

III.RESEARCH METHODS

3.1 Setting of the Research

This is a classroom action research. The research was done at SMPN 01 Tanjung Raja. The school condition is in the remote area of North Lampung district. The distance to the nearest city, Kotabumi, is 40 km. Because of its remoteness, the facility of teaching learning especially for language such video, cassette, and English books including articles and magazines in this school were not sufficient. Since the school is far away from the city and the line of telephone has not connected, so, the teacher gets difficulties to provide the students the actual resource for teaching.

The subject for this research was the second grade students of SMPN 01 Tanjung Raja consisted 37 students those were of 20 female and 17 male students. This class was chosen because they were the best class (kelas unggulan) but their ability of speaking is too low.

3.2 General Description

This research was focused on students' activities in teaching learning process of speaking. The students were taught speaking through contextual teaching learning that suitable for students of junior high school. The students were taught how to

do transactional speaking; giving and responding the information. The materials were about the profession and biography.

The students of junior high school aged between 13-14 years old. That age was in the beginning of teenage, they tend to know the real context or real phenomenon around them and discuss it in the class room but most of teachers dislike this because considered out of topics of lesson. The students' problem was they could not express their idea well due to very little chance to speak up. They were afraid when they were chosen to present something because they fear that teacher will blame them if they make any mistake in their speaking. Their speaking was not comprehensible since the listener could not understand it.

3.3 Research Procedure

In this classroom action research, first cycle arranged based on problem of students and the teacher. The steps taken were arranged as below:

1. Planning

By considering the problem, researcher arranged the lesson plan, selected material, and determined the instruments that were suitable for students of junior high school such large picture, video slide, flash card, and realia such as music instrument and dresses. The material chosen was *one's biography* that focused on responding to statement and giving agreement. Observation sheet, rating scale sheet and speaking instruction for speaking performance is provided for observer.

2. Action

In this part, the researcher act as a teacher, as the real teacher that helped the researcher is the English teacher of the school has not followed certification nor attended the short course about CTL, the researcher conducted treatment that is teaching speaking through CTL, teacher plans a lesson based on seventh components of CTL. The real teacher acted as the observer.

In this stage teacher did the lesson plan as follow:

- a. First teacher greeted the students and gave apperception to students to construct the point of lesson that needs to be discovered trough the schemata in pre activity and then teacher told the objective of the lesson(constructivism).
- b. In while activity, Students might open their handbook to see the story or conversation occurs and then they were grouped into four groups (inquiry and learning community).
- c. Teacher modeled good pattern for simple conversation and drill it to students(modeling)
- d. Then, teacher lead student to gather data by questioning their friend and other source around the school, after that they listed the activity that they have got (questioning and inquiry).
- e. The students worked and discussed with their groups exercising the conversation. At this stage teacher observed the learning process (learning community and authentic assessment).

- f. Then, after students have finished their work, they should present a conversation in front of the class (authentic assessment).
- g. Teacher gave the correction after the conversation and gave the adjustment of students finding about the way of asking and answering the personal information (reflection).
- h. Next step was reflection about what has been learned; teacher discussed the difficulty of lesson(reflection).
- i. Teacher asked students to do the individual task by presenting the conversation with their friend. This presentation would be rated by teacher and an observer.(authentic assessment).
- j. Finally, the teacher summarized lesson and then close the lesson by greeting to students.

3. Observation

Observation was done on three parts. First part was when the teaching learning occurs; an observer observed the teaching learning process. Second part was when students work in groups searching data and arranging finding, teacher and an observer observed the learning process. Third when the presentation of findings some students, teacher and an observer were observed the discussion. For individual task performance, teacher and an observer marked it based on analytic rating scale sheet provided. Also, observation of the improvement of students speaking ability utterances was recorded and then writer transcript it.

4. Reflection

Reflection means reviewing what has done in the teaching learning process; researcher did analyzing and reflecting about teaching learning process based on observation result, students' performance, and the recording of students utterance to see the improvement of speaking ability and mastery of lesson. The result of this analysis would show the weaknesses and strength of teaching learning activity, material media, and students speaking improvement.

The second cycle has been arranged as such:

1. Planning

At the second cycle, after discussion the result of first cycle with the teacher the writer arranged the lesson plan refer to the problem and weaknesses from the first cycle. The material chosen in this cycle is the auto biography. The teacher prepared some instruments to students about Indonesian culture such the song of Vidi Aldiano.

2. Action

The teacher conducted the apperception about the ones personal information. Teacher focused on the use of simple present in introducing or explaining the Indonesian culture. The teacher set the cassette and asked students to listen well. Then, teacher asked students to guess what kinds of song is that as modeling for students. Then, students were asked to go to the library and search the symbol or other Indonesian culture from another province. After that

teacher asked students to seat in a group contains four persons in each groups. Teacher asked students what information they have found and did brainstorming. Then teacher modeled the sentence in the blackboard. Then, teacher gave the chance to students for asking question. And as the assessment teacher gave students task.

