IMPROVING STUDENTS’ MOTIVATION IN LEARNING SPEAKING
BY USING CONTEXTUAL TEACHING AND LEARNING

(A Classroom Action Research at VIII Grade of MTs Unwaanunnajah Pondok Aren)

A Skripsi
Presented to the Faculty of Tarbiyah and Teachers’ Training in Partial of Fulfillment of
The Requirement for the Degree of Strata I (Bachelor of Arts)
In English Language Education

By:
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2011
APPROVAL

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SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2011
ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teacher’s Training Certifies That the “Skripsi” (Scientific Paper) Entitled “Improving Students’ Motivation in Learning Speaking Using Contextual Teaching and Learning (A Classroom Action Research at VIII Grade of MTs Unwaanunnajah Pondok Pucung, Pondok Aren),” is written by Luthfiyah, student’s registration number 106014000396 was examined by the committee on May 4th 2011, and was declared to have passed and, therefore, fulfilled one of the requirements for the academic title ‘S. Pd.,’ (bachelor of Art) in English Language Education at the Department of English Education.

Jakarta, May 26th 2011

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Dosen Pembimbing : Dr. Fahriany, M. Pd

Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqqasah.

Jakarta, 1 Juni 2011

Mahasiswa Ybs.

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ABSTRACT

Luthfiyah. 106014000396. “Improving Students’ Motivation in Learning Speaking by Using Contextual Teaching and Learning (A Classroom Action Research at VIII grade of MTs Unwaanunnajah Pondok Aren)”. Skripsi, Department of English Education, Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta, 2011. Advisor: Dr. Fahriany, M. Pd.

This research is conducted in order to improve students’ motivation in learning speaking by using Contextual Teaching and Learning (CTL) at VIII grade of MTs Unwaanunnajah Pondok Aren and also to help the English teacher of VIII grade of MTs Unwaanunnajah in managing teaching and learning process alive, so that it will encourage the students to speak English.

In conducting this research, the researcher used Classroom Action Research (CAR) as the methodology of research. She used research design of Kemmis and Taggart which consisted of two cycles and each cycle consisted of four phases, they are: planning, acting, observing and reflecting. Each cycle conducted in three meetings. To collect and analyze the data, the researcher used the interview instrument, observation form, questionnaire and the students’ achievements in pre test and post test in order to support the data collected.

The result of this research showed that there was improvement on the students’ motivation in learning speaking using Contextual Teaching and Learning. It can be seen on the students’ speaking score which had reached the score of Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM), which is 60. The students’ average score in pre test was 62.13 and the students’ average score of post test was 70.18. Besides, the students’ score of motivation in learning speaking showed significant improvement in every cycle. In cycle I the average of the students’ score of motivation was 65.43% and in cycle 2 the average of the students’ score of motivation in learning speaking was 73.48%. It means that the students have high motivation in learning speaking. From this result, the researcher concludes that teaching speaking using CTL at VIII grade of MTs Unwaanunnajah can improve students’ motivation in learning speaking.

Key word: Students’ Motivation, Speaking, Contextual Teaching and Learning.
ABSTRAK


Penelitian ini dilaksanakan untuk meningkatkan motivasi siswa dalam belajar berbicara menggunakan bahasa Inggris dengan strategi pembelajaran dan pengajaran kontekstual pada siswa kelas VIII MTs Unwaanunnajah Pondok Aren dan untuk membantu guru bahasa Inggris dalam mengatur proses belajar mengajar yang lebih aktif, sehingga bisa membuat siswa lebih percaya diri untuk berbicara dalam bahasa Inggris.


Kata Kunci : Motivasi Siswa, Speaking, Pembelajaran dan Pengajaran Kontekstual.
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In the name of Allah, The Beneficent, The Merciful.

Praise is to Allah, The Lord of the world, who gives the writer guidance and strength, so she could finish this scientific paper (skripsi). Peace and blessing be upon our Prophet Muhammad SAW, his family, his companions and his followers.

This skripsi is presented to the English Education Department of Tarbiya and Teachers’ Training Faculty of UIN Syarif Hidayatullah Jakarta as a partial fulfillment of the requirements for Strata I (S1).

The writer would like to express her great honor and deepest gratitude to her beloved father (H. Abdul Aziz), her mother (Hj. Titin Sukahatin), all brothers and sisters, and their all families, who always provide the encouragement and incentive for the writer to get on and complete this research paper.

This research could not be completed without a great deal of help of many people, especially Dr. Fahriany, M. Pd, as her advisor who has patiently given valuable advice and guidance to finish this research paper.

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3. Mrs. Neneng Sunengsih, S. Pd, the secretary of English Education Department of UIN Syarif Hidayatullah Jakarta
4. Prof Dr. H. Dede Rosyada, MA, the Dean of Faculty of Tarbiyah and Teachers’ Training of UIN Syarif Hidayatullah Jakarta
5. Mr. Alam Syahrudin, S. Ag, the headmaster of MTs Unwaanunnajah Pondok Aren, who has allowed the writer to conduct the research in MTs Unwaanunnajah, and all teachers and administrations staffs of MTs Unwaanunnajah who have helped and supported the writer in finishing the research.
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The writer realizes that this paper is far from being perfect. Therefore, the writer expects some suggestions and critics for this paper. At last, the writer hopes that this research paper will be useful for all.

Jakarta, April 2011

The writer
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ABSTRAK


Penelitian ini dilaksanakan untuk meningkatkan motivasi siswa dalam belajar berbicara menggunakan bahasa Inggris dengan strategi pembelajaran dan pengajaran kontekstual pada siswa kelas VIII MTs Unwaanunnajah Pondok Aren dan untuk membantu guru bahasa Inggris dalam mengatur proses belajar mengajar yang lebih aktif, sehingga bisa membuat siswa lebih percaya diri untuk berbicara dalam bahasa Inggris.


Kata Kunci : Motivasi Siswa, Speaking, Pembelajaran dan Pengajaran Kontekstual.
CHAPTER I
INTRODUCTION

A. Background of Problem

English as one of the international languages is very important to be learned in almost all degree in every school in Indonesia. English also becomes the main subject which must be mastered by the students to be graduated from the junior high school and senior high school. However, there are some problems in teaching English in the school because English has different structure and form with students’ mother tongue. The students’ lack of motivation in learning speaking is one of the problems may be happened in the classroom.

Motivation is the important factor in learning process. In other word, the successful learning is influenced by the students’ motivation in the classroom, especially in language classroom. Dornyei said that “in my view correct-belief that during the lengthy and often tedious process of mastering a foreign/second language, the learner’s enthusiasm, commitment and persistence are the key determinants of success and failure.”\(^1\) It is assumed that the students with high motivation in learning English will be more successful rather then the students who have low motivation or not at all.

Moreover, mastering language skills is the objective of English teaching based on the current School-based curriculum. It is mentioned in GBPP that “teaching – learning process of English language consists of four skills namely: listening, speaking, reading and writing.” So, those four skills become the main focus in the English classroom.

Speaking is considered as an important skill in mastering English. Ur said that “…. As a skill, speaking is the most used skill by people rather than the three other skills.” It means that teaching speaking skill to the students is more demanding rather than the one of any other language skills.

Therefore, the problem of motivation in learning speaking can be caused by many factors. One of them is the learning strategy in teaching and learning process which is ineffective in the classroom. Traditionally, the students are expected to memorize the dialog and to recite it fluently before practicing structure drills and making grammar generalizations. If students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be. Meanwhile, the good teaching and learning process is that the teacher uses a strategy which provides the opportunities for the students to generate their own sentences for speaking. The teacher should promote communicative activities which rely on the students’ ability to communicate real information. So, the students will be motivated and can comprehend the material which is given by the teacher in the classroom.

Based on Competency Standard (Standar Kompetensi) and Basic Competency (Kompetensi Dasar), the second year students are expected to be able to express meaningful ideas in term of transactional and interpersonal simple short

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2 Depdikbud, Kurikulum Muatan Lokal untuk Sekolah Dasar (Jakarta: Depdikbud, 1994), p. 30
conversation and it term of functional and monologue short simple spoken text in the form of descriptive and recount text using variant of spoken language accurately. So, the students have to practice variant conversation or speaking activities which is useful for them to interact in their daily life.

The writer took MTs Unwaanunnajah as the place of research because the students still have low motivation in learning speaking. The writer found the problem after observing the teaching and learning process in 8A class of MTs Unwaanunnajah Pondok Aren, that most of the students unmotivated to speak English. It was proved by the result of the interview to English teacher and students’ questionnaire in preliminary study that the students are lack of motivation because of the method which is used in teaching-learning process didn’t encourage students to take part actively in the class.

However, there are some methods or approaches can be applied in teaching speaking. Method which is used by the teacher must have some effects on the students’ motivation. If they find it deadly boring, they will probably become un-motivated, whereas if they have confidence in the method they will find it motivating. By motivation, students are eager to study and it is easy for them to get understanding of the lesson. Nevertheless, perhaps this is the most difficult area of all to be certain of.

Contextual Teaching Learning is suggested as the way to make the process of teaching and learning speaking may be more effective. In Contextual Teaching and Learning, the teachers not only give the material, but also make the students participate in the class by connecting the material with their real life. As quoted by Johnson:

CTL is an educational process that aims to help students see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve the aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessment.6

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5 Depdiknas, *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum) Standar Isi Mata Pelajaran Bahasa Inggris SMP dan MTs* (Jakarta: Depdiknas, 2006), p.5
From the statement, the writer says that CTL is the method that helps students to discover meaningful relationship between the content of subject matter and the context of the real world. Concept is internalized through process of discovering, reinforcing, and relating. In other word, this method is regarded as the effective method to improve students’ motivation in teaching and learning process.

Because of the students’ problem in motivation is caused of teaching and learning strategy, the writer would like to discuss “Improving Students’ Motivation in Learning Speaking by Using Contextual Teaching and Learning”.

B. Limitation of Problem

Based on the background of problem above, the writer limits the study on the uses of Contextual Teaching and Learning in improving students’ motivation in learning speaking.

C. Formulation of Problem

The formulation of problem in this research is whether contextual teaching and learning can improve students’ motivation in learning speaking.

D. The Objective of Study

The objective of this research is to improve students’ motivation in learning speaking through contextual teaching and learning.

This writing is expected to be a great help for the writer and especially for the teachers and the students which are involved.

E. The Significances of Study

After finishing her study, the writer hopes that, this research paper will be useful for the researcher, the teacher and the students. For the researcher; this research is expected to make her know how big the role of Contextual Teaching and Learning in improving students’ motivation in learning speaking. The
researcher also know how high of the improvement of students’ motivation in learning speaking through Contextual Teaching and Learning.

For the teacher; the result of this research is expected to be able to give contribution about how to improve students’ motivation in learning speaking through Contextual Teaching and Learning. Then for the students; the result of this research is expected to be able to improve their motivation in learning speaking.
CHAPTER II
THEORETICAL FRAMEWORK

A. Motivation

1. Definition of Motivation

Motivation is a part of important things in learning teaching process. The term motivation derived from the Latin verb *movere* (to move). It means that motivation is something that gets someone moving and keeps someone working. In defining motivation, some psychologists have their own opinion.

Harmer said that “motivation is some kind of internal drive which pushes someone to do or think in order to achieve something.”

1 Internal drive means a tendency within an organism toward a goal is based on the changes in the organism process.2 This definition shows that motivation comes from inside of the person, which functions to encourage him or her to conduct an activity to achieve her or his purpose.

Based on Spratt, “motivation is the thought and feelings we have which make us to do something continue to want to do it and turn our wishes into action i.e. motivation influences: why people decide to do something, how long they

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want to do it for, and how hard they are prepared to work to achieve it.”

According to Spratt’s definition, motivation is a power that urges human to move his self to a course action.

In addition, Brown defines “motivation is inner drive, impulse, emotion or desire that moves one to the particular action.” An inner drive is a force within an organism and pushes them to do certain actions toward the goal. From this definition, motivation is a power from inside which drives someone to do some actions.

Based on definitions of motivation above, the writer defined motivation as something happen within an individual which makes he or she do an action to achieve his or her goal. So, the writer infers motivation in learning as the drive to push the learner to do learning activities in order to achieve learning goals. Thus, motivation in learning is the efforts of the teacher to drive and make the students in order to more active in doing any activity in teaching and learning process.

2. Kind of Motivation

There are two kinds of motivation; intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external intensives). Both of these have an important part to play in the classroom, and both at least partially accessible to teacher influence.

a. Intrinsic motivation

Intrinsic motivation involves the internal motivation to do something for its own sake. Hamalik stated that “intrinsic motivation is a motivation included in learning situation that originally comes from the need and goals of the students itself.” It means that someone who is motivated for doing something because of his/her need or goals is called intrinsic motivation.

