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**STUDENTS' PERCEPTION OF THE USE CONTEXTUAL TEACHING AND LEARNING TO IMPROVE SPEAKING SKILL**Wahyu Trimastuti<sup>✉</sup>, Santy Chritinawati<sup>2</sup>

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**Abstrak**

Penelitian ini untuk mengetahui apakah pembelajaran kontekstual dapat meningkatkan keterampilan berbicara atau tidak. Metode deskriptif kuantitatif diadopsi untuk penelitian ini. Populasi dalam penelitian ini adalah mahasiswa Akuntansi Komputerisasi Politeknik Piksi Ganesha. Dua puluh empat siswa AKE-K31 / 16 menjadi sampel penelitian ini. Instrumen penelitian berupa angket yang akan memberikan informasi tentang persepsi siswa saat menggunakan pembelajaran kontekstual. Sedangkan untuk mengetahui bahwa tes akhir memiliki signifikan atau tidak digunakan tes berbicara. Alat statistik yang digunakan untuk analisis data meliputi statistik deskriptif persentase dan mean, dan statistik inferensial ANOVA satu arah. Hasil: Berdasarkan pengetahuan siswa aktif dan termotivasi dalam setiap kegiatan dalam proses pembelajaran; Pembelajaran kontekstual dapat meningkatkan keterampilan berbicara dan memberikan suasana yang menyenangkan dalam proses belajar mengajar. Oleh karena itu, disarankan agar: (1) lebih baik menggunakan pembelajaran kontekstual untuk meningkatkan keterampilan berbicara; (2) siswa diharapkan lebih tertarik pada proses mengajar; (3) Hasil penelitian ini dapat digunakan untuk penelitian selanjutnya.

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**Abstract**

*This study is to know whether contextual teaching and learning can improve speaking skill or not. The descriptive quantitative method adopted for this study. The population for this study was the students of accounting computerized of Piksi Ganesha Polytechnic. Twenty four students of AKE-K31/16 are samples of this study. The research instrument was questionnaire which will give information about students' perception when use of contextual teaching and learning. Meanwhile, to find that the final test have a significant or not used speaking test. The statistical tools used for analysis of the data include descriptive statistics of percentage and mean, and inferential statistics of one-way ANOVA. Results: based on knowledge students were active and motivate in every activity in learning process; contextual teaching and learning can improve speaking skill and give fun condition in teaching learning process. Therefore, it is suggested that: (1) it is better to use contextual teaching and learning to iincrease speaking skill; (2) the students are expected to be more interest in the teaching process; (3) this result of the study can be used to conduct a further research.*

## INTRODUCTION

The purpose of teaching English is to improve the skill ability in English to create communication. Having five skills of English will make easier to communication. Speaking, listening, reading, and writing are needed to communicate well. Therefore, the ability of communicative competence, pronunciation, intonation, grammar and vocabulary are required. In English language, the mastery of speaking skills is priority and students should know how to use accurately.

Speaking has been classified to monologue and dialogue. A monologue speaking means that a speech delivered by one person. Meanwhile, dialogue speaking means speech which deliver two or more person who gives feedback each other's. Bailey (2005: 2) states that speaking consists of producing systematic verbal utterances to convey meaning. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is one of difficult skill for students. It is a process to convey meaning, ideas, and receive the information. It involves about how to construct idea, language, and how to use grammar, vocabulary and pronunciation. Harris (1969: 81) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Based on explanation above, speaking is complex skill that serves students' ability in receiving and processing information using correct vocabulary and systematic sound. Moreover, pronunciation and grammar are required.

The successful in teaching speaking is students can convey their idea to deliver speech in good pronunciation and accurate grammar. Lack of vocabulary make students speak reluctantly. When teaching English, the writer finds some problems that student lack of vocabulary, incorrect grammar, and lack of coherence. Many students difficult to get the meaning and less confidence when teacher ask them to deliver words. Some learners are very disheartened by little failures and some are very worried about making mistakes

Therefore, the writer tried to apply contextual teaching learning in learning process.

Contextual teaching and learning 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, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments. (Johnson, 2002: 24). It explains that contextual teaching learning ask students to engage situations that they know in real life. Therefore, they can make easier to express their idea based on their own knowledge. It also make students more motivate to try speak based on their real experience.

One of the reason contextual teaching learning is applied in speaking because this method will encourage students to be more confident to speak without asked by teacher. They will interpret their idea without coercion, because information which they tell to others is based on their knowledge. In this case, the teacher is as facilitator to help student be active in teaching process.

## RELATED LITERATURE REVIEW

### 1. Contextual Teaching Learning (CTL)

According to Sears, 2001; Smith & Rothkopf, 1984 as quoted by Ortiz (2005: 360) CTL is an instructional approach that allows teachers to monitor students' activity relate their knowledge. Bern and Erickson (2001: 2) state that contextual teaching and learning is 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 requires. In addition, contextual teaching and learning is an process teaching in class which have goal to see subject in their lives. To achieve this aim, critical thinking,

team-work and creative idea are required. (Johnson, 2002: 24).

