

I. INTRODUCTION

This chapter mainly discusses several points, i.e. introduction that deals with background of the problem, research problem, objective of the research, uses of the research, scope of the research, and definition of term.

1.1 Background of the Problem

Language is a tool that human use to communicate with other people in the world. Language can be used in oral and written communication. There are a lot of languages in the world because every country has different mother tongue. So, as a media of communication, human being has to use the language that can be understood in every country. Language will make people easier to have relation with other people from different place. Moreover, English nowadays is acknowledged as an international language because many people from different countries used it as a means of communication. As an International language, English becomes very important for our life not only as a communication but also as a way to transfer knowledge and technology, economic affairs and culture. Therefore, English is taught from elementary school level to university level.

English has two basic majors, i.e. skill and component. The basic skills are listening, reading, speaking, and writing while the basic components are vocabulary, structure, pronunciation, and spelling. Byrne (1984) says that our concern as language teacher is not to inform our students about the language, but to develop their ability to use language. Based on the statement above, we can get a point that the important of language is how to use and apply it.

According to Richards (1990), “Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency”. From the statement, it can be said that most language learners study English in order to develop proficiency in speaking. Besides, many language learners regard speaking ability as the indication that learner are able to use the language. They regard speaking as the most important skill that they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Bygate (1987:3) states that the basic problem in foreign-language teaching is to prepare the students to use the language. How the preparation is done successfully depends very much on how we as teachers understand the aim of teaching. It means that a good method in teaching speaking will encourage students to practice speaking. One of the methods that is suitable for teaching English especially speaking skill is CTL (Contextual Teaching and Learning).

According to Johnson as quoted by Alwasilah (2009: 19), CTL is an educational process that aims to help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments. CLT relates to subject matter content to real world situation that is needed during the teaching learning process so the students know the benefit of learning.

To make the students speak in the classroom is not easy. The difficulties of students to speak may be caused by some backgrounds such as students' reluctance, lack of motivation, uninteresting teaching technique, fault method in teaching speaking, etc. For this, the teachers are supposed to be creative in developing their teaching learning process and being appropriate in using method to create good atmosphere and good students' speaking skill.

Some researchers such as Sister (2004), and Hidayah (2009) in their research found that it is possible to apply CTL in teaching of speaking. Moreover, students are actively involved during teaching and learning process since the teacher performed throughout aspects of CTL in teaching speaking so that the students' speaking achievement were increased.

Based on the background above, the writer tried to conduct research in which CTL was used as the foundation to support modification and using of teaching-learning process. The writer conducted the research in order to know the procedure of CTL in teaching speaking. Therefore this research is entitled *The Implementation of Contextual Teaching and Learning in Teaching Speaking Skills at the Second Grade of SMA N 5 Bandar Lampung*.

1.2 Research Problem

The problem of this research is formulated as follow:

1. How is the implementation of teaching speaking by using CTL at second grade students of SMA Negeri 5 Bandar Lampung?
2. What are the strengths and weaknesses of teaching speaking by using CTL at second grade students of SMA Negeri 5 Bandar Lampung?

1.3 Objective of the Research

In relation of the problems above, the objectives of the research are:

1. To find out the implementation of teaching speaking by using CTL at the second grade of SMA Negeri 5 Bandar Lampung.
2. To find out the strengths and weaknesses of teaching speaking by using CTL at the second grade of SMA Negeri 5 Bandar Lampung.

1.4 Uses of the Research

The uses of the research are:

1. Theoretically

The result of this research is expected to support the previous theories dealing with the theories of Contextual Teaching Learning (CTL) in teaching speaking. Moreover, this research also to be used as a reference for the next researcher who will concentrate on the similar scope of research.

2. Practically

This research was hoped useful for English teacher to implement CTL in teaching speaking. This research may also contribute some information about understanding language learning. Furthermore, this research can be used as logical consideration for the next research.

1.5 Scope of the Research

This research was conducted at SMAN 5 Bandar Lampung. The subject of this research was second grade students of the school. The sample was randomly chosen, since the researcher decided that second grade classes have the same appropriate materials related to the issue of this research. The chosen class was XI IPA 5 which consisted of 38 students. The researcher tried to analyse and describe the implementation of CTL in teaching speaking at the second grade of SMAN 5 Bandar Lampung. The researcher conducted classroom observation and distributed questionnaire to students to get the data needed. The researcher also analyzed the third type of the classroom performance (responsive) that was used by the teacher.

The researcher wanted to know students' response with the teacher's questions by giving the possible answer depended on the real situation of the matter.

1.6 Definition of Terms

Speaking

It is a two-way process between speaker and listener and involves productive and receptive skill of understanding (Byrne, 1984:81). It means speaking is a way for communication to send our message or idea to other people.

Contextual Teaching and Learning

CTL is a concept of teaching and learning which helps teacher to relate the material to the students' real world situations and motivates students to be more active in connecting their knowledge and its application to their real lives (Depdiknas, 2002).

Teaching

It is showing and helping someone to learn how to do something by giving instruction, guiding in the study of something with knowledge causing to know or understanding (Brown, 1987:7).