THE USE OF CONTEXTUAL TEACHING LEARNING (CTL)METHOD TO IMPROVE STUDENTS' SPEAKING MASTERY AT THE GRADE XI SMK NEGERI 1 PADANGSIDIMPUAN

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ABSTRACT

CONSEPTUAL TEACHING LEARNING (CTL) METHOD TO IMPROVE STUDENTS' SPEAKING MASTERY AT THE GRADE XI SMK NEGERI 1 PADANGSIDIMPUAN

The researcher interviewed teacher of English about speaking mastery of students at the grade XI administration and teacher of English divide to into three category low quality were S and N, middle quality were DP and R and high quality were NN and NHL.

After that the researcher observation six students to know their speaking mastery, the researcher gave some questions in English but students with low ability could not answered and just smile, then, students with middle ability could responded however combine English and Indonesian language and the last students with high ability could responded with English language.

The researcher helped students to improve their speaking mastery using Contextual Teaching Learning (CTL) Method and used Cinderella text to know the result of this method especially about their pronunciation, grammar, intonation and vocabulary.

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CHAPTER I

INTRODUCTION

1.1. Background of the Research

English language has been the most important language in international communication, one of the ways in communication is through speaking. It is very important to master speaking well as Tarigan (2008:3) said speaking is the ability of someone to pronounce the sounds or the articulation or word to express and to deliver the ideas or feelings. To master speaking mastery, students must be trained to use English in communication orally, because with speaking the people could express their ideas, feeling , emotion, and desires, and it is used as a medium to interacted with one another, to fulfil their daily need.

According to Stevick (1982: 103) speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication. The speaking needs to be practiced as often as possible. It is not like writing and reading but speaking must be practiced directly in full expression.

The frequency in using the language determine the success in speaking mastery, without implementing the experience of learning the language in the real life, it is difficult for the students to master speaking mastery. Hence, speaking competence could be accomplished by practicing it orally. In teaching English at the second grade of SMK Negeri 1 Padangsidimpuan, the teacher of English often taught the student with lecturing method, it can be known when the researcher held Teaching Practice Program at that school, the teacher use monotonous method.

The lecture method is influenced by teaching speaking in which there were many problems could appear. Firstly, it relates to the condition of students who are lack of vocabulary which made them unable to say words during speaking class. Secondly, the students lack in pronunciation. Thirdly, their grammar still lack to communicate. Fourthly, they were still lack in intonation and stressing.

For instance, when the teacher asked them to come to the front of the class to have a conversation with their friends, they shy to perform English conversation in front of because did not have vocabulary. Finally, the student are not interested in the material gave to them. The teacher is also having difficulties to teach in large class. The main problem is the way to manage it. During the teaching time the teacher should made the students pay attention to the materials gave to them. It needs hard work in getting the students attention. Lack of control also occurs when they teach in the large class. Therefore, it is difficult to implement the individual control for each student. Thus, the teacher cannot evaluate student's proficiency.

Further, the students find some difficulties such as vocabulary mastery, pronunciation mastery, grammar mastery, intonation and stressing mastery and about the use teaching method is not suitable in teaching and learning process. The difficulties came from students, the students lazy study because they did not interested with teaching method. To handle the problems, teachers could use some efforts. One of them is choosing the suitable method in teaching and learning process. If the method of teaching and learning process is based on the necessity, the result of learning would be better. The selection and application of certain method should be based on the objectives of research. Hence the use of method is very essential to improve the students speaking mastery.

1.2. Identification of the Research

Based on the point of view in the background of this research, the students of senior high school still get some difficulties in speaking, there are many factors that influence this problem such as external factors is come from outside on the students such as teaching method, vocabulary, grammar, school facilities, environment. Internal factor comes from inside of the students such as motivation, attitude, parents and family.

