



Utilizing Contextual Teaching Learning In Speaking Class

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Abstract

Learning how to communicate effectively through spoken language is a critical objective for all language students. To acquire English-speaking skills, the most appropriate approach must be chosen, and this study focused on Contextual Teaching Learning (CTL) since there are still many teachers who use unsuitable methods. This study employed the narrative technique to gain a better understanding of whether CTL is effective for teaching speaking, as well as its benefits. The participant of this study was the researcher herself who was an English teacher who taught speaking recently to grade two elementary students. The findings demonstrated that CTL is appropriate and effective for teaching speaking in English, which benefits students. CTL engages students by making them the center of the lesson. This allows students to make connections between their prior knowledge and the newly learned material. Additionally, CTL provides context for students to receive feedback on their prior knowledge, allowing them to change inaccurate prior knowledge into accurate prior knowledge.

Keywords: *Contextual Teaching Learning, speaking, narrative research*

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INTRODUCTION

Spoken language has several distinct characteristics when contrasted with written language, where people have more time to plan, edit, and polish their work. How we come across reflects our speaking style, sense of self, level of world knowledge, and capacity for idea expression. (Meinawati and others, 2020) Teaching language learners to speak another language requires helping them acquire specific interpersonal and communicative skills since spoken communication takes place in real time. 2018 (Hinkel). The three most significant characteristics that students confront when speaking English are procrastination, fear of criticism, and excessive worry about making mistakes (Karagöl & Başbay, 2018). However, it was discovered that language anxiety severely affects speaking performance. The most effective teaching method for speaking must be carefully selected. This concern is in line with Crawford's (2001) assertion that selecting the proper approach is essential when instructing using the concepts.

Contextual Teaching Learning is one approach that can be used to teach speaking since it is thought to be engaged in speaking situations that occur in daily life, allowing students to learn more relevant because they have personally experienced it. Contextual Teaching Learning seems to be a philosophy that helps lecturers link subject matter content with real-world circumstances, according to Syatriana & Sakkir (2020). Additionally, it motivates individuals to connect their newly gained information to how it could be utilized in their capacities as employees, citizens, and family members.

English Speaking

Speaking is the process of imparting knowledge, interests, attitudes, opinions, or ideas to others, claim Suharsih & Supriatna (2020). The speaker's ideas come to life for both him or her and the audience during this process. Students must therefore use the language they are being taught in a scenario that is representative of their daily lives. They must engage in honest conversations where they talk about their life, current affairs, voice their opinions, engage in debates, discuss the subject matter, and conduct business. Additionally, if a listener has any suggestions, they should express them immediately away and without being asked; otherwise, communication becomes unproductive and monotonous. (Intan and others, 2021).

According to Vanderkevent (1990), speaking consists of three elements: speakers (individuals who create sound and can use it to communicate their opinions or feelings to listeners), listeners (individuals who take in or understand the speaker's opinions or feelings), and utterances (Words or phrases that speakers use to express their opinions.)

Teaching English Speaking

According to Nigmatullayevna & Sobirjonovna (2022), the main idea behind teaching speaking is to develop students' speaking and listening abilities so they can participate in the communication process. A teacher working with kids must cope with so-called mixed-ability groups, it should be mentioned. Because of this, a teacher must take into account the pupils' numerous intelligences, including their personalities, modes of thought, range of attention, and capacity for perceiving and processing information. The concepts of teaching speaking also include guiding students' reflection on their knowledge, encouraging feedback on learning, doing speaking tasks, emphasizing the language, reinforcing speaking activities, and diverting students' attention to speaking, among other things. (Burns, 2019).

According to Harmer (2007), students speaking in class is encouraged for three key reasons. First and foremost, speaking exercises give students the chance to practice speaking in public while being safe in the classroom. Second, speaking exercises that require students to utilize some or all of the language they are familiar with give feedback to the teacher and the students. Everyone can see how well they are doing, including their success as well as any language difficulties. Finally, pupils' usage of the many language components they have stored in their brains becomes more automatic the more opportunities they have to employ them. Students increasingly develop their independence as language users as a result.

