

**AN ANALYSIS OF STUDENTS' SPEAKING PERFORMANCE  
THROUGH SEVEN COMPONENTS OF CONTEXTUAL TEACHING  
AND LEARNING (CTL) AT MIDWIFERY DEPARTMENT**

**(A Thesis)**

**Tangzilal Imam Ma'ruf**



**MASTER'S DEGREE OF ENGLISH DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
2018**

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Submitted in a partial fulfillment of

The requirements for S-2 Degree



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FACULTY OF TEACHER TRAINING AND EDUCATION  
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2018**

## **ABSTRACT**

### **AN ANALYSIS OF STUDENTS' SPEAKING PERFORMANCE THROUGH SEVEN COMPONENTS OF CONTEXTUAL TEACHING AND LEARNING (CTL) AT MIDWIFERY DEPARTMENT**

**By:**  
**Tangzilal Imam Ma'ruf**

This research was intended to find out whether there is a significant difference before and after the treatments of seven components of CTL and what aspects of speaking improve best after being taught through the seven components of CTL. This research also wants to investigate how the seven components of CTL improve midwifery students' speaking performance. The subjects of the study were the students of Midwifery Department in Malahayati University. This study took one class as subject of the research. They were 30 students. The data were taken by observing the lecturer at the first meeting, recording the dialogue in pairs, observing the involvement of the students after having treated by the researcher, and interviewing the representative students. The researcher found that there is significant difference in the speaking performance treated by CTL components. Accuracy was the best aspect of speaking performance in this present study. Constructivism, inquiry and questioning components in the CTL which affect the speaking performance. The students also felt comfortable by having CTL as the method of the learning.

**Key words:** *CTL components, Speaking Performance.*

Research Title : **AN ANALYSIS OF STUDENTS' SPEAKING PERFORMANCE THROUGH SEVEN COMPONENTS OF CONTEXTUAL TEACHING AND LEARNING (CTL) AT MIDWIFERY DEPARTMENT**

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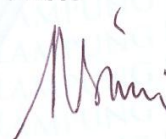
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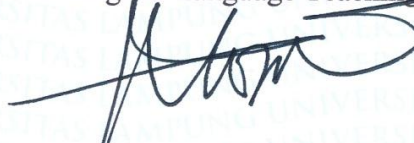
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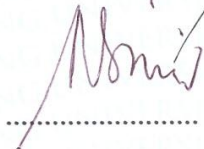
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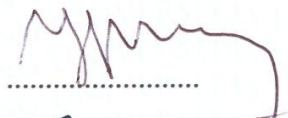
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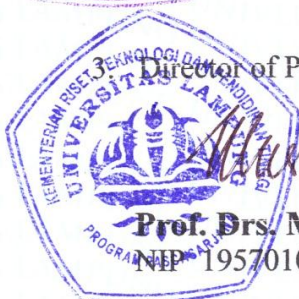
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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

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## **CURRICULUM VITAE**

The writer's name is Tangzilal Imam Ma'ruf. He was born in Natar, July 27<sup>th</sup>, 1990. He comes from a lovable family with three children and he is the second son of Kusnadi and Sutarmi. Both of his parents are civil servants. He has an older sister named Kurni Wijayati and a little sister named Millatul Husniyah.

He began his formal educational school at TK Dharma Wanita UNILA in 1994 and graduated in 1996. He continued his study at SDN 2 Merak Batin yet he moved to SDN 1 Natar in 1999. After graduating from SDN 1 Natar, he attended SMPN 1 Natar in 2002 and graduated in 2005. Then he still continued his study in Natar by entering SMAN 1 Natar and graduated in 2008. Having graduated from SMAN 1 Natar, he enrolled English Study Program of Teacher Training and Education Faculty of Lampung University in 2008. In the first semester of his study, he joined two university organizations named Paduan Suara Mahasiswa (PSM) UNILA and English Society (Eso) of Lampung University since his hobbies are singing and debating.

Being curious and encouraged in implementing his English teaching skills, he tried to enroll to be an English teacher in an institution named Intensive English Course (IEC) of Bandar Lampung in his second semester, 2009. In March 2011,

joined Muli Mekhanai selection of Tulang Bawang Regency and he was chosen as the winner, after winning the selection, he had his PPL in MA Diniyyah Putri Lampung. Having finished his PPL, he was offered to teach there. In Desember 2011, he decided to move from IEC to LP3i until his last semester of study.

In September 2012, after the graduation of Bachelor's degree, he was accepted as an administration staff in University of Lampung. Besides, he also taught as a lecturer in Teknokrat Higher School of Foreign Language. According to him that the study is very important to his future, he decided to continue his study at Master's Degree of English Department of University of Lampung in 2014.



**MOTTO**

The brain is wider than the sky.