1.2. Focus of the Research

Related to the identification of the problem before, it was clear that there were many aspect support the student ability in speaking English such as vocabulary mastery, pronunciation mastery, also the teacher teaching method. the researcher chooses one methods: Contextual Teaching and learning (CTL) method is an educational process that aims to help students see meaning in the academic material they were studying by connecting academic subjects with the context of their daily lives, that is , with context of their personal, social and cultural circumstance. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self regulated learning, collaborating, critical and creative thinking,

nurturing the individual, reaching high standards, using authentic assessment.

1.4. The Formulation of the Research

The formulations of this research were:

1. How was students speaking mastery at the grade XI SMK Negeri 1 Padangsidimpuan ?
2. How was effect the use of Contextual teaching Learning (CTL) method in improving speaking mastery at the grade XI SMK Negeri I Padangsidimpuan.

1.5. The Aim of the Research

The aim of this research will be formulated as follow:

1. To find out the student speaking mastery at the grade XI SMK Negeri 1 Padangsidimpuan
2. To find out Effect the use of Contextual Teaching Learning (CTL) method in speaking mastery at the grade XI SMK Negeri 1 Padangsidimpuan

1.6. The Use of the Research

Based on the above aim the writer expected that this research be useful:

1. As input to improve the skills of the English teacher in teaching English especially in CTL method and speaking.
2. As contribution for the headmaster to motivate the English teachers in teaching English especially in teaching CTL metod and Speaking Mastery
3. As information for the readers about CTL method and Speaking Mastery, and also who wants to make a research as the same topic in the future.

CHAPTER II

THE THEORETICAL DESCRIPTION

2.1 Definition Speaking

There are many aspect skills that should be mastered by the students in the school. One of the aspect skills is Speaking Subject. It is one of the skills that learned in Senior High School. Speaking is one of the important language skills beside other skills such as writing, Reading, and Listening. Speaking very important beside listening, writing and reading because speaking articulation of sound to express thought, language has an important rule for human life, by using language the people will express their ideas, feeling , emotion, and desires, and it is used as a medium to interact with one another, to fulfill their daily need.

According to Harmer (2003:269) said that speaking is the ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process information and language on spot. The researcher give statement based ability to process information because speaking one of the bases competences of English that focuses on the ability to express feeling, ideas, and actions in oral form and with speaking so, someone can deliver information to the people. It means that, from statement the researcher give opinion that when someone speaking in front of class students must prepare their topic for speaking so he acquires well results.

2.2 Element of Speaking

Based on Harmer (2003:269-271), some element of speaking:

1. Language features

Among the element necessary for spoken production (as opposed to the production of practice example in language drills, for example) are the following:

a. Connected speech: assimilation, omitted, added, weakened.

b. Expressive devices: Native speaker of English change the pith and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal (paralinguistic).

c. Lexis and grammar: Spontaneous speech is market by the use of a number of common lexical phrases, especially in the performance of certain language functions.

d. Negotiation language: effective speaking benefits from the negotiatory language someone use to speak clarification and to show the structure of what someone are saying.

2. Mental / social processing

If part of a speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates the mental/ social process of speaking are:

a. Language processing : effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only

comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and propositionally appropriate sequences.

b. b. Interacting with other: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening. An understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c. (on-the-spot) information processing : Quite apart from our response to others feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for "the penny to drop" the less effective we are as instant communicators, however, it should be remembered that this instant response is very culture specific, and is not prized by speakers in many other language communities.

2.3 Teaching Method

Teaching method is away that is used by the teacher in learning method. The choice of teaching method to be used depends largely on the information or skill that is being taught. According to Brown (1980:10) "Method was described as an overall plan for systematic presentation of language based upon a selected approach". It means that method is a plan of way to do an activity that used systematically concepts and the researcher give statement that teaching method is a plan to present the material or studying based on the approach that selected. One important thing that a teacher does is she or he can give various teaching method in the class so that the learning condition can interest. In this research the researcher used Contextual Teaching and Learning (CTL) method.

