

USING CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH TO IMPROVE STUDENTS' SPEAKING ABILITY

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ABSTRACT

The objective of this research is to investigate the implementation of Contextual Teaching and Learning (CTL) to improve students' speaking skills in the aspects of accuracy, clarity, and fluency. This research employed a quantitative method in nature. A pre-experimental design with pre-test and post-test was used. The population of this research was all second-year students. The sample of this research was one of the second-year classes chosen by using the purposive sampling technique. The instrument used in this research was a speaking test: pre-test and post-test. The data collected were analyzed statistically. The results showed that the implementation of contextual teaching and learning (CTL) improved students' speaking skills in terms of accuracy, clarity, and fluency. The result of Wilcoxon showed the value of Asymp. Sig (2-tailed) for accuracy, clarity, and fluency is 0.000 which means that the resulting test is less than the minimum requirements of the statistics range (0.05). Therefore, the use of CTL in teaching and learning speaking is very beneficial for students to improve their speaking skills. Thus, the hypothesis of this research was accepted. There is a significant improvement in students' speaking skills after they were taught by using CTL.

Keywords: *accuracy, clarity, CTL, fluency, student speaking skill, teaching speaking for English*

INTRODUCTION

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The ability to communicate by using English is relevant since English has been widely used in global communication. Therefore, English was taught at every school level in Indonesia, from elementary up to university. In learning English, we need to master the four language skills consisted of listening, speaking, reading, and writing. Among those four skills, speaking has played a significant role as a means of communication. Furthermore, Harmer (2007) states that speaking is an important part of daily human life. Harmer further says that people create a social relationship as a human being through speaking interaction. According to O'Malley and Pierce' (1996), speaking seems to be the most important skill a learner should acquire. One of the responsibilities of an English teacher is to enable students to communicate effectively through oral language. Nunan (1991) states that mastering the art of speaking is the most significant aspect of learning a second or foreign language. He further says that the success of learning a second or foreign language is based on terms of the ability to carry out a conversation in the language. Therefore, it is essential that in the language teaching process to focus on speaking skills.

However, mastering speaking is profoundly difficult for some students. According to the students of MTsN 04 Pidie district, they find it hard to accomplish the principal's obligation to speak English during school. The preliminary study (an interview with students on 12 and 15 November 2018) showed that most students still felt hard to speak English by using the past tense. There are only four of twenty students who have no problem with fluency, clarity, and accuracy when they speak in English. It means that more than 75 % of the population interviewed have trouble in speaking English using the past tense. The problem was assumed (an interview with an English teacher, on 16 November 2018) to be due to the irrelevant approach used by an English teacher in teaching speaking and the student failures to use the language based on the context. An appropriate approach plays a significant role in the teaching and learning process. This assumption is supported by Basil (2015) who pointed out that the learner's problem-solving ability can be accelerated with the use of an appropriate approach.

Based on the previous explanation, the researcher is interested in implementing Contextual Teaching and Learning (CTL) approach to helps teachers and students to relate the meaning and real-world situations with the subject matter in the right way (Johnson, 2002; Sears, 2002). The main reason speaking skills should be taught using

contextual teaching and learning is because of a tendency to focus on the idea that students learn better when the environment to learn is discovered naturally. Learning will be more effective when the child experiences what he is learning, not just knowing it. As stated by Berns, Robert, Patricia, and Erickson (2001), CTL is one of the approaches which help students to connect what they want to study to the real-life situation to construct and apply the new knowledge to their lives. Berns et al. (2001) further state that CTL motivates the learners to take charge of their learning and to relate the knowledge and its application to the various contexts of their life.

LITERATURE REVIEW

Contextual Teaching and Learning (CTL)

CTL is a conception of teaching-learning which relates the subject matter content to the real-world situation and makes connections between knowledge and its applications to real-life situations as family members, citizens, and workers (Berns et al., 2001). It implies that CTL helps students connect the content of subject matters they are learning to the life context in which that content could be used. Thus, this learning approach brings meaning in the learning process in which as they strive to attain learning goals, they draw upon previous experiences and build upon existing knowledge.

