The Use of Contextual Teaching and Learning for Speaking Class at Islamic Affiliated Schools: A Case in Indonesia

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ABSTRACT

The need of speaking ability is such paramount as global citizens. The teaching English in Indonesia is dominated with traditional approach. The use of Contextual Teaching and Learning as approach is in the line of the Indonesia Education Framework with five issues. Teaching English with speech and storytelling based Islamic selected topics as the response on the framework. The current research used action research and employing *Kemmis and Taggart* Research Desain. Data gained from qualitative data in from of interview, observation and filed notes. Meanwhile, the quantitative is used to obtain students' score. The result of the study revealed that Islamic selected topics could improve both speech and storytelling score. The findings and some recommendations were also deeply discussed.

Keywords

Contextual Teaching and Learning, Speaking Class, EFL, Islamic Affiliated Schools

Introduction

The ability and proficiency of speaking on English becomes the capital and need as global citizens in communicating and interacting (Permana et al., 2019). Therefore, speaking is an ability that reflects the mastery of language (Nunan, 2004) (Dewi & Marsigit, 2018). Thus, the study of speaking English has attracted researchers and scholars to discuss various teaching problems (Kuru, 2018)(Tulgar, 2018)(Feras, 2018)(N. Fitriani & Zulkarnain, 2019)(Punar, 2019)(Afebri et al., 2019)(Amini et al., 2019), learning strategies (Larasati, 2018)(Syahputri, 2018)(Masruddin, 2019)(Rahmat, 2019)(Nget et al., 2020), media and teaching materials (Nilayon & Brahmakasikara, 2018)(Saraswati et al., 2018)(Muakhiroh & Saadatuddaroini, 2019)(Fatimah et al., 2019)(Wulandari, 2019)(Kantisa & Sitthitikul, 2020)(November, 2020)(Coşkun, 2020)(Salsabila et al., 2020)(Rajendran, 2021) and solutions on improve the skill (Basuni et al., 2014)(A. Gani et al., 2015)(Ratnawati & Faridah, 2017)(Dewi & Marsigit, 2018)(Fathi Baresh Eman et al., 2019)(Yoestara & Putri, 2019)(Passiatore et al., 2019)(Omar et al., 2020)

In the practice of teaching English in Indonesia, there is a complexity of problems, namely, the number of English teachers is dominated by Non-Native English Teachers. Thus, most English learning in class still uses the first language of either the teacher or the student (Renandya et al., 2018). It breeds bias in the practice of speaking teaching (Darmuki et al., 2018) (Elyas & Alghofaili, 2019) (Hasanah & Utami, 2020) such as language teaching in the classroom becoming unattractive, monotonous, learning fixated on memorization patterns, equivocal learning materials, and the teacher's lack of understanding of the assessment (Höl, 2018). Thus, traditional assessments are often used (Kim et al., 2020) (Fahmi et al., 2020). In turn, the quality of teaching is hushed and has a consequence on students who are reluctant to use English in communication activities (Khaleghi, 2018).

The fact, the quality of education can be measured on the quality of teachers, students, curriculum, learning materials, and assessment patterns (Thangeda et al., 2016). The elements become one whole and inseparable. So, as the teachers want to adjust the quality of learning, the teacher must consider the elements.

In line with that, the Indonesian government designed the Long-Term Education framework, which brings five issues of teaching change. First, in the ecosystem, making the school a fun learning locus and teaching materials are integrated with the surroundings. Second, teachers who were originally the center or source of knowledge and use drilling teaching patterns are stimulated to become facilitators and have pedagogical and

socio-emotional competencies. Third, pedagogical. Students in Indonesia are only objects of learning, meaning that they only accept everything delivered by the teacher. Therefore, Education is directed towards the orientation of learning in students and the approach of learning using materials that are meaningful, fun, and contextual. Fourth, on the issue of curriculum implementation. The new curriculum focuses on content-based learning and focuses on teaching to improve academic skills. Thus, changes in the curriculum are expected to make learning focus on competencies and development of soft skills as well as the formation of student characters. While the fifth issue is the question of judgment, that the scoring system is still summative or punitive, not formative or supportive (The Ministry of Education and Culture, 2021).

Teaching English in Indonesia can flexibly follow the paradigm of education change in Indonesia through the framework of Indonesian Education. Contextual Teaching and Learning is one of the teaching approaches that is considered to have the same compounds from the framework of the Indonesian government's program on education.