2.3.1 Contextual Teaching and Learning Method

According to Johnson (2011:19) Contextual Teaching And Learning (CTL)is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with context of their personal, social and cultural circumstance.

2.3.2 Component of Contextual Teaching and Learning

According to Johnson (2011:21-30) said that component of Contextual Teaching and

Learning there are eight components: making meaningful connections doing significant work, self regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessment.

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 The Method of the Research

Qualitative research is conducted based on the paradigm of research, strategy, and implementation of qualitative models. It means qualitative research is a type of research that produces findings that cannot be achieved by using the procedure statistical procedures or other means of quantification. Qualitative research can be used to examine the lives of the people, history, behavior, organization, social hoist, or kinship (Almansur & Chony 2012: 59).The method of this research is qualitative research that produces finding from the natural phenomenon of the students speaking ability.

3.2 Data and sources data

The researcher focusing on the topic " the use of Contextual Teaching Learning (CTL) method to improve students speaking mastery at the grade SMK Negeri 1 Padangsidimpuan, the writer will take the data from the XI administration office four of SMK Negeri 1 Padangsidimpuan, the researcher was take the data based on the students conditions such as student environment, self confidence, attitude, also their knowledge and ability. Then, the researcher divided the students into three categories, 1. Low quality, 2. Medium quality, 3. High quality, and the researcher was interview class XI one by one to get the result of the data. Then, was make observation based on the students.

3.3 The Instrument of Collecting Data

This instrument was use to knew the students interest and student ability in speaking mastery. Arikunto (2010:8) stated that "the instrument of chooses naturalistic inquiry is the human. The researcher shall see the other forms of instrumentation may be used in later phases of the inquiry but the human is initial and continuing mainstay, but if the human instrument has been used extensively in earlier stages of inquiry. So that in the data that the human instrument has product". And based on explanation above, the researcher used interview

and observation as the instrument of collecting the data.

3.4 The Technique of Collecting Data

1. Interview

Edinburg (2008: 29) said that interview as a conversation with a purpose, especially in order to gather information. It means that with interview so we can communicate with the person but according to Komariah (2009: 23) Interview is the process of collecting data or information through face-to-face between the requester (the interviewer) or party in question and answering.

Based on the above interview is a data collection technique to obtain the information extracted from the data source directly through conversation or dialogue. One of the ways to get deep and more information in the classroom the researcher taken 6 samples of 32 students what is problem of speaking, about speaking lesson during before and after using contextual teaching and learning method to improve students speaking mastery.

The researcher interviewed the English teacher for to know the information about the quality speaking students at the grade administration office four, where is the students categories low quality, middle quality and high quality, and then the researcher can observation the student.

2. Observation

Alwasilah in Arikunto. (2010: 21) said that, observation is the systematic observation and research or intentional planned for data acquisition that control validity and reliability of the opinion that there was a common understanding of observation is the observation of an object under study are either directly or indirectly, to obtain data that should be collected in the study. The researcher does the observation directly toward teaching speaking learning-process in SMK N 1 Padangsidimpuan. In this research, the writer acts as an active observer. The researcher interacts with the students as well as the teacher. In speaking lesson, the researcher observes their speaking skill, such as; their pronunciation, vocabulary, stressing , Grammar. And their brave in speaking lesson so the researcher was knew the quality of the students, he is low quality, middle quality, or high quality.

3.6 The Technique of Data Analysis

The researcher conducted of the use of contextual teaching and learning to improve students. speaking mastery at the grade XI SMK Negeri 1 Padangsidimpuan. Susan Stainback said that

"Data analysis is critical to the qualitative research process. It is to recognition, study, and understanding of interrelationship and concept in your data that hypotheses and assertions can be developed and evaluated". Bogdan said that "Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to others".

3.7 Trustworthness analysis

- Credibility

- Dependability

- Confirmability

CHAPTER IV

RESULT OF THE RESEARCH

4.1. Trustworthiness Analysis

The researcher taken six students as participants to know students ability in speaking, The participants would divided into 3 category. The first category consisted two students with low ability, the second category has two students with middle ability, and the third category also consisted of two students with high ability. The distribution of three category taken from observation and interviewed.

