

An Action Research at English Department FKIP UNMUL Samarinda

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Abstract

This study aims to gain deep understanding of the improvement of the students ability in speaking English through contextual teaching and learning at the English Language Department of afternoon class at the Faculty of Teacher Training and Education, University of Mulawarman Samarinda. The speaking skill improvements were measured from the four speaking aspects: fluency, vocabulary, grammar and pronunciation. Method used in this research was action research and conducted in two cycles. The data of the research was the learning proses and the results of improvement in speaking by using the Contextual Teaching and Learning approach. Data analysis is by using qualitative and quantitative method. Qualitative method here means that the researcher used verbal description to explain the data whilst the quantitative method means that the researcher used numbers, percentages, tables and graphics to describe the data. The results indicated that learning English speaking by using the Contextual Teaching and Learning approach could improve the students' speaking ability, as shown in the improvement of their score at pre-test, the test at the end of cycle 1 and the test at the end of cycle 2 of this research. The data showed the improvement process of students' speaking skills, as shown from the average score results of pre-test namely 60.21; from cycle 1 was 70.60 and cycle 2 was 76.12. So, it proved that Contextual Teaching and Learning could improve the students' English speaking skill.

Keywords: contextual teaching and learning, improving, speaking skill

BACKGROUND

In English learning, there are so many issues that are still debated by academicians. Especially in the afternoon English language class, at FKIP Mulawarman University where I teach, has problems in terms of students' English speaking skills, where there are still many students who are not maximized in applying the speaking skills acquired in the learning process.

The speaking ability of afternoon class students is currently weak on the aspects of 'fluency, vocabulary, grammar, and pronunciation'. So far, the strategies used for teaching speaking are other strategies such as lectures, assignments, demonstrations, games or others, in the sense that learning Speaking skills have not been associated with contextual learning. I as a researcher applied Contextual Teaching and Learning (CTL) treatment in the hopes of improving their English speaking skills. This CTL will be applied so that they can possess the ability to speak English according to their level.

The problem faced today is that the ability to speak of the afternoon class students is still inadequate. The following table is the result of a preliminary survey of students' speaking problems in terms of the four aspects of speaking:

Table 1: Preliminary Observation Results of Students' Problems in Speaking

No.	The Dominant Problems	Number of Students	Percentage
1.	Less fluent speaking (<i>fluency aspect</i>)	25 out of 29	86,2%
2.	Have less vocabulary (<i>vocabulary aspect</i>)	20 out of 29	68,9%
3.	Lack of English grammar (<i>grammar aspect</i>)	22 out of 29	75,8%
4.	Lack of pronunciation (<i>pronunciation aspect</i>)	24 out of 29	82,7%

Focus of the Research

The main focus of this action research is to gain an in-depth understanding of the improvement of English speaking skills through CTL learning to English class students of FKIP Mulawarman University, Samarinda.

Problem formulation

Based on the above research focus in general, the problem of this study can be formulated as follows:

1. How is the learning process in improving the students' English speaking skills by using CTL at English Language Program of FKIP Mulawarman University in Samarinda?
2. Can the application of CTL improve the English speaking skills of students of FKIP Mulawarman University

in Samarinda?

Literature Review

Action research is stressed on the diagnosis of the problem in a specific context in which I try to solve it in that context. In action research, I and practitioners work together and collaborate on a research team, each team member take part both directly and indirectly in the research.

Kemmis, McTaggart and Nixon (2014: 85) provides a broad overview of action research such as the following: "The term 'action research' embraces a wide range of activities, the critical participatory action research distinctive partly because it understands itself as a social practice".

Furthermore Mertler (2009: 12) describes the concept of action research as follows: "... action research as an attempt to study the quality of actions and results within it". Action research is described as an attempt to study the real school situation with a view to advance the quality of actions and outcomes within it.