Contextual Teaching and Learning is as a concept that helps teachers and students relate the meaning and real-world situations with the subject matter in the right way (Sears, 2003) (Johnson, 2002). Moreover, Johnson as cited by Aprizani has also said that CTL is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with their context (Aprizani, 2016). CTL consist of seven elements. They are covering: constructivism; inquiry; questioning; modeling; learning community; reflection; and authentic assessment. Contextual Teaching and Learning is also the answer to traditional English learning methods into meaningful learning by bringing learners into the current context and situation tailored to the needs of students. Contextual Teaching and Learning is projected to be able to answer the challenges of learning to speak English in the 21st Century.

In Indonesian context, several studies have reported the results of English language teaching and Contextual Teaching and Learning in the last ten years. The studies examined learning including four language skills: listening (Octaviani, Hapy Annisa, 2015) (Kuswardani, 2015) (Ratminingsih et al., 2018) (Sasi Novianti, Ikhsanudin, 2018) (Sumarni, 2019) (Ghonivita et al., 2021), reading (Refai, 2013) (Halik, 2016) (Sianipar, 2018) (Saryati & Yulia, 2019), writing (Anggriani & Aswandi, 2014) (Sasi Novianti, Ikhsanudin, 2018) (Novawan et al., 2020). Meanwhike, in speaking (Shabir, 2013) (Purba, 2016) (Ningsih et al., 2019) (Wahyu Trimastuti, 2021). Briefly, previous studies have reported improved language proficiency with Contextual Teaching and Learning.

Although, numerous papers have been widely studied Contextual Teaching and Learning, specifically on teaching speaking, but providing Islamic-based themes as a material of speaking learning has not been done, especially at Islamic Affiliated Schools in Indonesia. The researchers have several assumptions based on Contextual Teaching and Learning, The Indonesia Framework on Education, and English language teaching at the Islamic Affiliated Schools.

First, the student orientation as a learning resource. Second, meaningful materials, derived from the theme around the students. Third, Islamic-based materials become authentic materials, which is in line to teach English in the Islamic Affiliated Schools that learning materials should be integrated with Islamic-based materials. To fill the gap, this study tries to investigate Contextual Teaching and Learning on speech and story-telling to improve the students speaking skill by utilizing Islamic-based materials in Islamic-affiliated schools in Indonesia. The purpose of this study is to answer research questions, how the process of improving the ability to speak in language with Contextual Teaching and Learning approach with Islamic-based learning materials through speech and story-telling.

Methodology

This current research is action research. The design of this action research was adopted because the problems that will be solved come from learning practices to improve the learning process and enhance students' abilities (Burns, 2017). This corresponds to the characteristics of the action

research. Action research is included in the scope of applied research that unites knowledge, research and action (Tripp, 2005). The research design adopted is a model of Kemmis and Taggart in the form of a spiral cycle. The definition of the cycle here is a round of activities that includes the stages of design in each round, namely: (1) planning, (2) action, (3) observation, (4) reflection. The study participants were students majoring in English Education IAIN Metro Lampung Indonesia as one of the Islamic affiliated schools in Indonesia. The selection of participants is based on that they are attending

speaking courses as compulsory subject in the curriculum of English language education in Islamic universities, where the courses are ensued by the first year to the second year. Data collecting techniques are a very strategic step in research because the main purpose of research is to obtain accurate data. In this study, two types of data were collected, namely qualitative data and quantitative data. Qualitative data will be collected through observation, interview, and questionnaire while quantitative data will be obtained through speech ability tests.
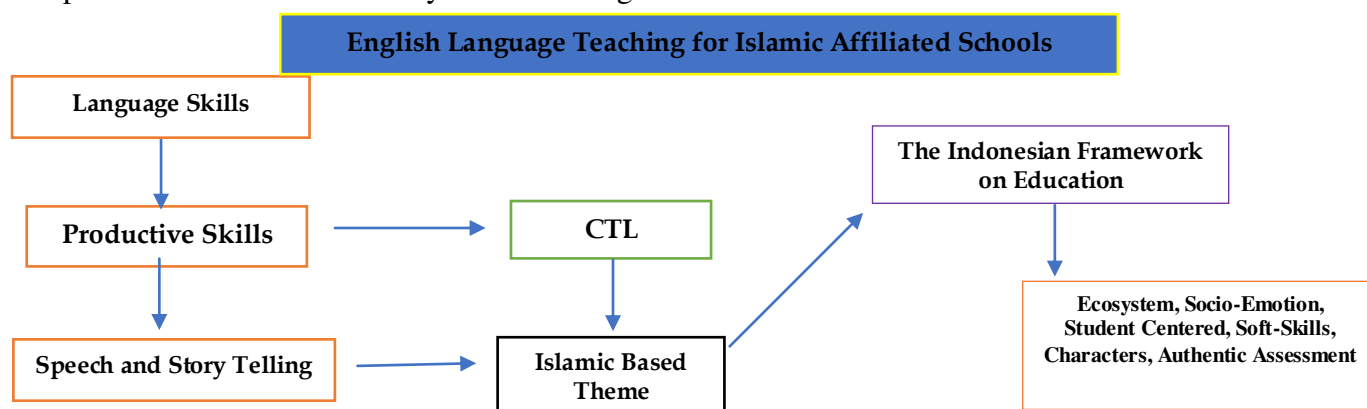