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3 Chaplin, Dictionary of Psychology, p.148
4 Oemar Hamalik, Kurikulum dan Pembelajaran (Jakarta: Bumi Aksara, 1995), p.112
According to Sardiman, “intrinsic motivation comes from within and operates without any external stimulus.” It infers that intrinsic motivation derived from inside of the individual rather than from outside. Intrinsic motivation includes interest, need, desire, and goal.

1) Interest

The student who study effectively and they have a high interest, they will be success, as Stone and Neilson said “……… on personal positive interest, will increase the change for success.”

Interest is important because learning process will go well if someone has an interest. Krapp, as quoted by Eggen, states that “interest is important because it, like engagement, has been linked to learner attention, comprehension, and achievement.” It shows that the student, who has an interest in learning a subject matter, will comprehend the material at a deeper level than the student who has not.

2) Need

Need is a real or perceived lack of something necessary. The need concept or motivation in some ways belongs to all three schools or thought: the fulfillment of need is rewarding, requires choices, and in many cases must be interpreted in a social context.

Ausebel, in Brown, identified six needs under girding the construct of motivation, they are:

a) The need for exploration, for seeing “the other side of mountain” for probing the unknowing;

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7 Sardiman A. M., Interaksi dan Motivasi Belajar Mengajar (Jakarta: Depdikbud, RI, CV Rajawali, 1990), p. 88
8 David R. Stone and Elwin C. Nielson, Educational Psychology (Oxford: Oxford University press) 1987, p. 165
10 Ibid., p. 417
11 Brown, Principles of Language Learning and Teaching, 5th Ed., p. 169
12 Ibid., p. 169
b) The need for manipulation, for operating – to use skinner terms – on the environment, and causing change;

c) The need for activity, for movement and exercise, both psychic and mental;

d) The need for simulation, the need to be simulated by the environment, by other people or by ideas, thought, and feeling.

e) The need for knowledge, the need for process and internalize the result of exploration to resolve contradictions, to quest for solution to problems and for self-consisting system of knowledge;

f) Finally, the need for ego- enhancement, for the self to be known and to be accepted and of by others.

3) Desire

The students will be motivated to learn if they have desire to learn, but if they don’t have, they will be lazy to learn. As Harmer said, “thus person might be motivated by enjoyment of the learning process itself or by a desire to make themselves feel better.”

4) Goal

Almost all people have aims or goals in their life. Even in all their daily activities. Goal can lead someone to do or to avoid something related to goal itself. Harmer said that motivation is closely bound up with a person’s desire to achieve goals.

In teaching learning process, the goal should be understood by the students, because it will be an important motivation for them. If they have particular goal, they have to prepare everything that can help them to achieve their goals.

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13 Harmer, The Practice of English Language Teaching, 3rd Ed., p.51
14 Ibid., p. 53
b. **Extrinsic motivation**

Extrinsic motivated behavior, are carried out in anticipation or a reward from outside and beyond the self. Ur stated that “extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own case or interest in task." That means extrinsic motivation is motivation which is influenced by any outside factors. For example, someone is motivated because of good teacher, good environment, etc.

Extrinsic motivation is important in teaching and learning process to improve or to support the students in learning English. There are some factors that can increase the extrinsic motivation in teaching and learning as follows:

1) **Teacher**

Teacher is not only a person who facilitates the student to get knowledge, but also as a motivator who has to motivate students to do learning activities. There are responsibilities of the teacher in motivating students; create a good learning climate, give an appropriate material, vary the method, and the important one is the teachers characteristics, such as; personal teaching efficiency, modeling and enthusiasm, caring and positive expectation.

Girard, as quoted by Ur, emphasized that it is an important part of the teacher’s job to motivate learners. In more recent ‘learner-centered’ approaches to language teaching, however the teacher’s function is seen mainly as a provider of materials and conditions for learning, while the learner takes responsibility for his or her own motivation and performance.

2) **Parents**

The factor which influences a lot in learning is parents, because students learn their language and attitude from their parents. Richard stated about parents as follow: “parents with high social economic status seem to instill high achievement motivation in their children, parents who encourage their children to

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16 Ibid., p. 276
try new things and who reward them for high performs, establish it. On other hand, parents who overly protect their children and punish them for failure tend to raise children with low motivation”.17

3) Environment

An environment should be considered as an important factor that influences students’ motivation in learning, for instance, school environment, classroom environment and home environment. Such environment will motivate students to learn in high motivation or low motivation, depends on the quality of the environment itself. Good environment will probably motivate the students better than bad environment.

From the statements above, the writer conclude that motivation may come from the inner of the students which is called intrinsic motivation, and from the outer of the students which is called extrinsic motivation. Both intrinsic motivation and extrinsic motivation are important in teaching and learning process. So, in this case, the teachers, as the motivator, have to make the students are motivated internally and externally. One that the teacher can do to motivate the students is by preparing interesting method.

3. The Importance of Motivation In Learning

Motivation refers to process whereby goal directed activity is investigated and sustained. Howard said “motivation is an extremely important part of teaching-learning, because without motivation there is no real learning.”18 So, motivation is important part in teaching and learning process which can make the student do activities in learning process.

Prinrich also states “Motivation is an important quality that affects all classroom activities because it can influence both learning behaviors and performance of previously learned skill, strategies, and behaviors which have important implications for schooling”.19 It means that students’ behavior and

19 Ibid., p. 5
performance will be influenced by motivation. If the students have high motivation, they will have good behavior and performance in the classroom.

Harmer also regard that “……… it seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success.” It infers that motivation is very important factor which influences successful in learning.

The statements above indicate that the important role of motivation in learning process is that motivation can determine whether the learning process is successful or failed. It means that the motivated learner will get a better opportunity to succeed in their learning activities than who have low motivation.

Ur said that is easy to comprehend the motivated learner than motivation itself. The motivated learner, who is willing or even eager to invest effort in learning activities, make teaching and learning process more pleasant and easier. There are some characteristics of motivated learner:

a. Positive task orientation. The learner is willing to tackle tasks and challenges, and has confidence in his or her success.

b. Ego involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.

c. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

d. High aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

e. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.

f. Perseverance. The learner consistently invests a high level of effort in learning, and it is not discouraged by setbacks or apparent lack of progress.

Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.  

B. Speaking

1. Definition of Speaking

Speaking is very important in our life because we, as a human being, have a need to use it to communicate each others. McDonough and Shaw defined that “speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship.” From this definition, the writer infers that speaking is the activity to express something we want and we need.

According to Tarigan “……. Speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, and feelings.” From this definition, speaking is being able to use a language expressing ideas, opinion and feelings in words of speech.

Cameron gave a brief definition of speaking that is, “speaking is the active use of language to express meanings so that other people can make sense of them.” It means that speaking is what the people want to express something meaningful by using language.

Referring definition above, the writer conclude that speaking is the way to express someone feeling, ideas and opinion by using language which is the combination of word and sound articulation.

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21 Penny Ur, A Course in Language Teaching: Practice and Theory, p. 275
23 Henry Guntur Tarigan, Berbicara Sebagai Suatu Keterampilan Berbahasa (Bandung: Angkasa, 1985), p. 16
24 Lynne Cameron, Teaching Language to Young Learners (Cambridge: Cambridge University Press, 2001), p. 40
2. The Goal of Speaking

The goal of a speaking component in language class is to encourage the acquisition of communication skills and to foster real communication in and out of the classroom. Burkhart suggests that “to help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.”

It follows then that the objectives for developing oral fluency will address this goal by setting for specific content, activities, and methods which foster communication.

Moreover, the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

3. Activities to Promote Speaking

According to McDonough and Shaw, there are some activities which are used in the classroom to promote the development of speaking skills in the learner, they are:

a. Communication game

Speaking activities based on games are often a useful way of giving students valuable practice. Game-based activities can involve practice oral strategies such as describing, predicting, simplifying, asking for feedback, through activities such as filling in questionnaires and guessing unknown information.

b. Information gap

Many speaking skills materials start from the premise that a communicative purpose can be established in the classroom by means of the

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26 McDonough and Shaw, *Materials and Methods in ELT*, p. 143
information gap. Information gap activities is the activity where two speakers who have different bits information share the information they had to complete the whole picture of that particular situation.

c. **Role play/simulation**

One way of getting students to speak in different social contexts and assume varied social roles is to use role-play activities in the classroom. Role play is the activity where the students play the role to stimulate a particular situation in the real world. This is one way of getting students to speak in different social context and to assume varied social roles. In this activity, each student has a role and they have to speak and act depends on their role in particular situation.

d. **Story telling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class.

e. **Discussion**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.\(^\text{27}\)

According to Harmer, the following activities are helpful in getting students to practice ‘speaking-as-a-skill’: 28

- Information gap activities
- Telling stories
- Favorite objects
- Meeting and greeting
- Survey
- Famous people
- Students presentations
- Discussion
- Competition
- Role-play

4. The Problems in Speaking Activities

According to Ur, there are some problems in speaking activities in the classroom, as follow:

a. Inhibition. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, shy and fear.

b. Nothing to say. Learners often complain that they can’t think of anything to say: in other word they can’t express themselves.

c. Low or uneven participation. Learners can’t participate well because they only get very little time to talk. It is caused by some learners to dominate, while others speak very little or not at all.

d. Mother tongue use. When the learners share the same mother tongue, they may tend to use it because it is easier and doesn’t make them feel unnatural to speak to one another. 29

29 Penny Ur, A Course in Language Teaching: Practice and Theory, p. 56
These problems usually happen to the students who do the speaking activities. He can’t participate well because afraid of making mistakes, afraid to be laughed at by others and don’t feel confident or sometimes they seem no ideas in their mind if they are asked to practice speaking.

C. Contextual Teaching And Learning

1. Definition of Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) is first introduced by John Dewey that he had suggested a curriculum and teaching methodology which is connected with the student environment and experience.\(^{30}\) There are some definitions given about CTL.

According to Sears, CTL is a concept that helps teachers relates subject matter to real-world situations.\(^{31}\) From this definition we can see that a teacher should be able to stimulate his or her lesson based on the real world situations. So, the students can apply and experience what is being taught in the real conditions.

Johnson states that CTL is a holistic system that helps students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives.\(^{32}\) In this understanding, by using CTL system, students are able to connect the subject materials with the context of their daily life. It means the subject materials should go along with daily needs.

In addition, CTL is a conception of teaching and learning that helps teachers relate subject matter content to real word situations: and motivates students to make connections between knowledge and its application to their lives as family member’s citizens and workers and engage in the hard work that learning requires.\(^{33}\) Based on this definition, CTL can help the teacher relates his or her subject to real world situation and also can motivate students to make connections between the material that is being learned and their prior knowledge.

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\(^{30}\) Trianto, Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik (Jakarta: Prestasi Pustaka, 2007), p. 101

\(^{31}\) Susan Sears, Contextual Teaching and Learning: A Primer for Effective Instruction (Indian: Phi Delta Kappa Educational Foundation Bloomington, 2002), p. 32


\(^{33}\) http://www.cew.wisc.edu/teachnet/ctl/
The interpretation of CTL from one source to another are vary, but the meaning leads to the same perspectives. The writer may conclude that Contextual Teaching and Learning (CTL), which is still being designed and implemented, is a conception of teaching and learning that helps teachers relate subject matter content to real-world situation, and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers.

2. Characteristic of Contextual Teaching and Learning

Johnson characterizes CTL into eight important elements as follows:

a. Making Meaningful Connections

Students can organize themselves as learners, who learn actively in improving their interest individually, person who can work individually or collectively in a group, and a person who can do learning by doing

b. Doing Significant Work

Student can make relationship among schools and the various existing contexts in the real world as business maker and as a citizen

c. Self-Regulated Learning

Students do the significant work; it has purpose, it has connection with others, it has connection with decision making and it has the concrete results or products

d. Collaborating

Students are able to work together. The teacher helps students in order to work effectively in a group and teacher helps them to understand the way how to persuade and communicate each others.
e. Critical and Creative Thinking

Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.

f. Nurturing the Individual

Students carry on their selves, understand, give attention, possess high wishes, motivate and empower themselves. Students can’t get the success without the support from adult people. Students should respect their companion and adult person.

g. Reaching High Standards

Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teacher shows to students how to reach what called ‘excellent’

h. Using Authentic Assessments

Students use academic knowledge in the real world context to the meaningful purposes. For example, students may describe the academic information that have learnt in subject of science, health, education, math, and English subject by designing a car, planning the school menu, or making the serving of human emotion or telling their experience.34

These eight characteristics make CTL different from other methods. These Characteristics became the main components in applying CTL method. It is also clearly seen that these eight characteristics asks the students for actively involving in classroom activity. Collaborating, nurturing the individual and creative and critical Thinking ask the students to responsible for their own learning.

