

CHAPTER I

INTRODUCTION

This chapter is intended to introduce the topic and problem to the readers. The researcher presents the background of the study, formulation of the research problem, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Trends in teaching English in Asia have a significant role in improving English language skills. Some of the aspects they encounter include initial grades, lesson hours, national curriculum, textbooks, teaching media, and computer use (Hockly and Dudeney 2018). Therefore, the role of the teacher is formed as a learning facilitator, supervisor, class manager, consultant, or advisor, and sometimes as a communicator with students. It is not only focused on learning material but also character education is highlighted. Character education has recently developed as a field that aims to optimize ethical behavior in students. The results of character education are reflected in the continued development and preparation of a solid background for future leaders. Promotion of character education must go beyond lip service and be accompanied by a real action plan that will stand the test of time. In other words, education policy must be a pioneer in realizing moral education. Stakeholders such as parents and administrators need to work together as one to ensure students display good behavior and character in all areas of life (Singh 2019).

The 21st century is a century that demands quality in all efforts and results of human work. The 21st century itself demands quality human resources, produced by professionally managed institutions that produce superior results. This requires various breakthroughs in thinking, conceptualizing, and acting. In other words, a new paradigm is needed to face new challenges (Fitriani et al. 2023). Indonesia has achieved significant progress in improving educational outcomes in the last two decades. The government has succeeded in increasing school access, funding, and high school enrollment rates. Indonesia must face the great challenges of the 21st century to not only increase access to education but move towards achieving high-quality education. The Indonesian government has carried out a series of reforms to improve the quality of the nation's education, but managing an education system of this size is not an easy task. Despite rapid progress in many areas in recent decades, challenges remain (Sukmayadi and Yahya 2020).

The latest reform in Indonesian education is the Independent Curriculum as an educational standard to adapt to developments in technology and science. The Independent Curriculum is also called the Prototype Curriculum. This curriculum is flexible. Apart from that, this curriculum also focuses on essential material, character development, and competency learners. One of the characteristics of an independent curriculum is to apply more learning methods interactive and collaborative. The independent curriculum is also considered more flexible

than the previous curriculum. This means that teaching staff, students, and schools are more independent in carrying out learning activities at school. The Independent Curriculum also frees teachers to use quite a lot of teaching tools, including literacy assessments, teaching modules, textbooks, and others. The Ministry of Education and Culture also issued an Android application as well as the Merdeka Teaching platform website which teachers can use following needs. The Merdeka Curriculum wants to learn that can grow and develop students holistically to become students of Pancasila and ready to face the future (Lestari, Asbari, and Yani 2023). The concept of an independent curriculum implemented by the government is in line with the existence of contextual teaching and learning.

Contextual Teaching and Learning (CTL) is learning that encourages learning activities and learning in the classroom. (Selvianiresa and Prabawanto 2017:6) his research showed CTL learning succeeded in learning using collaborative collaboration with students, high levels of activity in lessons, connections to real-world contexts, and integration of science content with other content and areas of expertise. Therefore, CTL learning can be applied by learning mathematics in elementary schools. Learning that is done correctly uses methods carried out on group work carried out by students in the classroom. The application of CTL is influenced by the teacher's teaching ability. The teacher has an important role in every learning process. Teacher professionalism is also influential,

although Beijaard's research found that teachers currently see their professional identity as consisting of distinct aspects of expertise. Most teachers' current perceptions of their professional identities reportedly differ from their prior identities during their period as beginning teachers. The expectations of this learning activity can develop the abilities of high-level students so that Creativity and innovation define the creative abilities of new and useful ideas; describe, revise, analyze, and evaluate ideas to improve and maximize problem-solving efforts. To achieve essential competencies needed in the 21st century. CTL is expected to give birth to CBL. Community-based learning (CBL) was introduced at An-Najah University, Palestine for the first time and published through an agreement led by the Center for Excellence in Learning in 2013. On the one hand, environmental learning was provided to resolve directly with Palestinian community organizations through applications to the needs of these organizations. On the other hand, through such participation, students are expected to develop critical thinking skills that study independent learning, make decisions, and consider theoretical models related to community problems.

In the process of speaking skills at school, the practice of contextual and learning approaches is one aspect that can be an alternative to achieving learning goals. At the junior high school level, students are required to have the confidence to speak in front of the class with the capital of telling people in the family, animals, and things in the

environment. Students are supposed to be able to speak confidently in front of their friends about things around them.

Considering the importance of speaking, teachers must be creative in choosing interesting learning methods. (Rusdiningsih 2012:3) stated that some of the techniques for teaching speaking can be implemented by the teacher. One of the methods suggested for developing speaking skills is role-playing. This may mean creating a dramatic situation in the classroom or simply reenacting a conversation, but it may also involve renaming objects or people in the room to prepare for imaginative role-play. A game is one of the activities that can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on. Materials focused on problem-solving provide additional opportunities for students to work in pairs or small groups and share information and opinions on topics that are meaningful to them. Discussions can include three to five students. If such a group activity is used regularly and introduced with careful explanation of her suggestions, the class will soon accept it as a natural activity. Using songs in EFL teaching, especially speaking, can be both fun and educational. This song has a typical following of 4,444 listeners, who experience calming and positive emotions. Songs can also be used to help learn vocabulary, pronunciation, structure, and sentence patterns.

