

LAPORAN HASIL

Penelitian Individual Dosen

IMPROVING STUDENTS' SPEAKING SKILL THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) AT GRADE XII SMA DARUL IKHLAS BOARDING SCHOOL PADANGSIDIMPUAN



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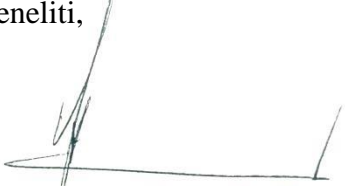
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ABSTRACT

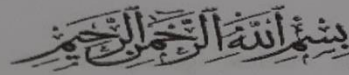
Title : Improving Students' Speaking Skill Through Contextual Teaching And Learning (CTL) At Grade XII SMA Darul Ikhlas Boarding School Padangsidempuan.

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This study is talking about Improving Students' Speaking Skill Through Contextual Teaching And Learning (CTL) At Grade XII SMA DarulIkhlas Boarding School Padangsidempuan. Most of students cannot speak English well. This caused by students' internal and external factors. Students have a low value in speaking and ironically they lose their motivation to study and they are not able to give opinion because they lack of vocabulary, grammar, pronunciation, part of speech, and not be able to express themselves. This study aims to Improve Students' Speaking Skill Through Contextual Teaching And Learning (CTL) At Grade XII SMA DarulIkhlas Boarding School Padangsidempuan.

The objective of this study is to explain the effectiveness of Contextual Teaching and Learning (CTL) description in improving students' speaking skill. To solve the problem, the writer conducted classroom action research, by implementing authentic picture. The writer applied two cycles in this research. Each cycle consist of three meetings. The participant of this study was one class consisted of 35 students. Speaking test is the instrument of collecting the data. The research of the result saw the progressive mean of the students. In pretest meeting was 33.85 for first cycle was 44.85 and in the second cycle was 78. So, the mean in the second cycle was higher than the first cycle. The data from the result of the test indicated that the students got improvement. It indicated that the application of CTL description improve students speaking skill. In conclusion, CTL description could improve students' speaking skill. Hopefully, the research result could be positive input for other researchers and teachers to conduct further research, particularly in speaking issue.

ACKNOWLEDGEMENT

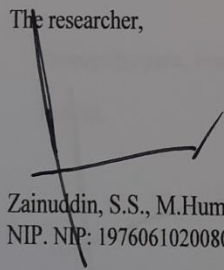


First, the researchers would like to convey grateful to Allah, The Most Creator and Merciful who has given us the health, time and chance for finishing this research. The research entitles “Improving Students’ Speaking Skill through Contextual Teaching and Learning (CTL) At Grade XII SMA Darul Ikhlas Boarding School Padangsidimpuan”. This research is written in order to fulfill one of the requirements for individual research IAIN Padangsidimpuan.

In finishing this research, the researchers are guided by advisor. Therefore, in this opportunity the researchers would like to express gratitude to advisor. This research is still so far from being perfect based on the weakness of the researcher. Therefore, the researchers expected constructive criticisms and suggestions from the readers in order to improve this research.

Padangsidimpuan, Juni 2019

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Either speaking is an important language skill for academic purpose or daily life demands. As a skill, speaking is the most used skill by people rather than three other skills. We find information everyday which orally and encourage us to speak in order to fulfill our needs. Besides, speaking in education is the commonest way of learning beside listening, practicing and other ways modeled by the scientists of education. The following illustration will present some significance of speaking for our life.

First, people can deliver information. A lot of information are presented orally form such a speech, news, radio, and chat. Many people around the world deliver the information to another people through speaking, because is easier and more efficiency. Besides delivering ideas, people also can get information from speaking. So, speaking is a good alternative to deliver and to get information.

Second, speaking can establish the relation. Speaking is done in human life every time and everywhere, in family life, community, and also in the world. As a social human, people must build the communication with another to get some information and to establish the good relation. They can't live without other people. So that, speaking can be used as a alternative to establish the relation with another people around the world.

Third, can learn a lot speaking. Trying to influence attitudes and listen opinion of the person they speak. And getting information orally and learning to understand the depth and the way of thinking of ourselves and make ourselves a good people with improving the speaking.

Based on the illustration above, it is undeniably that speaking is necessary for everybody in variety of purposes and needs. However, speaking skill is problematic at DarulIkhlas Boarding School Padangsidempuan either in the aspect of achievement or motivation. The actual fact is revealed that students' speaking skill is low. Based on educational role, passing grade of English subject in senior high school are 6, this score take from sources data of students' in DarulIkhlas Boarding School Padangsidempuan, which applied for all subjects and skills include speaking skill. However, the data found in DarulIkhlas Boarding School Padangsidempuan reveals the average of students' speaking skill of grade XII is still low it can seen from the score data of students'.

According to the teacher she said "there are many problems in speaking that are faced by the students"¹. They have a low value in speaking and ironically, they are lose their motivation to study, they are not able to give opinion because they lack of vocabulary, grammar, pronunciation, part of speech, and not be able to express themselves.

Accordingly, the above problems are needed to be solved in order to avoid flaws in students as product of education. There are some efforts that

¹Masdalifah An English Teacher, *Interview*, at 8th January 2019.

can enhance students' ability in speaking such as simulation, role play, question and answer, and with contextual teaching and learning (CTL) which make the students' will feel glad to speak and enjoy to study. These strategies theoretically judged to be good to apply in improving the student speaking skill.

Based on all above efforts, the researcher chooses contextual teaching and learning (CTL) for students'. At least three reasons are available as background of the choices that is consideration of students' learning materials, characteristics of the students' and appropriateness of CTL as compared with the other. The researcher will reveal the reason as follow: First, it was involving the student's to can find the subject matter that will be study. It can help students to be active study in speaking and make them more attractive in having knowledge. Second, students' will be easier in the process of study because CTL can help students to connect what they have studied with the real world situation they have felt before. That's like connection with family life, social, and culture. So, it's' make the students' have a knowledge to build the good conversation. Third, CTL can motivate students to apply the compare in daily life. It can improve the imagination of students' in speaking skill.

So using CTL is an alternative effort that can be used to motivate students' to speak English well. Enhance and develop verbal communication. It can change the students' understanding that English is difficult to learn.

Based on the previous explanations, the researcher is interested in conducting the research about **“Improving Students’ Speaking Skill**

Through Contextual Teaching And Learning (CTL) At Grade XII SMA Darulikhlas Boarding School Padangsidempuan”.

B. The Identification of the Problem

There are some problems in teaching speaking. The problem might come from students' and teacher. However, those problems are considered to be solved immediately. The problem was about students', most of students' could not speak English well, they have a low value in speaking and ironically, they lose their motivation in study, they are not able to give opinion because they lack of vocabulary, grammar, pronunciation, part of speech, and not be able to express themselves.

C. The Limitation of The Problem

This researcher want to see the improvement of speaking skill through Contextual Teaching and Learning (CTL) and the researcher limited with use Authentic Material Picture. This research is conducted by classroom action research

D. The Formulation of The Problem

Based on limitation of problem mention above, the problem of the research can be formulated as follows: “ to what extent could Contextual teaching and Learning improve the students” speaking skill.

E. The Purpose

Based on the above formulation, this research is intended to know what the extent can Contextual Teaching and Learning (CTL Authentic Material Pictures) improve the students' speaking skill.

F. The Significances of the Research

This research is expected to be useful for as:

- a. Headmaster, to develop and encourage English teachers to teach English best.
- b. Teachers, to develop their capability in teaching speaking.
- c. Students, to broaden their knowledge of speaking mastery.
- d. Researcher, to do further same and different research

G. The Definition of Key Term

1. Improving

According to hornby , improving is to make or become better”.²

Improving is a process of becoming or making students’ writing ability better through several cycles which is a change that improves students’ writing ability by using a certain media. So improving is going through better work to reach something. Improving consists of two steps, doing work in a simple way with a great quality and correctly. Crossing these in a step by step process is called improving.

2. Speaking Skill

According to the Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken; utterance; discourse.³ Speaking is the ability to speak fluently presuppose not only knowledge of language features, but also the ability to process

²A.S Hornby, *Oxford Learner’s Pocket Dictionary*, (New York: University Press 2000), p. 222.