Creswell (2012: 577) provides an understanding of action research as a most practical and easy to apply design. It is said that we use action research when we have educational problems to be solved

Research measures in education is a form of applied research that has the main purpose, namely to improve the quality, influence and measure of professional education practices. The characteristic or nature of action research is to improve or to change from the less good to the good, the less understood to be understood and the lower the quality becomes higher quality.

Furthermore, Creswell (2012: 592) describes the key characteristics of action research as follows: Key characteristics of action research: action researchers use a process of inquiry. The educator becomes the researcher. As the researcher, the practitioners become self-reflective about the process. "In action research, the principle that guides action research is something unique given. Emzir (2008: 236-238) describes six key principles in action research: 1) Reflective Criticism, 2) Dialectical Criticism, 3) Collaborative Resources, 4) Take Risks, 5) Plural Structures, 6) Theory, Practice, Transformation. It is said to be a reflective criticism because it expresses a factual situation calculation and truth. While dialectical criticism states a social fact, which is consensus validated, is said to be shared through language. This criticism is needed to understand a series of relationships between phenomena and their context, and between the elements of the phenomenon. Collaborative resources in which participants in action research projects are research assistants. The principle of collaborative resources is to require that each person's ideas are as important as potential resources. The next principle is to take risks that a change process potentially threatens all the predetermined ways of doing things, thereby creating psychic fears among the practitioners. On the principle of plural structure, it is said that the nature of research in the form of diverse views, comments and criticism, leads to various interpretations and possible actions.

In the action research, there are various models that are often used include: Lewin model (Mills, 2003: 16), Calhoun model (Metler, 2009: 14), Bachman model (Metler, 2009: 15), Riel model (Metler, 2009: 16). I, as a researcher set out a model to apply in this action study of models offered by Kemmis, Taggart and Nixon (2014: 18-19), since the model is well known in its application in Indonesia, and it is also very commonly used in action research carried out in a research paradigm in an effort to improve learning (Kemmis, Taggart and Nixon, 2014). Speaking is an effort to get the idea to be conveyed to others as a verbal partner in the form of verbal communication, using speech tools. According to the fourth edition of Linguistic Dictionary by Kridalaksana (2009: 35) that speaking in language teaching is defined as 'the act of producing a language to communicate which is one of the basic skills of speaking'.

Widdowson (1978: 55) of his time has said that '... communicative approach is, of course, very much vogue at present ... language is taught as communication rather than sentences. Communicative learning has emerged since 1980 and is still used in learning. In the application of speech learning, Wright (2010: 45) suggests several important things, among others: a. In order for the learner to directly practice the language being studied, not theorizing, b. Meaningful communication should be the target of in classroom practice, c. Smooth talk is an important dimension of communication. Furthermore Harwood (2010: 207) states that the most effective way to learn to speak is that we should fall in love with that language or speakers of that language. Here's the excerpt: "The most effective way to learn to speak a language is to fall in love with the language or with a speaker of the language. English speaking exercises can be done easily for example, with colleagues at school or in the classroom, with teachers or with English lecturers, or with anyone who wants to speak English or want to express their ideas in English. The goal is to improve speaking skills, enrich the use of vocabulary, improve the language order, complete the vocabulary utterances, English sentences so that the students can easily express their opinions verbally with their interlocutors. In terms of speaking Tomlinson, (2007: 375) says that: "One way to understand the notion of speaking skills is by viewing them in two basic aspects: motor-receptive skills and interaction skills."

In speaking activities, we need to also know what it is to talk. Speaking must involve two or more persons for the purpose of interacting or transacting. As we speak, we express what our interest in the topic of

conversation (Richards and Renandya, 2003: 188). Communication should be viewed more as a process than a set of products. Being viewed as an oral communication process is not an end product but must be viewed as open to interpretation again. This perception is complemented by Richard and Renandya's (2003: 204) statement that 'speaking is effective oral communication that requires the ability to use the language appropriately in social interactions'. Meanwhile Schiffirin (2007: 365) proposes speech theory as something that is seen as knowledge: 'what speakers be assumed to know and how that knowledge guides the use of language and the interpretation of utterances'.

