

# **The Implementation of Contextual Teaching and Learning Method on Student's English Speaking Skill at Senior High School**

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## **Abstract**

*Key words : Contextual Teaching and Learning Method, Speaking Skill*

Speaking is not only vital to communicate with other humans in society but also it can influence human lives and even the world history greatly. They say the word can kill or save. People with excellent speaking skills can lead the society and create an environment which develops humans and makes the future for our world. Thus, speaking can be seriously taught from the very young age.

The Contextual Teaching and Learning is of way to make educational process meaningfully. It can help students to relate the academic subject with the context of individual environment.

Some English students although have been studying the English for quite long time, there is no guarantee that they master the language. The problem is why having learned English for many years but the students do not have an ability to use English for communication

The data of this research obtained at Senior High School. This research uses a descriptive qualitative to explain the real condition of implementation of Contextual Teaching and Learning (CTL) method on English speaking skill. In collecting data, the writer used an observation, interview and documentation. Then, writer analyzed the data based on the theory in getting a conclusion

Based on the result of this research that the implementation of components of the Contextual Teaching and Learning (CTL) method at Senior High School is effective because the teaching and learning process reviewed what material learned before, able to develop the student's thought, the students observed an example based on their experience, used a question to know anything, student's practiced themselves or imitated the teacher especially in pronunciation and evaluated all student's activities. The weakness of it is in Learning Community strategy.

Based on the value of student's test and data that was obtained from the English teacher's assessment, the rates of student's speaking skill value at Senior High School was enough. And the implementation of Contextual Teaching and Learning (CTL) method on English speaking skill implemented well because of complet component and need to change the student-centered leaning to teacher-centered leaning.

## **Background**

Here, we are in twenty first century with the world technology of our fingertips, we need communication tool to associate with other people all over the world. We should understand their language to get more information and need to prepare young generation for high quality job. So, in many schools learning

activity should not be part from the work place and job field activity. Why that is many young generations are finding it a struggle to make the transition from school to work.

Speaking is not only vital to communicate with other humans in society but also it can influence human lives and even the world history greatly. They say the word can kill or save. People with excellent speaking skills can lead the society and create an environment which develops humans and makes the future for our world. Thus, speaking can be seriously taught from the very young age.

Teachers focus their activity on introducing definite knowledge and skills and very often teachers do not pay so much attention to speaking development. Even if the subject does not in common require excellent speaking skills, speaking techniques have to be applied at each lesson. There are a few reasons why speaking should take one of the primary goals while teaching.

One of the primary goals of speaking skills development is to teach children how they think and present their thoughts and ideas to others. Thus, children should primary given the examples which will clearly show them the importance of good speaking. Their parents, classmates and friends will be able to understand them and value their ideas and dreams if children can present these ideas and dreams clearly and effectively. Speaking opens possibilities to make new friends and develop study skills. Speaking creates good basis for analytical and research skills. Speaking can greatly reduce various psychological barriers and difficulties while interacting with others or simply passing exams. At last good speaking skills can greatly help in further study and career development<sup>1</sup>.

In Indonesia, English which taught as a foreign language from elementary school to senior high school is a compulsory. English is included in the curriculum as one of compulsory subject to be learned in formal schools. The process of teaching English as a foreign language is trouble which more stressed on the aspect of language knowledge and assessment result, neglected the communication skill (speaking) in English and teaching approach is teacher-centered classroom.

On the other hand some countries such as France, Germane and Italy etc. the process of teaching English as foreign language is student-centered classroom which stressed on the critical thinking, using the daily vocabulary and teaching process quality. The teacher does not transfer the knowledge only but the student gets new knowledge and experience<sup>2</sup>.

Some English students although have been studying the English for quite long time, there is no guarantee that they master the language. The problem is why having learned English for many years but the students do not have an ability to use English for communication. They probably understand English when other

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<sup>1</sup> <http://www.articles-host.com/article-How-to-Teach-Speaking-194255.html>

<sup>2</sup> <http://robertsumardi.wordpress.com/2008/09/10/implikasi-pendekatan-andragogis-dalam-pembelajaran-bahasa-inggris-sebagai-bahasa-asing/>

people speak, they may also understand the written English text and they have some ideas but they cannot speak and they can speak but they do not know what must be spoken.

Based on the reason above, the system of Contextual Teaching and Learning (CTL) method can be applied ideally, and expected to be one of way to make student's English speaking is better and getting successfully.

Contextual Teaching and Learning (CTL) was proposed by John Dewey 1916 who advocated the curriculum and teaching methodology, tied to students' experience an interest. In this method, the concept of learning is helping teachers in relating material with the real condition of students and supporting the student to make relation between their own knowledge and the implementation in daily activities. The students are expected to understand what the importance of the study, the advantage and how they reach it.