Contextual Teaching Learning (CTL)

According to Chi Hyun et al (2020), a system called contextual teaching and learning (CTL) links ideas and methods by modeling how nature functions. Moreover, a study idea called CTL encourages students to relate their information to its application in their daily lives and assists teachers in making connections between classroom lessons and students' real-world experiences. (Ghonivita et al., 2021). Furthermore, in the CTL learning approach, students actively participate in their education rather than just listening to lectures and taking notes. (Syaifuddin et al., 2021).

Suadiyatno et al. (2020) propose that teaching methods like cooperating, relating, experiencing, applying, and transferring are pertinent to CTL. Relating is

the key to a contextual teaching strategy's effectiveness. With the linked approach, a teacher evokes two new ideas so the students can relate what they are learning to their personal experiences or existing knowledge. In the contextual approach, one method is connected to another. It naturally follows that it is crucial to relate new information to prior knowledge or perspectives that learners bring to the classroom.

Previous Research

Several studies regarding Contextual Teaching Learning have been employed. First, the research conducted by Haerazi et al. (2019) entitled "Practicing Contextual Teaching and Learning (CTL) Approach to Improve Students Reading Comprehension in Relation to Motivation". This research used a mixed method of CAR with the participant of eighth-grade students. The findings indicated that by having students read the ability to comprehend texts in familiar contexts, contextual teaching learning (CTL) helped boost students' enthusiasm and reading comprehension.

Second, the research conducted by Indrilla (2018) entitled "The Effectiveness of Scientific Approach and Contextual Teaching and Learning Approach in Teaching Writing". Participants in this study were eighth-grade students who participated in a quasi-experimental design utilizing a quantitative method. The research engaged that CTL actively involves students in the learning activity in a more communicative way, which is why it is beneficial in teaching writing.

Last, the research conducted by Windi & Suryaman (2022) entitled "Improving Students' Ability in Writing Descriptive Text Through Contextual Teaching and Learning Approach". This research used a qualitative method with the paper investigation as the research instrument. The data confirmed that CTL is effective in the teaching of writing because it motivates students to actively participate in such classes, assists them in developing their writing, and gives them a platform to communicate or converse with their peers.

Research Problem and Purpose

To fill in the gaps that haven't been covered and based on the problem of finding the suitable method for teaching English speaking, this study employed a qualitative research design with autobiography as the research instrument to determine the extent to which contextual teaching learning is appropriate for teaching speaking skills and to identify its advantages.

METHODS

Research Design

In order to assess the benefits of contextual teaching learning in speaking, the narrative method is used in this experiment. According to Mills & Gay (2015), narrative research is a methodology that enables people to recount the tales of their "storied lives," and it is used to explore how different people perceive the world around them. In order to produce a context (a written account) about their life experience and the meanings they attribute to them, narrative investigators gather information about people's lives and work in collaboration with them. Furthermore, as according to Poerwandari (2021), narrative research is a strategy or method of investigation that employs stories or storytelling activities as inquiry tools. This does not necessarily imply that only the story is written or discussed, but it could

also include images, photography, paintings, or other texts that tell a story. Aside from analyzing an individual, the researcher is most interested in understanding about their experiences.

Research Site and Participants

The participant of this research is the researcher herself since the researcher used narrative research which focuses on individual experiences based on the researcher’s experience as an English teacher who recently taught introduction and greetings in English to a grade two elementary student using CTL. According to Creswell & Creswell (2018), the next step is to locate an individual or individuals who can explain the phenomenon. The participant could be a typical person or someone who is important to research because he or she has dealt with a specific problem or situation. In addition, the narrative researcher frequently focuses on a single person. Purposive sampling was also employed in this study because the author sought to learn more about the benefits and limitations of contextual teaching learning in the context of teaching speaking. A purposive sample is one whose features have been specified for an aim that is relevant to the investigation, so according to Andrade (2021).