Iskandarwassid and Suhendar (2011: 240) state that speaking strategy of speaking refers to the stimulus-response principle. As long as this principle is dominated by speakers of language, it can be categorized as having the ability to speak.

Owens (2012: 10-11) considers the need for effective communication to be regarded as essential to achieving success in each individual, both individual and group activities. In language learning, contextual learning is a fairly popular learning.

Contextual Teaching and Learning (CTL) in this research is learning that helps students find meaning in the lessons they are learning by connecting them with the context of their daily lives. In contextual learning there are 7 strategies that are characteristic of its application: problem-based teaching, using diverse contexts, considering diversity, empowering for self-study, learning through collaboration, using authentic assessment, and pursuing high standards.

In relation to contextual language learning, students acquire the concept of language learning that helps to link learning material to the taught with real-world situations and encourages them to make connections between their knowledge and the real world, by applying them in daily life effectively and constructively.

Johnson (2007: 19) explains that Contextual Teaching and Learning is an all-encompassing system that resembles the way nature works: recent discoveries in modern science about the brain, and certain basic principles that underpin all living systems and the universe.

Contextual Teaching and Learning is a holistic system aimed at helping learners to understand the meaning of the subject matter they are learning by linking the material to the context of everyday life (personal, social and cultural contexts) so that learners can have knowledge and skills that can be flexibly applicable.

In Contextual Teaching and Learning, students are involved in all teaching and learning activities and direct them to relate what they can in the lesson to the real-life context they encounter on a day-to-day basis. In this way, the students will gain meaning from the knowledge that will lead them to the skill. With contextual learning, students will learn basic values and knowledge about society by asking questions and accepting challenges to solve solutions to problems that are found. Other learning process that can be obtained is they can explain the concept, defend their opinions as well as they have the skills to seek information. CTL is said to be successful if learners can process new information or new knowledge gained and are considered beneficial to them in their personal lives and in the experience they face daily. The application of CTL assumes that each individual's mind makes a tangible contribution to the environment and can be beneficial to himself.

Method

The method used in this research is action research, using qualitative and quantitative data. Qualitative data is in the form of observation and interview and described descriptively in the form of words while the quantitative data is in the form of tests, and the test results are described in the form of numbers, tables and graphs. In this action study, the researcher performs a special action in his learning and observes continuously all the processes that occur in the application of learning and then perform controlled improvements to the maximum effort. Data collection methods and data interpretation conducted by the researcher in this action research is based on the model proposed by Kemmis and McTaggart (2014) which include: Planning a change, Acting and observing the process, Reflecting on these processes.

This action study uses two problem-solving cycles as shown in the following chart:

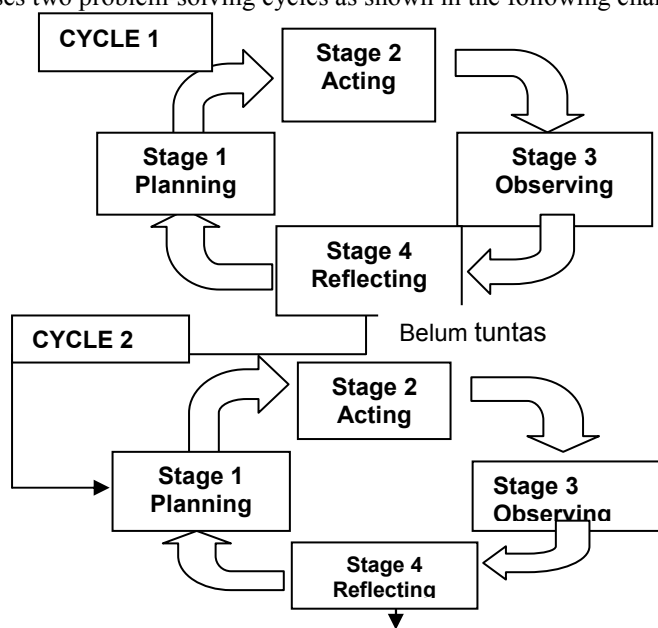


Chart 1: Cycles in Action Research

The data is analyzed by using descriptive statistical data analysis and qualitative data analysis.

