

THE EFFECT OF CTL (CONTEXTUAL TEACHING AND LEARNING) ON STUDENTS' SPEAKING DESCRIPTIVE TEXT ABILITY

(A Study at the Eighth Grade of MTs Jabalul Madaniyah in 2020/2021 Academic Year)

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Abstract : *The purposes of this research are to know: 1) The application of CTL (Contextual Teaching and Learning) in teaching speaking descriptive text ability, 2) Students' speaking descriptive text ability before and after using CTL (Contextual Teaching and Learning), 3) Is there any significant effect of using CTL (Contextual Teaching and Learning) at the eighth grade of MTs Jabalul Madaniyah. in order to achieve the purpose of the research, the writer carried the quantitative approach by using experimental research method with one groups pre-test and post-test design. The population of this research is the eighth grade students of MTs Jabalul Madaniyah which consists 83 students. The writer used purposive non probability sampling to get sample that consists to 33 students. The data was collect by using observation sheet and oral test. The result application of CTL (Contextual Teaching and Learning) is 3.6, it is categorized "very good". The result before using CTL (Contextual Teaching and Learning) is 43.75, it is categorized "fail". Then, the result after using CTL (Contextual Teaching and Learning) is 75.90, it is categorized "good". The result of t_{test} is 21.88 and t_{table} is 2.04. It means that there is significant effect of using CTL (Contextual Teaching and Learning) on students' speaking descriptive text ability at the eighth grade of MTs Jabalul Madaniyah in 2020/2021 Academic Year.*

Key Words : CTL (Contextual Teaching and Learning), Speaking Descriptive Text Ability

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui: 1) Penerapan CTL (Contextual Teaching and Learning) dalam pembelajaran kemampuan berbicara teks deskriptif, 2) Kemampuan berbicara teks deskriptif siswa sebelum dan sesudah menggunakan kemampuan CTL (Contextual Teaching and Learning), 3) Apakah terdapat pengaruh yang signifikan penggunaan CTL (Contextual Teaching and Learning) di kelas VIII MTs Jabalul Madaniyah. Untuk mencapai tujuan penelitian, peneliti melakukan pendekatan kuantitatif dengan menggunakan metode penelitian eksperimental dengan one-group pre-test dan post-test design. Populasi penelitian ini adalah siswa kelas VIII MTs Jabalul Madaniyah yang berjumlah 83 siswa. . Penulis menggunakan purposive non probability sampling untuk mendapatkan sampel sebanyak 33 siswa. Pengumpulan data dilakukan dengan menggunakan lembar observasi dan tes lisan. Hasil penerapan CTL (Contextual Teaching and Learning) adalah 3,6 dikategorikan "sangat baik". Hasil sebelum menggunakan CTL (Contextual Teaching and Learning) adalah 43,75, dikategorikan "gagal". Kemudian hasil setelah menggunakan CTL (Contextual Teaching and Learning) adalah 75,90 dikategorikan "baik". Hasil uji ttest diperoleh nilai 21.88 dan*

ttabel 2.04. Artinya terdapat pengaruh yang signifikan penggunaan CTL (Contextual Teaching and Learning) terhadap kemampuan teks deskriptif berbicara siswa kelas VIII MTs Jabalul Madaniyah Tahun Ajaran 2020/2021

Kata Kunci : CTL (Contextual Teaching and Learning), Kemampuan Berbicara Descriptif Teks

I. INTRODUCTION

Speaking is an ability to convey information or express ideas, feeling and one thoughts in spoken language. If speaking ability is not good, it is very likely to fail in study or at least will have difficulty in making progress. Moreover, by mastered speaking English students able to communicate with another people in oral communication. Although it just to talk them selves, present their paper, sharing information, and knowledge. It means that everyone has opportunity become a speaker.

According to Brown (2010:183), Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which neccessarily compromises the realibility and validity of an oral production test. According Madsen in Ikramah (2017:17) says, "There are

five indicators of speaking they are pronunciation, grammar, vocabulary, fluency and comprehension”.

1. Fluency

According to Nation and Newton (2009:152), Fluency is typically measured by speed of access or production and by the number of cohesions; accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clauses.

Similarly, Willis (2008:47) says, “Fluency is the ability to read text accurately and quickly. In summary, the writer concludes that fluency is the accuracy in speaking. It is about how comfortable the speakers speak and make the listener understand what he/she talks about whether there is a great gap or pause that occurs hesitation in speaking.

