

**THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING (CTL)
APPROACH IN TEACHING SPEAKING FOR STUDENTS**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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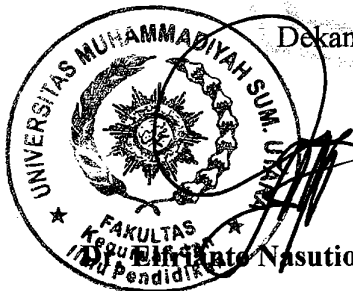
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
15/12/2018		
	- Abstract	
	- Chapter I	
	- Chapter II	
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19 Maret 2018		
	→ Chapter IV	
	→ Chapter V	
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	→ References	
	→ Appendices	

Medan, 20 Maret 2018

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ABSTRACT

Nia Agustriani Rambe, 1202050431 “The Effect of Contextual Teaching and Learning (CTL) Approach in Teaching Speaking for Students”. Thesis English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2018.

The objective of this research was to find out the effect of using CTL (Contextual Teaching and Learning) Method on students in teaching speaking. This research was conducted at SMA Negeri 11 Medan, Jalan Pertiwi No. 93 Bantan Kec. Medan Tembung. The population of this research was the XI grade students of the academic year 2017/2018. There were 10 classes consisting 380 students. The sample consisted of 72 students were taken by using random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 36 students (XI-IA3) taught using Contextual Teaching and Learning Method and the Control Group consisted of 36 students (XI-IA4) by using Conventional Method. The instrument of collecting the data was a speaking test. Each group was given a pre-test, treatment and post-test. The result of this research showed that t-observed (3.022) was higher than t-table (1.994) and degree of freedom (df) was 70. The final hypothesis showed that Ho was rejected and Ha was accepted. It means that there was a significant the effect of using CTL (Contextual Teaching and Learning) Approach in Teaching Speaking for Student.

Keywords : CTL (Contextual Teaching and Learning) Method, Teaching Speaking.

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This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitle "*The Effect of Contextual Teaching and Learning Approach in Teaching Speaking for Student*", the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. The researcher also would like to thanks to:

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

English as one the language in the world is very important to learn because it can be used in giving and receiving information and for the development of education, technology, and arts. Prepare young learners to study English as early as possible is very crucial because their brain and memory is ready for learning and most them can learn quite well.

In the Indonesian context, skill in English is regarded as important as the other English language skill taught in Indonesian school. Based on the decree of Ministry of Education and Culture (*Departemen pendidikan dan kebudayaan* atau *Depdikbud*) No. 22 (2006) for secondary school that speaking is taught along with the other three language skills, listening, reading and writing. In vocational school, the purpose of teaching English is to help students master the basic knowledge and skills of English to support and develop skills in English to communicate both verbally and written form at the intermediate level (Depdikbud,2006).

Based on writer's experience on teaching practice (*Praktek Pengalaman Lapangan: PPL*) in SMA Negeri 11 Medan, among the four skills, speaking is the hardest skill mastered by the students. Speaking is the verbal use of language to communicate with other (Fulcher, 2003:23). The students should have the ability to speak to enable them communicate with others. However is not easy and simple

because speaker should be able to master a lot of rules in speaking such as, pronunciation, intonation, fluency, tone of voice, stress, structure choice of word and effectiveness of communication (Taigin, 1995:28). So, the teachers are supposed to be creative to make speaking class in more interesting.

Based interview by writer done to many students of different class, most of the student said that they were not able to speak in English because they have some difficulties in using grammar, pronunciation, lack in vocabulary. Besides that, the students fell shy or affraid to talk in front of the other students and do not want to show their weakness in speaking English and they seldom to speak English in their daily activity during of teaching and learning process.

Teaching Speaking skill to nonnative speakers of English involves unique problem and challenges. In fact the factor does not only come from the students but also appear from the teacher said that they are difficult when they asked students to say something in English in the class and the second problem was the lack of speaking practice which lead to the failure of students to learn to speak English.

Considering the problem, Teaching strategy is needed in teaching English speaking to the students at the school in order or help stimulate their ability to speak English. One of the popular approaches for teaching English speaking is Contextual Teaching and Learning (CTL) technique. This is because CTL unites concept practice (Johnson, 2002). CTL enables the language learners to learn about the concepts of the language whilst practicing with one another in speaking activities. The students in the CTL classroom play an active role in their learning

through exploring, investigating, validating and discussing (Smith,2010). Contextual learning relates subject matter content to real world situations and motivates students to make connections between knowledge and its applications. It also engages students in significant activities that help them connect academic studies to their real-life situation. Moreover, students are encouraged to develop their own skill and given opportunities to practice their skill.

Based on explanation above, the teacher must use strategy to improve teaching speaking ability from student by using Contextual Teaching and Learning, students expected to consolidate and develop their skill through cooperation and teamwork. Students are motivated to connect the knowledge with their experience and share the knowledge each other. Furthermore they can apply the knowledge and language skills both in and outside school. This reason why the writer chooses the tittle of the skripsi that “ The Effect of Contextual Teaching and Learning (CTL) Approach in Teaching Speaking for Student”.

B. Identification of Study

The problems of this research will be identified as follows :

1. The student seldom to speak because they are difficult using grammar, and they lack vocabulary and pronunciation.
2. The students fell shy or affraid to talk in front of the other students and do not want to show their weakness in speaking English.
3. The student seldom to speak English in their daily activity during of teaching and learning process.

C. Scope and Limitation

The discussion of speaking in curriculum is wide. Thus the researcher is eager to narrow the topic of this research. The study focuses on speaking Expressions of asking and giving opinion. The subject matter of this study is limited Expressions of Asking and Giving Opinion.

D. The Formulation of the Problem

The problems of this study will be formulated as the following:

1. What is the significant effect of using CTL approach in teaching speaking for student?
2. How to teach speaking using Contextual Teaching and Learning Approach for Student?

E. The Objectives of the Study

The objective of this study will be formulated as the following:

1. to investigate the significant effect of using CTL Approach in teaching speaking for student,
2. to know How to teach speaking using Contextual Teaching and Learning approach for Student

F. The Significance of the Study

The finding of this study would be expected to be useful theoretically and practically.

1. Theoretically

This study would extend and enrich some method and to give more references about method using Contextual Teaching and Learning (CTL) can be used in Teaching Learning in classroom.

2. Practically

- a. Increasing the students' confidence in using CTL especially speaking
- b. To overcome their difficulties in speaking. The teacher activity in applying the various method in order to make the classroom atmosphere lively and interesting.
- c. This result of the study can be the recommended method CTL for the teacher of SMA Negeri 11 Medan, as it motivates their enthusiasm in teaching speaking learning process in classroom. Besides, it will ease the teacher to teach speaking to the students.
- d. To add references for further researcher in teaching speaking using CTL.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In order to conduct the research, the theory of the study should be made clear from the beginning. It was needed to convey the ideas and prevent possible misunderstanding between the writer and the reader. Some concepts and terms were used and needed to be theoretically explained. The concepts and term used will be presented in following parts.

1. Teaching Speaking

a. The Nature of Teaching Speaking

The mastery of speaking skill was a priority for many students of English. It was an aspect which is needed by a language learner for effective verbal communicative. According to Spratt, Pulverness, and Williams (2005), speaking is a productive skill which involves speech to express meanings to other people. Mostly, it requires quick, impromptu responses from the speakers that allow a limited time to think of to say. This skill enables people to exchange information by using verbal and body language to keep the people involved as well as to ensure that they understand the essence of conversation. Bailey (2005) defines speaking as an activity that produces systematic verbal utterances in order to convey meaning. Hence, speaking does not only involve producing sounds but also delivering ideas and /or content.

Harmer (2003: 40) states that communication occurs because there is communicative purpose between speaker and listener. The communication purposes for the speaker could be:

- a. They want to say something
- b. They have some communicative purposes; speaker say something because they want to something to happen as a result of what they say.
- c. They select from their language store. Speakers have an inventive capacity to create new sentences. In order to, achieve this communicative purpose they will select the language they think is appropriate for this purpose.

In line with the communicative purpose, Richards and Rodgers (2001, as cited in McDonough & Shaw,2003) offer several characteristics of communicative view of language:

- a. Language is a system for the expression of meaning.
- b. The primary function of language is for interaction and communication.
- c. The structure of language reflects its functional and communicative uses.
- d. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Sauvignon (1983: 9) in Brown (2000: 246) noted that “communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved. “Competence is what one knows, while performance is what on one does (Savignon, 1972) in Nunan (1999: 226).

Characteristic of Communicative Competence includes: (a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules speaking (e.g., knowing how to begin and end conversation, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations; (c) knowing how to use and respond to different types of speech acts such as request, apologies, thanks, and invitations; (d) knowing how to use language appropriately.

Douglas (2007, p.332) proposed these speaking strategies so that communicative in an oral way:

- a. Asking for clarification (what?)
- b. Asking someone to repeat something (huh? Excuse me?)
- c. Using fillers (uh, I mean, well) in order to gain time to process.
- d. Using conversation maintenance cues (uh-huh, right, yeah, okay, hm)
- e. Getting someone's attention (hey, say, so)
- f. Using paraphrases for structures one can't produce.
- g. Appealing for assistance from the interlocutor (to get a word or phrase, for example)
- h. Using formulaic expressions (at the survival stage) (how much does _____ cost) How do you get to the ___?
- i. Using mime and nonverbal expressions to convey meaning

- j. Circumlocution is another strategy which was used by Mendez and Marlin (2007,p.78) and it was added to the four specific strategies taught during this research.
- k. Circumlocution which is the use of a synonym or a descriptive sentence for unknown words. For instance. An item you use to sit down (chair)

b. Principles for Teaching Speaking

Teaching speaking can be an interesting activity but sometimes it can be uninteresting activity English teachers do not know how to teach it well. In order to teach well, they should understand the principles for teaching speaking. They are:

a. Be aware of the differences between second language and foreign language learning contexts.

Teaching speaking for learners in foreign context has its own characteristics, namely, the target language is not spoken in the daily life therefore learner's opportunities to use the target language outside the classroom are very limited. It is also not easy for the students to speak the target language in country where the target language is not spoken as a daily language. Sometimes they cannot understand native speaker and cannot be understood by them.

Conversely, in foreign language context, the target language is spoken in daily life. Learners have more much opportunities to use target language when they are outside the classroom. In addition, the leaner's speaking skills are notable. But after those skills progress to a certain

proficiency level, they do not develop it anymore. Their speech seems to stop developing at a point where it still contains noticeable , patterned, errors, such as: errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners, ability to speak in the target language.

b. Give learners practice with both fluency and accuracy

Teacher should give the learners opportunities to develop student's fluency and accuracy in speaking the target language. Teachers should not always interrupt learners to correct their oral errors. Contrary, they should provide activities to build student's fluency and accuracy, and realize that making mistakes in studying a new language is natural.

c. Provide opportunities for learners to talk by using group work to pair work and limiting teacher talk

Teacher's talk should be limited in order to give as much as possible opportunities to the students to speak the target language. It is suggested because sometimes teachers talk too much in the classroom and they do not realize that.

d. Plan speaking task that involves negotiation for meaning

Negotiation for meaning is the process of interaction which involves trying to understand and making ourselves understood. It covers checking to see whether we have understood what someone has said, clarifying our understanding and confirming that someone has understood our meaning. By doing these, students can study and understand the

language which is appropriate to their from the people they are speaking to.

e. Doing classroom activities that involves guidance and practice in both transactional and interactional speaking.

