CHAPTER I

INTRODUCTION

I. Background

English is an international language that has been used almost by the whole countries around the world, some countries use it in their daily life can speak English and apply it in the entire life world, such as education, economic, politic, socio-cultural etc.

Here, we are in twenty first century with the world technology of our fingertips, we need communication tool to associate with other people all over the world. We should understand their language to get more information and need to prepare young generation for high quality job. So, in many schools learning activity should not be part from the work place and job field activity. Why that is many young generations are finding it a struggle to make the transition from school to work.

Speaking is not only vital to communicate with other humans in society but also it can influence human lives and even the world history greatly. They say the word can kill or save. People with excellent speaking skills can lead the society and create an environment which develops humans and makes the future for our world. Thus, speaking can be seriously taught from the very young age.

School teachers focus their activity on introducing definite knowledge and skills and very often teachers do not pay so much attention to speaking

development. Even if the subject does not in common require excellent speaking skills, speaking techniques have to be applied at each lesson. There are a few reasons why speaking should take one of the primary goals while teaching.

One of the primary goals of speaking skills development is to teach children how they think and present their thoughts and ideas to others. Thus, children should primary given the examples which will clearly show them the importance of good speaking. Their parents, classmates and friends will be able to understand them and value their ideas and dreams if children can present these ideas and dreams clearly and effectively. Speaking opens possibilities to make new friends and develop study skills. Speaking creates good basis for analytical and research skills. Speaking can greatly reduce various psychological barriers and difficulties while interacting with others or simply passing exams. At last good speaking skills can greatly help in further study and career development[1].

In Indonesia, English which taught as a foreign language from elementary school to senior high school is a compulsory. English is included in the curriculum as one of compulsory subject to be learned in formal schools. The process of teaching English as a foreign language is trouble which more stressed on the aspect of language knowledge and assessment result, neglected the communication skill (speaking) in English and teaching approach is teacher-centered classroom.

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[1] http://www.articles-host.com/article-How-to-Teach-Speaking-194255.html

On the other hand some countries such as France, Germane and Italy etc. the process of teaching English as foreign language is student-centered classroom which stressed on the critical thinking, using the daily vocabulary and teaching process quality. The teacher does not transfer the knowledge only but the student gets new knowledge and experience[2].

Some English students although have been studying the English for quite long time, there is no guarantee that they master the language. The problem is why having learned English for many years but the students do not have an ability to use English for communication. They probably understand English when other people speak, they may also understand the written English text and they have some ideas but they cannot speak and they can speak but they do not know what must be spoken.

Based on the reason above, the system of Contextual Teaching and Learning (CTL) method can be applied ideally, and expected to be one of way to make student's English speaking is better and getting successfully.

Contextual Teaching and Learning (CTL) was proposed by John Dewey 1916 who advocated the curriculum and teaching methodology, tied to students' experience an interest. In this method, the concept of learning is helping teachers in relating material with the real condition of students and supporting the student to make relation between their own knowledge and the implementation in daily

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[2] http://robertsumardi.wordpress.com/2008/09/10/implikasi-pendekatan-andragogis-dalam-pembelajaran-bahasa-inggris-sebagai-bahasa-asing/

activities. The students are expected to understand what the importance of the study, the advantage and how they reach it.

> The CTL system is an educational process that aims to help student see meaning in the academical material; they are studying by relating academic subject with the context of their personal, social, cultural circumstances. To achieve the aims, the system encompasses the following eight components, making meaningful connection, doing significant work, self regulate learning, collaborating, critical and creative thinking, nurturing the individual reaching high standard, using authentic assessment[3].

In contextual class, teachers only help the students achieve the purpose, it means the teachers create strategies, arrange a team and encourage the students to learn each other in order to learn meaningfully and productively.

The advanced technological can not be denied in this modern era, especially facing free trade and globalization era in near future which competitions will unexpectedly play in any sectors. For Madura Island, Suramadu Bridge that it is required for Madura people especially in Pamekasan as "Education City" to have a good skill is not left behind. For these challenges, Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan try to guide any creative students by English speaking skill to speak and communicate English well through Contextual Teaching and Learning (CTL) method .

The English teaching and learning held in Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan have been using the Contextual Teaching and Learning (CTL) method for …but the teachers less understand what

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[3] Johnson, B. Elaine, *Contextual Teaching and Learning Menjadikan Kegiatan Belajar Mengajar Mengasyikkan dan Bermakna* (Ibnu Setiawan),2006, Bandung

the components and characterizes of Contextual Teaching and Learning (CTL) method are. According to them, it was implemented unsuccessfully.

English speaking skill is absolutely required to implement perfectly. The writer takes a theme *The implementation of Contextual Teaching and Learning (CTL) method in improving English speaking skill at Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan*.

