

IMPROVING THE STUDENTS' SPEAKING SKILLS BY USING CONTEXTUAL TEACHING AND LEARNING METHOD AT GRADE X IN SMK NEGERI 1 SETIA JANJI IN THE SCHOOL YEAR 2020

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ABSTRACT

The objective of the study is to improve the grade X students' achievement in speaking at SMK Negeri 1 Setia Janji be improved through Contextual Teaching and Learning Method in school year 2020. This research was conducted in grade X of SMK Negeri 1 Setia Janji. This research would be conducted in School year students numbers of 35 people consisted of 28 male students and 7 female students, because this class the students got the lowest ability in speaking. This research is class action research (CAR). To describe the comprehensive data gained, the writer firstly presented the students' score in cycle I. there are 35 students. Base on the results of test given, the general implementation of the first cycle lasts well but is less conductive. The results average value of 71,7 with learning completeness reached 63 % or in other word as many as 22 students from 35 students and remaining 37 % or 13 students do not pass the study. Thus, activity in the first cycle should be repeated for student learning outcomes through the application of Contextual Teaching and Learning can be improved. The average value of the second cycle is 81,5% with learning completeness reached 88,6 % students who do not pass the study are 11,4 % or as much as 4 with learning competences reached 88, 6 % students, while students who students. Thus, activity on the second cycle need not be repeated. Thus, activity on the second cycle need not be repeated because it exceeds the specified indicators of success that is as much as 88, 6 % of students scored ≥ 65 . As more data can be described in the discussion. It is suggested that further research in the same topic should take those relevant factors into consideration. Moreover, in terms of the relationship between pictures and communicating, the writer recommends Contextual Teaching and Learning practice as a means of enhancing students' mastery of speaking.

Key words : *Improving, Speaking, Communicating, and Pictures*

I. INTRODUCTION

English is one of the important language in the world because it is an international Language. It has been widely used as international language in many aspect of life. Most of international business held in English. All this can only take place because there is a means of communication, which make person to understand each other that is language and one of language that is used is English ,the whole world may not be as united as it is today. As a means of communication, a language capable of pouring thoughts and

feelings of the user, as well as capable of causing between speakers and listeners and writer and reader. Language can also be regarded as delivery of an ideas, thought, and feelings, both orally and written.

English is taught as a compulsory subject of senior High School in Indonesia. The teaching of English at Senior High school is focused on the four language skill are listening, speaking, reading, and writing.

The four language skills and should be followed by language components which include vocabulary, grammar, and pronunciation should be

taught in Senior High School. Language as an instrument of communication among the members of a speech community who are also members of the same culture is best suited to convey the meanings current in that particular culture and language is primarily an instrument of communication among human beings in a community.

The problem is most students have difficulties to understanding the English lessons both the oral and to connect content with context. Most of them do not enjoy the learning English. they could not speak to Communicating in English, even if they have learnt English for so long but cannot understand the form of speaking skill in Communicating English . English is not familiar with students in the class. Talking English become just a dreaming for them. They do not how to express or how to say in classroom setting to something familiar in his or her Also cannot respond daily life.

Speaking is important. The best way to grow students English and everyone can still go to other country and understand the people their speaking skills is by adding in more practice into their daily routine. Many students they don't know how to practice or question why they should. Students have learned tools to improve their pronunciation, sentence and word stress, techniques to relax, and how to organize their thought and ideas. The teacher uses Contextual Teaching and Learning to Developing the students achievement in speaking, because it is still an interesting subject want to learn, and improve their speaking skills.

To develop speaking skills to communicating is become familiar with the language by reading, building vocabulary, and discussing what you study in Contextual Teaching and Learning. Based on curriculum competence, speaking is one of the basic competence that the students should gain well. It has an important role in communication. speaking can find in spoken cycle especially in Joint Construction of text stage (Departement Pendidikan Nasional, 2004). Simply having the book smarts to read and write any language is not enough. All too often, Students go into the classroom only for

finish their classes frustrated simply because they cannot carry on a communicating in their new language.