Speaking has functions that are interactional and transactional purposes. Interactional speech is used to communicate with someone for special purposes it includes both establishing and maintaining social relationship. While transactional speech is used to communicate to get something done, including the exchange of good and/or service. From those functions, we know that both of them are important in communication. That is why teacher should teach speeches to learners.

c. Classroom Speaking Activities

Even though the characteristics above show that speaking skills play roles in language learning, teachers play an essential role in language learning. Therefore, when teachers ask the students to speak English in classroom, they should not only require the students to pay attention to the language forms and functions, they also need to encourage the students to take part in activities that involve a general knowledge of interactions between a speaking and listener. These activities are intended to clearly convey meaning. As McDonough and Shaw (2003) state, speaking is an interaction between the speaker and the listener that the listener has to interpret the speaker in real time and that sometimes very little time is allowed for the response.

The following activities are some classroom speaking activities suggested by Harmer (2001: 271-275). They are most widely used by English teachers.

a. Acting from a Script

It is an activity that can ask our students act from plays and their course book sometimes filming the result. The students will often act out dialogues they have written themselves they have written themselves. This frequently involves them in coming out the front of the class.

b. Communication Games

Games which are designed to provoke communication between students frequently depends on an information gap, so that one students has to talk to partner in order to solve a puzzle, draw a picture (describe and draw), put thing in the right order (describe and arrange), or similarities and differences between pictures.

c. Discussion

One of reason that discussions fail is that students are reluctant to give an opinion in front of the class. Many students feel extremely exposed in discussion situations. The 'buzz group' is one way in which a teacher can avoid such difficulties. All it means is that students have a chance for quick discussions in small groups before any of them are asked to speak in public.

d. Prepared Talk

A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks

are not designed for informal spontaneous conversation because they are prepared, they are more 'writing-like' than this. However, if possible students should speak from notes rather than from script.

e. Questionnaires

Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design process, the result obtained from questionnaires can then form the basis for written work, discussions, or prepared-talks.

f. Simulation and Role – plays

Simulation and role – plays encourage thinking and creativity. They also let students develop and practice the target language and behavioral skills in a relatively unthreatening setting. In addition to these, they can motivate students in learning the target language.

In order that simulation can work well, according to Ken Jones as quoted by Harmer (2001:274), simulation must have the following characteristics:

- a. Reality of function : the students must not think themselves as students, but as real participants in the situation.
- b. A simulated environment : the teacher says that the classroom is an airport check-in area, for example
- c. Structure : the students must see how the activity is constructed and they must be given the necessary information to carry out the simulation affectively (K Jones, 1928:4-7)

Additionally, the goal of teaching speaking in schools is to help the students to be able to express their feelings, opinions, and ideas in English and to use its expressions in greetings, introductions, apologies, etc. The teaching process is carried out in many different ways and for reasons. Some teachers are likely to be concerned with correct pronunciation whilst others are more concerned with comprehensibility and fluency in speaking (McDonough & Shaw, 2003).

d. Teaching Speaking in Senior High School

The subject of this research was the tenth grade students at SMA Negeri 11 Medan. Knowing the students' characteristics was the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best strategies to improve their own learning. Spratt (2005: 53) states the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, Harmer (2001: 40) states that adult learners are notable for a number of special characteristics:

- a. They can engage with abstract thought.
- b. They have a whole range of life experiences to draw on.
- c. They have expectation about the learning process and may already have their own set patterns of learning.

- d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.
- e. They come into classroom with a rich range of experiences which allow teachers to use a wide of activities with them.
- f. Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

As stated in School Based Curriculum, the purpose of the English subject in senior high school is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduate are expected to reach the informational level. The learners will be able to support their next study level through the ability of the English communicative competence.

Standard of Competence and Basic Competency which the research focus on are the Standard of Content in the English subject, particularly the English speaking lesson to the tenth grade students of the second semester at SMA Negeri 11 Medan . It is also limited to the scope of expressing meanings in a transactional and interpersonal dialogue in the context of daily life. The standard of Competence and the Basic Competency are presented in the table below:

Table 2.1
The Standard of Competence and the Basic Competency

Standard of Competence	Basic Competency
9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.	9.1 Expressing meaning in a transactional (to get things done) and interpersonal (with social contacts) dialogue by using spoken language accurately in the context of daily life and including expressions of expression asking and giving opinion.

(Adopted from BSNP, 2006)

2. Contextual Teaching and Learning (CTL)

a. Contextual Teaching and Learning

We can see most of students in our schools got a lot of material that was not in context. Therefore they were difficult to make connections between what they are learning and how that knowledge will be use in their daily lives. The methods of classroom teaching sometimes not really touch the learning process. The students rarely have an opportunity to experience hands-on learning.

Nowadays, educators find the necessary to think over about how they teach. Recently, they feel that learning occurs only when students process new information or knowledge in such way that it makes sense to them in their own frames or reference. Therefore, the appropriate approach should be used in order to make the learning process really work.

Today, there are several approach proposed in order to achieve the goal of the study. Each approach offered many gains. Contextual Teaching and Learning approach is one of approaches proposed. This concept is not new: the application of contextual learning was first proposed (at the turn of the 20th century) by John Dewey, Progressivism, which is believed that the students will best learn if what they have learned the materials which are related with what they have already known and teaching learning process will be productive if the students are active in the process of teaching.

Contextual is a system for teaching that indicates learn best when students see meaning in new tasks and material, and discover meaning when they are able to connect new information with their existing knowledge and experiences. Students learn best, according neuroscience, when they can connect to content of academic lessons with the context of their own daily lives.

The contextual Teaching and Learning initiative is a work progress. University faculty, in collaboration with P-12 educators, are involved in a variety of projects to study the teaching and learning process. In addition, they continue to research ways to organize the many bodies of knowledge that address various aspects of teaching and learning. The Contextual Teaching and Learning (CTL) technique was first introduced in the United States. It was derived from the John Dewey point of view in 1916 who proposed the theory of curriculum and teaching methodology related to students' experiences and interact. According to this theory, the students will learn more effectively when the subject matter related to their experiences, and they are actively involved in the classroom teaching-

learning activities (Nurhadi, Yasin, Senduk, 2004). Principally, this theory helps teachers to relate the subject matter to the experiences of the students and to motivate them to relate English to their experiences. So they, along with the teachers, conduct meaningful classroom activities, rather than learning about foreign concepts that have no relevance for them and are hence easily forgotten.

The first of eight recent projects sponsored by the Office of Vocational and Adult Education, U.S. Department of Education was conducted at The Ohio State University in partnership with Bowling Green State University. A preliminary definition of CTL emerged from that study (Contextual Teaching and Learning 2000). 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.

Thus, 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 appropriate contexts, they are able to use the acquired knowledge and skills in applicable contexts (Berns and Erickson 2001).

b. Characteristics of Contextual Teaching and Learning (CTL)

There are some characteristics of CTL that distinguish it from other teaching methods. Johnson (2002) lists eight important elements.

1. Making Meaningful Connections

There are many ways to connect teaching-learning to the lives of students. Johnson (2002) proposes the most effective methods as:

- a. To connect the academic content to the experiences of students,
- b. Connecting study material to the context of the lives of students,
- c. Introducing material from other disciplines studied by the students,
- d. Linking courses by combining separate courses and sharing with other classes,
- e. Integrating courses by bringing together two or more disciplines into a single class,
- f. Combining school and work which helps students to cope academically and grow personally by making partnership between classrooms and companies, and
- g. Service learning that links schools and service organizations and aims for students to get specific knowledge whilst helping others.

2. Doing Significant Work

In the CTL classroom, Johnson (2002) says the students can perform significant work that will help them see meaning in what they study. Those actions will guide them to find a relationship between the materials learned and real life situations.

3. Self – Regulated Learning

Self-regulated learning is a learning process that engages students independently or in a group which is designed to connect academic

knowledge with the daily lives of the students to achieve a meaningful purpose (Johnson, 2002). It requires students to possess some specific knowledge and skills. They should possess certain skills in order to take action, create questions, and make independent choices and to think creatively and critically.

4. Collaborating

Collaborating basically, has a significant role in self-regulated learning because self-regulated learners usually collaborate in small autonomous groups (Johnson, 2002). Collaboration can overcome mental blinkers imposed by limited experience and knowledge. It also stimulates students to respect others, listen to others, and to build agreements.

5. Critical and Creative Thinking

Johnson (2002) explains that CTL is a system of intellectual accomplishment that begins with active participation in significant experiences. Critical thinking is a process by which mental activity is used to solve problems, make decisions, persuade others, analyze assumptions, and make inquiries using scientific data. Furthermore, creative thinking is a mental activity that requires originality and insight.

6. Nurturing the Individual

Johnson (2002) further mentions that CTL asks teachers to identify and understand other students, including their interests, talents, learning styles, emotional temperament, and treatment by peers. The teachers

drawbacks of the students. If teachers can minimize these limitations, school can be a fun place to study.

7. Reaching High Standards of Performance

The main objective of CTL is to enhance the academic performance of the students (Johnson, 2002). Students should comprehend and be able to perform activities, complete tasks and assignment etc. These are aimed to prepare the students to be responsible citizens, wise decision makers, and diligent employee.

8. Using Authentic Assessments

Finally, Johnson (2002) states that authentic assessment challenge students to apply new academic information and skills to real life situations for particular purposes. It focuses on objectives, involves hands-on learning, and requires making connections and collaborating. Therefore, with authentic assessments students are allowed to demonstrate their mastery of objectives and depth of understanding while at the same time increasing and deepening their knowledge.

The Northwest Regional Education Laboratory USA identifying 6 elementary keys of CTL in (Nurhadi and Senduk, 2003:13-15) they are:

- a. Meaningful of learning: understanding, relevance and assessment of person very related to importance of learners in studying lesson items content.
- b. Applying of knowledge: the ability of learners to comprehend what studied and applied in the life and the functions of today or future.

- c. High level thinking learners are participated to exploit critical thinking and creative thinking in data collecting or understanding of a trouble-shooting and issue.
- d. Developed curriculum based on standard: the content of study have to be related to local standard, province, national and growth of technology and science.
- e. Responsive of the culture: the teachers must understand and appreciate the value, trust and habit of learners, friend, educator, and society where he/she educated.
- f. Authentic assessment: the usage various assessment strategy (for example assessment of project or task, activity by learners, etc) will reflect the result of learning.

The differences between CTL and traditional teaching and learning (behaviorism) suggested by Nurhadi and Senduk(2003:16) those are:

Table 2.2
Differences between CTL and Behaviorism

No	CTL	Behaviorism
1.	Learners' active involved in study.	Learners are receiver of information passively
2.	Learners learn from friend by group work, discussion, correcting each other	Learners learn individually
3.	Study related to the reality of life or the problem, which is simulated	Theoretical and highly abstract Study.

4.	The result of learning is measured by some ways such: work, presentation, performance, record, test, etc	The result of learning is measured by test only.
5.	Behavioral of goodness based on intrinsic motivation	Behavioral of goodness based on extrinsic motivation.

