Improving Students' Speaking Skill by Using Contextual Teaching and Learning
(A Classroom Action Research Conducted at The Twelfth Grade of SMA Kesatrian 2 Semarang in Academic Year 2023/2024)

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ABSTRAK

Penelitian tindakan kelas ini bertujuan untuk meningkatkan keterampilan berbicara siswa dengan menggunakan metode Pengajaran dan Pembelajaran Kontekstual di kelas dua belas SMA Kesatrian 2 Semarang pada tahun ajaran 2023/2024. Berbicara dipilih menjadi prioritas untuk ditingkatkan karena sekolah ini merupakan sekolah bilingual dan guru bahasa Inggris di sana menggunakan 100 persen bahasa Inggris dalam proses belajar mengajar. Subyek penelitian ini terdiri dari 29 siswa. Penelitian tindakan kelas kolaboratif digunakan oleh peneliti dalam penelitian ini. Catatan lapangan, pre-test dan post-test digunakan untuk mengetahui peningkatan keterampilan berbicara siswa. Pada pre-test sebelum penerapan metode Pengajaran dan Pembelajaran Kontekstual, nilai rata-rata siswa hanya 73,10. Setelah dilaksanakan penelitian tindakan kelas kolaboratif dengan menggunakan metode Pengajaran dan Pembelajaran Kontekstual, nilai rata-rata siswa menjadi 77,20 pada post-test pertama dan 80,10 pada post-test kedua. Karena ada peningkatan dari dua siklus tersebut, maka guru bahasa Inggris dan peneliti menghentikan hanya dua siklus dan tidak melanjutkan ke siklus berikutnya. Mengetahui hasil nilai rata-rata siswa, dapat disimpulkan bahwa Pengajaran dan Pembelajaran Kontekstual dapat meningkatkan keterampilan berbicara siswa di kelas dua belas SMA Kesatrian 2 Semarang pada tahun ajaran 2023/2024.

Kata kunci: Berbicara, Pengajaran dan Pembelajaran Kontekstual, Penelitian Tindakan Kelas

ABSTRACT

This classroom action research aims to improve students speaking skill by using Contextual Teaching and Learning method at the twelfth grade of SMA Kesatrian 2 Semarang in academic year 2023/2024. Speaking was chosen to be priority to be improved because this school is bilingual school and the English teacher there uses 100 percent English in the teaching and learning process. The subject of this research consists of 29 students. Collaborative classroom action research was used by the researcher in this researcher. The field notes, the pre-test and post-test were used to know the improvement of the students in speaking skill. In the pre-test before implementing Contextual Teaching and Learning method, students average score was just 73,10. After implementing collaborative classroom action research by using Contextual Teaching and Learning method, the students' average score became 77,20 in the first post-test and 80,10 in the second post-test. Because there was improvement from the two cycles, so the English teacher and the researcher stopped only two cycles and didn't continue to the next cycle. Knowing the result of the students average score, it can be concluded that Contextual Teaching and Learning can improve students speaking skill at the twelfth grade of SMA Kesatrian 2 Semarang in academic year 2023/2024.

***Keywords**: Speaking, Contextual Teaching and Learning , Classroom Action Research*

1. INTRODUCTION

There are four skills in English, namely listening, speaking, reading and writing. Listening and reading are receptive skills, while speaking and writing are productive skills. As a productive skill, speaking is considered difficult by many people. The difficulties can be from many aspects such as lack of vocabularies, ability in catching what other people say, situation and condition when there is conversation, lack of confidence and many more. Although it is considered difficult, but many people must master it as we know that English is as an international language. As an international language, English is used by many people in the world, so if we still want to follow the world, we have to know and master English well.

Moreover, as an international language, English becomes one of the compulsory subjects in curriculum in Indonesia that is taught in the school. As a compulsory subject, students have to deal with it and they have to study well. Furthermore, students in the school also feel the same difficulties in English especially speaking like many people outside. From the four skills in English, they feel that speaking is the most difficult because they have to share their ideas in their mind orally in front of other people. Their difficulties like other people feel such as lack of vocabularies, lack of confidence, and they rarely practice speaking. Moreover, according to Harmer (1991), there are six elements in speaking skills, they are vocabulary, pronunciation, grammar, fluency, comprehensibility and self-confidence. These aspects of speaking can make people or even students can speak well or not.