So, it can be inferred that CTL is technique to apply the real life situation in teaching learning process which can make easier to students connection with their idea.

Bern and Erickson (2002) state that there are some concepts for implementing contextual teaching learning, they are as follow:

1) Problem-based learning

It is an approach that asks students to investigate subject to solve the problem accordance their skill. This approach focus on group discussion, collect new information and presentation the result.

2) Cooperative learning

It is an approach that order students to create team work to get new information to get the aim of learning.

3) Project-based learning

It is an approach that focuses on problem-solving investigations. Students have to work autonomously constructed their own learning, and get the result.

4) Service learning

It provides knowledge and skills to needs in the community through projects and activities.

5) Work-based learning

It is an approach in which workplace, or workplace-like, activities are integrated with classroom content for the benefit of students and often businesses.

Johnson (2002: 60) explains the components in implementing CTL as follows:

1) Self-regulated learning

Students can control themselves to improve learning and responsibility to work individually and in group.

2) Making meaningful connections

Students are able to relate subject matter in school into real life situation.

3) Doing significant work

Students can perform significant work that has a purpose and benefit for others.

4) Applying creative thinking to analyze the problem and make decision logically.

5) Collaborating

Students are able to collaborate with others. The teacher monitors students to communicate and work effectively. Students

are able comprehend what they do will affect others.

6) Nurturing the individuals

Teacher gives the students motivation because they cannot succeed without support from the adult.

7) Knowing and reaching high standards

Teacher identifies the goal and motivates student to get good result. Teacher asks to students to confident with the result.

Based on the concepts of implementing CTL above, the writer finds the teaching steps of CTL in teaching speaking as follows:

1. Teacher encourages students to use their idea and experience to understand about topic of lesson.
2. Teacher presents the speaking material and asks students do inquiry activity to achieve the goal competences in speaking activity.
3. Teacher order the students to work together (discuss) the material then present to others.
4. Teacher asks students to make a dialogue based on their experience and perform the dialogue.
5. Teacher and students reflect the learning. Discuss if there are difficult materials and give feedback each other's.

Last, teacher engages students to look for information that can be applied in solving the problem in their own life. So, the learning process will interest and less boring.

2. Speaking

a) Definitions of speaking

According to Bailey (2005: 2), speaking consists of producing systematic verbal utterances to convey meaning. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. O'Malley and Pierce in Hughes (2002: 74) argue that speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener. From the definitions, the writer finds that speaking is a interaction skill involves ability in combining recognized and systematic sound to build verbal and non-verbal context.

Speaking instruction is important because it helps students can communicate naturally with native speakers. Furthermore,

speaking activities are taught in the classroom should be raise learner’s motivation and make the English language classroom a fun and less boring. (Nunan,1999 & Celce-Murcia, 2001). In fact, speaking can support other language skills. It helps student to convey meaning interaction with other skills. For instance, it was proved that learning speaking make easier to develop reading competence (Hilferty, 2005). Florez (1999) state the following skills underlying speaking:

1. Applying grammar structure correctly
2. Assessing characteristics to the target speaker include share knowledge in differences perspectives
3. Selecting appropriate vocabulary to audience for topic being discussed.
4. Applying strategies to enhance comprehensibility and check listener’s comprehension.
5. Adjusting components of speech vocabulary include grammar structures.

O’Sullivan (2012: 244) states the aspects measured in speaking– accent, grammar, vocabulary, fluency, and comprehension. Hughes (2004: 127) states that must be tested in speaking are:

1) Accuracy

Grammatical/lexical accuracy is necessary in order to communication are acceptable.

2) Appropriacy

The aim of language is use word appropriate to function. In order to communication is clear.

3) Range

A fair range of language is available to the candidate. Good range able to express for many words.

4) Flexibility

There must be flexible between vocabulary and direction that will be delivering to create good communication.

5) Size

The ability to produce more complex utterances and to develop discourse of words should be attention.

Based on the explanation above, the writer finds that speaking is an interaction skill involves ability in combining recognized and systematic sound to build and share meaning through the use of verbal and non-verbal symbols in variety of context, which

consists of five components–pronunciation, grammar, vocabulary, fluency, and comprehension.

2. Testing Speaking

The researcher chooses The Foreign Services Institute (FSI) analytic rating scale as quoted by O’Sullivan to be applied in testing students’ speaking skill which includes pronunciation, grammar, vocabulary, fluency, and comprehension. O’Sullivan (2012: 244) presents the sample of an oral English rating scale that used 1-6 points.