³Victoria Neufeldt, *WebsterNewWorldCollege Dictionary-3rd* (New York: Simon & Schuster inc, 1995) p.1217.

information and language 'on the spot'.⁴ Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.⁵

Based on definition above, the researcher can conclude” Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the ratatability and validity of an oral production test”.

3. Contextual Teaching and Learning (CTL)

Contextual Teaching and Learning (CTL) is teaching that enables learning in which pupils employ their academic understanding and abilities in a variety of in-and out-school contexts to solve simulate group structures.⁶ According to Jhonson, Contextual Teaching and Learning (CTL) is educational process that aims to help students see meaning in the academic subject with the context of their daily lives.⁷

Contextual teaching and learning (CTL) is teaching that enables students to reinforce, expand and apply their academic knowledge and skills

⁴Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2001) p.269.

⁵J. Michael Omalley, *Authentic Assessment for English Language Learners*, (USA: Addison-Wesley Publishing company, 1996), p. 140

⁶Kennet R. Howeyet.all, *Contextual Teaching and Learning: Preparing teacher to enhance students in the work place and beyond*, (New York, 2001), p. 4.

⁷Elaine Johnson, *Contextual Teaching and Learning*,(Thousand Oaks: Corwin Press Inc, 2002), p. 25.

in a variety of in-school and out of school setting in order to solve the simulated of real world problem.⁸ So based on the definition above can conclude Contextual Teaching and Learning is educational process that aims to help students see meaning in the academic subject with the context of their daily lives.

Contextual teaching and Learning (CTL) is a one approach that can be good alternative for students to make easy learning, english especially in speaking. Students study with their experience not memorizing. So based on the definition above can conclude contextual teaching and learning is educational process that aims to help students see meaning in the academic subject with the context of their daily lives like a personal experience, culture, and social. CTL is a good way to solve the speaking skill especially in SMA DarulIkhlas Boarding School Padangsidempuan.

⁸NurhadiDkk, *Contextual Teaching And Learning*(Jakarta: 1998),p.6

CHAPTER II

THEORETICAL DESCRIPTION

A. SPEAKING SKILL

1. Concept of speaking

Communication with language is carried out through two basic human: Speaking and Listening. Jo Mc Donough and Christopher Shaw stated that “Speaking is desire and purpose driven, in order to communicate something to achieve a particular end.”⁹ This may involve expressing ideas and opinions; expressing a wish or desire to do something; negotiating or solving problem; or establishing and maintaining social relationships and friendship. In listening, the people turn words into idea; trying to reconstruct the expression they want other people to understand.

From the above explanation, we can conclude that in speaking there is interaction between speaker and listener that convey the message from a speaker to listener. For example, listener may give the speaker feedback whether the listener has understood what the speaker just said. The speaker will then need to reformulate what just said in order to get the meaning across in different way.

Speaking is a significant thing to an individual’s living process and experiences as the ability of seeing and walking. Speaking is also the most natural way to communicate. Without speaking, people must remain

⁹Jo Mc Donough and Christopher Shaw. *Material and Methods in ELT* (USA: Blackwell Publisher, 1994) p.152.

in almost total isolation from any kind of society. For most people, the ability to speak a language likes knowing a language, since the speech becomes the most basic of human communication. When people speak, a great deal involved such a nose, pharynx, epiglottis, trachea, lung and many more. Speaking is not just making sound, bird, animal, babies make sound and though it may be a short communication but it is not speaking.

Actually, what is the meaning of speaking? In the process of writing this thesis, researcher has tried to find out the meaning of speaking such as what David Nunan said that speaking is skill, it consist to producing systematic verbal utterances to convey meaning.¹⁰ Speaking is the most important skill for students in mastering English language. Speaking becomes more important in the term of interaction between speakers and listeners when they communicate each other. In the process of communication, speaking skill conveys the message from a speaker to listener.

According to Noah Webster that speaking has a variety of meanings as follow : to tell, to say, to know and to declare; to announce, to proclaim; to celebrate, to use or to be able to use (given language) in speaking and to address. While Robert Kaplan says “whatever the

¹⁰David Nunan, *Practical English Language Teaching* (New York: Mc. Grown-Hill Companies inc, 2003) p.48

content, the aim has emerged as communicative competence and the focus has been placed on the learner rather on the teacher.¹¹

Furthermore, Eve said that babies are not born talking, they learn language, starting immediately from birth. What they learn they need sounds and words, meanings and contractions.¹² Then, according to Clark and Clark that Speaking is fundamentally and instrumental act.¹³

From the previous definitions, it can be synthesized that speaking is the process of sharing knowledge, interests, attitudes, opinions or ideas. Moreover, it delivers ideas, opinions, feelings as the important aspects in the process of speaking which a speakers' idea becomes real to themselves and listeners.

2. Communication with language is carried out through two basic human: Speaking and Listening. Jo Mc Donough and Christopher Shaw stated that "Speaking is desire and purpose driven, in order to communicate something to achieve a particular end."¹⁴ This may involve expressing ideas and opinions; expressing a wish or desire to do something; negotiating or solving problem; or establishing and maintaining social relationships and friendship. In listening, the people turn words into idea; trying to reconstruct the expression they want other people to understand.

¹¹Robert Kaplan, *Applied Linguistic*, (California: University of California Press, 1984), p. 23.

¹²Eve. V. Clark, *First Language Acquisition*, (Australia: Cambridge University Press, 2003), p. 1.

¹³Clark and Clark, *Psychology and Language* (New York: Harcourt Brace Javanovich Inc, 1977), p.223.

¹⁴Jo Mc Donough and Christopher Shaw. *Material and Methods in ELT* (USA: Blackwell Publisher, 1994) p.152.

3. Principle for Designing Speaking Techniques

Speaking, therefore, appears to be divided into two types of activities; planning and execution. ¹⁵ Speaker first plans what they want to say based on how they want to change the mental state of their listener. Then, they put their plan into execution, uttering the segments, words, phrases and sentences that make up the plan. How is speech planned and executed? The process looks like this:¹⁶

- a. Discourse Plans: the first step for speakers is to decide what kind of discourse they are participating in. Are they telling a story, conversing with other people and etc? Each kind of discourse has a different structure, and they must plan their utterance to fit.
- b. Sentence plans. Given the discourse and their intention to produce a sentence with the right message, speakers must select one that will do this.
- c. Constituent plans. The speakers must pick the right words, phrases, or idiom to inhabit each constituent and put them in the right order.
- d. Articulator Program. As specific words are chosen, they are formed into an “articulator program”. It consist a representation of the actual phonetic segments, stresses, and intonation pattern that are able to be executed at the next step.
- e. Articulation. The final step is to execute the contents of the articulator program. This done by mechanisms that add sequence and timing to

¹⁵Jo Mc Donough and Christopher Shaw, p.224

¹⁶Jo Mc Donough and Christopher Shaw, p.48

the articulator program. This step results in audible sounds, the speech the speaker intended to produce.

The term speaking skill means the ability to apply grammatical and discourse to communicate effectively in particular context for particular purposes.

It is useful for teacher to develop speaking skill to know the characteristic of spoken language in order to interact student with each other. The various forms of language are mentioned below: ¹⁷

- a. Incomplete sentence
- b. Very little subordination (subordinate clauses, etc).
- c. Very few passive.
- d. Not many explicit logical connector (moreover, however).
- e. Topic moment structure. The syntax of the written language would probably have a subject-verb-predicate structure.
- f. Frequent reference to things outside the text, such as the weather for example.
- g. The use of the same syntactic form.
- h. The use of pauses and filters.

In order to guide the students' speaking practice the teacher should be aware to the elements of speaking, question and answer. There are a number of ways or techniques to use as guide the students'

¹⁷Jo McDonough and Christopher Shaw, *Material and Method in ELT*, (USA: Blackweir Publisher, 1994), p. 155.

speaking. And there are some principles to design those techniques, namely:¹⁸

- a. Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. As a teacher, to do techniques for improving students' speaking, for example jigsaw group, debate, play a game, he must make sure that his task include techniques design to help student to perceive and use the building block of language. At the same time, not to bore students to death with lifeless, repetition. As already noted above, make any drilling as interactive as possible.
- b. Techniques should be intrinsically motivating. Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action.¹⁹ It is probably the most often catch-all for explaining the success of failure of virtually any complex task. For countless studies and experiments in human learning have shown that motivation is a key to learning. So that, try the techniques all times to appeal to students' ultimate goals, interest of their motivation, to their need in teaching learning process.
- c. Techniques should encourage the use of authentic language in meaningful contexts. It is not easy to keep coming up with

¹⁸H. Douglas Brown. *Teaching by Principle*, (New Jersey: Prentice-Hall, 1994), p. 254.