2. Vocabulary

According to Linse (2006:121), Vocabulary is the collection of words that an individual knows. furthermore, Preszler (2006:4) says, “Vocabulary is one of the keys to comprehension”. Meanwhile, McCarten (2007:18) state that

vocabulary is a challenge for learners, partly because of the size of the task, and the variety of vocabulary types to be learned, in the single words, phrases, collocations, and strategic vocabulary, grammatical, idioms, and fixed expressions. From the opinion above, writer conclude that vocabulary is the ability and knowledge of a person in comprehension language that relate to grammar.

3. Grammar

According to Michael Swan in Indriani (2014:2), Grammar is the setting of rules that explain how a word is combined, arranged, or changed to explain various types of meanings. Meanwhile, Chomsky in Huong (2015:72) defined that grammar is the particular analysis on the system or the structure of a language in particular or languages in general. Based on the explanation above, the writer conclude that grammar is the setting of rules that explain how a word is combined, arranged, or changed in sentence and explain the meaning.

4. Pronunciation

According to Nation and Newton (2009:76), Pronunciation is the articulation of individual sounds and the distinctive features of sounds like voicing and aspiration, voice setting features, stress and intonation. Furthermore, Carmen (2010:25) says, "Pronunciation is easy to understand by advanced users of english". In addition, Frase in Handayani (2017:194) states that learners who have better pronunciation will have more opportunities to communicate naturally with native speakers. Based on the explanation above, the writer conclude that pronunciation is the good articulation, aspiration, stress and intonation to understand between speakers and listener in communication.

5. Comprehension

According to Linda and Carla (2005:14), Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. Furthermore, Westwood (2008:44) says, "Comprehension requires firstly direct explanation and clear demonstration by the teacher". From the opinion above, the writer can conclude that Comprehension is the action or capability of understanding something. It is the

ability to understand something as a knowledge and make people getting the information that they want.

According to Amarain et al (2009:28), Descriptive text is used in all forms of speaking to create a vivid impression of a person, place, object or event. Next, according Nasution et al (2013:74), A descriptive text which list the characteristics of something. Based on the opinion experts above, the writer conclude that descriptive text that describes how something look, sounds, and taste.

The social function refer to usage of the text, thas are; According to Amarain et al (2009:28), Social function of descriptive text is to describe a particular person, place or thing. Based on the explanation above, the writer conclude social funtion of descriptive text is to describe particular person, place or thing in details or specific to make the reader be able to visualize the description.

There are generic structure of descriptive text such as; According to Amarain et al (2009:9), There are two generic structures they are: 1) Identification is identify phenomenon to

be describe, 2) Descriptions is describers parts, qualities, caharacteristic.

According to Amarain, et al (2009:2), Language faetures of descriptive text, namely: 1) Using noun phrase, 2)Using adjective, 3)Using simple present, 4)Focus on specific participants, 4) Using attributive and identifiying proccess, 5) Frequent use of ephitest and clasifier in nominal group, 6) Linking verbs, 7)To bring speaking to life, 8) Aims to show rather than tell the reader that something, 9) Reliers on precisly chosen adjectives and adverbs, 10) Is focus and cocentrates only on the aspects that add something to the main purpose, 11) Sensory description what is heard, seen, smelt, felt, tasted, 12) Strong development of the experience thet pu the reader there focuses on key details.

When writer did pre pest, the writer found some mistakes made by students, one of that was lack of students in grammar. It can be seen from the result when the writer did pre test. "Flower **the very** beautiful", which the right sentence is "the flower **is very** beautiful". The another error was "**my school is location**" but the right sentence is "my school is located".

If these problems continuously, it will bring difficulties in communicating English, because speaking is important in daily activity. Actually, teacher has done some efforts to clear these problems to increase the students' speaking descriptive ability such as giving motivation, exercises, and giving task but there is no significant progress in students' speaking ability especially in speaking descriptive.

The efforts that carried out by the teacher is not interest, it looks monotonous, and not efficient in process of learning. It also make students lazy to study english, feel bored and not interest, and low motivation in English learning process especially speaking skill. To make students interested in speaking descriptive is show the real object. It will help them to describe the object. Based on the reason above, the writer choose Contextual Teaching and Learning (CTL) method to solve this problem.