Chart 1. The ELT, CTL and Indonesia Framework on Education

Findings
The Students Ability

To obtain data on the state of the study subjects before obtaining treatment, researchers conducted a pre-test to measure students' speaking ability. The following pre-test results are presented in figures.
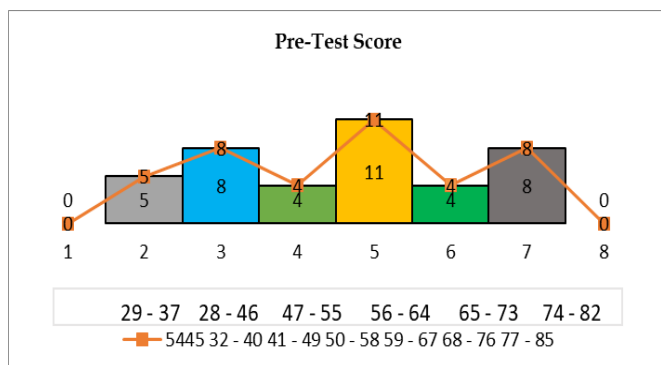

Chart 2. The Result of Pre-Test

Based on the table and histogram above, the calculation results on the description of the pre-

Test score show that the highest score is 80, while the lowest score obtained by the student is 30. The average value is 56.63, the median is 57. 93, mode value 60. 00 and Standard deviation 15. 21. In terms of speaking, the review below is a pre-test analysis of students' speaking ability in English. From the data, it emerges that interactional student are the most dominant. Followed by the next two aspects, fluency, and grammar. While, vocabulary and pronunciation have percentages of 19.07% and 17.75%. thus, it can be concluded in the initial findings that students' speech ability is still below average. Based on the results of pre-test speaking performance above, it symbolizes that many students still have not reached the standard of score in Speaking Performance, so this is what initiated the researchers to design innovation in speaking learning to resolve the problem. One of them is by applying Contextual Teaching and Learning (CTL) approach where it

focuses the learning process on how students can apply language not only as conceptual theoretical but also applicative-contextual; consisting of six principles: Constructivism, Inquiry, Question, Learning Community, Modelling, Authentic Assessment, dan Reflection.

The Cycle 1

In this first cycle, researchers have done several activities. The researchers designed learning devices, and research instruments. Therefore, researchers at this stage prepare learning tools including syllabus, Module, Students' Workbook, Observation sheet dan Field Notes. The action process incorporates four meetings divided into speech teaching and taking score, storytelling teaching and taking score. The learning process includes the activities of researchers as lecturers and student learning activities, observations from interviews to students after the learning process, and observations on student learning outcomes (post-test). Meanwhile, reflection is realized by applying to the analysis process to obtain solutions to the coercion that occur in cycle I so that it is expected to be an improvement step to improve the successful implementation of CTL in this learning process.
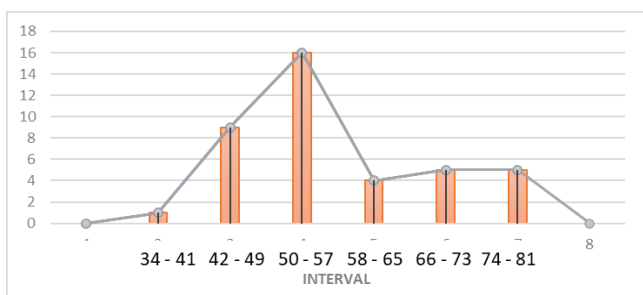