4.1.2. Credibility

Based on Interview conducted by researcher with teacher of English, Mr. Dedi Hariyanto S.Pd at Grade XI at SMK Negeri 1 Padangsidimpuan at thursday in February 26 th 2015 08.00 o.clock so the teacher answered the question about the level of the students in speaking. There three levels namely low, middle and high. The researcher observation the students about their ability on speaking, does the students who teacher of English said right high quality, middle and low quality. The researcher called the students and gave some questions about English observation with participants doing in the class. While the researcher had told to participants for relax, enjoyable and not being shy to answer the question. researcher did observation to students by an interview. The second observation, about 08.00 o.clock on February 27nd 2015, the researcher did the interview with 6 students as participants.

The researcher made statement into English and ordered to follow what the researcher said. Next, the researcher found the problem in the first

participant's pronunciation and stressing the word , because students pronounce "study" with /study/ it means' /study/ "st.di/, "English" with /Englis/ it means "English /'..gl../, " hard" with / hed / it mean "hard / h.;rd/, "pronounce" with / pronouns/ it mean pronounce" / pr.'na.nts. And her grammar still lack because she respon with this sentence I am not like, but the sentence actually was this like I do not like. So, to handle that the researcher give vocabulary and gave how to pronounced what she respon that in English and the researcher gave motivation to her for diligent look dictionary how to pronounce the word. Next participant same with the first because she just understood with the first ask with use English but in the second and the third ask her respon just smile so the researcher ask her with combines Indonesian Language and her respon with Indonesian Language.

It means her vocabulary for speaking English still lack. While, to third participant, the researcher made statement into English and ordered to followed what the researcher said. Next, the researcher found the problem in her pronunciation and stressing the word , because students pronounce "English" with /einglis/ it means "English" /'..gl../, "study" with /study/ it means "study" / ´st.di/, " hard" with / heid / it means "hard" / h.;rd, "spell " with / spill/ it means spell / spell/, "taught/ with / teugh / it means "taugh" / t.:t /. Further, about participant number four, grammar still lack to communicate because she respond with I am not understand, but the sentence who actually this like was "I don't understand". It means her vocabulary, pronunciation, stressing and grammar still lack So, to handle that the researcher gave vocabulary and how to pronounced and the researcher gave motivation to her for diligent look dictionary how to pronounce the word. Further, R better the three participants. It looks from observation the researcher to R the firstly interaction until three interaction he could understood with English language, but Rasyid used English language combine Indonesian language in interaction communicated English . It means the vocabulary still lack. Then, to know Rasyid's pronunciation the researcher made statement into English and ordered to follow what the researcher said. After that, he had problem with pronunciation and stressing in word because he pronounce "lesson " with / lisson / it means "lessen / les..n /, "especially" with / aispecially/ it means "especially / i'spe.. .l.i from Rasyid interaction the researcher could see that him vocabulary, stressing and pronunciation still lack. Next Dewi Pertiwi had problem with pronunciation and stressing in word because she said "information" with "/ aimfermission/ it means "information with / in.f.'mei'. .n/. it means the vocabulary, stressing and pronunciation still lack to

communication. To handle that the researcher gave motivation to Dewi for dilligent look dictionary and pronounce the word. Based on the explanation above of credibility from the interview teacher of English and observation the students, the researcher could conclude with the names Selviana and Nur Ainun were in the low ability in vocabulary, pronunciation, stressing and grammar. It looked from interviews with the teacher of English and observation with the participants about English and speaking. While the Researcher observed with gave the second and the third ask in English but they were respond with Indonesian language, the participants on low category could not respond the question, and also they did not understand what did question meant.