(Emily Dickinson)

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Gratitude and honor are addressed to all persons who have helped and supported the writer until completing this research. Since, it is necessary to be known that this research will never have come into its existence without any supports, encouragements and assistances by several outstanding people and institutions. Therefore, the writer would like to acknowledge his respect and best gratitude to:

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Finally, the writer believes that his writing is still far from perfection. There may be weaknesses in the research. Thus, comments, critiques, and suggestions are always opened for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to accomplish further research.

Bandar Lampung, March 15, 2018  
The writer,

Tangzilal Imam Ma'ruf

## **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, Sutarmi and Kusnadi
- ❖ My beloved sisters, Kurni Wijayati and Millatul Husniyah
- ❖ My fabulous friends of Master in English Education Study Program
- ❖ My Almamater, University of Lampung

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## **INTRODUCTION**

There are several points are discussed in this chapter, i.e. introduction deals with background of the problem, research problem, objectives of the research, uses of the research, scope of the research, and definition of terms. Below show how this research paper will be organized.

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

It is observed that the number of graduates from midwifery schools multiplies every year. This phenomenon causes a serious problem in the job market since the government cannot hire all of them in the country. Suwandono (2005: 45) states that there are 770 midwifery academies and health polytechnics for midwives in Indonesia, with the total number of approximately 23,000 graduates in 2004 and 25,000 graduates in 2005. The total absorptive capacity of the public health sectors within the five years of health development period is approximately 2,000-3,000 midwives per year, while the total absorptive capacity by the private health sectors varies with approximately 1000-2000 midwives per year.



By considering this case, sending those ‘surplus’ midwives abroad would be a good alternative to solve the problem. The government has taken steps to solve this problem by sending those ‘surplus’ midwives abroad as there is high demand of midwives in neighboring countries. Unfortunately, since 1996, the passing rate of Indonesian midwives has been approximately 25% of the total applicants. One of their weaknesses in the test requirement is their mastery of English.

The result of needs analysis shows that one of the requirements to get a job in international hospitals for graduates of midwifery schools is the ability to communicate orally in English. However, most midwifery schools teach reading rather than speaking. Besides, existing English textbooks in the market for midwifery student focus on the reading skill. The available speaking materials by Oxford University Press intended for native English students are not appropriate for Indonesian students. The language is too difficult for students of midwifery schools. Considering those reasons, both lecturers and students of midwifery schools need better teaching materials for speaking. Five midwifery institutions in East Java agree and support the idea of developing speaking instructional materials to meet the students’ needs.

This study focuses on students’ speaking skills based on the principles of ESP and CTL learning theory and is empirically verified. The textbook can be used as one of the sources of teaching materials for intermediate-to-advanced speaking classes and graduates wishing to apply for jobs abroad.

The assumptions underlying Contextual Teaching Learning (CTL) stated by Sears' (2002: 2) are: (1) teaching and learning essentially involves an interaction between students and any sources potential for their learning; (2) students need to establish a need to learn something and to employ all their 'attention, intellectual, and emotional' capacities for the learning purposes; (3) no teaching takes place without learning on the part of the students; and (4) learning occurs step by step along the line of the development of the students, and this occurs throughout one's life. Brinton, Snow, and Wesche's (1989: 4) suggest that the use of relevant information content which will increase students' motivation and promote more effective learning is also applied in this materials development. The content based approach employs the principle that any teaching conduct should build on the previous experience of the learner, as they take into account the learners' existing knowledge of the subject matter and the academic environment as well as their second language knowledge. Therefore, language in the developed materials is to be taught through a focus on contextualized use, and there is a need to set up a condition for successful language acquisition. Constructivist teaching employed in this material development is based on constructivist learning theory that learning always builds upon knowledge that a student already knows: a schema. As suggested by Jonassen (1999: 3), the materials are designed to lead the students through questions and activities to discover, discuss, appreciate and verbalize the new knowledge. According to Bain (2004: 1), one of the primary goals of using constructivist teaching is that students learn how to learn by giving them the

training to take initiative for their own learning experiences.

Therefore, this problem makes the researcher interested in doing a quantitative research to find out the development of seven components of CTL in teaching speaking for college students.

## **1.2 Formulation of Problem**

In line with the background previously discussed, the researcher will formulate problem like the following:

1. Is there any significant difference of students' speaking performance before and after treatments of the seven components of CTL?
2. What aspect of speaking does the implementation of the seven components of CTL improve best?
3. How do the seven components of CTL improve students' speaking performance?

## **1.3. Objectives of Research**

1. The researcher wants to find out whether there is a significant difference before and after the treatments of seven components of CTL.
2. The researcher wants to find out what aspects of speaking improve best after being taught through the seven components of CTL.
3. In relation to the statement of the problem, the researcher wants to investigate how the seven components of CTL improve midwifery students' speaking performance.

#### **1.4 Uses of Research**

The researcher expected the results of the research can be used as:

1. Theoretically, this research was expected to show whether the result is relevant or not to the previous theories and to find out the process of applying the seven components of CTL in improving students' speaking performance. Moreover, this research will also be used as a reference for the next researcher who will concentrate on the similar scope of research.
2. Practically, this research hopefully can be the consideration in investigating the application of CTL in improving midwifery students' speaking performance.