The role of teacher in CTL is to facilitate student to find the fact or the meaning, concept, or principles for their selves. Once these eight characteristics

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34 Johnson, Contextual Teaching and Learning, p. 25
applied in classroom, it will help both student and teachers in creating a good atmosphere where the learners have a great responsibility in achieving their success in leaning.

3. Approaches of Contextual Teaching and Learning

In learning process, learning will be more meaningful for the student if knowledge is gotten from the student experience, from communication between the students, and from connection between the concepts of material with the daily-life. There are some approaches for teacher in applying CTL in the classroom as follows:

a. Constructivism

Constructivism is the foundation of CTL. The basic premise is that an individual learner must actively “build” knowledge and skills. Jean Piaget, in Sanjaya, regarded that knowledge are formed not only from the object of learning, but also from the ability of the learners as subject in comprehending the object they observed.\(^{35}\) It means that knowledge is derived from the outside, but it is construct within the individual. The constructivism paradigm has led us to understand how learning can be facilitated through certain types of engaging, constructive activities. So, in learning process, the learners is demanded to be able to construct knowledge themselves through their real experience.

a. Inquiry

Basically, inquiry is a complex idea that means many things to many people in any contexts. Inquiry is defined as “a seeking for truth, information or knowledge-seeking information by questioning and thinking. In applying inquiry activity in the classroom teaching, there are several steps that should be followed that are formulating problem, collecting data through observation, analyzing and presenting data (through written form, picture, report and table) and finally, communicating and presenting the result of data to the readers, classmates, and

\(^{35}\) Wina Sanjaya, *Strategi Pembelajaran* (Jakarta: Media Prenada, 2006), p. 264
the other audience. In this process, the learners can think systematically and rationally in order to they can make their creativity.

b. Questioning

Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and the important aspect of learning. Sometimes, the teacher asks to the students before, during and after the lesson. At other times, they are posed effectively by the students to focus their own lesson, keep them engaged and help them monitor their understanding of what was learned.

In a productive teaching learning, questioning activity are useful for checking students comprehension, solving problem faced by students, stimulating responses to the students, measuring student’s curiosity, focusing student attention, and refreshing students prior knowledge.

c. Learning Community

In learning community, the result of learning can be gotten from gathering others and also can be taken from sharing with friends, other groups, and between make out person and not. Actually, learning community has the meaning as follows: 1). Group of learning which communicate to share the idea and experience, 2). Working together to solve the problem and 3). The responsibility of each member of learning group. It is sometimes forgotten that language classes operate as communities, each within its own collection of shared understandings that have been build up over time. The overall character or each language class is created, developed, and maintained by everyone in room. Each class member has a specific role to play, even those with ostensibly low profile such as ‘onlooker’ or ‘observer’ (noticing what is going on), ‘knower’ (being privy to shared class understanding) and follower (reacting in the same way as everyone else to certain teacher or student initiatives).

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Sanjaya, *Strategi Pembelajaran*, p. 265
d. Modeling

Basically, modeling is verbalization of ideas, teacher demonstrates to students to study and acting what the teacher need to be implemented by students. Modeling activity can be summarized into demonstrates the teacher’s opinion and demonstrates how does the teacher want the student to learn.

e. Reflections

Reflection is the ways of thinking about what the students have learned and thinking about what the students have done in the past. Reflection is figuration of activity and knowledge that just have received. Teacher need to do the reflections in the end of teaching learning process. In the end of teaching learning process, teacher spends a little time and ask student to do the reflection.

The realization of reflection can be done by giving direct statement about the information that acquired in the lesson, some notes or journal on student book, some impression and suggestion from students about the learning process and discussion.

f. Authentic Assessment

Authentic assessment is a procedure of achievement in the CTL. Assessments of students’ performance can come from the teacher and the students. Authentic assessment is the process of collecting the data that can give the description of student learning development. In the process of learning, not only the teacher that can be placed to provide accurate assessments of students’ performance, but also students can be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness, we can greatly enhance learning.\(^{37}\)

Essentially, the question that needs to answer by authentic assessment is “Does the students learn something?” not “What have they already known?” So, the students are assessed through many ways, not only assessed their examination test.

\(^{37}\)Harmer, *The Practice of English Language Teaching, the Third Edition*, p. 100
4. Strategies of Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) helps us relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. Contextual teaching and learning strategies:

**Problem-based.** CTL can begin with a simulated or real problem. Students use critical thinking skills and a systemic approach to inquiry to address the problem or issue. Students may also draw upon multiple content areas to solve these problems. Worthwhile problems that are relevant to students’ families, school experiences, workplaces, and communities hold greater personal meaning for students.

**Using multiple contexts.** Theories of situated cognition suggest that knowledge can not be separated from the physical and social context in which it develops. How and where a person acquires and creates knowledge is therefore very important. CTL experiences are enriched when students learn skills in multiple contexts (i.e. school, community, workplace, family).

**Drawing upon student diversity.** On the whole, our student population is becoming more diverse, and with increased diversity comes differences in values, social mores, and perspectives. These differences can be the impetus for learning and can add complexity to the CTL experience. Team collaboration and group learning activities respect students’ diverse histories, broaden perspectives, and build inter-personal skills.

**Supporting self-regulated learning.** Ultimately, students must become lifelong learners. Lifelong learners are able to seek out, analyze, and use information with little to no supervision. To do so, students must become more aware how they process information, employ problem-solving
strategies, and use background knowledge. CTL experiences should allow for trial and error; provide time and structure for reflection; and provide adequate support to assist students to move from dependent to independent learning.

Using interdependent learning groups. Students will be influenced by and will contribute to the knowledge and beliefs of others. Learning groups, or learning communities, are established in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are established in schools, educators act as coaches, facilitators, and mentors.

Employing authentic assessment. CTL is intended to build knowledge and skills in meaningful ways by engaging students in real life, or "authentic" contexts. Assessment of learning should align with the methods and purposes of instruction. Authentic assessments show (among other things) that learning has occurred; are blended into the teaching/learning process; and provide students with opportunities and direction for improvement. Authentic assessment is used to monitor student progress and inform teaching practices.  

According to Sears, CTL includes six interrelated strategies, they are:

- Developing self-regulated learners
- Anchoring teaching and learning in students’ life context
- Teaching and learning in multiple context
- Using problem based learning
- Using interdependent learning groups
- Assessing students’ progress though authentic assessment.

Many of these strategies are used in classrooms today. Activities such as team teaching, cooperative learning, integrated learning, work-based learning, service learning, problem-based learning, and others support CTL and are already occurring in many classrooms and schools. Many educators routinely use these

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38 http://www.cew.wisc.edu/teachnet/ctl/
39 Sears, Contextual Teaching and Learning, p. 3
activities to encourage inquiry, creative problem solving, and use of higher order thinking skills. These educators see these teaching/learning processes as methods to help all students meet state and local standards.

For CTL to be effective, all strategies must be present in the teaching/learning experience. Implementation of CTL may not require drastic changes in practice for all educators. It may require enhancement of practice in one characteristic and not another. Continual use and reflection on CTL processes broadens and deepens educators’ knowledge and ability to facilitate learning.
CHAPTER II
THEORETICAL FRAMEWORK

A. Motivation

1. Definition of Motivation

Motivation is a part of important things in learning teaching process. The term motivation derived from the Latin verb *movere* (to move). It means that motivation is something that gets someone moving and keeps someone working. In defining motivation, some psychologists have their own opinion.

Harmer said that “motivation is some kind of internal drive which pushes someone to do or think in order to achieve something.”\(^1\) Internal drive means a tendency within an organism toward a goal is based on the changes in the organism process.\(^2\) This definition shows that motivation comes from inside of the person, which functions to encourage him or her to conduct an activity to achieve her or his purpose.

Based on Spratt, “motivation is the thought and feelings we have which make us to do something continue to want to do it and turn our wishes into action i. e. motivation influences: why people decide to do something, how long they

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want to do it for, and how hard they are prepared to work to achieve it.\(^3\)

According to Spratt’s definition, motivation is a power that urges human to move his self to a course action.

In addition, Brown defines “motivation is inner drive, impulse, emotion or desire that moves one to the particular action.”\(^4\) An inner drive is a force within an organism and pushes them to do certain actions toward the goal.\(^5\) From this definition, motivation is a power from inside which drives someone to do some actions.

Based on definitions of motivation above, the writer defined motivation as something happen within an individual which makes he or she do an action to achieve his or her goal. So, the writer infers motivation in learning as the drive to push the learner to do learning activities in order to achieve learning goals. Thus, motivation in learning is the efforts of the teacher to drive and make the students in order to more active in doing any activity in teaching and learning process.

2. **Kind of Motivation**

There are two kinds of motivation; intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external intensives). Both of these have an important part to play in the classroom, and both at least partially accessible to teacher influence.

a. **Intrinsic motivation**

Intrinsic motivation involves the internal motivation to do something for its own sake. Hamalik stated that “intrinsic motivation is a motivation included in learning situation that originally comes from the need and goals of the students itself.”\(^6\) It means that someone who is motivated for doing something because of his/her need or goals is called intrinsic motivation.

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\(^5\) Chaplin, *Dictionary of Psychology*, p.148

\(^6\) Oemar Hamalik, *Kurikulum dan Pembelajaran* (Jakarta: Bumi Aksara, 1995), p.112
According to Sardiman, “intrinsic motivation comes from within and operates without any external stimulus.”\(^7\) It infers that intrinsic motivation derived from inside of the individual rather than from outside. Intrinsic motivation includes interest, need, desire, and goal.

1) **Interest**

The student who study effectively and they have a high interest, they will be success, as Stone and Neilson said “……… on personal positive interest, will increase the change for success.”\(^8\)

Interest is important because learning process will go well if someone has an interest. Krapp, as quoted by Eggen, states that “interest is important because it, like engagement, has been linked to learner attention, comprehension, and achievement.”\(^9\) It shows that the student, who has an interest in learning a subject matter, will comprehend the material at a deeper level than the student who has not.

2) **Need**

Need is a real or perceived lack of something necessary.\(^10\) The need concept or motivation in some ways belongs to all three schools or thought: the fulfillment of need is rewarding, requires choices, and in many cases must be interpreted in a social context.\(^11\)

Ausebel, in Brown, identified six needs under girding the construct of motivation, they are: \(^12\)

- a) The need for exploration, for seeing “the other side of mountain” for probing the unknowing:

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\(^7\) Sardiman A. M., *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Depdikbud, RI, CV Rajawali, 1990), p. 88
\(^10\) Ibid., p. 417
\(^12\) Ibid., p. 169
b) The need for manipulation, for operating – to use skinner terms – on the environment, and causing change;

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e) The need for knowledge, the need for process and internalize the result of exploration to resolve contradictions, to quest for solution to problems and for self-consisting system of knowledge;

f) Finally, the need for ego- enhancement, for the self to be known and to be accepted and of by others.

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The students will be motivated to learn if they have desire to learn, but if they don’t have, they will be lazy to learn. As Harmer said, “thus person might be motivated by enjoyment of the learning process itself or by a desire to make them selves feel better.”

4) Goal

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In teaching learning process, the goal should be understood by the students, because it will be an important motivation for them. If they have particular goal, they have to prepare everything that can help them to achieve their goals.

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13 Harmer, The Practice of English Language Teaching, 3rd Ed., p.51
14 Ibid., p. 53
b. **Extrinsic motivation**

Extrinsic motivated behavior, are carried out in anticipation or a reward from outside and beyond the self. Ur stated that “extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own case or interest in task.” That means extrinsic motivation is motivation which is influenced by any outside factors. For example, someone is motivated because of good teacher, good environment, etc.

Extrinsic motivation is important in teaching and learning process to improve or to support the students in learning English. There are some factors that can increase the extrinsic motivation in teaching and learning as follows:

1) **Teacher**

Teacher is not only a person who facilitates the student to get knowledge, but also as a motivator who has to motivate students to do learning activities. There are responsibilities of the teacher in motivating students: create a good learning climate, give an appropriate material, vary the method, and the important one is the teachers characteristics, such as; personal teaching efficiency, modeling and enthusiasm, caring and positive expectation.

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2) **Parents**

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16 Ibid., p. 276
achievement motivation in their children, parents who encourage their children to try new things and who reward them for high performs, establish it. On other hand, parents who overly protect their children and punish them for failure tend to raise children with low motivation”.17

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Motivation refers to process whereby goal directed activity is investigated and sustained. Howard said “motivation is an extremely important part of teaching-learning, because without motivation there is no real learning.”18 So, motivation is important part in teaching and learning process which can make the student do activities in learning process.

Printrich also states “Motivation is an important quality that affects all classroom activities because it can influence both learning behaviors and performance of previously learned skill, strategies, and behaviors which have

important implications for schooling”.\textsuperscript{19} It means that students’ behavior and performance will be influenced by motivation. If the students have high motivation, they will have good behavior and performance in the classroom.

