

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



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by

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**THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND
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AT THE FIRST YEAR OF SMP N 3 JUWANA**

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ABSTRACT

This research aims at finding out: (1) the implementation of CTL in teaching speaking, (2) identifying the problems faced by the teacher (3) 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 implementation of CTL in teaching speaking are mentioned to be 5 sections. (1.a) The objectives of CTL in teaching speaking are to introduce English as the first foreign language to be learned, (1.b) the instructional materials in CTL in the classroom, the teacher use modeling with some pictures to teach the lesson of speaking skill. It is used to support the students understanding the lesson, (1.c) 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, (1.d) the learning assessments conducted are also items that are used for evaluating the student's achievement, (1.e) the procedure of teaching is dividing three steps such as initial, central and final activities. (2) The problems faced by the teacher are limited time, unstable motivation of the students and different capability of the students. (3.a) 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. (3.b) Some weaknesses of CTL in teaching speaking are teacher is more intensive and some students are not happy if doing discussion in the classroom.

Keyword : *Implementation, Contextual teaching and Learning (CTL), Teaching Speaking*

A. Introduction

Speaking skill is one of English skills needed in having communication and interacting with others in this modern society. Speaking English becomes very important in using English for communication. By speaking with other people, the students are able to know the situation in the world.

There are many methods of language teaching that may be selected for teaching speaking skill. One of them that were appropriate in developing speaking skill is Contextual Teaching and Learning (CTL).

From the statement, it can be assumed that 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 application to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

Building upon this understanding, the writer takes speaking as a subject to extend their craft to prepare more diverse students for work and life beyond schools. The writer is interested in this topic because of the consideration that speaking English has been taught to the students since in elementary school until senior high school.

Based upon the situation above, in SMP N Juwana, CTL was implemented as the foundation to support modification an implementation of teaching-learning process. So, the writer is inspired to conduct a study entitled “THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN TEACHING SPEAKING AT THE FIRST YEAR OF SMP NEGERI 3 JUWANA PATI”

B. Underlying Theory

1. Contextual Teaching and Learning (CTL)

a. The Notion of Contextual Teaching and Learning (CTL)

CTL is a concept study, which helps the teacher correlate between the material that will be taught with situation in the real world and helps the student make relationship between their knowledge and apply it in

their daily activities as a member of family and society. (Rosdijati, 2004:3).

b. Contextual Teaching and Learning Strategies

1) Problem-based Learning

CTL is begun with a simulated or real problem. Students use critical thinking skills and a systemic approach to inquiry to address the problem or issue. (www.arohanui.school.172/contextual/learning.htm)

2). Using Multiple Contexts

Theories of situated cognition suggest that knowledge can't be separated from the physical and social context in which it develops. ([www.arohanui.school.172 / contextual / learning.htm](http://www.arohanui.school.172/contextual/learning.htm))

3). Drawing upon Student Diversity

On the whole, our student population is becoming more diverse, and with increased diversity comes differences in values, social more, and perspectives ([www.arohanui.school.172 / contextual learning.htm](http://www.arohanui.school.172/contextual/learning.htm)).

4) Supporting Self-regulated Learning

Ultimately, students must become lifelong learners. Lifelong learners are able to seek out, analyze, and use information with little to no supervision. ([www. arohanui. school.172 / contextual / learning.htm](http://www.arohanui.school.172/contextual/learning.htm)).

5) Using Interdependent Learning groups

Learning groups, or learning communities, are established in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. ([www. arohanui. school. 172 / contextual / learning.htm](http://www.arohanui.school.172/contextual/learning.htm)).

6) Employing Authentic Assessment.

Authentic assessment is used to monitor student progress and inform teaching practices ([www. arohanui. school. 172 / contextual/ learning.htm](http://www.arohanui.school.172/contextual/learning.htm)).

c. The Principle of Contextual Teaching and Learning (CTL)

1) Constructivism

Constructivism is the foundation of CTL. In the classroom teaching learning process, the application of constructivism are applied in five step of learning that are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge and reflecting on knowledge.

2) Inquiry

Inquiry is the part of learning activity in CTL. It refers to searching information, confirming what have been known, and directing attention to the unknown aspect.

3) Questioning

. The teacher needs to give some questions to the student to get more information about the student's knowledge before the teacher starts the teaching-learning process.

4) Learning Community

The result of the study is obtained by cooperating with others. The teaching - learning process can be done in-group.

5) Modeling

In a study of certain knowledge or skill, there is model imitated, the model can be the teacher or others. Modeling is needed, non-to be imitated precisely, but becoming reference of student competition attainment.