Similar research has been investigated by previous researchers (Theodoridis and Kraemer, n.d. 2021), the sample in his research was junior high school level chosen by using the purposive sampling technique. The results showed that the implementation of contextual teaching and learning improves students' speaking skills in terms of accuracy, clarity, and fluency. There was a significant improvement in students' speaking skills after they were taught by using CTL. The other studies by (Suadiyatno et al. 2020), state that this research was senior high school level chosen by using the random sampling technique. The results showed that Contextual Teaching Learning has a better effect than conventional methods on students' speaking skills; the students having low anxiety have better speaking skills than those who have high anxiety; and There is an interaction between CTL and students' anxiety towards students speaking skill of the tour and travel. Besides, the research by (Irawan 2019) was University level chosen by using the purposive sampling technique. The result of the study shows that the t-score was 5,2 the critical value of the t-score for the degree of freedom of samples was 2,12 at the level of significance 0,05. The result showed that the calculation of the score 5,2 was greater than t-table 2,12, thus the null hypothesis is rejected and the alternative hypothesis is accepted which means that the use of Contextual Teaching and Learning to improve students' speaking ability.

CTL itself has some learning topics such as storytelling, speech, News casting, and drama. Furthermore, CTL has some teaching strategies that are usually implemented by teachers, namely relating, experiencing, applying, cooperating, and transferring. CTL can be implemented not only at the Junior high school level but also can be applied at the Senior high school and University level. In this research, the researcher focuses on descriptive text as the learning topic, 'relating' as the teaching strategies, and junior high school (SMPN 1 Kalidawir) as the object of the study. The reason the researcher chose SMPN 1 Kalidawir as the research subject was because at this school students still had difficulty achieving learning indicators due to low levels of speaking skills. On the other hand, SMPN 1 Kalidawir has not implemented this method of teaching speaking through Contextual Teaching and Learning. In other words, researching the use of descriptive text as the learning topic in this school is an update.

B. Research Problem

The formulation of the research problem is "Is there any significant difference in score in students' speaking between before and after being taught by using contextual teaching and learning of the Seventh grade at SMPN 1 Kalidawir Tulungagung?"

C. Objectives of the Research

To know the significant difference in scores in students' speaking ability before and after being taught by using contextual teaching and learning of the seventh grade at SMPN 1 Kalidawir.

D. Research Hypothesis

Before determining the hypothetical results, the researcher proposed an interpretation of (observations) using the following procedure:

1. Formulation of the null hypothesis (H_0): there is no significant difference in the score of the seventh graders' speaking before and after being taught by using the contextual teaching and learning of the seventh grade at SMPN 1 Kalidawir Tulungagung.
2. Formulation of the alternative hypothesis (H_a): there is a significant difference in the score of the seventh graders' speaking before and after being taught by using the contextual teaching and learning of the seventh grade at SMPN 1 Kalidawir Tulungagung.

E. Significance of the Study

The researcher hopes this study can contribute practically:

- a. For the teacher, to use approaches for teaching English, particularly teaching speaking.

- b. For the students, introduce the new technique in the learning process and explore the students' speaking after applying contextual teaching and learning.
- c. For the researcher, to increase teaching skills as a good teacher in the future. While for the other researcher, used this study as a reference to conduct the next research.

F. Scope and Limitation of the Study

This study will be carried out in SMPN 1 Kalidawir Tulungagung with the population of the research being seventh-grade students. The limitation of this research is limited to the effectiveness of contextual teaching and learning on their speaking in front of the class.

G. Definition of Key Terms

To avoid misunderstanding in terms and contents of the topic in this study, the researcher must define the key terms used in this study:

1. Contextual Teaching and Learning (CTL)

Contextual Teaching and Learning (CTL) is a learning concept that helps teachers relate subject content to real situations in everyday life.

Contextual teaching and learning (CTL) is a concept that helps teachers relate subject matter to real-world situations. The CTL motivates learners to take charge of their learning and to make connections between knowledge and its applications to the various

contexts of their lives as students, by involving seven main components of CTL, namely constructivism, questioning, inquiry, learning communities, modeling, reflection, and authentic assessment.

2. Speaking Ability

Speaking is the skill of using language appropriately to express someone's ideas, opinions, or feelings to give or get information and knowledge from other people who communicate. Speaking is a concept with repetition and replacement of vocabulary, students understand the main ideas and relevant details from discussions or presentations about various familiar topics and in the context of life at school. They engage in discussions, for example giving opinions, making comparisons, and expressing preferences. They explain and clarify their answers using simple sentence structures and verb tenses.