CTL is a method of teaching a foreign language, which developed knowledge based on constructivism theory. According to this theory, learners are self-builders of their learning that occurs through a mental process in a social context or communicate settings, and teachers as facilitators generate learning by creating the expected environment and/or utilizing the process (Al Mahmud, 2013). It implies that the learning process only occurs when students process new information or knowledge in such a way that it makes sense to them in their frames of reference (their inner worlds of memory, experience, and response). In this case, they can find the relationship between the subject matter and the real-world situation. Therefore, the role of teachers in the CTL approach is to help students to relate subject matter content to real-world situations. The teachers also need to motivate students to make connections between knowledge and its applications to their lives.

In CTL, the learners have the main role in the learning process. The learner's role within CTL is described in the following terms: The

role of the learner is as a client who has problems and needs the counselors to help in the learning process, and he is also the object of learning. The implication for the learner is that learner should contribute as much as they achieve, and thereby learns independently. The learner takes the main role in the activity in language learning. The learner should be active in the learning process and the activities created based on the principles of CTL. The interaction and relationship between the teacher and the learners can be observed within the classroom procedure. The process will depend on the contribution of learners. It means that learners can explore their ability in speaking. CTL approach may be helpful in the speaking class because the learners take the main role in every activity in language learning. Moreover, Harnish and Lynch (2003) mention that implementation of CTL positively impacted students' speaking achievement since it enriches subject matter and increases students' mastery of subject matter. Those are some basic theories that convince the writer to research Teaching Speaking through Contextual Teaching and Learning Approach.

Principles of Contextual Teaching and Learning (CTL)

Seven principles should be developed by a teacher in applying CTL (Ruhimat, 2012): constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. The explanation of every principle is as follows.

- **Constructivism**

Constructivism promotes effective learning methods to help students put the material they have learned into long-term memory. As Brown (2001, p. 56) states that meaningful learning subsumes new information into existing structures and memory systems and the resulting association links create stronger retention. Constructivism is the underlying thinking (philosophy) of CTL. It means that knowledge is built by people systematically. Knowledge is not the facts, concepts, or methods to be remembered. In this case, people must construct the knowledge and give meaning through real experience

- **Inquiry**

Joyce and Weil (2009) mentioned that inquiry is a teaching method that allows students to discover by themselves the knowledge that they did not know before. The purpose of this inquiry method is to help students develop their intellectual

and skills arising from questions. Inquiry is the core of contextual teaching-learning activities. It is a cycling process of observing, questioning, investigating, analyzing, and concluding. In other words, the students find out something by themselves. In this process, the students have a chance to observe the phenomenon. They will try to explain and describe their observation. Based on their observation they will try to test what they have observed and make the conclusion.

- Questioning

According to Gattis (2002), a question is one of the most important tools in guiding and extending students' ability to learn. It can help the teachers to develop their strategy to enhance students' work and minds. Therefore, it will be effective when it allows students to become fully involved in the learning process. In terms of lesson planning, teachers significantly think about the types of questions for students. The teachers likewise need to clear the goals of questions to their students. Through this process, a lesson plan will help teachers to plan good questions with answers sessions.

- Learning Community

Learning communities serve as a gentle introduction to the world of group work. Participation within learning communities helps individuals learn how to better interact with peers in collaborative working environments and to help foster better teamwork abilities (Parker, 2009; Romsdahl & Hill, 2012; Schoonheim-Klein, Wesselink, & Vervorm, 2012). In addition, learning communities are good at increasing effort and time spent working with peers and faculty among those who participate in them (Rocconi, 2011).

- Modeling

Modeling is an underlying concept of social learning theory developed by Albert Bandura (1977). This theory is the development or expansion of traditional behavioral learning theories. Through social learning practice, a person can learn through observation (observation learning) of a model. Bandura (1977) states that learning practice would be exceedingly laborious and dangerous if people had to rely solely on the effects of their actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new

behaviors are performed, and on later occasions, this coded information serves as a guide for action.

- Reflection

Self-reflection is a process to look back at someone's experience to take lessons to be learned by themselves and then compile an action plan to reduce the gap or gap that still exists between expectations and reality (Gibbs, 2010). Reflection is a way of thinking about what we have learned. Students and teachers review and respond to the events, activities, and experiences. They also record what they have learned, felt, and appeared new ideas. This element usually occurs in post activities. Self-assessment (to borrow Underhill's term of reflection) occurs to enable learners to take more responsibility to help their progress. Further, Underhill (1987) states that self-assessment can be introspective, where the learner is asked back on his foreign language experience and rate himself against some state.