Next the Researcher observed with gave the question to the participants Rasyid and dewi pertiwi on middle quality, they already gave respond in question with good enough. Although not too perfect, at the least they tried to gave respond. Although not fully used English language. They had to be able in Vocabulary and pronunciation, but they still have difficult in stressing and intonation. While, the researcher could conclude with the names NN and N H were in the high ability in English and speaking. It looked from the interviews with the English teacher and observation with the participants about English and speaking ,they could gave feedback in every question that researcher gave with correctly. They also gave the feedback with English language that almost perfect. They had have a lot of vocabulary, they also capable in stressing words is well but sometimes still have difficulties in intonation.

4.1.2.Transferability

In transferability the researcher focus in Contextual Teaching and Learning (CTL) method to improve students. speaking mastery. In teaching the researcher choose material about narrative text with title Cinderella, because narrative text serves to tell the story of the past and for entertainment. This story correct to students at the grade XI because tell about family, sadness, and atrocity. The process of Contextual Teaching and Learning was Firstly, in Teaching, the researcher talk to the students about English was important to communicate because it is International Language, with speaking English could share opinion, and expression.

Then, the researcher gave text Cinderella to the students. After that, the researcher explained three section as the first, Orientation : Introducing of the story, the time, and the place the story happened, the second, Complication : A

series of events in which the main characters attempt to solve a problem, and the last Resolution : The ending of the story containing the solution to the problem.

Based on cinderella text the researcher wrote difficult word and taught to participant how to pronounce the difficult words. So, researcher gave good pronunciation and ordered students to follow what the researcher said like :

a. Suddenly / s.d..nli

b. Palace/ p.l.is

c. Gown/ ga.un

d. Appeared/ ..pi .

e. Waved/ weiv

f. Clothes/ kl.udz

g. Touched/ t.tj

h. Pumpkin/ p.mp.kin

i. Shiny /.ai.ni

j. Chased/ Ceis

k. Cowmen / ka..m.n

l. Overjoyed/ ...v.. dj.id,

m. Reached/ ri;t.

n. Slippers/ slip.

Meanwhile, after the students pronounce the pronunciation, the researcher gave vocabulary about cinderella text to students such as: stepmother, stepsister, prince, fairy, actor, fantasy, happiness, sadness, Suddenly, kingdom, tried, slipper, treated, struck, twelve, squeeze, servant and another word. Its means. with used Contextual Teaching and Learning (CTL) so, their pronunciation and students vocabulary improved. The second, the process in Learning was the students followed what the researcher said in pronunciation, they were learn for to improve their pronunciation and their vocabulary. Then, the researcher require the students for gave their opinion based on their experience about cinderella. From the explanation above the researcher tells the students that their speaking is good, their vocabulary, stressing, intonation and pronunciation is improved.

The students are happy in the learning process, and in this case, the researcher was success to make students be motivated and could improve

their vocabulary and their pronunciation stressing, and grammar. The researcher said that because with Contextual teaching and Learning (CTL) method can made their vocabulary, pronunciation improve, especially when the researcher taught about Cinderella story could made the students response and answered with English Language. It means after using Contextual Teaching and Learning method, so their vocabulary improve because the students with low quality could using English language.

4.3. Dependability

In dependability, the researcher get result that the participants. improve her vocabulary, pronunciation, intonation and grammar but more to support their speaking mastery the researcher wanted to find the solution about that problem. Then, the researcher found some information in their school that were some extra to support their skill. For support the student to improve their speaking, there were some facilities in the school. The facilities were English study group, extracurricular in speech and laboratory Language and debate English every Saturday in the school also opened for new idea to make the club of English and etc.

4.4.Confirmability

In confirmability, the researcher could make conclude from the credebility, tranferability and dependability observation conducted by researcher at the grade XI SMK Negeri 1 Padangsidimpuan the researcher had taken six participant to observation, then, the researcher divided into three categories, first, low quality, middle and high quality, the researcher could knew the students like or dislike speaking, because was interview teacher of English and observation the students.