The CTL system is an educational process that aims to help student see meaning in the academical material; they are studying by relating academic subject with the context of their personal, social, cultural circumstances. To achieve the aims, the system encompasses the following eight components, making meaningful connection, doing significant work, self regulate learning, collaborating, critical and creative thinking, nurturing the individual reaching high standard, using authentic assessment<sup>3</sup>.

In contextual class, teachers only help the students achieve the purpose, it means the teachers create strategies, arrange a team and encourage the students to learn each other in order to learn meaningfully and productively.

## ***Review of Related Literature***

### **Contextual Teaching and Learning (CTL) Method**

CTL requires teachers to change how they teach. In particular, CTL encompasses instructional methods intended to supplement traditional teaching styles that rely heavily on lecture, students' taking notes, watching teachers conduct experiments, memorizing facts and techniques, and using the written word (through papers and exams) to demonstrate learning.

The conventional teaching and learning is different with CTL method because it has each characteristic<sup>4</sup> to implement certain strategy.

#### **1. Definition of Contextual Teaching and Learning (CTL)**

CTL is a system that stimulates the brain to weave pattern that express meaning. CTL is a brain-compatible system of instruction that generates meaning by linking academic content with the context of a student's daily life.

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<sup>3</sup> Johnson, B. Elaine, *Contextual Teaching and Learning Menjadikan Kegiatan Belajar Mengajar Mengasyikkan dan Bermakna* ( Ibnu Setiawan),2006, Bandung

<sup>4</sup> Drs. H. baharuddin , M.Pd, Moh. Makin, S.Ag, *Pendidikan Humanistic (Konsep, Teori dan Aplikasi Praksis dalam Dunia Pendidikan)*, (Jogjakarta: Ar-ruzzmedia,2007). 211

Taking advantage of the fact that environment stimulates the brain's neuron to form pathways, the system focuses on context, on relationship<sup>5</sup>. The brain's ability to locate meaning by making connection explain why students who are encouraged to connect schoolwork with their present reality, with their individual, social and cultural circumstance today, with the context of their daily live are able to attach meaning to academic material and therefore to retain what they study<sup>6</sup>.

Contextual teaching and learning involves making learning meaningful to students by connecting to the real world. It draws upon students' diverse skills, interests, experiences, and cultures and integrates these into what and how students learn and how they are assessed. In other words, contextual teaching situates learning and learning activities in real-life and vocational contexts to which students can relate, incorporating not only content, the "what," of learning but the reasons why that learning is important. Some examples of contextual teaching and learning are interdisciplinary activities across content areas, classrooms, and grade levels; or among students, classrooms, and communities. Problem-based learning strategies, for instance, can situate student learning.

In the context of students' communities, many skills learned as parts of contextual learning activities are transferable skills, those that can be used not only for successful completion of a current project, but also in other content areas to prepare a student for success in later vocational endeavors.

Contextual learning, then, engages students in meaningful, interactive, and collaborative activities that support them in becoming self-regulated learners. Additionally, these learning experiences foster interdependence among students and their learning groups. Complementary outcomes assessments for contextual student learning are authentic assessment strategies.

Contextual teaching and learning is defined as a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates 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 require. Thus, CTL helps students connect the content they are learning to the life contexts in which that content could be used. Students then find meaning in the learning process. As they strive to attain learning goals, they draw upon their previous experiences and build upon existing knowledge. By learning subjects in an integrated, multidisciplinary manner and in appropriate contexts, they are able to use the acquired knowledge and skills in applicable contexts (Berns and Erickson

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<sup>5</sup> *Opcit*, Elain B. Johnson, PhD. 16

<sup>6</sup> *Ibid*.23

2001)<sup>7</sup>.

## 2. Components of Contextual Teaching and Learning (CTL)

The implementation of each Contextual Teaching and Learning components will be explained below:

### a. Constructivism

Constructivism is building on knowledge known by the student. Education is student-centered; students have to construct knowledge themselves. Explanations can use metacognition to explain via metaphor. Semiotics, or meanings of words, is important to keep in mind. Constructivism is a theory, a tool, a lens for examining educational practices<sup>8</sup>

Knowledge is constructed by human knowledge is not asset if facts, concept, or laws, waiting to be discovered. It is not something that exists independent of knower. Human create or construct knowledge as they attempt to bring meaning to their experience. Everything that we know, we have made, knowledge grows through exposure. Understandings become deeper and stronger if one test against new encounters.

