The Application Of Contextual Teaching And Learning (Ctl) For Teaching Speaking To The Eight Grade Of Junior High School

Ayu Ardanty Syafa Sheilla[1], Maman Suryaman[2], Evi Karlina Ambarwati[3]
[1,2,3] English Eduaction Department
University of Singaperbangsa Karawang
Email: 1810631060029@student.unsika.ac.id

Abstrak

Penelitian ini melaporkan penerapan 7 komponen Contextual Teaching and Learning dalam pengajaran Berbicara oleh seorang guru di sebuah sekolah di Karawang. Penelitian ini bertujuan untuk mengetahui bagaimana guru menerapkan 7 komponen dalam metode CTL dalam mengajar Berbicara dan tanggapan guru terhadap penggunaan metode CTL dalam mengajar Berbicara. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan bagaimana menerapkan 7 komponen CTL dalam pengajaran Berbicara. Penelitian ini menggunakan penelitian kualitatif. Data dikumpulkan dari observasi, wawancara dan angket. Temuan menjelaskan bahwa pengajaran berbicara menggunakan komponen metode CTL (konstruktivisme, inkuiri, menanya, komunitas belajar, pemodelan, refleksi dan penilaian otentik) cukup efektif. Berdasarkan wawancara guru, penggunaan metode CTL dalam mengajar siswa memiliki beberapa keunggulan; (1) siswa diberi kesempatan untuk dapat maju sesuai dengan potensi yang dimiliki siswa sehingga siswa terlibat aktif dalam proses pembelajaran; (2) Siswa dapat berpikir lebih kritis dan aktif terhadap materi pembelajaran; (3) Melatih siswa dalam bekerja sama dalam kerja kelompok. Berdasarkan temuan dan diskusi, direkomendasikan bahwa penggunaan metode CTL dapat menjadi cara yang baik untuk mengajar Berbicara.
Kata Kunci: *7 Komponen, Pembelajaran Kontekstual, Pengajaran Berbicara.*

Abstract

This thesis is to report on the application of 7 components of Contextual Teaching and Learning in teaching Speaking by a teacher in a school in Karawang. This study aims to find out how the teacher applies the 7 components in the CTL method in teaching Speaking and the teacher's response to the use of the CTL method in teaching Speaking. Therefore, this study aims to describe how to apply the 7 components of CTL in teaching Speaking. This study uses qualitative research. Data were collected from observations, interviews and questionnaires. The findings explain that teaching speaking using the components of the CTL method (constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment) is quite effective. Based on the teacher's interview, the use of the CTL method in teaching students has several advantages; (1) students are given the opportunity to be able to move forward in accordance with the potential of the students so that students are actively involved in the learning process; (2) Students can think more critically and actively on learning materials; (3) Train students in working together in group work. Based on the findings and discussions, it is recommended that the use of the CTL method may be a good way to teach Speaking.
Keywords: *7 Components, Contextual Teaching and Learning, Teaching Speaking.*

INTRODUCTION

Humans are social creatures who cannot live alone, we need other people to live. Social beings who live in groups in daily life certainly do not escape interaction or communication. Communication can make it easier for humans to interact with each other. The means to make it easier for humans to communicate with each other is language. According to the statement by Ramelan (1992) that "with language man can express his ideas and wishes to other people such as when he needs their help so that close operation among the members of the group can be carried out." Language is a means of communication in all aspects of life, it explains that language is very important and very useful for human life.

By using language we can communicate and interact with all people around the world. English which acts as an international language, allows us to communicate with other people from different countries. English is the language most often spoken by many people around the world as a first, second or foreign language. In English there are 4 basic skills that are important to be able to communicate in English. These 4 skills are speaking, writing, listening and reading. Speaking is one of the 4 basic language skills. People must master English speaking skills in order to communicate properly and correctly. Speaking is process of conveying or sharing ideas orally (Eliyasun et al., 2018). Speaking is a language skill that people use to convey feelings, information and many other things. According to Tarigan (1990) "Speaking is a way to communicate that affects our daily lives". This means that speaking is a way of communicating that can affect a person's life. This makes speaking one of the basics that everyone learns.

Speaking is an important component of the language learning curriculum. In Indonesia, English lessons are one of the subjects taught from the lowest to the highest level of education. Therefore, speaking is one of the four basic competencies that must be mastered well by students. From this explanation, the teacher must use the right learning strategy to make lesson easy to understand. According to Li (2016), teachers must be able to function as facilitators in inspire students to become active learners in the classroom teaching and learning process. One of them is by using a contextual learning method (CTL).