¹⁹_____.*Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall, 2000), p. 112.

meaningful interaction but by searching resource material, although it takes energy and creativity to devise authentic contexts and meaningful interaction, it can be structured to provide a sense of authenticity.

d. Provide appropriate feedback and correction.

English as Foreign Language (EFL) the use of language is not available in the society such as in our country Indonesia. In this situation, students are very dependent on the teacher for useful linguistic feedback. It is important that we take advantage of our knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment. Speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can show how well their class is doing and what language problems they are having; students can see how easy they find a particular kind of speaking and what they need to do to improve.²⁰

e. Capitalize on natural link between speaking and listening.

Many interactive techniques involve speaking and listening. Don't lose on opportunities to integrate these skills. Skills in producing language are often initiated through comprehension.

²⁰ Jeremy Harmer. *How to Teach English*, (London: Longman, 1998), p. 88.

f. Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give directions, provide information, and students have been conditioned only to speak. As we design and use speaking techniques, we also allow student to initiate language.

g. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal techniques for accomplishing oral communicative purposes. For example:

1. Asking for clarification (What?)
2. Asking someone to repeat something (Huh? Excuse me?).
3. And getting someone attention (Hey, Say, So).

Teacher must choose better techniques for improving students speaking. Good speaking activities can and should be highly motivating. If all the students are participating fully-and if the teacher has set up the activity properly and can give useful feedback-they will get satisfaction from it. Many speaking techniques for example, role-play, debate, problem solving, are intrinsically enjoyable in themselves.

3. The Evaluation of Speaking

According to Arthur Hughes there six categories to measure speaking skill such as: ²¹

a. Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.²² For example a French person speaking English is described as having a French accent.

Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken. ²³

The Accent can be identified looks like this:

- 1) Pronunciation frequently unintelligible.
- 2) Frequent gross errors and a very heavy accent make understanding difficult.
- 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 mispronunciations, which do not interfere with understanding.
- 5) No conspicuous mispronunciations, but would not be taken for a native speaker
- 6) Native pronunciation, with no trace of foreign accent

²¹Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

²²NirmalaSari, *An Introduction to Linguistic*, (Jakarta: DepartemenPendidikandanKebudayaan, 1988), p. 138.

²³ Victoria Neufeldt, p. 7.

b. Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics).²⁴ Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:

- 1) Grammar almost entirely inaccurate phrases.
- 2) Constant errors showing of very few major patterns and frequently preventing communication
- 3) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- 4) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- 5) Few errors, with no pattern of failure.
- 6) No more than two errors during the interview

²⁴Victoria Neufeldt, p. 286.

c. Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.²⁵ It is used for communication or expression, in particular art, skill, etc.

Vocabulary is more than a list of target language of words.²⁶ A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words.

Vocabulary can be identified looks like this:

- 1) Vocabulary inadequate for even the simplest conversation.
- 2) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
- 3) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- 4) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.
- 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 an of the educated native speaker.

²⁵Victoria Neufeldt, p. 1494

²⁶ David Nunan, p.258.

d. Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.²⁷

“A fluent speaker is the ability of a person to speak flowing and natural, it using with a concomitant playing down of the bits and piece of grammar and phonology”.²⁸ Fluency is probably best achieved by following the stream of speech to flow then, as some of over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on more purposeful course.

Therefore, definition of fluency is derived as the ability of an individual to speak without under hesitation.

Fluency can be indentified looks like this:

- 1) Speech is no halting and fragmentary that conversation is virtually impossible.
- 2) Speech is very slow and uneven except for short or routine sentences.
- 3) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
- 4) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

²⁷David Nunan, p. 55.

²⁸H. Douglas Brown, *Teaching By Principle*, p. 268-270.

- 5) Speech is effortless and smooths but perceptibly non-native in speed and evenness.
- 6) Speech all professional and general topic as effortless and smooth as a native speaker.

e. Comprehension

Hornby states that: “Comprehension is the mind’s act or power of understanding”.²⁹ Comprehension is the capacity for understanding ideas, fact, etc. ³⁰A longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can be identified looks like this:

- 1) Understands too little for the simplest types of conversation.
- 2) Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.
- 3) Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
- 4) Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
- 5) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

²⁹ A.S Hornby, *Advanced Learners Dictionary Current English*, (London: Oxford University, 1974), p. 234.

³⁰ Victoria Neufeltd, p. 286.

6) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.³¹

Based on the previous definitions, speaking is the process of sharing knowledge, interests, attitudes, opinions or ideas. Moreover, it delivers ideas, opinions, feelings as the important aspects in the process of speaking which a speakers' idea becomes real to themselves and listeners. And there are six categories to measure speaking skill such as: Accent, Grammar, vocabulary, Fluency and comprehension.

B. CONTEXTUAL TEACHING AND LEARNING (CTL)

1. The concept of Contextual Teaching and Learning

The philosophy of Contextual Teaching and Learning (CTL) was rooted from progressivisms of Jhon Dewey. He is an expert of classical education proposed the theory of curriculum and teaching methodology that related to students' experience and interest. Principally, the students will learn effectively if they can make a connection between what they are learning with the experiences they had before. And also their activities involve in learning process in the class room. Jhon Dewey said as quoted by Donald Freeman, said that “ What an individual has learned in the way knowledge and skills in one situation becomes an instrument of

³¹Victoria Neufeltd, p. 288.

understanding and dealing effectively with the situation which follows the process goes on as long as life and learning.”³²

Based on two theories above, the Contextual Teaching and Learning (CTL) philosophy was developed. Contextual Teaching and Learning (CTL) is a proven concept that incorporates much of the most recent research in cognitive science. It is also reaction to the essentially behaviorist theory that have dominated American education for many decades. Contextual Teaching and Learning (CTL) is promoted as alternative for the new learning strategy. Contextual Teaching and Learning (CTL) emphasize the learning process through “constructing” not memorizing and teaching is interpreted as an activity of inquiring process not only transferring knowledge to the students.

In Contextual Teaching and Learning (CTL), students are expected to develop their own understanding from their past experiences or knowledge (assimilation). It is important because our brain or human mind is functioned as the instrument for interpreting knowledge, so that it will have unique sense. Mine while, several attempt has been made to define the meaning of CTL. In the process of searching the meaning of CTL, researcher has found several definitions about CTL from different resource. They are:

According to Kennet R. Howey, CTL is teaching that enables learning in which pupils employ their academic understanding and abilities

³²Jhon Dewey, p. 5.

in a variety of in-and out-school contexts to solve simulate group structures. Activities in which teachers use contextual teaching and learning help students make connections with their roles and responsibilities as family member, citizen, students, and workers. Learning though 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 on learning grouping and responsive to diverse learner needs and internal.³³

In addition, Johnson said that CTL is educational process that aims to help students see meaning in the academic subject with the context of their daily lives, that is with the context of their personal, social and cultural circumstance. To achieve this aim, the system encompasses the following eight components: making meaningful connection, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, teaching high standards and using authentic assessments.³⁴

Mean while, The Washington state that consortium for contextual teaching and learning as cited in Nurhadi formulated definition of CTL as follows: “Contextual teaching and learning is teaching that enables students to reinforce, expand and apply their academic knowledge and

³³Kennet R. Howeyet.al, p. 4.

³⁴Elaine Johnson, p. 25.

skills in a variety of in-school and out of school setting in order to solve the simulated of real world problem”³⁵.

Based on the previous definitions, the researcher concludes that CTL is the way or the concept of teaching that help teacher and students to relate subject matter to real life situation and motivate students to connect and apply all aspect of learning into their role in real life. When we talk about context, most of people say that it is related to their social life in the class room teaching. CTL means teacher should present the students real world inside to classroom.