II. Statement of the Problem

Based on background of study above, the researcher focuses on following problems are:

a. How is the implementation of the Contextual Teaching and Learning (CTL) method at Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan?

b. How is student's speaking skill at Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan?

c. How is the implementation of Contextual Teaching and Learning (CTL) method in improving English speaking skill at Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan?

III. Objectives study

Before doing, the objectives of study are:

a. To describe the implementation of Contextual Teaching and Learning (CTL) method at Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan.

b. To discribe student's English speaking skill at Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan.

c. To describe the implementation of Contextual Teaching and Learning (CTL) method in improving English speaking skill at Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan.

IV. Scope and Limitation

Scope :

In this study the scope is focused on the students of Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan.

Limitation:

Limitation of this study is the implementation of contextual teaching and learning method in improving student's English speaking skill.

V. Significant of the study

This research has two advantages that are expected to give valuable contribution for teacher, students, writer and reader either theoretically or practically. Theoretically, this study is expected to be one of contribution in implementation of Contextual Teaching and Learning (CTL) method run well and achieves the national purpose.

The result of this study enables to give some advantages for:

➢ The teachers of Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan.

The result of this study will become a contribution to improve teaching and learning process at Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan especially for the implementation of Contextual Teaching and Learning (CTL) method.

➢ Students, writer and reader

The result of this study is expected to be useful to enrich the insight and knowledge of the implementation of Contextual Teaching and Learning (CTL) method in developing student's speaking skill.

VI. Research Systematic

The Research systematic as follow:

Chapter I Introduction includes: Background, Statement of the Problem, Objectives study, Scope and Limitation, Significant of the study, Research systematic and Definition of Key Terms.

Chapter II Review of Related Literature: 1) Contextual Teaching and Learning (CTL) Method includes: Definition of Contextual Teaching and Learning (CTL), Components of Contextual Teaching and Learning (CTL), Goal and Characteristics of Contextual Teaching and Learning (CTL). 2) Teaching and Learning English Speaking Skill includes: Teaching and Learning strategy of English Speaking Skill, Teaching and Learning models of English Speaking Skill. 3) The implementation of CTL method in improving student's English speaking skill

Chapter III Research Methodology. Chapter IV Research result and discussion includes: presenting and analyzing data about implementation of CTL method in English teaching at Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan, presenting and analyzing English speaking skill at Senior High School of Al-Falah Sumber Gayam Kadur Pamekasan and The implementation of CTL method in improving student's English speaking skill at Senior High School of Al-Falah Sumber Gayam Kadur Pamekasan. Chapter V Conclusion and suggestion.

VII. Definition of Key Term

There are some key terms that are mentioned in this study, such as Contextual Teaching and Learning Method, speaking skill. This term are given in order to writer don't discuss anything include in this study and for reader to avoid misinterpretation in understanding this study. Those terms are presented as follows:

a. Implementation is learning application used in teaching process to reach educations' purpose.

b. Context is *contexere* from Latin it means "a team work". So, it references to situation, background, and environment that relates with personal and team work. *Contextual* is based on situation.

c. Teaching is guiding and facilitating learning, enabling learning to learn, setting the conditions for learning[4].

d. Learning is a relatively permanent change in a behavioral tendency and is the result of reinforce practice[5].

Contextual Teaching and Learning (CTL) is learning based on experience and help a teacher to connect between abstract ideas and practical application in a real world context and student centre[6].

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[4] H. Douglas Brown, *Principles of Language Learning and Teaching*,(Longman: San Francisco State University, 2000) P. 7
[5] *Ibid,* H. Douglas Brown. P. 7
[6] Theresia Niung P, Pengajaran EDL (English as Global Language) dengan Metode CTL (Contextual Teaching and Learning, 2008)

e. Method is an overall plan for orderly presentation of language material, not part of contradicts, and all of which is based upon, the selected approach[7].

f. Improve is become or make better [8]

g. Speaking is a productive skill. It involves putting a massage together, communicating a massage, and interacting with people[9].

h. Skill means an ability to do something well[10]

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[7] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching: A description and Analysis* (New York: Cambridge University Press,).p. 15

[8] Oxford Learner's Pocket Dictionary, (New York:oxford university press, 1995). P. 209

[9] Cora Lindsay with Paul knight, *Learning and Teaching English*, (Oxford University:New York,2006). P.57

[10] *Ibid, oxford:* P. 388

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Contextual Teaching and Learning (CTL) Method

Contextual teaching and learning rests at the convergence of an established and growing body of research from such diverse fields as developmental psychology, cultural anthropology, linguistics, cognitive psychology, and social psychology. Built on a set of theories and strategies for teaching that can be traced back to the work of John Dewey, John Francis Wood hull, and William Heard Kilpatrick in the early 1900s, CTL is not a "new" idea, but a concept that has continued to evolve over time at all levels of the education system[11].