The characteristic of constructivism learning is active students, they involve in learning process depend on their ability, knowledge and style of learning. They are guided by teachers as facilitator; teacher will help them if they get learning difficulty.

### b. Inquiry

Inquiry means the teachers have to design an activity refer to any material to reach expected competence in all subjects. Learning based on inquiry, students are supported to use scientist strategy. They are supposed observing an object matter, giving question, looking for information that needs to analyze data and taking conclusion.

The characteristics of inquiry learning are students demanded to responsible with their own learning; teachers are able to know how far student concept or theory does. Inquiry learning gives, actives and concentrate experience to students, they will learn how to solve, make decision, study to observe and give them an opportunity to study forever<sup>9</sup>.

### c. Questioning

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<sup>7</sup> Robert G. Berns and Patricia M. Erickson, Highlight Zone Research Work, *Contextual Teaching and Learning: Preparing Students for the New Economy*, 2001 P. 5

<sup>8</sup> <http://dougiamas.com/writing/constructivism.html#faces>

<sup>9</sup> Michael Prince and Richard Felder, *The Many Faces of Inductive Teaching and Learning*, Journal of College SCienCe TeaChing, 2007 ). P.14

There is international concern about the extent to which students are excluded from school. Between and within countries there is significant variation in the numbers of students whose behavior is regarded as problematic, challenging and inappropriate<sup>10</sup>.

Questioning is the main strategy of contextual teaching and learning, because knowledge starts from questioning. In learning process, it is considered by teacher's activity to support, guide and evaluate student's ability.

The important of questioning technique in learning activity, such as:

1. Questioning is a general teaching, strategy and can be applied in any subjects.
2. Using and developing systematic questioning technique, will improve learning student's ability.
3. By questioning strategy student will be easier to know something and have critical thinking.

The application of questioning strategy can be applied almost in every activity, between student and student, teacher and student, student and teacher, students and other people who invited in the class. Questioning activity also can be found when student discussed, study in group, find difficulty, observation. These activities will support the student giving questioning.

d. Learning community

Learning community advocates a holistic approach to language learning, since "true" human learning is both cognitive and affective. This is termed *whole-person learning*. Such learning takes place in a communicative situation where teachers and students are involved in "an interaction...in which both experience a sense of their own wholeness" (Curran 1977:90). Within this, the development of the student's relationship with the teacher is central<sup>11</sup>.

Concept of learning community suggests the students to cooperate with other people, make communication, help each other and competition between student and another should be avoided. One of example of learning community in English subject is making team work, they try to understand English text, share and make conclusion. Cooperative skill is one of learning community purpose.

The principles of learning community consists as follow

1. Study club, communicate to share ideas and experience each other.
2. Cooperate to solve the problem
3. Responsible to each group.

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<sup>10</sup> Harry Daniels, *Vygotsky and Pedagogy*, (New York: Routledge, Falmer, 2001). 140

<sup>11</sup> *Ibid* Jack C. Richards and Theodore S. Rodgers. P. 117

4. Construct learning student's motivation; create situation and condition that enable to make students study each other.
5. Teacher is facilitator who guides learning process.
6. Accept and respect another opinion willingly.

Learning community has multidimensional meaning, in cooperative learning should be learning community, sharing ideas, discussion, service learning, study club, contextual teaching and learning sources, problem based learning, learning to be, learning to know, learning to do, learning how to live together, task based learning, school based management and collaborative learning<sup>12</sup>.

e. Modeling

Modeling is one of the components of in CTL method, in learning skill or specific knowledge. Modeling is offering behaviour for imitation. Modeling assists by giving the students information and a remembered image that can serve as a performance standard<sup>13</sup>. Model can be imitated by student such as how to pronounce or spell some words, operate and do something. The teacher is not only a model but students, native speaker, doctor, police etc.

f. Reflection

Reflection is one of the important parts of contextual approach; it is the way of thinking of everything that has been learned in the past. Reflection evaluates effective program which has been done. The teacher helps the students in connecting the previous and new knowledge. So, the students felt getting new knowledge from what they learned<sup>14</sup>.

g. Authentic assessment

Authentic assessments show (among other things) that learning has occurred; are blended into the teaching or learning process; and provide students with opportunities and direction for improvement. Authentic assessment is used to monitor student progress and inform teaching practices<sup>15</sup>.

Assessment is collecting data that describes learning student development. It is important to know the result as long as the teaching and learning process not only the test (middle and final test) but all of the student process.