2. The Characteristics of Contextual Teaching and Learning (CTL)

Johnson, as quoted by Nurhadi combine the characteristics of CTL into eight important elements as follows:

a. Making Meaningful Connection

Students can organize themselves as learners who learn actively in improving their interest individually, person who work individually or collectively in a group and a person who can do learning by doing.

b. Doing Significant Work

Students can make relationship among school and the various exiting context in the real world a business maker and as a citizen.

c. Self-Regulated Learning

³⁵Nurhadi, *Contextual Teaching and Learning*,

Students do the significant work. It has a purpose, it has connection with others, it has connection with decision making and it has the concrete results or products.

d. Collaborating

Students are able to work together. The teachers help students in order to work effectively in a group and teachers help them to understand the way how to persuade and communicate each others.

e. Critical and Creative Thinking

Students are able to apply higher level of thinking critically and effectively. Students are able to analyze, to syntheses, to tackle the problem, to make decision and to think logically.

f. Nurturing the Individual

Students carry on their selves, understand, give attention, posses high wishes, motivate and empower themselves. Students cannot get the success without the support from adult people. Students should respect their companion and adult person.

g. Reaching High Standards

Students know and reach the high standard; it identifies their purposes and motivates them to reach it. Teachers show to students how to reach what called “excellent”.

h. Using Authentic Assessments

Students use academic knowledge in the real world context to the meaningful purposes. For examples: students may describe the

academic information that have learned in subject of science, health, education, math, and English subject by designing a car, planning the school menu, or making the serving of human emotion or telling their experiences.

3. The Principles of Contextual Teaching and Learning (CTL)

There are some principle of contextual teaching and learning they are:

a. Constructivism

Constructivism is the foundation of CTL. The basic remise is that an individual learner must effectively “build” knowledge and skills. However, all advocates of constructivism agree that is the individual’s processing of stimuli from the environment and the resulting cognitive structure that produce adaptive behavior rather than the stimuli themselves.

In classroom teaching learning process, the constructivisms are applied in five step of learning. They are: activating knowledge, applying knowledge and reflection on knowledge.³⁶ The constructivism of paradigm has led us to understand how learning can be facilitate thorough certain types of engaging and contractive activities. This model of learning emphasizes meaning of making through active participation in situated context socially, culturally, historically, and politically.

³⁶Nurhadi, dkk, p. 33.

b. Inquiry

Basically, inquiry is a complex idea that means many things to many people in any context. Inquiry is asking something valuable that related to the topic discussed. Inquiry is defined as seeking the truth information or knowledge or seeking information by questioning. There are several steps that should be followed in applying inquiry activity in the class room teaching, they are:

- 1) Formulating problem
- 2) Collecting data through observation
- 3) Analyzing and presenting data (through written form)
- 4) Communicating and presenting the result of data to the reader, classmates and the audients.

c. Questioning

Questioning is the mother of contextual teaching and learning, the beginning of knowledge and the important aspect of learning. SadkerandSadker, as quoted by Nurhadi, mentioned the important of questioning in the classroom teaching, He said:

The good questioning is a good teaching. In the skillful use of question more than anything else lays fine art of teaching; for in it we have the guide to clear and vivid ideas, and the quick spur of imagination, the stimulus to taught, the incentive to action. What is in a question you ask? Everything, it is the way of evoking stimulating response of stultifying inquiring. It is in essence, the very core of teaching. The art of questioning is the art of guide learning.³⁷

³⁷Nurhadi, dkk, p. 45.

Sometimes, the teachers ask to the students before during and after the lesson. At others times, they are posed effectively by the students to focus their own lesson, keep them engaged and help them by monitoring their understanding of what was learned. In a productive teaching and learning, questioning activity are useful for checking students' comprehension, solving problem faced by students, stimulating response to the students, measuring students' curiosity, focusing studied attention and refreshing students prior knowledge.

d. Learning Community

In learning community, the result of learning can be gotten from gathering others and also can be taken from sharing with friends, other groups and between making out person or not. Actually, learning community has the meaning as follow:

- a. Group of learning which communicate to share the idea and experience.
- b. Working together to solve the problem.
- c. The responsibility of each member of learning group.

It is sometimes forgotten that language classes operate as communities, each within its own collection of shared understanding that have been build up over time. The overall character of each language class is created, developed, and maintained by everyone in room. Each class member has a specific role play, even those with ostensibly low profile such as 'onlooker' or 'observer' (noticing what

is going on) ‘knower’ (being privy to share class understanding) and follower (reacting in the same way as everyone else to certain teacher or students initiatives)

e. Modeling

Basically, modeling is a verbalization of ideas. Teachers demonstrate to students to study and acting what the teachers need to be implemented by students. Modeling activity can be summarized into demonstration of teacher’s opinion and demonstration how the teachers want the students to learn.

f. Reflection

Reflection is the ways of thinking about what the students have learned and thinking about what the students have done in the past. Reflection is figuration of activity and knowledge that just have received. Teachers need to do the reflection in the end of teaching and learning process. In the end of learning process, teachers may spend a little time and ask students to do the reflection. The realization of reflection can be done by giving direct statement about information that acquired in the lesson, some notes or journal on students’ book, some impression and suggestion from students about the learning process and discussion.

g. Authentic Assessment

Authentic Assessment is a procedure of achievement in the CTL. Assessment of students’ performance can be some from the

teachers and the students. Authentic assessment is the process of collecting data that can give the description of students' learning development. In the process of learning, teachers not only can be placed to provide accurate assessment of students' performance, but also students can be extremely effective at monitoring and judging their own language production. Their frequencies have a very clear idea of how well they are doing on what they have done, and if teachers help them to develop this awareness, teachers can greatly enhance learning.³⁸

Authentic assessment has some characteristics, such as:

- 1) Involves real world experience
- 2) Allows access to information
- 3) Encourages the use of computer, dictionary and human resource.
- 4) Engages the students by relevance.
- 5) Uses open-ended format
- 6) Includes self assessment and reflection
- 7) Warrant effort and practice
- 8) Identifies strength to enable students to show what they can do.
- 9) Making assessment criteria to students.³⁹

3. Pictures as Authentic Material

Authentic material can bring the concern and voices of the community into the classroom.⁴⁰ Pong Stag passed out copies of letter to

³⁸ Jeremy Harmer, p. 100.

³⁹ Nurhadi, dkk, p. 43.

editor from local paper. The class discussed not only the content of the letter but also how the writers used sentence structure and vocabulary to make their points. The original material required the students to listen to the description and interview, extract key information about the people and use this information for complete a grid. However, the teacher used this material wanted to give the lesson an interactive dimension in which the students worked together, negotiating with each other, in order to complete the task.⁴¹

Children are focused on what this new language actually can be used for right here and now. They are willing to put up with language that doesn't load of language that doesn't hold immediately rewards for them. Your class affords to have an n over load of language that is neither authentic nor meaningful.

- a. Children are good at sensing language that is not authentic; therefore "canned" or stilted language will simply not be accepted.
- b. Language needs to be firmly context embedded story lines, familiar situation and characters, real life conversation, meaningful purpose in using language. These will establish the context within which language can be received and there by improve attention and retention.

According to Gerlach andEly said that:

A picture is a two-dimension visual representation of persons, places, or things. Most commonly it is a photograph, but it also may

⁴⁰Lynne R. Diaz Rico. *Strategies for Teaching English Learners Second Edition*, (San Bernardino: CaliforniaStateUniversity, 2004), p. 362.

⁴¹David Nunan. *Language Teaching Methodology*, (Sydney: Mac Quire University, 1988), p. 219.

be sketch, a cartoon, a mural, or even a chart, graph or map. Pictures may be used for individual study, for display on bulletin boards and in exhibits, and for projection when groups of students need to look at one picture at the same time.⁴²

According to Murcia and Hill said that:

“The meaning of pictures is visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce skills. Picture can also be used in various configurations to enhance learning and practice.⁴³

Basyiruddin and Usman said in their book are:

Foto/gambar merupakan media reproduksi bentuk asli dalam duadimensi. Foto ini merupakan alat visual yang efektif karena dapat divisualisasikan sesuatu yang akan dijelaskan dengan lebih konkrit dan realistis. Informasi yang disampaikan dapat dimengerti dan mudah karena hasil yang diragakan lebih mendekati kenyataan melalui foto yang diperlihatkan kepada anak-anak, dan hasil yang diterima oleh anak-anak akan sama.⁴⁴

(Picture is media reproduction original from two dimension, picture is tool visual the effectif because can visualization that will explain with more konkrit and realistis, information the extended can understand with easy because the yield boast fact trough picture showed to students, and accepted by students will same.)