When first introduced to contextual teaching and learning (CTL), Tina's teachers and other TeachNET participants viewed CTL as good practice grounded in common sense Some veteran teachers experienced déjà vu after reading about CTL—its philosophy and approach seemed to have long traditions in public schools. Some novice teachers viewed CTL as the constructivist practices their professors lectured about. Many of the CTL elements are common in classrooms throughout the United States and enjoy a rich history of educational research about their effectiveness. CTL unifies these teaching and learning practices into one approach to instruction. Said one teacher "…the essence of quality teaching is CTL. It has to have a contextual basis." The unified approach has given educators a common language for discussing their beliefs in effective practice and ways to broaden the "pockets of excellence" in their schools[12].

The CTL system succeed because it asks young people to act in ways are natural to human being. That is, it conforms to the brain function, to basic human psychology, and to the three principles that modern biology and physics have discovered permeating the entire universe. These principles-independence, differentiation, self-organizing-infuse everything that lives, including human beings. The stunning correspondence between the way nature works and contextual teaching and learning help us define CTL can help us understand why CTL

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[11] Betsy Brand, *Essentials of High School Reform: New Forms of Assessment and Contextual Teaching and Learning*, (American Youth Policy Forum, 2003). 41

[12] Matthew Clifford and Marica Wilson, *Contextual Teaching, Professional Learning, and Student Experiences: Lessons Learned From Implementation,* 2000

provides the pathway to academic excellence all student can follow[13].

CTL also requires teachers to change how they teach. In particular, CTL encompasses instructional methods intended to supplement traditional teaching styles that rely heavily on lecture, students' taking notes, watching teachers conduct experiments, memorizing facts and techniques, and using the written word (through papers and exams) to demonstrate learning.

The conventional teaching and learning is different with CTL method because it has each characteristic[14] to implement certain strategy.

1. Definition of Contextual Teaching and Learning (CTL)

> The application of contextual learning to the American classroom has its origins in the experiential learning traditions of John Dewey who in 1916 advocated a curriculum and teaching methodology tied to the child's experiences and interests. Our consortium's operational definitions for contextual teaching and learning are rooted in Dewey's progressivism and in research findings which show that students learn best when what they are learning is connected to what they already know and when they are actively engaged in their own learning. In the course of conducting a literature review it became clear that CTL is an integration of many "good teaching practices" and several education reform approaches intended to enhance the relevance and functional utility of education for all students[15].

CTL is a system that stimulates the brain to weave pattern that express meaning. CTL is a brain-compatible system of instruction that generates meaning by linking academic content with the context of a student's daily life.

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[13] Elain B. Johnson, PhD, *Contextual Teaching and Learning: What it is and why it' here to stay* (London: Corwin Press, 2002). 22

[14] Drs. H. baharuddin , M.Pd, Moh. Makin, S.Ag, *Pendidikan Humanistic (Konsep, Teori dan Aplikasi Praksis dalam Dunia Pendidikan)*, (Jogjakarta: Ar-ruzzmedia,2007). 211

[15] Contextual Teaching and Learning in Pre-service Teacher Education (Exemplary Practices: University of Washington, C-2). 8

Taking advantage of the fact that environment stimulates the brain's neuron to form pathways, the system focuses on context, on relationship[16]. The brain's ability to locate meaning by making connection explain why students who are encouraged to connect schoolwork with their present reality, with their individual, social and cultural circumstance today, with the context of their daily live are able to attach meaning to academic material and therefore to retain what they study[17].

Contextual teaching and learning involves making learning meaningful to students by connecting to the real world. It draws upon students' diverse skills, interests, experiences, and cultures and integrates these into what and how students learn and how they are assessed. In other words, contextual teaching situates learning and learning activities in real-life and vocational contexts to which students can relate, incorporating not only content, the "what," of learning but the reasons why that learning is important. Some examples of contextual teaching and learning are interdisciplinary activities across content areas, classrooms, and grade levels; or among students, classrooms, and communities. Problem-based learning strategies, for instance, can situate student learning.

In the context of students' communities, many skills learned as parts of contextual learning activities are transferable skills, those that can be used

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[16] *Opcit*, Elain B. Johnson, PhD. 16
[17] *Ibid.*23

not only for successful completion of a current project, but also in other content areas to prepare a student for success in later vocational endeavors.

Contextual learning, then, engages students in meaningful, interactive, and collaborative activities that support them in becoming self-regulated learners. Additionally, these learning experiences foster interdependence among students and their learning groups. Complementary outcomes assessments for contextual student learning are authentic assessment strategies.