According to Jhonson in Rusman (2011:187), Contextual teaching and learning (CTL) is the system which stimulating brain for arrange pola to realize meaning. According to Jhonson

in Surdin (2018: 61), the standard steps of contextual teaching and learning (CTL) method are:

1. Pre activities

- a. Motivate students to engage in activities in the learning process Students prepare textbooks according to the teacher direction
- b. Ask students to prepare textbooks
- c. Providing apresepsi questions to generate and know the initial knowledge of students

2. Core activities

- a. The teacher puts forward the topic / material to be taught
- b. The teacher asks students to review the material / topics taught by reading textbooks and other reading sources
- c. The teacher divides the students into discussion groups of 5-6 people in a group
- d. The teacher divides the Student Worksheet and explains to the students how to work on the Student Worksheet

- e. Teachers give each group a chance to ask if there is an unintelligible problem relating to a given task
- f. Teachers help students to process and analyze information from literature / teaching materials both individually and in groups on the problem-solving process that has been done by showing the props (methoding) in the form of pictures, videos and the environment
- g. The teacher asks the students if there is a problem in the group to discuss the settlement with their group mates
- h. The teacher asks each group to present the results of their discussion
- i. Teacher Please invite other groups to disprove the content of the presentation
- j. Teachers with students reflect on the knowledge that students have just accepted.

3. Post-Activity

- a. Teachers with students make the conclusions of learning outcomes.
- b. Teachers assign individual assignments to students

Next, according to Jhonson in Surdin (2018: 57), contextual teaching and learning (CTL) method has advantages such as: (1) learning becomes more meaningful and real, meaning that students are required to be able to capture the relationship between the learning experience in school and real life; (2) learning is more productive and able to cultivate the strengthening of the concept to the students because the contextual teaching and learning method embraces the flow of constructivism, which assumes the students can find and build their own knowledge.

According, according to Shoimin (2017: 44), the Disadvantages of contextual teaching and learning (CTL) is The process of teaching and learning is difficult to do because it's too complex and also need a long time. Based on the explanation above the writer conclude the disadvantages of

contextual teaching and learning (CTL) method is not easy to construct this method because the process is too complex and need a long time because the teacher must give the attention to all students one by one.

II. METHODOLOGY OF THE RESEARCH

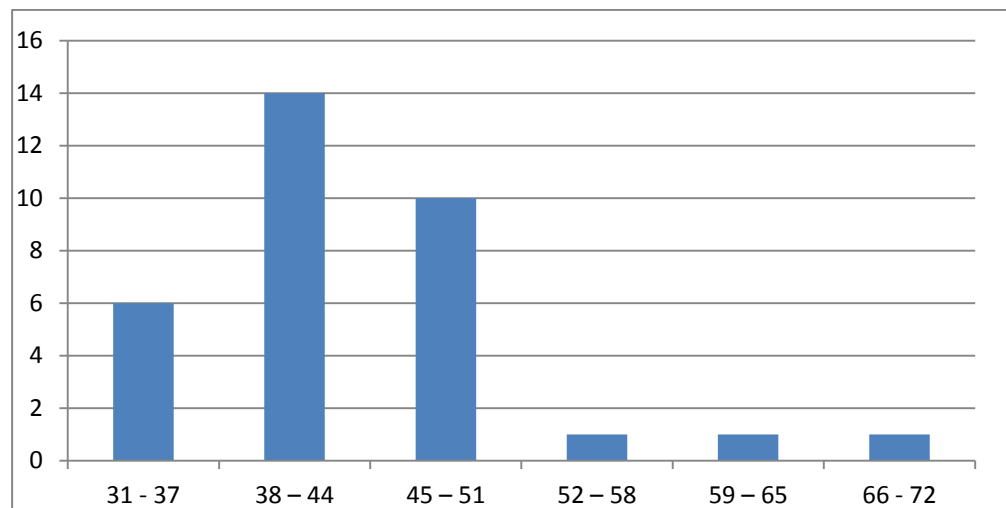
This research used experimental method with pre-experimental research design; one group pre-test posttest design. In collecting data, the writer used test and observation sheet to get data. The test is used to measure the students' speaking descriptive text ability and the observation sheet is used to know how the application of CTL (Contextual Teaching and Learning). The procedures of this research design were: 1) the students were given pre-test and the writer got the data of students speaking descriptive text ability before using CTL (Contextual Teaching and Learning), 2) the writer applied the CTL (Contextual Teaching and Learning) to increase the students' speaking descriptive text ability, 3) after the treatment is given, the students are given post-test and the writer got the data after using CTL (Contextual Teaching and Learning), 4) the scores of pre-test and post-test are compared by the writer.

To analyze the data the writer uses descriptive analysis formula or descriptive method. Descriptive analysis, it will describe the central tendency (mean, median, mode, histogram and so forth). After the data are collected, it is important to analyze the data by using statistical analysis; the formula that will be used is t-test formula.

