THE APPLICATION OF CONTEXTUAL TEACHING AND LEARNING
(CTL) FOR TEACHING SPEAKING
TO THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL

(A Case of the Seventh Year Students of SMP Negeri 1 Mijen - Demak
In the Academic year of 2008 / 2009)

A FINAL PROJECT

Submitted in Partial fulfillment of the Requirements for the

Degree of *Sarjana Pendidikan* in English

by

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Menyatakan dengan sesungguhnya bahwa skripsi/tugas akhir/final project yang berjudul THE APPLICATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) FOR TEACHING SPEAKING TO THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL (A Case of the Seventh Year Students of SMP Negeri I Mijen – Demak In the Academic year of 2008 / 2009)

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Semarang,   Maret 2009

Yang membuat pernyataan

Umi Khulsum Nuraini

4

Doing Something without Allah's guidance is like walking in the darkness

To my beloved mother and father

My lovely brothers and "pipi"

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ABSTRACT

Nuraini, Umi Khulsum. 2009. The Application of Contextual Teaching and Learning (CTL) for Teaching Speaking at the Seventh Grade of Junior High School (A Case of the Seventh Year Students of SMP Negeri 1 Mijen - Demak, In the Academic year of 2008 / 2009). Final Project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor : Dr. Djoko Sutopo, M.Si. Second Advisor : Dr. Dwi Rukmini M.Pd.

Key Words : Application, *Contextual Teaching and Learning* (CTL), Teaching Speaking.

The study is the application of CTL for teaching speaking to the seventh grade of junior high school.

In this study, the problems the writer try to solve are: How does the teacher apply of seven principles of CTL for teaching speaking ? What are the advantages of using CTL for teaching speaking to the seventh year of SMP N I Mijen – Demak, in the academic year of 2008 / 2009 ?

The objects of the study were finding out to describe the application and the advantages of using CTL in teaching speaking to the seventh year students of SMP N I Mijen – Demak, in the academic year of 2008 / 2009.

Descriptive study approach was adopted in this study. The source of the data was the first graders students of "SMP N I Mijen Demak" in the academic year of 2008 / 2009. The study focused on class VII F which consisted of 42 students: 22 boys and 20 girls.

The data were obtained through observation and questionnaires.

The result of the students' progress during the teaching and learning process was very good. It was supported by the significant result of the post-test that was bigger (87) than the pre-test (59).

Therefore, teachers can use CTL for teaching speaking. Based on result, the application of CTL can be said as an effective way to improve students' speaking ability, they can be actively involved in the class, they can study together, the result of study is evaluated by some ways not by the test. Also, the writer expected that this thesis to socialize the CTL to the readers, especially for English teacher.

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CHAPTER I

INTRODUCTION

1.2 Background of the Study

People are social beings who can't live alone without others. They need other people's company in their life. Ramelan (1992: 7) stated that "in reality people always live together in groups since they need each other's help and company." As human beings, they have many necessities of life that should be fulfilled to sustain their life. Therefore, people need language to communicate with others. Because of that, they need a means of communication which is called language. Language helps people to communicate what they want and express their feelings, tough and opinions to others. It is in line with Ramelan's statement (1992: 8) that states " with language man can express his ideas and wishes to other people such as when he needs their help so that close operation among the members of the group can be carried out." That is why we can't deny that language has an important role in our life.

As we know, there are many languages in this world. However, there is a language which is considered as international language that is English. As an international language, English is spoken by many people all over the world as the first, second or foreign language. Using language, we can communicate with other people in any part of the world. As stated Ramelan (1992: 2) that " English as an international language is used to communicate, to strengthen and to fasten

relationships among all countries in all fields, for example: in tourism, business, science, and technology, etc." English also becomes one of the important requirements that should be fulfilled by applicants. Applicants who master either passive or active English are more favorable to be hired that those who do not. From those facts, it is obvious that people all over the world need to learn English both spoken and written skill.

Nowadays, in Indonesia, English is taught in all levels of school, from elementary school up to university. Teaching learning English in each level has its own target. Based on School-Based curriculum, the target of teaching learning English in junior high school is that the students can reach functional level. It means that students are able to communicate English in spoken and written forms to solve their daily problems. In order to be able to communicate in both spoken and written form, they should have good four language skills. They are listening, speaking, reading and writing.

According to Bygate (1987: 13), " among four basic language skills, speaking is considered to be undervalued skills." This statement is not false since everyone can speak. However, Speaking English is different from speaking our native language. It is difficult, because speaking English involves three areas of knowledge (Bukart, 1998). They are :

(1) Mechanics (pronunciation, grammar, and vocabulary): Using the right word in the right order with the correct pronunciation.

(2) Function (transaction and interaction): Knowing when clarity of massage is essential (transactional/ information exchange) and when precise understanding is not required (interaction/relation building).

(3) Social and cultural rules and norm (turn talking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason (Bukart, 1998).

The speaking's areas of knowledge above indicate that speaking English is not easy, that s why it is important to learn it.

Teaching speaking to junior high school students is not an easy task since they are in the age of transition from childhood to adult. Puchta and Schratz, as quoted by Harmer (2001 : 38) say that "teenagers seem to be less lively and humorous than adults." Nevertheless, they have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them" (Harmer, 2001 : 39). In order for the students to be engaged teachers should make the lesson easy to understand. So, teachers must be having a learning strategy to make lesson easy to understand. The learning concept is *Contextual Teaching and Learning* (CTL). It is a learning concept for teaching speaking.

In this final project, the writer chooses the topic related to CTL.

1.2 Reasons for the Choosing the Topic

The reasons why the writer chooses this topic " The Application of Contextual Teaching and Learning (CTL) for Teaching Speaking at the Seventh Grade of Junior High School (A Case of the Seventh Year Students of SMP Negeri 1 Mijen - Demak, In the Academic year of 2008 / 2009) " are as follows :

(1) Speaking is an important skill, especially English speaking which is needed to communicate with people all over the world.

(2) CTL is a learning concept, it is a concept for teaching speaking.

(3) The writer wants to socialize the CTL.

1.4 Statement of the Problems

The problems in this study can be stated as follows :

(1) How does the teacher apply the seven principles of CTL for teaching speaking?

(2) What are the advantages of using CTL for teaching speaking to the seventh year students of SMP N I Mijen – Demak, in the academic year of 2008 / 2009?

1.4 Object of the Study

The objectives of the study are :

(1) to describe the application of CTL for teaching speaking to the seventh year students of SMP N I Mijen – Demak, in the academic year of 2008 / 2009.

(2) to describe the advantages of using the CTL for teaching speaking to the seventh year students of SMP N I Mijen – Demak, in the academic year of 2008 / 2009.

1.5 Significance of the Study

The result of this study is expected to be able to :

(1)   motivate the students to use English to communicate in their daily life.

(2)   help the students of SMP N I Mijen – Demak, to improve their speaking ability.

(3)   stimulate the English teachers of junior high schools to be more creative using various models for teaching speaking.

1.6 Outline of the Study

There are five chapters in this final project. Chapter the writer cover general background of the study, reason for choosing the topic, statement of the problem, objectives of the study, significant of the study and outline of the study.

Chapter II present review of related literature, which consists of the a descriptive study, KTSP (School Based Curriculum) of English, speaking as a skill, elements of speaking, principles for teaching speaking, classroom speaking activities and *Contextual Teaching and Learning* (CTL) and characteristics of junior high school students

Chapter III discusses the method of investigation, which consists of technique of gathering data, instrument, data collection, and steps of analyzing data.

Chapter IV is data analysis, which consists of the result of the pre-test, teaching and learning process using CTL, the result of the post-test, the result of the questionnaire.

The last chapter is chapter V that consists of conclusions and suggestions of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer wants to discuss about (1) A Descriptive study, (2) KTSP (School Based Curriculum) of English (3) Speaking as a skill, (4) Elements of speaking, (5) Principles for teaching speaking, (6) Classroom speaking activities, (7) *Contextual Teaching and Learning* (CTL), (8) Characteristic of junior high school students.

2.1 A Descriptive Study

According to Arikunto (1998 : 245), a descriptive study is a kind of non-hypothesis research and do not need to formulate the hypothesis in steps of the research. Dealing with this study, descriptive study is differentiated into two kinds of research based on the characteristics of process and the data analysis. Those are:

(1)   Descriptive explorative study

Descriptive explorative study aims to describe a situation of status of phenomenon. In this study, the research only wants to know the matter that deals with a situation. The collected data was classified into two categories. There are qualitative data and quantitative data. The qualitative data are describing the words or sentences that are separated based on the categories to get the conclusion. It can be differentiated into two methods :

a) The data is summed up, compared with the expected result and obtained the percentage. This technique is usually called 'descriptive qualitative technique'.

b) The data is summed up, classified so that it can form the formation of data (array). After this, the table will be made and processed become the calculation. The calculation used to get the conclusion or the importance visualization of the data. The visualization of data aims to make the researcher easier to understand the result of the study. The methods of visualization are polygon graphic, picture diagram, etc. (Arikunto,1998 : 245)

(2) Descriptive developmental study

Descriptive developmental study is usually used to find a model. Its usually use in every research area. The data is compared with the criteria that has been decided the criteria will be purposed. If there are something difficulties, so it will be held the modification of the model or in the execution. In this term, the tester of data is compared the criteria or standard that has been approved previously in the time of the arrangement research design.

In this research, the writer will use descriptive explorative study. It aims to describe a situation of status of phenomenon about the application of using contextual teaching and learning to teaching speaking.

2.2 KTSP (School Based Curriculum) of English

In 2006, the Indonesian government introduced KTSP (School Based Curriculum) as a new curriculum replacing Competence Based Curriculum 2004 (KBK 2004). The breakthrough is intended to enhance the quality of teaching English.

In "KTSP Mata Pelajaran Bahasa Inggris" (DEPDIKNAS, 2006:2008), teaching English in junior high school has aims as follow:

(1) Developing communicative competence either in oral or written ways to achieve functional literacy level

(2) Having awareness of the essence and the importance of English to enhance competitive power of nation in global society

(3) Developing students' understanding about the relationship between language and culture

According to "KTSP Mata Pelajaran Bahasa Inggris" (DEPDIKNAS, 2006:308), the scopes of English in junior high schools are as follows: (1) Discourse competence, that is the competency of understanding and/or producing oral text and/or written text, which are presented into four language skills, listening, speaking, reading and writing, integrated to achieve functional literacy level; (2) Competence of understanding and creating any short functional texts and monologues as well as essays in the form of procedure, descriptive, recount, narrative, and report. The gradations of materials are presented in terms of vocabulary, grammar and rhetorical steps; (3) Additional competence, that is linguistic competence (using rules of grammar and vocabulary, sound and writing systems); socio-cultural competence (using acceptable expressions and speech act in any communication context); strategic competence (overcoming problems which appear in the process of communication will take place); and discourse marker competence (using the devices of discourse markers).

It can be concluded that teaching English in junior high schools focuses on two cycles, oral and written and four language skills, listening, speaking, reading and writing. Those four language skills must be taught thoroughly.

Actually, it is not easy for students to read the teaching materials in a foreign language. They have to face new vocabulary and structures which they haven't mastered yet.