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

The research will focus on developing learning model based CTL of teaching speaking for college students. In collecting the data, the researcher will also conduct classroom observation and give the questionnaire to the students to strengthen the data and to find out the development of learning model based CTL of teaching speaking. The data will be collected at Midwifery Department of University of Malahayati.

#### **1.6 Definition of Terms**

In order to avoid misunderstanding concerning to the terms used in this research, here is the definition of terms classified.

1. *Contextual Teaching and Learning* is a technique of teaching learning which help teachers relate the materials being taught to the students real

world and encouraging the students relate their knowledge in their daily lives by implementing all seven main components in the teaching learning process (Depdiknas: 2002: 2).

2. *Speaking* is one of the central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate information, ideas, and emotions to others using oral language. (Irawati, 2003: 5)

In short, this chapter shows what the researcher wants to start in his research by giving clear explanations in each subchapter.

## **II. LITERATURE REVIEW**

This chapter discusses certain points; literature review deals with concept of speaking, types of classroom speaking performance, concept of teaching speaking, concept of contextual teaching and learning, the components of contextual teaching and learning, teaching speaking through CTL, procedure of teaching speaking through CTL, and advantages and disadvantages of CTL. Classified like the followings.

### **2.1 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.

Also, Irawati (2003: 5) states that speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate information, ideas, and emotions to others using oral language. This statement also similar with statement of Mulgrave in Tarigan (1991: 1) which states that speaking is instrument that reveals to the listener whether the speaker understand or not the material going

explained; whether the speaker on calm position and integrate, when he deliver his ideas; and whether he is aware and enthusiast or not. So, the situation of student's emotion affects to their quality of speaking, whether it is fluency or structure. The main goal of speaking is to communicate. So, to deliver the idea effectively the speaker has to understand the meaning of all things that will be delivered; she/he has to evaluate the effect of communication toward the listener; and she/he has to understand principle that become the basic of communication.

De Filippo & Scott (1978: 278) 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 (Tarigan, 1991). 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 (Freeman, 1986: 177).

We try to communicate with each other and use our language to make other people understand. Byrne (1986: 1) says that speaking or oral communication is a two-way process between speaker and listener and involves productive and

receptive skills of understanding. It means that we try to communicate with each other and use our language to send our message to others (listeners).

Meanwhile, Lado (1961: 488) 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 fluently. This idea means that, speaking emphasizes more to the ability of an individual to convey something whether it is in the form of expression, report, etc with the language he has.

From the definition above, it can be concluded 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 the idea of the speaker. Through these processes, people interact with other.

There are four components of speaking skill introduced by Heaton (1978), they are: Accuracy (pronunciation, vocabulary, grammar), Fluency, Comprehensibility and Content. In this research, researcher limited the rubric into three. They are accuracy, fluency, and comprehensibility.

### **1. Accuracy**

Mean of accuracy in speaking is when someone can produce correct sentences in pronunciation, vocabulary, grammar and word choice so it can be understood. According to Bailey in Nunan (2003:55) explains that, the mean of accuracy means the extent to which students' speech matches what people actually say when they use the target language.



## **2. Fluency**

The students can be called master of English or have a good ability in English if they can speak fluently. It means the student fluency in English as sign that they are master of English. According to Bailey in Nunan (2003:55) explains that, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches. In addition Richard (2006:14) defines fluency is natural language use occurring when a speaker uses in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. In the fluency it can be developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstanding, and work to avoid communication breakdowns. There are some activities focusing on fluency; reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, produce language that may not be predictable, seek to link language use to context.

## **3. Comprehensibility**

Comprehensibility is the process of understanding of the utterances sent by speaker done by the listener. Also comprehensibility in speaking means that people can understand what we say and we can understand what they say. According to Harmer in Zulfiqar (2013:19) explains that, comprehensibility can occur if two people want to make communication to each other, they have to speak because they have different information. If there is „gap“ between them, it

is not a good communication if the people still confuse with what they say. In addition Clark and Clark in Zulfiqar (2013:19) defines that, comprehensibility has two common senses. In its narrow sense it denotes the building of meaning and utilizes the speech act conveyed.

## **2.2 Types of Classroom Speaking Performance**

In speaking, there are some types of speaking performance. Brown (2004: 31) provides types of classroom speaking performance, they are:

### **1. Imitative**

A very limited portion of classroom speaking time may legitimately be spent generating "human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

### **2. Intensive**

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

### 3. Responsive

A good deal of student speech in the classroom is responsive short replies to teacher-or-students-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic:

T: *"How are you today?"*

S: *"Pretty good, thanks, and you?"*

T: *"What is the main idea of this essay?"*

S: *"The United Nations should have more authority"*

T: *"So, what did you write for question number one?"*

S: *"Well, I was not sure, so I left it blank"*

### 4. Transactional Dialogue

Transactional dialogue, which is carried out for the purposes of conveying or exchanging specific information is an extended form of responsive language.

