

**ASSESSING STUDENTS' SPEAKING SKILLS AND IDENTIFYING
THEIR CHARACTER-BASED LEARNING CONTRIBUTION THROUGH
CONTEXTUAL TEACHING AND LEARNING METHOD OF THE TENTH
GRADERS AT SMK MUHAMMADIYAH 3 KLATEN UTARA**

This Thesis is submitted to the Board of Examiners in partial fulfillment of the requirements for obtaining Undergraduate Degree in the English Education Study Program of Faculty of Teacher Training and Education



MUHAMMAD WAAHID HIDAYAT

Student Number: 1611200007

TEACHER TRAINING AND EDUCATION FACULTY

WIDYA DHARMA UNIVERSITY KLATEN

KLATEN

2020

APPROVAL

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NAME: MUHAMMAD WAAHID HIDAYAT

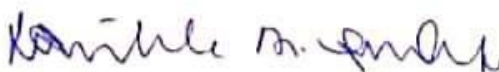
STUDENT NUMBER: 1611200007

Approved by the Consultants to be Examined before the Board of Examiners of
Teacher Training and Education Faculty on

Day : Monday

Date : June 29th, 2020

First Consultant



Dr. Didik Rinan S, M.Pd.
NIDN/NIK. 0605087402/690909302

Second Consultant



Ana Setyandari, S.Pd., M.Pd.
NIDN/NIK. 0617068003/690112325

RATIFICATION

**ASSESSING STUDENTS' SPEAKING SKILLS AND IDENTIFYING
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Name : Muhammad Waahid Hidayat

Student No : 1611200007

Accepted by the Board of Examiners of Teacher Training and Education Faculty,
University of Widya Dharma Klaten on:

Day : Wednesday

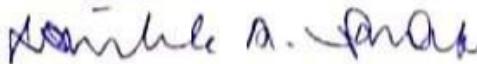
Date : 08 July 2020

Faculty of Teacher Training And
Education Dean



Dr. H. Ronggo Wrsito, M.Pd.
NIDN/NIK. 0607106501/690 890 113

First Consultant,



Dr. Didik Rinan Sumekto, M.Pd
NIDN/NIK. 0605087402/690909302

Secretary,



Umi Sholihah, S.Pd., M.Pd
NIDN/NIK. 0624028406/690 112 326

Second Consultant,



Ani Setyanidari, S.Pd., M.Pd
NIDN/NIK. 0617068003/690 112 325



Dr. H. Ronggo Wrsito, M.Pd.
NIDN/NIK. 0607106501/690 890 113

PRONOUNCEMENT

This is to certify that I, myself write this thesis entitled “ASSESSING STUDENTS’ SPEAKING SKILLS AND IDENTIFYING THEIR CHARACTER-BASED LEARNING CONTRIBUTION THROUGH CONTEXTUAL TEACHING AND LEARNING METHOD OF THE TENTH GRADERS AT SMK MUHAMMADIYAH 3 KLATEN UTARA”. This Thesis is not plagiarism or made by others. Anything related to others’ works are written in quotation. The sources of which are listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic punishment.

Klaten, 6 June 2020



Muhammad Waahid Hidayat

MOTTO

Don't remember the weariness of learning,
But note the sweetness that can be later picked when successful
(The Researcher)

PRESENTS

This thesis is presented to:

1. My beloved Parents. Thank you so much for always supporting me to struggle in this life.
2. My close friend, Artika Sari. Thank you for your patience and understanding so far. Thank you for being a good listener and always accompany me in all condition.
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Finally, I realize that this thesis is far from being perfect so that I accepts criticism or suggestions to make it better.