Harmer also regard that “……… it seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success.”\textsuperscript{20} It infers that motivation is very important factor which influences successful in learning.

The statements above indicate that the important role of motivation in learning process is that motivation can determine whether the learning process is successful or failed. It means that the motivated learner will get a better opportunity to succeed in their learning activities than who have low motivation.

Ur said that is easy to comprehend the motivated learner than motivation itself. The motivated learner, who is wiling or even eager to invest effort in learning activities, make teaching and learning process more pleasant and easier. There are some characteristics of motivated learner:

a. Positive task orientation. The learner is willing to tackle tasks and challenges, and has confidence in his or her success.

b. Ego involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.

c. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

d. High aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

e. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.

f. Perseverance. The learner consistently invests a high level of effort in learning, and it is not discouraged by setbacks or apparent lack of progress.

\textsuperscript{19} Ibid., p. 5

\textsuperscript{20} Jeremy Harmer, \textit{The Practice of English Language Teaching} (New York: Longman Group, 1983), p.3
g. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later. 21

B. Speaking

1. Definition of Speaking

Speaking is very important in our life because we, as a human being, have a need to use it to communicate each others. McDonough and Shaw defined that “speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship.” 22 From this definition, the writer infers that speaking is the activity to express something we want and we need.

According to Tarigan “…….. Speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, and feelings.” 23 From this definition, speaking is being able to use a language expressing ideas, opinion and feelings in words of speech.

Cameron gave a brief definition of speaking that is, “speaking is the active use of language to express meanings so that other people can make sense of them.” 24 It means that speaking is what the people want to express something meaningful by using language.

Referring definition above, the writer conclude that speaking is the way to express someone feeling, ideas and opinion by using language which is the combination of word and sound articulation.

21 Penny Ur, A Course in Language Teaching: Practice and Theory, p. 275
23 Henry Guntur Tarigan, Berbicara Sebagai Suatu Keterampilan Berbahasa (Bandung: Angkasa, 1985), p. 16
24 Lynne Cameron, Teaching Language to Young Learners (Cambridge: Cambridge University Press, 2001), p. 40
2. The Goal of Speaking

The goal of a speaking component in language class is to encourage the acquisition of communication skills and to foster real communication in and out of the classroom. Burkhart suggests that “to help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.” It follows then that the objectives for developing oral fluency will address this goal by setting for specific content, activities, and methods which foster communication.

Moreover, the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

3. Activities to Promote Speaking

According to McDonough and Shaw, there are some activities which are used in the classroom to promote the development of speaking skills in the learner, they are:

a. Communication game

Speaking activities based on games are often a useful way of giving students valuable practice. Game-based activities can involve practice oral strategies such as describing, predicting, simplifying, asking for feedback, through activities such as filling in questionnaires and guessing unknown information.

b. Information gap

Many speaking skills materials start from the premise that a communicative purpose can be established in the classroom by means of the

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26 McDonough and Shaw, *Materials and Methods in ELT*, p. 143
information gap. Information gap activities is the activity where two speakers who have different bits information share the information they had to complete the whole picture of that particular situation.

c. **Role play/simulation**

One way of getting students to speak in different social contexts and assume varied social roles is to use role-play activities in the classroom. Role play is the activity where the students play the role to stimulate a particular situation in the real world. This is one way of getting students to speak in different social context and to assume varied social roles. In this activity, each student has a role and they have to speak and act depends on their role in particular situation.

d. **Story telling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class.

e. **Discussion**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.²⁷

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According to Harmer, the following activities are helpful in getting students to practice ‘speaking-as-a-skill’:  
- Information gap activities
- Telling stories
- Favorite objects
- Meeting and greeting
- Survey
- Famous people
- Students presentations
- Discussion
- Competition
- Role-play

4. The Problems in Speaking Activities

According to Ur, there are some problems in speaking activities in the classroom, as follow:

a. Inhibition. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, shy and fear.

b. Nothing to say. Learners often complain that they can’t think of anything to say: in other word they can’t express themselves.

c. Low or uneven participation. Learners can’t participate well because they only get very little time to talk. It is caused by some learners to dominate, while others speak very little or not at all.

d. Mother tongue use. When the learners share the same mother tongue, they may tend to use it because it is easier and doesn’t make them feel unnatural to speak to one another.29


29 Penny Ur, A Course in Language Teaching: Practice and Theory, p. 56
These problems usually happen to the students who do the speaking activities. He can’t participate well because afraid of making mistakes, afraid to be laughed at by others and don’t feel confident or sometimes they seem no ideas in their mind if they are asked to practice speaking.

C. Contextual Teaching And Learning

1. Definition of Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) is first introduced by John Dewey that he had suggested a curriculum and teaching methodology which is connected with the student environment and experience. \(^{30}\) There are some definitions given about CTL.

According to Sears, CTL is a concept that helps teachers relates subject matter to real-world situations.\(^{31}\) From this definition we can see that a teacher should be able to stimulate his or her lesson based on the real world situations. So, the students can apply and experience what is being taught in the real conditions.

Johnson states that CTL is a holistic system that helps students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives.\(^{32}\) In this understanding, by using CTL system, students are able to connect the subject materials with the context of their daily life. It means the subject materials should go along with daily needs.

In addition, CTL is a conception of teaching and learning that helps teachers relate subject matter content to real word situations: and motivates students to make connections between knowledge and its application to their lives as family member’s citizens and workers and engage in the hard work that learning requires.\(^{33}\) Based on this definition, CTL can help the teacher relates his or her subject to real world situation and also can motivate students to make connections between the material that is being learned and their prior knowledge.

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\(^{31}\) Susan Sears, *Contextual Teaching and Learning: A Primer for Effective Instruction* (Indian: Phi Delta Kappa Educational Foundation Bloomington, 2002), p. 32


\(^{33}\) http://www.cew.wisc.edu/teachnet/ctl/
The interpretation of CTL from one source to another are vary, but the meaning leads to the same perspectives. The writer may conclude that Contextual Teaching and Learning (CTL), which is still being designed and implemented, is a conception of teaching and learning that helps teachers relate subject matter content to real-world situation, and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers.

2. **Characteristic of Contextual Teaching and Learning**

   Johnson characterizes CTL into eight important elements as follows:

   a. **Making Meaningful Connections**

      Students can organize themselves as learners, who learn actively in improving their interest individually, person who can work individually or collectively in a group, and a person who can do learning by doing

   b. **Doing Significant Work**

      Student can make relationship among schools and the various existing contexts in the real world as business maker and as a citizen

   c. **Self-Regulated Learning**

      Students do the significant work; it has purpose, it has connection with others, it has connection with decision making and it has the concrete results or products

   d. **Collaborating**

      Students are able to work together. The teacher helps students in order to work effectively in a group and teacher helps them to understand the way how to persuade and communicate each others.
e. Critical and Creative Thinking

Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.

f. Nurturing the Individual

Students carry on their selves, understand, give attention, posses high wishes, motivate and empower themselves. Students can’t get the success without the support from adult people. Students should respect their companion and adult person.

g. Reaching High Standards

Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teacher shows to students how to reach what called ‘excellent’

h. Using Authentic Assessments

Students use academic knowledge in the real world context to the meaningful purposes. For example, students may describe the academic information that have learnt in subject of science, health, education, math, and English subject by designing a car, planning the school menu, or making the serving of human emotion or telling their experience.34

These eight characteristics make CTL different from other methods. These Characteristics became the main components in applying CTL method. It is also clearly seen that these eight characteristics asks the students for actively involving in classroom activity. Collaborating, nurturing the individual and creative and critical Thinking ask the students to responsible for their own learning.

34 Johnson, Contextual Teaching and Learning, p. 25
The role of teacher in CTL is to facilitate student to find the fact or the meaning, concept, or principles for their selves. Once these eight characteristics applied in classroom, it will help both student and teachers in creating a good atmosphere where the learners have a great responsibility in achieving their success in leaning.

3. Approaches of Contextual Teaching and Learning

In learning process, learning will be more meaningful for the student if knowledge is gotten from the student experience, from communication between the students, and from connection between the concepts of material with the daily-life. There are some approaches for teacher in applying CTL in the classroom as follows:

a. Constructivism

Constructivism is the foundation of CTL. The basic premise is that an individual learner must actively “build” knowledge and skills. Jean Piaget, in Sanjaya, regarded that knowledge are formed not only from the object of learning, but also from the ability of the learners as subject in comprehending the object they observed. It means that knowledge is derived from the outside, but it is construct within the individual. The constructivism paradigm has led us to understand how learning can be facilitated through certain types of engaging, constructive activities. So, in learning process, the learners is demanded to be able to construct knowledge themselves through their real experience.

a. Inquiry

Basically, inquiry is a complex idea that means many things to many people in any contexts. Inquiry is defined as “a seeking for truth, information or knowledge-seeking information by questioning and thinking. In applying inquiry activity in the classroom teaching, there are several steps that should be followed that are formulating problem, collecting data through observation, analyzing and presenting data (through written form, picture, report and table) and finally,

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35 Wina Sanjaya, Strategi Pembelajaran (Jakarta: Media Prenada, 2006), p. 264
communicating and presenting the result of data to the readers, classmates, and the other audients.\textsuperscript{36} In this process, the learners can think systematically and rationally in order to they can make their creativity.

b. Questioning

Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and the important aspect of learning. Sometimes, the teacher asks to the students before, during and after the lesson. At other times, they are posed effectively by the students to focus their own lesson, keep them engaged and help them monitor their understanding of what was learned.

In a productive teaching learning, questioning activity are useful for checking students comprehension, solving problem faced by students, stimulating responses to the students, measuring student’s curiosity, focusing student attention, and refreshing students prior knowledge.

c. Learning Community

In learning community, the result of learning can be gotten from gathering others and also can be taken from sharing with friends, other groups, and between make out person and not. Actually, learning community has the meaning as follows: 1). Group of learning which communicate to share the idea and experience, 2). Working together to solve the problem and 3). The responsibility of each member of learning group. It is sometimes forgotten that language classes operate as communities, each within its own collection of shared understandings that have been build up over time. The overall character or each language class is created, developed, and maintained by everyone in room. Each class member has a specific role to play, even those with ostensibly low profile such as ‘onlooker’ or ‘observer’ (noticing what is going on), ‘knower’ (being privy to shared class understanding) and follower (reacting in the same way as everyone else to certain teacher or student initiatives).

\textsuperscript{36} Sanjaya, \textit{Strategi Pembelajaran}, p. 265
d. Modeling

Basically, modeling is verbalization of ideas, teacher demonstrates to students to study and acting what the teacher need to be implemented by students. Modeling activity can be summarized into demonstrates the teacher’s opinion and demonstrates how does the teacher want the student to learn.

e. Reflections

Reflection is the ways of thinking about what the students have learned and thinking about what the students have done in the past. Reflection is figuration of activity and knowledge that just have received. Teacher need to do the reflections in the end of teaching learning process. In the end of teaching learning process, teacher spends a little time and ask student to do the reflection.

The realization of reflection can be done by giving direct statement about the information that acquired in the lesson, some notes or journal on student book, some impression and suggestion from students about the learning process and discussion.

f. Authentic Assessment

Authentic assessment is a procedure of achievement in the CTL. Assessments of students’ performance can come from the teacher and the students. Authentic assessment is the process of collecting the data that can give the description of student learning development. In the process of learning, not only the teacher that can be placed to provide accurate assessments of students’ performance, but also students can be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness, we can greatly enhance learning.

Essentially, the question that needs to answer by authentic assessment is “Does the students learn something?” not “What have they already known?” So, the students are assessed through many ways, not only assessed their examination test.

37 Harmer, The Practice of English Language Teaching, the Third Edition, p. 100
4. Strategies of Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) helps us relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. Contextual teaching and learning strategies:

**Problem-based.** CTL can begin with a simulated or real problem. Students use critical thinking skills and a systemic approach to inquiry to address the problem or issue. Students may also draw upon multiple content areas to solve these problems. Worthwhile problems that are relevant to students’ families, school experiences, workplaces, and communities hold greater personal meaning for students.

**Using multiple contexts.** Theories of situated cognition suggest that knowledge can not be separated from the physical and social context in which it develops. How and where a person acquires and creates knowledge is therefore very important. CTL experiences are enriched when students learn skills in multiple contexts (i.e. school, community, workplace, family).

**Drawing upon student diversity.** On the whole, our student population is becoming more diverse, and with increased diversity comes differences in values, social mores, and perspectives. These differences can be the impetus for learning and can add complexity to the CTL experience. Team collaboration and group learning activities respect students’ diverse histories, broaden perspectives, and build inter-personal skills.