Conversation, for example, may have more of a negotiate nature to them than does responsive speech e.g.:

T: *"What is the main idea of this essay?"*

S: *"The United States Nations should have more authority"*

T: *"More authority than what?"*

S: *"Than it does right now"*

T: *"What do you mean?"*

S: *"Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons"*

T: *"You don't think the UN has that power now?"*

S: *"Obviously not. Iraq is still manufacturing nuclear bombs"*

## 5. Interpersonal Dialogue

Interpersonal dialogue carried out more for maintaining social relationships than for the transmissions of facts and information. The conversations are a little trickier for learners because they can involve some or all of the following factors:

A casual register	Slang
Colloquial language	Ellipsis
Emotionally charged language	Sarcasm

For example:

Amy : *“Hi Bob how’s it going?”*

Bob : *“Oh, so-so”*

Amy : *“Not a great weekend, huh?”*

Bob : *“Well, far be it from me to critics, but I’m pretty miffed about last week”*

Amy : *“What are you talking about?”*

Bob : *“I think you know perfectly well what I am talking about”*

Amy : *“Oh, that....how come you get so bent out of shape over something like that?”*

Bob : *“Well, whose fault was it, huh?”*

Amy : *“Oh, wow, this is great, wonderful. Back to square one. For crying out loud, bob, I thought we’d settled this before. Well, what more can I say?”*

## 6. Extensive Monologue

Finally, students at intermediate to advanced level are called on to give extended monologues in the forms of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

In this study, the researcher used the third type of the speaking performance, i.e. responsive. When someone asked a question to his/her friend, the other directly responded by giving possible answer depended on the real situation of the matter.

### **2.3 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.

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

In teaching speaking teacher should know the types of spoken language that will make teaching activity easier. According to Nunan (1991b: 11) spoken language is drawn as such:

Monologues : 1. Planned

2. Unplanned

Dialogue : 1. Interpersonal: familiar and unfamiliar

2. Transactional: familiar and unfamiliar

In monologues when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcaster, and the hearer must process long stretches of speech without interruptions-the stream of speech will go on whether or not the hearer comprehends. Monologues are divided into two kinds: Planned usually manifest little redundancy and are therefore relatively difficult to comprehend.

Unplanned exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations, can help or hinder comprehension.

Dialogues involve two or more speakers and can be exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

In teaching language also need to determine the focus of speaking skills in order to make the learning speaking in transactional form easier to be planned. In speaking there are some components to be considered. According to Haris (1974:

7) there are five components they are, pronunciation, fluency, grammar, vocabulary and comprehension. Meanwhile in transactional speaking the components that can be reached according to Richards (1990: 6) that an issue that arises in practicing talk as transaction using different kinds of communicative tasks is the level of linguistic accuracy that students achieve when carrying out the tasks is accuracy. This also supported by Higgs and Clifford (1982: 9) in Richards states that transactional speaking develops accuracy and fluency. We can see that if the students are able to deliver their mind with accurately and fluently the comprehension will increase.

According to Richards (1990: 16) teaching speaking with transactional types can be arranged by determining the goal of speaking skill:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

After that in teaching speaking there are some difficulties that are revealed by Brown (2000: 14) they are:

## **1. Clustering**

Fluent speech phrasal, not word by word, learners can organize their speaking both cognitively and physically (in breath groups) through such clustering.

## **2. Redundancy**

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

## **3. Reduced forms**

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English (see the section below on teaching pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted bookish quality of speaking that in turn stigmatizes them.

## **4. Performance variables**

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections

## **5. Colloquial language**

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.



## **6. Rate of delivery**

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

## **7. Stress, rhythm, and intonation**

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

## **8. Interaction**

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiations.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable pronunciation.

### **2.4 Concept of Contextual Teaching Learning**

The majority of students in Indonesia's schools are difficult to make connections between what they are learning and how that knowledge to be used. This is

because the way they process information and their motivation for learning are touched 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.

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

According to contextual learning theory, learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This approach 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 (Depdiknas: 2002).

Meanwhile Johnson (1981) 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.

Contextual teaching and learning is a concept of learning which help teachers relate the materials being taught to the students real world and encouraging the students relate their knowledge in their daily lives by implementing all seven main elements in the teaching learning process (Depdiknas: 2002). The seven components are constructivism, Questioning, Inquiry, Learning community, Modelling, Self Reflection and Authentic Assessment.

## **2.5 The Components of Contextual Teaching 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 against new encounters. It means that in this stage students are actively involved in learning process based on the previous knowledge (entry behavior). They will achieve goal based on their prior knowledge and use their own styles to achieve the goal.

### **2. 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 in group 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 Senia (2003) that group should be of mixed abilities, so that beginning students can learn from more advanced ones.

