

THE STUDENTS' PERCEPTIONS OF THE CONTEXTUAL TEACHING AND LEARNING METHOD IN LEARNING SPEAKING IN SENIOR HIGH SCHOOL

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ABSTRACT

The objective of the research is to find out the students' perception of the implementation of contextual teaching method in learning speaking at the second grade students of SMA Negeri 1 Malili. This research applied descriptive quantitative method. The population of this research was the second grade students of Exact Study Program in SMA Negeri 1 Malili. The researcher used total random sampling which the researcher took 25 students from one class. In collecting the data, the researcher used questionnaire to find out the students perception through the implementation of contextual teaching method in learning speaking. The result of the research shows that the students gave very good classification through the implementation of contextual teaching method. Based on the data from the questionnaire, the researcher concluded that the students' perception through the implementation of contextual teaching method in learning speaking at the second grade students of SMA Negeri 1 Malili is very good based on the total score of the students' peception was 1410 (Score range 1400 – 1750) and the mean score of the anwer of questionnnaire is 280.

Keywords: Contextual Learning, Contextual Teaching, English Language Teaching, Speaking Skills, Students' Perceptions.

INTRODUCTION

Speaking is the important skill that has to be mastered because speaking is the way to communicate with the others in around of the world directly but based on Oradee (2012) stated that speaking English is the most difficult for learners and mastery of this skill illustrates that the speaker possesses precise knowledge of language. Then, even speaking is the most difficult, but it can be the most easier if using the good strategy to learn it. In some classroom teaching speaking there are some problems because not all the students can speak English fluently because of many factors, it's because they less of vocabulary, less of motivation to speak or they don't know what they have to speak.

In learning process there are some methods had to be chosen to teach English especially speaking skill effectively. One of them is contextual teaching. Contextual teaching is approach considered as an effective approach in teaching and learning process. The Contextual Teaching and Learning system is an educational process that aims

to help student to see the meaning in the academic material; they are studying by relating academic subject with the context of their personal, social, cultural circumstances. To achieve the aims, the system encompasses the following eight components, making meaningful connection, doing significant work, self-regulate learning, collaborating, critical and creative thinking, nurturing the individual reaching high standard, using authentic assessment.

In contextual class, teachers only help the students achieve the purpose, it means the teachers create strategies, arrange a team and encourage the students to learn each other in order to learn meaningfully and productively. With many argue about this method which can help the students in their learning, at that moment, do the students agree about that many opinion? Or do the students really feel the benefit after learning using this method? Many experts argued that contextual teaching is a method to help the students to know the knowledge by understanding it not to memorize then make the students can connecting what they have learned to their real world so that students can be more active to construct their idea and be more self-confidence on their learning. Example, According to Hears and Sears (2001), "Contextual Teaching and Learning (CTL) is a concept that helps teachers relates subject matter to real- world situation". It means that the teachers are able to use the strategies that make students find out the material and also apply it. In this case "do the students really understand the knowledge without memorize?", "do the students can study with the real situation?", or what the students perception after they have learn the knowledge which is correlate with their daily activity?.

Based on the explanation above, the researcher interest to know the students' perception through the implementation of contextual teaching to learn English especially for their speaking skill. Therefore the researcher interest to make a research with entitle "The Students' Perception through the Implementation of Contextual Teaching Method in Learning Speaking at the Second Grade Students of SMA Negeri 1 Malili".

METHODS

The researcher used descriptive method. It aims to know the students' perception through the implementation of contextual teaching method in learning speaking at the second grade students of SMA Negeri 1 Malili.

Population and Sample

The population of the research was 125 students consisted of four class at the second grade of Exact Study Program in SMA Negeri 1 Malili in the Academic Year 2022/2023. The researcher used total random sampling technique. The researcher took one group class that consisted 25 students of the second grade of Exact Study Program at SMA Negeri 1 Malili. Then the total number of the sample was 25 students.

Instrument of the Research

The instruments of this research was the questionnaire. It was used to find out the students' perception through the implementation of contextual teaching in learning speaking. There was 10 indicators that consisted of 14 statements.

