



## Implementation Contextual Teaching Learning to Improve Students' Speaking Skill

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### **Abstract**

*Speaking is an important skill in language learning, while Contextual Teaching and Learning (CTL) is an approach that places emphasis on the relevance of learning in the context of students' real-life experiences. This study examines the impact of implementing CTL on students' speaking abilities. By integrating social context, culture, and daily experiences, students are more motivated to engage in speaking activities. The methodology employed encompasses observations, interviews, and an analysis of learning outcomes. The results demonstrated that the implementation of CTL significantly enhanced students' confidence in speaking and their communication skills. The findings suggest that a contextual approach can be an effective strategy for learning to speak, thereby encouraging students to be more active and relevant in communicating.*

**Keywords:** *Contextual Teaching Learning, Speaking Skill*

## INTRODUCTION

English is currently one of the most widely spoken languages in the modern world. English is also an indispensable language for all individuals, regardless of their field of study, profession, or even their everyday activities. The 4.0 era, also known as the 4.0 industrial revolution, is a period in which digital technology and artificial intelligence (AI) have become significant influences in human life. This era is transforming the way we work, interact, and live.

The 4.0 era is having a profound impact on numerous facets of human existence, including the economy, industry, health, and education. Artificial intelligence (AI) and robotics play a pivotal role in the 4.0 era, with the potential to supplant numerous human roles with robotic and automated systems. Conversely, AI and related technologies are facilitating significant advancements in healthcare treatment and diagnosis, while also offering new capabilities in supporting public policy and accelerating scientific discoveries. The 4.0 era is affecting education in a number of ways. It is requiring new digital literacy and technology skills and enabling distance education and online learning through online platforms and applications. In order to remain relevant in the 4.0 era, individuals must adapt to new technologies and acquire new skills in terms of technological development and technological understanding.

In the context of the 4.0 era, English plays a significant role as an international language utilized in global communication across a range of domains, including technology and education. In the 4.0 era, proficiency in the English language is becoming increasingly crucial, as a considerable amount of resources and information in technology and science are presented in English.

In the field of technology, English is frequently utilized in technical documentation, software development, and global networks associated with technology projects. Additionally, English is employed in international technology conferences and scientific publications. In the realm of education, English serves as the dominant language of literature, scientific journals, and textbooks that are essential for learning technology and science across the globe. Furthermore, English is also utilized in e-learning platforms and social media, facilitating distance learning and global collaboration.

In the 4.0 era, English is becoming an increasingly crucial global communication tool, facilitating effective collaboration and access to a broader range of resources and information. Consequently, the capacity to communicate in English is a highly valuable skill in the 4.0 era and an increasingly interconnected global future.

In light of the aforementioned conditions, the objective of this activity is to facilitate children's comprehension and utilization of English in their daily lives. In particular, this is evident in the context of communicating ideas, solutions, and assistance to friends and others in one's environment through the lens of the Contextual Teaching and Learning (CTL) learning model. Conceptual Teaching and Learning (CTL) is an educational approach that prioritizes the comprehensive engagement of students to facilitate the acquisition and integration of knowledge within a real-world context. This methodology aims to foster the ability of learners to apply their understanding in practical situations, thereby enhancing the relevance and applicability of the learning process. Especially, in speaking material opinion and response learners apply their understanding to express their opinion, idea, argument and how their response it.

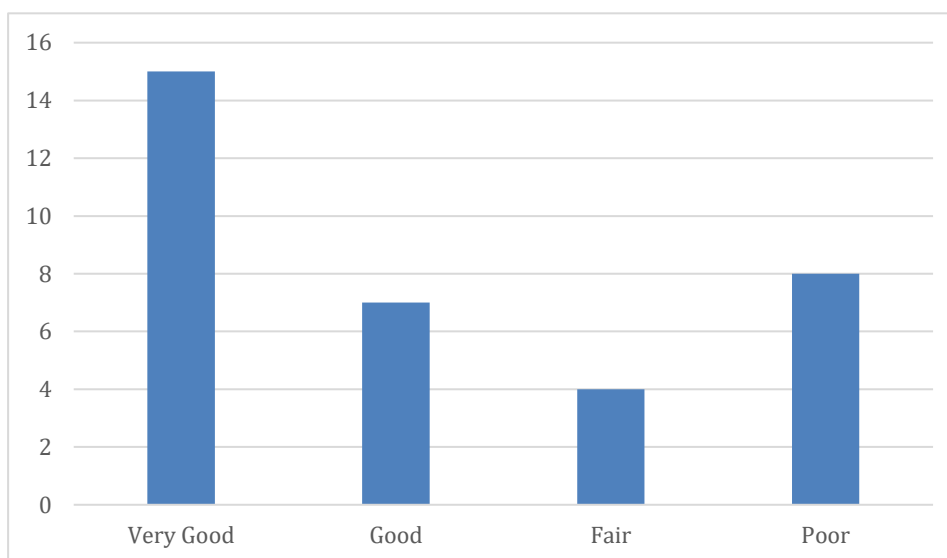
Learning and teaching based on contextual learning requires the role of educators is important to be applied (Utaminingsih & Shufa, 2019). The implementation of contextual learning across all learning objects facilitates the achievement of learning outcomes that align with the potential of each student. Consequently, the potential of each student will be discernible from the student's exertions in attaining the learning objectives that have been delineated in the form of particular tasks (Munir & Nur, 2018). In light of the aforementioned, the Contextual Teaching and Learning (CTL) model represents a pedagogical approach that entails student involvement in the construction of instructional materials and their alignment with students' lived experiences (Khotimah & Masduki, 2016).

