

Chapter I

Introduction

This chapter describes a brief introduction to the area of research includes Background of the research, Identification of research problem, Scope of the research, Problem statements, Aim of the research, Significance of the research, Clarification of terms, and Organization of paper.

1.1 Background

Language plays some important roles in many aspects of human life. In this case, English curriculum 2006 says that language has a main role in the development of intellectual, social, and emotion of students, in which the key of success studying in every field. Basically, the aim of teaching and learning language from elementary schools to universities is similar, that is, to achieve the language skill and to use the language for communication.

To learn English language students are required to complete four main skills: listening, speaking, reading, and writing all together. As the pre-observation result conducted by the writer to encourage this classroom action research in class X-B of SMA Puragabaya on January 2008, it was found that the students' speaking skill is lack of attention. They spent 47% for listening, 33% for writing, 12% for reading and 8% for speaking. As the fact that they rarely applied their speaking skill in their learning activities, most of them could not speak English properly though in a simple form.

The national curriculum of English, however, expects students of senior high school be able to express a context including *interpersonal, ideational, and textual* in any spoken texts, either interactional or monolog, especially in the form of descriptive, narrative, procedure, spoof/recount, news item, anecdote, explanation, discussion, commentary and review. In addition, Rankin (1929) states that people spent more than 30% communication time for speaking or communicating with people. However even the research result described the high people spent communication time for speaking, there is too little attention given to support people to learn speaking properly. Nevertheless, to be realized or not schools do not give enough attention to students' speaking skill

As the English instructions at SMA Puragabaya, the lack attention to students' English speaking skill causes lack of English speaking exercise and exposure. There just let students within weaknesses of speaking skill even though it influences to other students' language skills. The imperfect of the language skills instructions causes the students' skill comprehensively unbalanced. In addition, there are rare teachers teach speaking skill specifically.

Considering the factors above, in English instructions especially speaking, teachers should prepare strategies, methods, and techniques to be implemented in instructions properly. Though, teachers are often trapped using classical teaching models which tend to be teacher-centered instructions. Beside that the lack of instructional media is one of factors that obstructs in achieving instructional objectives.

Thus, based on the questionnaire and interview result in the classroom, the lack attention of English speaking instruction influenced the students' learning achievement especially in speaking skill, below are some reasons why the students do not skillful in English speaking:

1. The main frame of "English as foreign language"
2. The main Frame of "English is boring lesson and difficult"
3. The teacher's teaching method were bored
4. The teacher was not skillful to provide speaking instructions
5. Speaking theories are less to be exposed
6. The lack of speaking understanding
7. The lack of speaking instructional media
8. The lack of the students' awareness to the important of English speaking skill
9. The lack of students' confidence and motivation to speak English.

With the intention that, to solve the crucial problems above, and to make the students' emotional favorable the writer decided to conduct a classroom action research (CAR) entitled "Contextual Teaching and Learning approach in Enhancing Student's Speaking Skill (A Classroom Action Research in Class X-B SMA Puragabaya)".

Contextual Teaching and Learning is a concept or an approach which helps teachers and students to connect the lesson contents with a real life situation and motivate students to make a relationship between knowledge and its implementation in their life as family member, citizen, and employer. (Blanchard in Trianto, 2007).

CTL is not a new concept; Dewey (1916) cited in Trianto (2007) had proposed a curriculum and method that encompassed students' interest and experience. This strategy assumes that naturally thought tries to find the meaning of context appropriate to real situation or experience (Johnson, 2002).

CTL is a constructivism approach that encourages students to be active participants than a passive one. It enables students to understand a problem critically all at once make its solution.

Because CTL is working as nature does, learning contextually means *leaning how to learn*. Students are demanded to improve and develop their maximum aptitude as natural as possible.

As speaking is naturally given by God complete with its attribute to human being, writer believes that CTL which also systematically follows nature's patterns based can encourage students in enhancing speaking skill naturally.

In brief, teachers' role in motivating students in a classroom is mainly important, not only to use instructional models but also to drive every instruction properly so that students comfortable studying.

1.2 Identification of the Research Problem

Based on the questionnaire result and interview toward the English teacher and the students involving 35 students of class X-B SMA Puragabaya, most of the students or 83% students cannot speak English properly. That can be instructional problems because of as follows:

1. The lack of students' English speaking skill influences to other language skill
2. Speaking is one of language skills that should be enhanced in order to support other language skills' improvement.
3. If the language skills improvement unbalanced it can obstruct other language skills' improvement so the English language instructions should comprehend the four main skills.

1.3 Scope of the Research

This research focused on finding out the English learning process in the classroom using Contextual Teaching and Learning (CTL) approach to enhance the students' speaking skill, the students' behavior and responses toward the using of CTL approach in English lesson, and the students' speaking skill achievement as a result of using CTL approach in the instructional process.