Contextual Teaching and Learning is learning in accordance with the context that relates the material being taught to real situations. In accordance with the definition of Johnson (2010) as the originator of the term CTL defines CTL as a meaningful learning method and seeks to link old information, namely experience and new information, namely active and applicable teaching materials. Contextual teaching and learning approach is one of the student-centered learning approaches. Syahid & Tuharto (2013). Students can relate learning to activities that are around them, this makes it easier for students to understand the material being studied. In the contextual learning process, it is not just transferring knowledge from teacher to student, but rather takes place naturally in the form of student activities working and experiencing it. Learning with this contextual approach is more concerned with strategy than learning outcomes, students are encouraged to be able to understand what learning means, what are the benefits of learning, and how to achieve it. That way they will position themselves as those who need knowledge in the future.

According to the Directorate General of Primary and Secondary Education, Ministry of National Education (2003), there are 7 main components in learning using a contextual approach (CTL), namely: 1) constructivism, 2) inquiry, 3) questioning, 4) learning community, 5) modeling (modeling).), 6) reflection, 7) correct assessment (authentic assessment). Based on these 7 components the CTL approach is expected to help students be more active and creative, especially in learning speaking.

To carry out the teaching and learning process in the classroom using the CTL method, teachers must focus the teaching and learning process on the role of students in order to motivate them to participate in learning activities. This is related to the importance of teaching methods in the teaching and learning process of English in the classroom, so it is very important to do learning in the context of higher education.

A study carried by Annisa (2015) about investigating the effect of Contextual Teaching and Learning approach in teaching English speaking to second year student showed that the score of the experimental class is significantly increase and the data showed that the students taught by using CTL

achieve significantly better scores in speaking than those taught by conventional method. In addition, Roza et al. (2019) in their study about how CTL can improve speaking skills especially in the subject of public speaking showed that students tended to feel enthusiastic to work together in study groups and also thought critically, especially when connecting understanding the concept of language with the appropriate language context during their involvement in the speaking class. In other words, CTL could improve the students' speaking abilities and also the quality of their learning activities. Aminudin (2018) in his study about Improving students' speaking skill through Contextual Teaching and Learning showed that it was recommended that CTL can be used in teaching English speaking skill. Furthermore, Assapari (2019) in his study about the influence of CTL in teaching english speaking skill for adult learners showed that CTL has got a significant impact on improving learners' speaking ability. The last Yusyac et al. (2021) in their study about using contextual teaching and learning (CTL) approach to improve students' speaking ability showed that the implementation of contextual teaching and learning (CTL) improved students' speaking skills in terms of accuracy, clarity, and fluency.

CTL is aimed develop knowledge and skills in a way that is relevant to students in real life. By implementing all seven components in contextual teaching and learning, students are expected to produce English better, especially in speaking skill, since CTL emphasizes on students" productive skill. Previous research shows that Contextual Teaching and Learning could significantly develop student's skill in speaking than conventional method (Annisa, 2015) and also improve students' speaking skill especially in public speaking (Roza et al., 2019).

Based on the explanation above, the focus of this research in view of the application of learning activity undertaken in Teaching English in speaking uses CTL method and especially this study attempts to investigate the teacher apply of seven components of CTL Method in the classroom learning activities in eight grade students the one of the junior high school in Karawang. The purpose of this study was to determine the application of the CTL method in teaching speaking in school

METHOD

This research is a qualitative descriptive study that explains how the teachers apply the CTL method with the learning system at one of the junior high school in Karawang for teaching English. According to Creswell (2016) qualitative research is research that explores and understands the meaning of a number of individuals or groups of people originating from a social problem. Qualitative research is used for research on people's lives, history, behavior, concepts or phenomena, social problems, and others. According to Ali & Yusof (2011) define qualitative research any investigation which does not make use of statistical procedures is called "qualitative" nowadays, as if this were a quality label in itself. The definition of Ali and Yusof, explains that qualitative research does not use statistical tools. The object of research in this study is the application of the Contextual Teaching Learning Method to teach speaking, especially the teacher applies the 7 principles of CTL. This study will take information from English teacher one of the junior high school in Karawang. In this study using a descriptive study design. According to Nazir in Prastowo (2011), descriptive method is a method used to examine the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. From that explanation, a descriptive study design is one way to obtain data or information to systematically explain a phenomenon, situation or population. This study requires researchers to go to the object (school) directly in order to get data or information about the application of contextual learning carried out by English teachers to teach speaking. The qualitative approach is expected to be able to produce detailed descriptions of speech, writing, or observable behavior from certain individuals, groups, communities or organizations. The use of qualitative descriptive research design in this study is intended to describe and analyze The Application of CTL method for Teaching Speaking to the 8th grade the one of the junior high school in Karawang

