

1. INTRODUCTION

1.1 Background of Problem

Speaking is one of the important aspects for human to live in a community because people should communicate their ideas or opinion to other people to get their need. Tarigan (1982:18) said that speaking is an ability to produce articulation sounds or words to express feelings, ideas and opinions. Therefore it is really important for student not only to be able to listen, read and write English well but also to be able to speak English well. Besides, speaking is a compulsory subject for junior high school students.

Based on School Based Curriculum (KTSP) for the 8th grade of junior high school, students are expected to be able to comprehend and express the meaning of simple transactional and interpersonal conversation to interact with the society. However, based on researcher's the interview with the English teacher of SMPN 01 Tanjung Raja it is found that most of students of VIII B' speaking ability was low. It also can be seen from their low mark at first semester examination in year 2009-2010. From 40 students of second grade of junior high school of SMPN 01 Tanjung Raja, 21 students or 52,5 % got score fewer than 60 or under the minimum passing goal(KKM) in first semester. Besides, they still cannot communicate in English by using some expressions used in a short conversation like asking, giving information and making clarification etcetera.

Considering the fact in the school the researcher is interested in carrying a classroom action research to improve the condition. In addition, there is no classroom action research in English lesson has been conducted in this school.

The problem above is also supported by the result of pre observation done by researcher at the first semester. She found that when the students were asked to present the dialogue, they got some difficulties in expressing their ideas so the listener can not receive the message in communication well. There are lots of fillers, such as *umm* and *err*, in accuracy, there are many ungrammatical disorder such as *you is my friend* and *she don't know*. 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 is still too limited. This fact was found when their speaking was rated; most of students failed to pass the standard goal that is 65.

In pre observation, the 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 knew the form of sentences but they were not able to implement it in 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 is also due to the lack of information about the context of lesson that made 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 to it well because first, listener did not get the point of material and secondly because they could not express their idea either. So, discussion ran so slow and boring. The last, speaking goals could not be reached.

Concerning to the use of teaching aid, the teacher only used the text book. Students' speaking ability became worse because they did not have sufficient sources as 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) states in speaking and listening we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together.

Due to the results of pre observation, the researcher discussed with the teacher about the problems in the classroom and researcher assumed that the students' problems were fear of being blamed, little chance for exercising, little sources, and boredom and in appropriate way of teaching. By taking look the problems of the students, the researcher together with the teacher triggered to implement contextual teaching learning in classroom action research due to its benefits to improve students speaking ability.

A classroom action research that had been done is a way for the instructor in this case the English teacher to discover what works best in her own classroom

situation, thus allowing informed decisions about teaching (Mettetal, 2003 in Merry Novita : 2010).

The previous class room action research in implementing CTL in teaching speaking was done by Helda Irianto(2007) who says that this concept of teaching provided teacher how to make the teaching learning becomes meaningful for student. That is first, by relating their experience or existing knowledge toward their new knowledge by constructing the importance of new knowledge into a problem that is needed to be solved. When students felt that the lesson is important for them, they will be more eager to learn (constructivism). Second, by gathering information from the real world around them by observing or questioning so they could explore their world (inquiry and questioning). These steps gave benefit to student that they would find more impressive facts that would be remembered longer than they got from teacher and provide lot of chances to exercise their speaking. This finding is also supported by previous research that also implemented the CTL in junior and senior high school in Georgia done by Nancy Knapp(2002)who found that students enjoy more to learn when they engaged to the lesson.

Third, by drafting their finding about the problem that they have constructed in the early lesson, the data they got, then made a hypothesis about the answer together with their friend that would help them to decrease their fear of being blamed because of doing or expressing something wrongly. Next step was sharing and discussing the finding. When students had came to the finding the teacher gave evaluation and adjustment toward their finding, then the teacher gave good models and then let students do the task to measure the achievement of

learning(modeling and Authentic Assessment). Students were demanded to show their ability through demonstration so that all aspects of speaking ability would be shown clearly. Reflection would adjust students' finding without making students feel blamed because of mistakes that they have made. Next step was authentic assessment that would make students focus on accuracy and the comprehensibility because they wanted their audience understand the material that was presented.

According to Howey's (1998) contextual teaching enables learning in which students employ their academic understandings and abilities in a variety of in and out of school contexts to solve simulated or real world problems, both alone and with others. Activities in which teachers use contextual teaching strategies help students make connections with their roles and responsibilities as family members, citizens, students, and workers. Learning through and in these kinds of activities is commonly characterized as problem based, self regulated, occurring in a variety of contexts including the community and work sites, involving teams of learning groups, and responsive to a host of diverse learners needs and interests. Furthermore, contextual teaching and learning emphasizes higher-level thinking, knowledge transfer, and the collection, analysis, and synthesis of information from multiple sources and viewpoints. Contextual teaching learning includes authentic assessment, which is derived from multiple sources, ongoing, and blended with instruction.

By analyzing the problems in the classroom and the benefits of contextual teaching learning, the researcher intended to implement the Contextual teaching

learning in teaching speaking. Hopefully this research can improve not only students speaking ability but also the teaching process in the classroom.

1.2 Research Problems

In this research, the researcher proposed the research problems as follow:

1. Can contextual teaching learning improve students speaking ability?
2. How can contextual teaching learning influence the quality of teaching learning process of speaking at SMPN 01 Tanjung Raja North Lampung?

1.3 Objective of Research

The objectives of this research are:

1. To investigate how Contextual Teaching Learning can improve students' speaking ability in teaching learning process.
2. To find out whether there is an improvement in quality of teaching learning process of speaking in the classroom after being taught through Contextual Teaching Learning.

1.4 Uses of Research

The uses of this research are:

1. Theoretically

This research is expected to be able to show the process of how the implementation of contextual teaching learning helps student to improve their

speaking ability and their mastery of lesson and to support the previous theory about contextual teaching learning. This research is also expected to show whether there is an improvement in students speaking ability after taught with contextual teaching learning.

2. Practically

- a. Student : this research hopefully can help student improve their speaking ability
- b. Teacher : this research hopefully can be the consideration in teaching speaking skill and can inform the teacher about the process and benefit of contextual teaching Learning.
- c. School : this research hopefully can be consideration of all aspects of school in determining the strategy for running the successful English learning.

1.5 Scope

This classroom action research was focused on teaching speaking by using contextual teaching learning. The speaking ability here focused on fluency, accuracy and comprehensibility. Condition of speaking here was transactional. Material was about One's Biography in presentation form. This material based on Curriculum of SMP (learning competence-based curriculum). The research used a week for doing first cycle that contains preparation/planning, dealing schedule and task, and preparing instrument, action, data analysis, and reflection.

1.6 Definition of Terms

1. Contextual Teaching Learning : Contextual Teaching Learning is a concept that helps teachers to tie the materials with real world situations and encourage students to make the relationship between students' speaking with the implementation in daily life through the involvement of seven major components (constructivism, inquiry, questioning, learning community, modeling and authentic assessment).(DIKNAS:2004)

**TEACHING SPEAKING THROUGH CONTEXTUAL TEACHING
LEARNING AT SECOND GRADE STUDENT OF SMPN 01 TANJUNG
RAJA NORTH LAMPUNG
(A Script)**

By

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**Submitted in a Partial Fulfillment of
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in

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