The English speaking materials of junior high school are being modified in line with competencies of the current curriculum expectation. The followings are competencies in teaching speaking in junior high school seven in line with KTSP (school Based curriculum):

Table 2.1

Competence in Teaching Speaking Based on KTSP

Standard Competence	Basic Competence
Speaking 3. Expressing meaning in very short simple transactional and interpersonal oral conversation to interact with the closest surroundings	3.1 Expressing meaning in short simple transactional (to get things done) and interpersonal (socialization) conversation using oral languages accurately, fluently and thanked 3.2 Doing interaction with surrounding which includes speech acts, such as: greeting people that have already known, greeting people that haven't known yet, introducing himself/herself, introducing someone else, giving orders (imperative) and make prohibitions

	3.3 Expressing meaning in short simple transaction (to get things done) and interpersonal (socialization) using oral languages accurately, fluently, and thanked to interact with the closest surrounding which includes speech acts, such as: asking and giving information, saying thanks, asking apologize, asking good manners.
4. Using meaning in very short simple functional oral text and very short simple monologue to interact with the closest surroundings	4.1 Expressing meaning in speech acts in short simple functional oral text accurately, fluently and thanked to interact with the closest surrounding 4.2 Expressing meaning in idea in short simple functional oral text accurately, fluently and thanked to interact with the closest surrounding
9. Expressing meaning in very short simple transactional and interpersonal oral conversation to interact with the closest surroundings	9.1 Expressing meaning in short simple transaction (to get things done) and interpersonal (socialization) using oral languages accurately, fluently, and thanked to interact with the closest surrounding which includes speech acts,

	such as: asking and giving services, asking and giving things and asking and giving facts 9.2 Expressing meaning in short simple transaction (to get things done) and interpersonal (socialization) using oral languages accurately, fluently, and thanked to interact with the closest surrounding which includes speech acts, such as: asking and giving opinions, expressing likes and dislikes, asking for clarifications, responding interpersonally
10. Using meaning in very short simple functional oral text and very short simple monologue about descriptive and procedure for interact with the closest surroundings	10.1 Expressing meaning in short simple functional oral text accurately, fluently, and thanked to interact with the closest surroundings. 10.2 expressing meaning in short simple monologue orally, accurately, fluently and thanked to interact with the closest surroundings descriptive and procedure texts

In the approach of KTSP (School Based Curriculum), classroom programming is based on four stages in a Teaching Learning Cycle which are aimed at providing support for students as they move from spoken to written texts (Jenny Hammonds, 1992:17). They involve the selection and a sequencing of classroom tasks and activities and are related to the starting points of topic or type of text.

The four stages in the Teaching Learning Cycle suggested by Hammond et.al (1992:17) are:

(1)   Building knowledge of the field

(2)   Modeling of the text

(3)   Joint construction of text

(4)   Independent construction of text

At each stage, the teacher needs to select a number of different activities that provide a framework of structure and support as the students increasingly gain control over written language. These activities may range from:

(1)   Those with are very open-ended and interactive to those which have a specific language focus

(2)   Those with a student focus ad those with a teacher focus. These interrelated and changing roles of the teacher and students can be done within each stage.

The teaching and learning cycle represents the four stages that occur in the design and delivery of classroom task that incorporate an outcome-based approach. The cycle has no stat or end, with each step informing the text. The

process of gathering data and reflection dictates where in the cycle need to be operating.

2.3 Speaking as a Skill

According to Bygate (1987: 5 – 8), there are two basic ways in which speaking can be seen as a skill. They are motor perspective skill and interaction skill.

(1) Motor Perspective Skills

Motor perspective skills involve perceiving, recalling, and articulating in the correct order sounds and structure of the language. These skills cannot be ignored in speaking. Moreover according to Mackey's statement as quoted by Bygate (1987 : 5), " in order to be any good at speaking : choosing the right forms, putting them in the correct order, sounding like a native speakers, even producing the right correct order."

(2) Interaction Skills

Interaction skills cover making decisions about communication, such as what to say, how to say it and whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others. In addition to these, interaction skills also involve the ability to use language in order to satisfy particular demands.

Those particular demands are as follows.

The first of these is related to the internal conditions of speech: the fact that speech takes place under the pressure of time. These

we shall cal processing condition. The second kind involves the dimension of interpersonal interaction in conversation (Bygate, 1987: 270)

2.4 Elements of Speaking

In order that other people understand our speaking easily, we should speak effectively. That is why we need some speaking elements that can be used to make speaking effective. Harmer (2001: 269-270), suggests some elements of speaking that are necessary for spoken production. They are :

(1) Connected Speech

> In connected speech, we change the sounds by doing assimilation, elision, linking r, or contraction and stress patterning. Those changes make our speaking more effective. We do not have to say long utterances to convey our massage, for example: in saying " I would have gone ". By using connected speech, it just can be said, "I'd've gone". (Harmer, 2001: 269-270)

For this reason, involving students in activities designed especially to improve their connected speech is should be done.

(2) Expressive Devices

Native speaker of English change the pitch and stress of particular parts of utterances vary volume and speed, and show by the other physical and non-verbal means how they are feeling. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are able to be fully effective communicators.

(3) Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprises, shock or approval. Where students are involved specific speaking context such as job interview, they can be primed, in the same way with certain useful phrases, which they can produce at various stages of an interaction.

(4) Negotiation of Language

When we are listening to someone else's talk, sometimes we cannot understand what he / she means. Therefore, we need to negotiate the language by asking for clarification and showing the structure of what we are saying.

> Asking for clarification is crucial for learners. Sometimes they cannot catch teacher's explanation well. They need to make that explanation clearer. Teacher can help them by teaching how to make clarification. In asking for clarification we need some phrases, like: "(I'm sorry) I did not quite catch that", " What exactly does X mean?", "Could you explain that again, please?", etc. It is recommended that the learners learn that phrases well even memorize them, if they want to able to ask for clarification. (Harmer, 2001: 269-270)

Structuring discourse is needed if the speakers want their discourse to be understood, especially in more 'writing like' speech such as giving presentation. In structuring their discourse, they need some ways, such

as: using certain phrases to highlight the content structure of our discourse; using negotiation language to show the structure of our thoughts and reformulating what we are saying clearly, especially when we are not saying understood.

2.5 Principles for Teaching Speaking

Teaching speaking can be an interesting activity, but sometimes it can be uninteresting activity if English teachers do not know how to teach it well. In order to teach well, they should understand the principles for teaching speaking. Bailey (2003: 54 – 56) suggests five principles for teaching speaking. They are:

(1) Be aware of the differences between second language and foreign language learning contexts.

Teaching speaking for learners in foreign language 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 out side the classroom are very limited. It is also not easy for the students to speak the target language in the 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 out side the classroom. In addition, the learners' 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.

(2) Give learners practice with both fluency and accuracy

Teachers 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 students' fluency and accuracy, and realize that making mistakes in studying a new language is natural.

(3) Provide opportunities for learners to talk by using group work or pair work and limiting teacher talk.

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

(4) 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.

(5) Doing classroom activities that involve guidance and practice in both transactional and interactional speaking.

Speaking has functions that are interactioanal and transactional purposes. Intereactional 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.

2.6 Classroom Speaking Activities

An interesting classroom teaching activity has a contribution to create an enjoyable speaking teaching learning process. That is why conducting a good classroom speaking activity is important if a teacher wants to be successful in teaching speaking to the students.

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

(1) 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.

(2) 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.

(3) Discussion

One of the reasons 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.

(4) 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.

(5) 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 questionnaire on any topic that is appropriate. As they do the teacher can act as a resource, helping them in the design process, the result obtained from questionnaires can then from the basis for written work, discussions, or prepared talks.

(6) 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: 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).

2.7 *Contextual Teaching and Learning* (CTL)

Contextual teaching and learning (CTL) is a learning concept that helps teacher to relate between the teaching learning materials and the learners' real world situation and motivate the learners' to make relationship between their knowledge and the apply in their daily life. By DEPDIKNAS (2002) in *http://one.indoskripsi.com/content/pembuktian-hasil-belajar-siswa-dalam-penggunaan-pendekatan-konstekt.* It means that CTL can be socialize as a new strategy alternative by this learners are hoped learn through processed not memorize.

2.7.1 Characteristics of Contextual Teaching and Learning (CTL)

According to (Johnson, 2007 : 19) they are 8 especial components of CTL system :

(1) Making meaningful connections

(2) Doing significant work

(3) Self-regulated learning

(4) Collaborating

(5) Critical and creative thinking

(6) Nurturing the individual

(7) Reaching high standard

(8) Using authentic assessment

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

(1) Meaningful of learning: understanding, relevance, and assessment of person very related to importance of learners in studying lesson items content.

(2) Applying of knowledge: the ability of learners to comprehend what studied and applied in the life and the function of today or future.

(3) High level thinking : learners are participated to exploit critical thinking and creative thinking in data collecting or understanding of a trouble-shooting and issue.

(4) Developed curriculum based on standard : the contents of study have to be related to local standard, province, national, and growth of technology and science.

(5) Responsive to the culture : the teacher must understand and appreciate the value, trust and habit of learners, friend, educator, and society where he/she educated.

(6) 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 :

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	Learners learn individually.

	each other.	
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.

2.7.2 Common Strategy of *Contextual Teaching and Learning* (CTL)

According to the Center of Occupation Research and Development (CORD) by (Nurhadi and Senduk, 2003 :23), there are 5 strategies to teacher in apply of CTL:

(1) Relating : learning is related to experience contexts in reality life.

(2) Experiencing : learning is emphasized to exploration, discovery, and invention.

(3) Applying : learning when knowledge is presented in exploiting of contexts.

(4) Cooperating   :   learning through interpersonal communication contexts, using group methods, etc.

(5) Transferring   : learning through exploiting of knowledge in situation or new contexts.

2.7.3 Seven Principles of *Contextual Teaching and Learning* (CTL)

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 *http://one.indoskripsi.com/content/pembuktian-hasil-belajar-siswa-dalam-penggunaan-pendekatan-konstekt*.

(1) 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.

(2) 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 finding by their selves. In this case,

teacher that must always designs 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) Formulating problem

(b) Observation

(c) Analyzing and presenting result by article, picture, report, schema, tables, etc.

(d) Communicating or presenting the result of paper to the reader, classmate, or other audience.

(3) 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.

(4) 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 directions, of someone who involve in learning community will gives information that required by the interlocutors and at the same time also asks information required from learning friend's. Therefore, in class CTL teacher always suggest study execute in learning groups. So, by these learners can share with each other through learning community. It has some advantages for students to increase and improve their skill in speaking.

(5) 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 a model can produce some methods and can generate new idea.

(6) Reflection

Reflection is way of thinking what that new leaner 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 the explanation above, reflection can be actions. It can be note, that describe how far leaner mastery the speaking material after learning peaking process.

(7) Authentic Assessment

Authentic Assessment is a way of assessing knowledge and skill (performs) that obtained by learners. Authentic Assessment is done after learning activities. Authentic assessment is used to monitor learners' progress and inform teaching practices. In addition, the learner got appreciation.

Characteristics of authentic assessment are:

(a) Conducted during and after learning process

(b) Can be used to formative and summative

(c) Measured is skill and performance, not keep in fact

(d) Continuous

(e) Integrated

(f) Can be used as feedback.

The Matters which are can be used as base assess learners achievement

(1) Project / activity and report

(2) Home Work

(3) Quiz

(4) Portfolio

(5) Presentation or learners' performance

(6) Demonstration

(7) Report

(8) Journal

(9) Test

(10) Paper

2.8 Characteristics of Junior High School Students

Junior high school students range between thirteen to fifteen years old. The children of thirteen to fifteen seemed to be lively and humorous than adults. But, they were so much less motivated and they persecuted outright discipline problems as quoted by Puchta and Scharts (2005 : 10). They are in the process of changing and pursuing self-identity. Identity has to be forced among classmates and friends, peers approval maybe considerably more important for the students than the attention of teacher which for young learner is so crucial.

However, education cannot be separated with psychology. So, it is better that learning language should be in line with the students' psychology development. It is supported by Edward Ray Guthrie (1982) as quoted by Bagus Satria (2005 : 11) that is " it is essential that the students are lead to what is to be learned. A student does not learn what was in a lecture or in a book. He learns only what the lecture or a book cause him to do. We learn what we do ". (Guthrie, Edward, Ray; Hergeharn, BR. Learning Theories, E. Sadtono, 1982)

Based on the explanation above, students of thirteen to fifteen years old like to be encouraged to respond the text and situation with their own thoughts and experiences in their daily life, rather than just by answering and doing abstract learning activities. Teacher has to give students task that they able to do. It was a supporting point for teaching speaking using CTL to bring the real situation in daily life to the classroom.

CHAPTER III

METHOD OF INVESTIGATION

In this chapter, the writer would like to discuss about: (1) technique of collecting data, (2) instrument, (3) data collection, (4) technique of analyzing data

3.1 Technique of Collecting Data

3.1.1 Subject of the Study

The class under study was first grade of SMP N I Mijen Demak in the academic year of 2008 / 2009. It is located on Jalan Raya Mijen, Demak. The study focused on class VII F which consisted of 42 students: 22 boys and 20 girls.

3.2 Instrument

Heaton (1984: 1) stated that an instrument plays important role in a research. It is used to collect data, it may influence the validity and the reliability of the data obtained.

According to Saleh (2001:31), the term instrument means equipments for collecting the data.

According to Arikunto (2006: 150-159), instruments could be in form of test, questionnaire, interview, observation list, rating scale, and documentation. In this research, the writer uses observation and questionnaire methods. In additional the writer uses test.