> Contextual teaching and learning is defined as a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning require. Thus, CTL helps students connect the content they are learning to the life contexts in which that content could be used. Students then find meaning in the learning process. As they strive to attain learning goals, they draw upon their previous experiences and build upon existing knowledge. By learning subjects in an integrated, multidisciplinary manner and in appropriate contexts, they are able to use the acquired knowledge and skills in applicable contexts (Berns and Erickson 2001)[18].

Although contextual teaching and learning is a relatively new concept in the field of education, its principles and practices have been around for centuries (Dijkstra, 1998). The concept of teaching students in a context as close to real life as possible can be dated back to the 16th century. Michael of Montaigne, a Renaissance writer, believed that students could learn more from traveling and experiencing the world first hand than they could from studying a textbook (Ediger, 1997). In fact, the school fieldtrips that students take today could be a result of the belief that students learn without the textbook; fieldtrips give students an opportunity to interact with society and

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[18] Robert G. Berns and Patricia M. Erickson, Highlight Zone Research Work, *Contextual Teaching and Learning:Preparing Students for the New Economy,* 2001 P. 5

gain valuable experiences. Creating a setting in which students learn as realistically as possible is a goal of teachers who use contextual teaching and learning. Teachers who use contextual teaching and learning practices not only place emphasis on fieldtrips, but they also emphasize practices[19].

2. Components of Contextual Teaching and Learning (CTL)

The implementation of each Contextual Teaching and Learning components will be explained bellow:

a. Constructivism

Constructivism is building on knowledge known by the student. Education is student-centered; students have to construct knowledge themselves. Explanations can use metacognition to explain via metaphor. Semiotics, or meanings of words, is important to keep in mind. Constructivism is a theory, a tool, a lens for examining educational practices[20]

Knowledge is constructed by human knowledge is not asset if facts, concept, or laws, waiting to be discovered. It is not something that exists independent of knower. Human create or construct knowledge as they attempt to bring meaning to their experience. Everything that we know, we have made, knowledge grows trough exposure. Understandings become deeper and stronger if one test against new encounters.

The characteristic of constructivism learning is active students, they involve in learning process depend on their ability, knowledge and style of

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[19] Bettye P. Smith, *Contextual Teaching and Learning Practices in The Family and Consumer Sciences Curriculum* (Georgia University of Georgia), *Journal of Family and Consumer Sciences Education, Vol. 24, No. 1, Spring/Summer, 2006*. 15

[20] http://dougiamas.com/writing/constructivism.html#faces

learning. They are guided by teachers as facilitator; teacher will help them if they get learning difficulty.

b. Inquiry

Inquiry means the teachers have to design an activity refer to any material to reach expected competence in all subjects. Learning based on inquiry, students are supported to used scientist strategy. They are supposed observing an object matter, giving question, looking for information that needs to analyze data and taking conclusion.

The characteristics of inquiry learning are students demanded to responsible with their own learning; teachers are able to know how far student concept or theory does. Inquiry learning gives, actives and concentrate experience to students, they will learn how to solve, make decision, study to observe and give them an opportunity to study forever[21].

c. Questioning

There is international concern about the extent to which students are excluded from school. Between and within countries there is significant variation in the numbers of students whose behavior is regarded as problematic, challenging and inappropriate[22].

Questioning is the main strategy of contextual teaching and learning, because knowledge starts from questioning. In learning process, it considered by teacher's activity to support, guide and evaluate student's ability.

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[21] Michael Prince and Richard Felder, *The Many Faces of Inductive Teaching and Learning,* Journal *of* College SCienCe TeaChing, 2007). P.14

[22] Harry Daniels, *Vygotsky and Pedagogy,* (New York: Routledge, Falmer, 2001). 140

The impotent of questioning technique in learning activity, such as:

1. Questioning is a general teaching, strategy and can be applied in any subjects.

2. Using and developing systematic questioning technique, will improve learning student's ability.

3. By questioning strategy student will be easier to know something and have critical thinking.

The application of questioning strategy can be applied almost in every activity, between student and student, teacher and student, student and teacher, students and other people who invited in the class. Questioning activity also can be found when student discussed, study in group, find difficulty, observation. These activities will support the student giving questioning.

d. Learning community

> Learning community advocates a holistic approach to language learning, since "true" human learning is both cognitive and affective. This is termed *whole-person learning.* Such learning takes place in a communicative situation where teachers and students are involved in "an interaction…in which both experience a sense of their own wholeness" (Curran 1977:90). Within this, the development of the student's relationship with the teacher is central[23].

Concept of learning community suggests the students to cooperate with other people, make communication, help each other and competition between student and another should be avoided. One of example of learning

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[23] *Ibid* Jack C. Richards and Theodore S. Rodgers. P. 117

community in English subject is making team work, they try to understand English text, share and make conclusion. Cooperative skill is one of learning community purpose.

