



The Implementation of Contextual Teaching Learning (CTL) to Improve the Students' Speaking Ability in Islamic Studies Course

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Abstract

Contextual Teaching Learning (CTL) has been widely implemented in ELT. However, little used it specifically in speaking class in Islamic studies course. This research, which was a four-cycle action research conducted at the fourth semester English Language Education students at an Islamic university in Lampung, Indonesia aimed to find out how CTL can improve speaking skills especially in the subject of public speaking which includes storytelling, speech, News casting and drama in Speaking for Islamic Studies course. The data were obtained qualitatively through interviews, observation and filed notes during the learning process and also quantitatively through speaking tests for four cycles. Data were then analyzed by comparing the results of the pre-test, 55. 63 and the results of the post test after taking action in each cycle, namely storytelling gained 60.45, speech reached 64.9, news casting was 66.70, and the final drama reached 73.2. In addition, 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. Thus, CTL could be implemented as one of the effective methods of speaking learning, especially those related to the Islamic context.

Keywords: Contextual Teaching Learning, Speaking Ability, EFL, Islamic Studies Course

1. Introduction

In the context of education in Indonesia, language learning gets special attention, especially in the acquisition of a second language, namely English which also acts as the main foreign language (Lauder, 2009). English seems to be very special since it is taught from elementary until university level and considered as a good medium of communication (Madkur, 2018; Mappiasse & Sihes, 2014). Its paramount importance is because of its widespread as the global lingua franca (Navidinia, et al, 2019), and, thus, close relation with how a student has competitiveness and qualified competence in this increasingly competitive era (Pandey & Pandey, 2014).

More specifically, in English language learning in universities especially for students of English study programs in State Islamic Higher Education (PTKIN), these two factors can be realized effectively so that the students are not only able to understand the theoretical concepts of English but also implement it by using English actively and communicatively both in the context of learning in particular and also in the surrounding environment. The aspects of speaking are one of the benchmarks of active and acceptable language skills; this is in line with the statements of Richard and Rodgers, as cited in (Rahmah, 2018, p. 60), who revealed that most language learners in the world focus on how they are qualified and experts in speaking skills. However, in the reality, they tend to feel forced and passive in using the language in any

classroom learning activities including when presenting material in certain linguistic-related subjects or apply public speaking in the context of surrounding, which in this case refers to the context of Islam. Also, the students find it daunting when asked to fulfil demands as students of English Language Study Program in the context society. In other words, learning that emphasizes the integration of understanding the concept of language which is motivated by the internal factors of the students and its application in accordance with the environmental context is still not effectively presented in every learning activity in the classroom.

Furthermore, the researcher who in this case also acted as speaking subject lecturers in the learning process in the class then followed up on the above problems by conducting a pre-liminary and comprehensive analysis, especially those related to speaking or public speaking skills in 4th semester students of English study programs. Based on the results of data analysis, it could be seen that only about 27.5% (11 students) were able to reach the standard score of 70, while 72.5% (29 students) had not passed the standard. This was what then underlies the researcher doing a study on how to ensure students able to understand linguistic concepts especially speaking and also their application in the context around them.

Based on the statement at above, a method, technique, strategy or an approach was needed to overcome these problems, one of which is Contextual Teaching and Learning (CTL). This method was a concept of learning that helps educators link between what is taught by the facts in the students' life. It helps teachers relate subject matter to real world situations (Sears, 2003). According to Blanchard, cited in Danis, Br, Angin, & Milfayetty, 2017, pp. 24–33), some special characteristics of Contextual Teaching and Learning (CTL) are (1) emphasizing the importance of problem solving, (2) learning activities done in various contexts, (3) learning activities are monitored and directed so that students can learn independently, (4) encouraging the students to study with friends in groups or independently, (5) the lessons emphasize contexts into the lives of different students, and (6) using authentic judgments.