3.2.1 Observation

Observation is the action of collecting data on the performance based on an object using the five senses, those are: sight, smelling, hearing, touching and taste (Arikunto, 2006: 156-157). In this research, the writer conducted classroom observation. The writer was only an observer. She did not teaching. The reasons are:

(1) The observation technique which was based on the application of seven principles of CTL, used by the writer to observe the subject.

(2) The observation technique allowed the writer to see, to observe and then to take some notes based on the behavior changes and the situation during the observation.

(3) The observation helped the writer to get a reliable data because she is able to acquire the data by herself without other's interference.

The example of observation result was that the teacher gave apperception for the topic of the study, the teacher asked one of the students to clean the whiteboard. This activity was called *constructivism.*

3.2.2 Questionnaire

In this research, the writer also used a questionnaire. A questionnaire is a list of questions, answered by a group of people in order to get information from the students based on the need, interest, like, dislike and also in order to know the student's opinion on teaching speaking using CTL. The writer used closed questionnaire, a list of questions that provides answers that can be chosen by the respondents.

The questionnaire was used to find out:

(1)   The ability and problem faced by the students in learning speaking

(2)   The sustainability of the program conducted during the application of CTL for speaking lesson

(3)   The advantages gained after the teacher taught them using CTL

The example of questionnaire was: did your teacher apply the seven principles of CTL in teaching speaking?

3.2.3 Test

In additional the writer uses tests. A test is an important part of teaching and learning experiences. A test is a set of questions that is used to evaluate the speaking skill, intelligence, and talent of an individual or a group. As stated by Brown (2003:3) test is a method of measuring a person's ability, knowledge, or performance in a given domain. Here, the writer applied an achievement test to measure the students' mastering speaking after they were learning to speak using CTL in their English learning process. Related to the achievement test, there were many types of achievement test such as an essay test, a completion test, a multiple-choice tests, a cloze test, and so on. In this research, the writer used a completion test.

There were two structure tests in the study. They were pre-test and post-test. These tests were used to measure student's ability in speaking. The writer used test to know the result of research more valid. The result of test was also used to collect quantitative data.

The two tests were conveyed in oral form. A pre-test was given before the

students got some activities of application using CTL in speaking lesson. It was used to find out student's achievement. The examples of pre-test were the completion of these sentences using appropriate words or phrases.

Mother   : Susi, …………….................. you buy me a kilo of sugar?

Susi   : Of course, I can.

Meanwhile, a post- test was given after the students got some activities of speaking lesson using CTL. The purpose of giving this test was to measure the student's achievement after they got some activities of speaking lesson using CTL. The examples of pre-test were the completion of these sentences using appropriate words or phrases.

A   : Can I borrow your ruler, please?

B   : Yes, ...

A   : Could you take me an umbrella, please?

B   : No,……………………………...

3.3 Data Collection

In this research, the data were collected by using observation and questionnaires. The test was very useful in order to know the learner's achievement in understanding material given by the teacher.

Besides the test, the writer also distributed questionnaires to the students. The aims of used questionnaire were to collect the students' answer, to got additional information and positive reason of the applied seven principles of CTL

in teaching speaking.

The observations were conducted four times. It took eighty minutes each and conducted on January 16th, 2009, January 21st, 2009, January 23rd, 2009, and January 24th, 2009.

In descriptive explorative study, in collected data was classified into two categories. There were qualitative and quantitative data. The qualitative data were described by words or sentences based on the observations' result to get conclusion. The quantitative data was collected based on the result of pre-test and post-test, and then the data were visualization put in table.

3.4 Steps of Analyzing Data

In analyzing the data, the writer used some steps. The steps were:

(1) The writer confirmed to the teacher, what she would apply CTL in teaching speaking.

(2) The writer gave a pre-test. The pre-test was given before the students got some activities of application using CTL for speaking lesson. It was used to find out the average of student's achievement and students' achievement. The writer used pre-test for collecting the data. The data were visualization put in table. The data can be seen in table 4.1 on page 39-40. The rubric was used to explain the data.

a. when the average of students' achievement was 86-100 they were very good in speaking.

b. when the average of students' achievement was 71-85 they were good in speaking.

    c.   when the average of students' achievement was 56-70 they were medium in speaking.

    d.   when the average of students' achievement was 46-55 they were less in speaking.

    e.   when the students' achievement was under 46 they were more than less in speaking.

(3)   After the writer gave a pre-test to the students, she conducted classroom observation. The purpose of classroom observation was to describe the teacher's activities based on the application of seven principles of CTL in teaching speaking.

(4)   Then, the writer gave a post-test. The post-test was given after the students got some activities of application using CTL for speaking lesson. The purpose of giving this test was to measure the student's achievement and students' achievement. The writer used pre-test for collecting the data. The data were visualization put in table. The data can be seen in table 4.1 on page 39-40. The rubric was used to explain the data.

    a.   when the students' achievement was 86-100 they were very good in speaking.

    b.   when the students' achievement was 71-85 they were good in speaking.

    c.   when the students' achievement was 56-70 they were medium in speaking.

    d.   when the students' achievement was 46-55 they were less in speaking.

    e.   when the students' achievement was under 46 they were more than less

in speaking.

(5)   The writer also used a questionnaire. It was used to get information from the students based on need, interest, like, dislike and in order to know the student's opinion on teaching speaking using CTL. Then, the writer collected the students' answer.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In this chapter, the result of each activity was stated from pre-test up to post-test. The result of questionnaires will be discussed in these activities. Here is the result of each activity:

4.1 The Result of the Pre-Test

The result of pre-test was used test to know the result of research more valid. The result of test was also used to collect quantitative data.

A pre-test was conducted at the beginning of the observation. The purpose of this test was to check the students' ability in comprehending the situations and making dialogue based on the situations given in oral form.

The pre-test was conducted on Friday, January 9th, 2009. There were 41 students taking the test. The students read in four situations given by the teacher and to completed sentences using the appropriate word or phrase to make the good dialogues. The two tests were conveyed in oral form. This was done in individuals.

In the pre-test, the writer found that many students had difficulties in making a dialogue. They made many mistakes especially in vocabulary and grammar and the fluency because they did not master the material well. From the interview, the writer found the fact, that they had not got the material before so they could not

make a dialogue with the expression that they should use in pre-test. The result of

pre-test can be seen in the table 4.1.

Table 4.1

The Result of the Students' Achievement in (Pre-Test)

No	Test Code	The Correct answer	The Score of test
1	R-1	7	46
2	R-2	8	53
3	R-3	8	53
4	R-4	9	60
5	R-5	9	60
6	R-6	8	53
7	R-7	11	73
8	R-8	8	53
9	R-9	5	33
10	R-10	9	60
11	R-11	8	53
12	R-12	12	80
13	R-13	9	60
14	R-14	10	66
15	R-15	8	53
16	R-16	6	40
17	R-17	7	73
18	R-18	9	60
19	R-19	11	73
20	R-20	10	66
21	R-21	7	46
22	R-22	8	53
23	R-23	8	53
24	R-24	10	66
25	R-25	9	60
26	R-26	7	73
27	R-27	7	73
28	R-28	10	66
29	R-29	14	93
30	R-30	7	46
31	R-31	8	53
32	R-32	13	86
33	R-33	8	53
34	R-34	-	-

35	R-35	12	80
36	R-36	8	53
37	R-37	6	40
38	R-38	9	60
39	R-39	9	60
40	R-40	9	60
41	R-41	7	46
42	R-42	9	60
TOTAL		357	2448
AVERAGE			58

In order to find out the students' achievement in detail, the writer used the following formula to calculate the average of the students' achievement.

The formula is:

The average of the students' result = $\dfrac{\text{Total score of the test}}{\text{Total number of the students}}$

$$= \dfrac{2448}{41}$$

$$= 59$$

From the analysis above, the average achievement of students' pre-test was 59. It means that the achievement of students' was medium. The result was less than the criterion that had been stipulated by the "*Kriteria Ketuntasan Minimum"* *(KKM)* that applied by school, because the minimum standard of students' achievement was above 67.

The writer concluded that the students had difficulties to make a dialogue and to speak English fluently in performing their dialogues. Therefore, teaching speaking used a new technique in each activity was important to improve the students' achievement.

4.3 Teaching and Learning Process Using *Contextual Teaching and Learning* (CTL) for Speaking Lesson

Teaching and learning process has three parts, they are opening, activity, and closing. The English teacher is Mrs. Ikya Rahmi S.Pd.

4.2.1 The Result of Observation 1

The first observation was conducted on Wednesday, January 14th, 2009. There were 41 students followed the teaching and learning process.

The first part was opening, the teacher gave greeting and called the roll. The teacher asked a student to clean the whiteboard. In that activity, the teacher gave apperception. The apperception was what the teacher said to a student when she saw the whiteboard was dirty.

The second part was activity. The material of speaking lesson that day was the expression of asking and giving services. That activity consisted of the seven principles of CTL, they were constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. The activities were: (1) the teacher gave apperception of the topic the study of the day. That day, the teacher asked a student to clean the whiteboard. This activity was called *constructivism*. (2) the teacher asked the students, what would they say to a friend if they wanted him/her to take the book on the table? This activity was called *questioning and inquiry*. In this activity was called *inquiry* because in this activity the students through inquiry cycles. They were observation, questioning, hypothesis, gathering the data and conclusion, and process in activities of inquiry were formulating problem (what would I say to my friend if they wanted me to

take the book on the table?), observation, analyzing and presenting result by report, and communicating or presenting the result of questioning to the classmate. Finally, the students found the answer. (3) the teacher gave a question to the students, what would the material of speaking lesson that day. This activity was called *questioning*. The students answered that the material was about the expression of asking and giving services. This activity was called *inquiry*. In this activity was called *inquiry* because in this activity the students through inquiry cycles. They were observation, questioning, hypothesis, gathering the data and conclusion, and process in activities of inquiry were formulating problem, observation, analyzing and presenting result by report, and communicating or presenting the result of questioning to the classmate. (4) Next activity, the teacher gave an example of a dialogue about the expression of asking and giving service. Then, the teacher read the dialogue with good pronunciation and gesture. This activity was called *modeling*. (5) the students repeated the dialogue. The activity was called *reflection*. In addition, the teacher drilled the students by using the combination drill. The teacher asked the students to indicate the sentences about the expression of asking and giving services based on the dialogue. The action is called *questioning*. (6) the teacher asked the students to practice the dialogue from the example in pairs. This activity was called *learning community*. (7) The teacher asked the students to make a dialogue about the expression of asking and giving service in pairs. This activity was called *learning community*. Then the students practiced and performed in front of the class. This activity was called *authentic assessment*.

The third part was closing. The process was question and answer. The teacher reviewed the points of the material on that day and gave opportunities for the students, also they asked her if did not understand. This activity was called *reflection*. In addition, the teacher gave homework to the students. The homework was the students complete some dialogues about the expression of asking and giving services. This activity was called *authentic assessment*.

4.2.2 The Result of Observation 2

The second observation was conducted on Saturday, January 17th, 2009. There were 41 students followed the teaching and learning process.

The first part was opening, the teacher gave greeting and called the roll. Next, the teacher corrected the student's homework in oral form. Then, the teacher asked a student, "I want to clean the whiteboard, give me an eraser, please." In that activity, the teacher gave apperception, the apperception was what the teacher said to a student when she wanted to clean the whiteboard.