1.4 Statement of the Problem

The lack of students' English speaking skill class X-B of SMA Puragabaya, the classic of teacher teaching method, and the lack of teaching aids to support English speaking instruction were the focus of this research. The writer used Contextual Teaching and Learning approach in enhancing the students' speaking skill to answer problems as follows:

1. How CTL approach can enhance the students' English speaking skill?
2. How does the students' behavior and responses toward the using of CTL approach in English instructions to enhance the students' speaking skill?
3. How does the students' speaking skill achievement as a result of instructions using CTL approach?

1.5 Aim of The Research

The aim of the research was to find out how CTL approach can enhance the students' speaking skill, to observe how students' behavior toward the using of CTL approach in English instructions to enhance the students' speaking skill, and to investigate the students' speaking skill achievement as a result of instructions using CTL approach.

1.6 Significance of the Research

The research was expected to solve the problems and to give a new contribution for teachers, practitioners or people who are interested in English lesson especially to motivate and help students in improving speaking skill and use English language as communication tool properly.

The significance of the research elaborately as follows:

For the students:

1. Students can get new experiences in instructional process using CTL approach.
2. Students can get motivation to improve their speaking skill
3. Students can get motivation to implement the speaking skill taught in schools toward their real life activities.

For teachers:

1. Teachers can identify the lack of students' English speaking skill problems all at once find its solutions.
2. Teachers can get a description about the effective of English speaking instructions.

3. Teachers can use the result as foundation and source to enhance the effectiveness of English instructions especially speaking for further research.

1.7 Clarification of Terms

For avoiding oversight or misunderstand on this research, in order that the writer needs to describe some terms as follows:

1. Approach: a way of doing something or dealing with a problem. It is a concept or foundation including the ways how to reach the objectives and instructional process.
2. Context: pattern of connections in the direct environment of person or the situation within which something is happened. In Webster's New World Dictionary, it means a meaning of something that you can understand.
3. Contextual: the connection between content (of something: lesson) and its context.
4. Teaching: according to Longman Active Study Dictionary it means to give lessons or to show someone how to do something. To give people knowing something, extending, and implementing knowledge or norms either in or out of school.
5. Learning: to get knowledge or information of a subject or skill by doing or studying it.
6. Contextual Teaching and Learning (CTL): one of teaching and learning approach or concept which helps teachers and students to connect the lesson contents with a real life situation and motivate students to make a relationship

between knowledge and its implementation in their life as family member, citizen, and employer. (Blanchard on Trianto, 2007).

7. Class: according to Arikunto (2007) class is not space of room in schools but is a group of students or persons who studying something.
8. Action: an activity which intentionally conducted by people for certain purposes.
9. Research: an activity to observe object using certain ways and methods in order to get data or information which has benefits in enhancing something considered interesting and important for the researchers.
10. Classroom Action Research (CAR): a study or observation toward an instructional process organized as actions which intentionally conducted in a class. The actions are conducted by teacher to students or by teacher's guidelines which implemented by students.
11. Speaking: speaking is a human ability to produce a sound or voice orally and to share or express feeling and thoughts each other as communication tool in entire life activity using or without particular gadget in fulfilling human needs and intentions
12. Skill: an ability to do something well especially because we have practiced it.

1.8 Organization of the Paper

The paper covered five chapters as follows:

Chapter I: Introduction.

In this first section of the paper, the writer describes a brief introduction to the area of research. This chapter includes Background of the research, Scope of the research, Problem statements, Aim of the research, Significance of the research, Clarification of terms and Organization of paper.

Chapter II: Theoretical Foundation.

In this chapter mainly discusses concepts, theories and literatures related to the research. Firstly, it begins with a discussion of the definition of speaking as a main study, limitation of speaking, function and purpose of speaking, characteristics of speaking, types of speaking, types of classrooms' speaking performance and the delivery and assessment method of speaking. Secondly, it discusses the definition of language, function and purpose of language, and language teaching and learning. Thirdly, it discusses language teaching and learning involving behaviorism, cognitivism, acquisition and learning, task based learning, humanistic approach, and constructivism. Fourthly, it discusses the definition of Contextual Teaching and Learning approach and its elements to enhance students' speaking skill and the implementation of CTL approach to instructions especially speaking lesson. Lastly, it discusses the students' characteristics.

Chapter III: Research Method.

This chapter describes the procedures of the research in order to figure out the answer of the question previously stated in chapter one. The description consists of: (1) subject of the research, (2) setting of the research, (3) design of the research, (4) instruments of the research, (5) implementation of actions and observation, (6) the reason why the writer uses classroom action research, (7) source and data collection, and (8) data analysis.

Chapter IV: Research Findings and Discussions.

In this part, the writer elaborates and interprets the research findings based on the collected data. Firstly, it begins with a discussion of research planning. Secondly, it elaborates the implementation of actions in cycles I, II, and III to. Lastly, it discusses the findings and research result.

Chapter V: Conclusion and Suggestion.

In this last part, the writer gives the implications and conclusions of the research. The writer also draws some suggestion as a contribution for English teaching and learning and for the further research