Based on the differences between CTL and behaviorism, using CTL is a good model for teaching speaking.

c. Strategy of Contextual Teaching and Learning (CTL)

There are five strategies proposed by Crawford (2001) as follows:

a. Relating

Relating is the most powerful element in contextual teaching strategy. It also suggests that students' learning in the context of one's life experiences or preexisting knowledge (Crawford, 2001). In relating, teachers link a new concept to students. Caine & Caine (1993) called this reaction "felt meaning" That reaction can be momentous, as when a student finds the solution to a problem that he or she has spent significant time and effort in solving.

b. Experiencing

In contextual approach, one strategy relates to another. The previous statement appears to indicate that relating connects new information to life experiences or prior knowledge that students bring to the classroom. Teachers are able to overcome this obstacle and help students construct new knowledge with hand-on experiences that occur

inside the classroom. This strategy is called experiencing. In experiencing, students are learning by doing through exploration, discovery, and invention (Crawford, 2001).

c. Applying

Applying strategy can be defined as learning by putting the concepts to use (Crawford, 2001). Clearly, students can implement the concepts when they are engaged in hands on problem solving activities. Teachers can also motivate a need for understanding the concepts by assigning realistic and relevant exercises. Relating and experiencing are strategies for developing insight, felt meaning, and understanding. Applying is a contextual teaching and learning strategy that develops a deeper sense of meaning.

d. Cooperating

Students are not able to make significant progress in a class when they work individually. On the other hand, students working in small groups can handle that complex problem with little outside help (Pintrich & Schunk, 1996). Teachers using student-led groups to complete exercises or hands-on activities are using the strategy of cooperating. This strategy refers to learning communicating with other learners (Crawford, 2001). Most students feel less self-conscious and can ask questions without feeling embarrassed, when they work with peers in a small group discussion. Another fact of cooperative learning is that it can be counterproductive. For example, some students may not participate in the

group processes at all, while others may dominate and the group members may refuse to accept or share responsibility for the group's work.

Johnson and Johnson (1990), who are the leading researchers in cooperative learning, have established guidelines to help teachers avoid those negative conditions and create environments where students may be expected to learn concepts at a deeper level of understanding. The guidelines are divided into five points; structuring positive interdependence within students learning groups; having students interact while completing assignment and not letting them rely overly on the work of others; having students learn to use interpersonal and small group skills; and ensuring that learning groups discuss how well the group functions.

e. Transferring

In traditional classroom, students' roles are to memorize the facts and practice the procedures by working skill drill exercises and word problems. In contrast, in a contextual or constructivist classroom, the teachers' role is expanded to include creating a variety of learning experiences with a focus on understanding rather than memorization (Crawford, 2001). Transferring is teaching strategy that we define as using knowledge in a new context or novel situation-one that has not been convened in class. It suggests that students who learn with understanding can also learn to transfer knowledge (Bransford, Brown, & Cocking, 1999).

Moreover, Contextual learning occurs in close relationship with actual experience, allowing students to test academic theories through real world applications. Therefore, the teacher should incorporate the following six strategies:

- a. Emphasize problem – solving
- b. Recognize the need for teaching and learning to occur in a variety of contexts such as home, community, and work sites;
- c. Teach students to monitor and direct their own learning so they become self-regulated learners;
- d. Anchor teaching in students diverse life-contexts;
- e. Encourage students to learn from each other and together; and
- f. Employ authentic assessment.

In order for the preceding strategies to be used effectively, a teacher should be integrated with other commonly accepted good teaching practices. These other practices include promoting self-regulated learning, addressing student diversity when teaching, designing authentic, assessment, and using questioning to develop higher order thinking skills. The effective use of CTL strategies also requires that teachers assume a variety of roles such as facilitator, organizer, coach, referee, and knowledge resource.

d. The Component of Contextual Teaching and Learning

CTL has seven principles, they are: constructivism, inquiry, questioning, community learning, modeling, reflection and authentic assessment. A class that uses CTL should applying seventh of the components in learning process.

This is seven principles of CTL by DEPDIKNAS, 2002: 10) in

a. Constructivism

Constructivism is a basic thinking (philosophy) of CTL. It means that knowledge is built by people systematically, which its result is extended by limited context and does not directly. Knowledge is not the facts, concepts, or methods that are prepared for taken and remembered. In this case, peoples must be constructive the knowledge and give meaning through real experience.

b. Inquiry

Inquiry is a basic activity in contextual teaching and learning. Knowledge and skill is obtained by learners which are not expected result of considering a set of facts, but a result is from learners findings by their selves. In this case, teacher that must always design the methods to find the new way in teaching and learning.

Inquiry cycles are:

- a. Observation
- b. Questioning
- c. Hypothesis
- d. Data gathering

- e. Conclusion

Process in activities of inquiry are:

- a. Formulation problem
- b. Observation
- c. Analyzing and presenting result by article, picture, report, schema, tables, etc.
- d. Communicating of presenting the result of paper to the reader, classmate, or other audience.

c. Questioning

Questioning is a basic strategy in learning by using contextual teaching and learning. In process of learning, questioning is a teaching activity to support, guides, and assesses learner's thinking ability. For students questioning activity is an essential part in learning process being based on inquiry that important information, confirm what which have been checked and point the attention to aspect that has not been know.

d. Learning Community

Learning community concept suggests that the result of study is obtained from cooperation with others. The result of learning is obtained from sharing between friends, group, know, and does know. Learning community can happened if there are communication process two direction, of someone who involve in learning community will gives information that required from learning friend's. Therefore, in class CTL teachers always suggest study execute in learning groups. So, by these

learners can share with each other through learning community. It has some advantages from students to increase and improve their skill in speaking.

e. Modeling

Modeling it means that skill learning or certain knowledge must be imitated. Modeling will more effective in learning with approach of contextual teaching and learning to imitate, adaptation, or modified. With existence of model can produce some methods and can generate new idea.

f. Reflection

Reflection is way of thinking what that new learner or things we had done in past time. Reflection is response to case, activity, or new knowledge is received. Reflection is used to self- evaluation, correction, repair, or self-improvement. Based on explanation above, reflection can be actions. It can be note, that describe how far leaner mastery the speaking material after learning speaking process.

g. Authentic Assessment

Authentic Assessment is a procedure of achievement in the CTL Authentic Assessment is the process of collecting the data that can give the description of student learning development. It has various purposes: formative, for assessing progress and summative for assessing whether instructional goals have been achieved. It has been noted in the literature that young learners may not perform to the best of their ability on formal

standardized test due to the time and pressure constraints and general lack of experience with this mode of assessment.

e. The Advantages and Disadvantages of CTL

The advantages of CTL, they are :

- a. Students become active in class
- b. Learning becomes more meaningful and real. This means that students are required to be able to grasp the relationship between the experiences of learning in school to real life
- c. Learning becomes more productive and the subject matter can be found by the students themselves, so the material learned will be closely embedded in the memory of students that it will not be easily forgotten.
- d. A class discussion can help students to improve their ability in public speaking, training, them to be braver in conveying their ideas and thoughts in public
- e. Increasing students' confidence. Most students fell less self- conscious and can ask question without feeling embarrassed when they work with peers in a small group discussion.

The disadvantage of CTL, They are:

- a. It takes quite a long while contextual teaching and learning process takes place because there are many activities as teacher applies the procedure of contextual teaching and learning
- b. If teacher cannot control the class, it can create an unfavorable situation for the class

3. Conventional Method

Rabbinet 1987 in Yeni Susanti 2010 stated that Conventional Method is the model emphasized on reading and writing learning is about language through grammar, translation, rather than learning a mental discipline with memorization of vocabulary list and grammatical paradigms give high priority.

Conventional method in this study means to common method used by English teacher, as it is indicated by researches in the classroom. It is very common phenomena while the teacher would teach or enlarge their students. They just ask their students to read the text to see their dictionary to find the difficult words and ask them memorize sentences as much as possible (e.g Teacher just asks students to read the answer question) or each students must remember at least ten words everyday without teaching a specific technique how to make it more easier and faster or without teaching how to read effectively and more understand.

By doing conventional teaching method, the students should not do a discussing with their friends. The students are asked to read all the text, translate the text and memorize without sharing their ideas and opinions.

The following are common procedures in conventional methods:

- a. The teacher reads the text to be the sample
- b. The teacher asks students to read the text in turn
- c. The teacher explains the difficult words
- d. The teacher asks the students to answer the questions
- e. The teacher asks the students to translate the text into Indonesian

B. Relevant Studies

Many researches had applied Contextual Teaching and Learning (CTL) method in different field of their researchers. The first study was done by Junita Renova (2011) proved the CTL method was conducted on her Classroom Action Research. In her study was “Improving Students’ Speaking Achievement for the Second Year Students in SMP Negeri 14 Medan by Using Contextual Teaching and Learning (CTL) Method.” It was found that the students’ speaking score increased from the first cycle to the second cycle. It means that there was improvement on student’s achievement in speaking by using CTL method.

The second study was done by Putri Masita Lubis (2010). It was “The Effect of Contextual Teaching and Learning (CTL) Method on Students’ Achievement in Writing Recount text”. She was conducted by experimental research. The population of this study was the students of the tenth grade of SMA Swasta Sultan Iskandar Muda Medan. There were sixty students chosen as the sample by using random sampling technique. The sample was divided two groups, namely control group and experimental group. Based on her study, it was found that there is significant effect of Contextual Teaching and Learning (CTL) Method on students’ achievement in writing recount text.

Third, there is a journal written by Satriani, et al. (2012) from Indonesia University of Education. The research entitled “Contextual Teaching and Learning Approach to Teaching Writing”. The study to investigate the strategies of Contextual Teaching and Learning (CTL) (as adapted from Crawford, 2001) and the advantages of using CTL approach. The findings revealed that the

teaching writing program was successful to improve students' recount writing skill.

C. Conceptual Framework

Speaking is an active act and social process. Speaking is the novice means of communication among member of society in expressing their thought and is as the representation of social behavior. It means that students should actively speak to express the ideas or information. Many students still face difficulties is mastering speaking; they do not understand point of the materials taught by the teacher. They are also nervous in expressing something. It caused they feel afraid making mistakes about grammatical from of the language. To make students have ability of speaking actively, the teacher has important role to choose the appropriate method. Choosing appropriate method is aimed to create communicative activities which take the students relate the subject and the social life.

Speaking as ability to convey the idea and suggestion must be known by the students. The students must be able to construct their ideas to inform the listener as part of communication. It can make the content of the communication meaningful. In order to develop speaking skill, there are various methods that help students' speaking. CTL is methods which can help the students face the difficulties in learning become successful and considered as an effective method in enhancing teaching speaking for students. This method portrays a process of

teaching which the material and the action has relation with the students' experience out of their school.

This research is focused on speaking skill which should be achieved by students of Senior High School, especially on expression asking and giving opinion. In the relation of what mentioned above, the writer will use CTL on teaching speaking expression asking and giving opinion which is as assumed as an effective way to be applied to improve speaking skill. This Teaching Contextual Teaching and Learning will be compared to the Conventional Method as well as teaching expression asking and giving opinion.

In applying Contextual Teaching and Learning in teaching speaking about expression asking and giving opinion, students are not only able to construct speaking caused the teachers' order in the classroom or areas of school but also apply it in their context real life such as home and environment where they live. Experiencing can be considered the most important part of the process of learning by context because it involves the prime principles of learning by doing. If the students understand that there is a relation between knowledge gathered in their school with their of outside. They will realize the significant of the learning and will know going to school is very important. Moreover, students are also placed on student centered circumstance will carry the appropriate purpose of learning which they are active to elaborate the language. So, students are invited to more participating to build atmosphere of speaking class. Grouping students while learning process will create learning situation more enjoy and confident. The students can handle the problems by asking their friends or their teacher when

discuss the materials so that they can get the knowledge. Through this method, the concept are taught by teacher in a speaking material can use and retain the new information. Teaching Speaking using CTL Method, they do not have to focus on the correct rules. They have to think how to do a good practice in speaking English then relate it to their context life so that process of learning to be useful.

Meanwhile, in applying Conventional Method in teaching speaking about expression asking and giving opinion, the researcher will give pretest as well as possible. Then, researcher teaches material which is about expression asking and giving opinion. After finished explain the material details , teacher gives example of expression asking and giving opinion. Next, teacher devices student in group to discuss about difficulties in learning speaking about expression asking and giving opinion. Last, researcher do the post test through invites students to perform the result of discussion in front of the class.