The principles of learning community consists as follow

1. Study club, communicate to share ideas and experience each other.

2. Cooperate to solve the problem

3. Responsible to each group.

4. Construct learning student's motivation; create situation and condition that enable to make students study each other.

5. Teacher is facilitator who guides learning process.

6. Accept and respect another opinion willingly.

Learning community has multidimensional meaning, in cooperative learning should be learning community, sharing ideas, discussion, service learning, study club, contextual teaching and learning sources, problem based learning, learning to be, learning to know, learning to do, learning how to live together, task based learning, school based management and collaborative learning[24].

e. Modeling

Modeling is one of the components of in CTL method, in learning skill or specific knowledge. Modeling is offering behaviour for imitation.

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[24] Dr. Nurhadi, Burhanuddi, M.Ed, Agus Gerrad S, M.Pd, *Pembelajaran Contextual (Contextual Teaching And Learning) dan penerapannya dalam KBK,* (Malang: Univ. Negeri Malang, 2003). P. 48

Modeling assists by giving the students information and a remembered image that can serve as a performance standard[25]. Model can be imitated by student such as how to pronounce or spell some words, operate and do something. The teacher is not only a model but students, native speaker, doctor, police etc.

f. Reflection

Reflection is one of the important parts of contextual approach; it is the way of thinking of everything that has been learned in the past. Reflection evaluates effective program which has been done. The teacher helps the students in connecting the previous and new knowledge. So, the students felt getting new knowledge from what they learned[26].

g. Authentic assessment

Authentic assessments show (among other things) that learning has occurred; are blended into the teaching or learning process; and provide students with opportunities and direction for improvement. Authentic assessment is used to monitor student progress and inform teaching practices[27].

Assessment is collecting data that describes learning student development. It is important to know the result as long as the teaching and learning process not only the test (middle and final test) but all of the student process.

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[25] *Ibid,* Harry Daniels, P. 1667

[26] *Ibid,* Dr. Nurhadi, Burhanuddi, M.Ed, Agus Gerrad S, M.Pd. P. 50

[27] http://www.cew.wisc.edu/teachnet/ctl/default.htm

Some characteristics of authentic assessment are:

1.Evaluate all of student's learning process

2. involves real-word experience

3. Accessing information

4. Use opened- ended format

5. Encourage the use of calculator, computer and human resource

6. Engages the student by relevance

7. Include self-assessment and reflection

8. Warrant effort and practice

9. Identify strengths to enable student to show what they can do

10. Make assessment criteria clearer to the student[28].

3. Characteristics of Contextual Teaching and Learning (CTL)

1. Activating knowledge

It means, the material that will be learned is a unity of previous knowledge that has relation each other. Teaching and learning process actives knowledge.

2. Acquiring knowledge

Contextual teaching is a learning to get and add new knowledge deductively; the teaching begins from universal knowledge to detail one.

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[28] *Ibid,* Dr. Nurhadi, Burhanuddi, M.Ed, Agus Gerrad S, M.Pd. P. 54

3. Understanding knowledge

      The knowledge acquired is not a memorizing but understanding it such as asking the other respond about the knowledge acquired than improved it based on that respond.

4. Applying knowledge

      The knowledge and experience acquired enable to apply in real-world student and appeared a student behavior change.

5. Reflecting knowledge

      This is a completing and evaluating process of acquiring, activating, understanding and applying knowledge[29].

      According to Johnson, there are eight characteristics of CTL method:

1. Making meaningful connection

      Learning is related with real- world life, student actively to develop their interest, study individually or in group. They realize the importance of studying for their future.

2. Doing significant work

      Students make correlation between school and several of contexts in real-world life in the house, community and work site.

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[29] Dr. Wina Sanjaya, M.Pd, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan,*(Jakarta: Kencana, 2009), 256

3. Self regulated learning

Students do significant work that has purpose, interaction, decision and real life result.

4. Collaborating

Students cooperate each other, and the teacher helps them how do they understand to communicate with other students.

5. Critical creative thinking

Students use high critical and creative thinking to analyze, make hypothesis, solve the problems, make decision and use logical evidence.

6. Nurturing the individual

Students take care of their personality, giving attention, having high expectation, motivating and strengthen themselves and respecting the other.

7. Reaching high standard

Students know and reach high standard, teachers identify and motivates them to reach the purpose.

8. Using authentic assessment

Students use academic knowledge in real-world contexts for meaningful purpose[30].

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[30] *Ibid,* Dr. Nurhadi, Burhanuddi, M.Ed, Agus Gerrad S. P. 13-14

4. The implementation of CTL method

Center of Occupational Research and Development (CORD) delivers five strategies to implement the Contextual Teaching and Learning method are called as REACT such as:

a. Relating

    Studying is related with experience context in the real world.

b. Experiencing

    Studying is stressed on exploration, discovery and invention.

c. Cooperation

    Study trough interpersonal communication context, using together and the other.

d. Transferring

    Study from using of knowledge in situation of new context[31].