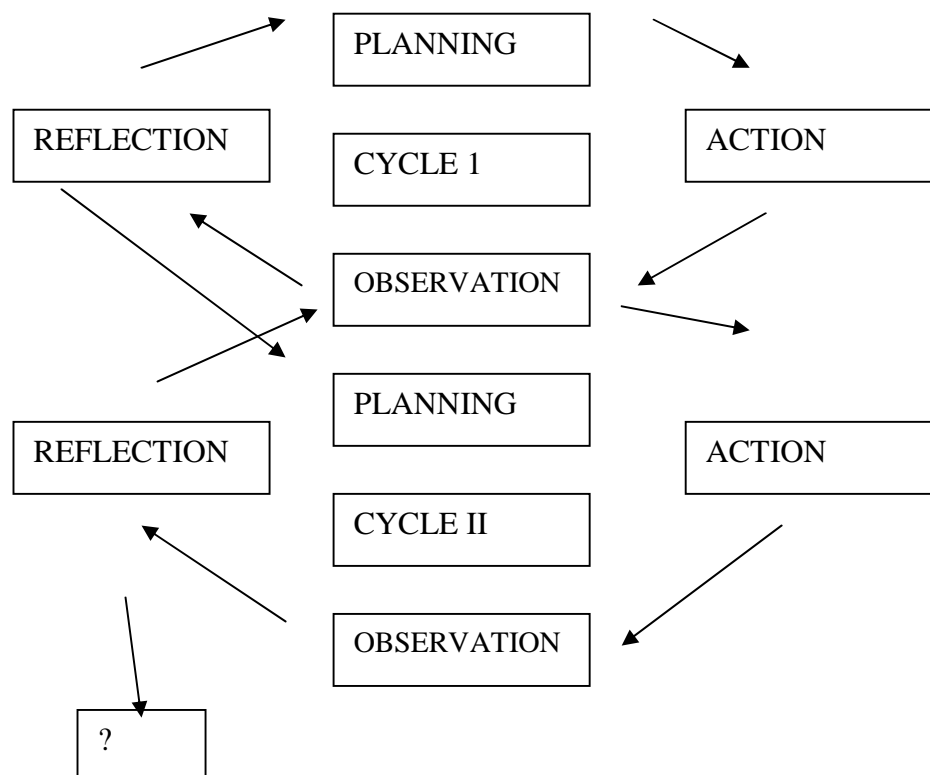
3. Observation

The observation was done during teaching learning. The main focus was the students' eagerness in following the lesson, the use of transactional dialog and the reaching of standard goal. The observer observed based on the criteria that was written in observation sheet consist of students' presentation, participation and achievement.

4. Reflection

As the reflection, after the second cycle writer analyzed and concluded the teaching learning process and teaching learning products. The result of this analysis showed the weaknesses and strength of teaching learning activity, material media and students speaking improvement. The writer saw whether the next cycle is needed or enough until this cycle.

Classroom Action Research model according Arikunto (2006:18)



3.4 Target of the Research

In order to see the improvement of students' speaking ability and mastery of lesson taught by CTL, researcher determined the indicators dealing with the learning process and learning products.

a. Learning Process

While the teaching learning process occurs, this research observed the students' learning activities based on the observation sheet. The indicator considered successful if 75% students or more participate during the teaching learning process. If 75 % of students are interested and actively involved in teaching learning process, it means that role play improves students' participation in teaching learning process. The researcher decides to set 75%

as the target since according to Arikunto in Thaib (2004:7), if more than 75% of students are actively involved in the teaching learning activities, it can be said as a good level. Besides, to set the target the researcher also did a discussion with the English teacher of that school.

b. Learning Product

For learning product, the indicator is based on Standard Goal for Student (KKM) stated that for speaking the standard goal is 60. In this research, the goal is increased 65 considering if the goal is increased 65 in next semester so the 28 students pass the standard goal and Contextual Teaching Learning can still be used in improving students speaking ability. So, researcher determines that if 80% of students get score 65 it is assumed that CTL improves students speaking ability (Diknas 2009).

3.5. Instruments

To gather the data researcher used three kinds of instruments as the source of data. The instruments were speaking test, observation sheet, and tape recorder. The instrument was described as follow:

1. Speaking Test

The first instrument is speaking test, the instrument is speaking instruction for students. The criteria for marking speaking are for rater proposed by Heaton (1991). This speaking test is to measure the improvement of speaking ability of students. The speaking test that will be measured is individual performance

delivering one's daily activity. The speaking test inserted in appendices. The focus of speaking skills that was assessed is fluency, accuracy and comprehensibility and use speaking criteria proposed by Heaton. The score is in scale 0-6 for each skill. In order to make scoring easier each scale will be multiplied by 5 and plus 10 to make maximum score 100.