Descriptive statistical data analysis is the exposure of data in the form of numbers described in tables, percentages, in the form of colors, and graphs. These data are elaborated with the intent to show improvement in student values, as well as to compare students' ability before and after treatment in this case the scores on the pre-test, the scores in cycle 1, the scores in cycle 2 as well as the scores on the increase of each cycle.

Qualitative data analysis is the way used to analyze data in the form of description of sentences and interpretation of the events that occur in the learning process. In this case the elaboration is done through explanations that reveal all the process of improving students' English speaking ability.

Results

Based on the problem found that the students' scores in speaking English are not maximal, I try to solve the problem by doing an action by implementing Contextual Teaching and Learning strategies to improve their English speaking skill. The learning process is carried out with 2 cycles.

After conducting learning process in cycle 1, I conducted a review again to see the extent of the students achievement whether there are students who are still not successful. At the end of the cycle1, I get the findings contained in the results of the test in cycle 1 namely:

- A. There has been an increase in speaking skills for most students.
- B. There are still some students who get the scores that has not been satisfactory so that I need to conduct cycle 2. Learning strategies undertaken.
 - a. Overall, of the 29 students who participated in English learning activities with Contextual Teaching and Learning, there are still 7 students who have not fulfilled the graduation requirements in cycle 1.
 - b. It is still necessary to conduct the next cycle namely cycle 2.

The following is the increase in speaking from the pre-test results, the test in cycle 1 and test in cycle 2:

1. Pre-test Results:

Number of students = 29

Total value for Fluency aspect = 1830. Average value = $1830 : 29 = 63.10$

Total value for Vocabulary aspect = 1845. Average value = $1845 : 29 = 63.62$

Total value for Grammar aspect = 1685. Average value = $1685 : 29 = 58.10$

Total value for Pronunciation aspect = 1625. Average value = $1625 : 29 = 56.03$

Table 2: The Results of Pre-test

Aspect	Fluency	Vocabulary	Grammar	Pronunciation
Total Score	1830	1845	1685	1625
Average	63.10	63.62	58.10	56.03

Thus, the average classical value for the pre-test is:

Classical average value = $(63.10 + 63.62 + 58.10 + 56.03) : 29 = 60.21$

2. Result of test in Cycle 1:

Number of students = 29

Total value for Fluency aspect = 2130. Average value = $2130: 29 = 73.45$

Total value for Vocabulary aspect = 2105. Average value = $2105: 29 = 72.58$

Total score for Grammar aspect = 1980. Average score = $1980: 29 = 68.27$

Total value for Pronunciation aspect = 1975. Average value = $1975: 29 = 68.10$

Table 2: Results of test in Cycle 1:

Aspect	Fluency	Vocabulary	Grammar	Pronunciation
Total Score	2130	2105	1980	1975
Average	73.45	72.58	68.27	68.10

Thus, the classical average score for cycle 1 is:

Classical average score = $(73.45 + 72.58 + 68.27 + 68.10): 29 = 70.57$

The results show that the classical score is good but because there are still 7 students who have not got the passing score then the I continue with cycle 2.

Cycle 2:

The results of the students' English speaking tests on cycle 2 as a whole show an increase where each individual gets passing scores, judging from the four aspects assessed. This proves that learning by using Contextual Teaching and Learning can improve English speaking skills. The value obtained in the final test of this cycle 2 varies with the range of the lowest score of 67.5 (student code C1) while the highest score is 85.0 (student code L).