According to Nunan (2003), speaking is the productive oral skill. It consisted of producing systematic verbal utterances to convey meaning. On the other hand, Chaney (1998) said that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of context. Furthermore, Tarigan (1981) said the main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand what they are talking about. It means that people in the world have speaking skill because speaking is an activity that we always do every time to communicate with other people and to make a good relationship in society. From the short explanation before, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally which consisted systematic verbal utterances. The goal of speaking is to communicate with other people and making good relationship one each other's. Good communication will create good life.

Although speaking English is very important today and it is must learned by students in the school, but the difficulty in speaking happens in the twelfth grade of SMA Kesatrian 2 Semarang in academic year 2023/2024. After doing interview and observation, the researcher concluded that many students there have the same problem with other students in other school. They don't really feel that English is easy especially in speaking. If they have to speak, many of them prefer to be silent and don't want to say anything because they feel difficult in conveying their ideas. Furthermore, if the teacher asks them just to read, their pronunciation is still low. They often make mistakes in pronouncing words. Their fluency, grammar, expression is also still needing improvement. The teacher often uses book in learning English that it is not really relates to students' real life. The teacher before also rarely practiced speaking and only gave them task to do exercises in the book and submitted it. On the other hand, if the teacher gives them task in English that related to their daily life or something that they usually do, some of them are better in English. Furthermore, speaking is must be practiced a lot by students because it is very important as an international language and this school also applies bilingual as everyday language. They often deal with English in their everyday life especially when they are in the school. Furthermore, if they want to follow competition, continue their study or even they want to work after graduating from school, they have to master English well

especially speaking. Not only that, mastering speaking also becomes one of the standard competences from government that must be mastered by students.

From the fact above, teacher must find the best strategy or media to help students in learning English especially in speaking. One of the models that can be used that related to students' real life is Contextual Teaching and Learning (CTL).

Contextual Teaching and Learning is the method that helps students relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage them in the hard work that learning requires (Irawan, n.d.). In addition, Muslich (2007: 41) asserts that contextual teaching and learning is a learning concept that helps teachers relate learning materials to students' concrete worlds and helps students establish the connection between the knowledge they possess and its application in their daily lives.

According to Hudson and Whistler (2007: 1), contextual teaching and learning is an approach to learning that cannot be separated from the theories of behaviorism and constructivism. This theory emphasizes students' interests and experiences.

Another definition given by Johnson (2002: 25) is "Contextual Teaching and Learning is an educational process that helps students understand the meaning of subject matter in the context of their personal, social and cultural circumstances.". to achieve this goal, it includes the following eight components: "(1) establish meaningful connections (When students see how the content of a course in mathematics, science, history, or literature relates to their own experiences and interests, they begin to find the information meaningful and this gives them a reason for learning it. Thus, in addition to its beneficial effects on memory and understanding); (2) doing significant work (It involves doing things that seem important, practical, or useful); (3) self-regulated learning (It involves empowering students to make their own decision and accept responsibility for them); (4) collaborating (Interaction between students or other people); (5) critical and creative thinking (when students have critical and critical thinking at something); (6) personal nurturing (all students who have seen the connection between academic content and the context of their personal knowledge, experiences, and interests have a very high potential to learn the subject matter of any academic discipline. However, helping students achieve this potential requires an understanding of their different backgrounds, knowledge levels, interests, and learning styles); (7) achieve high standards (Because CTL enhances student memory, understanding, and motivation, it may be a viable method for "raising the bar"of our expectations for students without creating a significant increase in student dropout rates) and (8) use authentic assessments (a way of evaluating students by assessing their ability to apply knowledge and skills to the types of situations that they are likely to encounter in the "real-world")" (Johnson, 2002: 65-66). The first component is making meaningful connections.

In other words, when we talk about context, most people assume it is relevant to their social life. In classroom teaching, CTL means that the teacher should present the real world of students in the class. There are several strategies in CTL. They are problem-based, use multiple contexts, draw on student diversity, support self-regulated learning, use interdependent learning groups, use authentic assessment (Johnson, 2002: 21-23). Besides that, Center of Occupational Research and Development (CORD) conveys five strategies in implementing CTL method called as REACT (Relating, Experiencing, Cooperation, Transferring). The first is relating. Studying is related with experience context in the real world. The second is Experiencing. It stressed on exploration, discovery and invention. The third is cooperation. Cooperation is when students can do interpersonal communication context with other people. The last is transferring. It is applied of what

the students have studied and applied it in the new context.