- Authentic Assessment

Contextual teaching-learning is intended to build knowledge or skill in meaningful ways by engaging students in real-life situations or authentic context. Thus, using authentic assessment is needed to reflect the students' actual competence to the subject matter. There are four types of assessments which are work assessment, portfolio assessment, project assessment, and written assessment. The examples of the authentic assessments are discussion or debates and expressing the idea of the text.

RESEARCH METHODOLOGY

Research Design

The objectives of this research are to find out the implementation of CTL approach significantly affect the students' ability in the aspect of accuracy, clarity, and fluency. Following these speaking objectives, this study employed a quantitative method in nature. This research uses a quantitative approach in presenting the data. The technique used in this research is an experiment. The aim is to find the effect of contextual teaching and learning implementation on students' speaking ability. The researcher used experiments because it is a powerful technique to evaluate cause-and-effect relationships.

Populations and Samples

The population in this research is all of the second-year students of MTsN 04 Pidie (nine classes). The total number of students is 279. The sample of this research was one of the second-year classes chosen by using the purposive sampling technique.

Research Instrument

The instrument used in this research is a test: pre-test and post-test. Both pre-test and both tests dealt with some questions about the simple past. However, it dealt with different topics. The speaking ability test in this study focused on the three components; clarity, accuracy, and fluency.

Techniques of Data Collection

The data are obtained by using pre-test and post-test. The pre-test was conducted before implementing the teaching speaking process through the Contextual Teaching and Learning Approach in the experimental class. Meanwhile, the post-test was conducted after implementing the Contextual Teaching and Learning Approach. The test contained some questions related to three aspects of speaking focused in this study. The test generally consists of some questions about the ability of the second-year students of MTsN 04 Pidie in mastering speaking and whether or not there was an effect of implementing CTL on students' speaking ability.

Techniques of Data Analysis

Data analysis is an effort by the researcher to get the data accurately (Nazir, 1999). In analyzing the data from pre-test and post-test, the researcher used SPSS. The brief difference in the result of the pre-test and the post-test were analyzed by using some procedures such as mean, standard deviation, and Wilcoxon Test.

RESULT AND DISCUSSION

Speaking Skill Improvement in Accuracy

The students' accuracy is determined from the students' use of the correct grammar and various words used (word choices). The descriptive statistic result of the pre-test and post-test scores of accuracy is presented in the following table.

Table 1. Descriptive Statistic of Accuracy Scores

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Accuracy_Pre-Test	43	1	2	3	95	2.21	.412	.169
Accuracy_Post-Test	43	1	3	4	158	3.67	.474	.225
Valid N (Listwise)	43							

Table 1 displays the descriptive statistic of the accuracy scores in pre-test and post-test. The analysis result of the accuracy scores shows that the highest score of accuracy in pre-test is 3 and the lowest score of accuracy in pre-test is 2. The mean of pre-test is 2.21 and the standard deviation value is 0.41. Meanwhile, the highest score of accuracy in post-test is 4 and the lowest score of accuracy in pre-test is 3. The mean of post-test is 3.67 and the standard deviation value is 0.47. It shows that the mean of post-test is higher than the pre-test which means that the implementation of CTL in teaching speaking improved students' accuracy in speaking ability.

Furthermore, in order to find out the distribution of the data of the accuracy scores, the researcher used normality test. The result of the normality test is presented as follows.

Table 2. Results of Normality Test of Accuracy

		Accuracy_Pre-Test	Accuracy_Post-Test
	N	43	43
	Mean	2.21	3.67
	Std. Deviation	.412	.474
	Test Statistic	.485	.428
	Asymp. Sig. (2-tailed)	.000 ^c	.000 ^c

Table 2 displays the result of normality test of the accuracy scores. The table shows that the significance value of Asymp. Sig. (2-tailed) is 0.00 or less than 0.05 (Asymp. Sig. < 0.05). It indicates that the data is not normally distributed. Therefore, the nonparametric test is applied (Pallant, 2011). In this case, the researcher applied Wilcoxon Rank Signed test. The details result of Wilcoxon Rank Signed test is presented as follows.