Daily English communicate helps the students to practice their speaking skills. communicate, notably interpretation, is one of those communication media. In this study will focus in Developing the students' speaking skill in Communicating by using Contextual Teaching and Learning Method. to express feeling, ideas, and action in various texts both in the form of dialogue and communication. So I will research the developing the students' speaking skill in Communicating by using Contextual teaching and Learning method.

The choices of text, format development, and activities in learning and teaching process consistent with the challenge the students to speak more and do more English language. In many ways communicate in learning effort depends on learning contexts.

1. The Scope of the Problem

Scope of the problem is the limiting of the problems to be studied, presentation describes the results of research , for example when we need to know about researching what will be research. Scope of the Study also essential to limit what will be served to the students in order not to extend out of the focus of research has been conducted by researchers . Thus if there is a question that is really far from the theme of the study , the researcher can anticipate that the research was not to touch the material taught .

But if researcher feel able to examine . It is associated with the assessment criteria : ability to answer well and attitude when receiving the results of the study .Given the scope of the research problem definition becomes clearer , more focused and more specific . Usually the problem definition contains the definitions of the words that have a meaning / interpretation by multiple authors then given a single meaning or sense . Also imposes limits on what we do in research and anything that is not done in the study .

The writer focuses on the Contextual Teaching and Learning as a teaching system which connects subjects

with real situations and motivates students to connect knowledge and applied to daily life to improve the students' speaking to communicate.

So, this writer focuses' on the supplements action of the Contextual Teaching and Learning improve the students' speaking skills.

The Example: Someone who chatted over the phone . While verbal communication through writing is done by indirectly between communicators with the communicant . Information process is done by using a letter media , painting , drawing , graphics and others.

2. The Identification of the Problem

Identification of the problem is the introduction of inventory problem or issue, identification the problem also one of the research process arguably the most important among other processes. Research problem will determine the quality of the research, even determining whether an activity can be called research or not. identification of the problem is the way in which we see, guess, predict, and describe and explain what is the problem.

Base on the background of the study above identification of the problems are :

1. The students have difficulties to speaking in communicating English.
2. The students are not interested to speaking in communicating English.
3. The students are lazy to speaking in communicating English.
4. The students seldom to speaking in communicating English.

The students' are less attention when the teacher practicing speaking English

Speaking Skills

Speaking skills is the action of conveying information or expressing one's feelings aids in clear thinking clear idea of speaking to convey something that is to be conveyed to many people in this life. Speaking skills is the productive . It could not be separated from listening. When everyone speak everyone produce the text and it should be meaningful. In the nature of communication, everyone can find the speaker, the listener, the message and the feedback. Speaking could not be separated

from pronunciation as it encourages learners to learn the English sounds.

Wallace (1978:98) stated that oral practice speaking becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Speaking skills is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking skills is only an oral trail of abilities that it got from structure and vocabulary, in pronunciation.

There are various definitions of speaking and one of them that the writer agrees with is from Jones, R (1989: 86) who defined speaking as "speaking skills is a form of communication, so it is important that what you say conveyed in the most effective way."speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the class or outside class. They must practice it especially in learning teaching in order to be without an ability to speak a natural communication among people.

According to Grog net A.G (136:1997) Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. Speaking is a subject to have a conversation with somebody, to talk to somebody about something (Oxford Advanced Learner's Dictionary).

Contextual Teaching and Learning

Contextual teaching and learning (CTL) is a concept of learning that helps teacher relate what is taught to the students' real-world situations into the classroom. CTL en asnur Muslich (2009:40). Through the knowledge and skills gained from a limited context, little by little, and from constructing itself, is used to solve problems in everyday life, both as a member of the family as well as as members of society.

Contextual teaching and learning, as a system of teaching, based on that meaning

arises from the relationship between content and context. Context gives meaning to the content. The more links that are found students in a broad context, more they have it for them. Able to understand the meaning of knowledge and skills will lead to mastery of knowledge and skills.