Some characteristics of authentic assessment are: Evaluate all of student's learning process, involves real-word experience, Accessing

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<sup>12</sup> Dr. Nurhadi, Burhanuddi, M.Ed, Agus Gerrad S, M.Pd, *Pembelajaran Contextual (Contextual Teaching And Learning) dan penerapannya dalam KBK*, (Malang: Univ. Negeri Malang, 2003). P. 48

<sup>13</sup> *Ibid*, Harry Daniels, P. 1667

<sup>14</sup> *Ibid*, Dr. Nurhadi, Burhanuddi, M.Ed, Agus Gerrad S, M.Pd. P. 50

<sup>15</sup> <http://www.cew.wisc.edu/teachnet/ctl/default.htm>

information, Use opened- ended format, Encourage the use of calculator, computer and human resource, Engages the student by relevance, Include self-assessment and reflection, Warrant effort and practice, Identify strengths to enable student to show what they can do, Make assessment criteria clearer to the student<sup>16</sup>.

3. Characteristics of Contextual Teaching and Learning (CTL)

1. Activating knowledge

It means, the material that will be learned is a unity of previous knowledge that has relation each other. Teaching and learning process actives knowledge.

2. Acquiring knowledge

Contextual teaching is a learning to get and add new knowledge deductively; the teaching begins from universal knowledge to detail one.

3. Understanding knowledge

The knowledge acquired is not a memorizing but understanding it such as asking the other respond about the knowledge acquired than improved it based on that respond.

4. Applying knowledge

The knowledge and experience acquired enable to apply in real-world student and appeared a student behavior change.

5. Reflecting knowledge

This is a completing and evaluating process of acquiring, activating, understanding and applying knowledge<sup>17</sup>.

According to Johnson, there are eight characteristics of CTL method:

1. Making meaningful connection

Learning is related with real- world life, student actively to develop their interest, study individually or in group. They realize the importance of studying for their future.

2. Doing significant work

Students make correlation between school and several of contexts in real-world life in the house, community and work site.

3. Self regulated learning

Students do significant work that has purpose, interaction, decision and real life result.

4. Collaborating

Students cooperate each other, and the teacher helps them how do they understand to communicate with other students.

5. Critical creative thinking

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<sup>16</sup> *Ibid*, Dr. Nurhadi, Burhanuddi, M.Ed, Agus Gerrad S, M.Pd. P. 54

<sup>17</sup> Dr. Wina Sanjaya, M.Pd, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2009), 256

Students use high critical and creative thinking to analyze, make hypothesis, solve the problems, make decision and use logical evidence.

6. Nurturing the individual

Students take care of their personality, giving attention, having high expectation, motivating and strengthen themselves and respecting the other.

7. Reaching high standard

Students know and reach high standard, teachers identify and motivates them to reach the purpose.

8. Using authentic assessment

Students use academic knowledge in real-world contexts for meaningful purpose<sup>18</sup>.

### **Teaching and Learning English Speaking Skill**

There are several reasons why methods of teaching would benefit from review and revision. Firstly, there is vastly more information available to students and teachers today than twenty years ago. Secondly, new developments, especially the acceptance have improved our understanding in many specific ways. Thirdly, study and research into educational techniques have led to a better understanding of how students learn<sup>19</sup> especially in English speaking skill.

According to Jeremy Harmer, there are three reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities, chances to practice real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing, both how successful they are, and also what language problems they are experiencing. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.<sup>20</sup>

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully, and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Scott Thorn bury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become talking classrooms. In other words, students will be much more

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<sup>18</sup> *Ibid*, Dr. Nurhadi, Burhanuddi, M.Ed, Agus Gerrad S. P. 13-14

<sup>19</sup> *Choosing and Using Appropriate Strategies to Improve Teaching and Learning in Sedimentology Courses at Peking University (Beida, ),( The China Papers, 2002)*. P. 57

<sup>20</sup> Jeremy Harmer, *How to teach English*, (Longman: Pearson Education Limited, 2007), p.123

confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons.<sup>21</sup>

## 1. Teaching and Learning strategy of English Speaking Skill

Teachers must not only help the students acquire the necessary competencies to communicate, they also responsible for establishing situations in which the students are stimulated to express themselves. There are fourteen reasons for using language that can be incorporated into interaction activities in the classroom. These are:

Establishing and maintaining social relations.

Expressing one's reactions, Hiding one's intentions, Talking one's way out of trouble, Seeking and giving information, Learning or teaching others to do or make something, Conversing over the telephone, Solving problems, Discussing ideas, Playing with language, Acting out social roles, Entertaining others, Displaying one's achievement, Sharing leisure activities.<sup>22</sup>

Although students did have the competence to respond the teachers question in English, their lack of confidence, unwillingness to take risks, and a perception that their English was poor resulted in a marked reluctance to respond.