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Muhammad Waahid Hidayat

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ABSTRACT

Muhammad Waahid Hidayat. Student number. 1611200007 **ASSESSING STUDENTS' SPEAKING SKILLS AND IDENTIFYING THEIR CHARACTER-BASED LEARNING CONTRIBUTION THROUGH CONTEXTUAL TEACHING AND LEARNING METHOD OF THE TENTH GRADERS AT SMK MUHAMMADIYAH 3 KLATEN UTARA.** Undergraduate thesis, English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, Klaten. 2020

The objectives of this research are: to investigate the contextual teaching and learning (CTL) in the tenth graders' speaking class and to identify the situation of the tenth graders' character-based learning contribution when the CTL model is implemented in the speaking class.

This research was conducted at SMK Muhammadiyah 3 Klaten Utara in 2020. The subject of the research was the students of class X TSM 3 of SMK Muhammadiyah 3 Klaten Utara in the academic year of 2019/2020. This research used the quantitative method, in which quantitative analyses were applied. The technique of collecting the data used the tenth graders' speaking test which were set from a 5-Likert scale rubric. The technique of analyzing the data quantitatively used the descriptive statistics and factor analysis. Meanwhile, the quantitative analysis used the observable method of the CTL class implementation to reveal the tenth graders' empirical character-based learning contribution.

The research findings show that teaching speaking through CTL proved that (1) students' speaking skill: (a) the students could pronounce words they used correctly; (b) the students expressed their idea more fluently with less looking at note; (c) the students could use appropriate vocabulary in their description; (d) the students could use stress on the words they used; (e) the students could produce grammatically correct sentences; (f) the students could describe something based on the generic structure of descriptive text; (g) the students were brave to communicate with foreigner. Moreover, the classroom situation became more conducive in learning speaking. (a) The students communicated with their friends in group and foreigner; (b) All students had the same chance to practice English in group and to communicate with foreigner; (c) The students happily communicated with foreigner; (d) The students actively practiced English to foreigner.

This concludes that, implementing CTL in teaching speaking can improve the tenth graders' students' speaking skill in asking for directions. The tenth graders' students actively involves in teaching and learning process, so that they are more motivated to learn. Therefore, CTL can be one of alternative methods in teaching speaking.

Key words: CAR, speaking skill, CTL

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, the limitation of the study, the problem of the study, the aim of the study, the benefit of the study, the clarification of the key terms, and the organization of the study.

A. The Background of the Study

Now in globalization era, English is very important in daily life, especially in terms of communication, communication is important to achieve the purpose or goal, to bring up communication it needs an activity called oral speech, oral communication competence in English is an essential skill for not only internationally-active scholars and researchers in academia but also people in business, industry, and many other sectors of our society. Speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings. The learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows (Bashir, Azeem, and Dogar, 2011:36). According to Richards (2008: 19) the mastery of speaking skill in English is a priority for many foreign learners. Consequently, the students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

The purpose of the people in studying language is to be able to speak and communicate using the language fluently. Therefore, most of people measure their English skill through their speaking proficiency. English teaching and learning have to goal of focusing students so that they are able to use English for communication. According to Majer (2011:149), speaking a foreign language is a very complex skill, including vocabulary; grammar, pronunciation, and fluency, the ability to structure talk or even non-verbal abilities. According to Harmer (2007: 284) speaking is the ability to speak fluently and purposes not only knowledge of language features, but also the ability to process information and language.

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationship. Transactional speech involves communication to get something done, including the exchange of goods or services. Interactional speech is much more fluid and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings.

According Richard 2002 in Defrioka (2009: 35), the characteristic of communicative activities that must be applied in teaching speaking are first desire to communicate. In communicative activity, there must be a reason to communicate, a communicative purpose. Second, we also create

artificial information gaps by giving different information to pairs of students so that they can have reason to exchange information. Third, focus on language content not language forms. Fourth, language used variety. Fifth, no teacher intervention. It is supported by Richards and Rodgers 1996 in Tsinghong (2009: 40), the primary language purpose is for communication and interaction.