This study focused on the using CTL in teaching speaking. The goal of CTL is to help the researcher to solve problems in teaching speaking for students. The researcher can motivate the students to speak more enjoy able and meaningful. The students are not able to expand and apply their academic knowledge in school but other areas where they are staying. Therefore, it is hoped that teaching speaking by applying CTL can bring better result for students.

D. Hypothesis

Based on explanation of both theoretical and conceptual framework above, the research hypothesis is formulated as:

“The students’ speaking in teaching speaking taught by using Contextual Teaching and Learning Method is significantly greater than taught by using Conventional Method.”

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The research was an experimental design. This design was used because the writer would do some treatment to know the result of the study before and after doing the treatment. In this case, two classes were used; they were experimental group and control group. Experimental research was an attempt by the researcher to maintain control over all factors that may affect the result of an experiment. The experimental group was the group that receives treatment by using Contextual Teaching and Learning (CTL) Method, while the control group was not receives treatment by using Conventional Method.

The sample were two groups: (1) control group, and (2) experimental group. The design can be figured out as the following:

Table 3.1
Research Design

Group	Pre- test	Treatment	Post- test
Experimental	ü	Using Contextual Teaching and Learning Method	ü
Control	ü	Using Conventional Method	ü

B. Population and Sample

1. Population

Population refers to a set (or collection) of all elements possessing one or more attributes of interest (Arikunto, 2006: 130). The population of this study was the first year students in the grade XI of SMA Negeri 11 Medan which is located on Jl.Pertiwi No. 93 Medan. There were 10 parallel classes; XI-IA1, XI-IA2, XI-IA3, XI-IA4, XI-IA5, XI-IA6, XI-IA7, XI-IS1, XI-IS2, XI-IS3 which assumptions of the study included all students. They were ten classes and consisted of 380 students. Since, they were first grade so that they have to be trained more in speaking English for their future. The students were still actively learning English as one of the compulsory subjects.

2. Sample

According to Ary (2002: 163), the small group that is observed is a sample. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. There were four classes which are XI-IA5, XI-IA7, XI-IS2, and XI-IS3. Two classes (XI-IA3 and XI-IA4) were chosen as the sample. The sample was taken by using lottery technique. The sample was about 72 students from the total number of population in which 36 students for experimental group would be given the treatment by using CTL method and 36 students for control group would be taught by using Conventional Method. To be clear, population and sample were listed in the following table.

Table 3.2
The Population and Sample of the Study

Classes	Population	Sample
XI-IA3	Students	36 students
XI-IA4	Students	36 students

C. The Instrument of Collecting the Data

To collect the data, before the writer would be given the same material to both experimental group and control group. The writer would use oral test (speaking) as an instrument. The experiment would be conducted after the administration of the pre-test. The experimental group would be taught by using contextual teaching and learning. While the control group would be taught by the conventional method. There were five topics prepared which were suitable to the syllabus of the first semester of senior high schools. These topics are based on the target language performance to be achieved in the first semester. The students ask to perform a dialogue in pairs based on a chosen topic given in group by using their own words in front of the class. The student would videos the speaking performances in pre-test and post-test.

D. The Validity and Reliability of the Test

If test was not valid or not reliable, then result of the test would be given wrong data. The principle of a test was validity and reliability.

1. The Validity of the Test

Messick (1989) as quoted by Solano – Flores and Trumbull in Kopriva (2008:169) said a fundamental notion in test validity is that the scores of a test

should not be significantly influenced by factors other than the skills and knowledge that the test is intended that the test is intended to measure. Luoma(2009:184) states that validity is the most important consideration in the test development. In short, it refers to the meaningfulness of the scores, which defines a broad scope of concerns.

Construct validity is applied in this test. Kerlinger and Lee (2000) as quoted by Fulcher and Davidson (2007:369) define construct as “a concept that is defined so that it can be scientifically investigated. This means that it can be operational so that it can be measured. Constructs are usually identified by abstract, nouns, such as ‘‘fluency’’, that cannot be directly observed in themselves but about which we need to make inferences from observations.

2. The Reliability of the Test

As Ary (2002:250) states that reliability is concerned with the effect of such random of measurement on the consistency of scores. Reliability shows that a test refers to the consistency of a measure. Reliability is defined as the level of the internal consistency or stability of the test measuring device. If you gave the same test should yield similar results. It is one of our that would be given before doing the research. To get the reliability of the test, the Pearson Product Moment Formula would applied:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)\}}}$$

Notes:

r_{xy} = the coefficient of reliability

N = number of students

$\sum X$ = the total of the score I

$\sum Y$ = the total of the score II

The value of coefficient correlation was categorized in the following criteria:

0.00 - 0.20 = the reliability is negligible

0.21 - 0.40 = the reliability is low

0.41 - 0.60 = the reliability is moderate

0.61 - 0.80 = the reliability is substantial

0.81- shove = the reliability is very high

E. Scoring The Test

In order to know the score of the test from experimental and control group, the writer used the criteria. The early history of testing speaking focused almost exclusively on the development of rating scales, or rubrics, for the test (Fulcher, 1987: 78) in Fulcher (2003: 11).

In scoring the students' speaking ability, Finochiaro and Sako (1983: 223-228) states that there are four categories evolution scale namely vocabulary, accuracy, pronunciation and fluency. Fulcher, (2003: 10) explained that Foreign Service Institute (FSI) has high validity and reliability. Therefore the proficiency description of FSI is used to score the test.

Table 3.3
FSI (Foreign Service Institute) Weighing Scale

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	2	8	12	16	20	36
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total=						

Source: (Fulcher,

2003:12)

1. Accent

- a. Pronunciation frequently unintelligible (score 0)
- b. Frequent gross errors and a very heavy accent make understanding difficult; requires frequent repetition (score 1)
- c. Foreign accent' requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary (score 2)
- d. Marked 'foreign accent' and occasional mispronunciation which do not interfere understanding (score 2)
- e. No conspicuous mispronunciations, but would not be taken for native speaker (score 3)
- f. Native pronunciation, with no trace of 'foreign Accent' (score 4)

2. Grammar

- a. Grammar almost entirely inaccurate except in stock phrases (score 6)
- b. Constant errors showing control of very few major patterns and frequently (score 12)
- c. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding (score 18)
- d. Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding (score 24)
- e. Few errors, with no patterns of failure (score 30)
- f. No more than two errors during the interview (score 36)

3. Vocabulary

- a. Vocabulary inadequate for even the simplest conversation (score 2)
- b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc) (score 8)
- c. Choice of words sometimes inaccurate; limitation of vocabulary prevents discussion of some common professional and social topics (score 12)
- d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions (score 16)
- e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical and varied social situations (score 20)
- f. Vocabulary apparently as accurate and extensive as that of an educated native speaker (score 24)

4. Fluency

- a. Speech is so halting and fragmentary that conversation is virtually impossible (score 2)
- b. Speech is very slow and uneven except for short or routine sentences (score 4)
- c. Speech is frequently hesitant and jerky; sentences may be left uncompleted (score 6)
- d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping words (score 8)
- e. Speech is effortless and smooth, but perceptible non-native in speed and unevenness (score 10)
- f. Speech on all professional and general topics is as effortless and as smooth as native speaker's (score 12)

5. Comprehension

- a. Understand too little for the simplest type of conversation (score 4)
- b. Understand only show very simple speech on common social and touristy topics, requires constant repetition and rephrasing (score 8)
- c. Understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing (score 12)
- d. Understand quite well normal educated speech directed to him, but requires occasional repetition and rephrasing (score 15)

- e. Understand everything in normal educated conversation except for colloquial or low frequency items, or exceptionally rapid or slurred speech(score 19)
- f. Understand everything in both formal and colloquial speech to be expected of an educated native speaker(score 23)

(Fulcher, 2003: 228 – 229)

F. The Procedure of Teaching for Collecting Data

1. Pre – Test

Pretest would be administered to both experimental and control group. Pretest is conduct to find – out and describe whether both group are homogeneous in speaking test or not. The homogeneity can be seen from the average score of each group. Before starting the experiment, a pre – test is administered to the samples both groups with the same dialogue. It was expected that the different of average of score between them not too far. In other words, the two groups are in the same level of knowledge.

2. Treatment

After having pre – test, the experimental group was treated by using CTL method, while control group was treated by Conventional Method. The treatment was conducted after administration of the pre – test. The processes of giving treatment to both groups were conducted in three meetings.

3. Post – Test

Post – test was given to know differences score between experimental and control group. It was given to the students after treatment has been reached in order to find out if the effect of Contextual Teaching and Learning (CTL) method on students in teaching speaking whether it is significant or not.

Table 3.4
Teaching Procedure of Experimental Group

	Researcher’s activities	Students’ activities
Pre – test	<ol style="list-style-type: none"> 1. The researcher open the class by greetings the students and give instruction what the class going to do in the meeting 2. The researcher gives the students a pre – test. The test is an oral test in which the students are dialogue conversation with team or group about expression asking and giving opinion in front of the class 	<ol style="list-style-type: none"> 1. The students responds greeting and then listen the researcher instructions 2. The students preparing their selves to do pre-test, after that the students do the test by expression asking and giving opinion
Treatment	<ol style="list-style-type: none"> 1. The researcher greet the students, gives motivation and checks attendance list 2. The researcher gives interest topic by giving media 3. The researcher demonstrates the students about expression asking and giving opinion and asks them to give respond on expression asking and giving opinion (Constructivism) 4. The researcher explains to the students about expression asking 	<ol style="list-style-type: none"> 1. The students give response 2. Paying attention to researcher’s explanation 3. The students pay attention the related the information to their own experiences 4. The students do the researcher’s

	<p>and giving opinion, what is includes expression from asking and giving opinion and give the example by showing picture videos especially related to their life and writing the explanation in the whiteboard (Modeling)</p> <p>5. The researcher asked the students to seeking information about expression asking and giving opinion from other sources (Inquiry)</p> <p>6. The researcher guide the students to ask the difficulties of speaking expression asking and giving opinion (Questioning)</p> <p>7. The researcher divides students in 7 groups which consist of 5 & 6. Firstly, each group choose slip of paper and them asked them to discuss and to create a dialogue based on the topic written on the slip of paper that they choose (Learning Community)</p> <p>8. The researcher ask group of students to do conversation dialogue based on the topic that they choose in front of the class (Authentic Assessment)</p> <p>9. In the end of learning, the researcher instruct the students to make conclusion about material has learned with group and</p>	<p>instruction</p> <p>5. The students seeking information about expression asking and giving opinion from book or internet</p> <p>6. The students find the difficulties in speaking expression asking and giving opinion the ask researcher to assist them in solving the problems</p> <p>7. The students get ready to have their group and sit their group</p> <p>8. The students present their work in front of the class</p> <p>9. The students and researcher conclude the lesson together</p>
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	<p>researcher (Reflection)</p> <p>10. The researcher evaluates them</p> <p>11. The researcher closes the class</p>	<p>10. The students listens and give response</p> <p>11. The students give response</p>
Post – test	The researcher give post – test. The post – test is similar with pre – test	The students do the researcher’ instruction

Table 3.5
Teaching Procedure of Control Group

	Researchers’ activities	Students’ activities
Pre – test	<ol style="list-style-type: none"> 1. The researcher open the class by greetings the students and give instruction what the class going to do in the meeting 2. The researcher gives the students a pre – test. The test is an oral test in which the students are dialogue conversation with team or group about expression asking and giving opinion in front of the class 	<ol style="list-style-type: none"> 1. The students responds greeting and then listen the researcher instructions 2. The students preparing their selves to do pre-test, after that the students do the test by expression asking and giving opinion
	<ol style="list-style-type: none"> 1. The researcher greets the students, given motivation and checks attendance list 2. The researcher explain about expression asking and giving opinion and gives examples from book 3. The researcher asks the students to make an example of expression asking and giving opinion 4. The researcher explain difficult words 	<ol style="list-style-type: none"> 1. The students give response 2. The students do the researcher’s instruction 3. The students do the researcher’s instruction 4. The students find the difficulties in speaking ask

	<p>5. The researcher asks the students to demonstrate their works orally in front of the class</p> <p>6. In the end of learning, The researcher asks the students to make conclusion</p> <p>7. The researcher closes the class</p>	<p>researcher to assist them in solving the problems</p> <p>5. The students present their work in front of the class</p> <p>6. The students and researcher conclude the lesson together</p> <p>7. The students give response</p>
Post-Test	The researcher give pro – test. The test is similar with pre – test	The students do the researcher’s instruction

G. The technique for Analyzing the Data

The two groups would be compared by applying the t-test to know how significant the effect of applying Contextual Teaching and Learning Method on students’ speaking. After the data in the form of students’ scores on speaking were obtained, the following steps will be carried out:

- a. Get the main score of each group (the experimental group and control group)
- b. Compare the mean score of the two groups
- c. Find out which one is higher
- d. Explain the meaning of differences of the means score
- e. Explain the implication of the finding to the teaching speaking.

