

ABSTRACT

THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING IN TEACHING SPEAKING SKILLS AT THE SECOND GRADE OF SMA NEGERI 5 BANDAR LAMPUNG

By

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Speaking is one of the central forms of communication. Many language learners regard speaking ability as the measurement of knowing a language. Therefore, a good method in teaching speaking is needed to encourage students in practicing speaking. The aims of this research were to investigate the implementation of contextual teaching and learning in teaching speaking skills and what were the strengths and the weaknesses of CTL in teaching speaking at SMAN 5 Bandar Lampung. This research was qualitative descriptive research.

The population of this research was the second grade students of SMA Negeri 5 Bandar Lampung. There were ten classes of the second grade and each class consisted about 38 students. The researcher took class XI IPA 1 as the pre observation class and XI IPA 5 as the sample where the research would be conducted. This research lasted from 18th of January to 1st of February 2013. In collecting the data, the researcher observed the implementation of seven components of CTL to see student's involvement during teaching learning activities and distributed questionnaires to the students. The result of observation shows that almost all components of CTL were well implemented. Students' involvement can be seen during the process of speaking class. From pre activities, while activities, and post activities, there were more than 65% of students who were involved actively and enthusiastically enough. While from the questionnaires, there were also more than 65% of students who agreed that they were involved in learning process. Furthermore, the teacher faced some problems such as the big size of the class and also the question that are difficult to be answered by the students.

Based on the data, the components of CTL were implemented successfully enough. It can be concluded that CTL is applicable method to be used in teaching speaking. The teacher should also make maximal preparation before conducting the teaching learning process.