

CHAPTER I

INTRODUCTION

A. Background of the Study

Mastering English language is important in our modern society. Human being needs communication to fulfill their needs in their life. They communicate and interact each other using language in spoken and oral form in daily life. Speaking skill is one of English skills needed in having communication and interacting with others in this modern society. As we know that speaking is one of the important points and essential skills that people must practice. In education world, there are many kinds of subjects in teaching-learning process. 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.

Speaking is one of the four skills which plays a significant role in mastering English. As a skill, speaking is the most used skill by people rather than the other three skills. According to Richards (1994:24) learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency. From the statement, the writer can say that most language learners study English in order to develop proficiency

in speaking. Besides, many language learners regard speaking ability as the measurement of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishment in converse communication. In this case, mastering English well in speaking skill is very useful. It means that people need such kind of speaking activities to be able to speak up well.

Teaching method becomes one of the important points in the teaching learning activities. The method used by teacher in the classroom is often assumed as the factor that causes the student's speaking problem. Teaching methods are related to the technique used by teacher on the teaching learning activities.

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). According to Johnson (2002:25)

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, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments

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. In such an environment, student will discover meaningful relationship between abstract ideas and practical applications in the context of the real world.

In SMP Negeri 3 Juwana, CTL was implemented by the teacher especially in English education. Being aware of the importance of learning English, the teacher decides to give limitation on the way of teaching and learning process in the first grade students of junior high school. The ways of teaching and learning process can be challenges for the teacher everyday, the challenges are a curriculum and an instructional approach based on contextual learning which can help them face the challenges successfully. An excellent way to do this involves strategies to work together to connect the content of knowledge with the context of application. Student then can process new information in a way that makes sense to them because it fits in their frames of reference.

The majority of students in this school are unable to make connection between what they are learning and how that knowledge will be used. This is because the way to process information and their motivation for learning are not touched by the traditional methods of classroom teaching. The students have a difficult time in understanding academic concepts as they are commonly taught, but they desperately need to understand the concepts as they relate to the workplace and to the larger society in which they will live

and work. Traditionally, students have been expected to make these connections on their own, outside the classroom.

According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner world of memory, experience, and response). This approach to learning assumes that the mind naturally seeks meaning in context – that is, in relation to the person's current environment – and that is done so by searching for relationships that make sense and appear useful.

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. In speaking skill, the teacher finds some difficulties in speaking such as some elements of it. The students cannot practice their speech into a good speaking in English. So that, the teacher must have a strategy to make the students know how to speak English well.

Based upon the situation above, in SMP N Juwana, CTL was implemented as the foundation to support modification and implementation of the 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. Research Problem

Based the background of the study, the problem statements are formulated as follows:

1. How is the implementation of Contextual Teaching and Learning (CTL) in teaching speaking?
 - a. What is the learning objective?
 - b. What is the instructional material?
 - c. What are the teachers and student's roles?
 - d. How is the learning assessment conducted?
 - e. How are the teaching procedures?
2. What are the problems faced by the teacher in the implementation of CTL in teaching speaking at the first year of SMP N 3 JUWANA ?
3. What are the strengths and weakness of CTL in teaching speaking at the first year of SMP N 3 Juwana?

C. Objective of the Study

The objectives of this research are:

1. To describe the implementation of Contextual Teaching and Learning (CTL) in teaching speaking
 - a. Identifying the learning objective
 - b. Identifying the instructional material
 - c. Identifying the teacher and student's role
 - d. Identifying learning assessment conducted

- e. Identifying the teaching procedures
- 2. Identifying the problems faced by the teacher in the implementation of CTL in teaching speaking at the first year of SMP N 3 JUWANA.
- 3. To describe the strengths and weakness of CTL in teaching speaking at the first year of SMP N 3 Juwana

D. Benefit of the Study

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

1. Theoretical benefit

This research will give implementation of contextual teaching and learning that is useful for improving teaching ideas especially in teaching speaking

2. Practical benefit

- a. The English teacher can be improving the methods that suitable in teaching speaking in order to the students is not bore in the classroom
- b. The students more active in following teaching learning process of speaking
- c. The result can be used as the reference to the perspective researcher who have conduct CTL in teaching speaking

E. Research Paper Organization

The research paper is organized as follows :

Chapter I is Introduction. It deals with Background of the Study, Research Problem, Objective of the Study, Benefit of the Study and Research Paper Organization.

Chapter II is Review of Related Literature. This covers the Previous Study, Language Learning, Contextual Teaching and Learning (CTL) and Teaching Speaking.

Chapter III is Research Method. This covers Type of the Research, Object of the Research, Data and Data Source, Place of the Study, Technique of Collecting Data and Technique for Analyzing Data.

Chapter IV deals with Research Finding and discussion of the Finding.

Chapter V is Conclusion and Suggestion