### **5. Modeling**

Giving example plays or that we called as modeling is an important role in teaching learning process. (Depdiknas, 2002) states that modeling 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 learnt, 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) stated that self assessment can be introspective, where the learner is asked back on his foreign language experience and rate him against some kind of state.

## **7. Authentic assessment**

Assessment is the process of collecting data that can give a picture of student learning. Assessment is done together with the integrated (not separated) from the learning activities, the emphasis on the learning process. Therefore, the data collected must be obtained from activities that are students done during the learning process.

Study assessed the progress of the process, not only results, and in many ways, only one test. That is the assessment of the actual substance. With authentic assessment, questions to be answered are "whether the children learn?" What is done? ". So the students assessed the ability in many ways, not only from the written test results (Depdiknas, 2005).

## **2.6 Teaching Speaking Through CTL**

The term 'teaching' means giving the instruction to a person or give a person knowledge skill, etc. While the term '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 proceeded by listening skill. Increasing listening skill is very beneficial for speaking ability.

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 person'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 efficiently 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 be give a model about the material. In inquiry, the students have chance to find out something related to the material by them. 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 CTL**

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 activity**

- ❖ Teacher asks the students some questions about the topic being learnt at that day (questioning, constructivism)

### **Whilst activities**

Both in the first and second meeting the teacher apply the following step during whilst activities. The steps are:

- ❖ Teacher asks students to write down their own information based on the topics learnt today. (Constructivism, Inquiry)
- ❖ Teacher gives a sheet of dialogue and practices the dialogue together with the students. (Modeling)
- ❖ Teacher then asks students to practice 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 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 students to make their own dialogue with their friend. (Leaning Community, Authentic Assessment)

### **Post Activities**

After conducting teaching learning in whilst activity, the teacher will do post activity. Here are the steps:



- ❖ Teacher writes disordered sentences, words that arouse in the teaching learning process.
- ❖ Teacher asks students' to analyze whether the sentences 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)**

According to the guideline of CTL published by Depdiknas (2002), there are some advantages and disadvantages of using CTL in teaching learning activity. Some of them will be explained as following

### **1. 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 learning 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 chance to observe something by themselves and finally make the conclusion of what they have observes that result in finding something by them.

**2. The disadvantages of CTL are:**

- a. Self-discovery will not occur if the whole students in one group consist of weak students.
- b. It spends much time during the teaching learning process.
- c. Students are not ready to work with their friends.

**3. Steps to overcome the problems happen in the class:**

- a. The instructions should be clearly defined to the students.
- b. The students are grouped purposively so that the students who have high ability and low ability can be in one group.
- c. Let students do the activities and the teacher just help students when they find the difficulties during the learning process.

## **2.9 Theoretical Assumption**

Based on the frame theory above, the writer assumes that Contextual Teaching and Learning (CTL) is a good method 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 could 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 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 performance and the teaching learning process in the class will automatically improve.

## **2.10 Hypothesis Testing**

Referring the theories and the assumptions above, the writer would like to formulate hypothesizes as follows;

1. There is a significant difference of students' performance after being taught through the seven components of CTL.
2. There is no significant difference of students' performance after being taught through the seven components of CTL.

### **III. RESEARCH METHODS**

This chapter discusses certain points; research method deals with research design, subject of the research, source of data, data collecting technique, validity of data, reliability of data, research procedure, and data analysis. Classified like the followings.

#### **3.1 Research Design**

This research is aimed at finding out whether there is a difference between the students' speaking performance taught through the seven components of CTL. During the research, one group pretest-posttest a queasy experimental design was applied. There was one class as the subject of the research through purposive sampling technique.

The design can be illustrated as follows:

**T1 X T2**

in which:

**X** : **Treatment** (using recommended learning model)

**T1** : Pretests (before treatment)

**T2** : posttests (after treatment)

(Setiyadi, 2006: 143)

The pretest was administered to find out the students' initial speaking performance before the treatments. Subsequently, the students in the experimental class were given three treatments by using recommended learning model, while the students in the control class accepted three treatments by using common learning model. Eventually, a posttest was administered to find out the students' speaking performance after the treatments.

### **3.2 Population and Sample**

The population of this research was the second semester students at Midwifery Department of University of Malahayati 2015/2016. There are four classes of the first semester students. Each class consists of 30 students. It was done by using purposive sampling. They were purposively sampled as a consideration from the English teacher in the midwifery department that they were suitable to be the sample.

### **3.3 Variables**

Based on the problems of the research, the variables can be defined as follows:

1. The dependent variable is the students' speaking performance.
2. The independent variable is the treatment used in the research (The seven components of CTL).

Dependent variable, in this case the students' speaking performance, is the main variable in the research. This variable was measured after all treatments in the

research were done. It is the product of interaction among all variables. On the other hand, independent variable is the one in a research which takes role as the cause or functions to affect the dependent variable.

