



The Efficacy of Using Contextual Teaching and Learning (CTL) Approach in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students

Yanpitherszon Liunokas
yanpithers69@gmail.com
Nusa Cendana University, Kupang NTT

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Abstract

This research aims at finding out the efficacy of using Contextual Teaching and Learning (CTL) approach in teaching speaking especially describing to Indonesian English as Foreign Language (EFL) students. The main question of this research: Is the use of Contextual Teaching and Learning (CTL) approach effective in teaching speaking to Indonesian EFL students? The research can be an addition to the persisting teaching speaking in English through the use of Contextual Teaching and Learning (CTL) approach. This research was conducted at First semester students of the English Study Program of Nusa Cendana University, Kupang. The population of this research was First semester students of the English Study Program of Nusa Cendana University, Kupang. The number population is 160 in four classes. The research used a pre-experimental method with a pre-test and post-test design. The pre-test was given to find out the basic ability of the students in mastering speaking and the post-test given to find out the students' improvement in mastering speaking after giving the treatment by using problem solving approach. The findings show that using problem solving is effective in teaching speaking to Indonesian EFL students. It is supported by the result of the significance test through SPSS 20 program that the P was 0.00. Therefore, it is recommended to use problem solving approach in developing students' speaking of Indonesian EFL students.

Keywords: *Indonesian EFL students; Contextual Teaching and Learning (CTL) approach; teaching speaking*

Introduction

Language is used as a communication tool, speaking ability or communicating with others taking an important role. People certainly know how to express thoughts, opinions, feelings, and ideas through language. Furthermore, Lyle (1993) in Bertram (2002) states that spoken language is links that are very important in the process of learning and thinking of student's development. Oral language provides the basis for other developments language skills. When children talk about themselves and their experiences, they are learning to organize their thoughts and focus their ideas. Bertram (2002) also added that it was important to provide opportunities for spoken language continue to grow in the foundation's classroom. Before students achieving proficiency in reading and writing, spoken language is important means of learning and gaining knowledge. Even throughout life, oral Language skills remain important for communication of ideas and intelligence conversation. To achieve improvement in communication using English, students must have abilities that are good in pronunciation and grammar.

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people (Spratt, et.al, 2005: 34). However, speaking is different from writing in some aspects. Brown (1994) in Weigle (2002) mentions a list of characteristics which differentiates written language from the spoken one. The characteristics are permanence, production time, distance, orthography, complexity, formality, and vocabulary. Furthermore, Brown (2000:270-271) asserts other characteristics of speaking which can make oral performance easy as well as difficult in some cases. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction.

. When the writer did observation First semester students of the English Study Program of Nusa Cendana University, Kupang, he found that some of the students do not know really master the speaking skills. He found that the students still didn't have a good skill in expressing the ideas in English. Even though the students always learn it before the writer did observation there, they still confused about it.

To solve these problems, the English teacher try to apply various teaching techniques, or the teacher has to create class atmosphere of how to encourage student's speaking ability. A teacher plays an important role in teaching and learning process in classroom activities. He or she is responsible to determine the aim of teaching and has to create favorable situation in motivation the students to study. To teach successfully, an English teacher has to use certain strategies to make the students understand the lesson. one of the techniques that can be used by a teacher in teaching speaking namely using cup stacking game.

Contextual teaching and learning have been differently defined by many experts. Some experts define contextual teaching and learning as a concept that helps teachers and students relate the meaning and real-world situations with the subject matter in the right way (Johnson, 2002; Sears, 2002). In line with the implementation of CTL or contextual

approach (Satriani, et. al, 2012: 11) suggests some strategies that teachers use in the classroom as follows:

1. Relating is the most powerful element in a contextual teaching strategy. It also suggests that students' learning in the context of one's life experiences or preexisting knowledge (Crawford, 2001).
2. Experiencing; in a contextual approach, one strategy relates to another. Teachers are able to overcome this obstacle and help students construct new knowledge with hand-on experiences that occur inside the classroom.
3. Applying strategy can be defined as learning by putting the concepts to use. Teachers can also motivate a need for understanding the concepts by assigning realistic and relevant exercises.
4. Cooperating; teachers using student-led groups to complete exercises or handson activities are using the strategy of cooperating. This strategy refers to learning in the context of sharing, responding, and communicating with other learners
5. Transferring is a teaching strategy that we define as using knowledge in a new context or novel situation—one that has not been covered in class. Dealing with the explanation above, the teaching speaking material need to be well prepared to ensure that the students can learn based on the context or real world. According to Johnson and Sears (2002), as cited in Satriani, et. al (2012: 11) contextual teaching and learning is defined as a concept that helps teachers and students relate the meaning and real-world situations with the subject matter in the right way. Materials which are based on the context can attract the students' motivation and interest to study because it can help the students enrich their knowledge and improve critical thinking in speaking. The contextual approach is a learning philosophy that emphasizes students' interests and experiences (Satriani, et. al, 2012: 11). Therefore, this research is proposed to know the effect of contextual speaking material towards students' 21st century skills (critical thinking)

Based on the explanation, the researcher is interested in conducting a research under the topic "The Efficacy of Using Problem Solving Approach in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students" ,as a result in real situation he does not find an adequate and appropriate strategy teaching reading in SMA Kristen Mercusuar Kupang, an Indonesian High School it may be caused by most English teachers still teach by using conventional method in teaching reading. Therefore, it is very important to provide an alternative media to improve student; it is assumed that using subtitled video might for improve the students' ability in mastering reading skills.

From the background of the study, the researcher formulated the research questions such as below: Is the use of problem-solving approach effective in improving students' speaking skills? Then, the researcher formulates the objective of the research as follows: To find out the effectiveness of using problem solving approach in improving the ability in speaking. This research is expected to be useful information for teacher and the students about teaching reading through subtitled video. Also it expected to be a reference for the next researcher who wants to do a research about teaching speaking. The scope of the research focused on improving students' speaking skills in the comprehension context by using problem solving

There are some previous studies related to the research. The first research which

has relevance with this research was conducted by Riska (2017) Universitas Malang entitled using fishbowl Technique to improve 8th grader's speaking skill at SMPN 11 Malang). Based on the result of the study which showed this technique successfully improved the students' speaking skill, the researcher suggested English teacher to apply the fishbowl technique in teaching and learning activities, especially in speaking activity. Astir Ratnsari (2016) Universitas Malang (Fairies' wheel: an instructional medium to improve speaking skill of junior High school student). The result of study showed that the medium was appropriate and suitable to support teaching and learning process, especially for improving speaking skill for seventh grade. English teacher can also use this medium for other text types such as narrative text and procedure text. Further researchers can also develop this media to make it better regarding some of the weaknesses. In addition, the further researcher can do another research about this media on different skill such as reading or writing. Then, Sari Irianti (2011) UIN SyarifHidaytullah Jakarta entitled Using Role Play in Improving students' speaking ability (a classroom action research in the second year students class VIII.1 of SMA PGRI II Ciputat. The writer says, role playing (dramatization) helps to bring the language to life and to give the learners some experience of its use as a means of communication. Therefore, the main purpose of role play is to develop communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned. Nasikhatun Listya Atika Farah (2013) Universitas Negeri Yogyakarta entitled Improving the students English speaking skills through Cue Cards Media at Grade VII of MTs N Rowokele in the Academic Year of 2012/2013

Masrurroh, SitiLutfiyah (2015) Universitas Malang, Using Achievement Cards to Improve the Speaking Skill of Seventh Graders at SMP Negeri 9 Malang. Based on the result of this research, it is suggested that English teachers use achievement card as the media to teach students to speak English. For other researchers especially those who want to conduct similar research, they can conduct the research in higher level of education. Other researchers are also recommended to conduct the further research in different areas of language skills, such as reading, writing, and listening. All the research above were to improve the students speaking skill.

From some of the studies above related to improving students' speaking skills, it can be seen that there are similarities and differences from previous researchers and writers. Equations that can be seen clearly are both aimed at improving students' speaking abilities. Meanwhile, the difference between previous researchers and writers is that they both use games but in different forms or types of research to be conducted on students.

Method

In this research, the researcher applied a pre-experimental method. Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment.

The design of the research is as follows:

01 X 02

Where:

01 = pre-test

X = treatment

02 = post-test

(Best 1997:103)

The population of this research was the First semester students of the English Study Program of Nusa Cendana University, Kupang. In determining the sample of this research. The researcher took 24 students as sample of this research. The writer used reading test to measure the students' ability in mastering reading text. Before and after giving treatment.