Example if student gets 4 for accuracy, 3 for fluency and 4 for comprehensibility so the score will be:

$$\text{Accuracy} \quad : 4 \times 5 = 20$$

$$\text{Fluency} \quad : 3 \times 5 = 15$$

$$\underline{\text{Comprehensibility} \quad : 4 \times 5 = 20}$$

$$55 + 10 = 65 \text{ therefore, the score is } 65.$$

2. Observation

Observation was done by students; teacher; a partner here is English teacher at SMPN 01 Tanjung Raja, the mechanism is the observer will observe when teaching learning occurs based on the criteria that written on the observation sheet. The teacher and also the observer observed the activity of students when students work in group. Then, when the students do individual assessment, the learning product was observed and scored by teacher and the observer based on the speaking rubrics. At individual assessment, students' utterances will be recorded.

3.6. Data Analysis

Data analysis is the process of organizing the data in order to gain the regularity of pattern and form of the phenomena being observed in the research. The term

interpretation can be defined as a procedure of giving meaning to the result of analytic process.

Data analysis is an effort to choose, examine, eliminate, categorize and arrange the result of research to answer the problem, so the research can be delivered and can be used for the reader (Suhardi 2006:133). In this research, the teacher tried to increase the validity of data and the observation by using triangulation of source that is by gathering data from an observer and students and triangulation of instrument that is by using observation sheet, speaking test and tape recorder as suggested by Suhardjono (2006). The data will be analyzed based on the kinds of data.

1. Learning Product

For speaking ability improvement was analyzed by comparing the mean of score from each cycles and the percentage of high score. If 80% of student has achieved 65 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 65 the formula is:

$$\frac{\text{Number of students that got score } \geq 65}{\text{Total number of students}} \times 100\%$$

2. Learning Process

The learning process observed by the students and also, the teacher and observer during the teaching learning process by observing all class activities in the class and by filling the observation form. Also, the learning process was recorded .the data would be analyzed based on the indicators and the problem of students and

teacher by encoding it: if more than 75% of students have achieved the indicators means the teaching learning categorized as very good.

If the result of first cycle did not reach the indicators then researcher would see the weaknesses of teaching learning process and arrange the next cycle based on problem or weaknesses in first cycle.

REFERENCES

- Arianto, Sam. 2008. *Pembelajaran Kontekstual (Contextual Teaching Learning)*. <http://sobatbaru.blogspot.com/2008/05/contextual-teaching-and-learning.html>. Retrieved on 10 August 2009.
- Arikunto, Suharsimi, Suhardjono and Supardi. 2006. *Penelitian Tindakan Kelas*. Bumi Aksara. Jakarta.
- Brown, Douglas H. 2001. *Teaching by Principle an Interactive Approach to Language Paedagogy*. Longman. San Fransisco State University.
- Brown, Sanborn Robert, and Nation, Paul. 2007. *Teaching Speaking Suggestions for Classroom*. Kyoto City University of Arts & Victoria University, Wellington. [Http://www.The Language Teacher Online 21_1 Teaching Speaking Suggestions for the Classroom.html](http://www.TheLanguageTeacherOnline21_1TeachingSpeakingSuggestionsfortheClassroom.html). Retrieved on 15 September 2009
- Erickson & Berns. 1999. *Contextual Teaching Learning*. www.BGSU.edu/organizations/ctl/navigation/resource.html. Retrieved on 10 August 2009
- Harmer, Jeremy. 2006. *The Practice of English Language Teaching*. Longman. New York.
- Heaton, J.B. 1975. *Writing English Language Testing*. Longman. New York.
- Irawati, S. 2003. *The Use of Newspaper in Teaching Speaking for SMU Students in SMU 97 Jakarta: A Case Study*. The University of Jakarta, Jakarta. (Unpublished Script).
- Johnson, Elaine B. 2002. *Contextual Teaching And Learning: What is it and why it's here to stay*. Corwin Press, Inc. United States of America.
- Knapp, Nancy F. 2003. *Implementing Contextual Teaching and Learning: Middle and High School Student Perceptions of Classes Taught by CTL Novice Teachers*. (a project) university of Georgia.

- Mueller, Jonathan. 2005. *The Authentic Assessment Toolbox: Enhancing Student Learning Through Online Faculty Development*.
<http://Jonathan.Mueller.Faculty.noctrl.edu/toolbox/refences.htm#wigg>.
. Retrieved at 10 August 2009
- Muslich, Masnur . 2007. *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual*. Bumi Aksara. Jakarta.
- Richard, Jack C. 2008. *Teaching Listening and Speaking From Theory to Practice*. Cambridge University Press. New York.
- Setyadi, Bambang Ag. 2005. *Metode Penelitian untuk Pengajaran Bahasa Asing*. Graha Ilmu. Jakarta.
- Tarigan, Henry Guntur. 1982. *Berbicara Sebagai Salah Satu Keterampilan Berbahasa*. Rineka Cipta. Jakarta.
- Woolfolk, Anita. 2004. *Educational Psychology*. Pearson. United States of America.

APPENDICES