**Supporting self-regulated learning.** Ultimately, students must become lifelong learners. Lifelong learners are able to seek out, analyze, and use information with little to no supervision. To do so, students must become
more aware how they process information, employ problem-solving strategies, and use background knowledge. CTL experiences should allow for trial and error; provide time and structure for reflection; and provide adequate support to assist students to move from dependent to independent learning.

Using interdependent learning groups. Students will be influenced by and will contribute to the knowledge and beliefs of others. Learning groups, or learning communities, are established in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are established in schools, educators act as coaches, facilitators, and mentors.

Employing authentic assessment. CTL is intended to build knowledge and skills in meaningful ways by engaging students in real life, or “authentic” contexts. Assessment of learning should align with the methods and purposes of instruction. Authentic assessments show (among other things) that learning has occurred; are blended into the teaching/learning process; and provide students with opportunities and direction for improvement. Authentic assessment is used to monitor student progress and inform teaching practices.\(^{38}\)

According to Sears, CTL includes six interrelated strategies, they are:\(^ {39}\)

- Developing self-regulated learners
- Anchoring teaching and learning in students’ life context
- Teaching and learning in multiple context
- Using problem based learning
- Using interdependent learning groups
- Assessing students’ progress though authentic assessment.

Many of these strategies are used in classrooms today. Activities such as team teaching, cooperative learning, integrated learning, work-based learning,

\(^{38}\)http://www.cew.wisc.edu/teachnet/ctl/

\(^{39}\)Sears, Contextual Teaching and Learning, p. 37
service learning, problem-based learning, and others support CTL and are already occurring in many classrooms and schools. Many educators routinely use these activities to encourage inquiry, creative problem solving, and use of higher order thinking skills. These educators see these teaching/learning processes as methods to help all students meet state and local standards.

For CTL to be effective, all strategies must be present in the teaching/learning experience. Implementation of CTL may not require drastic changes in practice for all educators. It may require enhancement of practice in one characteristic and not another. Continual use and reflection on CTL processes broadens and deepens educators’ knowledge and ability to facilitate learning.
CHAPTER III
RESEARCH METHODOLOGY

A. The Subject of research

The subject of this research is the students of VIII grade of MTs Unwaanunnajah, Pondok Aren, Tangerang. The number of the students is 38.

B. Place and Time

The writer conducts the research at MTs Unwaanunnajah, class 8A. The research is started from January until March 2011.

C. Research Design

The research method which is used is classroom action research. Classroom Action Research (CAR) is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues.\(^1\) This research focuses on contextual teaching and learning on students’ motivation in learning speaking. The CAR procedure used in this research is Kemmis’ and Taggart’s design. Design of classroom action research which is used is described as follow:

\(^1\) Michael J. Wallace, Action Research for Language Teachers, (Cambridge: Cambridge University Press, 2006), p. 5
Figure 3.1 Stephen Kemmis’ and Taggart’s Design

(Adopted from Wijaya Kusuma and Dedi Dwitaga, 2009)²

² Wijaya Kusumah dan Dedi Dwitaga. Mengenal Penelitian Tindakan Kelas (Jakarta: Indeks, 2009), p. 21
Based on design above, the writer describes her research design below:

**CYCLE I**

**Acting I:**
1. Learning speaking by using CTL
2. Discussing and performing by the student

**Reflecting I:**
1. Evaluating teaching and learning process
2. Analyzing students’ motivation
3. Discussing with English teacher

**Planning I:**
1. Making lesson planning
2. Preparing observation form and observation instrument

**Observing I:**
1. Observing the student activity in the class
2. Giving questionnaire
3. Analyzing the data

**Introduction:**
1. Observing to school
2. Interviewing the English teacher
3. Giving the questionnaire to the students
4. Deciding the subject of research

**CYCLE II**

**Acting II:**
1. Learning speaking by using CTL
2. Discussing and performing by the student

**Reflecting II:**
1. Evaluating teaching and learning process
2. Analyzing students’ motivation
3. Discussing with English teacher

**Planning II:**
1. Identifying the problem in cycle I
2. Revising lesson planning
3. Preparing observation form and observation instrument

**Observing II:**
1. Observing the student activity in the class
2. Giving questionnaire
3. Analyzing the data

**Evaluating all cycles**

*Figure 3.2 Design of research cycles*

(Adopted from Kemmis’ and Taggart’s design)
Based on the design above, the researcher uses two cycles and every cycle has 4 steps as follow:

1. **Planning**
   The researcher plan some actions based on the research goal. The researcher prepares learning scenario and the instrument for research, such as questionnaire about students’ motivation, observation form and form of interview.

2. **Acting**
   The second step of the cycles is acting which is implementation of the planning.

3. **Observing**
   The third step is observing students’ activities and students’ respond by using one of observation forms in learning process which is made by researcher by using one of observation forms.

4. **Reflecting**
   In this step, the results of observation are collected and analyzed by the researcher and the collaborator, in order to can be known whether the activity in the classroom is appropriate to the goal planning or not. That result of analyses will be used as source to plan the next action.

   Based on the analyses, it can be decided whether the next cycle need to be continued or not. The research will be stopped if require these criterions:
   
   1. The motivation score of questionnaires in the end of the cycle has shown that the average of students’ motivation score is in high category. It means that the students have high motivation and no students have low motivation.
   2. The result of measuring students’ score in the post test has shown score average 60 or more.

**D. The Role and Position of the Researcher**

In this research, the researcher has a role as a planner of research activity. The researcher makes a planning of the activity, doing the activity, observing, collecting and analyzing the data, and reporting the research finding.

In this research, the researcher will collaborate with the English teacher of MTs Unwaanunnajah as the observer in the classroom. According to English lesson syllabus of VIII grade of MTs Unwaanunnajah, the researcher will conducted the cycles in this research as described in the table below:
# Table 3.1

## The Description of the Cycles

<table>
<thead>
<tr>
<th>Cycles</th>
<th>Pre-liminary</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting</td>
<td>Pre-meeting</td>
<td>Meeting 1</td>
<td>Meeting 2</td>
</tr>
<tr>
<td>topic</td>
<td>Asking &amp; giving opinion</td>
<td>Asking &amp; giving opinion</td>
<td>Asking &amp; giving opinion</td>
</tr>
</tbody>
</table>

## E. Action Research

This research is begun with the introduction and will be continued by the 1st cycle. After analyzing and reflecting in the 1st cycle, the research will be continued by the 2nd cycle.

The description of classroom action research will be described as follow:

### Introduction

1. Interviewing the English teacher
2. Deciding the subject of research
3. Observing the learning process in the classroom will be observed
4. Giving the questionnaire to the students

### Cycle 1

**Planning**

1. Making lesson planning
2. Discussing about lesson planning with the English teacher.
3. Preparing observation form and observation instrument

**Acting**

1. Explaining the material
2. Learning speaking by using CTL
3. Discussing and performing by the students

**Observing**

1. Observing the student in the class
2. Giving questionnaire to the student
3. Analyzing the data which have been collected in every meeting

**Reflecting**

1. Evaluating teaching and learning process
2. Analyzing students’ motivation in speaking
3. Discussing with English teacher
4. Deciding advantages and disadvantages of the first cycle

**Cycle II**

**Planning**
1. Identifying the problem in cycle I
2. Discussing about lesson planning with the English teacher.
3. Preparing questionnaire instrument and observation instrument

**Acting**
1. Explaining the material
2. Learning by using CTL
3. Discussing and performing by the students

**Observing**
1. Observing the student in the class
2. Giving questionnaire to the student
3. Analyzing the data which have been collected in every meeting

**Reflecting**
1. Evaluating teaching and learning process
2. Analyzing students’ motivation in learning speaking
3. Discussing with English teacher
4. Deciding the advantages and disadvantages of the cycle 2.

**F. Kind and Resource of the Data**
1. Data resource
   The data resources of this study are students, teachers, and a researcher.
2. Kind of the data
   There are qualitative and quantitative data used in this study. Qualitative data are interview result, observation result, and documentations. Quantitative data are the result of students’ works, and the result of questionnaire.

**G. Instrument in Data Collecting**
1. Observation form
   Observation form will be conducted by the teacher as observer in the classroom, and will be filled in every meeting. The observer used observation forms to note students’ activity in the classroom, such as: coming on time, interesting in
learning speaking using Contextual Teaching and Learning, bringing media and source for learning, paying attention to the teacher, answering teacher’s questions, responding teacher’s questions with enthusiasm, doing the task well, learning English by Contextual Teaching and Learning well, and not giving up in answering teacher’s questions. Observation form is also used to note the teacher performance in the classroom.

2. Interview instrument for students and teacher

Interview for the teacher is done before the research and after the research. In the preliminary research, the questions for the teacher are about the student’s motivation, the teacher’s method to improve students’ motivation, the teacher’s difficulties in managing students’ activity, and the students’ respond on her method. In the end of research, the questions for the teacher are about the usage of CTL to improve student’s motivation, the advantages and disadvantages of CTL, and the development of student’s motivation and ability in learning speaking.

Interview for the students is done at the end in every cycle. The questions in preliminary research are about: the students’ interest in learning speaking, the students’ opinion about teacher’s method, the students’ way in learning speaking, and the students’ activity in doing the task. In questions in the end of research are about: the students’ opinion about CTL, the students’ interest in learning speaking using CTL, the students’ activity in doing the task using CTL, and the students’ opinion about the improvement of their motivation in learning speaking using CTL.

3. Questionnaire of students’ motivation

Questionnaire is given to the students in the first of this research, and at the end in every cycle, to know the students’ motivation in learning speaking. It consists of 28 questions, 15 positive questions and 13 negative questions. The questions are about positive task orientation, ego involvement, need for achievement, high aspirations, goal orientation, perseverance and tolerance of ambiguity. The writer gives alternative option of the answer: Very Often (Sangat Sering), Often (Sering), Sometime (Kadang-Kadang), Rarely (Jarang), And Never (Tidak Pernah).

4. Test

The test is used to compare students’ achievements before conducting the research and after conducting the research. The writer conducted an oral test. The test used is based on the activity of Contextual Teaching and Learning principle.
In order to give score of the students’ speaking ability, the writer used the ‘Proficiency Descriptions’ stated by Arthur Hughes in his book, they are:

**Pronunciation**
1. Pronunciation frequently unintelligible
2. Frequent gross errors and a very accent make understanding difficult require frequent repetition.
3. “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker
6. Native pronunciation, with no trace of “foreign accent”

**Grammar**
1. Grammar almost entirely inaccurate except in stock phrases.
2. Consonant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

**Vocabulary**
1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas.
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

**Fluency**
1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker’s.

**Comprehension**
1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple on common social and touristic topics; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.\(^3\)

Weighting is a procedure by which marks are awarded out of the same total for different mark categories, and these marks are then multiplied by different factors to give them more, or less, influence in the total score. The mark categories might be given in the following weighting:

<table>
<thead>
<tr>
<th>Category</th>
<th>Marked out of 10 then multiplied by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>3</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>3</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>2</td>
</tr>
<tr>
<td>Fluency</td>
<td>1</td>
</tr>
<tr>
<td>Comprehension</td>
<td>1(^4)</td>
</tr>
</tbody>
</table>

**H. Technique of Data Collecting**

Data is collected by interviewing the teacher and the subject of this study, giving questionnaire of motivation to students in every cycle, and observing the students in learning process.

The result in every observation will be discussed by the researcher with the teacher when analyzing the data to prepare an action for the next cycle.

**I. Technique of Trustworthiness**

Throughout the process of data collection and analysis, the researcher needs to make sure that findings and interpretations are accurate. The researcher determines the accuracy or credibility of the findings through strategies below:

1. Triangulation. It is the process of corroborating evidence from different individuals, types of data or methods of data collection in descriptions and themes in the research.
2. Member checking. It is a process in which the researcher asks one or more participants in the study to check the accuracy of the account.

In order to get valid data, the instrument to evaluate must be valid too. Therefore, before being used in this study, the questionnaire instrument should be tested in order to know and measure the validity and reliability of the instrument.

---

a. Validity

To know the validity of the questionnaire instrument, the writer uses the formulation of product moment as follows:

\[ r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}} \]

- \( r_{xy} \) = instrument validity
- \( N \) = number of respondents
- \( x \) = score of the test item
- \( y \) = total score

b. Reliability

To know the reliability of the questionnaire instrument, the writer uses the formulation of alpha cronbach as follows:

\[ r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_i^2}{\sigma^2} \right) \]

- \( r_{11} \) = instrument reliability
- \( k \) = number of valid items
- \( \sum \sigma_i^2 \) = number of variant scores in each item
- \( \sigma^2 \) = total of variation

The formulation of variant is:

\[ \sigma^2 = \frac{\sum f_i x_i^2}{N} - \left( \frac{\sum f_i x_i}{N} \right)^2 \]

- \( \sigma^2 \) = variant
- \( \Sigma f_i x_i \) = number of data scores
- \( (\Sigma x)^2 \) = square of number of data scores
- \( N \) = number of data

J. Data Analyzes and Interpretation

Data analyses will be done after collecting all the data. In analyzing the quantitative data, the researcher begins with preparing and organizing the data, checking, editing, coding, tabulating, reporting the results and discussing them.