Chart 3. Post Test on Story-Telling

Based on the graph above, it can be concluded that the average score in cycle 1 in Storytelling reached 58. It indicates that the majority of students are at low or incomplete score levels. From the observations, the researchers found that there are still some who need to get more comprehensive and applicative attention, especially the readiness of students in understanding and adjusting the learning process with this CTL that affects the results of student learning that is not quite maximized. Second, the

results of the interview to the participants refer to two problems that prevent students in learning, namely grammar (language use) and content (topic) became the dominant problem in the first cycle of teaching talking to storytelling. Therefore, researchers assume that students' abilities need to be improved in cycle II by learning through CTL focusing on these two problems.

As for Speech, researchers carried a test which then the results of this test displayed an evaluation of the application of CTL in speaking learning. The results of post-test speech are shown in the following data.
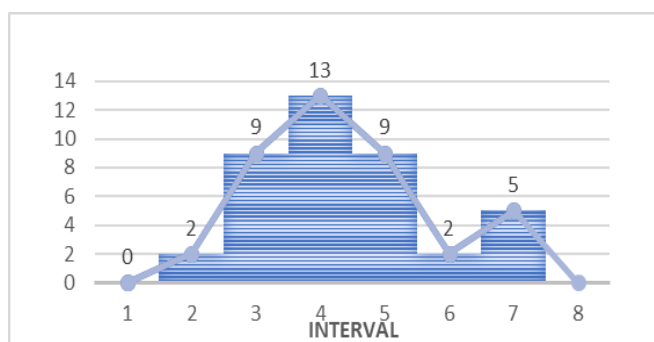

Chart 4. Post Test on Speech

Based on the chart above, it can be concluded that the average score in cycle 1 in Speech equals 60. It intimates that the number of students were at low or incomplete score levels, the effects of the observations found that there was a strike in Pronunciation and Fluency. The results of the interview also noticed that students tend to be cautious in pronouncing the words so that it hits the speed of speech. Speech, in this first cycle came to a conclusion that reflected that the design of speech learning in the next cycle focuses on pronunciation and fluency.

Hence, as a reflection. the learning process for the second cycle is designed in teaching activities with discussions, presentations, using team-work with Islamic-based materials. It aims to create an adaptation of CTL learning, make the learning process more interesting and achieve improved students' speech skills.

The Cycle 2

The planning process in the second cycle embraced the activities of researchers in designing learning instruments based on the results of the

analysis in the first cycle. The learning process is then designed with discussion patterns, presentations, problem-solving processes, critical thinking by bringing Islamic-based themes to speech and story-telling. The researchers conducted observations on the application of CTL during the learning process. Then, the results of student result as follows.

Table 1. Post-Test of Story-Telling

Indicators	Average	Percentages
Introduction	6.15	9.45
Body	6.025	9.26
Conclusion	6.9	10.60
Eye contact	7.1	10.91
Language use	6.25	9.60
Body language	5.875	9.03
Topic	6.175	9.49
Clarity	6.225	9.57
Visual aids	7.1	10.91
Time	7.275	11.18
N	**65.05**	**100.00**

Based on the findings that have been presented above, the learning process of Speaking for Islamic Studies using the CTL method on storytelling (Cycle II), in general, is good enough, especially in the planning aspect. However, some things are still not maximized, especially in group discussion activities and the process of analysis and drawing conclusions of perception in a real context in everyday life. It will be related to the final appearance of speech that still tends to be less maximal, especially in the aspects of storytelling, namely content and body language when displaying storytelling in front of the class (body language). The results of interview also showed that the learners began to be interested and felt that speaking learning became easy. However, problems such as content in storytelling learning they create are still an obstacle. Then, anxiety and self-confidence are also a problem when speaking.

As for Speech, at the end of the learning process, the researchers conducted a test that then produced the results into evaluation materials on the application of CTL with Islamic-based material in improving speech ability. The results and interpretation of the data will be presented in the following table.

Table 2. Post-Test of Speech

Aspects of Speech	Averages	Percentages (%)
Pronunciation	3.7	9.26
Grammar	3.675	9.20
Vocabulary	4.525	11.33
Fluency	3.625	9.07
Introduction	3.6	9.01
Content	4.475	11.20
Voice Of Quality	4.65	11.64
Eye Contact	3.575	8.95
Non-Verbal Com.	3.45	8.64
Conclusion	4.675	11.70
N	39.95	100.00

Referring to the exposure of the data above, the learning process of Speaking with Islamic-based themes using the CTL method in speech (Cycle II), in general, there has been an increase in. However, there are some things that are still not maximized, especially in group discussion activities and the process of analysis and drawing conclusions of a perception in a real context in daily-life. It will be related to the final appearance of speech that still tends to be less maximal, especially in aspects of speech, namely eye contact and non-verbal communication.