To increase students speaking ability the researcher uses the contextual teaching and learning method. CTL method can improved speaking ability by applying a choice of material topics that are often used in everyday life. Why the researcher choices CTL method, because the students can better understand if the students uses the words that exist in daily life. So the researcher uses CTL method to improve students speaking ability. The contextual teaching and learning (CTL) approach, according to Johnson (2012:67), is an approach that helps students understand what they are learning by connecting their subject with the context of their lives. CTL approach emphasizes the interest and experiences of the students, so the students can understand the material easily.

Similarly Howey 1996 in Rusman (2010: 190) states that Contextual teaching is teaching that enables learning in which students employ their academic understanding and abilities in a variety of in-and out of school context to solve simulated or real world problems, both alone and others. It means the students relate the subject matter to the context to solve simulated or real world problems. In their study, Nurhadi. (2004: 10) conclude that

Contextual Teaching and Learning (CTL) approach helps students relate the topic substance to the real circumstances and encourages them to relate the material to its application in their lives.

To investigate the tenth graders' students speaking skill, this research conducts a preparation a study of tenth graders' students at SMK Muhammadiyah 3 Klaten Utara in. Based on the observation the research using SMK Muhammadiyah 3 Klaten Utara to the object of the research.

The minimal mastery level criterion (kriteria ketuntasan minimal) of the tenth graders students of SMK Muhammadiyah 3 Klaten Utara is 70 (from teachers' data), and the tenth graders' students still get a low score in a speaking activity. There are many speaking problems encountered by students of SMK 3 Muhammadiyah Klaten Utara related to speaking skills. Based on the pre-research conducted by the researcher was done on 19th November 2019, there are seven identified speaking problems. Those are: (1) the students frequently produce unacceptable sound when they are speaking. The tenth grader students were in doubt to produce proper sound in English pronunciation. For example, the students often pronounced the word, human as /humΛ n/, island as /islen/, and, come as /komes/. (2) The students are not fluent in delivering speech even they read a text and some looked too much at note. This indicator can also be seen from the use of too much fillers in their speaking. When they were speaking, it was often heard utterance like "eemmm. This happened because when students want to talk, they are doubtful, so it causing problems, whether it's about grammar,

vocabulary, or pronunciation (3) The students find difficulties in using inappropriate vocabulary (diction problem) such as, my father is handsome boy". Because boy is not right because, according to Cambridge, boy, it is unacceptable for a male child if used by an adult male (4) The students are not able to use stress correctly. The students said /go:d mo:ni:ng/ for good morning, etc. (5) The students are not able to use the correct grammar in sentences. The students used, he" that it actually referred to „her", for example, He is beautiful". (6) The students find difficulties in describing an object based on the structure of the descriptive text. Moreover, the student's" low speaking skill is also indicated through the class situation. Based on the researcher's observation during speaking class, the problems found are (1) the classroom condition is stressful. The teacher always gave punishment to students who made noisily like students who make noise are not allowed to participate in learning but she did not give any reward to the students who did a task well. (2) The students are lack attention to the lesson. It especially happened to the students who sit in the back. The majority of students who sit in the back row are not controlled by the teacher so that students can play cellphones without the teacher knowing it, so students who sit back don't pay attention to the lesson well. They did unnecessary activities like drawing on the table, playing something, and laying their heads on the table whilst learning in the class.

B. The Reason for Choosing the Topic

The reason why the researcher has chosen topic are as follows:

1. Speaking is one of four language skills. By speaking, the student will be able to express their ideas by spoken English fluently.
2. The student are still doubtful and afraid in speaking English. By practicing speaking well, the student are able to speak confidently and fluently, and the students can also become accustomed and they will get wider knowledge.
3. The teacher has many obstacles to learning to speak English so that the researcher can help find the solutions to the problems.

C. The Limitation of the Study

In this study, the researcher wants to limit the study in order to focus the topic that will be discussed. The researcher limits the study as follows.