Then, students with low quality did not have vocabulary, pronunciation and intonation to speaking English, firstly, the students with low ability just silent if the researcher asked in English language, so the researcher used Indonesian language asked them and their respon Indonesian language. It means they did not have vocabulary to communicate, then, to know their pronunciation the researcher made statement into English and ordered to followed what the researcher said.

The researcher helped the students who low ability, middle ability could enhance their ability in English especially in speaking. The Researcher should be able to make a good their speaking with using Contextual Teaching and Learning (CTL) method so, their intonation, stressing and grammar was increase. Firstly, the researcher

Taught the students with used narrative text with title material about Cinderella and the participants were enthusiasm to hear. The researcher gave cinderella text to students. , then, the researcher wrote the difficult word such as: Suddenly / s.d..nli, Palace/ p.l.is, Gown/ ga.un, Appeared/ ..pi ., Waved/ weiv, Clothes/ kl.udz, Touched/ t.tj, Pumpkin/ p.mp.kin, Shiny /.ai.ni, Chased/ Ceis, Cowmen / ka..m.n, Overjoyed/ ...v.. dj.id, Reached/ ri;t., Slippers/ slip.. After wrote, the researcher ordered students. follow what the researcher said, automatically their pronounciation could increase for speaking because students with low ability could pronounce the word after three times pronounce the word, middle pronunce two times and high ability pronounce one times. Next, the researcher gave vocabulary to students. about cinderella text like: stepmother, stepsister, prince, fairy, actor, fantasy, happiness, sadnees, Suddenly, kingdom, tried, slipper, treated, struck, twelve, squeeze, servant and another word. And their pronounciation, stressing and vocabulary could increase for speaking. It means by using Contextual Teaching Learning (CTL) was success.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1.Conclusions

The final conclusion of the research the use of Contextual Teaching Learning (CTL) method to improve students speaking mastery at the grade XI SMK Negeri 1 Padangsidimpuan, the researcher can describe these following conclusions:

5.1.1. Based on the result observation the researcher to the students speaking mastery at the grade XI SMK Negeri 1 Padangsidimpuan were still lack to communicate. It look when the researcher came to class, they students cannot shared their expression in English language because a part of the students did not have vocabulary, stressing, pronunciation for speaking and a half of the students not interested to learned English especially in speaking. Some of students still difficulties in speaking because they did not use speaking English as their habit.

5.1.2.Based on the result of interview and observation in speaking by using Contextual Teaching and Learning (CTL) method that the students speaking mastery improve because the researcher gave story about cinderella, so the students at the grade XI SMK Negeri 1 Padangsidimpuan would been interested, they are enthusiastic for response teacher question and not bored in learned process and their knowledge for

speaking improve because with the topic so they were be able to deliver their opinion, ideas, expression and can shared with their friend also the teacher. The students were able to speak with their style and their way.

5.2.Suggestion

After getting the conclusion about the use of Contextual Teaching Learning (CTL) metod to improve students' speaking mastery at the grade XI SMK Negeri1 Padangsidimpuan, the researcher gives suggestion: For the headmaster, emphasizing the teachers in using the enjoyable learning method and using much media to make a good situation in class, that is use fim as media in order the school can enhance the quality of teaching-learning process and students outcome. Thus, the quality of the school also can be better. To English teachers, must more attention to the characteristics of students in order to achieve learning objectives in the plan and should have a lot of learning methods and media of interested to students was not bored to learn speaking, because the students have problems in Speaking and pronouncing English words, so the researcher suggests the teacher to solve those problems by giving more vocabulary every meeting to improve students speaking.

The purpose is to make the students know many vocabularies by teacher and make the students know how to pronounce English words by speaking. For the students, the students have to try to pronounce English words as much as possible and try to speaking with not being shy but with confidence to speaking. Because the students. speaking mastery must be improve so that their speaking mastery is comprehensible. For the next researcher, the researcher gave suggestion to the next researcher to conduct the similar strategy with other respondents to find out the advantages of this material or improve this research by doing further examination on the students fluency in speaking.

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