Table 3. The Result of Wilcoxon Rank Signed Test of Accuracy

		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
Accuracy Post-Test –	Negative Ranks	0 ^a	.00	.00
Accuracy Pre-Test	Positive Ranks	42 ^b	21.50	903.00
	Ties	1 ^c		
	Total	43		

Based on Table 3, Wilcoxon rank test of accuracy scores shows that there is no negative rank of total participant so the test can be carried out to the next stage of analysis by Wilcoxon statistics below.

Table 4. Test Statistic for Wilcoxon Rank Signed Test of Accuracy Scores

	<i>Z</i>	<i>Accuracy_Post-Test - Accuracy_Pre-Test</i>
Asymp. Sig. (2-tailed)		-5.823 ^b
		.000

Based on the result of test statistics in Wilcoxon test result table above, the result of the table shows that there are 0,000 in sig. (2-tailed) which meant that the result test is less than a minimum requirements of statistics range (0,05). It means that the first hypothesis (Ho) is denied and the second hypothesis (Ha) is accepted. It shows that there are statistically significant differences in the accuracy scores in the pre-test and the post-test. It means that CTL strategy is significant in improving students' accuracy in speaking ability.

Speaking Skill Improvement in Clarity

The students' clarity scores are determined from their pronunciation and articulation. Students with excellent pronunciation and clear articulation without mistakes reach the high scores and vices versa. The descriptive statistic of the clarity scores is presented in the following table.

Table 5. Descriptive Statistic of Clarity Scores

	<i>N</i>	<i>Range</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Sum</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Variance</i>
Clarity Pre-Test	43	1	2	3	93	2.16	.374	.140
Clarity Post-Test	43	1	3	4	143	3.33	.474	.225
Valid N (Listwise)	43							

Table 5 displays the descriptive statistic of the clarity scores in pre-test and post-test. The analysis result of the clarity scores for the pre-test shows that the lowest score of clarity in the pre-test is 2. The mean of the pre-test for clarity is 2.16 and the standard deviation value is 0.37. Meanwhile, the highest score of clarity in the post-test is 4 and the lowest score of clarity in the pre-test is 3. The mean of the post-test is 3.33 and the standard deviation value is 0.47. It implies that the mean of clarity in the post-test is higher than the mean of clarity in the pre-test. It means that the implementation of CTL in teaching speaking improved students' clarity in speaking ability.

Furthermore, the researcher also used a normality test in order to find out the distribution of the data of the clarity scores. The result of the normality test for clarity scores is presented as follows.

Table 6. Results of Normality Test of Clarity

		<i>Clarity pre-test</i>	<i>Clarity post-test</i>
N		43	43
Normal Parameters ^{a,b}	Mean	2.16	3.33
	Std. Deviation	.374	.474
Test Statistic		.506	.428
Asymp. Sig. (2-tailed)		.000 ^c	.000 ^c

Table 6 displays the result of normality test of the clarity scores. The table shows that the significance value of Asymp. Sig. (2-tailed) is 0.00 or less than 0.05 (Asymp. Sig. < 0.05). It indicates that the data is not normally distributed. Therefore, the nonparametric test, in this case Wilcoxon Rank Signed Test is also applied to find out the significance difference between the pre-test and post-test for the clarity scores (Pallant, 2011). The details result of Wilcoxon Rank Signed test for the clarity scores is presented as follows.

Table 7. Results of Wilcoxon Rank Signed Test of Clarity Scores

		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
Clarity Post-Test – Clarity Pre-Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	39 ^b	20.00	780.00
	Ties	4 ^c		
	Total	43		

Based on Table 7, Wilcoxon rank test of clarity scores shows that there is no negative rank of total participant thus the test can be carried out to the next stage of analysis by Wilcoxon statistics below.

Table 8. Test Statistic for Wilcoxon Rank Signed Test of Accuracy Scores

	<i>Clarity Post-Test – Clarity Pre-Test</i>
Z	-5.719 ^b
Asymp. Sig. (2-tailed)	.000

Based on the result of test statistics in Wilcoxon test result table above, the table shows that there are 0.000 in sig. (2-tailed) which meant that the result test is less than the minimum requirements of statistics range of 0.05. It implies that the first hypothesis (Ho) is denied and the second hypothesis (Ha) is accepted. It shows that there are statistically significant differences at 0.05 in the mean scores in the pre-test and the post-test. It means that CTL strategy is significant in improving students' clarity.