In order to know the difference effect the two groups, the writer used T-test formula stated by Arikunto (2002: 57), formula as in the following:

$$t = \frac{M_x - M_y}{\sqrt{\left\{ \frac{d_{x^2} + d_{y^2}}{(N_x + N_y) - 2} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

Notes :

- t : the effect
- M_x : mean of experimental group
- M_y : mean of control group
- d_{x^2} : the deviation square of experimental group
- d_{y^2} : the deviation square of control group
- N_x : the sample of experimental group
- N_y : the sample of control group

H. Statistical Hypothesis

The hypothesis of the study was statistically formulated and stated as the following:

<p>$H_0: \mu_x = \mu_y$</p> <p>$H_a: \mu_x > \mu_y$</p>
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Notes:

- H_0** : hypothesis null
- H_a** : hypothesis alternative

μ_x : the mean score of the students' speaking who are taught by using
Contextual Teaching and Learning (CTL) Method

μ_y : the mean score of the students' speaking who are taught by using
Conventional Method

CHAPTER IV

DATA COLLECTION AND RESEARCH FINDING

A. Data Collection

The data were collected from both pre-test and post-test measuring students' speaking. The instrument used in collecting the data is oral presentation test. The data served in Table 4.1 is the final scores which are obtained from accumulating several other scores representing pronunciation, grammar, vocabulary, accent and fluency scores. The data were collected from two groups of sample, Experimental Group and Control Group.

The Experimental Group was taught by using Contextual Teaching and Learning Method meanwhile The Control Group was taught by using Conventional Method. The population of this research was the eleven students of SMA Negeri 11 Medan. By using random sample the sample were taken namely class XI-IA3 for Experimental Group and XI-IA4 for Control Group.

The research was started on 13 February – 27 February 2018. The treatment was done in three meetings during third a week. Forty minutes was given to the students to finish the test. Firstly, There are two groups of scores needed to compare in revealing students' speaking. The pre-test score was collected before the treatment was given on the other hand the post-test score was collected after treatment was given. The Pre-test and Post-test score of Experimental Group can be seen in Table 4.1.

Table 4.1
The Result of Pre-test and Post-test of Experimental Group

No	Students' Name	Pre-test	Post-test
1.	Adithya Prayoga	40	78
2.	Afiq Azizah	42	79
3.	Ahmad Andrehadi Hasibuan	31	87
4.	Allif Syah	36	99
5.	Andre Wijaya Siregar	38	68
6.	Anyelin Sri Wulan	34	85
7.	Cindy Olivia Hotmian Marpaung	42	65
8.	Destini Yosyamanda Sihombing	41	71
9.	Desvri Natalita Loi	36	72
10.	Dicky Chandra Tafonao	44	71
11.	Dina Vitaloka	36	98
12.	Divia Faihan Hasibuan	42	65
13.	Fahrian	36	76
14.	Fitri Nabila Pasaribu	27	68
15.	Halimah Tussadiah	32	79
16.	Ika Pressiana	36	72
17.	Imam Tauhid	36	93
18.	Jaya Ambarita	24	75
19.	Jogi Wiswani Harahap	28	89
20.	Martha Sofiana Gulo	44	76
21.	Mega Agustina Hasibuan	36	69
22.	Nisah Nirwana Sinaga	38	98
23.	Oswaldo Raphael Sagala	45	73
24.	Pandi Raja Sinaga	26	67
25.	Putri Einatasya	48	71
26.	Putri Lumongga Elfriede T	29	78
27.	Rafael Veryanto	31	70
28.	Roy Sagrado Sigalingging	36	93
29.	Sakinah Fadillah Nasution	48	68
30.	Sarah Salsabila	32	76
31.	Sionita Friskilla Simamora	28	99
32.	Siti Nurhaliza Chaniago	34	75
33.	Suci Anggreini	41	63
34.	Tri Asyura Mashuri	29	82
35.	Uci Widari	38	73
36.	Zefanya Aditya Sirait	36	75
	Total	1741	2796
	Mean	48.36	77.66

Table 4.1 shows that the highest score of Pre-test in Experimental Group is 48 and the lowest score is 24. In addition, the total score of Pre-test is 1741 and the mean is 48.65 while the total score of Post-test is 2796 and the mean is 77.66 compared to Pre-test, the highest scores of Post-test in Experimental Group is 99, meanwhile the lowest score is 63. Furthermore, the total score of Post-test is 2796 and the mean is 77.66. There is an improvement score between pre-test and post-test in experimental group. Based on fact in the field, the students that taught by using Contextual Teaching and Learning in teaching speaking is more active, challenge and motivate the students in teaching learning process, the students easier to understand the theory speaking expressions asking and giving opinion and practice in fluently. (See Appendix 5)

The Pre-test and Post-test scores obtained from Control Group was shown in table 4.2 below.

Table 4.2
The Result of Pre-test and Post-test of Control Group

No	Students' Name	Pre-test	Post-test
1.	Agnes Monika Silitonga	23	40
2.	Anggi Khalisya Putri	30	54
3.	Devi Armayanti	31	51
4.	Dian Syahputri	27	61
5.	Dionny Imelda A. Banjarnahor	34	48
6.	Elsa Harni	29	49
7.	Fahrul Rozi Nasution	33	49
8.	Febri Damai Hasrat Zandroto	21	57
9.	Friska Rezki Anugraini	26	44
10.	Gabrialle Fernandes Sihombing	22	59
11.	Indah Anggraini	36	46
12.	Inka Natasya	26	32
13.	Iyen Permatasari Simanjuntak	19	39
14.	Jenifer Lauren Natasya Sagala	27	49
15.	Kevin Kenedi Siboro	32	48
16.	Kevin Sori Muda Nainggolan	21	30
17.	Lidya Prima Siahaan	36	50
18.	M. Alfat Frandhana	24	54
19.	M. Arby Fahrija	28	44
20.	Mutiara Cinta	21	49
21.	Namira Elisya Nasution	36	43
22.	Nazmi Fadillah	32	46
23.	Nona Tasya	15	41
24.	Putri Ricka Amelia	26	48

25.	Putry Aina Sari Sembiring	22	40
26.	Santa Apnesia Sitanggang	29	41
27.	Sofie Ananda	31	51
28.	Syukri Alfarizi Parinduri	36	48
29.	Teddy Surya Pratama	26	56
30.	Trie Ajeng Wulandari	22	53
31.	Vio Dinda Ortata	28	48
32.	Windy Dwi Utami	21	49
33.	Yohanes Ebenezer Situmorang	25	40
34.	Yola Bedyanina Barus	29	51
35.	Zulkhairi Hasibuan	26	56
36.	Zulkhairi Zulham Harahap	26	42
	Total	976	1706
	Mean	27.11	47.38

Table 4.2 shows that the highest score of Pre-test in control group is 36 and the lowest score is 15 in addition, the total score of Pre-test is 976 and the mean is 27.11 while the total score of Post-test is 1706 and the mean is 47.38 compared to Pre-test, the highest scores of Post-test in Control Group is 61. Meanwhile the lowest score is 30. Furthermore, the total score of Post-test is 1706 and the mean is 47.38. There is an improvement score also between pre-test and post-test in control group. Based on the fact in the field, the students that taught by using Conventional Method in teaching speaking was completely know about the theory speaking expressions asking and giving opinion because the students could listened all explanation about the material well but in the practice the students that taught by using Contextual Teaching and Learning Method is more effective and can give the good improvement than Conventional Method. (See Appendix 6)

B. The Data Analysis

The data to be analyzed was obtained by giving an instrument to the students in order to know their ability in speaking. It is calculated using Foreign Service Institute (FSI) in both experimental and control group. The analysis is intended to get the significant difference between taught by using Contextual Teaching and Learning Method and taught by using Conventional Method in speaking. The analysis of data through pre-test and post-test in both groups, experimental group and control group are computed by applying t-test formula in this research.

1. Testing Reliability of the Test

The writer obtained the reliability of the test by using Person Product Moment Formula after trying out the instrument. The students' speaking test was scored by raters. In order to obtain the reliability of the test, the score of the two raters were calculated by using the Pearson Product Moment Formula by having this calculation, it was found that the coefficient of reliability of the test was 0.98. Based on the level of reliability, the reliability of this test is very high. (See Appendix 7)

Further, the writer applied Pearson Formula for testing the reliability of the test follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)\}}}$$

$$r_{xy} = \frac{(36 \times 163657) - (2343)(2389)}{\sqrt{\{(36 \times 161259) - (2343)^2\}\{(36 \times 166399) - (2389)^2\}}}$$

$$r_{xy} = \frac{(5891652) - (5597427)}{\sqrt{\{(5805324) - (5489649)\}\{(5990364) - (5707321)\}}}$$

$$r_{xy} = \frac{(294225)}{\sqrt{\{315675\}\{283043\}}}$$

$$r_{xy} = \frac{294225}{\sqrt{89349599025}}$$

$$r_{xy} = \frac{294225}{298914.03}$$

$$r_{xy} = \mathbf{0.98}$$

The result showed that the reliability of the test was **0.98** very high.

2. Analyzing The Data using t – test

From the data, it can be seen that were the differences score of pre-test and post-test between the two groups experimental group and control group. In order to find out significant differences of applying Contextual Teaching and Learning Method and Conventional Method in teaching speaking. The result of the test was calculated by using t-test formula and the calculation showed that:

a. The Calculating of The t-table

In finding out the differences, the distribution table of t-table was used as a basic counting t-observed value in certain degrees of freedom (df). In this research, the degree of freedom was 70, obtained from: $Df = (Nx + Ny) - 2; (36 + 36) - 2 = 70$ with $(\alpha = 0.05)$.