So, Picture is media reproduction original from two dimensions. information the extended can understand with easy because the yield

⁴²Vernon S Gerlach and Donald P. Ely, p. 365.

⁴³Marianne Celce Murcia and Sharon Hill, *Technique And Resources In Teaching Grammar*, (New York : Oxford University Press, 1998), p.73.

⁴⁴M. Basyiruddin and Usman H. Asnawir, *Media Pembelajaran*, (Jakarta : Delia Citra Utama, 2002), p.47.

boast fact through picture showed to students, and accepted by students will same. The picture colored in the general interest attention the students.

C. REVIEW OF RELATED FINDING

Beside of theory study above. The writer find some research which studying about speaking. That was a researcher that has done a research has same with the writer.

First, the research was done in English Educational Department, State University of Medan 2010. His name is Wendi wijardi, his thesis about "The effectiveness of Contextual Teaching and Learning (CTL) in Speaking".⁴⁵ He told that CTL can improve the students speaking skills. And the teacher suggested in order too design classroom enjoyable and actively.

Secondly, a thesis by Rika umrina in State College for Islamic studies padangsidimpuan 2011, her Thesis about Improving the Students' Speaking Skill through Debate at SMA I Padangsidimpuan. She found that Debate can improve the speaking skill. Researcher suggested teacher to accomplish teaching more interactive.⁴⁶

Finally , a thesis of Ida Royani. State College for Islamic Studies, entitle by Improving Students Speaking Skill Through Simulation. And the research found simulation had improve the students' speaking skill. And

⁴⁵Wendi Wijardi, The Effectiveness of Contextual Teaching and Learning in Speaking. (*Unpublication Thesis*). Jakarta 2010

⁴⁶ Rika Umrina, The Improving students' Speaking Skill Through Debate, (*Unpublication Thesis*). Padangsidimpuan 2011

researcher suggested how Simulation can be used in improved students' speaking skill.⁴⁷

My thesis with title Improving Students' Speaking Skill Through Contextual Teaching and Learning, with this research the researcher had found the improvement with used Contextual Teaching and Learning.

D. CONCEPTUAL FRAMEWORK

In speaking, there is a process of communication between speaker and listener. Speaking is the process in which speaker express his idea, opinion and perception. It is necessary to find a way in teaching speaking in order to improve students' speaking skills and purposed to get communication well. Having a good fluency in speaking can make students and teachers work together in the classroom. Finally the purpose of teaching English can be reached.

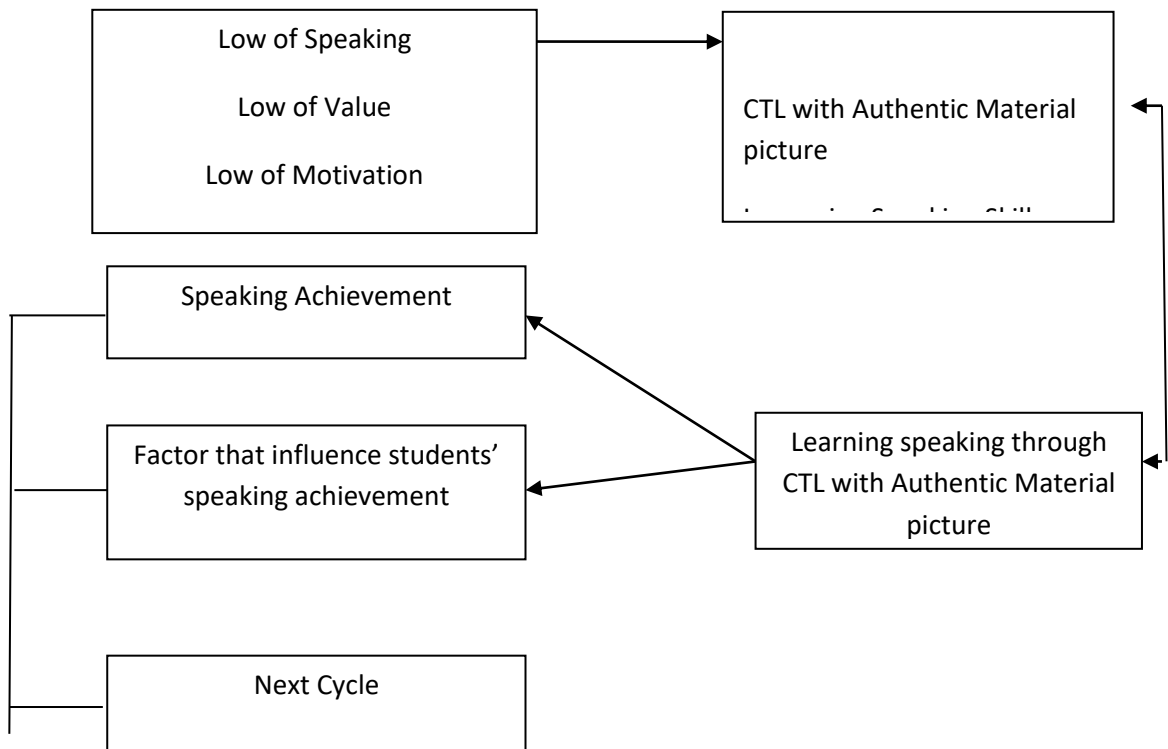
CTL is one of many ways in improving students' speaking skills. CTL is considered to be effective way of teaching speaking because it learning environment and students can discover meaningful relationship between abstract ideas and practical application is a real world context. Mine while, CTL also encourage teachers to design learning environmental that incorporate many kind of experiences to desire out comes.

In the case of CTL, the researcher will use authentic material to make students practice to learning English and finally to improve students' ability in speaking. So CTL gives chance to the students to use the target language

⁴⁷Ida Royani, Improving Studnts' Speaking Skill Through Simulation, (*Unpublication thesis*).Padangsidimpuan 2012

creatively without ashamed and afraid. CTL is expected to bring the better result in order to improve students' speaking ability.

The researcher will do research based on the framework below:



CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

1. Place of the Research

The research had been done at Grade XII SMA Darulikhlas Boarding School Padangsidempuan, Sumatera Utara. It was located in Goti, Padangsidempuan.

2. Time of the Research

The research had been done at January 2019 to June 2019

B. Research Design

In this research, classroom action research was applied. Wallace states that classroom action research is different from more conventional types of research. It was focused on individual or small group professional practice and it is not concerned with making general statements⁴⁸. Action research is aimed to improve students' learning experience. In other words, it can be said that classroom action research functions as a tool for the teacher toward an improvement in their teaching.

Action research is any systematic inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular school operates, how they teach and how well their students learn. This environment is gathered with the goals of gaining insight, developing

⁴⁸Michel J Wallace. *Action Research for Language Teachers*, (USA: Cambridge University Press, 1998), p. 18.

reflective practice, effecting positive changing in the school environment outcomes and the lives of those involved.⁴⁹

In addition, action research is used to refer to ways of investigating professional experience which link practice and the analysis of practice into a single productive and continuously developing sequence and which link researchers and research participant into a single community of interested colleagues.⁵⁰ It means that action research was done to improve aspect of teaching of to decide appropriates of certain activities of procedures.

Classroom action research concerned to four steps, namely, planning, action, observation and reflection. Planning means the reflection of the action had done. In this step, the researcher planed detail about the activities would be done.

Action means the activities that would be done. The researcher would make the teaching program, lesson plan and also media that use to teach speaking to the students, in the end of the action that they are learned. This action would be done continuously until the teacher get satisfying result.

Observation is the result of action that was done. And reflection is the evaluation of actions that had been done. It recalls action as it had been recorded in observation. The reflection would be done to recover the problem happen in the previous cycle.

⁴⁹Geoffrey E. Mills. *Action Research a Guide for the Teacher Researcher*, (New Jersey: Prentice Hall, 2000), p. 6

⁵⁰OrtrunZuberSkerrit.*New Direction in Action Research*, (London: The Falmer Press, 1996), p. 14.

In this research, the researcher join with the teacher to become a team work who work together to solve the students' problem in increasing speaking skill through CTL.