Procedures of Collecting Data

The researcher distributed the questionnaire to the students. But before that, the researcher introduced herself and explained the purpose of the researcher to the students. Then the researcher taught the students speaking material by using contextual teaching method for three days.

In collecting the data, the researcher used some procedures below:

1) Preparing the research instrument. 2) Confirming and negotiating with the headmaster and the English teacher about this research. 3) Surveying the research field. 4) At the first meeting, the researcher introduced herself, and greeted and asked the students' condition, then the researcher presented the purpose of the learning. Before the lesson began, the researcher and the students made some agreement about using English in the learning activity until the lesson had been done. Then, the researcher divided the students into group and asked them to discuss about English speaking. And then, the researcher ended the class. 5) The second meeting, the researcher greeted to the students before the lesson began and asked their condition. Then, the researcher divided students into eight groups, each group consisted of 3 students. The researcher gave each group an envelope, which there was a theme on the envelope that want to apply it by all group and then doing the role play based on the instruction of the envelope that they had. Therefore, all the groups must follow the rule of the instruction in each theme. After all the groups had been doing the role play in front of the class, he researcher gave them some motivation before ended he lesson. And then, the researcher ended the lesson. 6) The third meeting, the researcher greeted to the students and gave brainstorming and some motivation to the students. After that explaining the contextual teaching and learning method that had been taught for the first until the last meeting. 7) Distributing the questionnaire to the students and gave the students 30 minutes to answer it. 8) Collecting the questionnaire. 9) Analyzing the data.

Technique of Data Analysis

The students' perception was assessed through the using of attitude scale, questionnaire consisted of 5 categories scale. Each item was provided with 5 alternatives of attitude scale. Categories: Strongly agree, Agree, Doubt, Disagree, Strongly disagree, to indicate such attitude intensities as Very Good, Good, Good Enough, Poor, Very Poor. The students' answer of the questionnaire was analyzed in the attitude scale analysis by using the Likert scale model.

RESULTS

In analyzing the data, the researcher used descriptive analysis. The questionnaire was distributed to the 25 students as the sample. The data collections were analyzed in percentage to answer the research statements that related to the students' perception through the implementation of the contextual teaching method in learning speaking at the second grade students of SMA Negeri 1 Malili. The researcher used Likert Scale in scoring the questionnaires. Likert scale was used to give score of the respondents. There were 10 indicators of the questionnaire but the total was consist 14 statements. The data obtained in each can be seen in the following table:

Table 1. Making Meaningful Connection (Contextual teaching method makes the students can make relationship between school and real life)

Answer	Frequency	Percentage (%)
Strongly Agree	5	20
Agree	16	64
Doubt	4	16
Disagree	0	0
Strongly Disagree	0	0
Total	25	100

The table above showed that there are 5 or 20% students chose strongly agree, 16 or 64% students chose agree and then 4 or 16% students chose doubt. It means that most of them, 21 or 84% students agree with the indicator no 1 and there are only 4 or 16% students chose doubt and then no student chose disagree and strongly disagree.

Table 2. Doing Significant Work (using contextual teaching and learning method makes the students know what they learn, the benefit and the purpose which they learn)

Answer	Frequency	Percentage (%)
Strongly Agree	5	20
Agree	17	68
Doubt	3	12
Disagree	0	0
Strongly Disagree	0	0
Total	25	100

On the table above showed that there are 5 or 20% students chose strongly agree, 17 or 68% students chose agree, then there are only 3 or 12% students chose doubt. It means that most of them, 22 or 88% students agree with the indicator no 2 of the questionnaire. Then there is no student chose disagree and strongly disagree in this indicator.

Table 3. Collaborating (using contextual teaching and learning method helps the students work effectively in group and can also solve the problem together)

Answer	Frequency	Percentage (%)
Strongly Agree	11	44
Agree	11	44
Doubt	3	12
Disagree	0	0
Strongly Disagree	0	0
Total	25	100

The table above showed that there are 11 or 44% students chose strongly agree, 11 or 44% students chose agree and there are only 3 or 12% students chose doubt. It means that they agree with the indicator no 3 and there is no student chose disagree and strongly disagree.