Meanwhile, Priyatni (2002) stated that learning carried out with CTL has the following characteristics: (1) Learning is carried out in an authentic context (*learning in real life setting*) (2) Learning provides opportunities for students to do meaningful tasks (*a meaningful learning*), (3) Learning is carried out by providing meaningful experiences to students through the process of experience (*learning by doing*), (4) Learning is carried out through group work, discussion, correcting each other (*learning in a group*) (5) Togetherness, cooperation in understanding each other in depth is an important aspect to create pleasant learning (*learning to know each other deeply*), (6) Learning is carried out actively, creatively, and attaches importance to cooperation (*learning to ask, to inquiry, to work together*), and (7) Learning is carried out in an enjoyable activity. The procedure for implementing the CTL method is based on seven components in CTL, namely; (1) *constructivism*: emphasizing the activities of students in finding their own understanding by solving problems, finding things that are useful for themselves, and finding innovative ideas (Ya'cub, 2005), (2) *Inquiry*: the learning process is based on achievements and discoveries through a systematic process of thinking, (3) *Questioning*: digging up information, confirming what is already known, and giving attention to aspects that are not yet known, (4) *Learning Community*: Groups in learning activities, which enable them to exchange ideas and knowledge to deepen the understanding of the knowledge they have, (5) *Modeling*: a learning specific skills or knowledge, to provide a model that can be observed and imitated by every student, (6) *Reflection* means attempts *think back* or activity *flash back*, that is thinking about what has been done in the past, and thinking about what has just been learned in a learning by students, and (7) *Authentic Assessment*: Assessment carried out emphasizes the learning process.

The subject matter to be studied includes the competence of public speaking. These competencies are selected in addition to train the students to speak English verbally but also give them an opportunity to understand and apply the language component in the context in society. First, storytelling, according to Xu, et al (2011), a basic communication method used by every human being to interact with other humans in accordance with social aspects in general. Then, Chamber in Safdarian & Ghyasi (2013) argues that storytelling is a teaching technique that has been time tested. In addition, Serrat in Julia (2015) defines that telling stories is like giving a real picture of ideas, beliefs, personal experiences and life lessons through stories that evoke feelings and thoughts. Furthermore, Vale and Feunteun, as cited by Purwaningsih (2015), revealed that storytelling is a technique in learning English that shows the social meaning of language functions and also makes students feel comfortable and motivated in the learning process. This is in line with (Wendlin, 1991, pp. 181–188) view which also emphasizes that inviting students in storytelling activities can improve communication skills and also as a means to share experiences in the learning process.

The second is speech, an expression of the mind in the form of words that are addressed to many people. In addition, speech can also be said as the delivery of descriptions or expressing information as clearly as possible in certain ways verbally about a matter before the period. Speeches can be found in various meetings, such as weddings, birthdays, anniversaries. A study shows that ideas or information can be more easily understood through speech than writing (Turk, 2003). The third is newscasting, a term used to describe techniques used to deliver news. In reading news, broadcasters will need good communication skills to deliver the right news. The most important thing in a news broadcast is whether the news delivered to the audience is conveyed properly or not. Fourth, Drama. Elam, as cited by Shokri and Philip (2014) argues that drama is a performed written play. Meanwhile, Guliyeva (2011) highlights that drama is a creative form of learning that involves the students in cooperative, process-oriented and at the same time peace-related drama activities, is therefore one of the most challenging tasks for the language teachers. In addition, Bayraktar & Okvuran (2012) stressed that creative drama helps students to develop their creativity with others, and requires them to be active, creative in the learning process.

Considering the problems encountered by the students and the importance of CTL in enhancing the speaking skill, the writers conducted a study to find out how to improve the students' ability to speak English, especially on the subject of storytelling skills, speeches, telling news and English drama through Contextual Teaching and Learning.

2. Method

This was an action research focused on the efforts to improve speaking skills through Contextual Teaching and Learning mainly among the students of English Language Teaching department of STAIN Metro Siwo Jurai semester 4. This research was conducted in the beginning of the August 2015 to March 2017. Furthermore, four cycles were applied and in each cycle consisted of 3 rounds. The designs for each cycle were (1) planning, (2) acting, (3) observing, (4) reflecting. Meanwhile, data in this study included qualitative and quantitative data. Qualitative data were obtained through observation sheets, lecturer notes, interviews, and questionnaires. Meanwhile, quantitative data were obtained from the results of student speaking learning activities.