Speaking Skill Improvement in Fluency

Students' fluency scores were given based on their ability to speak smoothly without many pauses. The descriptive statistic result of the pre-test and the post-test scores of fluency is presented in the following table.

Table 9. Descriptive Statistic of Fluency Scores

	<i>N</i>	<i>Range</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Sum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Fluency pre-test	43	1	2	3	100	2.33	.474
Fluency post-test	43	1	3	4	166	3.86	.351
Valid N (Listwise)	43						

Table 9 displays the descriptive statistic of the fluency scores in the pre-test and the post-test. The analysis result of the fluency scores for the pre-test shows that the highest score is 3 and the lowest score of fluency in the pre-test is 2. The mean of the pre-test for fluency is 2.33 and the standard deviation value is 0.47. Meanwhile, the highest score of fluency in the post-test is 4 and the lowest score of clarity in the pre-test is 3. The mean of the post-test is 3.86 and the standard deviation value is 0.35. It implies that the mean of fluency in the post-test is higher than the mean of clarity in the pre-test. It means that the

implementation of CTL in teaching speaking improved students' fluency in speaking ability.

Furthermore, the researcher also used normality test in order to find out the distribution of the data of the fluency scores. The result of the normality test for fluency scores is presented as follows.

Table 10. Results of Normality Test of Fluency

		<i>Fluency Pre-Test</i>	<i>Fluency Post-Test</i>
N		43	43
Normal Parameters ^{a,b}	Mean	2.33	3.86
	Std. Deviation	.474	.351
Test Statistic		.428	.515
Asymp. Sig. (2-tailed)		.000 ^c	.000 ^c

Table 10 presents the results of normality test by using Kolmogorov-Smirnov test. The results shows that the Asymp sig. (2-tailed) is 0.00. It is less than 0.05 or α value. It means H_0 is rejected and H_a is accepted. It is concluded that the data of fluency scores is not normally distributed. Therefore, the nonparametric test is also applied to find out the significance difference between the pre-test and the post-test for the fluency scores. The details result of Wilcoxon Rank Signed test for the fluency scores is presented as follows.

Table 11. Results of Wilcoxon Rank Signed Test of Fluency Scores

		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
Fluency post-test – Fluency pre-test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	41 ^b	21.00	861.00
	Ties	2 ^c		
	Total	43		

Based on Table 11, Wilcoxon rank test of fluency scores shows that there is no negative rank of total participant so the test can be carried out to the next stage of analysis by Wilcoxon statistics below.

Table 12. Test Statistic for Wilcoxon Rank Signed Test of Fluency Scores

	<i>Fluency Post-Test – Fluency Pre-Test</i>
Z	-5.781 ^b
Asymp. Sig. (2-tailed)	.000

Based on the result of test statistics in Wilcoxon test, Table 12 shows that the Asymp. Sig. (2-tailed) value is 0.000 which means that the result test is less than the minimum requirements of statistics range (0.05). It implies that the first hypothesis (H_0) is denied and the second hypothesis (H_a) is accepted. It shows that there are statistically significant differences in the mean scores in pre and post speaking test in term of fluency. This result also implies that CTL strategy is significant in improving students' fluency.

4.1. Discussion

After the implementation of teaching speaking by using the CTL method, it was found out that the students' speaking test scores were significantly improved. The activity during the implementation of CTL in the classroom gives students a chance to think about accuracy before they speak. It gives the students a general topic (e.g., personal experiences at famous places) and put them in groups to talk about the topic using the proper grammar, vocabulary, and expressions. During the group discussion, they talked about their experiences using past simple tense, vocabulary for times of the day, and many else. Then, they practiced on the topic and tried to use the proper grammar, words, and expressions. The result of this present study is relevant to the CTL theory in which the accuracy aspect is increased because of the students' ability to talk based on reality or their own experience. Thus, they already had the idea of the things they want to say and are capable to express their idea in a foreign language.