The second part was activity. The material of speaking lesson of the day was the expression of asking and giving something. That activity consisted of the seven principles of CTL, they were constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. The activities were: (1) the teacher gave apperception of the topic the study of the day. That day, the teacher asked a student to give her an eraser. This activity was called *constructivism*. (2) the teacher asked the students, what would they say to a friend if they wanted him/her to give them a book. This activity was called q*uestioning and inquiry*. In this activity was called *inquiry* because in this activity the students

through inquiry cycles. They were observation, questioning, hypothesis, gathering the data and conclusion, and process in activities of inquiry were formulating problem (what would I say to my friend if they wanted me to give them a book?), observation, analyzing and presenting result by report, and communicating or presenting the result of questioning to the classmate. Finally, the students found the answer. (3) the teacher gave a question to the students, what would the material of speaking lesson that day. This activity was called *questioning*. The students answered that the material was about the expression of asking and giving something. The action was called *inquiry*. In this activity was called *inquiry* because in this activity the students through inquiry cycles. They were observation, questioning, hypothesis, gathering the data and conclusion, and process in activities of inquiry were formulating problem, observation, analyzing and presenting result by report, and communicating or presenting the result of questioning to the classmate. (4) Next activity, the teacher gave an example of a dialogue about the expression of asking and giving something. Then, the teacher read the dialogue with good pronunciation and gesture. This activity was called *modeling*. (5) the students repeated the dialogue. This activity was called *reflection*. In addition, the teacher drilled the students by using the combination drill. The teacher asked the students to indicate the sentences about the expression of asking and giving something based on the dialogue. This activity was called *questioning*. (6) the teacher asked the students to practice the dialogue from the example in pairs. This activity is called *learning community*. (7) the teacher asked the students to make a dialogue about the expression of asking and giving

community, modeling, reflection and authentic assessment. The activities were: (1) the teacher gave apperception of the topic the study of the day. That day, the teacher gave a question to the students what did they study that day. This activity was called *constructivism*. (2) the teacher asked the students, what would they say to ask a friend the fact of what he/she was doing that day. This activity was called *questioning and inquiry*. In this activity was called *inquiry* because in this activity the students through inquiry cycles. They were observation, questioning, hypothesis, gathering the data and conclusion, and process in activities of inquiry were formulating problem (what did I study that day), observation, analyzing and presenting result by report, and communicating or presenting the result of questioning to the classmate. (3) the teacher gave a question to the students, what would the material of speaking lesson that day. This activity is called *questioning*. The students answered that the material that day was about the expression of asking for and giving the fact. This action was called *inquiry*. In this activity was called *inquiry* because in this activity the students through inquiry cycles. They were observation, questioning, hypothesis, gathering the data and conclusion, and process in activities of inquiry were formulating problem, observation, analyzing and presenting result by report, and communicating or presenting the result of questioning to the classmate. (4) the teacher gave an example of a dialogue about the expression of asking and giving the fact. Then, the teacher read the dialogue with good pronunciation and gesture. This activity was called *modeling*. (5) then, the students repeated the dialogue. This activity was called *reflection*. In addition, the teacher drilled the students by using the combination drill. The teacher asked

the students to indicate the sentences about the expression of asking and giving the fact in the dialogue. This activity was called *questioning*. (6) the teacher asked the students to practice the dialogue in pairs from the example. This activity was called *learning community*. (7) the teacher asked the students to make a dialog about the expression of asking and giving the fact in pairs. This activity was called *learning community*. Then the students practiced and performed in front of the class. This activity was called *authentic assessment*.

The third part was closing. The process was question and answer. The teacher reviewed the points of the material on that day and gave opportunities for the students, also they asked her if did not understand. This activity was called *reflection*. In addition, the teacher gave homework to the students. The homework was the students making a dialogue the expression of asking for and giving the fact in pair. This activity was called *authentic assessment*.

4.2.4 The Result of Observation 4

The fourth observation was conducted on Saturday, January 24th, 2009. There were 42 students followed the teaching and learning process.

The first part was opening, the teacher gave greeting and called the roll. Then, the teacher corrected the student's homework. The students practice the dialogue in pair in oral form. Next, the teacher took some flowers in the vase, then the teacher asked the students, "What is your opinion about the color of the flowers?". In that activity, the teacher was gave apperception, the apperception was what the teacher asked the students' opinion about the color of the flowers.

The second part was activity. The material of speaking lesson that day was the expression of asking and giving opinions. The activity consisted of the seven principles of CTL, they were constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. The activities were: (1) the teacher gave apperception of the topic the study of the day. That day, the teacher asked the students' opinion about the color of the flowers. This activity was called *constructivism*. (2) the teacher asked the students, how to ask a friends' opinion about something/someone?. This activity was called *questioning and inquiry*. In this activity was called *inquiry* because in this activity the students through inquiry cycles. They were observation, questioning, hypothesis, gathering the data and conclusion, and process in activities of inquiry were formulating problem (what would I ask to my friends' opinion about something/someone), observation, analyzing and presenting result by report, and communicating or presenting the result of questioning to the classmate. (3) the teacher gave a question to the students, what would the material of speaking lesson that day. This activity was called *questioning*. The students answered that the material was expression of asking and giving opinions. This action was called *inquiry*. In this activity was called *inquiry* because in this activity the students through inquiry cycles. They were observation, questioning, hypothesis, gathering the data and conclusion, and process in activities of inquiry were formulating problem, observation, analyzing and presenting result by report, and communicating or presenting the result of questioning to the classmate. (4) the teacher gave an example of a dialogue the expression of asking and giving opinion. Then, the

teacher read the dialogue with good pronunciation and gesture This activity was called *modelin*g. (5) the students repeated the dialogue. This action was called *reflectio*n. In addition, the teacher drilled the students by using the combination drill that used pictures. The teacher asked the students to indicate the sentences of expression of asking and giving opinions in the dialogue. This activity was called *questioning*. (6) the teacher asked the students to practice the dialogue in pairs from the example. This activity was called *learning community*. (7) the teacher asked the students to make a dialogue about the expression of asking and giving opinions in pairs. This activity was called *learning community.* Then the students practiced and performed in front of the class. This activity was called *authentic assessment*.

The third part was closing. The process was question and answer. The teacher reviewed the points of the material on that day and gave opportunities for the students, also they asked her if did not understand. This activity was called *reflection*. In addition, the teacher gave homework. The homework was the students fill the dialogue about the expression of asking and giving opinions in pair. This activity was called *authentic assessment*.

4.3 The Result of the Post-Test

The result of pre-test was used test to know the result of research more valid. The result of test was also used to collect quantitative data.

The activity was conducted on Wednesday, January 28th, 2009. It was participated by forty-two (42) students. In that activity, the writer gave a post-test

to the students. In that activity, the test items had the same materials but different

in form in pre-test. The writer asked the students to complete the dialogue in oral

form. The result of post-test can be seen in the table 4.2

Table 4.2

The Result of the Students' Achievement in (Post- Test)

No	Test Code	The correct answer	The Score of Test
1.	R-1	12	80
2.	R-2	11	73
3.	R-3	13	86
4.	R-4	11	73
5.	R-5	15	100
6.	R-6	13	86
7.	R-7	15	100
8.	R-8	13	86
9.	R-9	11	73
10.	R-10	13	86
11.	R-11	12	80
12.	R-12	15	100
13.	R-13	14	93
14.	R-14	15	100
15.	R-15	15	100
16.	R-16	12	80
17.	R-17	15	100
18.	R-18	15	100
19.	R-19	14	93
20.	R-20	11	73
21.	R-21	12	80
22.	R-22	15	100
23.	R-23	15	100
24.	R-24	14	93
25.	R-25	15	100
26.	R-26	13	86
27.	R-27	12	80
28.	R-28	11	73
29.	R-29	15	100
30.	R-30	13	86
31.	R-31	14	93
32.	R- 32	15	100
33.	R-33	12	80

34.	R-34	13	86
35.	R-35	10	66
36.	R-36	15	100
37.	R-37	14	93
38.	R-38	13	86
39.	R-39	11	73
40.	R-40	14	93
41.	R-41	9	60
42.	R-42	12	80
TOTAL		552	3670
AVERAGE			87

The average of the students' result = Total score of the test

Total number of the students

$$= \frac{3670}{42}$$

$$= 87$$

The average of students' result of the post-test (87) was very good, it was better than the result of the pre-test (59) which was only medium. It can be said that the activity was successful. According to the KKM (Minimum Completeness Criterion), applied by school, the average of student's achievement is above 67. The writer concluded that the post-test was successful.

4.4 The Result of the Questionnaire

The activity was held on Wednesday, January 28th, 2009. It was participated by forty-two (42) students. The questionnaire was given after the students had a post test. The answer of the questions must be answer "yes " or " no ". There were 10 questions. Here is the result of the activity :

NO	ITEMS	YES		NO	
		X	%	X	%
1.	1	38	90	4	10
2.	2	40	96	2	4
3.	3	40	96	2	4
4.	4	36	86	6	14
5.	5	42	100	0	0
6.	6	42	100	0	0
7.	7	28	67	14	33
8.	8	40	96	2	4
9.	9	42	100	0	0
10.	10	42	100	0	0

The result of the data were 38 students answered "Yes" for item number one (did you have difficulties in English ?). It meant that only 4 students haven't problems in learning English especially speaking.

For item number two (did your teacher give the materials of speaking use CTL method?) there were 96 % students agreed the teacher applied CTL in speaking lesson.

For item number three (did CTL method can be apply in teaching speaking?) 40 students answered "Yes" and 2 students answered "No". It meant that 96 % of the students agreed that the teacher applied teaching speaking lesson using CTL.

For item number four (did your teacher teach the speaking materials use daily activities?) there were 36 students answered "Yes" and 6 students answered

"No". It meant that 86 % of the materials, usually can be found in the students' daily life (constructivism).

For item number five (did you understand about the materials after the teacher gave an examples ?) 42 students answered "Yes". It meant that 100 % of the students understood the material, taught by the teacher after the examples were given (inquiry).

For item number six (did your teacher give some questions when the teacher was teaching?) no students answered "No". It meant that the teacher usually gave questions for the students (questioning).

For item number seven (did your teacher ask to study together in the class?) 67 % students answered "Yes". It meant that sometimes the teacher asked students to make groups or pairs (learning community).

For item number eight (did your teacher give some examples when teaching speaking?) 96 % students answered "Yes". It means that the students agreed that the teacher usually gave examples (modeling).

For item number nine (did you like make a note about the material of the study on the day?) 42 students answered "Yes". It meant that all of the students usually made notes after learning speaking process (reflection).

For the last item (did your teacher give homework in the end of the study?) 100 % students answered "Yes". It meant that in the end of teaching and learning process, teacher usually gave homework or task (authentic assessment).

If it is made in the draft of, activity will be as follow:

Table 4.3

Table of the schedule research

Days \ Activities	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Activity 1 (Pre-test)						09/01/09	
Activity 2 (Observation in Teaching Learning process)			14/01/09 21/01/09				17/01/09 24/01/09
Activity 3 (Post-test and questionnaire)				28/01/09			

CHAPTER V

CONCLUSIONS AND SUGESSTIONS

5.3 Conclusion

Based on the data interpretation and discussion in the previous chapter, the writer comes the following conclusions :

1. The students' progress during the speaking class using Contextual Teaching and Learning (CTL) was very good. The students' achievement in speaking improves. It was supported by the significant result of the pre-test that was lower (59) than the post-test (87). It means that the teacher applied the seven principles of CTL.

2. Based on the research, the advantages of using CTL for teaching speaking could help students improve their ability in speaking, the students could be actively involved in the class, they could study together, and the result of study was evaluated by some ways not by the test only.

5.4 Suggestion

Contextual Teaching and Learning (CTL), however, was only an alternative concept of teaching speaking. Yet there were still a lot of media to be used CTL as concept that helps the teacher and gave much time to the students to be active in the English teaching and learning process.

There were some suggestion for readers and the English teacher. They are as follows:

1. Contextual Teaching and Learning (CTL) as a concept of the English teaching is a good way to teach students in speaking. The choice of CTL in teaching and learning process was very important for the teacher to consider. The teacher should know the knowledge of their students and applying in his or her daily life.