RESULTS AND DISCUSSIONS

Based on the result of observation, interview and questionnaires to the subject of the study, the researcher presents the finding of the study. The data were also taken from documentation. The following researcher presents:

The Application of seven components of CTL in teaching Speaking

This section presents the research findings that researchers found in the field by conducting observation. This is related to the application of the seven components of CTL in teaching speaking at one of the Karawang Junior High Schools. After the researchers investigated the teaching of speaking English using the CTL method and the application of its seven components, the researchers finally got some data. The results of the research findings are presented in the description bellow.

In teaching subjects using the CTL method which is considered to be able to make it easier for students to understand learning material, the first observation was carried out on Monday 3rd October 2022 in one of the classes in grade 8. In the first activity, the subject opened today's lesson by greeting and attending to students. Then give a little review of the previous week's material (Chapter III; We Know What to do). In this section, students participate in responding to the review of the previous chapter along with the subject. Furthermore, the subject gives students an understanding of the objectives of learning in Chapter IV (Come to my birthday please). When the subject conveys the learning objectives, students listen carefully.

The second activity, the main activity in this activity is learning. The speaking subject for that day was come to my birthday please! in this chapter students will learn how to invite someone to do something, give instructions, and ask permission. In these learning activities, there are seven components of the CTL method used by the subject in teaching speaking:
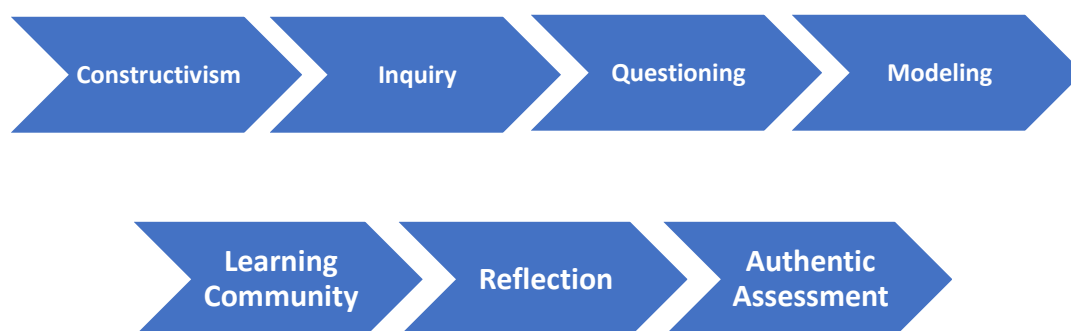
Constructivism → Inquiry → Questioning → Modeling

Learning Community → Reflection → Authentic Assessment

Figure 2
7 Components of the CTL method

(1) The subject gave apperception about today's learning topic. Then subject asked the students what they would learn that day. Students respond by answering the subject questions with enthusiasm. This activity is called *constructivism*.

Picture 1
The subject asked the students what they would learn that day (Activity *constructivism*)

(2) In this activity the subject asks students to translate the vocabulary 'wear' this activity is called an *Inquiry*. Students respond by trying to answer the meaning of the vocabulary, then after students try to answer the subject gives the correct answer the meaning of the vocabulary. This activity is called inquiry because there is a learning process based on search and discovery through critical thinking processes.

(3) Student ask about the correct way of pronouncing 'invitation', this activity is called *questioning*. The subject then responds by answering students' questions and giving examples of the correct pronunciation. This activity supports and guides students to be more actively involved in the learning process.

(4) The next activity, the subject gives an example of a conversational dialogue in a book with gestures and correct pronunciation and asks students to repeat it, subject says the instructions "repeat after me" this activity is *modeling*. This activity provides examples of correct pronunciation to students.