Elaine B. Johnson (2002:19) formulated the notion Contextual Teaching and Learning (CTL) as follow:

"The CTL system is on educational process to help students AIMS that see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the their context of personal, social, and cultural circumstances, to achieve this aim, the system encompasses the following eight component: making meaningful connections, doing significant work, self-regulated learning, individual, reaching high standards, using authentic assessment". Thus in CTL method, teachers act as facilitators without stopping (reinforcing), which helps students find meaning (knowledge), because students have a 'response potentiality' which is natural. The desire to find where (knowledge) is essential for the students. Therefore the main task of teachers (educators) is a natural potential to empower students, so they trained grasp the meaning of the meaning of the material taught.

Definition Contextual Teaching and Learning

Contextual Teaching and Learning is derived from the context , which means " relationship , the context , the atmosphere and the state (context) " The understanding of CTL by Author Team Ministry of Education (2003: 5) is as follows : Learning contextual learning is a concept which helps teachers link between material he taught with real-world situations students and encourage students to make connections between the knowledge possessed by its application in their daily lives, involving seven major components effective learning, namely : constructivism (constructivism), asking (questioning), find (inquiry), community learning (learning community), modeling (modeling) , and the

reflection of the actual research (authentic assessment). Meanwhile, according to Johnson (2006 : 67)

The Strength and Weakness (CTL)

The strength and weekness in Contextual Teaching and Learning. Base on some characteristics of the Strength namely:

1. Learning becomes more meaningful and real. This means that students are required to be able to capture the relationship between experiential learning in school to real life. It is very important, because the material was found to correlate with real life, not only for the students the material that will serve functionally, but the material will be studied closely embedded in the memory of the student, so it will not easily be forgotten.

2. Learning more productive and able to foster the concept of reinforcement learning methods to the students because the flow of constructivism CTL, in which the students are led to discover his own knowledge. Through the philosophical foundation of constructivism students are expected to learn through "experience" rather than "memorizing.

The strength and weakness in Contextual Teaching and Learning. Base on some characteristics of the Weakness namely :

1. Teachers are more intensive in guiding. Because the CTL method. Teachers no longer act as an information center. The task of the teacher is to manage the class as a team that works together to discover new knowledge and skills for students. Students are viewed as individuals who are developing .

One's learning ability will be affected by the level of development and its breadth of experience. Thus, the role of the teacher is not an instructor or "ruler" which will force the teachers but are mentors students so they can learn according to the stage of its development.

2. Teachers provide opportunities for students to discover or implement their own ideas and invite the students to be aware of and consciously use their own strategies for learning. But in this context surely requires teachers extra attention and guidance to

students so that learning objectives in accordance with what is really original.

Indicator in Speaking Skills

Indicator in ways to communicate the students have criteria of passing examination individually and classically, namely:

Table 3.2 Indicator In Speaking Skills

1. Performance	If the students good performance obtain 25 score.
2. Grammar	If the students good Grammar obtain 20 score.
3. Pronunciation	If the students good Pronunciation obtain 35 score.
4. Vocabulary	If the students good Vocabulary obtain 20 score.

Conclusion

The conclusions of the study are :

1. Broadly speaking, the implementation of the first cycle lasts well but is less conductive. The average result value of 71,7 with learning completeness reached 63 % or as many as 22 students, and the remaining 13 persons or 37 % did not pass the study. Thus, activity in the first cycle should be repeated for student learning outcomes through the application of Contextual Teaching and Learning Method can be improved.
2. Broadly speaking, the implementation of the second cycle lasts good and conductive. The average result value of 81,5 Students, while students who do not pass the study are 11,4 % or as much as 4 with learning competences reached 88, 6 % students, while students who students. Thus, activity on the second cycle need not be repeated because it exceeds the specified indicators of

success that is as much as 88, 6 % of students scored ≥ 65 .

By Contextual Teaching and Learning Method especially on speaking, Learning achievement in grade X SMK Negeri 1 Setia Janji can be improved.

Suggestion

1. To motivate teachers' Learning activeness need for an appropriate learning strategies, so that the process of teaching and learning activities to be more variation and not monotonous.
2. There should be more writers on learning strategies by Using Contextual Teaching and Learning Method especially on the subject of speaking on the subject of another so as benefit the improvement of education quality in Indonesia.
3. In general, teachers are expected theoretically to give the main contribution to improving student learning outcomes.

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