**Tabel 1. The Foreign Services Institute (FSI) Analytic Rating Scale**

Pronunciation	Criteria
1	Pronunciation frequently intelligible.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3	“Foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstandings and apparent errors in grammar and vocabulary.
4	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of “foreign accent”.
Grammar	Criteria
1	Grammar almost entirely inaccurate except in stock phrases.
2	Constant errors showing control of very few major patterns and frequently preventing communication.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.

5	Few errors, with no patterns of failure.
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6	No more than a few minor errors during the interaction.
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Vocabulary	Criteria
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1	Vocabulary inadequate for even the simplest conversation.
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2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
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3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion at some stages of the interaction.
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4	Vocabulary adequate to participate in the interaction, with some circumlocutions.
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5	Vocabulary broad and precise, adequate to cope with more complex problems.
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6	Vocabulary apparently as accurate and extensive as that of a native speaker.
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Fluency	Criteria
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1	Speech is so halting and fragmentary that conversation is virtually impossible.
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2	Speech is very slow and uneven except for short or routine sentences.
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3	Speech is frequently hesitant and jerky; sentence may be left uncompleted.
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4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
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5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
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6	Speech on all topics is as effortless and smooth as a native speaker.
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Comprehension	Criteria
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1	Understand too little for the simplest type of conversation.
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2	Understand only slow, very simple speech on the most basic topics. Requires
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	constant repetition and rephrasing.
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3	Understand careful, somewhat simplified speech directed to him/her with considerable repetition and rephrasing.
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4	Understand quite well normal speech directed to him /her, but requires occasional repetition and rephrasing.
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5	Understand everything in normal conversation except for very low colloquial or low frequency items, or exceptionally rapid or slurred speech.
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6	Understand everything in both formal and colloquial speech to be expected of a native speaker.
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## METDHOLOGY

The descriptive quantitative method adopted for this study. The population for this study was the students of accounting computerized of Piksi Ganesha Polytechnic. Twenty four students of AKE-K31/16 are samples of this study. The research instrument was questionnaire which will give information about students' perception when use of contextual teaching and learning. The statistical tools used for analysis of the data include descriptive statistics of percentage and mean, and inferential statistics of one-way ANOVA.

The writer used CTL suppose can help teachers to monitor the process of learning accordance real situation and motivates students to make easier apply their knowledge to engage their speaking skill relate school subject in communication of real world situation.

Questionnaire used to know the students' perception toward the use of contextual teaching learning. The questionnare is 10 items was administered to twenty (24) students AKE-K31/15, outside the study area. The same questionnaire was re-administered after two weeks interval on same respondents. The two sets of data were then correlated using Pearson Product moment

correlation to obtain a correlation coefficient. A correlation co-efficient of 0.76 was considered reliable for the study. The items in the questionnaire divided are participant responses and students' learning outcomes.

To ascertain the reliability of the instrument, test re-test method was used. The return rate of the instrument would be calculated or established, and percentage return rate would be considered for the study. The completed copies of questionnaire will be collated, coded and analyzed. The statistical tools used for analysis of the data include descriptive statistics of percentage and mean, median, mode and standard deviation of the speaking. Then, inferential statistics of one-way ANOVA used to know its significance or not.

## FINDING AND DISCUSSION

**Table 2.1 Participation Reaction**

No	Items	Score				
		A	B	C	D	E
X <sub>1</sub>	Contextual teaching learning helped students to explore their experiences in life	0	0	0	11	10
X <sub>2</sub>	Contextual teaching learning less encouraged students to be actively in every activity	8	10	1	2	0
X <sub>3</sub>	Contextual teaching learning was make students less boring	0	0	1	11	9
X <sub>4</sub>	Contextual teaching learning difficult to acquire and comprehend the materials	0	0	2	9	10
X <sub>5</sub>	Story telling make students' raise their motivation	0	0	2	9	10
Total		20	17	5	34	29

The Average Score (items 1 to 5)

$$Y1 = 14/24 \times 100\% = 58.33\%$$

$$Y2 = 2/24 \times 100\% = 8.33\%$$

$$Y3 = 12/24 \times 100\% = 50.00\%$$

$$Y4 = 1/24 \times 100\% = 4.16\%$$

$$Y5 = 10/24 \times 100\% = 41.66\%$$

Description:

A : Strongly disagree

B : Disagree

C : Undecided

D : Agree

E : Strongly agree

It can be inferred that 39 was the highest average score in point Y in which 58.33% of the population were agreed that the contextual teaching learning (CTL) helped students to develop their idea in their experiences life. 8.33% of the population disagree that contextual teaching learning (CTL) less encouraged students to be actively in every activity. 50.00% of the population thought that contextual teaching learning (CTL) was interesting way to learn speaking. Next, 4.16% of the data show strongly diasgree that CTL less difficult to acquire and comprehend the materials. Furthermore, 41.66% of the population strongly agree that contextual teaching learning helped to raise students' motivation