B. Teaching and Learning English Speaking Skill

There are several reasons why methods of teaching would benefit from review and revision. Firstly, there is vastly more information available to students and teachers today than twenty years ago. Secondly, new developments, especially the acceptance have improved our understanding in many specific

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[31] *Ibid,* Dr. Nurhadi, Burhanuddi, M.Ed, Agus Gerrad S, M.Pd. P. 23

ways. Thirdly, study and research into educational techniques have led to a better understanding of how students learn[32] especially in English speaking skill.

According to Jeremy Harmer, there are three reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities, chances to practice real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing, both how successful they are, and also what language problems they are experiencing. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.[33]

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully, and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Scott Thorn bury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become talking classrooms. In other words, students will be much more

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[32]*Choosing and Using Appropriate Strategies to Improve* Teaching and Learning in Sedimentology Courses at Peking University (Beida,),(The China Papers, 2002). P. 57

[33] Jeremy Harmer, *How to teach English*, (Longman: Pearson Education Limited, 2007), p.123

confident speakers (and their speaking abilities will improve) if this kind of

speaking activation is a regular feature of lessons.[34]

1. Teaching and Learning strategy of English Speaking Skill

Perhaps, the first question to ask in this chapter is what reason we have for asking our student to practice speaking in the classroom. There could be several answers. One is that, for many students, learning to speak competently in English is priority. They may need this skill for a variety of reason, foe example to keep up in relationship, influence people, and win or lose negotiation. It is a skill by which they are judge while first impressions are being formed. But learning to speak competently is complex task[35].

Teachers must not only help the students acquire the necessary competencies to communicate, they also responsible for establishing situations in which the students are stimulated to express themselves. There ate fourteen reasons for using language that can be incorporated into interaction activities in the classroom. These are:
Establishing and maintaining social relations.
1) Expressing one's reactions.
2) Hiding one's intentions.
3) Talking one's way out of trouble.
4) Seeking and giving information.
5) Learning or teaching others to do or make something.
6) Conversing over the telephone.
7) Solving problems.
8) Discussing ideas.
9) Playing with language.
10) Acting out social roles.
11) Entertaining others.
12) Displaying one's achievement.
13) Sharing leisure activities:[36]

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[34] Ibid., p.123

[35] Cora Lindsay with Paul knight, *Learning and Teaching English*, (Oxford University:New York,2006). P. 261

[36] Kenneth Chastain, *Developing second language skills: theory to practice*, (USA: University of Virginia, 1976), p.356

Although students did have the competence to respond the teachers question in English, their lack of confidence, unwillingness to take risks, and a perception that their English was poor resulted in a marked reluctance to respond.

1) Students' fear of mistakes and derision

Students were also afraid of making fools of themselves in front of their peers.

2) Teachers' intolerance of silent

Many of the teachers taking part in the study gave the students little or no wait time.

3) Uneven allocation of turns

The teachers favored the better students when soliciting responses. By targeting the better students, teachers could be sure that there would not be periods of silent or confusion in their classroom[37].

And the other sources mentioned about problems with speaking activities, these are:

1. Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

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[37] David Nunan, *Second language teaching and learning*, (USA: Heinle and Heinle Publisher, 1994), p.234

Even if they are not inhibited, you often hear learners complain that they can not think of anything to say, they have no motivate to express them beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use

In classes where all or a number of the learners share the same mother tongue, they may tend to use it because it is easier, because it feels unnatural to speak one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue[38].

The teacher must decrease about all of the problems above, one of the way to solve it which is motivating the students to speak up in the classroom. These are some reasons the learners unmotivated, which are:

a. Lack of success over time or lack of perception of progress

b. Uninspired teaching

c. Boredom

d. Lack of perceived relevance of materials

e. Lack of knowledge about the goals of the instructional program

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[38] Penny Ur, *A course in language teaching*, (Cambridge : Cambridge University Press, 1996), p. 121

f. Lack of appropriate feedback[39].

And the solutions to increase motivation of the students are:

a. Make instructional goals explicit to learners

b. Break learning down into sequences of achievable steps

c. Link learning to the needs and interests of the learners

d. Allow learners to bring their own knowledge and perspectives into the learning process

e. Encourage creative language use

f. Help learners to identify the strategies underlying the learning tasks they are engaged in

g. Develop ways in which learners can record their own progress[40].

Characteristics of a successful speaking activity are:

1. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even

Classroom discussion is not dominated by a minority of talkative participants, all get a chance to speak, and contributions are fairly evenly distributed.