2. Finally, the writer expected that this thesis to socialize the Contextual Teaching and Learning (CTL) to the readers, especially for English teacher. And hopefully, there would be further studies observing another advantage of CTL not only in speaking but also in other lesson.
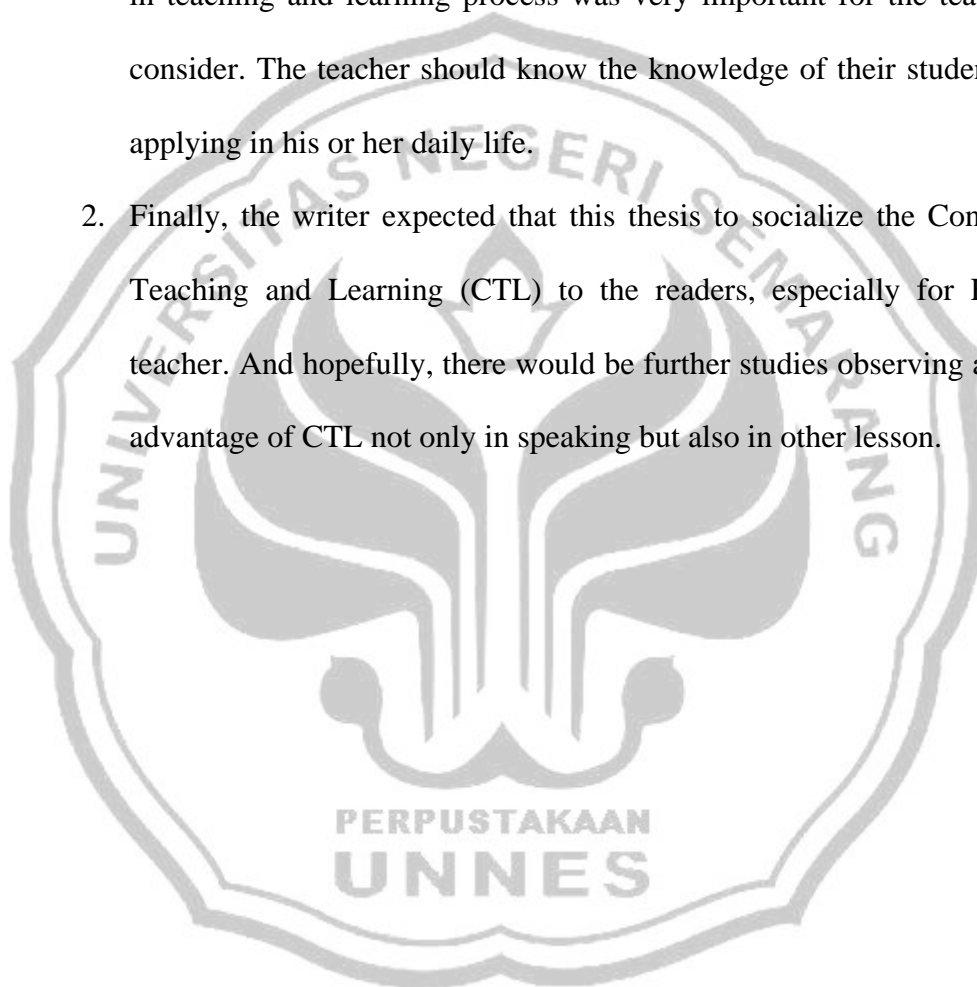
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Appendix 1

List of students

NO	TEST CODE	NAME
1.	R - 1	Agus Ragil Saputro
2.	R - 2	Akhromul Huda
3.	R -3	Amang Marzuki
4.	R - 4	Bambang Eko S
5.	R - 5	Choirul Rizal S
6.	R - 6	Delta Sukma
7.	R - 7	Devi Yuanita
8.	R - 8	Dimas Maulana A.R
9.	R - 9	Eksanti Wulansari
10.	R - 10	Ely Riyanti
11.	R - 11	Faish Alariq
12.	R - 12	Faradilla Dria
13.	R - 13	Farohatul Fauzah
14.	R - 14	Fatimah Dwi A
15.	R - 15	Iin Dyah Ayuni
16.	R - 16	Indah Ainur Rohmah
17.	R - 17	Indratmo Dimas S
18.	R - 18	Ismi Afidah
19.	R - 19	Jenifer Nova Damayanti
20.	R - 20	Khasa Zannazhi
21.	R - 21	Khoirul Amirin
22.	R - 22	Layyina Nurul Nahariyah
23.	R - 23	M. Afis Lutfi S
24.	R - 24	M. Agil Nuruz Z
25.	R - 25	Mukamat Subekti
26.	R - 26	Nila Ayu kusuma W
27.	R - 27	Nur Saidah
28.	R - 28	Prihatin Titis Haryadi
29.	R - 29	Raisa Rizqi Fauziah
30.	R - 30	Riris Wari
31.	R - 31	Sahab Arifudin
32.	R - 32	Saryanti
33.	R - 33	Sovi Lissetta Ningsih
34.	R - 34	Supriyadi
35.	R - 35	Thalia Putri M
36.	R - 36	Tri Bagus S
37.	R - 37	Tri Hadi Prasetyo
38.	R - 38	Ulil A
39.	R - 39	Wida Irawan
40.	R - 40	Wildan Basyar
41.	R - 41	Winda Safitri

42.	R - 42	Yunita Histiana

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP / MTs	: SMP N I Mijen
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII / 2 (Genap)
Jenis Teks	: Teks Dialog Transactional / Interpersonal
Aspek / Skill	: Berbicara
Pertemuan	: I
Alokasi Waktu	: ± 2 x 40 menit
Metode	: 1. Demonstration
	2. Drill
	3. Role Play
	4. Ceramah
	5. Tanya Jawab

1. STANDAR KOMPETENSI : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

2. KOMPETENSI DASAR : 9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, dan meminta memberi fakta.

3. **INDIKATOR** : Pada akhir pembelajaran siswa dapat

Bertanya dan menjawab berbagai informasi :

Meminta dan memberi jasa

4. **MATERI PEMBELAJARAN**

A : will you take me a marker, please ?

B : yes, I will

A : can you turn off the lamp ?

B : yes, I can

Riko : Excuse me, can you help me ?

Seller : Of course, what can I do for you ?

Riko : I need a kilo of sugar.

A : would you go to the shop ?

B : No, I wouldn't

The expression of asking services

- Can you help me, please ?

- Would you close the window, please ?

- Would you wrap it, please ?

The expression of giving services

- Can I help you?

- What can I do for you ?

- Sure, here you are

- Of course, I can

- Yes

5. LANGKAH – LANGKAH PEMBELAJARAN

5.1 PEMBUKAAN

   a) Greeting and call the roll

   b) Melakukan apersepsi dengan berbagai cara untuk meningkatkan jenis teks dan tema yang akan dipelajari dengan kehidupan nyata siswa.

5.2 KEGIATAN INTI

   ➢ Building Knowledge of Field (BKoF)

     1) Guru meminta siswa untuk menentukan materi apa yang akan dipelajari.

     2) Guru bertanya pada siswa tentang hal – hal yang berkaitan dengan tema dan siswa pemperhatikan.

   ➢ Modeling of Text (MoT)

     1) Guru menunjuk seseorang untuk dijadikan contoh.

     2) Guru menuliskan contoh dialog.

     3) Guru menjelaskan contoh dialog.

     4) Guru membahas kosa kata.

     5) Siswa menirukan ungkapan – ungkapan seperti contoh.

   ➢ Join Construction of Text (JCoT)

     1) Guru meminta siswa berpasangan untuk berlatih berdialog.

     2) Guru meminta siswa membuat dialog berpasangan dan mempraktekan hasil kerja.

   ➢ Independent Construction of Text (ICoT)

     1) Siswa menjawab pertanyaan – pertanyaan tentang teks lisan yang di dengar berkaitan dengan instruksi.

5.3 PENUTUP

Refleksi terhadap pembelajaran yang telah dilaksanakan.

Menanyakan kesulitan-kesulitan siswa

6. MEDIA, ALAT DAN SUMBER BAHAN

Media   : Gambar – gambar benda / tempat / orang dilingkungan sekolah dan berbagai realita.

Alat   : Tape recorder, papan tulis / white board, kapur / marker

Sumber   : LKS Canggih Bahasa Inggris, Kelas VII, Semester 2 tahun 2008 / 2009, unit I. English on Sky, Kelas VII tahun 2004.

7. PENILAIAN

Tes Kinerja (Oral Test)

Siswa menjawab dialog tentang gardening (Task II)

Use one of the expressions bellow to complete the following dialogue !

a. Sweep it for me, please	d. Lend me your umbrella, please
b. Please lend me your knife	e. Pass me a hole, please
c. Give it some water, please	f. Please choose the dry seeds

1. A : I want to dig a hole.

        ………………………………

     B : Here you are.

2. A : This flower looks dead.

        ………………………

     B : Sure

3. A : The garden is very dirty.

        …………………………..

     B : Sure

4. A : I want to plan kamboja flowers

        …………………………………….

     B : Sure

5. A   : It is raining

    ………………………………..

    B   : Here you are

8. REMIDIASI / PENGAYAAN

Remedial teaching / remedial test diberikan untuk siswa yang skornya belum

mencapai KKM (Kriteria Ketuntasan Minimal)

Pengayaan diberikan untuk siswa yang skornya telah mencapai KKM.

Demak,   Januari 2009

Mengetahui

Kepala Sekolah   Guru Bhs. Inggris

Drs. Indarjo, M.H   Ikhya Rahmi S.Pd

NIP. 131781948   NIP. 500171121

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP / MTs	: SMP N I Mijen
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII / 2 (Genap)
Jenis Teks	: Teks Dialog Transactional / Interpersonal
Aspek / Skill	: Berbicara
Pertemuan	: IV
Alokasi Waktu	: ± 2 x 40 menit
Metode	: 1. Demonstration
	2. Drill
	3. Role Play
	4. Ceramah
	5. Tanya Jawab

1. STANDAR KOMPETENSI : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

2. KOMPETENSI DASAR : 9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) samgat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara personal.

3. **INDIKATOR**   : Pada akhir pembelajaran siswa dapat

Mengungkapkan ungkapan

- Meminta dan memberi pendapat.

4. **MATERI PEMPELAJARAN**

Dialog yang meminta dan memberi pendapat

Rendra   : What do you think about soup ?

Betran   : I think it is delicious.

A   : What is your opinion about your father ?

B   : I think my father is handsome.

A   : What do you think of Mathematic ?

B   : I think mathematic is difficult.

If you want to ask for someone's opinion, you can use following expressions :

- What do you think of / about……….

- What's your opinion of / about………

- What would you say to ………….

- What about ………..

If you want to give opinion, you can these expressions :

- I think it's a good idea

- Well, I must say ………….

- Don't you think ………?

- That's good

- Not bad

If you don't have any opinion you can say :

- I don't know.

5. **LANGKAH – LANGKAH PEMBELAJARAN**

5.1 PEMBUKAAN

a) Greeting and call the roll

b) Melakukan apersepsi dengan berbagai cara untuk meningkatkan jenis teks dan tema yang akan dipelajari dengan kehidupan nyata siswa.

5.2 KEGIATAN INTI

> Building Knowledge of Field (BKoF)

1) Guru meminta siswa untuk menentukan materi apa yang akan dipelajari.

2) Guru bertanya pada siswa tentang hal – hal yang berkaitan dengan tema dan siswa pemperhatikan.

> Modeling of Text (MoT)

1) Guru memberi contoh dialog meminta dan memberi pendapat.

2) Guru membacakan dialog dan siswa menirukan.

3) Guru dan siswa bergantian berdialog.

4) Guru meminta siswa untuk mengartikan bersama.

5) Guru menjelaskan ekspresi – ekspresi yang ada dalam dialog.

6) Guru menjelaskan ekpresi lain yang dapat dipakai, selain yang ada dalam dialog.

> Independent Construction of Text (ICoT)

1) Siswa menjawab pertanyaan – pertanyaan tentang teks lisan yang telah di dengar berkaitan dengan dialog.

> Join Construction of Text (JCoT)

1) Guru meminta siswa berpasangan untuk berlatih berdialog.

2) Guru meminta siswa membuat dialog berpasangan dan mempraktekan hasil kerja.

5.3 PENUTUP

Refleksi terhadap pembelajaran yang telah dilaksanakan.

Menanyakan kesulitan –kesulitan yang dihadapi.

6. MEDIA, ALAT DAN SUMBER BAHAN

Media   : Gambar – gambar benda / tempat / orang dilingkungan sekolah dan berbagai realia.

Alat   : Tape recorder, papan tulis / white board, kapur / marker

Sumber   : LKS Canggih Bahasa Inggris, Kelas VII, Semester 2 tahun 2008 / 2009, unit 2.

7. PENILAIAN

Tes Kinerja (Oral Test)

Siswa melengkapi dialog tentang meminta, memberi pendapat dengan topik clothes (Task III)

Rearrange the following utterances into a good dialogue. The first utterance has been done for you.

Then, Practice it in pairs !

1. Is that your hat ?

2. Yes, that's right. What are you going to do ?

3. What are you looking for ?

4. Yes, It is. You can wear it. What do you think of it ?

5. Do you want this hat ?

6. I need a hat.

7. It's good. It's still new, isn't it ?

8. I am going to play tennis.

The dialogue :

Situation   : It is a sunny day. Andi is going to play tennis and he needs a hat.

