CHAPTER I

INTRODUCTION

A. The Background of the Study

Rapid globalization has elevated the English language as the International language that must be mastered by people to communicate with other people. Position of English as the International language is the key of successful either in development of education or work areas. In Indonesia, English is taught as foreign language because it is taught as a school subject in a society where it is not widespread medium of communication outside the schools. Lado (1961: 239) in Fulcher (2003: 18) state the ability to speak a foreign language is without doubt the most highly prized language skill. It caused of a clear lack of understand of what constitute speaking ability or oral production. English has taught from elementary school to university. That's why English becomes important for students because English not only as the way to communication confidently but it has function as a way to transferring knowledge, expressing ideas, feelings, and thoughts orally.

In Senior High School students should be able to actively communicate in English. Communicating skill consists of four major skills of they are namely listening, speaking, reading, and writing. In other words the four language skills are the essence of language learning. Language as symbol communicates of

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human being to point out their ideas. Speaking is regard as the measure of knowing a language. Speaking is one of important major that must be mastered by the students. Because, the students are need to recognize that speaking to involve areas of knowledge. The students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. The teacher as facilitator should be able to help their students develop the body of knowledge by providing authentic practice that prepares students for real life communication situations.

Speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating (Hall, 1995) in Fulcher (2003: 22). Speaking is as one of four major skills of English which is needed by the students to express their ideas and knowledge actively, fluently and accurately. But in fact, many students are less competent in speaking. There are some factors why students unable to speak English. When the writer was doing first observation in SMA Negeri 1 Galang, she found that there were cases are faced by the students in grade X when learning English subject especially for developing speaking skill. Based on the observation and preliminary research of Grade X and after interviewing the English teacher, from 42 students it was found that there are 17 students who did not pass the minimum standard competence (KKM) of speaking competence tests in the first semester and 20 students in the second semester. The score of minimum standard competence is 75. Here are the recapitulations of students' scores from the examination of both semesters;

Table 1.1
Students' scores of speaking competence test in two semesters 2014-2015

Semester		Score	Students	Percentage	Mean
1st	Semester	<75	17	40.4%	**51.9**
2014/2015		>75	25	59.9%	
2nd	Semester	<75	20	52.3%	**50.9**
2014/2015		>75	22	47.6%	

Source: Students' accumulated score of grade X students at SMA N 1 GALANG academic year 2014/2015

From this fact, it can be concluded that many students could not passed the KKM. The students' self-confidence to speak English is weak caused they worry to make mistakes. They seldom practice English in daily life caused of feeling shy. This condition is making students afraid to do interactions with their friends or other people around them. They do not want to take the risk of being criticized by their friends. So, it makes the students are unwilling to express their thought even though they do not understand what teacher have taught during the teaching learning process. Another Problem in speaking such as lack of vocabulary, lack of understanding of grammar and pronunciation make students' ideas cannot be expressed fluently. They think that speaking is very difficult to practice. When students are asked to use English, the students turn hesitate to speak up and tend to be passive. The activities which are provided by teacher are not make students interested to take apart in speaking English. The role of teacher conduct the class only based on material in the book without relate it to the students' environment. The majority of students in that school are unable to make connections between what they are learning and how that knowledge will be used. This is because the way they process information and their motivation for learning are not touched by appropriate methods of classroom teaching. The students have a difficult time

understanding academic concepts such as English subject as they are commonly taught (that is, using a lecture method), but they desperately need to understand the concepts as they relate to the workplace and to the larger society in which they will live and work. In this case, those make the students lazy to take a part in speaking and then they got low scores. That's why the writer assumed that the process of teaching and learning need to improvement in speaking English.

Considering those problems faced by the students in speaking, the writer tries to find out an appropriate English teaching method to be applied in teaching English speaking. The method should provide the students' interests and needs. So, the students challenged and attracted to learn speaking English. Contextual Teaching and learning can be applied in some language skills such as speaking and writing. The writer chooses Contextual Teaching and Learning (CTL) as the most effective method in teaching English speaking achievement. According to Berns and Erickson in Hudson, "Contextual Teaching and Learning Method helps students connect the content they are learning to the life context in which that content could be used". It means that a method that involves students actively in learning process. It changes old paradigm where the teacher as learning process become students as learning process. Students invited to perform their speaking skills based on materials connect to their environments.

Based on the students' problems in speaking, the writer is very much interested in discovering whether the effect of Contextual Teaching and Learning method has an effect on students' speaking achievement. It is hoped that using CTL method is good way of teaching speaking to help students to speak up and

express their thought connect to the situation context, social and daily life. Based on the explanation and problem above, the researcher wants to conduct of study "The Effect of Contextual Teaching and Learning Method on students' speaking achievement".

A. The problem of the Study

Based on the background above it is necessary to formulate the problem of the study is formulated as the following: "Is students' achievement in speaking taught by using CTL Method is significantly higher than that taught by using Lecturing Method?"

B. The Objective of the Study

In line with the research problem formulated above, the objective of the study is to find out the significance effect of Contextual Teaching Learning Method on students' speaking achievement for the Grade X students of SMA N 1 GALANG.

C. The Scope of the Study

There are many teaching methods used in teaching speaking achievement successful; however, this study is limited to find out the effect of using Contextual Teaching Learning Method in teaching speaking. The study is conducted by Experimental research.

D. The Significance of the Study

Findings of the study are expected to be theoretically and practically significant.

Theoretically, the findings are expected to add up more horizons in theories of language learning. In addition, the finding can be reference for further studies.

Practically the finding can be relevant for

a. English Teachers as an alternative teaching to improve students' speaking achievement by applying CTL Method, and

b. Students of English for applying CTL Method in their own experiences in learning process.