In more detail, it can be described in the final test result of silus 2, that there are no students who score smaller than 60, while the students who scored between 60 to 69 amounted to 4 people (13.8%), ie students with Code G, J, B1 and C1. Students who scored between 70 to 79 amounted to 21 people (72.4%) were students with codes A, B, C, D, E, F, H, K, M, N, O, P, Q, R, S, T, U, V, W, X, and A1. While the students who scored 80 and above amounted to 4 people (13.8%) ie students with codes I, L, Y and Z, so it is said that all students get a passing grade.

3. Results of test of Cycle 2:

Number of students = 29

Total value for Fluency aspect = 2265. Average = $2265: 29 = 78.10$

Total value for Vocabulary aspect = 2265. Average = $2265: 29 = 78.10$

Total value for Grammar aspect = 2165. Average = $2165: 29 = 74.65$

Total value for Pronunciation aspect = 2135. Average = $2135: 29 = 73.62$

Table 3: The Result of the Test of Cycle 2

Aspect	Fluency	Vocabulary	Grammar	Pronunciation
Total Score	2265	2265	2165	2135
Average	78.10	78.10	74.65	73.62

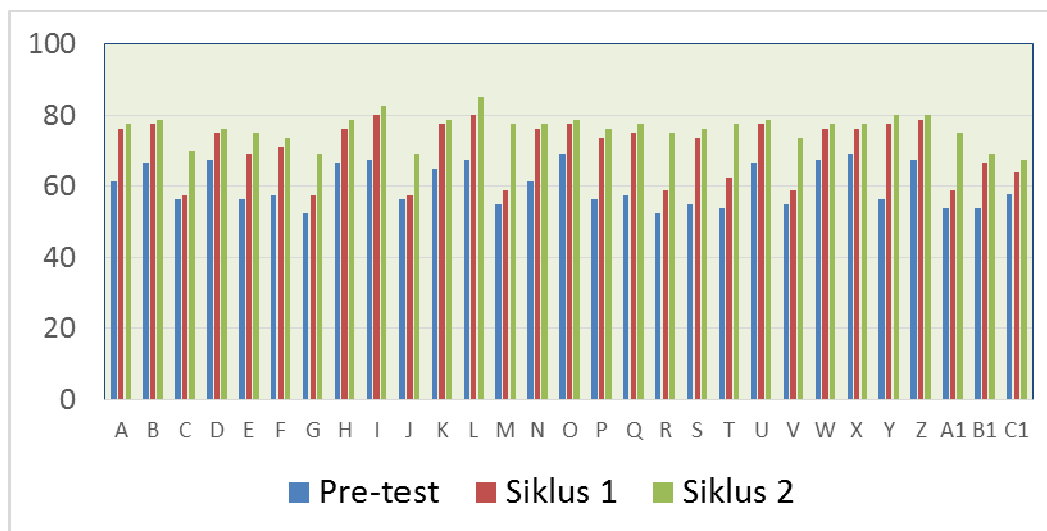
Thus, the classical average value for cycle 2 is:

Classical average value = $(78.10 + 78.10 + 74.65 + 73.62): 29 = 76.12$

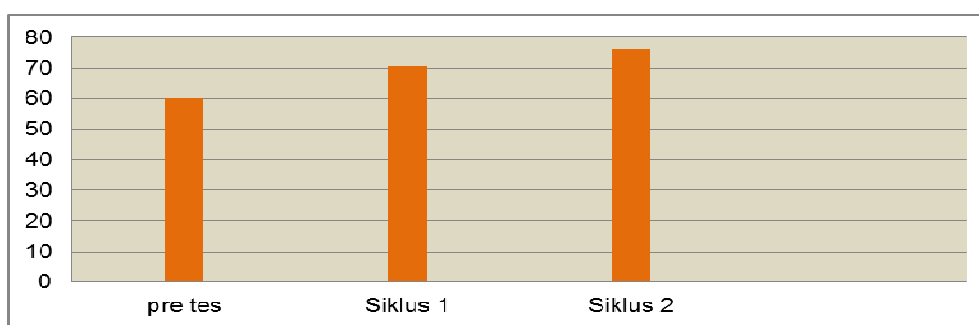
The results show that the score is good and no more students who get less scores, then the I do not continue the next cycle.