1. The process of teaching and learning speaking of the tenth grades at SMK Muhammadiyah 3 Klaten Utara in academic year 2019/2020
2. The obstacle found by English teacher and the students in teaching and learning speaking of SMK Muhammadiyah 3 Klaten Utara in academic year 2019/2020
3. The English teachers efforts to solve the obstacle found in teaching and learning speaking of SMK Muhammadiyah 3 Klaten Utara in academic year 2019/2020

D. The Statement of the Problem

The statement of the problem is :

1. Can contextual teaching and learning method assessing the tenth graders' students speaking skills?
2. How the students respond when learning with the CTL method

E. The Aim of the Study

This study aims is to verify whether contextual teaching and learning method can be used to improve Assessing Students' Speaking Skills and Identifying Their Character-Based Learning Contribution Through Contextual Teaching and Learning Method of The Tenth Graders at SMK Muhammadiyah 3 Klaten Utara.

F. The Use of the Study

From the results of this study, the reasearcher hopes that it can be useful to teaching and learning english especially speaking. The findings of the study are expected to be useful as follows:

1. For the students, it assists them to solve their problem in speaking activity and it can help them to improve their speaking skills.
2. For the teacher, it gives the alternative solution in teaching speaking skill.
3. For the institution of SMK Muhammadiyah 3 Klaten Utara, it can be beneficial regarding to improve the education quality.

G. The Clarification of the Key Terms

To make the title clear, the researcher would like clarify the key terms in order to enlighten the readers about the theme of this study. The clarification of the key terms in the following::

I. Assessing

According to Brown (2009:34), assessing speaking is generally considered an endeavour that ranks students into ordinal categories (often referred to as vertical categories) similar to bronze, silver, or gold; short, medium, and tall; third, second, or first—more familiar in instructional contexts involving language as beginning, intermediate, and advanced. According to Brown (2004:157) there are two general elements in assessing speaking: accuracy and fluency. Accuracy goes to vocabulary, grammar, pronunciation, stress, and intonation. It means, accuracy deals with someone ability to produce correct sentence using correct grammar and appropriate vocabulary. Meanwhile, fluency relates to the meaning and the spontaneous of language use. Fluency deals someone ability to produce sentence fluently and smoothly.

II. Character Education

According to Aqboola and Tsai (2012: 164), Character education is a growing discipline with a deliberate attempt to improve the ethical behavior of the students. According to Pedoman Pelaksanaan Pendidikan Karakter (2011: 1) about character education state that, " Character education has more meaning than moral education, not just

teaching what is right and what is wrong, more than that, character education instills habits (habituation) that are good for students to understand (cognitive) what is right and wrong, to feel (affective), to feel good grades and to always do it (psychomotor). In other words, education of good character must involve not only aspects of good knowledge (morality), but also of feeling good or loving good (moral feeling) and good behavior (moral action). Character education emphasizes the habits or habits that are constantly practiced and practiced."

According to Hall 1998 in Tanir and Al-Hroub (2013:4) character education programs focus on social, emotional and personal development. Character education in this study focuses on building the foundation that shapes the character such as religious, polite, communicative, democratic, respectful, responsible, discipline, confident, cooperative, creative, and innovative. It aims to help solve behavioural problems, as well as improve academic achievement by allowing positive values to tenth graders students of SMK Muhammadiyah 3 Klaten Utara in academic year of 2019/2020.

III. Speaking

According to Nunan (2003: 48) speaking is the productive aural or oral skill. It produces sounds and words through utterance to deliver the speaker's feelings thoughts.

In this study speaking skill means that the students can produce utterance to deliver their ideas orally in teaching and learning process. Speaking allows students to receive information from individuals through their interaction, in which they should understand and respond to the information or express their interpretation of the information. Speaking is in this research the ability to express ideas through the words spoken in the sense of an item to be learned by tenth Graders at SMK Muhammadiyah 3 Klaten Utara

IV. Contextual Teaching and Learning (CTL)

According Johnson (2002:25) Contextual teaching and learning is an educational process that aims to help students see meaning in the academic material they study by linking academic subjects to the context of their daily lives, that is, to the context of their personal, social and cultural circumstances. Contextual teaching and learning is a learning philosophy that emphasizes the students' interest and experiences. It provides the means for reaching learning goals that requires higher order thinking skills (Satriani, Emilia, & Gunawan, 2012:11).

