

THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING TO IMPROVE STUDENTS' SPEAKING SKILLS VIEWED FROM STUDNETS' CREATIVITY

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Abstract

In MAN Ngrambe, the teaching English seems to focus on reading and listening for the sake of the national examination. Therefore, it causes the teaching of the other two English skill; writing and speaking is paid less attention. This research focuses on speaking since one of the classes the researcher teaches, a class of eleventh grade students has problem in speaking. Students are passive because they cannot speak up and have no interest in speaking practices although they are good at reading and listening. Its impact is quite obvious that in the speaking assessments the students' scores are low. The minimum passing grade for the eleventh grade is 76 in 0 -100 scale while the researcher found out that were only 15 students (42.86 % of total students) who passed assessment on English speaking ability and only 19 students (54.29 % of the total students) who passed assessment on students' creativity toward the teaching of speaking

One of the appropriate methods in developing speaking skill is Contextual Teaching and Learning (CTL). Johnson (2002: 205) states that CTL 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

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assessments. It can be stated that CTL 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. In such an environment, students will discover meaningful relationship between abstract ideas and practical applications in the context of the real world. Concept is internalized through process of discovering, reinforcing and relating.

Keywords: CTL, Speaking, Students' creativity, CAR

Introduction

English subject is taught to develop four language skills so that the students are able to master communicative competence in particular level of literacy. Literacy level includes *performance*, *functional*, *informational*, and *epistemic*. Based on Standard ISI of BSNP (2006: 123), English learning for Senior high school students focuses on achieving *informational* level in which students are able to communicate in both oral and written form to solve everyday problems. Hence, speaking skill plays an important role in achieving this target, particularly in English language teaching for Senior high school.

In language teaching, the discussion about speaking skill cannot be separated from the concept of communicative competence. Cahyono and Widiati (2006: 273) mention that communicative competence developed under the views of language as context, language as interaction, and language as negotiation. Learning to speak English requires more than knowing its grammatical and semantic rules. Students need to know how native speakers use the language in the context of structured interpersonal exchange.

In other words, effective oral communication requires the ability to use the language appropriately in social interactions. Canale and Swain, as cited in Murcia (2001: 104) propose four competences covered in

communicative competence: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Grammatical competence, the first component, deals with the linguistic competence which includes the ability to perform the grammatical well formedness. It is mastery of the linguistic code such as the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences. Another component is sociolinguistic competence which requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of interaction. This competence helps to prepare speakers for effective and appropriate use of the target language.

Further, Murcia adds that students need to develop discourse competence. It concerns with the connection of a series of sentences or utterances, or inter-sentential relationships, to form a meaningful whole. To become effective speakers, students should acquire a large repertoire of structures and discourse markers to express ideas. The last component of communicative competence is strategic competence which is the ability to employ strategies to compensate for imperfect knowledge of rules. With reference to speaking activities, strategic competence refers to the ability to keep a conversation going. These four competences show the principles underlying speaking proficiency and they are essential in the process of developing speaking skill. With regard to this phenomenon, teachers, linguists, and language practitioners are responsible to help the society gain good speaking proficiency.

However, to be able to speak English well, particularly for ESL or EFL learners, is not that easy. It is proved by the problems of most Indonesian students who get difficulty in speaking English during language learning process. There are many factors that make student speaking skill is low. It could be caused by internal factors and external factors. Creativity, motivation, interest, and intelligence are the examples

of internal factors. Meanwhile, the external factors can come from the economic background, learning materials and teachers, and teaching method used by the teacher in English class.

Teaching method used by English teachers in the classroom is often assumed as the factor that causes the student's speaking problem. The method used by the teacher has often been said to be the cause of success or failure in language learning. Based on small observation and interview to English teachers done by the writer, some teachers still used traditional method in teaching speaking. It could be seen from the activities implemented in the classroom. The teacher often applied the drill technique in presenting speaking material before practicing the conversation on English text book. The students were only encouraged to memorize the dialogue in pair and then they performed it in front of the class. In this case, the teacher became the central in teaching learning process and students just received what the teacher taught.

Method

There are many methods of language teaching that may be applied for teaching speaking skill. One of the appropriate methods in developing speaking skill is Contextual Teaching and Learning (CTL). Johnson (2002: 205) states that CTL 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. It can be stated that CTL 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. In such an environment, students will discover meaningful relationship between abstract ideas and practical applications in the context of the real world. Concept is internalized through process of discovering, reinforcing and relating.

Beside teaching method, creativity also influences the skill of students' speaking. According to New World Encyclopedia (2012), creativity is a mental and social process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. Creativity is fueled by the process of either conscious or unconscious insight. An alternative conception of creativity is that it is simply the act of making something new. From a scientific point of view, the products of creative thought are usually considered to have both originality and appropriateness. Creative ideas are often generated when one discards preconceived assumptions and attempts a new approach or method that might seem to others unthinkable. In speaking, creativity plays an important role to produce good and understandable speech.

In addition, creativity in speaking functions to identify and generate new ideas involving the insight to finally go through the verification process of applying the idea into utterances. The creativity that has a very influential factor to produce a good speech is verbal creativity. It is an ability to think creatively and to measure one's fluency, flexibility, and originality of a verbal form, which deals with words and sentences. Moreover, verbal creativity is an ability to form and create new ideas and then combine them into something new referring to the existing information. The new ideas reflect fluency, flexibility, and originality that can be seen in divergent thought revealed verbally.