Table 4.3
Table of t Distribution: Critical t Values

Df	0.02	0.05	0.10
65	2.385	1.997	1.669
70	2.381	1.994	1.667
75	2.377	1.992	1.665

From the percentage points of the t Distribution with “Two Tail Probabilities, we can conclude that “ **t -table = 1.994**” (See Appendix 8)

a. The Calculating of The t-observed

$$t = \frac{M_x - M_y}{\sqrt{\left\{ \frac{d_{x^2} + d_{y^2}}{(N_x + N_y) - 2} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

Ascertainable :

$$M_x : 41.55 \qquad d_{y^2} : 6943446.48$$

$$M_y : 20.27 \qquad N_x : 36$$

$$d_{x^2} : 6410.8 \qquad N_y : 36$$

$t_{obs} = 3.022$

The calculation of t_{table} :

$$df = N_a + N_b - 2$$

$$df = 36 + 36 - 2$$

$$df = 70 \text{ (df 70, at } t\text{-table shows that 1.994)}$$

$$t\text{-table} = 1.994$$

$$t\text{-observed} = 3.022$$

The calculation shows that t-observed is higher than t-table in which 3.022 > 1.994 and the degree of freedom (df) = 70 with ($\alpha = 0.05$). (See Appendix 9 & 10)

C. Testing Hypothesis

The formulas of t-test and distribution table of the critical values were applied in testing the hypothesis. The testing hypothesis was conducted to find out whether the null hypothesis was accepted or rejected.

Based on the result of the data analysis, the researcher found that the value of $t_{observed}$ (**3.022**) is higher than the value of t_{table} (**1.994**) at the level of the significance 0.05 for two tails test and at the degree of freedom $df = 70$, Null Hypothesis (H_0) had been rejected. The hypothesis formulated as “the students speaking taught by using Contextual Teaching and Learning Method is greater than those taught by using Conventional Method is really true in this research.

D. Research Findings

As stated in chapter II that Contextual Teaching and Learning Method would be an effective way to teach speaking for students. Contextual Teaching and Learning Method can enable students to reinforce, expand, and apply their academic knowledge and skills in a variety of in school and out-of school settings in order to solve the stimulated or real world problems. The students would be invited into groups to do discussions about the materials that related to students daily life. They must share their ideas with their friends to find the resolutions of the problems. Then, they should do a reflection to get the conclusion of the lesson. In the process of Contextual Teaching and Learning Method, each student must participate actively in speaking their ideas without feeling shy or afraid. So, it made the learning process was meaningful.

It was really proved in the experimental class that was taught by applying Contextual Teaching and Learning Method that the students were more confidence to speak because the method was implementing that learning must meaningful and relate to the real life of students. They also were braver when speaking with their friends because they were challenged when the teacher guided them in constructs the ideas. The atmosphere of learning was much better because the students found the benefit and interesting was in speaking.

Meanwhile, using Conventional Method as it was also explained in the chapter II, it would be able to demonstrate the lesson after teacher give material. Teacher can explain all points and can answer all the questions raised by students. The students can ask if they need some clarifications about the topic provided. Not all of students have the same opportunity because they could not freely share their ideas. The students only learn through listening what the teacher explain. The students will do some exercises that the teacher given. The result of speaking test showed that only come from dominant students of one or two member of group. It was proved in Control class, that the students were passive and less participated to learn the subject. It had impact with their scores. Their scores were lower than those in the experimental.

In line with the explanation above, Nasrun (2014: 154) Contextual teaching can provide them with a skill to solve problems. It focused on how students comprehend the meaning of what they learn, what is for, what its status is, how it is gained, and how they demonstrate what they have learned. When the learning activity is to let students work in groups, they will be encouraged to work

together, show respect, and help with each other. Suparman (2013: 11) mention that CTL deals with integration of the process and the content of writing from getting idea until producing the best writing. Students are emphasizes more to learn in the context of sharing, responding, and communicating with other learners. Related to CTL method, as Satriani (2012: 15) states, CTL approach can engage students in the writing activity. In doing that activity, the students were motivated to follow teacher instructions. That is supported by Johnson (2002, p. 83) who stated that CTL engages students in independent action, which is designed to connect academic knowledge with the context of students' daily lives in ways that achieve a meaningful purpose, including in one of CTL characteristics.

The application of CTL method and Conventional Method in speaking expressions asking and giving opinion are different. In the application of CTL method, the students are invited to construct their own knowledge to solve the problems given by the teacher. They also are forced to be active in speaking activity fluently and meaningful without any hesitation or anxiety. Meanwhile, in the application of Conventional Method, the students only focus on taking notes and listening while teacher explain the lesson, they have less motivation to participate in share their ideas. It makes some students may get difficulties in understanding the content of text because one of students doesn't listen while teacher explaining the lesson in the class, so teacher information's will be forgotten quickly.

Based on the explanation above, it can be concluded that the differences in the application of Contextual Teaching and Learning (CTL) Method on students' speaking is better to applied to the students for teaching learning process rather than Conventional Method.

Based on the data analysis above, the findings of this research were described that the students who were taught by using Contextual Teaching and Learning Method got higher score than those who were taught by using Conventional Method. It was proved from the result of t-observed which was 3.022 and t-table which was 1.994 ($t\text{-observed} > t\text{-table}$, $3.022 > 1.994$). It meant that the students' speaking in teaching speaking by using Contextual Teaching and Learning Method was significant than using Conventional Method.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. Based on the research finding, the research concludes that there is a significant effect of using Contextual Teaching and Learning (CTL) on students' speaking. This can be seen that the highest score of experimental group was 99 and the lowest score was 63 in post-test. Meanwhile, the highest score of control group was 61 and the lowest score was 30 in post-test. It is shown by the result of the data analysis by using Arikunto U-test formula.
2. The calculation showed that U-observed value was higher than U-table value at $p = 0.05$ ($3.0122 > 1.994$) with the degree of freedom (df) = 70. Thus the null hypothesis (H_0) is rejected and consequently the alternative hypothesis (H_a) is accepted. This mean that Contextual Teaching and Learning Method significantly affect students' speaking than Conventional Method. Therefore, the alternative hypothesis that formulated as "there is a significant effect of using Contextual Teaching and Learning (CTL) Method on students' speaking" is accepted.

B. Suggestions

The result of this study shows that the use of Contextual Teaching and Learning (CTL) Method could increase students' speaking. The following suggestions are offered:

1. The English teachers are suggested to apply Contextual Teaching and Learning (CTL) Method in teaching speaking because it enables students to grasp the relationship between the experiences of learning in school to real life to help them to get better understanding, be active, and productive
2. Students are suggested to use strategy in speaking test. The strategy in CTL is able to improve to speaking, work together, solve their problems, providing ways for discuss with their friends to summarize the lesson and students have more skills to explain the text fluently and meaningful.
3. The readers who are interested for further study related to this research to explore the knowledge to enlarge their understanding about how to improve students' speaking in teaching speaking by using contextual teaching and learning.

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APPENDIX 1

LESSON PLAN EXPERIMENTAL GROUP

School : SMA Negeri 11 Medan
Subject : English
Skill : Speaking
Class/Semester : XI – IA 3
Time Allocation : 2 X 45 minutes

A. Standard Competence : Expression Asking and Giving Opinion

Students are able to express meaning in a transactional (to get things done) and interpersonal (with social contacts) dialogue by using spoken language accurately in the context of daily life.

B. Basic Competence

Students are able speak asking and giving opinion.

C. Indicators

Students are expected to be able to:

1. Students are able to define opinion
2. Understand how expressing asking and giving opinion orally

D. Objectives

After finishing this lesson, the students are supposed to be able to:

1. The students are able to speaking English about expressions asking and giving correctly without fell making mistakes in front of the class

2. Students are able to define opinion
3. The students are understand how mention the parts of expression asking and giving opinion

E. Teaching Material

Expressions Asking and Giving Opinion

- a. Define of asking and giving opinion

Opinion is a text or dialogue that contains an opinion about a thing, Usually the opinion of each other is different of contradictory, depending or which point of view we are taking sides. When, we give or express our opinions, it is important to give reasons to support the opinion itself.

Asking and giving opinion is something that is interconnected with each other, when we ask an opinion to others, surely that person will also give us the opinion we ask

- b. Expressions asking and giving opinion

To ask an opinion from others, we can use questions such as:

- What do you think of ...? - How do you think of my idea?
- How about? - Do you have any idea?
- How is your opinion? - Give me your comment?
- What do you think about? - Do you have opinion of ..?
- How do you fell? - Do you like that?
- How do you like?
- What is your opinion?

To give an opinion you can use:

- In my opinion - As far I know
- I personally believe - It is my comment
- I think that - If you ask me, I feel
- I don't think I care for it - To my mind
- I really that - From my point of view
- I think I like it
- In my view

c. Example of Expressions Asking and Giving Opinion

(In Market)

Mother : My daughter, **what do you think** if today I buy the vegetable for our dinner?

Daughter : But, I don't like vegetable mom

Mother : **How if I buy meat?**

Daughter : **I think it sounds good**

Mother : Okay, I will buy meat and some of fruits

<https://nurinuryani.wordpress.com/expressions/expressions-ii-senior-high-school-grade-xi/asking-giving-opinion/>

F. Source Media

1. English Text Book 3. Power Point 5. Videos
2. Laptop 4. Roll Paper

G. Method of Learning

Contextual Teaching and Learning Method

H. Teaching and Learning Activities

1. Opening
 - a. Greeting
 - b. Checking The Attendance List
2. Learning Activities
 - a. Researcher tells to the students' about topic will be learn on that day
 - b. The researcher gives interest topic by giving media
 - c. The researcher demonstrates the students about expression asking and giving opinion and asks them to give respond on expression asking and giving opinion
 - d. The the researcher explains to the students about expression asking and giving opinion, what is includes expression from asking and giving opinion and give the example by showing picture videos especially related to their life and writing the explanation in the whiteboard
 - e. The researcher asked the students to seeking information about expression asking and giving opinion from other sources
 - f. The researcher guide the students to ask the difficulties of speaking expression asking and giving opinion
 - g. The researcher divides students in 7 groups which consist of 5 & 6. Firsly, each group choose slip of paper and them asked them to discuss and to create a dialogue based on the topic written on the slip of paper that they choose
 - h. The researcher ask group of students to do conversation dialogue based on the topic that they choose in front of the class
3. Closing

- a. Researcher asks the students about the lesson has been learned at that day, create conclusion together and close the class

1. Assessment

Scoring of Speaking Test

Proficiency Description	1	2	3	4	5	6	Score
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	2	8	12	16	20	36	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
Total=							

English Teacher

Medan, February 2018
Researcher

UmmiKalsum, S.Pd
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Known by
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APPENDIX 2

LESSON PLAN CONTROL GROUP

School	: SMA Negeri 11 Medan
Subject	: English
Skill	: Speaking
Class/Semester	: XI – IA 4
Time Allocation	: 2 X 45 minutes

I. Standard Competence : Expression Asking and Giving Opinion

Students are able to express meaning in a transactional (to get things done) and interpersonal (with social contacts) dialogue by using spoken language accurately in the context of daily life.

J. Basic Competence

Students are able speak asking and giving opinion.

K. Indicators

Students are expected to be able to:

3. Students are able to define opinion
4. Understand how expressing asking and giving opinion orally

L. Objectives

After finishing this lesson, the students are supposed to be able to:

4. The students are able to speaking English about expressions asking and giving correctly without fell making mistakes in front of the class

5. Students are able to define opinion
6. The students are understand how mention the parts of expression asking and giving opinion

M. Teaching Material

Expressions Asking and Giving Opinion

- d. Define of asking and giving opinion

Opinion is a text or dialogue that contains an opinion about a thing, Usually the opinion of each other is different of contradictory, depending or which point of view we are taking sides. When, we give or express our opinions, it is important to give reasons to support the opinion itself.

Asking and giving opinion is something that is interconnected with each other, when we ask an opinion to others, surely that person will also give us the opinion we ask

- e. Expressions asking and giving opinion

To ask an opinion from others, we can use questions such as:

- What do you think of ...? - How do you think of my idea?
- How about? - Do you have any idea?
- How is your opinion? - Give me your comment?
- What do you think about? - Do you have opinion of ..?
- How do you fell? - Do you like that?
- How do you like?
- What is your opinion?