CTL emphasizes student engagement throughout the process to be able to study material learned and relate it to real-life situations that motivate students to apply knowledge or skills acquired in real life. Furthermore, it helps teachers relate subject content to real-life situations and motivates students to make connections between knowledge and its application in life as family members.

Based on the explanation above, researcher is interested to do the research entitle Improving Students' Speaking Skill by Using Contextual Teaching and Learning at the Twelfth Grade of SMA Kesatrian 2 Semarang in academic year 2023/2024. Furthermore, the finding of this research can be used by English teacher to teach English especially speaking. Moreover, the finding of this research hopefully can give other insight for English language and teaching in improving students speaking skill.

2. METHODOLOGY

The research was conducted in SMA Kesatrian 2 Semarang. The subject of this research was the twelfth-grade students in academic year 2023/2024 which consist of 29 students. In the twelfth grade still uses 2013 curriculum. Collaborative Classroom Action Research would be applied in this research. The researcher and the English teacher did collaboration in improving students speaking skill at the twelfth grade. Furthermore, Hopkins (2008: 47) defines that "action research combines a critical action with the research process; it is an act of discipline by the inquiry, a personal effort to understand while participating in the process of improvement and reform. To carry out action research, research involves several cycles. The cycles depend on the situation that occurs during the research. The cycle will only be stopped if there is improvement in students speaking skill. in this research, the researcher would apply Kemmis and Mc Taggart model. According to Kemmis and Mc Taggart, action research has four stages. They are planning, acting, observing and reflecting like the following picture.
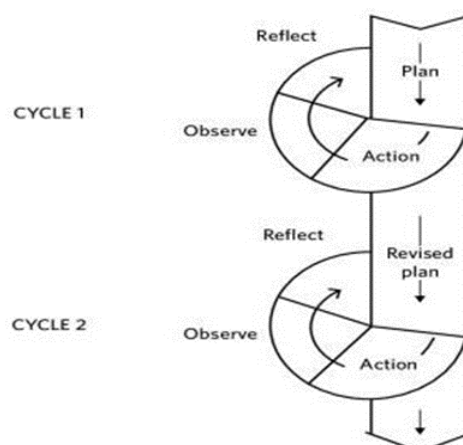
Picture 1. Kemmis and Mc Taggart Cycle

The picture above shows Kemmis and Mc Taggart cycle in conducting classroom action research. In every cycle consists of four stages or steps (planning, action, observation, reflection). The first step was planning. In planning step, researcher plans all activities that will be applied to the class. Planning used as a guidance for the researcher to conduct the research in systematic way. After that, planning must be implemented in the action step. In action step, the researcher acted as the teacher. The real teacher and peer teacher became the observers. While researcher does the action, the researcher and observer observe the situation and condition in the class. Observers observed the whole process of actions teacher and Student (included behavior the way of student work, cooperation, response, and the situation). And the last step is reflection. In this last step, the researcher and observers discuss about what happened in the class while teaching learning process in the class and see the result of students' achievement. After that, decide the next planning.

Moreover, the researcher used various techniques for data collection in this research, including field note and test. The field note was used by the researcher to write what happened during the research and to record all events associated with the actions of the teacher. This field note was valuable for tracking the progress of students in the learning process. Furthermore, test was used in the form of

pre-test and post-test to know the improvement of students speaking skill.

For analyzing the data, the researcher would compare the scores before and after the implementation of the treatment applied. These results would be compared to the minimum passing standard for the current semester which is set at 75. If after the first cycle, there are students who do not achieve success, the researcher would proceed to the next cycle, known as cycle II. In Classroom Action Research (CAR), a minimum of two cycles is typically required. If, in cycle II, all students achieve success at least 70 percent of students reach the minimum passing grade, the researcher would stop the research.

The data analysis for this collaborative classroom action research can be conducted using both qualitative and quantitative methods. The analysis of learning outcomes involves calculating the average scores of the pre-test and post-test in both cycle I and cycle II.