6) Reflection

Reflection is new way of thinking about the new learning or thinking about what is done in the past. The key of teaching - learning process is how the student can understand knowledge.

7) Authentic Assessment

Authentic assessment is a procedure of achievement in the CTL. Authentic assessment is the process of collecting the data that can give the description of student learning development.

2. Teaching Speaking

a. Definition of Speaking

Bryne (1998: 8) states that, “oral communication (or speaking) is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding”

b. Teaching Speaking

Teaching speaking is teaching the students to:

- 1) produce the English speech sound and sound patterns
- 2) use word and sentence stress, intonation patterns.
- 3) select appropriate words and sentences.
- 4) organize their thoughts in a meaningful
- 5) use language as a means of expressing values
- 6) use the language quickly and confidently with view unnatural pauses, (Nunan, 2003 : 50)

c. Principle of Teaching Speaking

According to Nunan (1991: 54-56), there are four principles of teaching speaking, as follows:

- 1) Be aware of the differences between second language and foreign language learning context.
- 2) Give students practice
- 3) Plan speaking tasks
- 4) Design classroom activities

d. Elements of Speaking

Based on Harmer (2002: 12-104) generally there are five elements in the speech process. Those elements are:

1) Pronunciation

Pronunciation is the student’s ways to utter English

2) Diction

Diction means the appropriate vocabulary or word which is used in conversation.

3) Grammar

The correct way to gain expertise in language, both in oral and written form. It concerns with how to arrange a correct sentence in conversation.

4) Gesture and Mimics

Gesture is a form of non-verbal communication that is made from a part of the body, Mimics and expression probably work best when they are exaggerated since this makes their meaning explicit

5) Fluency and Accuracy

Richards (2006:14) states that fluency is natural language use occurring when a speaker engages in meaningful interaction. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use.

C. Research Method

1. Type of the Research

In this research, the writer conducts descriptive qualitative research which describes the implementation of the teaching speaking..

2. Object of the Study

The object of this research is the Implementation of Contextual Teaching and Learning (CTL) in teaching speaking at SMP N 3 JUWANA.

3. Data and Data Source

In this case, the data being collected by the researcher are field notes, interview script, and student's name score, syllabus, etc. They are taken from: events, informant, and document.

4. Place of the Study

The research was conducted at SMP N 3 Juwana..

5. Technique of Collecting Data

To get the data, the writer conducts observation, interview and analyzing document.

6. Technique for Analyzing Data

1. Data reduction

During the research activities, the writer reduces the unimportant data and takes the important data or data that support the research.

2. Data display

In this step the writer tries to arrange and describe the information and data to make conclusion

3. Conclusion and verification

This stage shows the final result of the study. It consists of conclusion and verification.

D. Finding and Discussion

A) Research Finding

1. The Implementation of Contextual Teaching and Learning (CTL) in Teaching Speaking

a. The Objective of Contextual Teaching and Learning in Teaching Speaking

From the observation done by the researcher in the classroom at the first year of SMP N 3 Juwana, the objective of Contextual Teaching and Learning in teaching speaking is to introduce teaching-learning English as the first foreign language to be learned..

b. The Instructional Material

The materials of teaching English are taken from textbook and pictures. The textbook used by the students of SMP N 3 Juwana is a handout book from Tiga Serangkai, Erlangga publisher and worksheet for reference and practice.

c. The Teachers and Student's Role

1). Teacher's Roles

- a) Teacher as the guide and facilitator in the classroom
- b) Teacher as a creator of friendly classroom atmosphere
- c) Teacher as the partner of the study
- d) Teacher as the elector of the most material and classroom activities

2). Student's Roles

Students as the communicator and a player in the classroom

d. The Learning Assessment Conducted

The learning assessment of speaking in Contextual Teaching and Learning in SMP N 3 Juwana can be seen with illustration below.

The amount of maximum scores gained is 15. It is gained from the three points. This amount of score can be described as follows:

Fluency : 1-5

Pronunciation and Intonation : 1-5

Grammar and Vocabulary : 1-5

Maximal score in each aspect is 5, and maximal score for all aspect is 15.

Final grade = $\frac{\text{score}}{\text{Maximal score}} \times 100$

Maximal score

e. The Teaching Procedures

a) Initial Activity

In this time, Mr. Dargo as the English teacher gives material to the students about descriptive text. Before the lesson began, he greeted to the students and explained about descriptive text generally.

b) Central Activity

1. Exploration

In this activity, the teacher describes persons. He gives example to the students with some pictures patched on white board. He gives example with famous actress and actor. The condition, supports to the students, and they are so enthusiasm to receive the material.

