

## **CHAPTER I**

### **INTRODUCTION**

This chapter present seven topic related to the study. Those topics cover background of sudy, research problem, objectives of the study, significance of the study, the hypothesis of the study, scope and limitation of the study and definition of key terms.

#### **A. Background of the Study**

Speaking skill is one of the English skills needed in communication and interaction with others in this modern society. According to Siahaan (2008:1). "Language is a set of rules and is used by humans as a means of communication". The use of language begins with the rules that apply in accordance with the customs and culture of each region. If people do not follow the rules in language, then communication will not be effective and will not run smoothly, there will even be misunderstandings between them. Therefore, in order to communicate well, people who communicate must use the rules of the language they use in accordance with applicable rules.

The significance of speaking is discussed by Bailey and Savage (1994: 7). The most difficult of the four abilities, they claimed, is speaking a second or foreign language. Speaking is the oral communication process in which the speaker and the listener exchange information. It is also described as the capacity to produce sounds or a few words in order to state and transmit thoughts orally between two parties According to Tarigan (2008). Students can share and discuss the concepts they learned from books or other information sources by speaking. Reading, writing, listening, and speaking are the four language skills. It is a way for students to interact with others in order to accomplish certain objectives or to convey their thoughts, intentions, hopes, and

viewpoints. Additionally, a person who understands a language is said to be a speaker of that language.

Verbal communication, which includes speaking, is a fundamental ability that student's really require. Therefore, as students become more adept at speaking, their confidence to talk and interact in English as a foreign language will steadily increase. According to Suryani in Sunarya (2018) states that "Speaking is done to convey meanings so that others can understand them. It is supported by Susanti (2019) states that to get involved in a spoken communication, someone should be ready to speak up without feeling ashamed, fear, and lack confidence.

The process of imparting knowledge to students is the fundamental definition of teaching. When engaging in teaching activities, the teacher imparts information, a lesson, or a skill to the student's. This is also the time when the teacher and students communicate with one another. The term "teaching" has been defined variously by numerous specialists. According to Feiman-Nemser and Buchmann (2009, in Ball and Forzani). They define teaching as the activity of assisting individuals in learning "worthwhile things," adding an expressly moral component, as they noted. Additionally, according to Cohen (2009, in Ball and Forzani), teaching—defined as assisting others in learning certain skills—is a common activity that many people do in on a daily basis.

Students are taught speaking as one of the four language skills they must master: listening, speaking, reading, and writing. Equal reinforcement should be given to the four skills. The only strategy within a framework that emphasizes communication and interaction is the combination of the four talents. According to Brown (2000: 234). Therefore, there are four skills that we must acquire in order to learn English, especially speaking because it is a tool for interpersonal communication. Speaking is also a talent that people utilize more frequently than the other three language abilities of reading,

writing, and listening. However, the majority of senior high school student's still struggle to converse with one another in English.

The problems in teaching and learning speaking are primarily the result of senior high school teachers who frequently employ traditional methods that are ineffective for students because they are bored and require a lot of time to master speaking in conversation or communication. The teachers failed to provide the students with adequate practice opportunities for speaking English broadly. The students get disinterested and lack sufficient encouragement to practice speaking English, According to Harmer (2007).

The researcher will thus employ a different technique to help students improve their English-speaking abilities. Contextual Teaching and Learning (CTL) is one of the many approaches that can be utilized to address speaking issues. CTL is a teaching and learning approach that helps students understand the significance of the context in their everyday lives, such as the context of their personal, social, and cultural contexts. Making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments are eight components that must be implemented in order to meet the aforementioned expectations, According to Johnson (2002).

Contextual Teaching and Learning enables language learners to learn about language concepts while practicing speaking together activity. Students in CTL classrooms take an active role in learning Through research, research, verification, and discussion, According to Smith (2010). Students are motivated to connect information and its application through contextual learning, which links expert subject with actual circumstances. Additionally, it involves students in crucial tasks that strengthen academic links while conducting research on their actual circumstances. Students are

also urged to develop their talents further by giving them the chance to do so and by encouraging them to do so.