3. Findings and Discussion

3.1 Students' Speaking Ability before CTL Implementation

Before conducting this action research, the writers analyzed the results of the pre-test of speaking ability by focusing on dialogue activities among the students to find out the extent of students' competence of language and speaking ability. The topics presented in this dialogue were distributed to each student. The writer divided the students into groups of three students, then they were asked to make a short conversation with the theme they could choose such as holiday or travelling and displayed it in front of the class with a duration of five - ten minutes. Then, the writer gave an assessment in accordance with the *speaking* aspects, namely pronunciation, grammar, vocabulary, fluency and comprehension. The following are the results of the pre-test speaking ability:

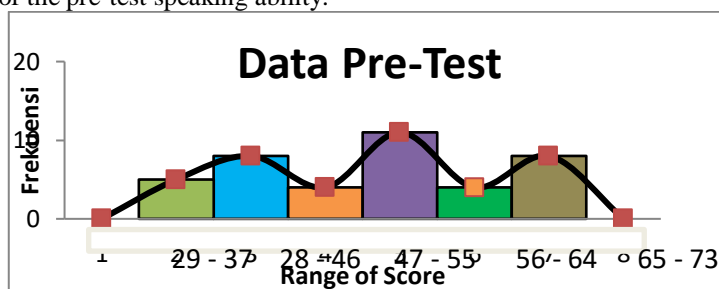


Table 1. Students' prior speaking ability

Based on these data, it can be concluded that the average pre test score reached 56.63 and there were 72.5% (29 students) who had not reached the standard of 70. Meaning to say, their ability in speaking needs to be improved. Therefore, the writer attempted to conduct action research using the CTL method that focused on the learning process on how students were able to apply language not only as theoretical conceptual but also applicative-contextual; which consisted of six principles of constructivism, inquiry, question, learning community, modeling, authentic assessment, and reflection.

3.2 How did the Students' ability in Speaking Improve?

In cycle 1 the writer had designed learning activities using the CTL method and the storytelling subject. Furthermore, storytelling, according to (Broughton, Brumfit, Flavel, Hill, & Pincas, 1980, p. 70), 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. 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. Regarding with what stories should be delivered to the students, (Dedi Irwansyah, Burhan Nurgiyantoro, & Tou, 2017, pp. 169–179) deciphered that the stories with Islamic background would be very effective to teach the students in Indonesian Islamic universities.

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 performance but also their practical application in various social activities in the neighborhood 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 (2018) might be more familiar to Muslim EFL learners culturally and, in turn, could increase their motivation in learning English.

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 & Gunawan, 2012, pp. 10–22) 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 (Ampa, Basri, & Andriani, 2013). Therefore, applying the CTL method on the subject of speech prove that the problems in the grammar aspects and content could be resolved, and as a consequence, in the first cycle, the average value increased by 4. 45% from the first cycle of 60.45 to 64. 90.

Furthermore, the aspects of pronunciation and fluency expected to be improved by CTL on the subject of Newscasting. In this cycle, learning activities were designed more innovatively by involving students in the learning process. Students were given the opportunity to develop their potential and interests by looking for news items for their respective items. This was consistent with one of the principles in the CTL method, namely the self-regulating principle which focused on developing academic abilities, character and student career (Lotulung, Ibrahim, & Tumurang, 2018, pp. 37–46) The students were allowed to conduct literature studies or search for news sources on the internet so that indirectly students also get authentic learning resources so that at the time of the Newscasting performance students tried to imitate and innovate like the real models they got. Authentic assessment was a component of the CTL method that focused on how students knew the achievement of learning objectives that were in accordance with the assessment standards. This assessment, according to Burton in (Adnan, Suwandi, Nurkamto, & Setiawan, 2019, pp. 701–716) is directly related to practice. Thus, they would be motivated to achieve the correct and acceptable standard of reading news by continuing to practice improving and improving their abilities, especially in the aspect of pronunciation and fluency. Thus, the problems faced in the previous cycle could be overcome by applying the CTL method on the subject of newscasting, and this was evident from the increase in learning outcomes by 1.8% from 64.90 to 66.70.