The data was collected by using the procedure below:

Giving Pre-test

Firstly, the researcher introduced himself to the students and explained purpose of her coming in their class. The researcher gave pre-test to the students to measure the speaking skill of the students before giving treatment.

Giving Treatment

The researcher conducted the treatment to the students for sixth meetings by using problem solving approach in teaching speaking. the steps as follows: (1) focusing students on the problem; (2) making the group according to the number of students in the class; (3) guiding students in discussion groups; (4) presenting the results of the discussion; and (5) analyzing and evaluating the problem-solving process.

Giving Post-test

The students were given the same activity in the pre-test after the treatment. The researcher gave reading test and asked the students to answer. It aimed at finding out the students' ability in speaking skill after giving treatment.

In analyzing data, the researcher giving score to the students based on the result of their speaking test in pre test and post test. The last step of the data analysis was the hypothesis testing. The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Results

From the result data analysis, shows that the mean score of the student's pretest was 45 and the mean score of posttests was 75 It means that using problem solving approach in teaching can enhance the students' achievement especially for the students' speaking skill.

From the statistical analysis, the researcher concludes that there is a significant difference between pretest and posttest in enhancing the students' speaking ability

through problem solving approach as a way to deliver learning speaking. problem solving approach is effective in enhancing the students' speaking ability. Based on the describing above, the researcher concludes that one of important point that teacher should accommodate he/she should give full the attention especially in speaking skill. Therefore, in teaching speaking, one of technique that the teacher may use this game in teaching, especially in some speaking skills.

After calculating the result of the students' pretest, the mean score and standard deviation of both groups are presented in following table:

	Pretest	Posttest
Mean	53	85
Standard dev.	8.30	10.49
Max	60	90
Min	21	56

The data shows the mean score of the student's pretest was 45 and the mean score of posttests was 75. Standard deviation of pretest was 8.22 and the standard deviation of posttest was 11.27. It means that using problem solving approach in teaching speaking can enhance the students' achievement in speaking.

The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest. Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where N = 25, then the t-test is 10.81 P is 0.00

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in enhancing the students' speaking ability through problem solving approach as a way to deliver learning process. The result of statistical analysis for level of significance ($p=0.05$) with degree of freedom (df)= N-1, where (N) = 25, df = 24. The probability value was smaller than α ($0.00 < 0.05$). it indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that using problem solving approach is effective in enhancing the students' speaking ability.

Discussion

Based on the data finding from the test, it shows that CTL gives a positive effect towards students critical thinking in speaking. There are some reasons that lead students' self-confidence improved when they were taught through CTL Approach as follows; CTL leads the students to relate the topic of discussing with their real world. It is in line with Dewey in Nydia (2018) who informed that The students learn to connect the material being discuss with their knowledge and environment, they will learn better. By applying CTL students also have opportunity to force their brain to deliver some questions towards the problem they have because through questioning activity, the students find the information about the material and develop their awareness (Nyndia: 2018). Besides, in

CTL the students are trained to work in a group for sharing their ideas with their friends without feeling afraid and worried. Johnson and Johnson and Olsen and Kagan in Astuti and Lammers (2017) state Cooperative learning as a group learning activity in which individual students' contribution to the learning is realized through their performance or presentation, which is beneficial not only for their own learning but also for their peers' learning and the group's goals. Johnson et al as cited in Muliani, et al (2016) also added that in cooperative groups, students can engage in discussions in which they construct and extend conceptual understanding of what is being learned. Eventually, it is found that giving teaching material based on students learning a habit, managing the time effectively, and collaboratively paying attention to all students when working could encourage the students to be active, to interact with others and have a motivation in learning.

Conclusion

The researcher concludes that the use of CTL A approach is effective in developing students' competence in mastering speaking skill at the First semester students of the English Study Program of Nusa Cendana University, Kupang. It was proven by there was a significant difference between the students' mean score of pretest and posttest. The result of statistical analysis for level of significance ($p=0.05$). The probability value was smaller than α ($0.00 < 0.05$). it indicated that there is significant differences between the result of pre-test and post-test after giving treatment in improving students' competence in mastering speaking through using problem solving to the First semester students of the English Study Program of Nusa Cendana University, Kupang.

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Missi Tri Astuti¹; Edi Suprayetno²; Shawati³; Esti Raihana⁴
Teachers' Percetion on The Use of Teaching Media in English Classroom at Madrasah
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