According to contextual learning theory, learning occurs only when students process new information or knowledge in a way that makes sense in their own reference frameworks. Based on the statement above, the researcher apply CTL approach to develop Assessing Students' Speaking Skills and Identifying Their Character-Based

Learning Contribution Through Contextual Teaching and Learning
Method of The Tenth Graders at SMK 3 Muhammadiyah Klaten Utara

H. The Organization of the Study

To give clear understanding about the content, the researcher would like to clarify the organization of the study. The study will consist of five chapters, as follows:

Chapter I is Introduction. This consists of the background of the study, the limitation of the study, the problem statement, the research intention, the use of the study, the main terms of explanation and the organization of the study.

Chapter II is related of literature. It is comprised of the theory of speech, the meaning of speech, the importance of speech and the teaching of speech, character education and context teaching.

Chapter III is the method of the study. It deals with the meaning of the research method, the subject of the study, the data collection technique and the data analysis technique.

Chapter IV is the research findings and discussion. This includes the presentation of the data, the analysis of the data and the discussion of the findings.

Chapter V is conclusion and suggestion. It is consists of conclusion and suggestion

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter discusses the conclusion and implication of the research. Moreover, there were suggestions for the students, the English teachers, the educational institutions, and other researchers.

A. CONCLUSION

Based on the result of the research, there were some conclusions drawn by the researcher. Those are:

1. Contextual Teaching and Learning (CTL) is appropriate method in assesing students" speaking skill. The teaching and learning activity that implements seven components of CTL was appropriate to teach speaking. One of them is learning community. Learning community provides students to have more practice which very important to train students" speaking fluency.
2. The students" response is positive. They are happy learning English when they feel what they study has relationship with real situation. The students focus their attention on teaching and learning process when they work outside the class. Moreover, they happily practice English when they meet foreigner.

B. IMPLICATION

In teaching English, it is important to find and implement an appropriate approach in order the students are able to master four language skills. Speaking is one of the four language skills. It is a complex skill because a speaker has to consider many things, such as vocabulary, pronunciation, grammar, etc. so his utterances are understandable. Therefore, in teaching speaking it is necessarily needed to implement a suitable approach. Supported facilities and media are needed. However, when the facilities and media are not available, everything around school can be a good media to study. This concept is presented by Contextual Teaching and Learning (CTL). The students learn a subject matter through everything around them. Teaching and learning activity will be meaningful to the students because what they learn is related to the real situation.

Contextual Teaching and Learning (CTL) in its implementation does not need a complicated facility. However, the students catch the meaningfulness of subject matter. The implementation of CTL in teaching speaking is very effective. It can be seen from the speaking test performance that has been done. It is proved that teaching speaking through this approach is able to improve students' speaking skill. Therefore, Contextual Teaching and Learning (CTL) is recommended to teach speaking.

C. SUGGESTION

Through this study, it is proved that implementing Contextual Teaching and Learning (CTL) in teaching and learning process can improve students' speaking skill. For the reason, the researcher would like to propose some suggestions to the English teacher. The implementation of Contextual Teaching and Learning (CTL) in teaching speaking was proved improving students' speaking skill. Therefore, the English teachers are suggested to implement Contextual Teaching and Learning (CTL) in speaking class. The English teachers are supposed to give more time for practice. It can be simple conversation in the beginning of the class. Having more practice enables students to speak fluently. The material is based on the syllabus but the topic is about something near with students' life. Giving reward to student who achieve target is a good way to increase their motivation to learn.

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