Based on the CTL theory of curriculum and teaching methodology, learning will be more effective when the learning materials are related to the student's experiences and interests (Sanjaya, 2009). It helps students to relate to what they are learning because they have background knowledge related to the topic, also they are actively involved in the learning process in the classroom. This present study is in line with the theory by Sanjaya (2009), in which the students in CTL class were more active because they were trained to speak about what they already knew. They found that the material is related to their own life. Therefore, students found the material as an interesting topic.

The results of this study is in line with the theory of Berns et al. (2001) which is the CTL approach helps students connect the content they are learning to the life contexts in which that content could be used. Students then find meaning in the learning process. As they strive to attain learning goals, they draw upon their previous experiences and

build upon existing knowledge. By learning subjects in an integrated, multidisciplinary manner and appropriate contexts, they can use the acquired knowledge and skills in applied contexts.

Furthermore, the result of this study is supported by Adams (2005), which described that this type of teaching method can positively influence learning outcomes. It is reasonable to suggest that simulation of real-life problems has the potential to increase motivation by allowing students to feel their learning is more relevant and meaningful to their own lives. Also, working in a small group, students explain things to each other to reinforce their learning, building a stronger knowledge foundation that can feed into creativity. Hence, the learning process becomes meaningful because it is close to their daily life. It can therefore be said that CTL is an effective method to teach speaking because it encourages the student to actively speak up such as making the relationship between what they are learning and what they are experiencing in the real life.

A learning community in the CTL approach arranged for the students to learn in groups. It gave a better result than learning alone since students will share their knowledge to help other friends who have difficulties. Crawford (2001) states that during the implementation of CTL, students are learning in the context of sharing, responding, and communicating with other learners (Crawford, 2001). Cooperative learning sets group learning instruction in which the students cooperate to achieve the goals of learning (Slavin, 1995).

It helps students to work and succeed as a team. They participate in a team to achieve the aims of learning. Most students will feel less self-conscious and can ask questions without feeling embarrassed when they work with peers in a small group discussion. Another fact of cooperative learning is that it can be counterproductive. For example, some students may not participate in the group process while others may dominate the group members may refuse to accept or share responsibility for the group work. The same limitation has also occurred in this present study. When the students work in a group, some students did not want to take a part in making dialogues. They seemed to give the responsibility of making the assignment to their friends who actively participated in classroom discussions.

Based on the theory of CTL, the students are trained to work in a group for sharing their ideas with their friends without feeling afraid. Johnson, Johnson, and Smith (2013) as cited in Muliani, Maurisa, and Nurushobah (2016) also added that in cooperative groups, students can

engage in discussions in which they construct and extend conceptual understanding of what is being learned. CTL leads the students to relate the topic of discussion with their real world. By applying CTL, students also have the opportunity to force their minds to develop critical thinking skills.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The objective of this research is to investigate the implementation of Contextual Teaching and Learning (CTL) to improve students' speaking skills in the aspects of accuracy, clarity, and fluency. After the implementation of teaching speaking by using the CTL method, it was found that the students' speaking scores are significantly improved. The result of the Wilcoxon test showed that the value of Asymp. Sig (2-tailed) for accuracy, clarity, and fluency is 0.000 which means that the resulting test is less than the minimum requirements of the statistics range (0, 05). This SPSS result implies that the students' clarity, accuracy, and fluency are significantly improved after the researcher taught the students by using the CTL approach. The scores improvement is also shown by the mean scores before and after the implementation. The mean score of the pre-test for accuracy, clarity, and fluency are 2.21, 2.16, and 2.33. The mean scores of the test are respectively 3.61, 3.33, and 3.86. This notion proved the hypothesis that there is a significant effect on the quality of the students' speaking ability in terms of fluency using the Contextual Teaching and Learning approach in the teaching process.

Suggestions

The implementation of CTL approach in teaching speaking provides positive effects on students' accuracy, clarity, and fluency. It was suggested for the English teachers to use comedy movies in teaching speaking to improve students' speaking ability. However, the researcher suggests English teachers to control the classroom activities and the group members' participation during the teaching-learning process because the implementation of CTL requires students' participation. Furthermore, in choosing the topic of the material, the teacher should consider the students' background to avoid causing offense.

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