To give an opinion you can use:

- In my opinion - As far I know
- I personally believe - It is my comment
- I think that - If you ask me, I feel
- I don't think I care for it - To my mind
- I really that - From my point of view
- I think I like it
- In my view

f. Example of Expressions Asking and Giving Opinion

(In Market)

Mother : My daughter, **what do you think** if today I buy the vegetable for our dinner?

Daughter : But, I don't like vegetable mom

Mother : **How if I buy meat?**

Daughter : **I think it sounds good**

Mother : Okay, I will buy meat and some of fruits

N. Source Media

English Text Book

O. Method of Learning

Conventional Method

P. Teaching and Learning Activities

4. Opening
- c. Greeting
- d. Checking The Attendance List

5. Learning Activities

- a. The researcher explain about expression asking and giving opinion and gives examples from book
- b. The researcher asks the students to make an example of expression asking and giving opinion
- c. The researcher divides students in 7 groups which consist of 5 & 6.
- d. The researcher explain difficult words
- e. The researcher asks the students to demonstrate their works orally in front of the class
- f. Closing
- b. Researcher asks the students about the lesson has been learned at that day, create conclusion together and close the class

2. Assessment

Scoring of Speaking Test

Proficiency Description	1	2	3	4	5	6	Score
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	2	8	12	16	20	36	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
Total=							

English Teacher

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APPENDIX 3

TEST ITEM PRE – TEST AND POST – TEST

1. Experimental Group

PRE – TEST

Name Group :

Class :

The Test Instruction:

Make a dialogue using the expression asking and giving opinion with your group based on the situation. Perform your dialogue in front of the class!

(Holiday, Food and Drink, In school, In supermarket and Friendship)

POST – TEST

Name Group :

Class :

The Test Instruction:

Make a dialogue using the expression asking and giving opinion with your group based on the situation. Perform your dialogue in front of the class!

(Holiday, Food and Drink, In school, In supermarket and Friendship)

APPENDIX 4

1. Control Group

PRE – TEST

POST – TEST

Name Group :

Class :

The Test Instruction:

Make a dialogue using the expression asking and giving opinion with your group based on the situation. Perform your dialogue in front of the class!

(Holiday, Food and Drink, In school, In supermarket and Friendship)

APPENDIX 5

THE RESULT OF PRE – POST TEST OF EXPERIMENTAL GROUP

1. Student's Score of Pre – Test of Experimental Group (XI – IA3)

No	Student s' Initial Name	Accent	Grammar	Vocabulary	Fluency	Comprehens ion	Scores
1.	AP	2	12	12	6	8	40
2.	AA	2	12	8	8	12	42
3.	AAH	1	18	2	2	8	31
4.	AS	2	6	8	8	12	36
5.	AWS	2	12	8	8	8	38
6.	ASW	2	6	12	6	8	34
7.	COHM	2	12	12	8	8	42
8.	DYS	1	18	8	6	8	41
9.	DNL	2	6	8	8	12	36
10.	DCT	2	18	8	4	12	44
11.	DV	2	18	8	4	4	36
12.	DFH	2	12	8	8	12	42
13.	F	2	6	12	8	8	36
14.	FNP	1	6	8	4	8	27
15.	HT	2	18	2	6	4	32
16.	IP	2	12	8	2	12	36
17.	IT	2	6	12	8	8	36
18.	JA	2	6	8	4	4	24
19.	JWH	2	12	2	4	8	28
20.	MSG	2	18	12	4	8	44
21.	MAH	2	12	8	6	8	36
22.	NNS	2	6	12	6	12	38
23.	ORS	1	18	8	6	12	45
24.	PRS	2	6	12	2	4	26
25.	PE	2	18	12	8	8	48
26.	PLET	1	12	8	4	4	29
27.	RV	1	6	12	4	8	31
28.	RSS	2	12	12	2	8	36
29.	SFN	2	18	8	8	12	48
30.	SS	2	6	12	4	8	32
31.	SFS	2	12	2	4	8	28
32.	SNC	2	12	8	4	8	34
33.	SA	1	12	8	8	12	41
34.	TAM	1	6	12	6	4	29
35.	UW	2	12	8	8	8	38

36.	ZAS	2	6	8	8	12	36
Total							1741
Mean							48.36

2. Students' Score of Post – Test of Experimental Group (XI – IA3)

No	Students' Initial Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Scores
1.	AP	3	30	16	10	19	78
2.	AA	4	24	20	12	19	79
3.	AAH	4	30	20	10	23	87
4.	AS	4	36	36	8	15	99
5.	AWS	3	24	16	10	15	68
6.	ASW	4	30	16	12	23	85
7.	COHM	2	18	16	10	19	65
8.	DYS	2	24	16	10	19	71
9.	DNL	3	18	20	8	23	72
10.	DCT	2	24	20	10	15	71
11.	DV	3	30	36	10	19	98
12.	DFH	4	18	20	8	15	65
13.	F	3	24	20	10	19	76
14.	FNP	3	18	16	12	19	68
15.	HT	2	36	16	10	15	79
16.	IP	3	18	20	8	23	72
17.	IT	2	24	36	12	19	93
18.	JA	4	30	16	10	15	75
19.	JWH	4	36	20	10	19	89
20.	MSG	3	18	20	12	23	76
21.	MAH	4	24	16	10	15	69
22.	NNS	3	36	36	8	15	98
23.	ORS	2	24	20	8	19	73
24.	PRS	2	18	20	8	19	67
25.	PE	4	24	16	8	19	71
26.	PLET	3	24	16	12	23	78
27.	RV	3	18	20	10	19	70
28.	RSS	2	24	36	8	23	93
29.	SFN	3	18	20	8	19	68
30.	SS	4	24	16	10	23	76
31.	SFS	4	30	36	10	19	99
32.	SNC	2	24	20	10	19	75
33.	SA	2	18	20	8	15	63
34.	TAM	3	36	16	12	15	82

35.	UW	4	24	16	10	19	73
36.	ZAS	2	18	20	12	23	75
Total							2796
Mean							77.66

APPENDIX 6

THE RESULT OF PRE – POST TEST OF CONTROL GROUP

1. Students' Score of Pre – Test of Control Group (XI-IA4)

No.	Students' Initial Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Scores
1.	AMS	1	6	8	4	4	23
2.	AKP	2	6	8	6	8	30
3.	DA	1	18	2	2	8	31
4.	DS	1	6	8	4	8	27
5.	DIAB	2	6	12	6	8	34
6.	EH	1	6	12	6	4	29
7.	FRN	1	12	8	4	8	33
8.	FDHZ	1	6	2	4	8	21
9.	FRA	2	6	8	2	8	26
10.	GFS	2	6	2	4	8	22
11.	IA	2	18	8	4	4	36
12.	IN	2	6	8	2	8	26
13.	IPS	1	6	2	2	8	19
14.	JLNS	1	6	8	4	8	27
15.	KKS	2	18	2	6	4	32
16.	KSMN	1	12	2	2	4	21
17.	LPS	2	6	12	8	8	36
18.	MAF	2	6	8	4	4	24
19.	MAFJ	2	12	2	4	8	28
20.	MC	1	6	2	4	8	21
21.	NEN	2	12	8	6	8	36
22.	NF	2	12	8	6	4	32
23.	NT	1	6	2	2	4	15
24.	PRA	2	6	12	2	4	26
25.	PASS	2	6	8	2	4	22
26.	SAS	1	12	8	4	4	29
27.	SA	1	6	12	4	8	31
28.	SAP	2	12	12	2	8	36
29.	TSP	2	6	8	6	4	26
30.	TAW	2	6	2	4	8	22
31.	VDO	2	12	2	4	8	28
32.	WDU	1	12	2	2	4	21
33.	YES	1	12	2	2	8	25
34.	YBB	1	6	12	6	4	29
35.	ZH	2	6	8	2	8	26

36.	ZZH	2	6	8	2	8	26
Total							976
Mean							27.11

2. Students' Score of Post – Test of Control Group (XI-IA4)

No.	Students' Initial Name	Accent	Grammar	Vocabulary	Fluency	Comprehension	Scores
1.	AMS	2	12	12	6	8	40
2.	AKP	2	18	12	10	12	54
3.	DA	3	18	12	6	12	51
4.	DS	3	24	16	6	12	61
5.	DIAB	2	12	12	10	12	48
6.	EH	1	18	12	10	8	49
7.	FRN	3	12	16	6	12	49
8.	FDHZ	1	18	20	6	12	57
9.	FRA	2	18	12	4	8	44
10.	GFS	1	24	16	6	12	59
11.	IA	2	18	12	6	8	46
12.	IN	2	6	12	4	8	32
13.	IPS	3	12	8	4	12	39
14.	JLNS	1	12	12	6	12	49
15.	KKS	2	18	8	10	8	48
16.	KSMN	2	12	8	4	4	30
17.	LPS	2	18	12	10	8	50
18.	MAF	2	30	8	6	8	54
19.	MAFJ	2	12	12	6	12	44
20.	MC	3	18	8	8	12	49
21.	NEN	3	12	12	10	8	43
22.	NF	2	12	12	8	12	46
23.	NT	3	12	8	10	8	41
24.	PRA	2	18	12	8	8	48
25.	PASS	2	12	12	6	8	40
26.	SAS	3	12	12	6	8	41
27.	SA	3	18	12	6	12	51
28.	SAP	2	12	12	10	12	48
29.	TSP	2	30	8	8	8	56
30.	TAW	3	24	12	6	8	53
31.	VDO	2	12	16	6	12	48
32.	WDU	3	18	8	8	12	49
33.	YES	2	18	8	4	8	40
34.	YBB	3	12	16	8	12	51

35.	ZH	2	30	12	4	8	56
36.	ZZH	2	12	12	4	12	42
Total							1706
Mean							47.38

APPENDIX 7

THE RELIABILITY OF THE TEST

No	RATE I (X)	RATE II (Y)	X²	Y²	XY
1.	66	67	4356	4489	4422
2.	78	76	6084	5776	5928
3.	66	71	4356	5041	4686
4.	74	76	5476	5776	5624
5.	84	79	7056	6241	6636
6.	66	72	4356	5184	4752
7.	75	79	5625	6241	5925
8.	86	81	7396	6561	6966
9.	87	83	7569	6889	7221
10.	74	75	5476	5625	5550
11.	80	82	6400	6724	6560
12.	73	77	5329	5929	5621
13.	73	76	5329	5776	5548
14.	71	74	5041	5476	5254
15.	41	44	1681	1936	1804
16.	66	68	4356	4624	4488
17.	35	36	1225	1296	1260
18.	44	47	1936	2209	2068
19.	31	33	961	1089	1023
20.	31	35	961	1225	1085
21.	77	76	5929	5776	5852
22.	78	76	6084	5776	5928
23.	73	77	5329	5929	5621
24.	41	43	1681	1849	1763
25.	41	44	1681	1936	1804
26.	78	75	6084	5625	5850
27.	72	76	5184	5776	5472
28.	71	73	5041	5329	5183
29.	73	71	5329	5041	5183
30.	68	72	4624	5184	4896
31.	68	73	4624	5329	4964
32.	71	72	5041	5184	5112
33.	65	65	4225	4225	4225
34.	47	47	2209	2209	2209
35.	51	50	2601	2500	2550
36.	68	68	4624	4624	4624
Total	2343	2389	161259	166399	163657

Further, the writer applied Pearson Formula for testing the reliability of the test follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)\}}}$$

Which :

r_{xy} = the coefficient of reliability

N = number of students

$\sum X$ = the total score of rater I

$\sum Y$ = the total score of rater II

From the data on the previous page, it can be known that:

$$N = 36 \qquad \qquad \qquad \sum X^2 = 161259$$

$$\sum X = 2343 \qquad \qquad \qquad \sum Y^2 = 166399$$

$$\sum Y = 2389 \qquad \qquad \qquad \sum XY = 163657$$

So, the reliability of the test can be known that:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)\}}}$$

$$r_{xy} = \frac{(36 \times 163657) - (2343)(2389)}{\sqrt{\{(36 \times 161259) - (2343)^2\}\{(36 \times 166399) - (2389)^2\}}}$$

$$r_{xy} = \frac{(5891652) - (5597427)}{\sqrt{\{(5805324) - (5489649)\}\{(5990364) - (5707321)\}}}$$

$$r_{xy} = \frac{(294225)}{\sqrt{\{315675\}\{283043\}}}$$

$$r_{xy} = \frac{294225}{\sqrt{89349599025}}$$

$$r_{xy} = \frac{294225}{298914.03}$$

$$r_{xy} = 0.98$$

The result showed that the reliability of the test was **0.98** very high.

