

## CHAPTER 1

### INTRODUCTION

#### A. Background of the Study

Teaching speaking as a part of teaching learning process which is mostly done by a teacher has an important role in education. Teaching speaking is different from teaching writing. Teaching speaking has its own ways to make students engaged. Such activities may include role playing, games, problem solving, song, and discussion (Fauziati, 2010: 19). The teacher can use several methods to teach the students in the class. But usually, the teacher finds difficulty to teach speaking. One of them is applying fault method used to teach speaking. So, it makes only few students speak English well, while others can not speak English well and even some others can not speak English at all.

Method used by teacher in the classroom teaching is often assumed as the factor that causes the student's speaking problem. The method used by the teacher has often been said to be the cause of success or failure in language learning for it is ultimately the method that determines 'the what' and 'the how' of language instructions. There are many methods of language teaching that may be selected for teaching speaking skill, the writer assumed that Contextual Teaching and Learning (CTL) is suitable method for used to teach speaking by the teacher in the classroom.

According to Alwasilah adopted by Johnson (2009: 19),

CTL is an educational process that aims to help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. 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, and using authentic assessments.

Based on the statement, Contextual Teaching and Learning (CTL) is the method that helps students relate subject matter content to real world situation and motivate students to make connection between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. In such an environment, student will discover meaningful relationship between abstract ideas and practical application in the context of the real world.

To make the students speak in the classroom is not easy. The difficulties of students to speak may be caused of some background such as students reluctance, lack of motivation, uninteresting teaching technique, fault method in teaching speaking, etc. For this, the teachers are supposed to be creative in developing their teaching learning process and appropriate using method to create good atmosphere and improve the students speaking skill. Therefore, the writer need to conduct such a research in order to know effectiveness CTL method in teaching speaking.

In this opportunity, the writer is interested to do the research in *SMP N 3 Colomadu*. In this school is one of junior high school which implements CTL in teaching speaking. It can be seen from the writer experience when teaching

Practice at *SMP N 3 Colomadu*. The writer assumed that CTL Method is the method used by the teacher. It could be seen from several teaching technique implemented in classroom teaching. The teacher often constructed student's ability before the teacher give materials, the teacher asked students to make group in teaching learning process, ect. From that matter of facts, it is clearly seen that the method used by the teacher, in this case is CTL.

Based on the explanation above, the writer tries to conduct research which CTL was being used as the foundation to support modification and using of teaching-learning process. So the writer chooses it to conduct research to know the procedure of the use of CTL in teaching speaking entitled *Investigating the Use of Contextual Teaching and Learning (CTL) in Teaching Speaking At the Second Year of SMP N3 Colomadu*.

## **B. Problem Statement**

Based on the background of this research, the problems that may rise from this research as follows.

1. How is the implementation of teaching speaking by using CTL method to the second year students of *SMP N 3 Colomadu*?
2. What are the strengths and weaknesses of teaching speaking by adopting CTL in *SMP N 3 Colomadu*?

## **C. Limitation of the Study**

This research has boarder scope and it is impossible for the writer to handle all problems. Therefore, the writer limits the scope of the research. The writer limits the objects of the research is only focused on contextual teaching

and learning that used in teaching English speaking to the students of language class at the second year of *SMP N 3 Colomadu* 2011/2012 academic year.

#### **D. Objective of the Study**

Based on the problem statement, the objectives of this research are to:

1. describe the implementation of teaching speaking by using CTL method to the second year students of *SMP N 3 Colomadu*.
2. find the strength and weaknesses of teaching speaking in *SMP N 3 Colomadu*.

#### **E. Benefit of the Study**

There are two kinds of advantages, namely theoretical and practical benefits. The expected result of the study both the practical and practical are as follows.

##### 1. Theoretical Benefit

This research would help readers to understand the use of CTL in teaching learning process. Besides, readers would get more knowledge or information that CTL is a good method.

- a. The result can be reference for those who want to conduct a research in English learning process using CTL.
- b. The study can give a broader point of view for teacher in teaching English.

## 2. Practical Benefit

### a. Teacher

This study could give contribution to the development of teaching English speaking. The result of the study could be useful for addition information that could be applied by general English teacher in teaching using CTL.

### b. Students

This result could be used as the rule and knowledge in CTL technique.

### c. Other researcher

This result would give the information and knowledge about the use of CTL in teaching speaking and becoming reference to the other researcher.

## **F. Research Paper Organization**

The writer conducts the paper organization in order to make the readers understand the content of the paper. It is divided into five chapter as follow.

Chapter I is introduction which consists of the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It presents previous study and underlying theory that is related to the topic of this research. Underlying theory consist of about the notion of CTL, The characteristics of CTL, the principles of CTL, the procedure of CTL in teaching speaking, notion of speaking,

teaching speaking, the principle of teaching speaking, the component of speaking.

Chapter III is research method that presents the type of research, object of the study, subject of the study, data and data source, method of collecting data, and technique of analyzing data

Chapter IV discusses with research finding, discussion, and the result of the research. The writer describes teaching speaking using contextual teaching and learning at *SMP N 3 Colomadu*. Discussions concern with research finding.

Chapter V is conclusion and suggestion of the research taken from teaching observation.