The CTL system is described as "an educational process that aims to help students see meaning in the academic material that they are studying by connecting the academic study with the context of their daily lives, as well as their personal, social, and cultural circumstances." In other words, CTL assists students in making connections between their course material and real-world situations. This helps individuals to give their learning more purpose, which leads to teaching-learning processes that are more meaningful, according to Johnson (2002:25).

Contextual teaching and learning is a theory of learning that aids instructors in connecting the information being taught to real-world scenarios and encourages learners to draw links between newly learned knowledge and its use in daily life. By its motto sound: Students Learn Best By Actively Building Their Understanding (CTL Academy Fellow, 1999). The elements of contextual learning the first is Activating Knowledge (activating existing knowledge) the next Gaining Knowledge (acquisition of new knowledge by way of learning total then details) the second Understanding knowledge (understanding knowledge) also Applying Knowledge (practicing knowledge and experience) and the last Reflecting Knowledge (reflecting on knowledge development strategies. Zahorik (1995, 14 – 22).

Based on the background, the researcher wants to do research about English teaching and learning the students of SMAN 1 Grogol. Finally the writer takes the title "The Effectiveness of Contextual Teaching And Learning in Teaching Speaking Skill for the First Grade Students of SMAN 1 GROGOL"

## **B. Research Problem**

Based on the background of study above, the problem of the study is “is Contextual Teaching and Learning method effective in teaching speaking?”

### **C. Objectives of the Study**

Based on statement of the problem above, the objective of the study is to investigate the effectiveness Contextual Teaching and Learning in Teaching Speaking Skill for the First Grade Students of SMAN 1 Grogol.

### **D. Significance of the Study**

The results of this study are expected to benefit teachers, students and the next researchers

1. For teacher, can refer to the findings of this study as a guide when they want to improve their ability to teach speaking, and teachers will receive new, creative ideas for improving their teaching methods. Their approach will unquestionably impact how well lessons are taught. In other words, the teachers' approach will assist their students in getting the finest outcome.
2. For students, the researcher hopes that the result of this study is expected to give feedback to motivate the students to get a good results especially in Speaking English is more fun and not boring.
3. For the next researcher, can use this technique to strengthen her speaking instruction abilities.

### **E. The Hypothesis of the Study**

Hypothesis provides a framework for generating the conclusion of a research. The assumes hypothesis to make the purpose of the study clear. here the researcher has two hypothesis, they are:

1. The null Hypothesis ( $H_0$ )

There is no significant difference on speaking skill between the students taught by using contextual teaching and learning method and the students taught by using direct method.

2. The alternative hypothesis ( $H_a$ )

There is significant difference on speaking skill between the students taught by using contextual teaching and learning method and the students taught by using direct method.

**F. Scope and Limitation of the Study**

The research conducted at SMAN 1 Grogol and focus of the study is to know the significant influence on the student's speaking skills by using contextual teaching and learning method, especially the teaching speaking skill which are related at SMAN 1 Grogol. The study was limited to the first grade students in senior high school.

**G. Definition of Key Term**

In order to avoid misunderstanding of the terms used in this study, the following definitions are given:

1. Speaking is a method for interpersonal communication. People can connect with one another, express their thoughts, and learn about others' ideas by being fluent in English.
2. Teaching Speaking is the manner in which professors impart information to their students. Giving instructions, directing someone in their study of something, supplying them with knowledge, and causing them to know or understand are all examples of teaching. Teaching as an activity that sets the stage for learning by assisting and leading students. In this study, speaking skills are taught so that students can have brief conversations with their peers.

Contextual Teaching and Learning is a teaching strategy that aids in connecting classroom content to real-world circumstances and encourages students to connect newly learned information to how it might be used in their everyday lives. According to how its motto reads, students learn best when they actively deepen their understanding.