APPENDIX 8

TABLE A-3	t Distribution: Critical t Values				
	in One Tail 0.025				
	0.005	0.01		0.05	0.10
Degrees of Freedom	Two Tails 0.05				
	0.01	0.02		0.10	0.20
1	63.657	31.821	12.706	6.314	3.078
2	9.925	6.965	4.303	2.920	1.886
3	5.841	4.541	3.182	2.353	1.638
4	4.604	3.747	2.776	2.132	1.533
5	4.032	3.365	2.571	2.015	1.476
6	3.707	3.143	2.447	1.943	1.440
7	3.499	2.998	2.365	1.895	1.415
8	3.355	2.896	2.306	1.860	1.397
9	3.250	2.821	2.262	1.833	1.383
10	3.169	2.764	2.228	1.812	1.372
11	3.106	2.718	2.201	1.796	1.363
12	3.055	2.681	2.179	1.782	1.356
13	3.012	2.650	2.160	1.771	1.350
14	2.977	2.624	2.145	1.761	1.345
15	2.947	2.602	2.131	1.753	1.341
16	2.921	2.583	2.120	1.746	1.337
17	2.898	2.567	2.110	1.740	1.333
18	2.878	2.552	2.101	1.734	1.330
19	2.861	2.539	2.093	1.729	1.328
20	2.845	2.528	2.086	1.725	1.325
21	2.831	2.518	2.080	1.721	1.323
22	2.819	2.508	2.074	1.717	1.321
23	2.807	2.500	2.069	1.714	1.319
24	2.797	2.492	2.064	1.711	1.318
25	2.787	2.485	2.060	1.708	1.316
26	2.779	2.479	2.056	1.706	1.315
27	2.771	2.473	2.052	1.703	1.314
28	2.763	2.467	2.048	1.701	1.313
29	2.756	2.462	2.045	1.699	1.311
30	2.750	2.457	2.042	1.697	1.310
31	2.744	2.453	2.040	1.696	1.309
32	2.738	2.449	2.037	1.694	1.309
34	2.728	2.441	2.032	1.691	1.307
36	2.719	2.434	2.028	1.688	1.306
38	2.712	2.429	2.024	1.686	1.304
40	2.704	2.423	2.021	1.684	1.303
45	2.690	2.412	2.014	1.679	1.301
50	2.678	2.403	2.009	1.676	1.299
55	2.668	2.396	2.004	1.673	1.297
60	2.660	2.390	2.000	1.671	1.296
65	2.654	2.385	1.997	1.669	1.295
70	2.648	2.381	1.994	1.667	1.294
75	2.643	2.377	1.992	1.665	1.293
80	2.639	2.374	1.990	1.664	1.292
90	2.632	2.368	1.987	1.662	1.291
100	2.626	2.364	1.984	1.660	1.290
200	2.601	2.345	1.972	1.653	1.286

300	2.592	2.339	1.968	1.650	1.284
400	2.588	2.336	1.966	1.649	1.284

APPENDIX 9

THE CALCULATION OF THE TEST

1. The Calculation of the Mean (M) and Standard Deviation (SD) of Experimental Group

No.	Students' Initial	Pre-test (X_2)	Post-test (Y_2)	Deviation (d)	Squared Deviation (d) ²	d- M_x (dx)	Standard Deviation (dx) ²
1.	AP	40	78	38	1444	-3.55	12.60
2.	AA	42	79	37	1369	-4.55	20.70
3.	AAH	31	87	56	3136	14.45	208.80
4.	AS	36	99	63	3969	21.45	460.10
5.	AWS	38	68	30	900	-11.55	133.40
6.	ASW	34	85	51	2601	9.45	89.30
7.	COHM	42	65	23	529	-18.55	344.10
8.	DYS	41	71	30	900	-11.55	133.40
9.	DNL	36	72	36	1296	-5.55	30.80
10.	DCT	44	71	27	729	-14.55	211.70
11.	DV	36	98	62	3844	20.45	418.20
12.	DFH	42	65	23	529	-18.55	344.10
13.	F	36	76	40	1600	-1.55	2.40
14.	FNP	27	68	41	1681	-0.55	0.30
15.	HT	32	79	47	2209	5.45	29.70
16.	IP	36	72	36	1296	-5.55	30.80
17.	IT	36	93	57	3249	15.45	238.70
18.	JA	24	75	51	2601	9.45	89.30
19.	JWH	28	89	61	3721	19.45	378.30
20.	MSG	44	76	32	1024	-9.55	91.20
21.	MAH	36	69	33	1089	-8.55	73.10
22.	NNS	38	98	60	3600	18.45	340.40
23.	ORS	45	73	28	784	-13.55	183.60
24.	PRS	26	67	41	1681	-0.55	0.30
25.	PE	48	71	23	529	-18.55	344.10
26.	PLET	29	78	49	2401	7.45	55.50
27.	RV	31	70	39	1521	-2.55	6.50
28.	RSS	36	93	57	3249	15.45	238.70
29.	SFN	48	68	20	400	-21.55	464.40
30.	SS	32	76	44	1936	2.45	6.00
31.	SFS	28	99	71	5041	29.45	867.30

32.	SNC	34	75	41	1681	-0.55	0.30
33.	SA	41	63	22	484	-19.55	382.20
34.	TAM	29	82	53	2809	11.45	131.10
35.	UW	38	73	35	1225	-6.55	42.90
36.	ZAS	36	75	39	1521	-2.55	6.50
	Total	1741	2796	1496	64548		6410.8
	Mean	48.36	77.66	41.55			178.07

$$M_x = \frac{\sum d}{N_x}$$

$$M_x = \frac{1496}{36}$$

$$M_x = 41.55$$

$$dx = \sum d^2 - \frac{(\sum d)^2}{N_x}$$

$$dx = 64548 - \frac{(1496)^2}{36}$$

$$dx = 64548 - \frac{2238016}{36}$$

$$dx = 64548 - 62167.11$$

$$dx = 2380.89$$

APPENDIX 10

2. The Calculation of the Mean (M) and Standard Deviation (SD) of Control Group

No.	Students' Initial	Pre-test (X_2)	Post-test (Y_2)	Deviation (d)	Squared Deviation (d) ²	d- M_x (dx)	Standard Deviation (dx) ²
1.	AMS	23	40	17	289	-442.38	195700.06
2.	AKP	30	54	24	576	-435.38	189555.74
3.	DA	31	51	20	400	-439.38	193054.78
4.	DS	27	61	34	1156	-425.38	180948.14
5.	DIAB	34	48	14	196	-445.38	198363.34
6.	EH	29	49	20	400	-439.38	193054.78
7.	FRN	33	49	16	256	-443.38	196585.82
8.	FDHZ	21	57	36	1296	-423.38	179250.62
9.	FRA	26	44	18	324	-441.38	194816.30
10.	GFS	22	59	37	1369	-422.38	178404.86
11.	IA	36	46	10	100	-449.38	201942.38
12.	IN	26	32	6	36	-453.38	205553.42
13.	IPS	19	39	20	400	-439.38	193054.78
14.	JLNS	27	49	22	484	-437.38	191301.26
15.	KKS	32	48	16	256	-443.38	196565.82
16.	KSMN	21	30	9	81	-450.38	202842.14
17.	LPS	36	50	14	196	-445.38	198363.34
18.	MAF	24	54	30	900	-429.38	184367.18
19.	MAFJ	28	44	16	256	-443.38	196585.82
20.	MC	21	49	28	784	-431.38	186088.70
21.	NEN	36	43	7	49	-452.38	204647.66
22.	NF	32	46	14	196	-445.38	198363.34
23.	NT	15	41	26	676	-433.38	187818.22
24.	PRA	26	48	22	484	-437.38	191301.26
25.	PASS	22	40	18	324	-441.38	194816.30
26.	SAS	29	41	12	144	-447.38	200148.86
27.	SA	31	51	20	400	-439.38	193054.78
28.	SAP	36	48	12	144	-447.38	200148.86
29.	TSP	26	56	30	900	-429.38	184367.18
30.	TAW	22	53	31	961	-428.38	183509.42
31.	VDO	28	48	20	400	-439.38	193054.78
32.	WDU	21	49	28	784	-431.38	186088.70
33.	YES	25	40	15	225	-444.38	197473.58

34.	YBB	29	51	22	484	-437.38	191301.26
35.	ZH	26	56	30	900	-429.38	184367.18
36.	ZZH	26	42	16	256	-443.38	196585.82
	Total	976	1741	730	16538		6943446.48
	Mean	27.11	48.36	20.27	459.38		192873.51

$$M_y = \frac{\sum d}{N_y}$$

$$M_y = \frac{730}{36}$$

$$M_y = 20.27$$

$$dy = \sum d^2 - \frac{(\sum d)^2}{N_y}$$

$$dy = 16538 - \frac{(730)^2}{36}$$

$$dy = 16538 - \frac{532900}{36}$$

$$dy = 16538 - 14802.77$$

$$dy = 1735.23$$

The writer applied t-test formula as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left\{ \frac{d_x^2 + d_y^2}{(N_x + N_y) - 2} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

Where :

t : the effect

M_x : mean of experimental group

M_y : mean of control group

d_{x^2} : the deviation square of experimental group

d_{y^2} : the deviation square of control group

N_x : the sample of experimental group

N_y : the sample of control group

Thus, based on analyzed of data, the calculation showed that:

M_x : 41.55 d_{y^2} : 6943446.48

M_y : 20.27 N_x : 36

d_{x^2} : 6410.8 N_y : 36

So, t-test can be counted as follows:

$$t_{obs} = \frac{M_x - M_y}{\sqrt{\left\{ \frac{d_{x^2} + d_{y^2}}{(N_x + N_y) - 2} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

$$t_{obs} = \frac{41.55 - 20.27}{\sqrt{\left\{ \frac{6410.8 + 6943446.48}{(36 + 36) - 2} \right\} \left\{ \frac{1}{36} + \frac{1}{36} \right\}}}$$

$$t_{obs} = \frac{21.28}{\sqrt{\left\{ \frac{6949857.28}{70} \right\} \left\{ \frac{2}{36} \right\}}}$$

$$t_{obs} = \frac{21.28}{\sqrt{\{99192.09\}\{0.05\}}}$$

$$t_{obs} = \frac{21.28}{\sqrt{49.60}}$$

$$t_{obs} = \frac{21.28}{7.04}$$

$$t_{obs} = 3.022$$

$$t_{observed} > t_{table} = 3.022 > 1.994$$