### **3.4 Data Collecting Technique**

In data collecting, speaking tests were used as the instrument. There were two types of tests; pretest and posttest which are elaborated as follows:

#### **1. Pretest**

Pretest was conducted before treatments are given. It was carried out in order to know how far the students had mastered speaking before treatments. Since it is a true experimental research, the data collected in this research are used to measure whether there is a significant difference or not of the students' speaking performance experimental class.

#### **2. Posttest**

Posttest was conducted after the employment of treatments. It was held in order to know the increase of the students' speaking achievement after being given treatments. The form of the test was the same as that in the pretest. It was conducted in 80 minutes, 10 minutes for each group since the oral performance done in group which consists of five students.

Besides, the researcher also used the following instruments as follows:

### 3. **Observation**

For the very first stage, the researcher entered the classes before it is decided in what class the research conducted. In this activity, the researcher only observed the class where teacher that day is teaching. This observation focused on finding out more information about the whole class activities during teaching learning process in general. Researcher only made some hand-note about the common situation in class as his result. It is done as pre research, and after it has been decided or randomized, the researcher focused the observation to gain information about the process of teaching learning based on the seven components of CTL. The observation sheet especially focused on students' activities during learning process. Notes of implementation of CTL components are also made by researcher and arrange it in a table. The observation employed twice in different time.

In this observation, the researcher is a non-participant observer. He asked the English teacher who has been previously confirmed by him to teach speaking skills through Contextual Teaching Learning (CTL). Then, the researcher and other rater observed teaching learning process based on the seven components of CTL which has been provided in the observation sheet. Setiyadi (2006:101) specifies the purpose of observation is to explain the situation being investigated: the activities of individuals involved in an activity and relationship among them.



**Table 1. Sample of observation sheet of students' involvement during teaching speaking**

No	Students' Activities	Rater		Researcher	
		Total of Students Involved	% of Students Involved	Total of Students Involved	% of Students Involved
1.	Pre-Activities				
	<ul style="list-style-type: none"> <li>Interested in the opening of the class.</li> </ul>				
	<ul style="list-style-type: none"> <li>Responding to the teacher's questions about the topic enthusiastically.</li> </ul>				
2.	While-Activities				
	<ul style="list-style-type: none"> <li>Responding to the topic enthusiastically.</li> </ul>				
	<ul style="list-style-type: none"> <li>Following inquiry steps enthusiastically.</li> </ul>				
	<ul style="list-style-type: none"> <li>Actively involved in the questioning as the data gathering.</li> </ul>				
	<ul style="list-style-type: none"> <li>Actively involved in the group discussion.</li> </ul>				
	<ul style="list-style-type: none"> <li>Following teacher's modeling enthusiastically.</li> </ul>				
	<ul style="list-style-type: none"> <li>Actively presenting the results of group discussion in front of the class.</li> </ul>				
	<ul style="list-style-type: none"> <li>Actively involved in doing what have been learned.(reflection)</li> </ul>				
3.	Post-Activity				
	<ul style="list-style-type: none"> <li>Doing the speaking task.</li> </ul>				
<b>Average</b>					

The criteria of successful teaching-learning process:

- 40% – 59% : Poor
- 60% – 69% : Enough
- 70% – 79% : Good
- 80% – 100% : Very Good

Those criterions were taken by analyzing the students' involvement in the classroom. In this research, the researcher was helped by the rater. So the data was taken based on the two perceptions.

**Table 2. Observation sheet of implementation of CTL components during the teaching learning process**

No	Components	Implementations
1	Constructivism	
2	Inquiry	
3	Questioning	
4	Learning community	
5	Modeling	
6	Reflection	
7	Authentic assessment	

#### **4. Interview**

The interview was done in order to get the additional valid data to enhance the observation in finding out and checking-rechecking whether the students' perception had proved the researcher's idea about the teaching learning process. Moreover, the interview was aimed in getting an accurate data from both sides and they were very useful to be as a media cross check on both students' and teacher's opinion about the seven components of Contextual Teaching and Learning (CTL). Fraenkel (1990: 385) describes that interview is an important way for a researcher to check the accuracy of the impressions of what he or she has gained through observation. The purpose of interviewing people was to find out their mind, what they thought or how they felt about something. To help the researcher collect the data, he used voice-recorder to save the data so that he could analyze it and also to re-ensure that the scores given are suitable with the performance.

The example of the questions:

1. how did you feel after the treatments before and after conducted by me?
2. what aspect of these treatments that you like most?

3. why did you like that aspect, can you describe!
4. could you tell me the strength and the weakness about these treatments?

In this research, the researcher used the word “treatments” to replace the word CTL in order to catch the data easily from the students. The researcher interviewed three students based on their level of speaking performance.