(5) Students repeat the dialogue that has been exemplified by the subject, students then repeat what the subject has exemplified enthusiastically. This activity is called *reflection*, how to think from what students have just learned.

(6) Students are asked to demonstrate the role-play of the conversation in front of the class together with pairs of pairs then will be practiced in front of the class one by one, this activity can be called *learning community*. This makes students will work together to do the task.

Picture 2
Students practice role-playing conversations in front of the class (Learning Community)

Picture 3
Students practice role-playing conversations in front of the class (Learning Community)

(7) The subject gives assessment to students who have practiced conversation in pairs in front of the class, this activity is an *authentic assessment*. And also give appreciation to students.

Closing activity, the next activity is question and answer. The subject reviewed the main points of the material on that day and provided opportunities for students, also asked if they did not understand. This activity is called *reflection*. In addition, the subject gives homework to students. Students are asked to complete the empty boxes according to the conversation about inviting someone to come to a birthday party. This activity is called *authentic assessment*. Then the subject explained a little about

the activities and materials for the next meeting.

Then the second observation was carried out on Thursday 6ᵗʰ October 2022 in the same class. In this activity, learning continues with the same material in the previous meeting. The first activity was opened by the subject with greetings and also absent students who were not present that day. The subject then reviews a little of the previous material. The main activity in this meeting begins with,

(1) The subject asked a student to clean the whiteboard. In that activity, the teacher gave apperception. The apperception was what the teacher said to a student when she saw the whiteboard was dirty. This activity is *constructivism.* This activity is arranged in a process of constructing knowledge not in the form of receiving knowledge so that students are based on the knowledge that has been learned and also comes from meaningful experience.

(2) The next activity is checking the homework that has been given during the previous meeting. The subject asks students to complete the words for the conversation, this activity is called *inquiry* because of the process of formulating problems, observing, analyzing, and communicating.

(3) The subject encourages students to think by asking the meaning of the word 'bridge' to the student, this called *questioning*. Answering questions is a reflection of students' ability to think. In the CTL method, the teacher is expected not only to convey the material, but also to encourage students to find their own solutions.

Picture 4
The subject asks the students the meaning of the word "bridge" (Questioning activities)

(4) In this *Learning community* activity, students will continue to practice role playing about inviting someone to a birthday party with their partner in front of the class. In the concept of learning community in CTL, learning outcomes can be obtained through collaboration with friends, other people, between groups and also other sources. In addition, this concept also suggests that learning outcomes are obtained through collaboration.

(5) The students asked the subject how to pronounce the word "exercise" correctly, then the subject gave an example of how to pronounce the word correctly. This activity is called *modeling*. This concept also suggests that the learning of skills and knowledge followed by the model can be imitated by students well. This way of learning will be easier for students to understand.

Picture 5
The subject gave an example of how to pronounce the word correctly (modeling)

(6) After all students practice role playing about a conversation asking someone to a birthday party, the subject gives each student assessment. This activity is an *authentic assessment*. This assessment is very important to find out whether students are serious about learning or not, real assessment is a process of collecting data that can provide information about the development of students' experiences in learning.

(7) After all students practice the conversation, the subject asks students what they have learned that day, students also respond by answering reviews about the lessons they have learned that day. The activity is included in the concept of *reflection*. This concept looks at how students think about what they have just learned.

In the closing activity, the subject returns to review the lessons that have been learned today and provides an opportunity to ask students if there is material that is still not understood. This activity is included in *reflection*. After that, the last subject explained a little about Chapter V which will be discussed at the next meeting.

Based on these findings, in the first and second observations the subject has applied all the components in the CTL method (constructivism, inquiry, questioning, community learning, modeling, reflection, and authentic assessment) in teaching speaking. This finding also shows that the student's response is also quite enthusiastic when the learning process takes place, it can be seen from the activeness of students asking the meaning of vocabulary and the correct way of pronouncing the subject.

Teacher's response to the use of the CTL method in teaching speaking

Data related to the teacher's perception of the CTL method in teaching speaking were taken from interview with the subject and questionnaires filled out by the subject. Presenting the findings, in this section covers the background of using the CTL method, students' understanding, learning speaking using the CTL method, the advantages and disadvantages of the CTL method.

In the interview the subject said that his background was using the CTL method to teach speaking because in the CTL method students were required to be able to think more critically, this made students more active during the learning process so that students were easier to understand the material. His target in learning speaking is to make students more active in using English, after learning he hopes that the students' English speaking skills in the class can be better.