Calculating the mean score of the students' speaking skill test was by using the following formula:

$$X = \frac{\sum x}{N} \text{ x } 100 \text{ \%}$$

Notes:
X = Mean
$\sum x$ = Total of students score
N = Total of students

After getting the students average score, then test of normality by using SPSS would be used to check whether the data was normal or not.

3. RESULT

This collaborative classroom action research conducted in two cycles. The first cycle was on August 9th and the second cycle was on August 23rd 2023. In every meeting consist of two hours teaching and learning process. In every cycle, there were four steps, they were planning, action, observation and reflection like Kemmis and Mc Taggart model and like the previous explanation.

In the first cycle, the research was started from planning. In making plan consisted of making lesson plan and prepared for the media, documentation and field notes to write all activities that happened in the class. Not only making the lesson plan, but the researcher also discussed with the English teacher there about the lesson plan and media. Furthermore, the researcher also learnt to teach before teaching in the class to less the nervous.

After all the planning was ready and the English teacher agreed, then applied the plan that already made in step 2 which was action. The action in cycle 1 was conducted on August 9th 2023 and with the topic of offering help and services. In the opening, the researcher opened the class with greeting, checked the student's attendance list and did the apperception. After that, the researcher led the class by giving video and the students must watched it well. Next, the researcher explained the material and there was question and answer session between teacher and students. In that session, the researcher also checked the students speaking skill.

In the end of the class, the researcher gave assignment for students to make a video about offering help and services that relates to their daily life (related to their habit or event that they usually faced everyday). To check the understanding of the students, the researcher asked again to them whether they had questions or not. They answered that they had already understood. So the researcher closed the class and greet the students. In the observation step, researcher and observer wrote all the activities which was happened in the class during teaching and learning process. The last step was reflection. In reflection, the researcher looked at the student's achievement of the first post-test and discussed with the teacher what part in the first teaching that should be improved. In the first cycle, more students could be more active than before and they were so interested to the topic because they often did it in their everyday life. After getting feedback and knowing the student mean or average score in the class, so the researcher

agreed with English teacher there to continue in the next cycle.

In the second cycle was like in the first cycle. In planning step in the second cycle, the researcher made plan to do the same thing like in cycle 1. But for the second cycle, besides using media like video, the researcher also did collaboration with the English teacher to demonstrate about procedure text in playing guitar. We chose playing guitar because it was suitable with English teacher's hobby and the topic was procedure text. So, English teacher was not only becoming an observer, but also practicing how to play guitar well. The next step was action. In the action step, the researcher and the teacher came to the class together and did like usual. It started from opening with greeting, asking about students' condition and took the attendance list. After that, the researcher gave the class to English teacher and he showed his hobby in playing guitar to relate with the topic that day which was about procedure text. The English teacher could explain well and all students were very interested that day. On the other hand, the researcher observed the class and wrote what happened during the teaching and learning process. After it, the researcher continued the class to do the teaching and learning activities.

For closing session, the researcher checked the students understanding and gave them assignment to make video again about procedure that related to their real life. They could choose procedure text that related to their hobby or something that they liked and presented how to make or to do it. The last, the researcher greet and left the class. Observation step was done by the researcher and English teacher while teaching and learning in the class and took note about the good and bad things in the class that needed improvement. At that time, the students speaking skill already imrpoved. This was known from their video and while the teaching and learning process in the class. They could answer and respond theacher's questions well and it was different from the first meeting. In the second meeting, they were more active and engaged to the class. And the last step was reflection. In this step, researcher did reflection by watching the video of the teaching learning process in the class and discussed with the teacher about it. The teacher also gave feedback what part that was still low and needed improvement or maybe all was already good. The feedback from the teacher were like, all the activities in the already much better than the previous meeting. Students activeness in speaking also much more better.

After conducting two cycles, the researcher got the data as follows:

Table 1. Students average score

Class	Pre-test	Post-test 1	Post-test 2
12 MIPA 1			
29 students	73,10	77,20	80,10

According to the data that researcher got, in the pre-test, the students average score was 73,10. From the average score showed that only 8 students who reached the minimum passing grade and the 21 students were still under the passing grade. It meant that only 27, 58 % students who already reached the minimum passing grade.

After conducting the pre-test then researcher planned to do the research with the English teacher there to improve the student's speaking skill.