After passing through the learning process in cycle 2, I present the findings as a result of research as follows:

- A. The learning process for improving speaking skills with Contextual Teaching and Learning goes well.
- B. Visible improvement in speaking English in terms of fluency, vocabulary, grammar and pronunciation.
- C. All students experienced an increase in English speaking ability from the pre-test, the test of cycle 1 and the test of cycle 2.
- D. There are no students who scored less or did not pass in cycle 2, so they did not proceed to the next cycle.



Graph 1: Individual Improvement from Pre-test, Test Cycle 1 and Test Cycle 2



Graph 2: Classical Improvement in Overall Aspect of Speaking.

Discussion

The process of learning to speak English by using Contextual Teaching and Learning was able to improve students' English speaking skills. This is in accordance with the focus of this research which is to gain a deep understanding of the improvement of English speaking skills through Contextual Teaching and Learning on the students of English language program of FKIP Mulawarman University, Samarinda.

In the application of learning to speak English through CTL, students are more active in English speaking practice independently in the practice of pairs, small groups, large groups and classical speaking practices, so that the process of improving their speaking quality becomes better.

The process of improving speaking English through Contextual Teaching and Learning can be seen through improvements of the individual and classroom improvement both in the learning activities and visible from the pre-test results, the tests of cycle 1 and the tests of cycle 2.

Classical improvement shows that there is an increase in English speaking learning comprehensively to students by using CTL strategy.

The increase data is seen in the increase of the score from the pre-test to the tes in cycle 2. At the pretest pre-test average score is 60.20. The average score increased to 70.60 after treatment with CTL in cycle 1. The treatment was continued in cycle 2 because there are still 7 students who have not graduated. The result is the average score of in cycle 2 increased to 76.12.

Conclusion

Based on the results and discussion of research, it can be concluded as follows:

1. The learning process in improving students' English speaking skills using Contextual Teaching and Learning can run well.
2. With the use of Contextual Teaching and Learning, the students become better at speaking English, especially in aspects of fluency, vocabulary, grammar and pronunciation.
3. With the increase of speaking ability that occurs to each individual and the class, it can be concluded that the use of Contextual Teaching and Learning in teaching speaking can improve speaking skills to English students.
4. Students feel more enthusiastic about learning to speak English using Contextual Teaching and Learning.

Implication

From the results of this study can be seen the implications such as the following:

1. After seeing the findings where there is an increase in speaking English by using CTL to English students of the third semester at English program at FKIP Mulawarman University of Samarinda, CTL can also be used to improve speaking skills in other English classes .
2. Through this research I found that English speaking skill of English semester third-grade students of FKIP of Mulawarman University of Samarinda was improved to better speaking skills as expected, using CTL.

Suggestion

Based on the conclusions and implications above there are several things that need to be suggested in an effort to improve the English speaking skills, as follow:

1. Learning to speak English at the college level should use CTL because this directly relates the material being studied with real life and applied in everyday life with the aim that students can directly use their knowledge in real terms.
2. It is expected that English lecturers at FKIP Mulawarman University in Samarinda especially teach "Speaking" subjects by using CTL because through it can help improve the students' English speaking skills because CTL ties learning with daily life and environment which is real.

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I hope this research can contribute in the world of education and beneficial to the readers. As the saying goes - there is no ivory that is not cracked, so I also realize that this research still have various inevitable shortcomings. Therefore on this occasion I apologize as much as possible to the dear readers while expecting criticism and suggestions and input from readers to improve this research for the progress and improvement of future research.

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