Data Collection and Analysis

The participant was the researcher herself, who was familiar with the complete account of being an English teacher who had been instructing a second-grade student regarding introductions and greetings in English. As a result, the data collection method used was an autobiography. Because the researcher was the only participant in this study and had the most access to recount the tale, the autobiography was adopted as the method of data collection.

According to Mills & Gay (2015), involving a participant in the process of writing an autobiographical or biographical account of their life can help the narrative researcher gain a deeper understanding of how the participant's past experiences have shaped their perceptions of the phenomenon they are researching. The data was also evaluated by utilizing narrative structure and analysis to establish the relationship between the event and the theory.

Mills & Gay (2015) also explained that during the narrative analysis process, the researcher draws an overarching theme from the full range of lived experiences represented in the data, configures stories, and brings various unrelated research data elements together so that the story can engage the reader's understanding and imagination. Moreover, narrative structure was used to complement the narrative analysis using themes and categories. The data from the stories can be coded into themes or categories by story scholars. The identification of themes offers depth to the knowledge of individual experiences and adds complexity to a story. (Creswell & Creswell, 2018).

Narrative structure table by Creswell & Creswell (2018):

TABLE 15.3 Organizing the Story Elements into the Problem Solution Narrative Structure				
Setting	Characters	Actions	Problem	Resolution
Context, environment, conditions, place, time, locale, year, and era	Individuals in the story described as archetypes, personalities, their behaviors, style, and patterns	Movements of individuals through the story illustrating the character's thinking or behaviors	Questions to be answered or phenomena to be described or explained	Answers to questions and explanations about what caused the character to change.

Source: Adapted from Ollerenshaw, 1998.

RESULTS & DISCUSSION

Results

The story of An English teacher who recently taught introduction and greetings in English to a grade two elementary student using CTL

In May 2022 on Saturday, I had an online class that I taught at home. The student of mine is a grade two elementary student who just started joining an English course. We had done many English topics as a basic chapter. At the time, we moved to the next chapter which was "Introduction and Greetings in English.". What I had in mind was only teaching it through CTL because I knew usually elementary students were asked to introduce themselves when joining the school at first. Therefore, I thought that my student might already have experience in doing it. As a result, my student can relate her experience to what we were going to discuss at the chapter.

Once we began our class, I directly introduce the chapter by asking "Have you ever introduced yourself in the classroom?" and she said, "Yes, I have. I did it when I was still in the first grade". Then, I asked her to show me how she did it the same way as she did in the classroom. After she showed it to me, I said "That's what we are going to learn for today, but not in Bahasa Indonesia which you are already good at it. We are going to learn how to do introduction and greetings in English." Then she suddenly got excited because she already experienced it, but she could do it again in using different language which is English. I asked her to mention what vocabulary she knew when we need to introduce ourselves, then she mentioned it in Bahasa Indonesia. She and I tried to translate each new vocabulary from Bahasa Indonesia into English which she found exciting and made her curious to keep on mentioning to find out the English translation of those vocabularies.

After done with the translation of each vocabulary, we moved to the speaking expression in the introduction and greetings in English. There are several contexts of the speaking expression such as formal and informal. I asked her to choose which one she thinks is suitable to greet and introduce herself to friends and teachers. Then, she chose very carefully while asking for feedback on whether her choice is correct or wrong. After choosing, I gave feedback on which she was wrong and explained the context of each speaking expression. I related each speaking expression with what she already knew such as using Mr. for a man who is older like her *ustaz* and Mrs. and Ms. for a woman who is older such as her *ustazah*. She started to realize the differentiation between each speaking expression. I asked her to start using that expression if she meets her teachers at school, and she was excitedly willing to do it. When it comes to greeting, she was excited even more when I asked how to greet her friends. She read each speaking expression by herself as she was really curious and asked which one to use to greet her best friend. Then, I explained each context again which she understood very well.

After done with the explanation, we had our practice by having a dialogue and took turns to change the character we were being at the time. We had several dialogues, and I gave a context in each dialogue that related to her daily life such as when she met her *ustad* at the library where she could use the speaking expression that was used in the dialogue we were performing. At the end of our lesson, she said the class

was fun and she could re-do what she just learned that day by introducing herself and greeting people in a correct context and better way.

