

**THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND
LEARNING (CTL) IN TEACHING SPEAKING AT THE FIRST
YEAR OF SMP NEGERI 3 JUWANA PATI**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for getting Bachelor Degree of Education
in English Department

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012**

APPROVAL

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Dean,




Drs. H. Sofyan Anif, M.Si.

TESTIMONY

I testify that in this research paper, there is no plagiarism of the previous literary work, which has been raised to obtain bachelor degree of university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing are referred in the manuscript and mentioned in literary view and bibliography.

Later it is proven that there are some untrue statement, hence she will be fully responsible.

Surakarta, September 2012



KARINA DESY NUR ANGGRAENI

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MOTTO

Speaking English, Speaking Knowledge

Never give up

Speak Better, Speak English

(The Writer)

DEDICATION

**From the bottom of my heart,
this research paper is dedicated to:**

- **My beloved parents,**
- **My beloved brother , and**
- **All of my best friends.**

ACKNOWLEDGMENT



Assalam'ualaikum Wr.Wb.

Alhamdullillahi rabbil'alamin... In the name of Allah SWT, the Glorious, the Lord and the Almighty. Peace and blessing be upon His most beloved messenger, Muhammad SAW who saves human life from destruction into safety. Due to this, the writer could complete this research paper entitled THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING IN TEACHING SPEAKING AT THE FIRST YEAR OF SMP N 3 JUWANA PATI as one of the requirements for getting bachelor degree of English Education in Muhammadiyah University of Surakarta.

The writer would like to express her sincere gratitude for all of people who give contribution to make this research paper more complete. Without their contribution the writer is likely impossible to finish it. Therefore, on this opportunity she would like to express her special and deepest gratitude and appreciation to:

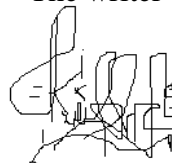
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Last but not least, the researcher realizes that this research paper is far from being perfect, so that the researcher welcomes useful comments, criticism, and suggestion from those who read it.

Surakarta, September 2012

The writer



Karina Desy Nur Anggraeni

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SUMMARY

Karina Desy Nur Anggraeni. A 320080030 THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING IN TEACHING SPEAKING AT THE FIRST YEAR OF SMP N 3 JUWANA PATI in 2011/2012 ACADEMIC YEAR. Research Paper. Teacher Training and Education. Muhammadiyah University of Surakarta.

This research aims at finding out the implementation of CTL in teaching speaking, identifying the problems faced by the teacher and describing the strengths and weakness of CTL in teaching speaking at the first year of SMP N 3 Juwana.

This research is a descriptive qualitative research. The writer takes the English teacher and students of the first year as the subject of the study. The writer collects the data by documenting, observing and interviewing with the English teacher.

The result of data analysis shows that (1) The objectives of CTL in Teaching Speaking in SMP N 3 Juwana are to introduce English as the first foreign language to be learned, make the students active in the language class in oral,(2) The instructional materials should be appropriate to the syllabus. It is used to support the students understanding the lesson. (3) The roles of teacher in teaching-learning processes using CTL are as facilitator, controller, transferor and evaluator and the roles of students are as the player and the partner of the study. (4) The learning assessments conducted are also items that are used for evaluating the student's achievement. (5) The procedure of teaching is dividing three steps such as initial, central and final activities.(6)The problems faced by the teacher are limited time, unstable motivation of the students and different capability of the students. (7) Some strengths of CTL in teaching speaking are teaching-learning process can be more interesting, give some meaning to the students, the condition will be more productive, the students have more bravery. (8) Some weaknesses of CTL in teaching speaking are teacher is more intensive and some students are not happy if doing discussion in the classroom.