Bony   : What are you looking for ?

Andi   : ……………………………….

Bony   : ……………………………….

Andi   : ……………………………….

Bony   : ……………………………….

Andi   : ……………………………….

Bony   : ……………………………….

Andi   : ……………………………….

8. REMIDIASI / PENGAYAAN

Remedial teaching / remedial test diberikan untuk siswa yang skornya belum mencapai KKM (Kriteria Ketuntasan Minimal)

Pengayaan diberikan untuk siswa yang skornya telah mencapai KKM.

Demak,   Januari 2009

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Aspek / Skill	: Berbicara
Pertemuan	: II
Alokasi Waktu	: ± 2 x 40 menit
Metode	: 1. Demonstration
	2. Drill
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	4. Ceramah
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3. **INDIKATOR**   : Pada akhir pembelajaran siswa dapat

                                           Bertanya dan menjawab berbagai informasi :

                                           Meminta dan memberi barang

4. **MATERI PEMBELAJARAN**

A   : can you take me a broom, please ?

B   : yes, I can

A   : I want to make a cake

        can you give me a kilo of eggs ?

B   : no, I can't

A   : can I borrow your magazine ?

B   : sure

The expression of asking for something

- Can you take me a book on the table, please
- Can you give me a glass of milk, please
- Can you by me a kilo of oranges

The expression of giving something

- Here you are
- Sure
- Of course

5. **LANGKAH – LANGKAH PEMBELAJARAN**

5.1 PEMBUKAAN

a) Greeting and call the roll

b) Melakukan apersepsi dengan berbagai cara untuk meningkatkan jenis teks dan tema yang akan dipelajari dengan kehidupan nyata siswa.

5.2 KEGIATAN INTI

➢ Building Knowledge of Field (BKoF)

1) Guru meminta siswa untuk menentukan materi apa yang akan dipelajari.

2) Guru bertanya pada siswa tentang hal – hal yang berkaitan dengan tema dan siswa pemperhatikan.

➢ Modeling of Text (MoT)

1) Guru menunjuk seseorang untuk dijadikan contoh.

2) Guru menuliskan contoh dialog.

3) Guru menjelaskan contoh dialog.

4) Guru membahas kosa kata.

5) Siswa menirukan ungkapan – ungkapan seperti contoh.

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1) Guru meminta siswa berpasangan untuk berlatih berdialog.

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1) Siswa menjawab pertanyaan – pertanyaan tentang teks lisan yang di dengar berkaitan dengan instruksi.

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Refleksi terhadap pembelajaran yang telah dilaksanakan.

Menanyakan kesulitan-kesulitan siswa

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Media   : Gambar – gambar benda / tempat / orang dilingkungan sekolah dan berbagai realia.

Alat   : Tape recorder, papan tulis / white board, kapur / marker

Sumber : LKS Canggih Bahasa Inggris, Kelas VII, Semester 2 tahun 2008 / 2009, unit 1.

7. PENILAIAN

Tes Kinerja (Oral Test)

Siswa menjawab dialog tentang cooking (Task II)

Use one of the expressions bellow to complete the following dialogue

a. a bottle of cooling oil	d. some eggs
b. a bowl of soup	e. some sugar
c. a glass of water	f. some oranges

1. A : I'm thirsty. Give me ……………………..

   B : Here you are.

2. A : I'm hungry. Give me ……………………

   B : Sure.

3. A : I want to make a cup of coffee.

      Give me ………………………………..

   B : Sure.

4. A : I want to make an omelet.

      Give me …………………………………

    B : Here you are.

5. A : I want to make fried bananas.

      Give me ………………………….

   B : Sure.

8. REMIDIASI / PENGAYAAN

Remedial teaching / remedial test diberikan untuk siswa yang skornya belum mencapai KKM (Kriteria Ketuntasan Minimal)

Pengayaan diberikan untuk siswa yang skornya telah mencapai KKM.

Demak,   Januari 2009

Mengetahui

Kepala Sekolah   Guru Bhs. Inggris

Drs. Indarjo, M.H   Ikhya Rahmi S.Pd

NIP. 131781948   NIP. 500171121

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Aspek / Skill	: Berbicara
Pertemuan	: III
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	2. Drill
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	4. Ceramah
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3. **INDIKATOR**   : Pada akhir pembelajaran siswa dapat

              Bertanya dan menjawab berbagai informasi :

              Meminta dan memberi fakta

4. **MATERI PEMBELAJARAN**

  A   : Do you study English ?

  B   : yes, I do

  A   : are you studying mathematic ?

  B   : no, I am not

  A   : is he an actor?

  B   : Yes, he is

The expression of asking for the fact

- Did you come here yesterday ?

- Do you need a stamp for that letter ?

- Made comes from Bali, doesn't he ?

- The test is easy, isn't it ?

The expression of giving something

- I did. But, you were not at home

- I do. I want to post it soon

- He does. But, he has lived here for a long time

- It is. So, most of the students get good marks.

5. **LANGKAH – LANGKAH PEMBELAJARAN**

  5.1 PEMBUKAAN

   a) Greeting and call the roll

   b) Melakukan apersepsi dengan berbagai cara untuk meningkatkan jenis teks dan tema yang akan dipelajari dengan kehidupan nyata siswa.

  5.4 KEGIATAN INTI

   ➢ Building Knowledge of Field (BKoF)

    1) Guru meminta siswa untuk menentukan materi apa yang akan dipelajari.

2) Guru bertanya pada siswa tentang hal – hal yang berkaitan dengan tema dan siswa pemperhatikan.

➢ Modeling of Text (MoT)

1) Guru menunjuk seseorang untuk dijadikan contoh.

2) Guru menuliskan contoh dialog.

3) Guru menjelaskan contoh dialog.

4) Guru membahas kosa kata.

5) Siswa menirukan ungkapan – ungkapan seperti contoh.

➢ Join Construction of Text (JCoT)

1) Guru meminta siswa berpasangan untuk berlatih berdialog.

2) Guru meminta siswa membuat dialog berpasangan dan mempraktekan hasil kerja.

➢ Independent Construction of Text (ICoT)

1) Siswa menjawab pertanyaan – pertanyaan tentang teks lisan yang di dengar berkaitan dengan instruksi.

5.5 PENUTUP

Refleksi terhadap pembelajaran yang telah dilaksanakan.

Menanyakan kesulitan-kesulitan siswa

6. **MEDIA, ALAT DAN SUMBER BAHAN**

Media   : Gambar – gambar benda / tempat / orang dilingkungan sekolah dan berbagai realia.

Alat   : Tape recorder, papan tulis / white board, kapur / marker

Sumber   : LKS Canggih Bahasa Inggris, Kelas VII, Semester 2 tahun 2008 / 2009, unit 1.

7. **PENILAIAN**

Tes Kinerja (Oral Test)

Siswa menjawab dialog tentang cooking (Task II)

Arrange the following utterances into a good dialogue !

The first utterance has been done for you. Then, practice in pairs.

1. I do. What do you think of it ?

2. May I have a stamp on it ?

3. Who is the letter from ?

4. Not bad. It is an interesting hobby.

5. It is from uncle Surya in Australia.

6. Of course. Do you like collecting stamps ?

The dialogue :

A   : Who is the letter from ?

B   : …………………………………

A   : …………………………………

B   : …………………………………

A   : …………………………………

B   : …………………………………

8. REMIDIASI / PENGAYAAN

Remedial teaching / remedial test diberikan untuk siswa yang skornya belum mencapai KKM (Kriteria Ketuntasan Minimal)

Pengayaan diberikan untuk siswa yang skornya telah mencapai KKM.

                                  Demak,   Januari 2009
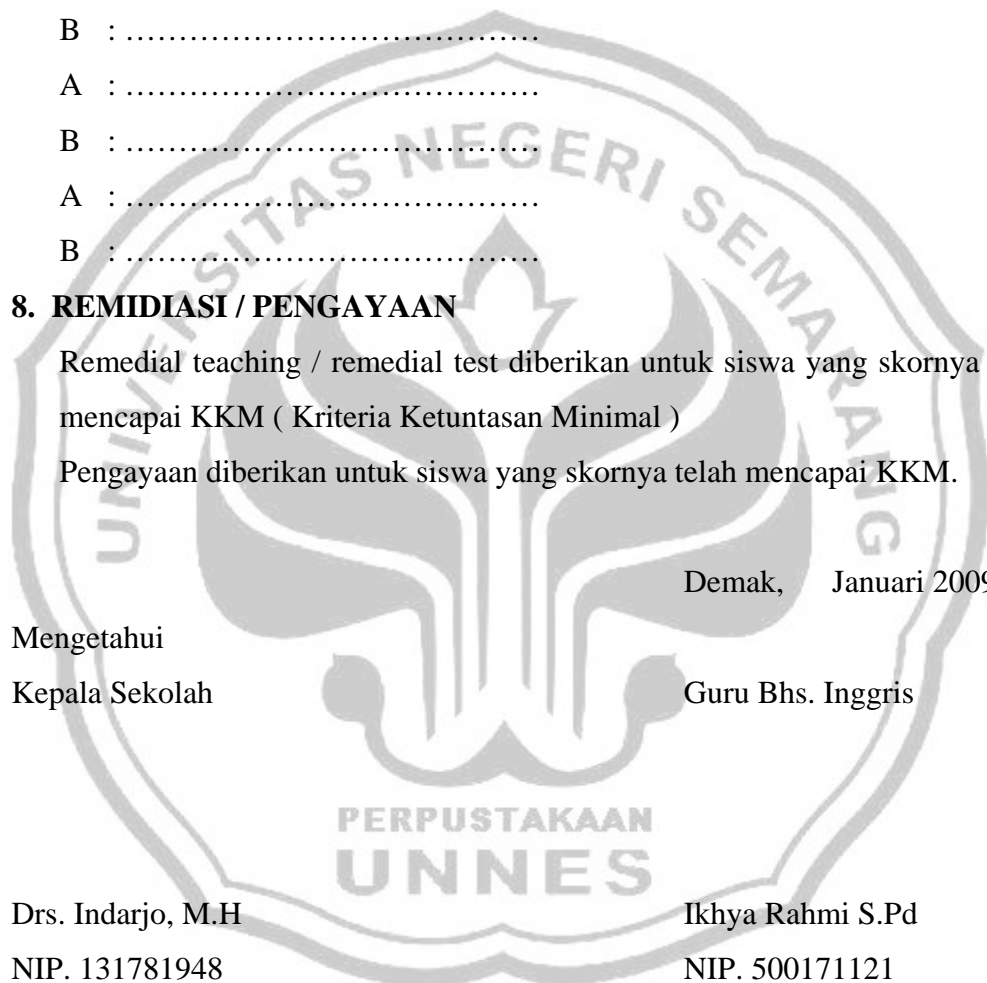
Mengetahui

Kepala Sekolah   Guru Bhs. Inggris

Drs. Indarjo, M.H   Ikhya Rahmi S.Pd

NIP. 131781948   NIP. 500171121

Appendix 3

THE SCRIPT OF PRE – TEST

Complete these sentences with suitable words or phrase

1. Mother : Susi, …………….................. you buy me a kilo of sugar?

    Susi : Of course, I can.

2. Teacher : Rudi, would you clean the whiteboard, please ?

    Rudi : Yes,………………………………

3. John : …………………you close the door, please ?

    Mellany : Yes, I would.

4. A : Can you bring me this book, please ?

    B : No, ……………………………

5. A : ……….. you help me ?

    B : Yes, I need a pen.

6. A : Can I borrow your book ?

    B : Yes, …………………….

7. Nikita : ……………..you give me a glass of tea ?

    Willy : Here you are.

8. Riko : I want to playing football

    …………... ……….me a ball, please ?

    Doni : Sure.

9. Fuad : Does Pasha (Ungu) is a handsome boy ?

    Budi : Yes, …………………………..

10. A   : ………………… you come here in my birthday ?

     B   : Yes, I did.

11. A   : Do you like reading comics ?

     B   : No,………………….

12. A   : Did you study last night ?

     B   : Yes,.………………………

13. A   : …………………….. ….you think about Ariel (Peterpan) ?

     B   : I think he is handsome boy.

14. A   : What do you think about Agnes Monica ?

     B   : ……………………………she is a beautiful girl.

