THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH ON STUDENTS' SPEAKING SKILL IN GRADE X SMK 2 BUKITTINGGI

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ABSTRACT

English speaking ability is very important to master nowadays. At the vocational school level, English has begun to be accustomed as one of the supports for their future careers. However, many vocational school students in English learning are still able to use English to convey ideas or communicate in English. This often poses significant challenges due to factors such as anxiety, limited practice opportunities, and disconnected class activities. The Contextual Teaching and Learning (CTL) approach overcomes these obstacles by embedding language teaching in authentic and relevant contexts. This approach encourages active engagement through four indicators, namely making meaningful connections, self-regulating learning, Critical and Creative Thinking, and Collaboration. This study aims to determine how effective the CTL approach is in English speaking skills. This study used a quantitative descriptive method. The participants of this study were 96 10th grade students. Data were collected through a linker scale questionnaire consisting of 20 closed-ended statements. The linker scale was used to measure the effectiveness of CTL use. The questionnaire results were analyzed using a percentage technique to determine the level of effectiveness. The results of the study indicate that the contextual teaching and learning approach is effective for improving students' speaking skills. This result was obtained based on data interpretation with a score of 75% in the effective range of 72%-89%. Therefore, it can be concluded that the contextual teaching and learning approach is effective in improving students' speaking skills**.**

Keyword : *Effectiveness, Contextual Teaching And Learning, Speaking Skill, 10th Grade Students, Questionnaire, Effectiveness.*

INTRODUCTION

In the current era, English language skills, especially speaking, have emerged as an important skill for effective cross-cultural communication and global opportunities. EFL students in vocational high schools in Indonesia such as SMK 2 Bukittinggi, most of them have started to be able to speak English, but there are still some who have difficulties due to limited authentic exposure, speaking anxiety, passive learning habits, and less practical teaching methods (Richards, 2008; Nation & Newton, 2009; Handayani & As-Sabiq, 2023). With initial observations revealing low student engagement, difficulty understanding abstract lessons, and obstacles such as lack of confidence and vocabulary that hinder dynamic classroom interactions, then the teacher uses the CTL approach. Contextual Teaching and Learning (CTL), a student-centered approach developed in the 1990s that connects language instruction to real-world contexts through problem-solving, inquiry, and collaboration (Johnson, 2002; Guthrie & Wigfield, 2000), shows potential in addressing these issues by fostering motivation, fluency, and confidence, as evidenced in EFL studies (Srisuk, 2011; Irawan, 2019).

Contextual Teaching and Learning is a process that helps students to see meaning in the learning material they are studying by connecting the subject matter to the context of everyday life such as personal, social and cultural circumstances (Johnson, 2002). In line with the definition above, Contextual teaching and learning that enables learning in which pupils employ their academic understandings and abilities in a variety of in and out of school contexts to solve simulated or real-world problems, both alone and in various group structures (Sears & Hersh, 1998). The Principles of Contextual Teaching and Learning consist of making meaningful connections, self-regulating learning, critical and creative thinking, nurturing the individual, reaching high standards, collaboration.

This study aims to determine how effective the CTL approach is in improving students' language skills. A previous study by Irawan (2009) found that the use of CTL is effective for speaking learning. Rohana (2019) also showed that CTL improves students' speaking skills through her research. This study examined the variables of implementing the CTL approach and its influence on students' speaking skills using a quantitative descriptive research method. Subhan Roza (2019) revealed in his research that the CTL approach gradually improves students' English skills during the learning process.

METHOD

This research used quantitative descriptive research. The quantitative descriptive method is one of the types of quantitative research methods with a problem formulation that combines research to explore or photograph the social situation that will be studied comprehensively, broadly, and in depth (Ummul Aiman et al., 2022). The researcher used quantitative descriptive method to describe the phenomenon related to the use of contextual learning and teaching towards classroom interaction between students and teachers.

This research was conducted at a vocational high school. The participants were tenth-grade hotel department students selected through purposeful sampling. The sample was chosen because this class has characteristics that are in accordance with the research objectives.

A questionnaire was used as a data collection technique. The questionnaire was processed using the Aiken index. The questionnaire also used closed-ended questions by distributing 20 statements to students. Before the questionnaire was administered, validity and reliability tests were conducted first. The questionnaire was given to students after CTL had been implemented in the classroom for some time.

The data analysis conducted consisted of data tabulation, the process of presenting research data in the form of tables (Abubakar, 2021). After that, percentage data was calculated using the formula from Sugiono (2013) and using branch diagram scales, as well as data interpretation from Arikunto (2006).

RESULTS AND DISCUSSIONS

The results of this study indicate that the use of the CTL approach is effective in improving students' English-speaking skills. These findings demonstrate that CTL is a viable approach for teaching students speaking. In this study, teachers used the CTL approach with four indicators: making meaningful connections, self-regulating learning, critical and creative thinking, and collaboration.

The questionnaire results revealed that the use of four indicators in Johnson's theory (2002) is the first, making meaningful connections, namely connecting speaking material with students' daily lives, such as discussing relevant topics. The second is self-regulating learning, namely students learn to regulate themselves by determining speaking goals such as choosing free topics, and reflecting on their voice recordings. The third is Critical and Creative Thinking, namely encouraging students to produce speaking discourse that is not only logically accurate but creative. Then the last is collaborative, namely in small groups, students share roles in speaking discussions. In general, after being percentaged, the data shows 75% in the range of 72% - 89% with a quality range of effective.

In more detail, the use of making meaningful connections in classes, such as connecting material and everyday life, practicing speaking about personal experiences and connecting learning with the surrounding environment, the questionnaire results showed that 78% of students gave a positive response.

The use of self-regulating learning indicators such as correcting speaking errors, practicing speaking alone in front of a mirror, recording voices and practicing again at home taught by teachers resulted in 68% agreeing that this method was able to improve their speaking.

The use of Critical and Creative Thinking in learning, such as critical thinking activities, creating personal experience stories, speaking practice involving creative ideas, and so on, the questionnaire results showed that 76% overall acknowledged its contribution to improving self-confidence, fluency, speaking effectiveness, and reducing errors.

Lastly, collaboration such as group speaking-based learning, dialogue between friends, listening and responding to friends when speaking English which is carried out in the learning process also has a positive impact on students with a percentage of 79% giving a positive response.

Table 1. Percentage Table Of The Effective Level Of CTL Used In Speaking Learning

Percentage of Rating Scale	Students' Questionnaire score	Rating Quality
90% - 100%		Very Effective
72% - 89%	75%	Effective
54% - 71%		Sufficiently Effective
36% - 53%		Not Effective
18% - 35%		Less than Effective
0% - 17%		Not very Effective

CONCLUSIONS

This study concluded that the Contextual Teaching and Learning (CTL) approach proved effective in improving the speaking skills of vocational high school students, with a positive response rate of 75% overall (range 36%-81%) and a quality rating of 72%-89%. These findings indicate that CTL significantly motivates students, increases self-confidence, and encourages active engagement by linking the material to real-life contexts, resulting in significant improvements in speaking fluency and accuracy.

This study is relevant because it contributes to speaking instruction in vocational high schools, where contextual communication is essential for workplace preparation. Unlike previous research that more generally applies CTL to other subjects, this study is original through its integration of CTL indicators (such as critical and creative thinking and collaboration) specifically into speaking, creating an innovative, interactive and student-centered learning environment. Consequently, CTL can be used as an effective model for sustainably improving students' oral competence.

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