Researchers carried a comprehensive series of analysis processes to discover a way improvement step to depreciate the constraints that transpire in this second cycle. The CTL approach, which features the "meaningful" process of defence following the context, is one solution for students to not only be able to build theoretical perceptions but also apply them according to the context that is happening around them. Consequently, in this second cycle, researchers still proceed to converge on the process of constructivism aided by modelling phases both using authentic video how to practice storytelling and speech and by using mind-mapping to promote students in determining topics in accordance with the context of Islam how students can analysis and draw conclusions in real -time how a concept is applied.

In overall, the process has quite a positive impact seen in the appearance of storytelling and speech related to the context of Islam. Although there are still some students who still need attention especially when they analyze and determine the content to be displayed and communicate the content gratefully to the listener. In addition, in

this second cycle, it was assumed that some students seemed to be motivated by stretching to train in group groups. It greatly affected the use of the language used during the scripting process and when practicing the pronunciation of words in the manuscript correctly. They started to share information with a group of friends when compared to asking researchers. However, researchers should also continue to provide more aside to minimize the misinterpretation of the material being studied and encourage them to pay attention to how content can be communicative and grateful.

The Cycle 3

The planning process in the third cycle covered the activities of researchers in designing learning tools based on the results of the analysis in the first cycle. The learning process is then designed using Islamic Story, The specific Islamic Topic, dan Current Issues in Islamic on speech and Story-Telling learning with discussion, presentation, problem-solving process, critical thinking. Researchers also made observations on the application of CTL during the learning process. Then found the results of student grades as follows.

In the following exposure, it was reported that the majority of students had been considered passed the minimum score, with a score above 70. The findings indicated that the majority of students were at high score levels.

Table 3. Post-Test of Story-Telling

Interval	Class Boundaries	f_i	X_i	f_iX_i	X_i^2	$f_iX_i^2$
63 - 65	63,5 - 65,5	8	64	512	4096	32768
66 - 68	65,5 - 68,5	4	67	268	4489	17956
69 - 71	68,5 - 71,5	5	70	350	4900	24500
72 - 74	71,5 - 74,5	13	73	949	5329	69277
75 - 77	74,5 - 77,5	5	76	380	5776	28880
78 - 80	77,5 - 80,5	5	78.5	392.5	6162.25	30811.3
$\sum$		40	428.5	2851.5	30752.25	204192.3
Mean	71.48					
Mode	77.00					
M_e	72.19					
SD	4.85					

In Speech, at the end of the learning process researchers conduct tests which then the results of this test become an evaluation of the application

of CTL. The data is displayed in the following table.

Table 4. Post-Test of Speech

Interval	Class Boundaries	f_i	X_i	f_iX_i	X_i^2	$f_iX_i^2$
63 - 66	63,5 - 66,5	4	64.5	258	4160.25	16641
67 - 70	66,5 - 70,5	8	68.5	548	4692.25	37538
71 - 74	70,5 - 74,5	6	72.5	435	5256.25	31537.5
75 - 78	74,5 - 78,5	14	76.5	1071	5852.25	81931.5
79 - 82	78,5 - 82,5	1	80.5	80.5	6480.25	6480.25
83 - 86	82,5 - 85,5	7	84.5	591.5	7140.25	49981.8
$\sum$		40	447	2984	33581.5	224110
Mean	74.60					
Mode	76.02					
M_e	77.93					
SD	6.21					

Referring to the exposure of the post-test results above, then researchers can conclude that the average score of students reached 74. It also indicated that the majority of students are at a high or complete score level. The observation results in the learning process, students were very happy and undergo major changes. Not only on language skills, but also attachment with classmates. The students in the questionnaire think that, in the learning cycle speaking with story-telling conceives limitations and speaking problems have been overcome. Based on the observations that have been presented above, it can be assumed that: in this third cycle, the application of CTL has had a positive impact both on conceptual aspects and on contextual and practical aspects.