### 1) Students' fear of mistakes and derision

Students were also afraid of making fools of themselves in front of their peers.

### 2) Teachers' intolerance of silent

Many of the teachers taking part in the study gave the students little or no wait time.

### 3) Uneven allocation of turns

The teachers favored the better students when soliciting responses. By targeting the better students, teachers could be sure that there would not be periods of silent or confusion in their classroom<sup>23</sup>.

And the other sources mentioned about problems with speaking activities, these are:

#### 1. Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

#### 2. Nothing to say

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<sup>21</sup> Ibid., p.123

<sup>22</sup> Kenneth Chastain, *Developing second language skills: theory to practice*, (USA: University of Virginia, 1976), p.356

<sup>23</sup> David Nunan, *Second language teaching and learning*, (USA: Heinle and Heinle Publisher, 1994), p.234

Even if they are not inhibited, you often hear learners complain that they can not think of anything to say, they have no motivation to express them beyond the guilty feeling that they should be speaking.

### 3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

### 4. Mother-tongue use

In classes where all or a number of the learners share the same mother tongue, they may tend to use it because it is easier, because it feels unnatural to speak one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue<sup>24</sup>.

Characteristics of a successful speaking activity are:

#### 1. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

#### 2. Participation is even

Classroom discussion is not dominated by a minority of talkative participants, all get a chance to speak, and contributions are fairly evenly distributed.

#### 3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

#### 4. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

To know the achievement that has been made by the students after jigsaw technique, their speaking proficiency will be measured. Actually there are many ways to measure students' speaking competence and this research, the researcher use FSI (foreign service institute) proficiency<sup>25</sup>.

The speaking measurement contains of components elaborated from students' speaking proficiency including their accent, grammar, vocabulary, fluency and comprehension.

Each component has weighting point from 1-6 (from the lowest to the higher). Then, the scores will be listed on weighting table to measure the total scores of each student.

The components of speaking proficiency are:

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<sup>24</sup> Penny Ur, *A course in language teaching*, (Cambridge : Cambridge University Press, 1996), p. 121

<sup>25</sup> Ibid., p.120

## 1. Accent

In measuring accent proficiency are :1) Pronunciation frequently unintelligible.2) Frequent gross errors and a very heavy accent make understanding difficult require frequent repetition. 3) Foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.4) Marked foreign accent and occasional mispronunciation which do not interfere with understanding. 5) No conspicuous mispronunciation but would not be taken for a native speaker. 6) Native pronunciation, with no trace of foreign accent.

## 2. Grammar

In measuring grammar proficiency are : 1) Grammar almost entirely in accurate except in stock phrases. 3) Constantly errors showing control of very few major patterns a frequently preventing communication. 4) Frequently errors showing some major patterns uncontrolled and causing irritation and misunderstanding. 5) Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding. 6) Few errors, with no patterns of failure. 7) No more than two errors during the interview.

## 2. Vocabulary

In measuring Vocabulary proficiency are : 1) Vocabulary is inadequate for even the simplest conversation. 2) Vocabulary limited to basic personal and survival areas (time, transportation, etc). 3) Choice of words sometimes in accurate limitation of vocabulary prevent discussion of some common professional and social topic . 4) Professional vocabulary adequate to discuss special interest general vocabulary permits discussion of any non-technical subject with some circumlocutions. 5) Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations. 6) Vocabulary apparently as accurate and extensive as that of an educated native speaker.

## 3. Fluency

In measuring fluency proficiency are : 1) Speech is also halting and fragmentary that conversation is virtually impossible. 2) Speech is slow and uneven except for short or routine sentences. 3) Speech is frequently hesitant and jerky, sentences may be left uncompleted. 4) Speech is occasional hesitant, with some unevenness eased by rephrasing and grouping words. 5) Speech is effortless a smooth, but perceptible nonnative in speech and evenness. 6) Speech on all professional and general topics as effortless and smooth as a native speaker's.

## 4. Comprehension:

In measuring Comprehension proficiency are : 1) Understand too little or the simplest type of conversation. 2) Understand only slow, very simple speech on common social and touristy topics, requires constant repetition and rephrasing. 3) Understand careful somewhat simplified speech directed to him

with considerable repetition and rephrasing. 4) Understand quite well normal educated speech directed to him but requires occasional repetition and rephrasing. 5) Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid and slurred speech. 6) Understanding everything in both formal and colloquial speech to be accepted of an educated native speaker.