### **3.5 Procedures of Collecting Data**

To achieve the best result of the research, the researcher planned the procedure of the research on these following steps:

1. Formulating the research question and determining the focus of the research. The formulation of the research question is really needed at the basic or first step of the research. It is done by considering the problem arise in the research.
2. Determining the case, the way of collecting and analyzing the data as well as the way of reaching the conclusion. The data were collected by doing observation in the class, having interview with the English teacher, and also giving questionnaires to the students.
3. Referring the instruments of collecting the data. The instruments of collecting the data are very important in a research. Therefore, the researcher has to be able to select the instruments which are appropriate to gather the data. The instruments were paper and electronic media. Here, researcher used observation sheets, interview and voice recorder.

4. Determining the class which come the subject of the research. The class determined after having an observation and a discussion with the English teacher.
5. Discussing with the teacher about the materials taught. The materials taught should be appropriate with the objective of the research.
6. Observing the teaching-learning process conducted by the teacher. Here, the researcher found out the necessity of the research using the appropriate instruments. In this process, the researcher observed the application of seven components of CTL in teaching speaking during two times of classroom interactions by using observation sheets.
7. Interviewing the students conducted by the researcher.
8. Analyzing the data to come at the fixed result of the research.
9. Reporting the result of the data analysis to induce the research finding.

### **3.6 Criteria for Evaluating Students' Speaking**

The form of the test was subjective, since there was no exact and fixed answer for the test. Therefore, to minimize any subjectivity as much as possible, inter rater was occupied to assess students' performance. The raters were the researcher herself and the class English teacher. The score was given by observing the students' performance and by listening to their records.

Meanwhile, the students' utterances were recorded because it helped the raters to evaluate their performance more precisely and objectively. Furthermore, the

speaking test was measured based on two principles, reliability and validity, as explained below:

### 1. Reliability

Reliability refers to extend to which test is consistent in its scores and gives an indication of how accurate the test scores are. The concept of reliability stems from the ideas that no measurement is perfect; even if one goes to the same scale there are always differences in the weight which become the fact that measuring instrument is not perfect. Since this is a subjective test, inter rater reliability was occupied to make sure and verify that both the scoring between raters and that of the main rater herself (the researcher) is reliable or not.

In addition, the following statistical data presents the reliability of inter-rater scoring. It was measured using SPSS systematic measurement.

**Table 3. Systematic Measurement of Inter-rater Reliability Speaking Performance Pretest**

		Value	Asymptotic Standardized Error <sup>a</sup>	Approximate T <sup>b</sup>	Approximate Significance
Measure of Agreement	Kappa	,772	,057	17,086	,000
N of Valid Cases		30			

From systematic measurement of inter-rater reliability speaking performance pretest table, we could see the coefficient kappa value is 0.772 which is >0.6 and the significance is 0.000 which is <0.05. It means the inter-rater pretest scoring was reliable.

**Table 4. Systematic Measurement of Inter-rater Reliability Speaking Performance Posttest**

		Value	Asymptotic Standardized Error <sup>a</sup>	Approximate T <sup>b</sup>	Approximate Significance
Measure of Agreement	Kappa	,640	,067	13,815	,000
N of Valid Cases		30			

From systematic measurement of inter-rater reliability speaking performance posttest table, we can see the coefficient kappa value is 0.640 which is  $>0.6$  and the significance is 0.000 which is  $<0.05$ . It means the inter-rater pre-test scoring was reliable.

## 2. Validity

Validity refers to the extent to which the test measures what is intended to measure. This means that it relates directly to the purpose of the test. This research focused on two types of validity, content validity and construct validity, as is explained as follows:

Basically, any test should be a good reflection of what has been taught and the knowledge which the teacher wants the students want to know. Content validity can be best examined by the table of specification. Meanwhile, construct validity concerns with whether or not the test is actually in line with the theory of what it means to the language that is being measured. It would be examined whether or not the test actually reflects what it means to know a language (Shoamy, 1985: 74). It implied that the test measured certain aspects based on the indicator.

This research occupied a comparison of the test to the table of specification to know whether the test is a good reflection of what has been taught and the knowledge that the teacher wanted the students to know. A table of specification is an instrument that helps the test constructor plans the test.

In this study, the speaking tests were conducted in 80 minutes respectively. In the test, the students both in the control and experimental class had to perform their speaking test in front of the class in form of monologue. It was a group performance, consisting of four students respectively. Yet, the scoring of the speaking performance was done individually. The record of students' performance was used in order to assess the students' speaking test accurately. Then, the recording assessed together with the rater-the English teacher of the class.

In evaluating the students' speaking score, the writer and another rater listened to the students' recording and use the oral ability scale proposed by Heaton (1991).

In scoring the test, the researcher implemented analytical scoring which cover, accuracy, fluency and comprehensibility separately. To find out the average score of students, the researcher also uses formula as follow:

**Table 5. Table of Specification of Speaking Assessment**

Elements of Speaking Assessment	Descriptions
Accuracy	Covering pronunciation, grammar and vocabulary
Fluency	Covering fairly wide range of expression and responding well without difficulty.
Comprehensibility	Understanding the speaker intention in general meaning.