C. Participant

The subject of the research, are students At Grade XII SMA DarulIkhlas Boarding School Padangsidempuan, which consist of 35 students at X3 class. There are many student have problems can't speak properly, for example; they have low value in speaking mastering grammar that make students often to make mistake in the structure of the sentences; lack of mastering vocabulary and grammar. Don't motivation and lack of confidence. They are the first class that have the different skill that is; high, low and more low.

D. Instrumentation

1. Instrumentation of Data Collecting data

In collecting data, the researcher as the key instrument also uses spoken test and observation sheet.

- a. Test: researcher uses speaking test type oral presentation. Oral presentation based on Weir defines a test is expected to have candidate giving a short talk which he has either been asked to prepare beforehand or has been informed of shortly before the test.⁵¹ A. S. Hornby explains that test is an examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to

⁵¹Cyril J. Weir, *Communicative Language Testing*, (UK: Prentice Hall, 1990), p. 75.

perform.⁵²Brown says a test as a method of measuring a person's ability: knowledge, or performance in a given domain.⁵³The test in this research is speaking based on context of daily life, chooses the topic. So the researcher used contextual teaching and learning (CTL) and the students maked the photo.

The students will be testing based on the topic that the researcher has given on first meeting and giving time limitation is 5 minutes to speak the topic. Then, at the second cycle on the first meeting the students is speak again in front of class and explain about the other topic that given by teacher.Last meeting the students mustspeak fluently without teacher help.

Value criteria the researcher divided the score into five criteria. They are the scores of accent, grammar, vocabulary, fuency, and comprehension. The score of this test would be explained more clearly, the highest score was 20 and the lowest was 1ine every criteria. Because the criteria of writing test there were 5, so the highest score were 100 in all of criteria.

- b. Observation: researcher uses observation type field notes. A. S. Hornby defines an observation is the act of watching somebody or something carefully for a period time, especially to learn something.⁵⁴ Gay and Airasian interpret the pointed out field notes are the observer's record

⁵²A.S. Hornby, p. 1543.

⁵³H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (New York: Pearson Education, 2004), p. 3.

⁵⁴A.S. Hornby, p. 1013.

of what she/he will have been seen, heard, experienced, and thought about during an observation session.⁵⁵

Therefore, the researcher gives the scores to the students based on the indicators below:

SCORE EVALUATION OF SPEAKING

| CONTENT | Proficiency Description | | |
|---------------|-------------------------|----|---|
| | 1 | 2 | 3 |
| Accent | 20 | 10 | 5 |
| Grammar | 20 | 10 | 5 |
| Vocabulary | 20 | 10 | 5 |
| Fluency | 20 | 10 | 5 |
| Comprehension | 20 | 10 | 5 |

a. Accent

- a. Pronunciation efficient unintelligible.
- b. Pronunciation inefficient, but intelligible
- c. Pronunciation inefficient and unintelligible

b. Grammar

- a. Few errors with no pattern
- b. Occasional errors showing imperfect control of some patterns
but not weakness that causes misunderstanding.

⁵⁵L. R. Gay & Peter Airasian, *Educational Research*, (New Jersey: Prentice Hall Inc, 2000), p. 593.

- c. Grammar most entirely inaccurate phrases.
- c. Vocabulary
 - a. Vocabulary adequate to cope with complex practical problems and varied social situation.
 - b. Vocabulary limited to basic personal and survival areas (time, food, family).
 - c. Vocabulary inadequate to discuss special inbulary inadequate for even the simple coversation.
- d. Fluency
 - a. Speech is effortless and smooth.
 - b. Speech is frequently hesitant and jerky.
 - c. Speech is very slow and uneven.
- e. Comprehension
 - a. Understands everything in normal educated conversation
 - b. Understands quite well normal educated soeech directed to him or her, but requires occasional repetition and rephasing
 - c. Understandstoo little for the simplest types of conversation

2. Technique of Data Collection

- a. Test: In spoken test 1, the researcher gives a test before going to the first cycle. The topic of the test is describing people. The researcher focuss on the students' bravery and performance. And then, the researcher gives a test which is authentic material pictures. It focuses

in accent, grammar, vocabulary, fluency, and comprehension. The model test of speaking test like below :

| NO | Cycle | Meeting | Kinds of Instrument | Instruction |
|-----------|--------------|----------------|----------------------------|---|
| 1 | I | First Meeting | Photo | <ul style="list-style-type: none"> - Students describing the people in the picture - They explain about name, nick name, address, age, character, status, hobby, ambition, job, and your relation with them. - Describing in 5 minutes |
| 2 | I | Second Meeting | Photo | <ul style="list-style-type: none"> - Students describing the people in the picture - They explain about name, nick name, address, age, character, status, hobby, ambition, job, and your relation with them. - Describing in 5 minutes |
| 3 | I | Third Meeting | Photo | <ul style="list-style-type: none"> - Students describing the people in the picture - They explain about name, nick name, address, age, character, status, hobby, ambition, job, and your relation with them. - Describing in 5 minutes |
| 4 | II | Fourth Meeting | culture | <ul style="list-style-type: none"> - Students describing about their culture - Describing in 5 minutes |
| | | | | <ul style="list-style-type: none"> - Students describing about |

| | | | | |
|---|----|---------------|---------|--|
| 5 | II | Fifth Meeting | Culture | their culture - Describing in 5 minutes |
| 6 | II | Sixth Meeting | Culture | - Students describing about their culture - Describing in 5 minutes |

3. Procedure of the Research

The action research followed the model that was developed by Kemis and Robin. It was a famous representation of the action research “spiral” that contained four stages as follows: 1). Planning, 2). Acting, 3). Observing, and 4). Reflecting. The model could describe in next pages as

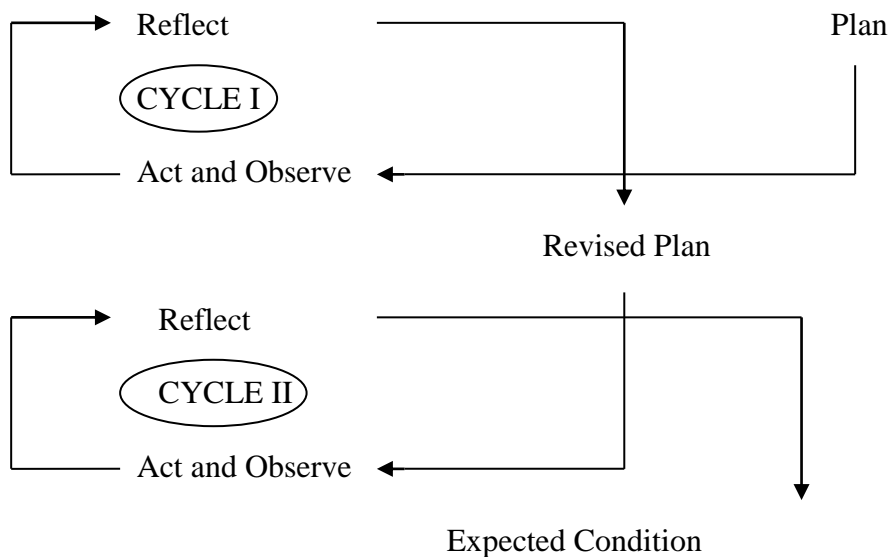


Figure 2 Action Research Spiral

In this research the writer applied two cycles. Each cycle consists of three meetings. Each meeting consists of 90 minutes. So, there were six meetings during research process. Each cycle consist of four steps; planning, acting, observing ad reflecting.

A. Cycle 1

1. PLANNING

- a. Making lesson plan
- b. Preparing all the material
- c. Preparing test in this cycle
- d. Preparing media that will be need in teaching learning process
- e. Preparing observation sheet
- f. Design a procedure teaching speaking through CTL with using photo

2. ACTION

- a. The first cycle conducted in three meetings. The researcher applied the CTL authentic material picture in teaching.
- b. In the classroom activities the teacher begin the lesson with greetings. Before introduction the topic, the teacher explain the importance of the research for the students because they can learn english specially speaking from the picture so that they can cooperative with the writer.
- c. After giving the explanation, the teacher invite the students to performance about the topic.
- d. The teacher preparing the assesment.
- e. Teacher give comment about the perfomance.

3. OBSERVATION

Observation will be done during the action. The writer used field note, which contained strategies in teaching speaking.