The definition of FSI level of five point scale as follows:

1. Able to satisfy routine travel need and minimum courtesy requirement. Can ask and answer questions on topics very familiar to him: within the scope of his very limited language experience can understand simple questions and statements.
2. Able to satisfy routine social demands and limited work requirement. Can handle with confidence but not with facility most social situations including introductions and casual conversation about current events, as well as work, family, and autobiographical information.
3. Able to speak language with the sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation or practical, social and professional topic. Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate speech; vocabulary is abroad enough that she rarely has to grope for a word; accent may be obvious foreign; control of grammar good; errors never interfere with understanding and rarely disturb native speaker.
4. Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can understand and participate in any conversation within her range of experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; errors pronunciations and grammar quite rare; can handle informal interpreting from and into the language.
5. Speaking proficiency equivalent to that of an educated native speaker. Has complete fluency in the language such that her speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references

To determine the description of each category, the researcher will use a weighting table.

Table 2.1: Weighting Table

Proficiency description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12

Comprehension	4	8	12	15	19	23
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The total score will be interpreted into conversion table

Table 2.2: Conversion Table

Total Score	FSI level
16-25	0 <sup>+</sup>
26-32	1
33-42	1 <sup>+</sup>
43-52	2
53-62	2 <sup>+</sup>
63-72	3
73-82	3 <sup>+</sup>
83-92	4
93-99	4 <sup>+</sup>

The sign “(+)” indicates a position halfway between two levels. For example 2<sup>+</sup> means that it falls between level 2 and 3<sup>26</sup>.

The following exercises constitute the sum total speaking practice, these are:

- a. Learner listens to and reads two-line dialogue and practices with a partner.
- b. Listen and repeat.
- c. Listen to a model dialogue and repeat, interpolating own name.
- d. Read question cue and make up question.
- e. Read two line skeleton dialogue and practice with partner.
- f. Listen or read a model question and ask a partner.
- g. Read a model dialogue and have a similar conversation using cues provided.
- h. Study substitution table and make up sentences.
- i. Study questions and answers in a model dialogue and make up similar questions using cue words.
- j. Look at a picture and study model sentences. Make up similar sentences about a similar picture.
- k. Listen to numbers and dates. Read numbers and dates and say them.
- l. Listen to tape script and answer written comprehension questions.
- m. Listen to an interview. Ask and answer similar questions with a partner.
- n. Look at diagrams of clocks. With a partner ask and answer about the time.

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<sup>26</sup> Jihadudin Awwal, *Debate as Technique to Improve Speaking Ability of Senior High School Students*, (Surabaya: Universitas Negeri Surabaya, 2005), P. 25

- o. Listen to a model, study a map and say the route from one specified point to another<sup>27</sup>.

### **The implementation of CTL method on student's English speaking skill**

The following activities are also helpful in getting students to practice speaking as a skill, these are:

- a. Information-gap activities

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information because they have different information, there is a gap between them.

- b. Telling stories

We spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too.

- c. Favorite objects

A variation on getting students to tell personal stories (but which may also involve a lot of storytelling) is an activity in which students are asked to talk about their favorite objects (things like MP3 players, objects with sentimental value, instrument, clothes, jewelry, pictures, etc). They think about how they would describe their favorite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them and whether there are any stories associated with them. In groups, they then tell each other about their objects, and the groups tell the class about which was the most unusual or interesting in their group.

- d. Meeting and greeting

Students role-play a formal or business social occasion where they meet a number of people and introduce themselves.

- e. Surveys

Surveys can be used to get students interviewing each other.

- f. Famous people

Students think of five famous people. They have to describe the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they would give them.

- g. Student presentation

Individual students give a talk on a given topic or person.

- h. Balloon debate

A group of students are in the basket of a balloon which is losing air. Only one person can stay in the balloon and survive (the others have to jump out). Individual students representing famous characters or professions have to argue why they should be allowed to survive.

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<sup>27</sup> David Nunan, *Language Teaching Methodology*, (Sydney: Macquarie University, 1991), p.51-52

i. Moral dilemmas

Students are presented with a moral dilemma and asked to come to a decision about how to resolve it<sup>28</sup>.

### **Research Methodology**

For researcher, the most important in doing research is a methodology in getting a valid, reasonable and responsible data. Research is an effort to find, develop and study deeply about rightness of knowledge by using scientific method. Method is work matter in effort to make an implementation of activity easily to reach the goal determined, methodology is the way used by researcher in collecting data<sup>29</sup>.

The writer concludes from definition above, the research methodology used is scientific method that arranged systematically, and it can solve some following problem.

#### **1. Research Approach**

In this research, writer uses the qualitative approach. Bogdman and Taylor state the qualitative approach is a research procedure that produces a descriptive data such as written and oral words of people or direct object<sup>30</sup>. Descriptive data aims to descript, find out, analyze and interpret the phenomena.