15. A   : What do you think about English ?

     B   : I think it is ……………………

Appendix 4

THE KEY OF SCRIPT PRE – TEST

Complete these sentences with suitable words or phrase

1. Mother : Susi, <u>can</u> you buy me a kilo of sugar?

    Susi   : Of course, I can

2. Teacher : Rudi, would you clean the whiteboard, please ?

    Rudi   : Yes, <u>I would</u>

3. John   : <u>Would</u> you close the door, please ?

    Mellany : Yes, I would.

4. A   : Can you bring me this book, please ?

    B   : No, <u>I can't</u>

5. A   : <u>Can</u> you help me ?

    B   : Yes, I need a pen.

6. A   : Can I borrow your book ?

    B   : <u>Yes, you can</u>

7. Nikita : <u>Can</u> you give me a glass of tea ?

    Willy   : Here you are
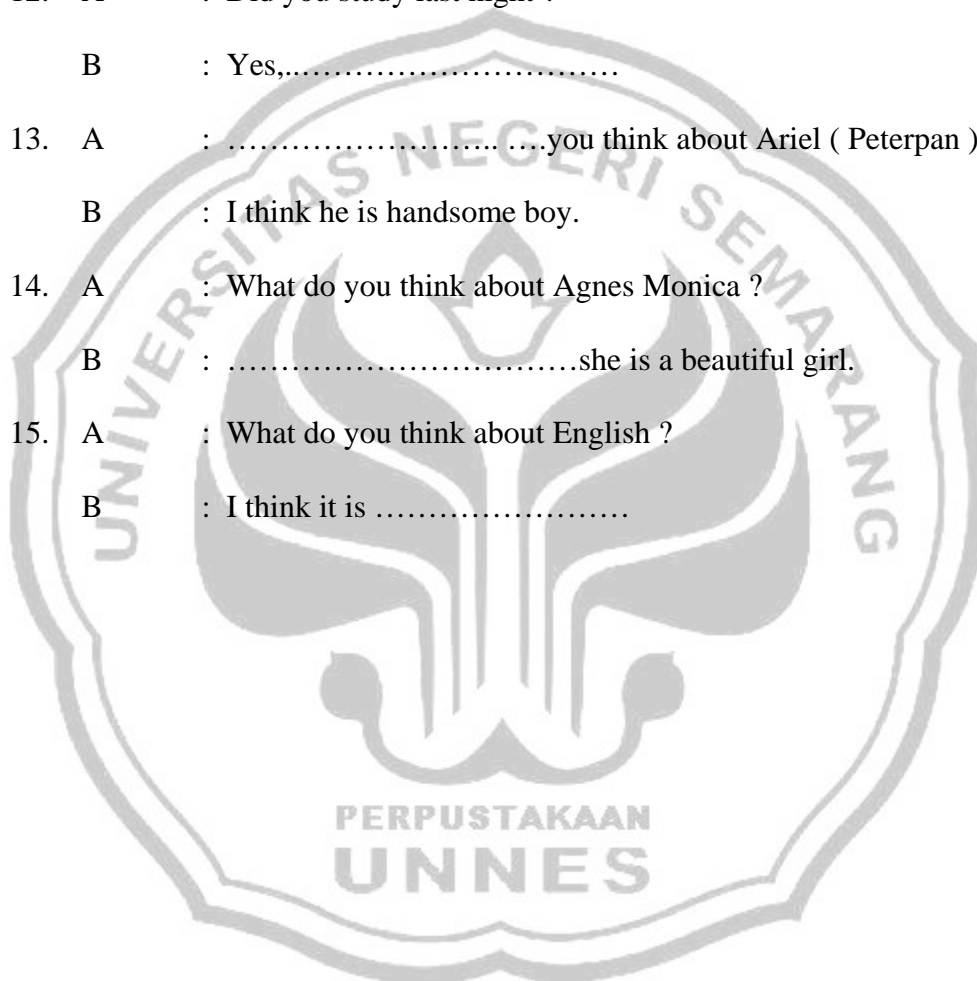
8. Riko   : I want to playing football.

              <u>Give</u> me a ball, please ?

    Doni   : Sure.

9. Fuad   : Does Pasha (Ungu) is a handsome boy ?

    Budi   : Yes, <u>He does</u>

10. A   : <u>Did you</u> come here in my birthday ?

     B   : Yes, I did.

11. A   : Do you like reading comics ?

     B   : No, <u>I don't.</u>

12. A   : Did you study last night ?

     B   : Yes, <u>I did.</u>

13. A   : <u>What do</u> you think about Ariel (Peterpan) ?

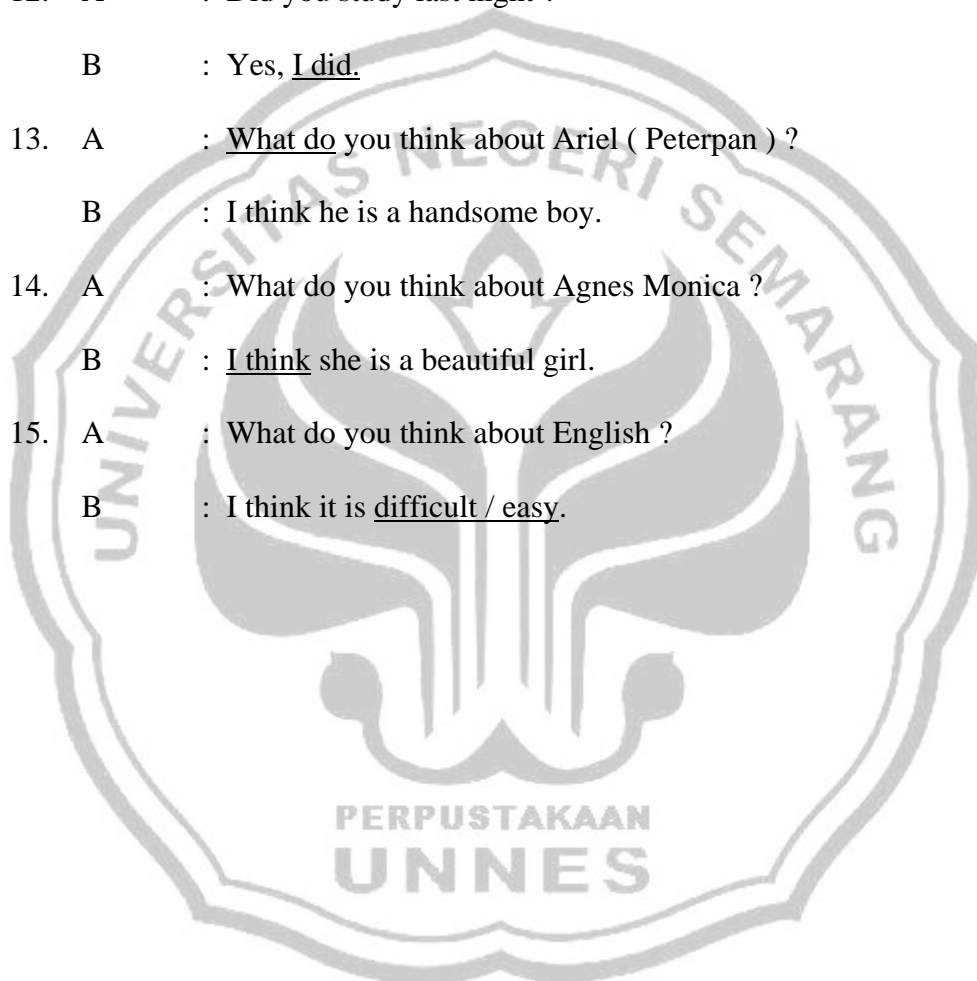   B   : I think he is a handsome boy.

14. A   : What do you think about Agnes Monica ?

     B   : <u>I think</u> she is a beautiful girl.

15. A   : What do you think about English ?

     B   : I think it is <u>difficult / easy</u>.

Appendix 5

THE SCRIPT OF POST – TEST

Complete these sentences with suitable words or phrase

1.   A : Is this a mango?

      B : No, …………………………

2.   Look at the picture

      A : Is Rina's father short ?

      B : …………………………….

3.   A : Did you watch TV last night ?

      B : Yes, ……………………

4.   A : Does Toni need a ball for playing badminton ?

      B : ....

5.   A : Can I borrow your ruler, please ?

      B : Yes, ...

6.   A : Would you give me a glass of coffee, please ?

      B : . …………………………...
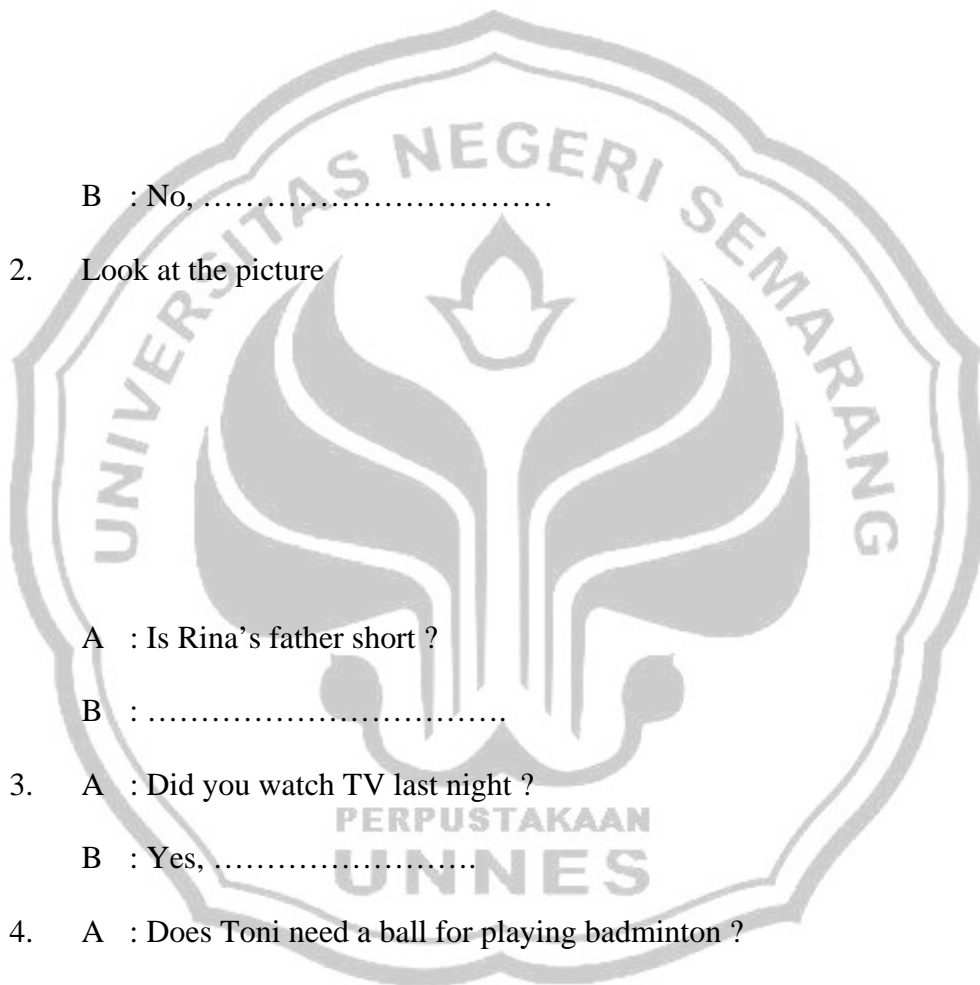
7. Look at the picture and fill the blank.

8. A : Can you open the window, please?

    B : Yes, ………………………

9. A : ……………………you buy me a kilo of apples, please ?

    B : No, I could not.

10. A : Would you wash the clothes, please ?

    B : No, ………………………….

11. A : What do you think about Mathematic ?

    B : ……………………………it is difficult.

12. A : ………………………. opinion about my dress ?

    B : I think it is expensive.