2. Elaboration

In this section, the teacher divided the students become 7 groups. Each group has one picture and then they must describe it with the partner.

3. Confirmation

In these activities, the teacher tries to give their respond about the answer students.

c) Final Activity

In the final activity, the teacher asks the students about some problems about the materials. Last, the teacher concludes the material that has been learned in the day.

2. The Problems Faced by the Teacher in the Implementation of CTL in Teaching Speaking.

There are three problems faced by the teacher in the implementation of CTL in teaching speaking.

- a. Limited Time
- b. Unstable Motivation of the Students
- c. Different Capability of Students

3. The Strengths and Weakness of CTL in Teaching Speaking at the First Year of SMP N 3 Juwana

a. Strengths

- 1). Teaching-learning process in the classroom is more interesting
- 2). Teaching-learning activities give some meaning to the students.
- 3). Teaching-learning process will more productive.
- 4). Increasing the braveries to the students

b. Weakness

- 1). The teacher is more intensive to guiding the students.
- 2). There are many students are not happy if doing discussion in the classroom with other students.

B) Discussion

Based on the analysis in SMP N 3 JUWANA, the implementation of contextual teaching and learning can be seen from some points. The first is the objective of Contextual Teaching and Learning in Junior High School especially in the

first year is to introduce English as the first foreign language that must be learned.

Instructional material has important in English teaching-learning activities. Based on the analysis, the writer finds that the teacher taught the material without considering the syllabus. Therefore, the writer concludes that the implementation of the material is still less, many example of the material can't transfer maximally.

In teaching-learning processes, teacher and students has some important role.. Therefore, the writer concludes that the English teacher not plays the role optimally. The teacher still dominates the class and he just emphasizes the material from the main handout book then transfer to the students.

Based on the analysis, the assessment of the students especially in speaking skill has important point. The writer analyze that the teacher as the evaluator in the classroom is better. It can see when the students can answer the teacher question, they have some points.

The English teacher is dividing three activities to be procedure of teaching. They are initial, central and final activities. In this section the teacher has been done the activity maximally, it can see that the teacher do the activity serially..

The teacher and students also faced some problems during teaching learning process. The problems faced by the teacher are limited time, different capability of the students and unstable motivation of the students

Based on the analysis in SMP N 3 Juwana, there are some strengths and weakness of CTL in teaching speaking at the first year. from the analysis, the writer sees that the some of students doesn't use the second principal of CTL are inquiry better. Many

of them are only waiting the other students can inquiry the material.

Besides, there are some weaknesses of CTL in teaching speaking such as the teacher is more intensive to guiding the students. Then, there are many students are not happy if doing discussion in the classroom with other students. As the principal of CTL that learning community needs a good discussion between the students, but, it doesn't see in the classroom.

E. Conclusion and Suggestion

1. Conclusion

The Implementation of Contextual Teaching and Learning in teaching speaking are divides to be 5 sections.

- a. The objectives of Contextual Teaching and Learning in Teaching Speaking in SMP N 3 Juwana especially at the first years are to introduce English as the first foreign language to be learned.
 - b. The instructional materials in teaching-learning activities should be appropriate to the syllabus.
 - c. The roles of teacher in teaching-learning processes using Contextual Teaching and Learning in SMP N 3 Juwana are as facilitator, controller, transferor and evaluator..
 - d. The learning assessments conducted are also items that are used for evaluating the student's achievement.
 - e. The procedure of teaching is dividing three steps such as initial, central and final activities. In these points, the writer sees that the teacher has been done the activity maximally and it do serially.
2. The problem faced by the teacher are limited time, unstable motivation of the students and different capability of the students
- 3 a. Some strengths of CTL in teaching speaking at the first year are teaching-learning processes in the classroom can be more interesting, teaching-learning activities give some meaning to the students, condition

in teaching learning activities more productive. Last, with CTL the students have more bravery to ask some difficulties about the material.

- b. On the other hand, there are some weaknesses of CTL in teaching speaking such as the teacher is more intensive to guiding the students. Then, there are many students are not happy if doing discussion in the classroom with other students.

2. Suggestion

1. For Teacher

- a. The English teacher should be more improving the methods that suitable in teaching speaking in order to the students is not bore in the classroom
- b. The teacher must be able to deliver the material completely

2. For Students

- a. The students must be active in the class
- b. The students must be able to create the good discussion with other students.

3. For the other perspective researcher

. The researcher only describes the research in general. Hopefully, the perspective researcher will do the research in specific form. The researcher realizes that this research is far from being perfect. However, hopefully this research will be useful as the reference to the perspective researcher.

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