The main aim of this method is to describe a condition character that occurred when the research going on and checking current aspects, the research type used is a field research that oriented to the empiric data collection in the field based on the object study includes social research that formed education research.

#### **2. Informant of Research**

In this research, informant here is an English teachers of Senior High School

#### **3. Data Sources**

According to Lofland, the main data in the qualitative research are words and action, another data is addition data such as document etc<sup>31</sup>.

To observe the data result got by researcher, there are two parts of this data source of research are:

a) People

People are parts of field data resource that includes teachers of Senior High School.

b) Literary

Literary is a part of data source that relates with the theme researched.

#### **4. Technique of collecting data**

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<sup>28</sup> *op.cit* Jeremy Harmer,., p.129-130

<sup>29</sup> Noeng Muhamir, *Metodologi Penelitian Kualitatif*, (Yogyakarta : Rake Sarasir, 1989). P. 11

<sup>30</sup> Laxy Moleong J, *Metodologi Penelitian Kualitatif*, (Bandung : Remaja Rosdakarya, 2002). P. 3

<sup>31</sup> *Ibid*, Laxy Moleong J. P. 112

In the research have to use appropriate method, also have a technique and tool of collecting relevance data in getting the valid and objective data. In this research uses three technique of collecting data are:

a. Observation

Observation is investigated and notice systematically to indication that appears in the research object<sup>32</sup>.

This method almost used by researcher before arrange the research theme. By using observation technique, directly the writer knows a real description about teaching and learning method in presenting English speaking material at Senior High School. This observation is done to observe the teaching and learning method by implementing the Contextual Teaching and Learning (CTL) on English speaking skill.

b. Interview

Interview technique is data collection in communication form between two people who wants to get some questions based on current goals ( Dedi Mulayan, 2002: 180)

The information result got from teachers and students. This technique focused on research to get the data about the implementation of Contextual Teaching and Learning (CTL) method on English speaking skill at Senior High School. By interviewing, the writer can find significant problem that happen out of research planning and look for a general description of research object and implementation of Contextual Teaching and Learning (CTL) method that used by teachers.

c. Documentation

Documentation technique is a part of collecting data by learning data that were documented. In this technique, the writer investigates the written cases such as books, magazine, document and etc<sup>33</sup>. In this case, the writer needs documentation of background of Senior High School, teacher's names and all of things that relates with implementation of Contextual Teaching and Learning (CTL) method on English speaking skill.

## 5. Technique of analyzing data

The collected data is arranged, analyzed and interpreted to be a written report in thesis form. According to Patton analyzing data is setting data process, organize into category design and basic statement unit.

Principally, Qualitative research method is used as a basic effort to find a theory from the data. Beside that, the writer in this study uses inductive analyze, it means a field researches that studying, analyzing and interpreting what are in the

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<sup>32</sup> Margono, *Metologi Penelitian Pendidikan*, (Jakarta : Rineka Cipta, 1997). 158

<sup>33</sup> Prof. Dr. Suharsimi Arikunto, *Procedure Penelitian Suatu Pendekatan Praktek*, (Rineka Cipta: Jakarta, 2002). P. 206

field<sup>34</sup>. Inductive analyze started from observation or investigating a real data specifically, described with sentences and separated to get conclusion.

## ***Discussion and Result***

### **The Implementation of Contextual Teaching and Learning (CTL) method at Senior High School**

The steps of teaching and learning process which the teacher teaches the students a *Happy, Unhappy, Satisfied and Unsatisfied* expression are:

Teacher come to the class and asked the students to erase the blackboard, he sit on the chair by greeting the students “ *How are you this morning?* They answered “ *I’m fine, and you?* “, he answered “ *I’m fine too* ” and said “ *Assalamu ‘alaikum Wr. Wb* ”, they answered “ *Walaikum Salam Wr. Wb* ”. Then, teacher asked the students a subject that has learned before, after they answered the question, he reviewed the *Active and Passive Sentences* by asking them “ *What do you remember?* ”, he was waiting them when they thought it, when one of them raised their hand to answer, he applauded them by saying “ *Ok!.. Good* ” until third student and than .

The teacher asked the students a *Happy, Unhappy, Satisfied and Unsatisfied* expression, he let them opened the LKS an called a students to answer, the other students answered one by one, the teacher let the student answered by incorrect answer by smiling. After no students answer at all, he stand up in front of the blackboard. Than, the teacher explained a *Happy, Unhappy, Satisfied and Unsatisfied* expression

“ *Happy, Unhappy, Satisfied and Unsatisfied* is expressing a feeling of someone when gets anything based on the situation”.