Students have different understandings when learning, in his explanation he said

"There are students who are not confident to speak in English. But there are also students who are enthusiastic and enjoy learning with CTL".

Students have different speaking abilities. This is also one of the challenges faced by the subject when teaching speaking. But in the CTL method, every student is required to be more active and this will make students think critically to overcome an existing problem. Also in teaching speaking the subject applies students' confidence to speak using English when learning in class, and good mentality so that students are not afraid to make mistakes in learning. With this, it is hoped that students will be more confident and willing to learn to speak in English.

When learning speaking in the class, the subject said he applied all the components in this CTL method. Subjects use the role playing method so that students can be actively involved in the learning process. According to the subject, the students' responses looked very interested and active during the learning process. Students pay attention to the material and practice speaking by playing the role of the material being studied. The subject also said that if the class conditions were quite conducive when students received material explanations and when practicing speaking with friends, the class atmosphere was quite crowded and conducive because students were very enthusiastic about participating in teaching and learning activities. In evaluating the results of student learning activities, the subject conducts an assessment of student assignments or during practice and also during tests, but not only that, the subject also sees the learning process of students in class. It aims to measure students' abilities and the extent to which students understand the material that has been taught by the subject.

The subject explained several advantages of teaching speaking using the CTL method. First, students were given the opportunity to be able to move forward according to the potential of the students so that students were actively involved in the learning process. Second, students can think more critically and creatively towards learning materials. Third, in this CTL method students work together in group work. Meanwhile, the disadvantage of teaching speaking with this method is that the limited learning time makes learning in the classroom less than optimal.

Based on these findings, this CTL method is quite effective in learning speaking. It can be seen from the subject description of the active and enthusiastic students during the learning process, the subject obstacles can also be overcome by applying students' self-confidence, and some advantages are also mentioned that the subject is an added value to the use of the CTL method in teaching speaking.

Discussion

This part presents the discussion of the research findings. There are two research question proposed in this study. The discussion focuses on the finding of the two proposed research questions. The first discussion is about how do teachers applying the seven components of CTL to teach speaking. Meanwhile, the second discussion focuses on the teachers' responses to the use of CTL methods in teaching speaking.

Teachers applying seven components in CTL method to teaching speaking

Teaching speaking through CTL refers to the method in which the teacher instructs students in speaking through the use of simulated situations and contexts built using the CTL component itself. According to Rusman (2008), there are some steps to develop each components of CTL: First, developing students' thinking to make learning more meaningful. Second, doing inquiry activities for all topics taught, developing students' curiosity through questions, creating a learning community, such as through group discussion and presenting model as an example of learning. Third, doing reflection of learning activity that has been performed and doing authentic assessment to measure students' ability. From the statement referring to the seven components in the CTL method, the findings of this study which were carried out through observations made twice showed that the subject had applied the seven components of CTL in teaching speaking quite well.

(1) Constructivism is the philosophical foundation (thinking) of the CTL approach. Constructivism emphasizes building students' own understanding actively, creatively, and productively based on knowledge, prior knowledge and from meaningful learning experiences. Learning activities are packaged into a process of constructing knowledge, not receiving knowledge. The findings in this study show that from 2 observation sessions the subject has applied constructivism activities to students by giving apperceptions then asking students what they will learn (in the first observation) and asking students to clean the dirty blackboard (in the second observation).

(2) Inquiry, this activity begins with observing the phenomenon, followed by meaningful activities to produce findings obtained by students themselves. The knowledge and skills acquired by students are not the result of remembering a set of facts, but the result of finding out for themselves. According to Trianto (2007), the steps of inquiry activities are formulating problems, observing or observing, analyzing and presenting results, and communicating the results to other parties. This research shows that in the first observation this activity has been applied by the subject with the subject activity asking students to translate "wear". This activity is called inquiry because there is a learning process based on search and discovery through critical thinking processes. In the second observation, check the homework that has been given by the subject. This activity is called inquiry because in this activity students go through the inquiry cycle, there is a learning process based on search and discovery through critical thinking processes.