In analyzing the qualitative data, the researcher begins with preparing and organizing the data to be analyzed, exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings.

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6 Ibid, p. 212
CHAPTER IV
RESEARCH FINDING

A. Description of the Data

1. Preliminary Research
   a. Data of observation

   Based on the observation which is conducted by the writer in January 10th, 12th and 17th 2011, it is known that in teaching speaking at VIII grade of MTs Unwaanunnajah, the teacher teaches speaking by giving a dialogue and translate it word by word. Then, students memorize the dialogue and practice it with their friend. So, most of students do not know how to use the expression taught by the teacher in real communication.

   This strategy made the students feel bored and sometimes didn’t do their task to speak English because they didn’t understand what the dialogue they have studied, especially when they found a new dialogue. The students also didn’t pay attention to the materials given to them in the classroom, because the teacher didn’t give them interesting activity.

   b. Data of interview

   1) Interview of the teacher

   Based on the interview with the English teacher of VIII grade of MTs Unwaanunnajah conducted by the writer in January 4th 2011, it is known that she found some problems in teaching speaking. The students’ motivation was very low. Many students didn’t give attention to the teacher. They also didn’t do their task before she said that she would give a punishment if they didn’t do their task.
From this interview, it is also known that the English teacher uses monotonous technique in teaching speaking. So, it made the students feel bored. The teacher also cannot manage the classroom climate well.

2) Interview of the students

Based on the interviews conducted by the writer to the nine students of VIII grade of MTs Unwaanunnajah, it is known that most students like English. However, some students are not motivated to learn speaking English because they taught that learning speaking English is very difficult and boring.

The students of VIII grade of MTs Unwaanunnajah have some problems in learning speaking English. Most of them don’t understand of the teacher explanation. They cannot do their task well, so they sometimes give up when they have difficulties in doing the task. They also often don’t pay attention to the teacher because the classroom is very noisy.

From this interview, there are still many students having low motivation in learning English because of the classroom condition and because of the teacher’s method in teaching speaking.

2. Cycle I

a. Planning

In this phase, the writer prepared lesson planning, observation form, questionnaire forms, and post test for cycle I. in preparing lesson planning, the writer collaborated with the teacher to decide the material and theme for teaching and learning process. The material in cycle I is about the expression of asking and giving opinion, and the themes are about pictures, friendship and face book. The writer also prepared the medium for the students’ activity in the classroom, such as: pictures, papers and markers, table sheets, dialogue sheets, and game aids.

Questionnaires, interview and observation form were made by the writer to know the students’ motivation in learning speaking. Observation form is used to note the students’ activity in teaching and learning process in the classroom. This observation form was fulfilled by the teacher, as observer. The questionnaires were used to know the students’ score of motivation in learning speaking. The
interview was done to know the students’ opinion about learning speaking using Contextual Teaching and Learning.

b. Action

In this phase, there are three meetings with the material is about asking and giving opinion. In every meeting the writer was as the teacher and the collaborator teacher was as the observer.

The observer used observation forms to note students’ activity in the classroom, such as: coming on time, interesting in learning speaking using Contextual Teaching and Learning, bringing media and source for learning, paying attention to the teacher, answering teacher’s questions, responding teacher’s questions with enthusiasm, doing the task well, learning English by Contextual Teaching and Learning well, and not giving up in answering teacher’s questions. Observation form is also used to note the teacher performance in the classroom.

First meeting, February 14th 2011

Our picture

In the first meeting, the teacher, who is the writer, opened the classroom and motivated the students by giving a game about the strange picture. In this game, the teacher drew a simple strange picture on the whiteboard and the students had to guess it. The student who can guess it would be given a present. Then, the teacher told the goal of learning that is to make students are able to express asking and giving opinion in real communication.

Theme which was taught in this meeting is about our picture. The teacher gave a short explanation about expression of asking and giving opinion, and gave an example by asking students opinion about the teacher’s picture on the whiteboard. After that, the students made eight groups and the teacher gave a marker and a piece of paper to each group. Every group discussed a picture which they would make and drew it on the paper.

After they finished drawing, every group had to ask and give opinion to each other using expression of asking and giving opinion. The teacher, as a
facilitator, helped the students who had difficulties in speaking English. In the same time, the collaborator observed the students activity in the classroom.

In the end of this meeting, the teacher reflected the material had been studied by asking the students about expression asking and giving opinion. The teacher also asked the students individually about the material to know their individual comprehension.

In this meeting, the students were interested when they discussed and drew a picture on the paper. However, there were still many students who didn’t know how to do the activity because they didn’t pay attention to the teacher explanation before. There were also two groups which didn’t have a change to practice the activity, because the time was limited.

**Second meeting, February 16th 2011**

**Friendship**

In the second meeting, the teacher opened the class and motivated the students by giving a BOOM game. In this game, the students had to count from 1 to 50 and they had to say BOOM in a particular number, for example 6, 16, 26, so on. The students who did a mistake would be given a punishment to clean the blackboard.

Then, the teacher told the goal of learning that was to make students are able to express asking and giving opinion in real communication. After that, the teacher asked about the material which had been studied in the last meeting to refresh the students’ knowledge.

Theme which is taught in this meeting is about friendship. The teacher asked about friendship to the students before going on the activity. She also shown a picture of group of comedian in Indonesia and asked about their friendship to make students more interested in learning speaking.

The students discussed about good friend in pair, and practice a dialogue about good friend using expression of asking and giving opinion. The teacher had given an example of a dialogue about good friend using expression of asking and giving opinion before. While the class was practicing the dialogues, the teacher
helped the students who had difficulties in speaking English and the observer observed the students activity.

In the end of this meeting, the teacher reflected the material by asking some pairs randomly about their opinion about good friend to know their comprehension. Then, the teacher asked the difficulties which they had during the activity.

In this meeting, there were some students who are lack of vocabularies about the characteristic of good friend, though the teacher had introduced in the beginning of this meeting. There are also many students who didn’t task well because the teacher cannot manage the classroom well.

**Third meeting, February 21\(^{th}\) 2011**

**Internet**

In the third meeting, the teacher opened the class and motivated the students by giving a simple game. Then, the teacher told the goal of learning that was to make students are able to express asking and giving opinion in real communication. After that, the teacher asked about the material which had been studied in the last meeting to refresh the students’ knowledge.

Theme which was taught in this meeting was about face book. First, the teacher asked the students the information about face book. Then the teacher asked the students to make 6 groups by counting 1 until 6. The students who get number 1 make a group 1; the students who get number 2 make a group 2; and so on. Every group discussed about the advantages and disadvantages in using face book. The teacher helped the students who have difficulties in learning speaking, especially in finding appropriate vocabulary.

After discussing about face book, each group had to give opinion by using expression of giving opinion when the teacher asked opinion. The teacher also asked the students individually to give opinion about face book so that the teacher knew the individual competency. Finally, the teacher explained about the material that had been discussed and corrected the students’ mistake in practicing their speaking.
In this meeting, many students have enthusiasm in learning speaking because the topic is very familiar to them. Some students are confident in telling their opinion but they are lack of vocabulary, so it took many times for discussion.

c. Observation

Observation is conducted by the collaborator, as the observer, to note the students’ activity during learning and teaching process using observation form. The result of the observation in cycle I can be seen in the table below:

Table 4.1
The Percentage of Students’ Activity in Learning Speaking Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ activity</th>
<th>1st Meeting</th>
<th>2nd Meeting</th>
<th>3rd Meeting</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Come on time</td>
<td>30 (88.23%)</td>
<td>32 (88.88%)</td>
<td>34 (94.4%)</td>
<td>90.5%</td>
</tr>
<tr>
<td>2.</td>
<td>Interesting in learning speaking</td>
<td>16 (47.06%)</td>
<td>19 (52.8%)</td>
<td>24 (66.66%)</td>
<td>55.51%</td>
</tr>
<tr>
<td>3.</td>
<td>Preparing media and source for learning</td>
<td>10 (29.41%)</td>
<td>14 (38.88%)</td>
<td>18 (50%)</td>
<td>39.43%</td>
</tr>
<tr>
<td>4.</td>
<td>Paying attention to the teacher</td>
<td>18 (52.94%)</td>
<td>26 (72.22%)</td>
<td>29 (80.56%)</td>
<td>68.57%</td>
</tr>
<tr>
<td>5.</td>
<td>Answering the teacher’s question</td>
<td>21 (61.76%)</td>
<td>20 (55.55%)</td>
<td>27 (75%)</td>
<td>64.1%</td>
</tr>
<tr>
<td>6.</td>
<td>Responding the teacher’s question with enthusiasm</td>
<td>15 (44.1%)</td>
<td>16 (44.44%)</td>
<td>20 (55.55%)</td>
<td>48.03%</td>
</tr>
<tr>
<td>7.</td>
<td>Doing the task well</td>
<td>19 (55.88%)</td>
<td>16 (44.44%)</td>
<td>23 (63.39%)</td>
<td>54.57%</td>
</tr>
<tr>
<td>8.</td>
<td>Learning speaking well</td>
<td>29 (85.29%)</td>
<td>21 (58.33%)</td>
<td>30 (83.33%)</td>
<td>75.65%</td>
</tr>
<tr>
<td>9.</td>
<td>Not giving up in answering question</td>
<td>13 (38.23%)</td>
<td>15 (41.66%)</td>
<td>19 (52.8%)</td>
<td>44.23%</td>
</tr>
</tbody>
</table>

Note: In the 1st meeting, there are 3 students who were absent and a student who was sick.

In the second meeting, there were two students who were absent

In the third meeting, there were two students who were absent

Based on the table above, the percentage average of students who come on time is about 90.5 %. It means that most of the students had been in the class when the teacher came in. It shows that the there is no significant improvement in this activity because the percentage is little bit higher than in the preliminary research, which is about 81.6 %. In the preliminary research, there are some students who had not been in the class yet when the teacher came in.
The percentage of the students who are interested in learning speaking is about 55.51%. There is significant improvement in this activity. The students looked interested in learning speaking by Contextual Teaching and Learning. It was different with the condition in the preliminary research that there are many students who chatted with their friend, played something on their chair, and also didn’t pay attention to the teacher. It shows that they were not interested in learning speaking.

The percentage of the students who prepare the media and the source for learning is 39.43%. It shows that the percentage of the students who did this activity is not improved yet. There are still many students who hadn’t prepared the media and source for learning yet when the teacher came in the classroom.

The students’ activity in paying attention to the teacher is 68.57%. It means that there is improvement in this activity. In the preliminary, many students chatted and joked when the teacher explained the material. The high percentage of this activity shows that the students have had motivation in learning speaking. But in this activity, there are still some students who didn’t pay attention to the teacher, so it needs better condition in the next cycle.

The percentage of students’ activity in answering the teacher’s question is 64.1%. The percentage is higher than in the preliminary research. So, it describes the improvement in this activity.

The percentage of students who are enthusiasm in responding teacher’s question is about 48.03%. This percentage is higher than the percentage in the preliminary research. In the preliminary research the percentage of the students’ activity in responding teacher’s question is about 42.1%. It means that there is improvement in this activity, but the improvement is no significant. There are still many students who are not enthusiasm in responding the teacher’s question.

The students’ activity in doing the task well is 54.57%. There is improvement in this activity but it is not significant. There are still many students who didn’t do the task well, because they are not confident and fear in making mistakes. They were also still lack of vocabulary.

The percentage of students who learning speaking well is about 75.65%. The percentage of this activity in the preliminary research is 65.48%. It describes
that there is improvement in this activity. The students can learn speaking well, because they can understand the material easily.

The next students’ activity is the activity in not giving up in answering the questions from the teacher. This activity has percentage about 44.23%. It shows that there is no improvement of the percentage in this activity. Many students feel that they cannot answer and give up in answering the questions.

From all activities which are observed above, there are some activities which have not improved yet, they are: preparing the media and the source for learning, responding teacher’s question with enthusiasm, doing the task well and not giving up in answering the questions from the teacher. The average of the activity in cycle 1 is 60.06%. It shows that the indicators of the research are not reached yet that the average of the percentage of the students’ activity have to reached until 70 % or more.