Than, he asked the student’s experience about happy and sad feeling in daily life. The teacher gave the students an example in daily life; he asked them “ *When you are going to school, your father gave you money, what will be expressed?* ” by a smiling and students too. He kidded by saying “ *Basri cries if his father does not give him money* ”, the class is crowded by student’s laughing. He asked them to silent.

The next, the teacher asked the students to come forward one by one to express. One of them came forward one by one. Then the teacher thanked to the students and gave them an applause. Than, he asked them to open the LKS and asked them to silent and do carefully, he asked them to do it quickly.

There are some aspects in analyzing the observation and interview above, here:

1. Constructivism aspect

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<sup>34</sup> *Ibid.* Margono. 38

Before the teacher explains what does *Happy, Unhappy, Satisfied and Unsatisfied* mean and how to express, he asked the students first to explore what they knew about that, he let them answer.

It means that the teacher built the student knowledge in making the teaching and learning is student-centered, the teacher is a facilitator and just helps the students get learning difficulties (activating knowledge).

## 2. Inquiry aspect

Teacher asked the students to look for a daily activity that makes us be *Happy, Unhappy, Satisfied and Unsatisfied* and *Cooking*, the teacher gave students an opportunity in looking for information that needs to analyze data and taking conclusion based on their experience, so the students felt an easiness to express their ideas in real world or student's condition.

Ulfatus Sholihah : *I am glad meet my friend*

## 3. Questioning aspect

In teaching and learning process, teacher gave a question first before explaining a material. The student more active to participate in teaching and learning, because they motivated to answer, teacher never said *Wrong* although the students answered by opposite answered. This strategy helped student to share each other because each of student getting new knowledge from the other. So that, teacher just guide student in improving their ability especially in speaking skill.

## 4. Modeling aspect

In making a teaching and learning process actively, teacher asked the student to express : *Happy, Unhappy, Satisfied and Unsatisfied* by standing up and coming forward. The student doest not understand what the teacher explained or they were nervous and no self confidence in expressing it, they could imitate other student especially in pronounce it. They were not shy to ask to the student or teacher because teacher hoped them to ask if they did not understand.

## 5. Learning community aspect

In implementation of Contextual Teaching and Learning method, learning community is important to improve the student's cognitive and affective competence. After observing at senior high school of Al-Falah Sumber Gayam Kadur Pamekasan, the writer found a weakness of implementation of Contextual Teaching and Learning method that Learning community did not implement yet optimally.

## 6. Reflection aspect

Reflection is one of the important parts of contextual Teaching and Learning method, it is the way of thinking of everything that has been learned in the past and affective evaluation in teaching and learning process. Such as what the teacher tough, he reviewed what learner before. He asked about the *Active and Passive voice* and *Simple Past* , although

the student have learned the material before, they would not forget because the teacher always review what student learned.

#### 7. Authentic assessment aspect

Assessment is collecting data that describes learning student development. It is important to know the result as long as the teaching and learning process not only the test (middle and final test) but all of the student process. The teacher stressed on the student's participation in the class to evaluate the student's development especially in speaking skill such as the teacher marks the student's name.

#### 1. Student's English speaking skill at Senior High School

In this research, the writer's aim is to know the student's English speaking skill using Contextual Teaching and Learning method. Each teacher has certain criteria in giving the students a value such, as:

The Student's English speaking skill at Senior High School is enough. The implementation of Contextual Teaching and Learning (CTL) method on English speaking skill at Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan ran well.

After doing a observation and interview, the writer known the student's English speaking skill using CTL method. Based on the interview result in using CTL method that the student's English speaking skill is passive (Enough), because of the teaching and learning English is centered-teacher learning. So the student's opportunity in expressing what in his idea was less that made students' fear of mistakes and derision, inhibition, nothing to say, low or uneven participation. So that, the implementation of CTL method is good in drilling students English speaking kill by expressing the daily expression.

#### **Conclusion**

Based the observation that was done that the implementation of components of the Contextual Teaching and Learning (CTL) method at Senior High School is effective because the teaching and learning process reviewed what material learned before, able to develop the student's thought, the students observed an example based on their experience, used a question to know anything, student's practiced themselves or imitated the teacher especially in pronunciation and evaluated all student's activities. The weakness of it is in Learning Community strategy.

Based on the value of student's test and data that was obtained from the English teacher's assessment, the rates of student's speaking skill value at Senior High School was enough.

After obtaining and analyzing the data that the implementation of Contextual Teaching and Learning (CTL) method implemented well because of complet component and need to change the student-centered leaning to teacher-centered leaning.

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