the strength and the weaknesses of a cycle to determine what to do in the next cycle and to determine whether or not the result of the cycle was satisfactory.

## V. CONCLUSION AND SUGGESTION

This chapter describes the conclusion of the research and the suggestion from the researcher .

In line with the results of the research, the conclusion and the suggestion are formulated as follows:

### 5.1. Conclusions

In line with the results of the learning product and learning process in the research, it can be concluded that :

1. Contextual Teaching Learning can improve students' speaking achievement It can be seen from the increase of the students scores from cycle 1 (63.63%) and cycle 2 (81.81%) after CTL was implemented.
2. In learning process the improvement also occurs in students' participation. CTL provided a chance to the students to work in group and share their ideas to other friends, so that they enjoy the class during the teaching learning process.
3. CTL can improve teachers' performance. CTL also contributes a positive effect toward teacher's performance. Since CTL has seven component that has opportunities to the teacher to develop them so the teacher is able to create a strategy that formulates the students to be active in teaching learning process. Moreover, the teachers are demanded to create interesting media material since the interesting media and materials will easily attract students' attention and participation.

## 5.2. Suggestion

After those previous findings, the suggestion is presented as bellow :

1. English teacher are recomended to use Contextual Teaching Learning in teaching their students since CTL can improve students' speaking achievement and it can make the stduents involve in teaching learning process, enables the students to be more active in the classroom activities.
2. The teacher should motivate students to be active in the classroom by giving them the activity that can stimulate interaction and not afraid of making mistakes by indirectly correcting when they made mistake.
3. The teacher should be creative in creating media and using interesting topic for the material, since it can attract the students and make it easy for them to understand the content of the media itself.

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