The students’ score of their motivation in learning speaking is gotten from the questionnaire. The percentage of students’ score of motivation can be described on the table below:

Table 4.2
Score of Students’ Motivation in Learning Speaking Cycle I

<table>
<thead>
<tr>
<th>Interval</th>
<th>f</th>
<th>F_{relatif}</th>
<th>F_{relatif kumulatif}</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 - 69</td>
<td>5</td>
<td>13.15 %</td>
<td>100%</td>
</tr>
<tr>
<td>70 - 79</td>
<td>5</td>
<td>13.15 %</td>
<td>86.8 %</td>
</tr>
<tr>
<td>80 - 89</td>
<td>5</td>
<td>13.15 %</td>
<td>73.7 %</td>
</tr>
<tr>
<td>90 - 99</td>
<td>10</td>
<td>26.32%</td>
<td>60.5 %</td>
</tr>
<tr>
<td>100 - 109</td>
<td>8</td>
<td>21.05 %</td>
<td>34.2 %</td>
</tr>
<tr>
<td>110 - 119</td>
<td>5</td>
<td>13.15 %</td>
<td>13.2 %</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum score: 60   Mean : 91.34
Maximum score: 117   Standard Deviation: 15.74

According to the table above, the average of students’ score of motivation is 91.34. It shows that the average of students’ score of motivation is in the medium category. The category of students’ motivation score can be seen on the table below:
Table 4.3
The Category of Students’ Motivation in Learning Speaking Cycle 1

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Students’ score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>score</td>
<td>percentage</td>
</tr>
<tr>
<td>low</td>
<td>$x &lt; 65.3$</td>
<td>$x &lt; 47%$</td>
</tr>
<tr>
<td>medium</td>
<td>$65.3 \leq x \leq 102.7$</td>
<td>$47% \leq x \leq 73.36%$</td>
</tr>
<tr>
<td>High</td>
<td>$x &gt; 102.7$</td>
<td>$x &gt; 73.36%$</td>
</tr>
</tbody>
</table>

Based on the table above, there are 13.2\% of the students whose the score of motivation in learning speaking is in the low category, 60.5\% is in the medium category, and 26.3\% is in the high category. It indicates that the students’ motivation is good enough but there are some students who had low motivation. So, it needs better improvement of students’ motivation in learning speaking.

The observation of the teacher’s activity in teaching speaking is good. But the teacher has to improve their creativity and quality in managing the classroom climate and condition.

The students’ speaking score was gotten from the post test I. The average of students’ speaking score can be described on the table below:

Table 4.4
The Students’ Speaking Score in Cycle I

<table>
<thead>
<tr>
<th>Student</th>
<th>Comprehension</th>
<th>Fluency</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Pronunciation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>A2</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>62</td>
</tr>
<tr>
<td>A3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>A4</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>74</td>
</tr>
<tr>
<td>A5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>63</td>
</tr>
<tr>
<td>B1</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>B2</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>74</td>
</tr>
<tr>
<td>B3</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>63</td>
</tr>
<tr>
<td>B4</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>B5</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>66</td>
</tr>
<tr>
<td>C1</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>C2</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>C3</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>61</td>
</tr>
<tr>
<td>C4</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>C5</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>62</td>
</tr>
<tr>
<td>D1</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
</tbody>
</table>
Based on the table above, the lowest score of post test I is 60 and the highest score is 76. The average of students’ speaking score is 67.16. It indicates that the students’ speaking score had reached the goal of research but the writer would like to improve students’ speaking score to be better.

d. Reflection

After analyzing the data by observing and evaluating the data from observation, interview and questionnaire, the writer inferred that there are some students had high motivation in learning speaking but some students had difficulties in learning speaking. Most students have difficulties in finding the appropriate vocabulary to express their thought. They are also still unconfident and fear in making mistake in speaking English. So, the writer has to find the best way to improve students’ vocabularies and give more activities that will encourage the students to be confident in speaking English.
3. **Cycle II**

   a. **Planning**

   After finding the fact that the students’ motivation is still low, the writer planned better preparation for the process of research in cycle II. The writer used different activities in each meeting to avoid students’ boredom. In this phase, the writer prepared lesson planning, observation form, questionnaire forms, interview form and post test for cycle I. In preparing lesson planning, the writer collaborated with the teacher to decide the material and theme for teaching and learning process. The material in cycle II was about simple past tense, and the themes were about my activity, holiday and study tour. The writer also prepared the medium for the students’ activity in the classroom, such as: pictures, papers and markers, table sheets, dialogue sheets, and game aids.

   Questionnaires, interview and observation form are made by the writer to know the students’ motivation in learning speaking. The questionnaires and interview are given in the end of cycle II. Observation form is used to note the students’ activity in teaching and learning process in the classroom. To know students ability in speaking, the writer used post test which was given in the end of this cycle.

   b. **Action**

   In this phase, the writer conducted the teaching and learning process in the second cycle to get better result that was significant in improving students’ motivation in learning speaking using Contextual Teaching and Learning. There were three meetings in this cycle:

   **Fourth meeting, February 23rd 2011**

   **My Activity**

   Teacher motivated the students by giving short funny story to make students had ready to study. Then, the teacher told the students about the objective of study in this meeting. After that, the teacher asked the students about the material had been taught in the last meeting.
Teacher gave explanation about simple past tense relate to the students. The teacher asked the students if they had some questions. The teacher gave table activity to the students did yesterday. The students used the table to get information what other students did yesterday. The information which they got, was written on the table activity.

While the students did the activity, the teacher monitored the students’ activity and helped the students who had the difficulties in doing the activity. In the same time, the observer noted the activity of the students and the teacher. After all students finished the activity, the teacher asked the students one by one about the information they got. Then, the teacher corrected the students’ mistakes in speaking English.

In this meeting, the students did their task well. They are also interested in learning speaking. However, they still had difficulties in pronouncing the English word or sentences. There are also some students who had difficulties in finding the appropriate vocabulary.

**Fifth meeting, February 28th 2011**

**Holiday**

The teacher brainstorms the students by making a puzzle on the whit board and asked them to find out the second verbs on it. The students who can find them on the puzzle will get a gift from the teacher.

The teacher asked the students to make 4 big groups to play a communication game. The rule of this game is that each group had to make three sentences which described their activity at the day before and one sentence which didn’t describe their activity. In other words, each group had to make three sentences which are true and one sentence which is wrong.

The next rule was that every group told the sentences and other groups try to find the wrong sentence. The group whose the wrong sentence cannot be found by other group, will get 1 point; the group whose the wrong sentence can be found by other group, will not get the point. The group which can find the wrong sentence of other group will get 1 point; and the group which cannot find the
wrong sentence of other group, will not get the point. The group which had point most will got a present from the teacher.

After the students finished the competition, the teacher asked the students about material which they got in this meeting. The teacher also asked the students about their difficulties in learning speaking English.

In this meeting, the students are very interested in learning speaking. It looked from the beginning of the lesson when they tried to find out the second verb on the puzzle. Almost the students do their activity well. They didn’t have significant difficulties in making speaking English. Event, they are very confident in speaking because they want to get the point more.

**Sixth meeting, March 2nd 2011**

**Study Tour**

The teacher began the class by giving brain gym to the students. Then, the teacher gave the information about the objective of study in this meeting. The teacher reviewed the material which is taught in the last meeting.

The teacher explained briefly about recount text and gave an example using simple past tense according to the picture. After that, the students made six groups. Each group had been given a picture about study tour which was held by the teachers and the students of MTs Unwaanunnajah on the last holiday. Every group discussed to make recount text using simple past tense relate to the picture they had, and presented it in front of the class.

In the end of this meeting, the teacher asked the difficulties of the students in learning speaking. The teacher also corrected some mistakes which the students made in speaking.

In this meeting, the students’ ability in speaking was better than before. They didn’t find many difficulties, because they had mastered the simple past tense well. They are also more interested and more confident to speak English.

c. Observation

In cycle II the writer is helped by the collaborator to observe the students’ activity in teaching and learning process. The result of the observation can be seen on the table below:
Table 4.5
The Percentage of Students’ Activity in Learning Speaking Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Activity</th>
<th>4th Meeting</th>
<th>5th Meeting</th>
<th>6th Meeting</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Come on time</td>
<td>36 (100%)</td>
<td>34 (97.14%)</td>
<td>35 (100%)</td>
<td>99.05%</td>
</tr>
<tr>
<td>2.</td>
<td>Interesting in learning speaking</td>
<td>26 (72.22%)</td>
<td>28 (80%)</td>
<td>24 (68.57%)</td>
<td>73.6%</td>
</tr>
<tr>
<td>3.</td>
<td>Preparing media and source for learning</td>
<td>18 (50%)</td>
<td>15 (42.85%)</td>
<td>22 (62.85%)</td>
<td>51.9%</td>
</tr>
<tr>
<td>4.</td>
<td>Paying attention to the teacher</td>
<td>30 (83.33%)</td>
<td>28 (80%)</td>
<td>30 (85.71%)</td>
<td>83.01%</td>
</tr>
<tr>
<td>5.</td>
<td>Answering the teacher’s question</td>
<td>21 (58.33%)</td>
<td>27 (77.14%)</td>
<td>25 (71.42%)</td>
<td>68.96%</td>
</tr>
<tr>
<td>6.</td>
<td>Responding the teacher’s question with enthusiasm</td>
<td>18 (50%)</td>
<td>25 (71.42%)</td>
<td>23 (65.71%)</td>
<td>62.38%</td>
</tr>
<tr>
<td>7.</td>
<td>Doing the task well</td>
<td>27 (75%)</td>
<td>33 (94.29%)</td>
<td>30 (85.71%)</td>
<td>85%</td>
</tr>
<tr>
<td>8.</td>
<td>Learning speaking well</td>
<td>29 (80.56%)</td>
<td>33 (94.29%)</td>
<td>33 (94.29%)</td>
<td>89.71%</td>
</tr>
<tr>
<td>9.</td>
<td>Not giving up in answering the question</td>
<td>24 (66.67%)</td>
<td>25 (71.42%)</td>
<td>21 (60%)</td>
<td>66.03%</td>
</tr>
</tbody>
</table>

Note: In the fourth meeting, there were two students who were absent.

In the fifth meeting, there are two students who were absent and one student who was sick.

In the sixth meeting, there were three students who were absent.

Based on the table above, the percentage average of students who came on time is 99.05%. It means that most of the students had been in the class when the teacher came in. It shows that the there is better improvement in cycle II than in cycle I.

The percentage of the students who are interested in learning speaking in cycle II is 73.6%. It shown that the percentage in this cycle is 18.1% higher than in cycle I. The significant improvement of this activity indicates that the students are very interested in learning speaking by using Contextual Teaching and Learning.

The students who had prepared the media and the source for learning are 51.9%. It shows that the percentage of the students who did this activity is
improved. There are many students who had prepared the media and source for learning when the teacher came in the classroom.

The students’ activity in paying attention to the teacher is 83.01%. It means that there is improvement in this activity. In the cycle I, there are still some students who didn’t pay attention to the teacher but in cycle II, most of students pay attention to the teacher.

The percentage of students’ activity in answering the teacher’s question is 68.1%. Although there is no significant improvement, the percentage in this cycle is higher than in cycle I. so, it shows that the students who did this activity are increased.

The percentage of students who are enthusiasm in responding teacher’s question is 62.38 %. This percentage is higher than the percentage in the cycle I. In the cycle I, the percentage of the students’ activity in responding teacher’s question is about 48.03%. It means that there is improvement in this activity. There are many students who are enthusiasm in responding the teacher’s question.

The students’ activity in doing the task well is 85%. There is very significant improvement in this activity which is about 30.43%. Most of the students did their task well because they didn’t find many difficulties. They are confident in speaking because the teacher had motivated the students to speak English.

The percentage of students who learning speaking well is about 89.71%. The percentage of this activity in cycle I is 75.65%. It describes that there is improvement in this activity. The students can learn speaking well, because they can understand the material easily.

The next students’ activity is the activity in not giving up in answering the questions from the teacher. This activity has percentage about 66.03%. The percentage of this activity had improved. Many students feel that they can answer the teacher’s questions.