Table 4. Critical in Thinking (Contextual teaching method makes the students think critically and actively especially in learning speaking)

Answer	Frequency	Percentage (%)
Strongly Agree	6	24
Agree	14	56
Doubt	5	20
Disagree	0	0
Strongly Disagree	0	0
Total	25	100

Based on table above showed that there are 6 or 24% students chose strongly agree, 14 or 56% students chose agree, and then 5 or 20% students chose doubt. It means that most of them 20 or 80% students agree with the indicator no 4 and then no student chose disagree and strongly disagree

Table 5. Self-Regulated Learning (Applying the contextual teaching helps the students do their assignment that related with the material and a real object)

Answer	Frequency	Percentage (%)
Strongly Agree	3	12
Agree	14	56
Doubt	6	24
Disagree	2	0
Strongly Disagree	0	0
Total	25	100

The table above showed that there are 3 or 12% students chose strongly agree, 14 or 56% students chose agree, 6 or 24% students chose and then only 2 or 8% students chose disagree and there is no student chose strongly disagree. It means that most of them agree with the indicator no 5.

Table 6. Nurturing the Individual (Applying contextual teaching makes the students be more motivate to learn English speaking and respect to their friends and the teacher)

Answer	Frequency	Percentage (%)
Strongly Agree	7	28
Agree	16	64
Doubt	2	8
Disagree	0	0
Strongly Disagree	0	0
Total	25	100

The table above showed that 7 or 28% students chose strongly agree, 16 or 64% students chose agree, and then only 2 or 8% students chose doubt. It means that most of them 23 or 92% students agree with indicator no 6 and no student chose disagree and strongly disagree.

Table 7. Reaching High Standard (with the contextual teaching, the students more excited to reach the high score level in the speaking skill)

Answer	Frequency	Percentage (%)
Strongly Agree	11	44
Agree	11	44
Doubt	3	12
Disagree	0	0
Strongly Disagree	0	0
Total	25	100

The table above showed that 11 or 44% students chose strongly agree, 11 or 44% students chose agree, and then only 3 or 12% students chose doubt. It means that most of them 22 or 88% students agree with indicator no 7 and no student chose disagree and strongly disagree.

Table 8. Using Authentic Assessment (Using contextual teaching and learning method makes the students use their academic knowledge in their real life and also can implement what they have got in their daily activity)

Answer	Frequency	Percentage (%)
Strongly Agree	3	12
Agree	19	76
Doubt	21	8
Disagree	0	4
Strongly Disagree	0	0
Total	25	100

The table above showed that 3 or 12% students chose strongly agree, 19 or 76% students chose agree, and then only 2 or 12% students chose doubt and 1 or 4% student chose disagree. It means that most of them 22 or 88% students agree with indicator no 8 and no student chose strongly disagree.

Table 9. Total Score of Questionnaire

Point Value	Frequency	Score
5	86	430
4	204	816
3	49	147
2	6	12
1	5	5
Total Score		1410

Based on the table above, it can be seen that the total score was 1410. The category was based on the range of ideal score, where:

- Total maximal score was gained from : 5 (the highest score) multiplied by total item of questionnaire then multiplied by total sample, i.e. : $5 \times 14 \times 25 = 1750$
- Total minimal score was gained from: 1 (the lowest score) multiplied by total item of questionnaire then multiplied by total sample, i.e. : $1 \times 14 \times 25 = 350$
- Score Range = (Maximal score – minimal score) : 5 = $(1750 - 350) : 5 = 280$

Thus based on the answer of 25 samples, the total score the students' perception was 1410 which included on very good classification (Score range 1400 - 1750). It means that the perception of the students through the implementation of contextual teaching method in learning speaking in the second grade student at SMA Neg 1 malili was very good.

DISCUSSION

Looking at the findings, the research presented the discussion of the data. This section presented the result of data analysis. It aimed to described the students' perception through the implementation of contextual teaching in learning speaking in the second grade students of SMA Negeri 1 Malili.

Making meaningful connection

This indicator shows us that only 20% students chose Strongly Agree and most of them, it is about 64% students chose agree. It shows the students' perception that they agree about using contextual teaching and learning method, the students can make relationship between school and real life.

