

# CHAPTER I

## INTRODUCTION

This chapter describes a brief introduction to the area of study includes background of the study, scope of the study, statements of the problem, aims of the study, significance of study, the clarification of terms, research methods, and the organization of paper.

### 1.1 Background of the Study

Basically, the aim of teaching and learning language from elementary school until university is similar, that is, to achieve the language skill and to use the language for communication (Depdiknas, 2004). However, many students in senior high school found difficulties in speaking. Thornburry (2005:28) proposes that there are some problems which make speaking English difficult. The first factor is because affective factors, such as students anxiety of making mistakes on their speaking performances. The second factor is because of lack of speaking practice which can make the students fail in learning speaking. So, it can be inferred that the lack of speaking practice is identified as an important factor which contributes to speaking failure in classroom activities.

The problems above indicate that there must be several methods used by teachers to stimulate students' oral communication practice. There are many methods and approaches that are appropriate in teaching speaking such as Task

Based Learning, Experiential Learning, Cooperative Learning, Contextual

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Teaching and Learning, etc. By overlooking the background above, using Contextual Teaching and Learning approach in teaching speaking is one of the options. Contextual Teaching and Learning involves students totally in the learning process. Johnson (2002:24) affirms that the Contextual Teaching and Learning system enables students to connect the content of academic subjects with the direct context of their daily lives to find a meaning. So, it will motivate the students to apply what they learn in their daily lives. Moreover, Contextual Teaching and Learning approach has some strategies in teaching English but *REACT* as a strategy in teaching speaking was chosen in this study.

The Contextual Teaching and Learning (CTL) applied in this study employ Crawford's strategy (2001): Relating, Experiencing, Applying, Cooperating and transferring (*REACT*). Michael L. Crawford (2001) on his study "Teaching contextually" shows that many of the classroom strategies used by the teachers have also been shown by cognitive learning. This study shows five strategies called *REACT* strategy which improves student motivation and achievement in classroom activities.

Therefore, the study will investigate the use of Relating, Experiencing, Applying, Cooperating and Transferring (*REACT*) strategy in teaching speaking. The study is conducted to the eleventh grade students at one senior high school in east Bandung. The study attempts to find out whether *REACT* strategy significantly improves students' speaking ability. It also investigates what are the students' responses toward *REACT* strategy in improving students' speaking ability.

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## 1.2 The Scope of the Study

The study focuses on finding out whether *REACT* as strategy propose in Contextual Teaching and Learning approach significantly improve students speaking ability. In addition, this study attempts to find out students responses toward the use of *REACT* strategy. This study is applied to the eleventh grade students at one senior high school in east Bandung.

## 1.3 Statements of Problem

In a speaking class, not all students learn in the same way based on their mastery when they do speaking performance. Because of that, the issues to be discussed in this study will be summarized in the following research questions:

1. Does *REACT* as a strategy in Contextual Teaching and Learning approach significantly improve student's speaking ability?
2. What are the student's responses toward *REACT* strategy in improving their speaking ability?

## 1.4 The Purposes of the Study

The aims of the study are to find out whether or not the use of *REACT* strategy in Contextual Teaching and Learning approach significantly improves students' speaking ability. It is also to reveal what are the student's responses toward *REACT* strategy in improving their speaking ability.

## 1.5 Significance of Study

The results of this study highlight the use of *REACT* strategy in teaching speaking at one senior high school in east Bandung. This study is expected to develop theoretical, practical and professional benefits in learning speaking. Theoretically, this study is expected to enrich the theories and method in teaching speaking using *REACT* strategy particularly to the eleventh grade students at one senior high school in east Bandung.

Practically, this study provides some information for practitioners on the improvement of teaching speaking method for senior high school and also for the reader who are interested in teaching speaking. It is also expected that the students can take some information to identify their problems in mastering speaking ability. Furthermore, they can also increase their ability in their speaking performance.

On the other hand, it is expected that from reading the final project, the reader will not find any difficulties in understanding the use of *REACT* strategy in improving students' speaking ability. Furthermore, it is expected to make a significant contribution to the English Language Teacher (ELT) methodology in which *REACT strategy* is used as one strategy of Contextual Teaching and Learning approach in English teaching especially in teaching speaking.

In professional benefits, this study provides the teacher information about the result of this study. For the teachers, this study also provides teacher information about the use of *REACT* strategy in improving students speaking ability. English teachers can use the result of the study as a feedback on teaching

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speaking activities so that the objectives of speaking goals can be achieved. Therefore, the result of this study can be used by English language teachers to help improve students' speaking ability.

## **1.6 Clarification of Terms**

In order to avoid unnecessary misunderstanding, some terms are clarified in this study along with their definition. Firstly, *Contextual Teaching and Learning (CTL) approach* refers to teaching and learning approach which help teachers and students to relate the subject contents with a real life situation in classroom activities (Johnson, 2002:24). Secondly, *REACT strategy* refers to one of the alternative strategies in Contextual Teaching and Learning proposed by Crawford which is designed to improve students' motivation and achievement in classroom activities (Crawford, 2001). Thirdly, *speaking* refers to a skill of conveying words or sounds of articulation to express, delivering ideas, opinions, or feeling (Tarigan, 1981:15).

## **1.7 Research Methodology**

This study was conducted using quasi experimental study with two groups: an experimental group and control group. The quasi-experimental design was used because the purpose of the study aimed at knowing whether or not the use of REACT strategy significantly improves students speaking ability.

The population of this study was eleventh grade students at one senior high school in east Bandung. The samples were two classes; each class consists of

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35 students, however the samples only 25 students due to the time of speaking test. Moreover, there were some instruments in collecting data: pretest, posttest, questionnaire and interview. The data gathered through pre-test and post-test were computed using t-test while data from questionnaire and interview were analyzed based on the frequency of students' answers and then were calculated and interpreted into percentage.

### **1.8 The Organization of Paper**

The study organizes this research paper in order to make the readers easily understand the research paper. This research paper was presented in five chapters, as follows:

Chapter one, it consists of the background of the study, the scope of the study, the statements of the problem, the aims of the study, the significance of the study, the clarification of terms, the research method, and the organization of paper.

Chapter two, it provides the theoretical foundations which consist of concepts, theories and literatures related to the study. Theoretical background refers to speaking, Contextual Teaching and Learning approach and previous study of the research.

Chapter three, it describes the procedures of the study in order to figure out the answer of the question previously stated in chapter one. It also presents the research methodology that discusses the research design, data collection, research procedures, and data analysis.

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Chapter four, it elaborates the research result whether the use of REACT strategy is effective in developing students' speaking ability. It also explains students' responses toward REACT strategy in teaching speaking.

Chapter five, it consists of the conclusions and suggestions of the study. It is also gives some suggestions for English teaching and learning and for the further study.