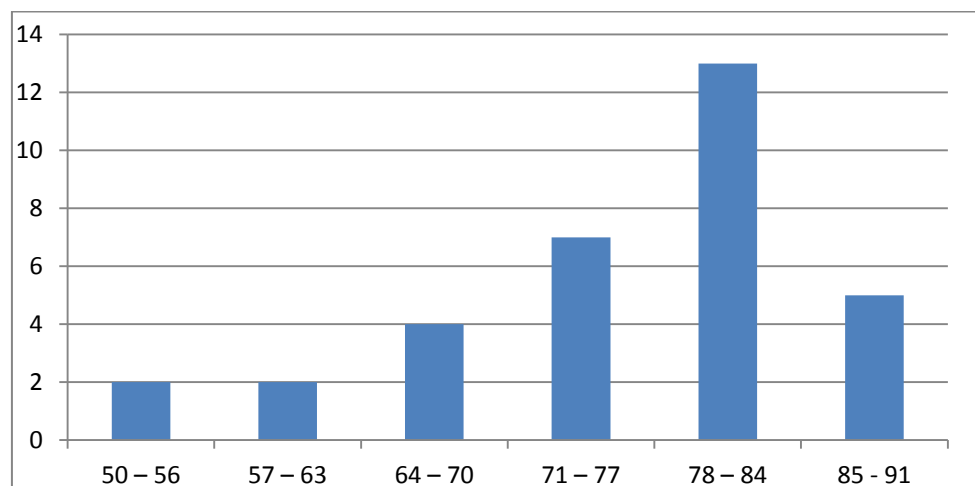
III. RESULT

Based on the result obtained from the analysis of observation sheet about how the writer apply CTL (Contextual Teaching and Learning) on students' speaking descriptive text ability at the eighth grade. The average score was 3.6 and it is categorized "very good", the mean score pre-test of students' speaking ability is 43.75, it shown that students' speaking descriptive text ability is "fail" category where the highest score is 71 and the lowest score is 31. The average or mean that got by the students after using CTL (Contextual Teaching and Learning) is 75.90 and it is categorized "good" where the highest score is 90 and the lowest score is 50.

Histogram of students' speaking descriptive text before using CTL (Contextual Teaching and Learning).



Histogram of students' speaking descriptive text before using CTL (Contextual Teaching and Learning) as follows:



From the histogram above, the writer concludes that posttest is higher than pretest and the writer found that t_{test} is higher than t_{table} ($21.88 > 2.04$). It means that there is a significant effect of CTL (Contextual Teaching and Learning) on students' speaking descriptive text ability at the eighth grade of MTS

Jabalul Madaniyah in 2020/2021 Academic Year

IV. DISCUSSION

Based on the observation sheet result of application CTL (Contextual Teaching and Learning), the writer found that the score is 3.6. It is categorized as “very good ” category. Furthermore, the students’ speaking descriptive text ability before using CTL (Contextual Teaching and Learning) at the eighth grade of MTs Jabalul Madaniyah the fluency score is 50.32 categorized is “fail”, vocabulary score is 57.74 categorized “fail”, grammar score is 39.19 categorized “fail”, pronunciation score is 45.32 categorized “fail”, and comprehension score is 41.77 categorized “fail”. The mean score of students’ speaking descriptive text ability before using CTL (Contextual Teaching and Learning) is 43.75, it mean that “fail” category. Meanwhile, the students’ speaking descriptive text ability after using CTL (Contextual Teaching and Learning) at the eighth grade of MTs Jabalul Madaniyah the fluency score is 76.13 categorized is “good”, vocabulary score is 87.42 categorized “very good”, grammar score is 75.65 categorized “good”, pronunciation score is 76.61 categorized “good”, and comprehension score is 85.97 categorized “very good”. The

mean score of students' speaking descriptive text ability after using CTL (Contextual Teaching and Learning) is 75.90, it mean that "good" category. So, there is a significant effect on students' speaking descriptive text after taught by CTL (Contextual Teaching and Learning).

CONCLUSION

The writer makes conclusion, as follow: 1) The result application of CTL (Contextual Teaching and Learning) at the eighth grade of MTs Jabalul Madaniyah in 2020/2021 academic year is "very good", 2) The mean score of students' speaking descriptive text ability after taught by using CTL (Contextual Teaching and Learning) at the eighth grade students of MTs Jabalul Madaniyah in 2020/2021 academic year is higher than before taught by CTL (Contextual Teaching and Learning), 3) There is a significant effect of CTL (Contextual Teaching and Learning) at the eighth grade of MTs Jabalul Madaniyah in 2020/2021 academic year.

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