4. REFLECTION

Reflection is gathered from the result of speaking test through authentic material picture and observation sheet

B. Cycle 2

1. PLANNING

- a. Making lesson plan.
- b. Preparing all the material.
- c. Preparing test in this cycle.
- d. Preparing media that be needed in teaching learning process
- e. Preparing observation sheet.
- f. Redesign a procedure teaching speaking with using the new topic
- g. Preparing the assesment.

2. ACTION

- a. The second cycle is the same with the first cycle, it is conduct in three meeting, and apply the CTL with using photo in teaching speaking too.
- b. In opening the class the teacher motivated the students to do the lesson, to explore their speaking skill and more active in teaching learning process
- c. The teacher invite the students again
- d. to performance their Authentic material picture.

- e. The teacher appreciating the performance.
- f. Teacher give the comment about their performance.
- g. Explaining and resulting the participant activities.
- h. Celebrating the sucessfull learning of contextual teaching and learning.

3. OBSERVATION

The item of observation in cycle 2 is similiar with cycle 1 but in cycle 2 the students must more interactive.

4. RELECTION

Reflection is gathered from the result of the speaking test throught CTL authentic material picture and observations

4. Technique of Data Analysis

The data that collected must be summarized and interpreted in order to help teacher makes decisions about practice. The process of data analysis involves making sense out of text and image data. According to Creswell, it is involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data and making interpretation of the larger meaning of data.⁵⁶

Researcher counts quantitative data by computing the score of speaking test students. The formula is the following.

$$X = \frac{\sum xx}{N} 100\%$$

⁵⁶Jhon W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approach*, (USA: Sage Publication, 2003), p. 190.

Where:

\bar{x} = the mean of the students

$\sum x$ = the total scores

N = the students

CHAPTER IV

RESEARCH FINDINGS

A. Data Description

1. Settings

The place of the research was at Grade XII SMA DarulIkhlas Boarding School Padangsidimpuangan. It was located in Goti, Padangsidimpuan. It was a national standard school with 14 classes. Each class consists of 39 students. There are 54 teachers in this school. There are five English teachers in this school. The English subject had four periods in a week.

The participants of this research were the tenth grade students of Grade XII SMA DarulIkhlas Boarding School Padangsidimpuan. The research participants were the students of class XII- Accountant. It consists of 35 students. There were 30 female and 5 male. This class was chosen because the writer found the problems of speaking in this class. In doing the research, for the first cycle the students did not enthusiastic in teaching learning program because the applying debate technique was not well organized. For the second cycle, after redesign a procedure teaching speaking through CTL, the students become active and interested in teaching learning program.

2. Action

The writer divided this action research into two cycles. Each cycles consisted of four stages; namely plan, action, observation and reflection. In

this chapter the writer described the research and findings. Before doing the cycles, the writer gave pretest to the students to know their speaking skill.

B. The comparative Result of the Action

In the first cycle, the writer gave pretest to know students' speaking skill, and their problem in speaking. There was a topic that students got from teacher. Many students were difficult to express their idea. They have problem in accent, grammar, vocabulary, fluency and comprehension.

In the first meeting (pretest), the students understood about points of speaking : accent, grammar , vocabulary, fluency, and comprehension.

Table 1. The Result of the First Meeting/ pretest

| Criteria Of Speaking | Speaking Scores | | | Total of students |
|-------------------------------------|------------------------|-----------|-----------|------------------------------|
| | 5 | 10 | 20 | |
| Accent | 20 | 15 | - | 35 students |
| Grammar | 25 | 10 | - | 35 students |
| Vocabulary | 30 | 5 | - | 35 students |
| Fluency | 25 | 10 | - | 35 students |
| Comprehension | 29 | 6 | - | 35 students |

Based on the data in the above table writer concluded in accent criteria that there were 20 students got score 5, there were 15 students got

score 10, and there weren't students got score 20. In grammar criteria there were 25 students got score 5, there were 10 students got score 10, there weren't students got score 20. In vocabulary criteria there were 30 students got score 5, there weren't students got score 20. In fluency criteria there were 25 students got score 5, there were 10 got score 2, there weren't students got score 20. In comprehension criteria there were 29 students got score 5, there were 6 students got score 10, there weren't students got score 20.

Therefore, from description of score pretest above writer concluded that the mean score of accent was 2.5, grammar was 2.5, vocabulary was 2, fluency was 2.25, comprehension was 2.5. The mean score of pretest was 33.85.

In the first cycle the writer applied three meetings. After doing an action in the first cycle, the writer found the result of speaking test through Contextual Teaching and Learning (CTL) in the last meeting of the first cycle. The writer would explain as followed:

Table 2
The Result of the first cycle

| Criteria of speaking | Speaking score | | | Total of the Students |
|----------------------|----------------|----|----|-----------------------|
| | 5 | 10 | 20 | |
| Accent | 10 | 20 | 5 | 39 Students |
| Grammar | 12 | 20 | 3 | 39 Students |
| Vocabulary | 12 | 22 | 1 | 39 Students |
| Fluency | 18 | 17 | - | 39 Students |

| | | | | |
|----------------------|-----------|-----------|----------|------------------------------|
| Comprehension | 15 | 20 | - | 39 Students |
|----------------------|-----------|-----------|----------|------------------------------|

Based on the data in the table above writer concluded that in criteria of accent there were 10 students got score 5, and there were 20 students' got score 10, there weren't students got score 20. In grammar criteria there were 12 students got score 5, there were 20 students got score 10, and there weren't students got score 20. In vocabulary criteria there were 20 students got score 5, there were 14 students got score 10, there were 1 students got score 20. In fluency criteria there were 20 students got score 5 and there were 15 students got score 10, and there weren't students got score 20. In comprehension criteria there were 22 students got score 5, there were 13 students got score 10, and there weren't students got score 20.

From the score of all criteria in the first cycle the students' skill were increased from the first meeting up to the third meeting, but there were some students didn't interest in learning activity. So, from this phenomenon the writer would improve her ability in teaching students.

So, from description of score at the first cycle above writer concluded that the mean score of accent was 3.5, in grammar was 3.5, in vocabulary was 3, in fluency was 2,8, in comprehension was 2.9. The mean score of first cycle was 44.85.

In the second cycle the writer improved her ability in teaching to make the students more interested in learning especially in learning speaking lesson. The writer gave students motivation and made them more diligent in study.

In the second cycle at the last meeting the writer also gave the speaking test to know about how deep was their ability in speaking through Contextual Teaching and Learning (CTL). In the last meeting in the second cycle the writer felt easier to teach the students, because the students got interested in learning activity. The score of the students' ability we could see from the tables as followed:

Table 3.the result of the second cycle

| Criteria of Speaking | Speaking score | | | Total of Students |
|-----------------------------|-----------------------|-----------|-----------|--------------------------|
| | 5 | 10 | 20 | |
| Accent | - | 3 | 32 | 35 Students |
| Grammar | - | 9 | 26 | 35 Students |
| Vocabulary | - | 9 | 26 | 35 Students |
| Fluency | - | 22 | 13 | 35 Students |
| Comprehension | - | 32 | 3 | 35 Students |

Based on the data on the above table writer concluded that in criteria of accent there weren't students got score 5, there were 3 students got score 10, and there were 32 students got score 20. In grammar criteria there weren't students got score 5, there were 9 students got score 10, and there were 26 students got score 20. In vocabulary criteria there weren't students got score 5, there were 9 students got score 10, and there were 26 students got score 20 students. In fluency criteria there weren't students got score 5, there were 22 students got score 10, and there 13 students got score 20. In comprehension criteria there weren't students got

score 5, there were 32 students got score 10, and there were 3 students got score 20.

So, from the description of score at above second cycle the writer concluded that the mean score of accent was 5.6 in grammar was 5.25 in vocabulary was 5.3, in fluency was 5.1 and in comprehension was 5.4. The mean score of second cycle was 76.14

The mean score of the students' score in the second cycle was higher than first. So it can be said that the students' speaking skill through authentic material picture increased from. It can be seen from the following table.