**Table 2.2 Students' Learning Outcomes**

No	Items	Score				
		A	B	C	D	E
X <sub>6</sub>	Contextual teaching learning (CTL) helps to raise students' vocabulary	0	0	0	10	14
X <sub>7</sub>	Contextual teaching learning (CTL) helps to improve listening skill	0	1	2	6	15
X <sub>8</sub>	Contextual teaching learning (CTL) helps to improve speaking skill	0	0	1	11	12
X <sub>9</sub>	Contextual teaching learning (CTL) helps to improve pronunciation skills	0	1	1	11	10
X <sub>10</sub>	Contextual teaching learning (CTL) helps to improve writing skill	0	1	0	13	10
Total		0	3	4	51	61

The Average Score (items 1 to 5)

$$Z6 = 14/24 \times 100\% = 58.33\%$$

$$Z7 = 15/24 \times 100\% = 62.50\%$$

$$Z8 = 12/24 \times 100\% = 50.00\%$$

$$Z9 = 10/24 \times 100\% = 41.66\%$$

$$Z10 = 10/24 \times 100\% = 41.66\%$$

Description:

A : Strongly disagree

B : Disagree

C : Undecided

D : Agree

E : Strongly agree

It can be said that 61 was the highest average score in point Z in which 58.33% of the data were conclude that the CTL can improve students vocabulary based on their real life. 62.50% claimed that contextual teaching and learning helped to improve listening skill, through contextual teaching and learning students more interesting. 50.00% students think that contextual teaching and learning influence their speaking skill fluently. Students easy to interpret their knowledge and vocabulary when they told about their experience in real life. Yet, 41.66% students concluded that contextual teaching and learning helped them to develop pronunciation skills, with contextual teaching learning students try to practice their pronunciation in good utterance. Then, 41.66 % students inferred that story telling helped them to give idea when they are writing based on their experience life.

5	16301155	Student EE	70	76
6	16301113	Student FF	71	80
7	16301187	Student GG	66	72
8	16301169	Student HH	66	72
9	16301206	Student II	60	72
10	16301121	Student JJ	66	72
11	16301140	Student KK	70	80
12	16301098	Student LL	68	85
13	16301178	Student MM	72	82
14	16301154	Student NN	70	76
15	16301181	Student OO	70	76
16	16301128	Student PP	64	70
17	16301096	Student QQ	70	82
18	16301142	Student RR	68	74
19	16301201	Student SS	72	78
20	16301163	Student TT	70	78
21	16301091	Student UU	72	78
22	16301241	Student VV	74	80
23	16301191	Student WW	64	78
24	16301095	Student XX	74	80

### THE STUDENTS' SPEAKING ABILITIES

Thus, the final test score of the students after teacher used CTL. It told a significant progress based on their mid test score. From the data told that 68.57 was the average score of mid test. 76.80 was the average score of final test.

**Table 3.1 Students' English Language Score**

NO	NPM	STUDENTS	MID TEST	FINAL TEST
1	16301168	Student AA	66	72
2	16301204	Student BB	70	78
3	16301081	Student CC	66	72
4	16301097	Student DD	70	82

**Table 3.2 The Summary of ANOVA**

Source of Variance	SS	df	MS	F <sub>o</sub>	F <sub>t(0.5)</sub>	F <sub>t(0.1)</sub>
Between columns (Teaching Models)	112.50	1	112.50	7.518	3.92	6.85
Between rows (Speaking)	264.50	1	264.50	17.676		
Columns by rows (Interaction)	813.39	1	813.39	54.356		

Between groups	119 0.38	3	396.80
Within groups	101 7.56	68	14.96
Total	220 7.94	71	

Based on the table above, it can be said that: Because  $F_0$  between columns (7.518) is higher than  $F_t$  (3.92) at the level of significance ( $\alpha$ ) = 0.05 and  $F_t$  (6.85) at the level of significance ( $\alpha$ ) = 0.01, means that the difference between columns is significant. The mean score of students who are taught using CTL is 76.80 and the mean score of students who are not taught using CTL is 68.57. On the other words, applying CTL is more effective and interest for teaching speaking.

### CONCLUSIONS

It can be concluded that contextual teaching learning give benefits to make students' speaking fluently. Based on the students' perception that contextual teaching learning is not only help to develop their speaking skills but it can develop the other skill in English such writing and listening. Using creative thinking based on their life situation, they easy to use vocabulary when they want to speak or write something. Based on the findings that most of the students' interest in learning process. Students become more active and less boring. They discuss each to solve problem the study. They can work and share ideas between students who have high achieving and students who have low achieving. CTL create students' motivations when they learning speaking. The class becomes more interesting and attractive. The writer was positively concluded that the contextual teaching learning gave better influence that helps students' develop their speaking skill and be able to explore useful information through many different resources.

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