Speaking and Class Improvement

In the learning process, learning activities are one of the main components that will affect the success of learning achievements/ objectives. Learning activities are a form of interaction in the learning process, both interactions between students and interactions between students and lecturers. In other words, learning activities can be interpreted as activities that are planned and carried out consciously by a person, interacting with each other so as to cause changes in their behaviour.

In the context of the class, this activity is divided into two parts, namely activities carried out by lecturers as well as researchers who act as mediators and facilitators in the learning process and student activities as learning objects. Thus, in this study, researchers conducted a series of

observations and analysis processes on this learning activity because it directly influenced the success of a learning process, especially in speaking for Islamic Studies courses. The following results is the improvement of students' speech skills that take place from cycle I, cycle II, and cycle III.

Table 5. Speaking Improvement

Cycle	Activity	Score
	Pretest	56.63
1	Post-test Story-telling 1	58.80
	Post-test Speech 1	60.75
II	Posttest II Storytelling	65.05
	Posttest II Speech	66.48
III	Posttest III Storytelling	71.48
	Posttest III Speech	74.60

Based on the table above it appeared that the achievement of learning from cycle I to cycle III has improved. In cycle I, the average yield obtained on storytelling subjects was 58.80 increased to 65.05 in cycle II, furthermore, in cycle III increased to 71. Thus, it can be concluded that by implementing CTL Method on speaking with Islamic-based material through storytelling can improve students' speaking ability. This is evidenced by data from cycle I to cycle III improving. In speech teaching, in cycle I the average yield was 60.75 increased to 66.48 in cycle II, then, in cycle III increased to 74.60. In another words, it can be concluded that by applying CTL Method on speaking with Islamic-based material through speech can improve students' speaking skills.

It also had improvement in learning activities during implementing CTL on speaking with Islamic-based material through storytelling can improve students' speaking ability.
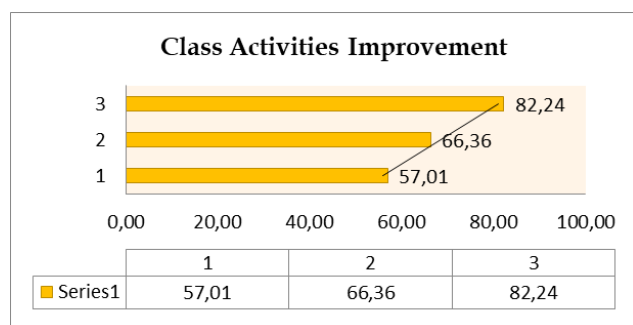
Chart 5. The Class Improvement

Based on the table above, it can be concluded that students' learning activities in the learning process from cycle I to cycle III have increased. In the first cycle of student learning activities obtained is 57.01% and increased by 9.35% and then in the second cycle to 66.36%. In cycle III student learning activities increased by 15.88% and then to 82.24%. Thus, it can be concluded that by applying CTL method in Speaking courses by using learning materials based on errors can increase student learning activities in the learning process.

These results can answer from the research hypothesis, that learning to speak English through storytelling and speech with Islamic-based materials can improve students' speaking ability, as well as the results of research as well as learning activities are increasingly interesting.

Discussion

To obtain the data before the treatments, the writers firstly analyzed the results of the pre-test of speaking ability by focusing on dialogue activities among the students to know the extent of students' competence of language and speaking ability. The topics manifested in this dialogue were issued to each student. The writer split the students into groups of two students, then they were required to create a short conversation with the idea they could exercise such as holiday, family or tourism places and performed it in front s with a duration of five to ten minutes. Then, the writer gave an assessment in accordance with the speaking aspects, namely pronunciation, grammar, vocabulary, fluency and comprehension. As the writers displayed the result before, their ability in speaking needs to be improved. Mostly, the problems of Indonesian students were same at those problems (D. A. Fitriani et al., 2015) (Heriansyah, 2020) (Wahyuningsih & Afandi, 2020).

In the cycle 1, the students need several times to follow the new approach, CTL. This case also same with the statement from Chen that Learning adaptation is a tendency for individuals to overcome various difficulties, meet the needs and adapt to the changes in the environment in their learning process in order to achieve better academic achievement (Chen & Tu, 2019). To

response the case, Deci and Ryan (2004) believe that learning in a teacher-supported environment can enhance students' self-motivation and learning initiative, and promote students to actively mobilize their interest in learning, and further expand their perceived teacher support, and manage their learning behaviour and time, use learning strategies, and they can be responsible for their learning results (Deci & Ryan, 2004).