[39] David Nunan, *Second Language Teaching and Learning*, op.cit., p.233
[40] Ibid., p.233

3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

4. language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

To know the achievement that has been made by the students after jigsaw technique, their speaking proficiency will be measured. Actually there are many ways to measure students' speaking competence and this research, the researcher use FSI (foreign service instate) proficiency[41].

The speaking measurement contains of components elaborated from students' speaking proficiency including their accent, grammar, vocabulary, fluency and comprehension.

Each component has weighting point from 1-6 (from the lowest to the higher). Then, the scores will be listed on weighting table to measure the total scores of each student.

The components of speaking proficiency are:

1. Accent:

    1. Pronunciation frequently unintelligible.

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[41] Ibid., p.120

2. Frequent gross errors and a very heavy accent make understanding different require frequent repetition.

3. Foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

4. Marked foreign accent and occasional mispronunciation which do not interfere with understanding.

5. No conspicuous mispronunciation but would not be taken for a native speaker.

6. Native pronunciation, with no trace of foreign accent.

2. Grammar:

   1. Grammar almost entirely in accurate except in stock phrases.

   2. Constantly errors showing control of very few major patterns a frequently preventing communication.

   3. Frequently errors showing some major patterns uncontrolled and causing irritation and misunderstanding.

   4. Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding.

   5. Few errors, with no patterns of failure.

   6. No more that two errors during the interview.

3. Vocabulary:

    1. Vocabulary is in adequate for even the simplest conversation.

    2. Vocabulary limited to basic personal and survival areas (time, transportation, etc).

    3. Choice of words sometimes in accurate limitation of vocabulary prevent discussion of some common professional and social topic .

    4. Professional vocabulary adequate to discuss special interest general vocabulary permits discussion of any non-technical subject with some circumlocutions.

    5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.

    6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4. Fluency:

    1. Speech is also halting and fragmentary that conversation is virtually impossible.

    2. Speech is slow and uneven except for short or routine sentences.

    3. Speech is frequently hesitant and jerky, sentences may be left uncompleted.

    4. Speech is occasional hesitant, with some unevenness cased by rephrasing and grouping words.

5. Speech is effortless a smooth, but perceptible nonnative in speech and evenness.

6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

5. Comprehension:

1. Understand too little or the simplest type of conversation.

2. Understand only slow, very simple speech on common social and touristy topics, requires constant repetition and rephrasing.

3. Understand careful somewhat simplified speech directed to him with considerable repetition and rephrasing.

4. Understand quite well normal educated speech directed to him but requires occasional repetition and rephrasing.

5. Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid and slurred speech.

6. Understanding everything in both formal and colloquial speech to be accepted of an educated native speaker.

The definition of FSI level of five point scale as follows:

1. Able to satisfy routine travel need and minimum courtesy requirement. Can ask and answer questions on topics very familiar to him: within the scope of

his very limited language experience can understand simple questions and statements.

2. Able to satisfy routine social demands and limited work requirement. Can handle with confidence but not with facility most social situations including introductions and casual conversation about current events, as well as work, family, and autobiographical information.

3. Able to speak language with the sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation or practical, social and professional topic. Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate speech; vocabulary is abroad enough that she rarely has to grope for a word; accent may be obvious foreign; control of grammar good; errors never interfere with understanding and rarely disturb native speaker.

4. Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can understand and participate in any conversation within her range of experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; errors pronunciations and grammar quite rare; can handle informal interpreting from and into the language.

5. Speaking proficiency equivalent to that of an educated native speaker. Has complete fluency in the language such that her speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references

    To determine the description of each category, the researcher will use a weighting table.

Table 2.1: Weighting Table

Proficiency description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

    The total score will be interpreted into conversion table

Table 2.2: Conversion Table

Total Score	FSI level
16-25	0^+
26-32	1
33-42	1^+
43-52	2
53-62	2^+
63-72	3
73-82	3+
83-92	4
93-99	4^+

The sign "(+)" indicates a position halfway between two levels. For example
2$^+$ means that it falls between level 2 and 3[42].

The following exercises constitute the sum total speaking practice, these
are:
a. Learner listens to and reads two-line dialogue and practices with a
partner.
b. Listen and repeat.
c. Listen to a model dialogue and repeat, interpolating own name.
d. Read question cue and make up question.
e. Read two line skeleton dialogue and practice with partner.
f. Listen or read a model question and ask a partner.
g. Read a model dialogue and have a similar conversation using cues
provided.
h. Study substitution table and make up sentences.
i. Study questions and answers in a model dialogue and make up similar
questions using cue words.
j. Look at a picture and study model sentences. Make up similar
sentences about a similar picture.
k. Listen to numbers and dates. Read numbers and dates and say them.
l. Listen to tape script and answer written comprehension questions.
m. Listen to an interview. Ask and answer similar questions with a
partner.
n. Look at diagrams of clocks. With a partner ask and answer about the
time.
o. Listen to a model, study a map and say the route from one specified
point to another[43].

