CHAPTER I
INTRODUCTION

This chapter presents the general issues related to the present study. The first section started with the background of the study that mainly deals with the issue for conducting this study. This section is followed by research questions and the purpose of the study. The next section presents the scope of the study, the significances of the study, clarification of terms and the organization of the thesis.

1.1 Background of the Study

Speaking skill is very important in learning English, especially in junior high school. However, there are some factors affecting students of English as a foreign language (EFL) negatively in their speaking activities during the teaching and learning process (Johnson, 2002). First, students fail to relate what they have learnt to how to use the language in their real life communication. This failure can be caused by the inappropriate method used by teachers in the classroom. Based on pre survey, in practice, teachers tend to use the traditional method while students need innovative methods that can help them perform their speaking skill well.

Second, normally students do not want to let their mistakes and weaknesses be laughed. For this reason, they will be reluctant to take part in the classroom oral English activities. Consequently, the less they practice, the less they improve their speaking skill, and the more they are afraid of doing so. It is in line with what Harmer (1998) states that many speaking activities do not work in class because they may prevent students from speaking English. Students are afraid of making mistakes, of being laughed at by his or her friends and of having lack of confidence in their ability.

Third, most teachers prefer teaching grammar to practicing productive skills, such as speaking and writing. This statement is supported by Mustafa (2001) and Paul (2003), who explain that many teachers in Asia tend to focus their teaching on grammatical items and the knowledge of syntax. Fourth, students do
not study the correct materials. The teacher gives lesson in front of the class and sometimes does not care whether the students understand and are interested in the material. Therefore, many students think that English is boring. They learn many difficult materials, memorize them and use them in examinations. After the examinations, they will just forget everything about them (Rahmawati, 2012). One of the solutions that teachers can choose to overcome the problem is they are requested to provide students with a different, interesting teaching and learning method that will enable their students to connect the English instruction they have in the classroom to their real life situation context.

Related to these matters, ideas to motivate students to perform better in the speaking classroom have to be developed. Therefore, it is necessary to find appropriate teaching and learning methods that may improve the students’ speaking performance. Based on the pre-observation at junior high schools, many teachers implemented GBA as a method in teaching English skills. However, teachers still have many problems with this method and the students still find difficulties in speaking. There are many generic structures that they have to pay attention. Therefore in the present study, the researcher wants to conduct another method, the alternative is contextual teaching and learning (henceforth mentioned as CTL) in teaching speaking that was discovered by Johnson (2002). In the current curriculum, 2013 curriculum, the teacher is given the freedom to use any method that is relevant to the 2013 curriculum.

In this connection, CTL is a teaching learning method that can be regarded as an appropriate method that is able to make teaching effective, fun and meaningful (Johnson, 2002; Depdiknas, 2003; Alwasilah, 2006; Rusman 2011; and Komalasari, 2011). CTL is an educational process that helps students see meaning in the academic material they are studying by connecting the academic material in the context of their life. It includes the context of their personal, social and cultural circumstance (Johnson, 2002). CTL is also based on the philosophy that students will be able to absorb the teaching material if they can catch the meaning in the academic materials that they have and they can catch the meaning
of school assignments if they can relate new information with the background of the their knowledge.

In other words, we can say that CTL occurs when students apply the experience what is being taught by referencing to real problems associated with their roles and responsibilities as family members, citizen, students and workers (http://www.cew.wisc.edu/teachnet/ctl/). Moreover, there are seven components in CTL that must be developed by teachers. They are constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment (Rusman, 2011). Those components are applicable and it is in line with one of the competent standards in the Junior High School Curriculum.

In Indonesia, a lot of researcher on the implementation of CTL has been carried out at the level of junior high school and senior high school as well. Zauharin (2008) in her research on the “The Implementation of Contextual Teaching Learning (CTL) Approach in Teaching and Learning of English” found that the implementation of CTL was not optimal because some of CTL components were neglected. From research on the implementation of CTL for the English teaching. Mushthoza (2009) found that CTL approach was effective to be implemented for teenagers’ English classroom, especially Junior High School. Meanwhile, Hafidz (2010) has conducted research on the implementation of contextual teaching and learning method in improving students’ speaking skill at senior high school”. Based on the result of his research, the teaching and learning process in implementing the components (Constructivism, Questioning, Inquiry, Modeling, Reflection and Authentic assessment) of CTL method is effective enough, especially in improving students’ English speaking skill because most students are motivated to speak highly.

Based on the background presented above, this study has its primary aim to investigate the ways speaking is taught through CTL method, to investigates teacher’s opinions to the implementation of CTL and to find teacher’s difficulties in teaching speaking through CTL. This primary research is different from previous study because this study proposed eight components of CTL adapted from Johnson(2002).
1.2 Research Questions

This research attempts to address the following research questions.

1. How is speaking taught through CTL?
2. What are the teacher’s opinions toward the implementation of CTL in teaching speaking skill?
3. What are students’ difficulties in speaking class through CTL?

1.3 The Purpose of the Study

This study is intended to portray the efforts made by the teacher in the classroom when teaching speaking through CTL and to report the students’ responses. Therefore, this study aims:

1. to describe how speaking skill is taught through CTL.
2. to investigate teacher’s opinions of the implementation CTL in teaching speaking.
3. to find out the students difficulties in speaking class through CTL.

1.4 The Scope of the Study

This study elaborates the classroom interaction performed by a teacher and his class of grade eight students in one Junior High School in Bandung. The study focus on how the teacher teaches EFL speaking skill using CTL and to see the teacher’s opinion to the implementation of CTL in teaching speaking skill and to find students’ difficulties in speaking English by CTL. The teaching program of this study is based on syllabus of junior high school at the eighth grade for the first semester.

1.5 Significance of the Study

The study is considered to be significant for some reasons.

1. This study can provide information for English teachers about how to implement CTL in the classroom.
2. This study is expected to enrich the literature on teaching method in EFL contexts.

3. This study provides one of the appropriate approach for English teachers in improving students’ speaking ability.

4. This study provides information about the difficulties faced by the students in learning speaking.

1.6 Clarification of the Terms

1. CTL is a method that helps students to relate academic material with their daily life and try to connect the new information with their background knowledge (Johnson, 2002; Indrawati, 2012; Alwasilah, 2007). In this study, CTL is the method that is used to teach speaking in the experimental group.

2. Speaking refers to ways to communicate what people think, feel, and need (Cameron, 2001). In this study, speaking is used by the teacher and the students to express some expressions of transactional and interpersonal conversation in the teaching learning process.

1.7 Organization of the Thesis

This thesis is organized into five chapters. The first chapter covers the background of the study, research questions, the purpose of the study, the scope of the study, the significance of the study, the clarification of the study and the organization of the thesis. The second chapter covers the nature of speaking, the elements of speaking, the functions of speaking, the speaking in the curriculum, the definition of CTL, the historical of CTL, the components of CTL, the principles of CTL, teaching speaking using CTL, teacher perception of CTL, approach for implementing CTL, previous study and concluding remarks. The third chapter covers research design, research setting and participants, techniques of collecting data, teaching material, procedures, data analysis, and concluding remarks. The fourth chapter covers the discussion and findings. The last or the fifth chapter presents conclusion and recommendation related to the research findings.