In the first post test, there was an improvement. The students average score in speaking became 77,20. There were 23 students who already achieved the passing grade and 6 students were still need guidance to improve their skill in speaking. Knowing the result of the first post-test, it can be concluded that 79,31 % students already reached the minimum passing grade. From this data, there was an improvement more than 70 percent students who reached minimum passing grade. Although it was already reached more than 70 percent, but the English teacher and the researcher agreed to do the next cycle.

In the second post test showed above, the students average score became 80,10 and only two student who hadn't reached the passing grade and the others already got the good score in speaking. From this data, 93,10 % students already reached minimum passing grade. From the pre-test

until the second post-test, improvement of students speaking score already reached more than 90 percent. After knowing the result of the second post-test and the activeness of the students in the class, the researcher and the English teacher there decided to stop the next cycle and two cycles were enough.

In short, the data can be shown as follow :

Table 2. Comparison of students score who reached passing grade

Students	Pre-test	Post-test 1	Post-test 2
12 MIPA 1	27,58%	79,31%	93,10%

Based on the data above and comparing among pre-test, post-test 1 and post-test 2 can be concluded that there was 65,52% improvement in students speaking skill score during two cycles which was conducted by the English teacher and researcher there. Furthermore, the researcher also used test of normality by using SPSS to check the normality of the data that already got by the researcher. Here is the data:

Table 3. Test of normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.122	29	.200*	.977	29	.752
Post-test 1	.229	29	.000	.932	29	.062
Post-test 2	.178	29	.020	.965	29	.429
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

There are two types of test of normality in Lilliefors. The first is Kolmogorov and the second is Shapiro-Wilk. Kolmogorov is used when the participant is more than 50, but if the pasticipant less than 50, Shapiro-Wilk is used.

Because the participants were only 29 students, so Shapiro-wilk was used in this research. If the sig is higher than 0,05, it means that the distribution of the data is normal. But, if the sig is less than 0,05, it means that the distribution of the data is not normal.

From the table above, it could be seen that the sig in the pre-test was 0,752, the sig in the first post-test and the second post-test was 0,062 and 0,429. From the result, it was know that the sig of the three average score were more than 0,05. It meant that the distribution of the data was normal.

To make it clearer, here is the figure of the improvement of the students speaking score at SMA Kesatrian 2 Semarang in academic year 2023/2024 :
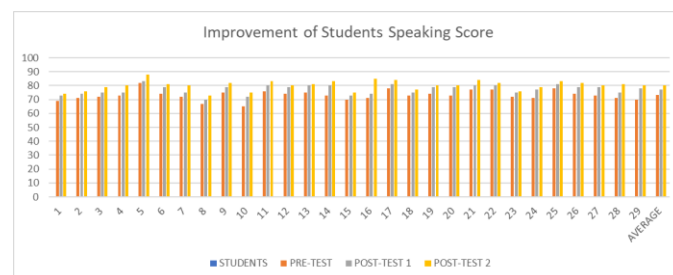

Figure 1. Improvement of students speaking score

From the figure above, it is really clear that there was improvement from students started from pre-test until the second post-test. It means that the collaborative classroom action research which was conducted was success. This was known from the result of the students score and their activeness in the class. The successes of this research because of good planning and the collaboration from researcher and the English teacher there.

4. CONCLUSION

Based on the result of the data calculation above, it can be concluded as follows. The first was students learning achievement in speaking was improved. The improvement can be seen from their activeness and their average score in speaking. The data showed that in the pre-test the average score of the students only 73, 10. From the score showed, there were only 8 students who reached minimum passing grade or 27,58% from all students. After implementing Contextual Teaching and Learning method, the students score in speaking improved became 77,20 in post-test 1 and 80,10 in post-test 2. it means that 79,31% and 93,10% improvement from students speaking skill. The total of students that already reached minimun passing grade in the first post test was 23 and 27 in the second post test. The total

amount of the improvement was 65,52% of students.

The second was students were more interested in the teaching learning process because the researcher and teacher could present the topic that related to students real life to the class so, they wanted to speak more and they didn't only keep silent.

It can be concluded that Contextual Teaching and Learning method can be the alternative solution to improve students speaking skill at the twelfth grade of SMA Kesatrian 2 Semarang in academic year 2023/2024.

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