2. Teaching and Learning models of English Speaking Skill

There are many basics concept that must be used by teacher before

teaching a second language by teaching and learning models of speaking skill are:

- Speaking and listening are reciprocal activity

- Speaking is creative expression

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[42] Jihadudin Awwal, *Debate as Technique to Improve Speaking Ability of Senior High School Students*,
(Surabaya: Universitas Negeri Surabaya, 2005), P. 25
[43] David Nunan, *Language Teaching Methodology*, (Sydney: Macquarie University, 1991), p.51-52

- Speaking is individual communication process

- Speaking is behavior

- Speaking is influenced by experience

- Speaking is a tool of exploring idea

- Speaking is an individual description

These cases are described as follows:

Speaking is a send massage skill orally

Listener	Speaker	Media	Tools	Speaker

Interaction
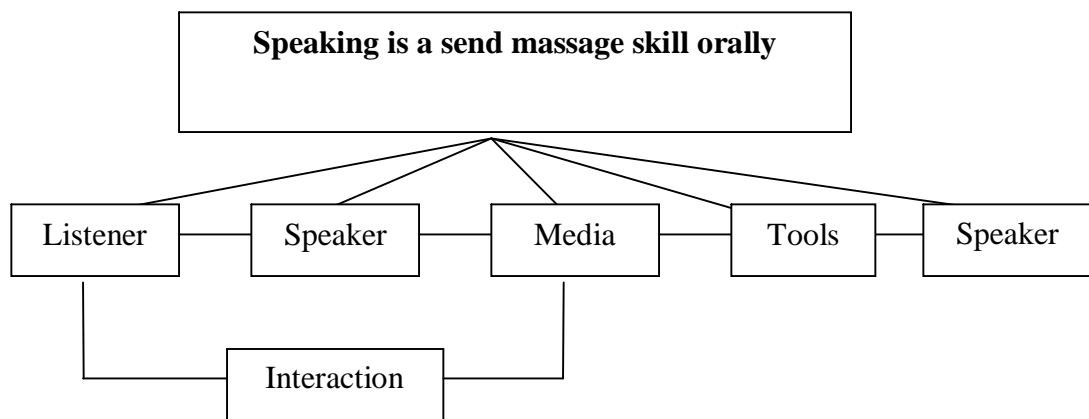
a. The purposes

For middle level (senior high school), the purposes of teaching and learning models of English speaking skill are:

- Give information

- Speaking participation

- Telling a self identity

- Retelling what have listened and read

- Interview

- Role playing

- Exploring idea in discussion or speech

b. The techniques

For middle level (senior high school), the techniques of teaching and learning models of English speaking skill are:

- Dramatizing

- Elaborating

- Gesturing a picture playing

- Bibliography

- Memory playing

- Interview

- Playing a word card

- Discussion

- Telephone playing

- Monolog

- Short speech

- Paraphrasing

- Completing a story

- Alphabet playing[44]

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[44] Prof. Iskandarwassid, Dr. H. Dadang Sunendar, *Strategi Pembelajaran Bahasa,* (Bandung: Rosda, 2008). P. 286-288

C. The implementation of CTL method in improving student's English speaking skill

The following activities are also helpful in getting students to practice speaking as a skill, these are:

a. Information-gap activities

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information because they have different information, there is a gap between them.

b. Telling stories

We spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Students need to able to tell stories in English, too.

c. Favorite objects

A variation on getting students to tell personal stories (but which may also involve a lot of storytelling) is an activity in which students are asked to talk about their favorite objects (things like MP3 players, objects with sentimental value, instrument, clothes, jewelry, pictures, etc). They think about how they would describe their favorite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them and whether there are any stories associated with them. In groups, they then tell each other

about their objects, and the groups tell the class about which was the most unusual or interesting in their group.

d. Meeting and greeting

Students role-play a formal or business social occasion where they meet a number of people and introduce themselves.

e. Surveys

Surveys can be used to get students interviewing each other.

f. Famous people

Students think of five famous people. They have to describe on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they would give them.

g. Student presentation

Individual students give a talk on a given topic or person.

h. Balloon debate

A group of students are in the basket of a balloon which is losing air. Only one person can stay in the balloon and survive (the others have to jump out). Individual students representing famous characters or professions have to argue why they should be allowed to survive.

i. Moral dilemmas

Students are presented with a moral dilemma and asked to come to a decision about how to resolve it[45].

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[45] *op.cit* Jeremy Harmer,., p.129-130