**Table 6. The Guideline of Grading System**

<b>Rating</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Comprehensibility</b>
6	Pronunciation only very slightly influenced by mother-tongue	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses	Easy for listener to understand the speaker attention and general meaning
5	Pronunciation is slightly influenced by mother-tongue. Most utterances are correct.	Has to make an effort at times to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses	The speakers' intention and general meaning are fairly clear. A few interruption by listener for the sake of clarification are necessary.
4	Pronunciation is still moderately influenced by mother-tongue but no serious phonological errors	Although she/he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly.	Most of the speakers' utterances are easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to see the clarification.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors	Has to make an effort for much of time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speakers' more complex and longer sentences.
2	Pronunciation is influenced by the mother-tongue with errors causing a breakdown in communication	Long pauses while he searches for the desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making effort at times	Only small bits(usually short sentences and phrases) can be understood- and then with considerable effort by someone who us used to listening to the speaker.
1	Serious pronunciation errors. No evidence of having mastered any of the language skills and area practiced in course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making effort.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

The interpretation of grading system is as follows:

- 6 : Excellent
- 5 : Very Good
- 4 : Good
- 3 : Fair
- 2 : Poor
- 1 : Moderate



### **3.7 Data Analysis**

In order to see whether there is an increase of students' speaking performance and how the seven components of CTL could be applied in teaching speaking. The students' scores were examined by using some steps as follows:

1. Scoring the pretest and posttest.
2. Tabulating the scores of the students' speaking result using rating scale.
3. Calculating and comparing the means of the control class and experimental class.
4. Drawing conclusion from the tabulated result of the pretest and posttest.

The data were statistically analyzed by using the statistical computation i.e. independent groups T-Test of SPSS version 15 to test whether or not the increase of the students' gain is there and whether the seven components of CTL gives is applicable to improve students' speaking performance.

### **3.8 Hypothesis Testing**

The hypothesis testing was used to prove whether the hypothesis proposed in this research is accepted or not. SPSS (Independent T-test) was utilized. The hypothesis was analyzed at the level of significance of 0.05 in which the hypothesis is approved if it signs  $< .$  It means that the probability of error in the hypothesis is only about 5%.

The hypotheses are:

1. There is a significant difference of students' performance after being taught through the seven components of CTL.
2. There is no significant difference of students' performance after being taught through the seven components of CTL.

The hypothesis is statistically analyzed by using Independent group T-test. It is used to draw the conclusion at the level of 0.05.

## **V. CONCLUSIONS AND SUGGESTIONS**

This chapter describes the conclusion of the result of the research and also the suggestion from the researcher to the other researchers and English teachers who want to try to apply the seven components of CTL in teaching speaking for college students.

### **5.1. Conclusions**

After conducting the research in the second semester of the students of midwifery department and analyzing the data, the conclusions were drawn as follows:

1. The Application of seven components of CTL could improve students' speaking performance.
2. Based on the analyses in each aspect of speaking such as accuracy, fluency and comprehensibility, it was found that students have improved the most in accuracy and comprehensibility aspect and the least fluency in aspect. It could be proven by the increase of students' mean score in fluency was increased, in which the gain was while the increase of students' mean score in comprehensibility aspect was the highest. Therefore, it could be

concluded that the students have improved the most in accuracy, comprehensibility and the least in fluency aspect. It occurs because of the culture of Indonesian people who always focus on mastering grammar, vocabulary and pronunciation.

3. The constructivism, inquiry and questioning are the most effective components which affect the speaking performance. It happens because these three components are the bridge to participate in speaking. CTL is a good method because it becomes very systematical components. It also give the teacher or lecturer a good time management.

## **5.2. Suggestions**

Since there is a significant improvement of students' achievement in improving students' speaking performance that were taught by the seven components of CTL researcher would like to share some suggestions. In reference to the conclusion above, some suggestions were given as follows:

1. Based on the finding that the seven components of CTL could be used well to improve the students' speaking performance, English teachers can help the students improve their speaking performance by applying the seven components of CTL in the classroom. The teacher or lecturer must have select the material before teaching their students. They should also understand deeply about the basic concept of the seven components of the CTL method.

2. It is essential to make the student become self-regulated learner in order to let them analyze something happening in their life without asking and waiting for teacher's explanation. In this case, the students try to comprehend based on prior knowledge and then relate it in to the material has been discussed and the teacher should give a good brainstorming to active students' background knowledge.
  
3. Since it is quite difficult to handle big class in applying the techniques, the teacher should be able to manage the class by giving more attention to the students. It can be done by monitoring the students' activity frequently, whether they are active or not during the teaching learning process and when they have group or pair working. The teacher should around the class and then pay more attention to the group or pair activities.
  
4. For other researcher who wants to replicate the research, they are suggested to use bigger sample than this study, so that significant level can be achieved. Furthermore, other researcher may apply the seven components of CTL to develop other skills such as listening, reading, and writing.

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