Results

Considering the result of the students performance during cycle I and cycle II, it can be concluded that Contextual teaching and learning method could improve the students speaking skill and students creativity. According to the researcher observation during the teaching and learning process of speaking, most of student tent to be passive. They felt nervous to speak up and they were afraid of making mistakes. Thus, they really needed a conducive atmosphere to practice their speaking and they could enjoy learning language without burden, or free of fear to communicate.

The writer analyzed all the data which had been collected, they are: Observation form is used to know the students ability and creativity in learning speaking in the classroom. The result of the observation in preliminary research, cycle I and II can be seen in the following table:

Table 4.9
The Recapitulation of the percentage of students' activity in preliminary research cycle I and cycle II

No	Students activity	Pre research	Cycle I	Cycle II
1.	Come on time	81.06 %	90.05 %	99.05 %
2.	Interesting in learning speaking	44.07 %	55.51 %	73.06 %
3.	Preparing media and source for learning	36.02 %	39.43 %	51.09 %
4.	paying attention to the teacher	52.06 5	68.57 %	83.01 %
5.	Answering the teachers question	47.04 %	64.01 %	68.96 %
6.	Responding the teacher question actively and enthusiasm	42.01 %	48.03 %	62.38 %
7.	Doing the task well	53.86 %	54.57 %	85 %
8.	Learning speaking well	65.48 %	75.65 %	89.71 %
9.	Not giving up in answering question	43.05 %	44.23 %	66.03 %
Average		51.94 %	60.06 %	75.52 %

Based on the table above, the writer found that the students' activity in learning speaking is improved. In cycle II, the average of percentage of students' activity in learning speaking is 75.52 %. It means that there is significant improvement of students' activity in learning speaking.

The data of questionnaire which were given to the students in the preliminary research shows that the students' creativity is 75.63 % or 54

% . It means that the average of students' score of creativity is in the medium category. But there are many students whose is in the low category. So, it indicates that the students' creativity is low.

After conducting the research the writer found that the students' creativity score were improved in every cycle. In cycle I, the average of students creativity score is 91.34 or 65.24%. It shows that the score is in the medium category, but there are still some students whose the score is in the low category. In cycle II, the students' creativity score improved significantly. The average of the students' creativity score is 102.87%. it indicates that the score is in the high category and there is no students whose the score is in the low category. So the writer concluded that learning by Contextual Teaching and Learning improved students' creativity in learning speaking.

The data of pre test which were given to the student in the preliminary research shows that the average of students speaking score is 62.13 %. It means that the average of students speaking score had reached the indicator of KKM (passing grade) score which is 60. But there are many students whose the score had not reached the indicator of KKM score yet.

After the writer gave post test in cycle I and cycle II, she found that the students speaking score were improve in every cycle. The average of students speaking score in cycle I is 67.16% and in cycle II 70.18%. it indicates that the score is improved and there is no students whose the score below the KKM score. So, the writer concluded that learning by Contextual Teaching and Learning improved students' ability in learning speaking.

Teaching speaking using Contextual Teaching and Learning is more effective due to some reasons. First, CTL is student-centered in which students participate actively during the lesson hour. Teacher merely acts as the facilitator who guides them to achieve the goal of the learning process. Students are able to express what they have in their

mind in accordance of the topic being discussed in that day. Second, CTL helps the students connect what they are learning with the context of the real world situation. With regard to teaching speaking using CTL, students are engaged in activities that stimulate them to speak up. There are several steps of teaching in such a way that each step is interrelated to others to build students' understanding as a whole toward the lesson. Constructivism process implies that learning is not memorizing the knowledge, but it is an active mental activity that enables them to build their knowledge based on the experience they have. Inquiry process gives a chance to the teacher to give the primary question of the topic that will lead students to think about the answer or the truth. Both constructivism and inquiry process encourage students to speak up.

Further, modeling provides the correct answer or information from the previous processes; hence it can revise the mistake done by the students. Learning community process offers opportunity for the students to practice speaking with the correct structure and vocabulary with their partners. Then, authentic assessment is done to know the students' comprehension toward the lesson. The final step, reflection, reviews all the expressions and vocabulary that have been discussed.

Discussion

The result of this study according to Bern and Erickson (2001: 2), CTL helps students connect the content they are learning to the life contexts in which that content could be used. Students then find meaning in the learning process. As they strive to attain learning goals, they draw upon their previous experiences and build upon existing knowledge. By learning subjects in an integrated, multidisciplinary manner and in appropriate contexts, they are able to use the acquired knowledge and skills in applicable contexts. Meanwhile, Adams (2005: 19) describes that this type of teaching method can positively influence learning outcome. It is reasonable to suggest that simulation of real-life problems have the potential to increase motivation by allowing students to feel

their learning is more relevant and meaningful to their own lives. Also, working in small group, students explain things to each other to reinforce their own learning, building a stronger knowledge foundation that can feed into creativity. .

Hence, learning process becomes meaningful because it is close to their daily life. It can be said that CTL is an effective method to teach speaking because it encourages student to actively speak up such as making relationship of what they are learning and what they are experiencing in the real life.

Conclusions

Based on the data description and interpretation in the previous chapter, it can be concluded that teaching speaking through Contextual Teaching and Learning at XI grade of MAN Ngrambe, Ngawi, is reasonable enough to be believed in improving students creativity in learning speaking. It can be seen from the interview, observation, questionnaire and students achievement of pre test and post test. The average of students creativity in the end of the research is 102.87% or 73.47%. It showed that speaking using Contextual Teaching and Learning may improve students' creativity in learning speaking.

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