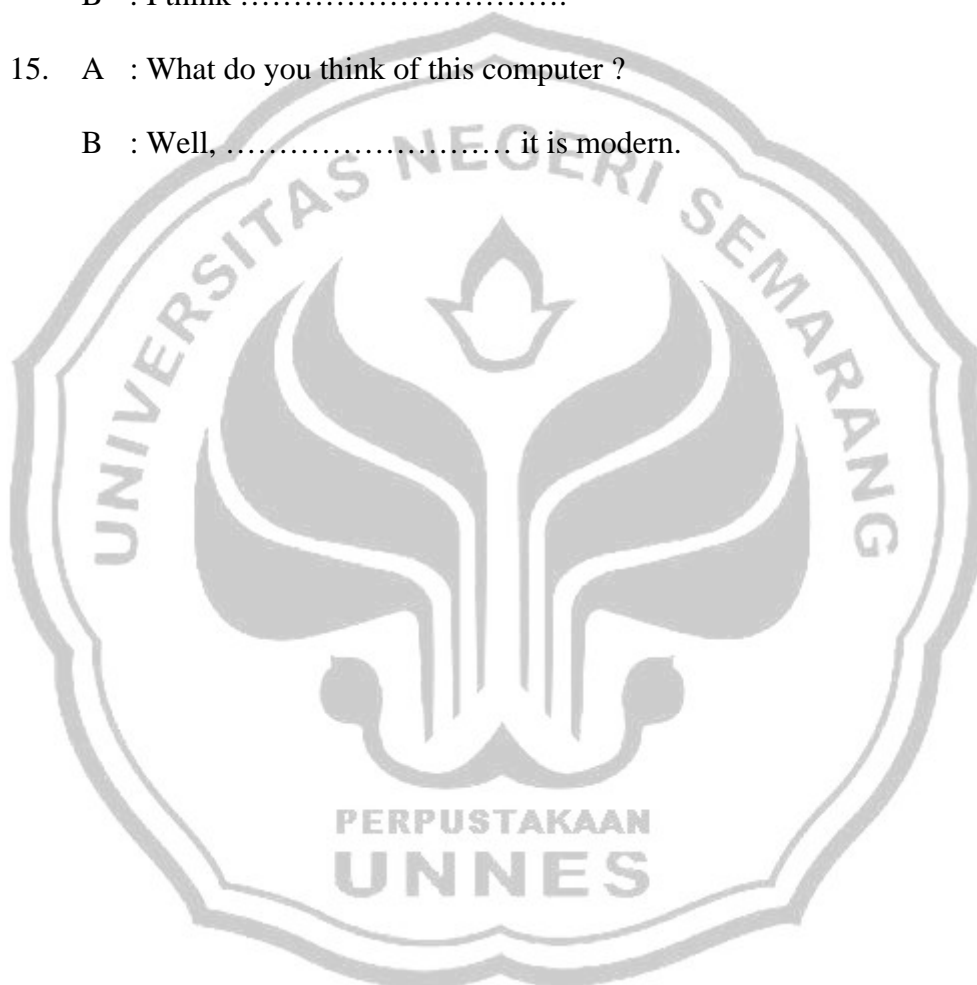13. A : ……………………. think about your class ?

    B : I think it is big.

14. Look at the picture

A : What do you think about Dona's hair ?

B : I think …………………………

15. A : What do you think of this computer ?

B : Well, …………………… it is modern.

Appendix 6

THE KEY OF SCRIPT POST – TEST

Complete these sentences with suitable words or phrase

2. A : Is this a mango?

    B : No, <u>it is a strawberry</u>

2. Look at the picture

    A : Is Rina's father short ?

    B : <u>No, he does not</u>. He is tall.

3. A : Did you watch TV last night ?

    B : <u>Yes, I did</u>. I watched TV last night.

4. A : Does Toni need a ball for playing badminton ?
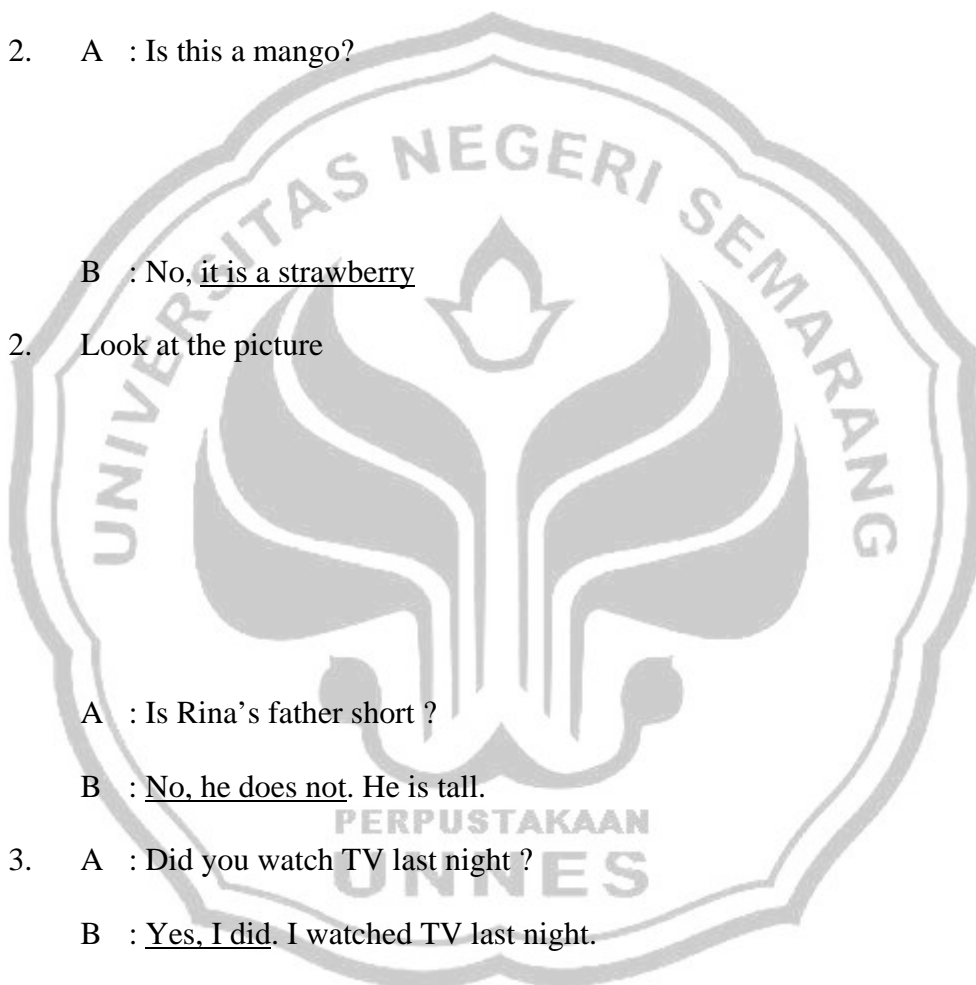
    B : <u>No, he does</u>. He needs a racket.

5. A : Can I borrow your ruler, please ?

    B : Yes, <u>you can</u>.

6. A : Would you give me a glass of coffee, please ?

    B : <u>No, would not</u>. I am busy.

7. Look at the picture and fill the blank.

8. A : Can you open the window, please?

   B : Yes, <u>I can</u>

9. A : <u>Could you</u> buy me a kilo of apples, please ?

   B : No, I could not.

10. A : Would you wash the clothes, please ?

    B : No, <u>I would not</u>

11. A : What do you think about Mathematic ?

    B : <u>I think</u> it is difficult.
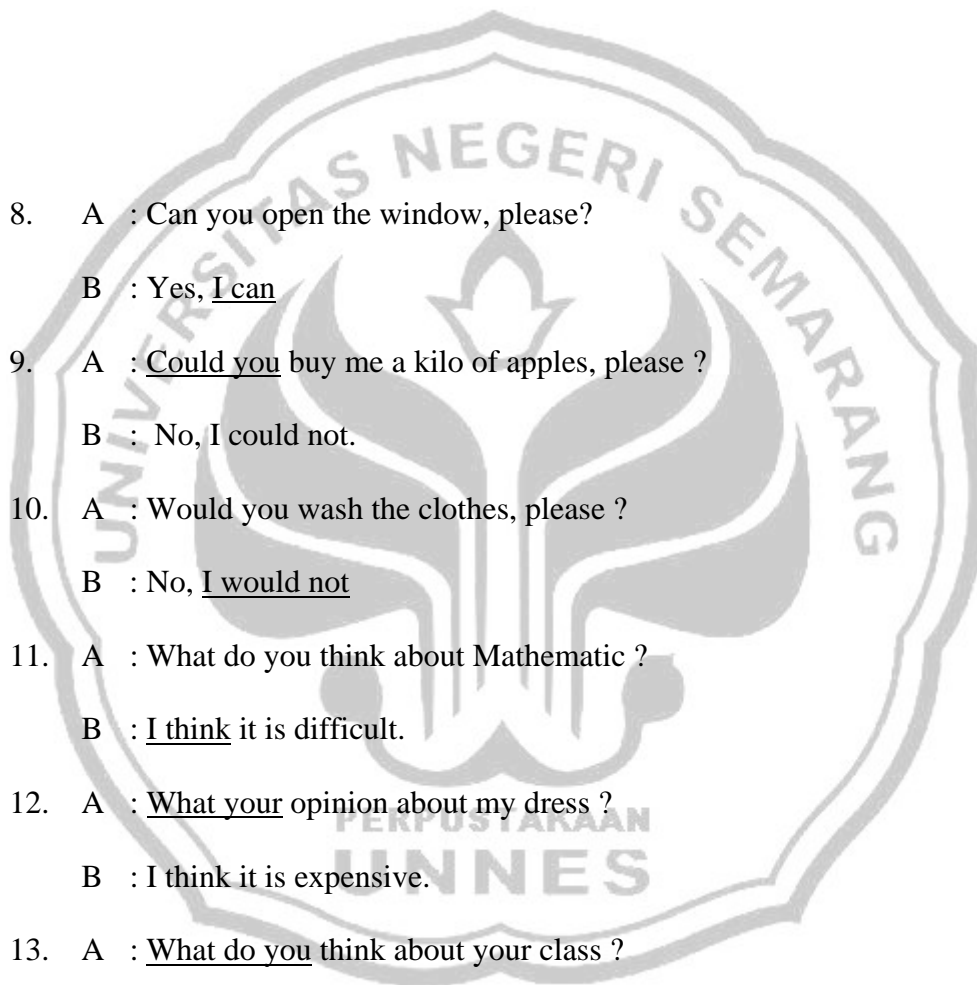
12. A : <u>What your</u> opinion about my dress ?

    B : I think it is expensive.

13. A : <u>What do you</u> think about your class ?

    B : I think it is big.

14. Look at the picture

A : What do you think about Dona's hair ?

B : I think <u>her hair is curly</u>.

15. A : What do you think of this computer ?

B : Well, <u>I think</u> it is modern.

Appendix 7

QUESTIONNAIRE

A. IDENTITAS SISWA

    1. Nama   :

    2. No. Absen   :

    3. Kelas   :

B. PETUNJUK PENGISIAN

    1. Tulislah lebih dahulu nama, nomor absen, dan kelasmu pada kolom yang tersedia.

    2. Periksa dan bacalah pernyataan-pernyataan dengan teliti sebelum menjawab.

    3. Jawaban yang kamu berikan tidak berpengaruh jelek terhadap nilaimu.

    4. Berilah tanda silang (x) pada huruf a atau b, pada jawaban yang kamu anggap paling tepat.

C. PERNYATAAN

    1) Apakah kalian mengalami kesulitan dalam belajar Bahasa Inggris?

        a. ya   b. tidak

    2) Apakah guru kalian pernah memberikan pelajaran dengan menerapkan metode / konsep pendekatan kontekstual (CTL)?

        a. ya   b. tidak

    3) Apakah teknik mengajar dengan menerapakan metode / pendekatan kontekstual (CTL) bisa kalian terima dengan baik terutama dalam pelajaran speaking ?

        a. ya   b. tidak

    4) Apakah ketika guru mengajar speaking materi pelajaran yang diajarakan biasa kalian dapatkan dalam kehidupan sehari – hari ?

        a. ya   b. tidak

    5) Apakah kalian faham materi apa yang diajarkan guru kalian setelah diberikan contoh ?

        a. ya   b. tidak

6) Apakah guru suka memberi pertanyaan pada kalian ketika mengajar ?

   a. ya   b. tidak

7) Apakah guru kalian suka meminta kalian untuk belajar kelompok / berpasangan didalam kelas?

   a. ya   b. tidak

8) Apakah dalam menerangkan pelajaran guru kalian suka memberikan contoh?

   a. ya   b. tidak

9) Apakah kalian suka mencatat pelajaran yang telah kalian dapatkan?

   a ya   b tidak

10) Apakah diakhir pelajaran guru sering memberikan latihan soal/ PR?

   a ya   b tidak