(3) Questioning is the main strategy in the contextual approach. Asking in learning is seen as a teacher activity to encourage, guide and assess students' thinking abilities. In CTL, the teacher does not convey information just like that but provokes students to be able to find it for

themselves. The findings of this study, the subject applied this questioning activity by guiding students to pronounce the "invitation" correctly and encouraging students to think by asking the translation of "bridge". The teacher's role in this discovery is very important to encourage, guide and assess students' thinking skills

(4) Learning Community an activity that suggests that learning outcomes are obtained from collaboration with other people. The concept of learning in groups like this allows students to be able to exchange experiences and share ideas with one another. In this study the subject has applied it by asking students to practice role playing about conversations inviting someone to come to a birthday party that will be practiced in front of the class. Students also responded to this activity enthusiastically.

(5) Modeling is an activity that can be imitated in learning certain skills or knowledge. The model can be a way of operating something or the subject giving an example of something. In this finding, the subject gave an example of a conversational dialogue in a book with gestures and correct pronunciation and asked students to repeat it and how to pronounce the word "exercise" correctly, then the subject gave an example. From this modeling concept, it can make it easier for students to gain knowledge.

(6) Reflection is the process of thinking about the learning that has just been learned by reordering the events or learning events that have been passed. In CTL, when the learning process ends the teacher will provide opportunities for students to re-explore their memories of what they have learned. This is in line with the findings in this study, the subject applies reflection activities with each time after completing the main learning activity, the subject returns to review the material that has been taught with students.

(7) Authentic assessment is a process carried out by the subject to collect information about student development in learning. This assessment is very important to find out whether their learning experience affects intellectual or mental development. This learning is not only focused on learning outcomes but rather on the process that students do in acquiring knowledge. The findings in this study show that the subject applies activities by assessing students who have practiced in front of the class to practice role playing about conversations, inviting someone to a birthday party and giving homework to students. The concept of authentic assessment can provide information or an overview of the development of student learning.

According to previous study by Roza et al. (2019) in their study about how CTL can improve speaking skills especially in the subject of public speaking showed that students tended to feel enthusiastic to work together in study groups and also thought critically, especially when connecting understanding the concept of language with the appropriate language context during their involvement in the speaking class. In other words, CTL could improve the students' speaking abilities and also the quality of their learning activities. This statement similarities to what the researcher found. In observation, the researcher found that the student's response when learning was enthusiastic, it could be seen from the activeness of students asking the meaning of vocabulary and the correct way of pronouncing the subject.

It can be concluded from the above findings in this study that the subject has applied all the components in the CTL method to teach speaking. Learning to use the seven components in CTL is quite effective for teaching speaking. It can also be seen from student responses, students look enthusiastic and active when the learning process is in progress.

Teachers' perceptions of the use of the CTL method in teaching speaking

The findings in the study concluded that the CTL method was quite effective in learning to speak. This can be seen from the description of the subjects about students who are active and enthusiastic during the learning process, the subject constraints when teaching can also be overcome by applying students' self-confidence, and some advantages are also mentioned the subject is an added value from the use of the CTL method in teaching speaking. First, students were given the opportunity to be able to move forward according to the potential of the students so that students were actively involved in the learning process. Second, students can think more critically and creatively

towards learning materials. Third, in this CTL method students work together in group work. In line with this, Hatcher (2002) Contextual learning is the best framework providing a more effective, satisfying education for all students.

According to previous study by Aminudin (2018) in his study about Improving students' speaking skill through Contextual Teaching and Learning showed that it was recommended that CTL can be used in teaching English speaking skill. This statement similarities to what the researcher found. This statement is similar to what the researchers found. In the interview, the researcher found that the subject mentioned several advantages of the CTL method which could be an added value for teaching speaking using this method.

From the findings in this study, it can be concluded that the subject perception of the use of the CTL method in teaching speaking, the CTL method can make students more active and think critically in the learning process. This makes it easier for students to understand the learning material.

CONCLUSIONS

This study examines the application of seven components in the CTL method to teaching speaking. The researcher presents the summary of the answer to the two research questions. As discussed in Chapter 4, it was found that teaching speaking with using the components in the CTL method (constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment) is quite effective. The subjects had applied the seven components of the CTL method well. This can be seen in all the components in the CTL method that has been applied by the subject quite well when teaching speaking. Students also look active and enthusiastic when learning speaking using this CTL method. Subjects can also overcome obstacles in learning by applying students' self-confidence so that they are not afraid to make mistakes in learning. The subject also mentioned several advantages in using the CTL method, this is an added value in using the CTL method for teaching speaking.

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