In the second cycle, the discussion was focused on how the students were also able to sort and use the language in accordance with the existing context. In other words, the students were able to analyze the context presented and determine appropriate and acceptable grammar. Therefore, in this second cycle, the subject of speech chosen was an expression of the mind in the form of words addressed to the people. Thus, in its delivery, it was necessary to understand the content and use certain procedures including the use of appropriate language so that the material/message was conveyed well to the audience. Furthermore, in the application of the CTL method, mastery of the implementation of material in the real context in everyday life was the main point. This means that students were expected to not only be able to understand the dimensions of the concept of the material in this case about speaking performances but also their practical application in various social activities in the brotherhood such as when commemorating the Islamic New Year, the ability of the students to deliver a speech in context was urgently needed. Therefore, the students' understanding of the speaking concept, or in this case is the ability to speak (speech), must be integrated with the ability of students to apply English in accordance with the existing context (Islamic contexts). The selection of Islamic topics, according to Madkur & Albantani might be more familiar to Muslim EFL learners culturually and, in turn, could increase their motivation in learning English (Muharom Albantani & Madkur, 2018). It is also supported that Integrated Islamic materials for teaching English will have a benefit to motivate the learners during the teaching and learning English (Putra, 2017) (Fitriyah, 2018) (Utami et al., 2019).

Referencing the results of the third cycle, it can be concluded that there has been a significant improvement in students' speaking ability in English. Islamic-based learning materials in line to teach English in Indonesia, especially for schools affiliated with Islamic materials. The results also show that this learning can also answer the initial needs of the Indonesian Education framework, which brings changes to five components in Education: Ecosystem, Socio-Emotion, Student-Centered, Soft-Skills, Characters, Authentic Assessment. Where the answer to that need, has been proven by learning to speak in English by Islamic-based learning materials through speech and storytelling.

Furthermore, their ability to relate their speech to the real context refers to one of the principles of the CTL method, namely learning community which was focused on Cooperative Learning activities, indirectly, the students would share information and support one another, especially when experiencing difficulties using correct and acceptable grammar (Satriani et al., 2012). It also revealed that CTL approach could improve schematic structure, grammar rules and graphic features. The students practiced together and understood that each individual had their own advantages and disadvantages and to achieve a learning goal still needs the help of others (Andi Tenri Ampa, 2013). Therefore, applying the CTL method on the subject of speech prove that the problems in the grammar aspects and content could be resolved.

Teaching English with storytelling involves a direct contact between the narrator/speaker and the listener in communicating the message. In the context of classroom learning, the students as speakers must prepare and present language, vocalization, and physical effectively and efficiently in communicating images or ideas from a story that was going to be conveyed to other students (Asniatih et al., 2020). In other words, when the speaker would convey the contents of the story then he must understand the message first and also understand the correct vocabulary to communicate it so that the message could be conveyed well and was acceptable to the listener in accordance with the context. Furthermore, the CTL method was introduced to students by inviting them to discover phenomena about language utilization in the context of storytelling,

after that, the students were invited to analyze and draw conclusions on how the language was used during storytelling performance.

Thus, students felt challenged and motivated to find applicable and meaningful concepts during the learning process using the CTL method. Thus, by mastering the ability to tell the stories, the students were increasingly skilled especially in the aspect of vocabulary. Therefore, in the first cycle, the average value increased by 3. 84% from the application of the CTL (Pre-Test) method was from 56.63 to 60.45. This result was in line with what (Soleimani & Akbari, 2013, pp. 104–113) found that storytelling might elevate the achievement of vocabulary items, and consequently it might bring up a positive effect on children's vocabulary learning (Irwansyah et al., 2017). Regarding with what stories should be delivered to the students deciphered that the stories with Islamic background would be very effective to teach the students in Indonesian Islamic universities.

Conclusion

The findings reveal that CTL method could answer the problems faced by the lecturers in an effort to enhance the students' speaking skills which were correlated with the needs and social context around the Islamic context while developing critical thinking skills in analyzing problems and expressing them to the public. In other words, the CTL method can be an alternative method of speaking by collaborating conceptual understanding and contextual application that was expected to answer the existing problems.

Researchers also suggest that future research can develop and implement CTL on other learning themes. Environmental and disaster-themed learning themes can also be implemented in English-speaking learning. It is also in accordance with the purpose of the Indonesian Education framework, to use useful, interesting, and contextual materials.

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