Table 4. The Improvement of students' mean

| Meeting | Total Score | Mean |
|----------------|--------------------|--------------|
| Pretest | 1175 | 33,85 |
| Cycle 1 | 1570 | 44,85 |
| Cycle 2 | 2730 | 78 |

Based on the data analysis, it could be concluded that all of the data said that students got improvement on their score. There was high improvement. The first meeting / pretest, there was no students got 65 points. In cycle 1 in the last meeting were 2 students (5.12 %) got 65 points. In cycle 2 in the last meeting were 35 students (97.49%) got 65 points.

The percentage of the improvement for students' speaking skill could be seen in the following table:

Table 5.the percentage of students' speaking skill

Through authentic material picture

| Meeting | The students Got points Up 65 | The total Number of Students | Percentage |
|----------------|--|---|-------------------|
| Pretest | 0 | 35 | 0 % |
| Cycle 1 | 2 | 35 | 5,12% |
| Cycle 2 | 33 | 35 | 97% |

The result indicated that there was an improvement on the students' speaking skill through Contextual Teaching and Learning (CTL). It consisted of two cycles. Each cycle consisted of three meeting. There was first meeting until three meeting concluded cycle 1 and forth meeting until six meeting concluded cycle 2. So, the total meetings were eight meetings, because the researcher made pretest before.

C. Analysis the Result of the Research

Classroom action research in using Contextual Teaching and Learning (CTL) should maximize opportunity to learners to use target language for meaningful purposes. With the attention of the message they are speaking in English rather correction structure of language. Students were given opportunities to focus on their learning process and developing of appropriate technique learning. The teacher would give the chance to students to explain about more topics what they know, giving the time to students to explain the picture and active in speaking activities. After make the students feel comfortable and understand in speaking test, it seems advisable to challenge them to think critically with it. By authentic material picture in students' speaking skill.

In this study, it was found that the improvements of the students' score, in the first meeting/pretest, the mean of the students were 33.85. In this meeting, there was no students got 65 point. The result of the research in the first cycle were 44.85. The mean of the students were there were 2 students got 65 point, the result of the research in the second cycle were 78, the mean of the students there were 33 students got 65 point. So, from the result above the students' speaking skill improved by using Contextual Teaching and Learning (CTL). Writer would describe students' ability score was increased from pretest, first cycle up to second cycle. See in appendix.

From the interpretation of the score of the students, the implementation of Contextual Teaching and Learning (CTL) to improve students' speaking skill at Grade XII SMA Darulikhlas Boarding School Padangsidempuan, has become one of media that can be used by the English teacher and can assist students in learning speaking. So, from the analysis of the research, Contextual Teaching and Learning (CTL) could improve students' speaking skill.

D. Discussion About the research Finding

The researcher organized all the quantitative data from all meetings. In every two meetings, the writer conducted with speaking in the class. From the first evaluation, it was found that students' achievement in speaking was still low. They were confused and not confident how to speak well. Next, the first cycle of classroom action research was conducted and students were given CTL (contextual teaching and learning) at the first time. Although

they still had problem, the result of second evaluation was better than first evaluation. After the researcher did the second cycle, the result was better than first cycle.

The researcher also analyzed data to support this research finding beside the quantitative data (speaking evaluation score) the qualitative data were taken from test and observation sheet. The test in this research is speaking based on context of daily life, chooses the topic. Observation result showed that the students gave their good attitudes and responses during the teaching and learning process. Even though they got problem at the first time but they could handle their difficulties and enjoyed their lesson by the process of time. They became more active and interested in speaking. The questionnaire showed that students agree that the application of CTL (contextual teaching and learning) had helped them in speaking skill. Based on the result, it was found that the application of CTL (contextual teaching and learning) had successfully improved students' speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found out that the students' score was increased from the first cycle to the second cycle. In the first cycle the mean of students' score was 44.85. In the second cycle the score was 78. It meant there was an improvement on the students' speaking skill by using Contextual Teaching and Learning. It's mean there was an improvement on the students' speaking skill by using Contextual Teaching and Learning about 33.15%

B. Suggestions

The result of the study showed that the use of authentic material picture would improve students' speaking skill. Therefore, the following suggestions are offered:

- a. Contextual Teaching and Learning (CTL) can be used as an alternative way of teaching speaking.
- b. For the teacher, it is very wise to use Contextual Teaching and Learning (CTL) in teaching speaking because this media can motivate the students especially in English speaking.
- c. For the students, it is hoped that by using Contextual Teaching and Learning (CTL), the students would get more interested in studying English speaking.
- d. For the writer, Contextual Teaching and Learning (CTL) is as a reference to further the classroom action research to get the efficiency of time.

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DAFTAR RANCANGAN ANGGARAN BIAYA PENELITIAN MANDIRI TAHUN 2019
KLUSTER PENELITIAN PENGEMBANGAN PROGRAM STUDI

PENELITI : Zainuddin, S.S., M. Hum

Judul : Improving Students' Speaking Skill Throught Contextual Teaching and learning (CTL) at Grade XII SMA Darul Ikhlas Boarding School Padangsidempuan

| NO | URAIAN KEGIATAN | Vol | Frek | Sat. | Harga (Rp) | Jumlah |
|----------|--|-----|------|------|------------|------------|
| A | PRA-KEGIATAN | | | | | |
| 1 | <i>Pengadaan ATK Selama Penelitian</i> | | | | | |
| | Kertas A4 Mirage 80 gram | 1 | 3 | Rim | 40.000 | 120.000 |
| | Tinta Hitam Printer | 1 | 1 | Btl | 40.000 | 40.000 |
| | Tinta Warna Printer | 1 | 1 | Btl | 45.000 | 45.000 |
| | Catrigt Canon Black | 1 | 1 | Bh | 255.000 | 255.000 |
| | Catrigt Canon Color | 1 | 1 | Bh | 275.000 | 275.000 |
| | Buku Agenda | 2 | 1 | Bh | 40.000 | 80.000 |
| | Stapler | 1 | 1 | Bh | 25.000 | 25.000 |
| | Anak Stapler | 1 | 1 | Ktk | 10.000 | 10.000 |
| | Stabilo | 2 | 1 | Bh | 5.000 | 10.000 |
| | Map Plastik | 3 | 1 | Bh | 10.000 | 30.000 |
| | Materai 6000 | 10 | 1 | Eks | 7.000 | 70.000 |
| | CD-RW | 4 | 1 | Bh | 10.000 | 40.000 |
| | | | | | | 1.000.000 |
| | PELAKSANAAN PENELITIAN | | | | | |
| 2 | <i>A. Pengumpulan Data Penelitian ke Lapangan</i> | | | | | |
| | Uang Harian dan Transportasi Survey Lokasi | 3 | 2 | OK | 370.000 | 2.220.000 |
| | Memperbanyak Instrument Penelitian | 30 | 8 | Eks | 2.500 | 600.000 |
| | Review Proposal | 1 | 1 | OK | 600.000 | 600.000 |
| | Uang Harian dan Transportasi Pengumpulan Data | 4 | 4 | OK | 370.000 | 5.920.000 |
| | Review Laporan Antara dan Hasil | 3 | 1 | OK | 750.000 | 2.250.000 |
| | | | | | | |
| | <i>B. Analysis Data dan Penyusunan Laporan</i> | | | | | |
| | Penggandaan Laporan Mini/Excetive Summary | 2 | 1 | Eks | 30.000 | 60.000 |
| | Penggandaan dan Penjilidan Laporan Keuangan | 2 | 1 | Eks | 75.000 | 150.000 |
| | Penjilidan Laporan | 10 | 2 | Eks | 70.000 | 1.400.000 |
| | | | | | | 13.200.000 |
| | PASCA PENELITIAN | | | | | |
| | <i>Publikasi Artikel Jurnal</i> | | | | | |
| 3 | Pengurusan Jurnal Terakrditasi | 1 | 1 | Ar | 400.000 | 400.000 |

| | | | | | | |
|--|---------------------|---|---|----|---------|-------------------|
| | Pengurusan HAKI | 1 | 1 | Ar | 400.000 | 400.000 |
| | | | | | | 800.000 |
| | JUMLAH TOTAL | | | | | 15.000.000 |

Keg: kegiatan

OK: Orang per Kegiatan

OJP: Orang per Jam Pelajaran

OH: Orang per Hari

OJ: Orang per Jam

OR: Orang per Responden

Eks: Eksamplar

Padangsidempuan,

Juni 2019

Peneliti,

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