Narrative structure				
Setting	Characteristics	Actions	Problem	Resolution
The story took place in May 2022 when the researcher taught introduction and greetings in English using CTL in online learning.	The participant was an English teacher who recently taught introduction and greetings in English to a grade two of elementary student using CTL.	The participant actively engaged in the activity during the story and share her thought about what she felt during the activity.	The unsuitable method for teaching speaking that the participant had experienced when learning to speak, so she tried to teach her student using CTL to teach speaking.	The method becomes unsuitable in teaching speaking because teachers didn't put themselves as the observer and engaged actively as the speaker while the student remain passive and silent in classroom.

Discussion

After the data was analyzed, it can be inferred that CTL is effective in teaching speaking to elementary students which results in three main findings that can be discussed namely:

1. CTL makes students excited about the lesson

Based on what the participant said “Have you ever introduced yourself in the classroom?” and she said, “Yes, I have. I did it when I was still in the first grade”. Then, I asked her to show me how she did it the same way as she did in the classroom. After she showed it to me, I said “That’s what we are going to learn for today, but not in Bahasa Indonesia which you are already good at it. We are going to learn how to do introduction and greetings in English.” Then she suddenly got excited because she already experienced it, but she could do it again in using different language which is English.” It was caused because students tend to like telling a story about themselves which can be an experience of theirs, so the fact that the lesson would make the students the center of talking raises their motivation to see whether they can participate more in the lesson. This is in accordance with Suadiyatno et al (2020) that this is consistent with the related strategy in CTL, in which a teacher introduces a new concept next to a topic that the students have never heard of before and situates the material in the state of their own life experiences or past learning.

2. CTL makes the lesson becomes meaningful

Based on what the participant said, “At the end of our lesson, she said the class was fun and she could re-do what she just learned that day by introducing

herself and greeting people in a correct context and better way.” As the motivation arises, students will remember the lesson better because they already have the prior knowledge (Experience) and get new knowledge which is the correct one. This is in accordance with Syaifuddin et al (2021) that students actively participate in their education while using the CTL learning strategy instead of only listening to lectures and taking notes which is boring.

3. CTL provides context as feedback of student’s prior knowledge

Based on what the participant said “After done choosing, I gave feedback on which she was wrong and explained the context of each speaking expression. I related each speaking expression with what she already knew such as using Mr. for a man who is older like her ustaz and Mrs. and Ms. for a woman who is older such as her ustazah.” Although the students might already have prior experience, the way they do it could be incorrect CTL can fix the incorrect way into a correct one by providing suitable context. This is in accordance with Suadiyatno et al (2020) teacher proposes a new idea with something the students have never heard of and situates what they are learning within the context of their own experiences or past knowledge in CTL.

All the results of this experiment are matched with the previous and existing study which shows that CTL is effective as a teaching method that can be used in teaching English skills whether it is reading, writing, listening, or speaking because relating the prior knowledge of students to what is going to be learned in the class make them excited, raise their willingness to study, and engage them more actively during the teaching and learning activities in the classroom.

Conclusions And Suggestions

In conclusion, the unsuitable method for teaching speaking can still be found in many classrooms. Therefore, finding a suitable method for teaching speaking is needed this research focuses on the Contextual Teaching Learning method. The result showed that CTL is suitable and effective for teaching speaking in English which benefits learners namely CTL engages students by making them the focal point of the lesson because they can connect their prior knowledge to the new information being presented, and because CTL provides context to give students feedback on their prior knowledge in order to transform incorrect prior knowledge into accurate prior knowledge. Therefore, using CTL in teaching speaking could be a suitable way for teachers to use it in the classroom.

For further research, the researcher suggests that the research could use different research methods with different participants and scope to find other objectives of this research which are the shortcomings of CTL in the teaching and learning process in English classrooms to avoid repetition of existing research.

Conflict Of Interest

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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