Doing significant work

This indicator shows us that 20% students chose Strongly Agree and most of them, it is about 68% students chose agree. The answer of this indicator shows us that most of them agree about using contextual teaching and learning method makes them know what they learn, and the benefit and the purpose which they learn. Baccuse based on Crawford (2001) statement, that "What students learn is influenced by their existing ideas".

Collaborating

This indicator shows us that 44% students chose Strongly Agree and 44% students chose agree. This answer of this indicator shows us that most of the students agree about using contextual teaching and learning method helps the students work effectively in group and they can also solve the problem together. Crawford (2001) state that students working individually or in groups are likely to try several different problem-solving approaches and have different solutions, because answers depend on students' assumptions.

Critical in Thinking

This indicator shows us that 24% students chose Strongly Agree and 56% students chose agree. This answer of this indicator shows us that most of them agree about using contextual teaching and learning method makes the students use their critical and creative thinking and they can also solve the problem and make a decision.

Self-Regulated Learning

This indicator shows us that 12% students chose Strongly Agree and 56% students chose agree. It shows that most of the students agree about using contextual teaching and learning method helps them did the assessment more easier, because the material was connected with the real object. Based on Hudson and whisler (2002) explained that “situation learning, where knowledge and skills are taught in contexts that reflect how the knowledge will be used in real-life situations”.

Nurturing the Individual

This indicator show us that 28% students chose Strongly Agree and 64% students chose agree. It shows us from the answer of the questionnaire that most of them agree that the teacher gave them attention and hold high expectation to each students to respect to their friends and adult and the teacher also gave them motivation on their learning.

Reaching high standard

This indicator shows us that 44% students chose Strongly Agree and agree. It shows us from the answer of the questionnaire that most of the students agree about using contextual teaching and learning method makes the students have high expectation to reach the high score in high level in speaking skill.

Using Authentic Assessment

This indicator shows us that 12% students chose Strongly Agree and 76% students chose agree. It shows us that most of the students agree about using contextual teaching and learning method makes the students use their academic knowledge in their real life and also can implement what they have got in their daily activity.

Self-Personality

This indicator shows us that there are five items that consisted of this indicator. The result shows that item 1, 2, 3, 4, 5, it shows 40%, 16%, 24%, 32%, 24% students chose Strongly Agree. Then 36%, 84%, 76%, 56%, 64% students chose agree. It shows that frequently of the students' answered of the questionnaire is agree about using contextual teaching and learning method makes the students can increase and be motivated and interested to learn English speaking.

The Difficulties in Study Speaking

This indicator shows us that the high score of the students choise is doubt, it is about 36% students, and 28% students chose agree and only 20% students chose Strongly Disagree. It shows us that the students sometimes they got difficulties in learning English speaking by contextual teaching and learning method and sometimes they didn't get difficulties in learning English speaking by contextual teaching and learning method. Therefore, most of them doubt to answer the questionnaire of the indicator no 10.

In this research, the researcher be a model as the teacher who taught and explaind the implementation of contextual teaching and learning method in learning speaking to know the perception of the students about this method. Even the students gave very good respon,

but there were some weakness in implementated the contextual teaching and learning method. Contextual teaching and learning can be implemented by the teacher succesfully if the teacher can be more active to make good strategy in their process of learning especially for English speaking. In this research was limited by the time.

Therefore, there were some principles in implementing this method, such as constructivism, inquiry, learning community,modeling, reflection and authentic assessment did not implement yet optimally. Based on the discussion above , the classification of the all indicators, it shows in the continuum line, then from the total score of the students' answer of the questionnaire is very good respon, this result described that the students perception through the implementation of contextual teaching in learning speaking at the second grade students of SMA Negeri 1 Malili. Finally from the discussion above, the researcher concludes clearly that students have very good perception through the implementation of contextual teaching in learning speaking at the second grade students of SMA Negei 1 Malili.

CONCLUSION

Based on the finding, it can be concluded that the students gave very good response through the implementation of contextual teaching in learning speaking at the second grade students of SMA Negeri 1 Malili Based on the result of questionnaire where the total score of the students' perception was 1410 (score range = 1400 – 1750), It can be concluded that the students' perception through the implementation of contextual teaching in learning speaking at the second grade students of SMA Negeri 1 Malili was very good.

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