## METHOD

This study employed a qualitative methodology to gain a comprehensive understanding of the implementation of CTL in the context of English as a foreign language instruction. Data were gathered through direct observation in the classroom setting, with a particular focus on the English language learning process. The observation focused on the interaction between teachers and students, as well as between students and each other in communicative situations. The author was also a practicing teacher (PPL) during the observation period. Furthermore, interviews with teachers and students can be employed to gain a more profound comprehension of their experiences in acquiring English. The data were analyzed using the content analysis method to identify the implementation of CTL in English in the classroom. This analysis facilitates comprehension of the factors influencing the quality of students' oral expressions (opinions and responses) and comprehension. The results of the analysis were interpreted to explore CTL methods in English language learning. The practical implications of the findings are also considered to provide insights that can enhance the efficacy of English language learning in the classroom. This research method provides an in-depth understanding of how CTL methods contribute to the comprehension of English opinions and responses in the classroom. Thus, this research will provide a valuable contribution to the development of more effective learning strategies in the context of learning English as a foreign language.

## RESULTS AND DISCUSSION

Chart 1



Based on the data above, shows the distribution of student XI H based on the latest data 15 students (44,12%) have very good grades, 7 students (20,59%) have good grades, 4 students (11,76%) have a fair grades, and 8 students (23,53%) have poor grades. From this data, it is evident that the "Very Good" category has the highest number of students, indicating that most students fall into the highest grade category, while the "Fair" category has the fewest number of students.

The Contextual Teaching and Learning (CTL) model represents a pedagogical approach that integrates the concept of contextualization, namely the linking of learning with the context of everyday life. Contextual Teaching and Learning (CTL) is a pedagogical approach that emphasizes the importance of linking learning material with the context of students' real lives (Munir & Nur, 2018). In CTL, learning materials are presented in a context that is relevant to students' daily lives,

thereby enabling students to perceive the connection between what is learned in class and experiences and situations outside the classroom. Furthermore, CTL encourages the application of knowledge in real-world situations and the development of 21st-century skills, including critical thinking, collaboration, and problem-solving.

This approach establishes a learning environment that enables students to establish connections between learning materials and their personal experiences and contexts. It also allows students the flexibility to determine their own learning paths and explore their interests. In the implementation of CTL, students are provided the opportunity to select the topics or issues they wish to explore, as well as the learning methods that align with their preferences. The learning materials are presented in a context that is relevant to the students' lives and provide opportunities for them to develop the skills that are required in the 21st century. These skills can be developed through projects, research, collaboration, or learning experiences outside the classroom (Manurung et al., 2024).

The implementation of CTL in learning activities enables the establishment of an environment that is conducive to learning, pertinent to the subject matter, and responsive to the needs of the learners. Such an approach encourages students to assume an active role in the learning process, to develop creativity and initiative, and to relate knowledge to the real contexts they encounter.

During the classroom observations conducted by the research team, a variety of activities were observed, including discussions, presentations, games, and the use of technology. Based on these observations, it can be concluded that CLT has a significant impact on student learning outcomes. Students demonstrated a high level of comprehension of the material, and they were also able to connect the material covered in class with their everyday lives, particularly in the case of English students, who were able to express their opinions, ideas, and arguments in a properly and correctly.

Based on the data above CTL has an important role in improving students' speaking skills, almost all students are able to speak in English. and based on observations and interviews students experience ease when learning activities by linking the context of everyday life. So, this concludes that the application of CTL in this learning activity has a good influence on students.

## CONCLUSION

The application of CTL enables students to engage actively in the learning process, integrating learning materials with real-world experiences and developing 21st-century skills. The implementation of CTL entails the comprehensive involvement of students in the identification of learning resources, both within and beyond the classroom. Students are afforded the autonomy to select learning resources that align with their interests and requirements, and to pursue avenues of inquiry beyond the confines of the classroom. In a student-centered learning environment, students are afforded an active role, the opportunity to make choices, and the capacity to reflect on their learning experiences. In the CTL approach, the development of character competencies is facilitated by situating learning within real-life contexts and encouraging students to engage in value reflection. In the Merdeka Belajar curriculum, the development of character competence is facilitated by affording students the autonomy and accountability to determine their learning pathways and choices in alignment with their values and interests. Conversely, the advancement of competence is achieved through the implementation of knowledge in authentic contexts, project-based learning, and the investigation of interests and abilities. Furthermore, the concept of meaningful learning is a significant area of focus. In CTL, meaningful learning is achieved through the implementation of learning experiences that are pertinent to the context of students' lives. In contrast, the Merdeka Belajar curriculum emphasises the real-world applicability of learning, with students engaging with subject matter that is pertinent to their lived experiences.

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