The last was the Interactional aspect. In aspects that were closely related to the subject of drama which was a way in which actors express verbal articulation and gestures of hand gestures that are performed through performance. This drama had also been around since ancient time which was considered the most appropriate tool to express poetic stories, situations or ideas (Khalifa & Dahami, 2015). In other words, in this learning process, students focused on mastering and delivering interactive messages using verbal and non-verbal languages. Therefore, by applying the CTL method on the subject of drama prove that the problems in the *Interactional* aspect could be resolved, and as a consequence, in the fourth cycle, the average value increased by 6. 50%, from 66. 70 to 73. 20.

After the treatments in the acting process were accomplished, the post-test data were obtained as listed in the following table:

Table 2

Improved Results Student learning (Post-test results) in *Speaking for Islamic Studies* courses using the CTL method

No.	Cycle	Subject	Average Score
1	-	Pre-test	56.63
2	I	Story telling	60.45
3	II	Speech	64.9
4	III	News casting	66.7
5	VI	Drama	73.2

Based on table above, it is seen that, quantitatively, learning achievements from cycle I to cycle VI had increased. In the first cycle the average results increased from 60.45 to 64. 90 in the second cycle, then, in the third cycle rose to 66. 70, and in cycle VI, student achievement reached 73. 20. So it can be drawn that by applying the CTL Method to *Speaking for Islamic Studies* courses can improve learning achievement.

Furthermore, qualitatively, student learning activities using the CTL method were observed to increase. This can be seen from the results of observations and interviews conducted after the learning process. The following are the results of the analysis. Following are the results of the analysis of increasing student learning activities that take place from cycle I to cycle IV.

Table 3

Increased Learning Activities of students in *Speaking for Islamic Studies* courses using the CTL method

No.	Cycle	Subject	Results in percent (%)
1	I	Story telling	57.01
2	II	Speech	66.36
3	III	Newscasting	78.5
4	VI	Drama	87.85

Based on the table above, it can be concluded that student learning activities in the learning process from cycle I to cycle IV have increased. In the first cycle student learning activities obtained were 57.01 % and experienced an increase of 9.35% and then in the second cycle to 6 6.36 %. In cycle III, the students' learning activities increased by 12.14% and subsequently became 78.50 % . In the VI cycle, the percentage of student learning activities obtained was 87.85 % , which means an increase of 9.35%. It can be drawn that applying the method CTL in *Speaking for Islamic Studies* courses can improve student learning activities in the learning process.

Based on the results of the analysis of cycle IV, there was an increase in the achievement of the average score of students in *Speaking for Islamic Studies* courses so that the average reaches 73.20. This action in the VI cycle was sufficient because it had reached the target according to the indicator of success, which was an average value of more than 70. The increase was possible because in the fourth cycle the interaction between lecturers and students or between students and students had been effective. The lecturers and students were used to using the CTL method. The use of audio visual media had a very positive impact, especially to help students connect to the conceptual theoretical dimensions of the use of language with practical-contextual applications in accordance with the context around it. Furthermore, mentoring from lecturers was observed quite well, especially during Cooperative Learning activities for heterogeneous groups. It indirectly also helped the students to practice and evaluate each other's appearance so that it created high motivation to achieve better learning goals. Based on the results of the analysis on the 4th cycle post-test above, which later became the basis that action research used the CTL method in order to improve speaking skills in 4th semester students of Metro IAIN was sufficient in cycle IV because it had achieved a success indicator of 77.5% or 31 students had achieved a mean score of ≥ 70 with category "complete".

4. Conclusion

The research findings show that CTL method could solve the problems faced by the lecturers in an effort to improve 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.

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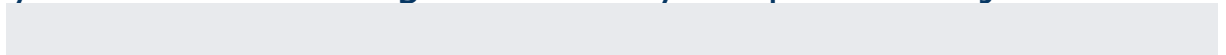
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