From all activities which are observed above, all of the activities had improved and the average is 75.52%. It shows that the indicators of the research had been reached that the average of the percentage of the students’ activity had to reached until 70 % or more.
The students’ score of their motivation in learning speaking is gotten from the questionnaire. The percentage of students’ score of motivation can be described on the table below:

**Table 4.6**

<table>
<thead>
<tr>
<th>Interval</th>
<th>$f$</th>
<th>$F_{	ext{relatif}}$</th>
<th>$F_{	ext{relatif kumulatif}}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>86 - 91</td>
<td>9</td>
<td>23.68 %</td>
<td>100 %</td>
</tr>
<tr>
<td>92 - 97</td>
<td>3</td>
<td>7.89 %</td>
<td>76.3 %</td>
</tr>
<tr>
<td>98 - 103</td>
<td>8</td>
<td>21.05 %</td>
<td>60.4 %</td>
</tr>
<tr>
<td>104 - 109</td>
<td>6</td>
<td>15.79 %</td>
<td>47.4 %</td>
</tr>
<tr>
<td>110 - 115</td>
<td>6</td>
<td>15.79 %</td>
<td>31.6 %</td>
</tr>
<tr>
<td>116 - 121</td>
<td>6</td>
<td>15.79 %</td>
<td>15.8 %</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum score: 86  
Mean : 102.87  
Maximum score: 120  
Standard Deviation: 10.53

According to the table above, the average of students’ score of motivation is 102.87. It shows that the average of students’ score of motivation is in the high category. The category of students’ motivation can be seen on the table below:

**Table 4.7**

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean score</th>
<th>Students’ score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>percentage</td>
<td>student</td>
</tr>
<tr>
<td>low</td>
<td>$x &lt; 65.3$</td>
<td>$x &lt; 47 %$</td>
</tr>
<tr>
<td>medium</td>
<td>$65.3 \leq x \leq 102.7$</td>
<td>$47 % \leq x \leq 73.36%$</td>
</tr>
<tr>
<td>High</td>
<td>$x &gt; 102.7$</td>
<td>$X &gt; 73.36%$</td>
</tr>
</tbody>
</table>

Based on the table above, there are 50 % of the students whose the score of motivation in learning speaking is in the medium category and 50 % is in the high category. It indicates that the students had high motivation in learning speaking by Contextual Teaching and Learning.

The students’ speaking score was gotten from the post test II. The average of students’ speaking score can be described on the table below:
Table 4.8
The Students’ Speaking Score in Cycle II

<table>
<thead>
<tr>
<th>Student</th>
<th>Comprehension</th>
<th>Fluency</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Pronunciation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>67</td>
</tr>
<tr>
<td>A2</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>62</td>
</tr>
<tr>
<td>A3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>A4</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>A5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>65</td>
</tr>
<tr>
<td>B1</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>B2</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>75</td>
</tr>
<tr>
<td>B3</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>B4</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>B5</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>C1</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>C2</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>76</td>
</tr>
<tr>
<td>C3</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>61</td>
</tr>
<tr>
<td>C4</td>
<td>7</td>
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<td>6</td>
<td>8</td>
<td>6</td>
<td>69</td>
</tr>
<tr>
<td>C5</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>63</td>
</tr>
<tr>
<td>D1</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>D2</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>68</td>
</tr>
<tr>
<td>D3</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>66</td>
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<td>D4</td>
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<td>8</td>
<td>7</td>
<td>73</td>
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<tr>
<td>D5</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>77</td>
</tr>
<tr>
<td>E1</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>74</td>
</tr>
<tr>
<td>E2</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>72</td>
</tr>
<tr>
<td>E3</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>E4</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>E5</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>F1</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>76</td>
</tr>
<tr>
<td>F2</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>F3</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>73</td>
</tr>
<tr>
<td>F4</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>F5</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>74</td>
</tr>
<tr>
<td>G1</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>78</td>
</tr>
<tr>
<td>G2</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>77</td>
</tr>
<tr>
<td>G3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>63</td>
</tr>
<tr>
<td>G4</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>G5</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>61</td>
</tr>
<tr>
<td>H1</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>74</td>
</tr>
<tr>
<td>H2</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>H3</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>75</td>
</tr>
</tbody>
</table>

Average: 70.18
Based on the table above, the lowest score of post test II is 61 and the highest score is 76. The average of students’ speaking score is 70.18. It indicates that the students’ speaking score had reached the goal of research, even better than in cycle I.

d. Reflection

After analyzing the data by observing and evaluating the data from observation, interview and questionnaire, the writer inferred that the students had high motivation in learning speaking by using Contextual Teaching and Learning. Most students are confident and not fear in making mistake in speaking English. So, the writer concluded that in cycle II, the students’ motivation had improved and had reached the goal of research.

B. Analyzes of the Data

The writer analyzed all the data which had been collected, they are:

1. Observation form

Observation form is used to know the students’ motivation in learning speaking in the classroom. The result of the observation in preliminary research, cycle I and II can be seen in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ activity</th>
<th>Pre research</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Come on time</td>
<td>81.6 %</td>
<td>90.5%</td>
<td>99.05%</td>
</tr>
<tr>
<td>2.</td>
<td>Interesting in learning speaking</td>
<td>44.7%</td>
<td>55.51%</td>
<td>73.6%</td>
</tr>
<tr>
<td>3.</td>
<td>Preparing media and source for learning</td>
<td>36.2%</td>
<td>39.43%</td>
<td>51.9%</td>
</tr>
<tr>
<td>4.</td>
<td>Paying attention to the teacher</td>
<td>52.6%</td>
<td>68.57%</td>
<td>83.01%</td>
</tr>
<tr>
<td>5.</td>
<td>Answering the teacher’s question</td>
<td>47.4%</td>
<td>64.1%</td>
<td>68.96%</td>
</tr>
<tr>
<td>6.</td>
<td>Responding the teacher’s question with enthusiasm</td>
<td>42.1 %</td>
<td>48.03%</td>
<td>62.38%</td>
</tr>
<tr>
<td>7.</td>
<td>Doing the task well</td>
<td>53.86%</td>
<td>54.57%</td>
<td>85%</td>
</tr>
<tr>
<td>8.</td>
<td>Learning speaking well</td>
<td>65.48%</td>
<td>75.65%</td>
<td>89.71%</td>
</tr>
<tr>
<td>9.</td>
<td>Not giving up in answering the teacher question</td>
<td>43.5%</td>
<td>44.23%</td>
<td>66.03%</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>51.94%</strong></td>
<td><strong>60.06%</strong></td>
<td><strong>75.52%</strong></td>
</tr>
</tbody>
</table>

Table 4.9

The Recapitulation of the Percentage of Students’ Activity in Preliminary Research, Cycle I and Cycle II
Based on the table above, the writer found that the students’ activity in learning speaking is improved. In cycle II, the average of percentage of students’ activity in learning speaking is 75.52%. It means that there is significant improvement of students’ activity in learning speaking. The comparison of percentage of students’ activity in cycle I and II described in diagram below:

![Figure 4.1](image)

The Percentage of Students’ Activity in Preliminary Research, Cycle I and Cycle II

2. Questionnaire

Questionnaire is used to know the students’ motivation score in learning speaking. The comparison of students’ motivation score of questionnaire can be seen in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Pre Research</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A1</td>
<td>64</td>
<td>92</td>
<td>98</td>
</tr>
<tr>
<td>2</td>
<td>A2</td>
<td>58</td>
<td>62</td>
<td>88</td>
</tr>
<tr>
<td>3</td>
<td>A3</td>
<td>59</td>
<td>80</td>
<td>91</td>
</tr>
<tr>
<td>4</td>
<td>A4</td>
<td>85</td>
<td>107</td>
<td>105</td>
</tr>
<tr>
<td>5</td>
<td>A5</td>
<td>65</td>
<td>83</td>
<td>94</td>
</tr>
<tr>
<td>6</td>
<td>B1</td>
<td>57</td>
<td>63</td>
<td>89</td>
</tr>
</tbody>
</table>

Table 4.10
The Comparison of Students’ Motivation Score of Questionnaire in Preliminary Research, Cycle I and Cycle II
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>B2</td>
<td>70</td>
<td>89</td>
<td>98</td>
</tr>
<tr>
<td>8</td>
<td>B3</td>
<td>62</td>
<td>81</td>
<td>88</td>
</tr>
<tr>
<td>9</td>
<td>B4</td>
<td>102</td>
<td>115</td>
<td>120</td>
</tr>
<tr>
<td>10</td>
<td>B5</td>
<td>79</td>
<td>97</td>
<td>101</td>
</tr>
<tr>
<td>11</td>
<td>C1</td>
<td>56</td>
<td>62</td>
<td>87</td>
</tr>
<tr>
<td>12</td>
<td>C2</td>
<td>97</td>
<td>107</td>
<td>111</td>
</tr>
<tr>
<td>13</td>
<td>C3</td>
<td>64</td>
<td>63</td>
<td>86</td>
</tr>
<tr>
<td>14</td>
<td>C4</td>
<td>63</td>
<td>77</td>
<td>98</td>
</tr>
<tr>
<td>15</td>
<td>C5</td>
<td>68</td>
<td>97</td>
<td>104</td>
</tr>
<tr>
<td>16</td>
<td>D1</td>
<td>60</td>
<td>94</td>
<td>102</td>
</tr>
<tr>
<td>17</td>
<td>D2</td>
<td>70</td>
<td>79</td>
<td>89</td>
</tr>
<tr>
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<td>Maximum score</td>
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<td>117</td>
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<tr>
<td>Minimum score</td>
<td>56</td>
<td>60</td>
<td>86</td>
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<td>Mean</td>
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<td>91.34</td>
<td>102.87</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>54%</td>
<td>65.24%</td>
<td>73.47%</td>
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<tr>
<td>Standard deviation</td>
<td>15.55</td>
<td>15.75</td>
<td>10.53</td>
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</table>

Based on the table above, the writer inferred that the students’ motivation score had improved in every cycle. In the end of the research, the average of students’ motivation score in learning speaking is 102.87 or 73.48 %. It shows that students’ motivation score has improved and reached the goal of the research. The improvement of students’ motivation score can be seen on the diagram below:
3. Interview

Interview instrument is used to know students’ opinion about learning speaking using Contextual Teaching and Learning (CTL). From the interview which is conducted by the writer at March 4th 2011, most of students are interested in learning speaking by using CTL. They said that CTL is very good to be applied in the classroom because the material is related to their daily activity, so that they are interested. They also felt that they can understand the material easier and can do their task well.

4. Test

To know whether teaching speaking using Contextual Teaching and learning can improved the students ability in speaking English or not, the writer described the result of pre test and post test as follow:
## Table 4.11
The Comparison of the Students’ Speaking Score in Preliminary Research, Cycle I and Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Pre Research</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
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<td>H3</td>
<td>71</td>
<td>71</td>
<td>75</td>
</tr>
</tbody>
</table>

**Minimum score** | **50** | **60** | **61**  
**Maximum score** | **75** | **76** | **80**  
**Mean**          | **62.13** | **67.16** | **70.18**  
**Standard Deviation** | **7.20** | **5.06** | **5.97**  

Based on the table above, the writer concludes the average of students’ score of pre test is 62.13. The lowest score of pre test is 50, and the highest score is 75. It means that the students score of speaking is still low and have not reached the goal of the KKM score yet.

After conducting the research and teaching speaking using CTL at VIII grade students of MTs Unwaanunnajah for six meetings, the writer conducted the post test in order to know the students’ achievement after they are taught using CTL. The average of students’ score of post test II is 70.18. The lowest score of post test is 61, and the highest score is 80. It means that the students’ score of speaking is improved and had reached the goal of the KKM score.

![Figure 4.3](image)

**Figure 4.3**
The Students’ Speaking Score in Preliminary Research, Cycle I and Cycle II

### C. Interpretation of the Data

1. Data of observation

Based on the observation conducted by the writer, it is known that the English teacher teaches speaking by giving a dialogue to the students, translate it word by word, and then asks the students to memorize and practice it in front of the class. This teaching strategy makes the students lack of motivation in learning speaking.
However, after the students are taught using Contextual Teaching and Learning, they are motivated and active in teaching and learning process. It is because of CTL makes them easier in learning speaking and also makes them confident to speak English.

2. Data of questionnaire

The data of questionnaires which were given to the students in the preliminary research shows that the students’ motivation score is 75.63 or 54%. It means that the average of students’ score of motivation is in the medium category. But there are many students whose the score is in the low category. So, it indicates that the students’ motivation is low.

After conducting the research, the writer found that the students’ motivation score were improved in every cycle. In cycle I, the average of students’ motivation score is 91.34 or 65.24%. It shows that the score is in the medium category, but there are still some students whose the score is in the low category.

In cycle II, the students’ motivation score improved significantly. The average of the students’ motivation score is 102.87 or 73.47%. It indicates that the score is in the high category and there is no student whose the score is in the low category. So, the writer concluded that learning by Contextual Teaching and Learning improved students’ motivation in learning speaking.

3. Data of interview

The data of interviews with English teacher and the students of VII grade of MTs Unwaanunnajah show that the teacher and the students have some problems in teaching and learning speaking English. First, the teacher has a problem in motivating her students and making them comprehend in learning speaking.

After observing the students’ activities in learning speaking by using CTL, the teacher thought that CTL can help her to improve the students’ motivation in learning speaking. She feels that CTL also can improve the students’ ability in speaking English.
The second problem is that the students have difficulties in learning speaking. They are unconfident and fear to make mistakes in speaking English. Therefore, the writer tries to use CTL in teaching speaking, so that the learner will be motivated in learning speaking.

Most of the students admitted that they like this strategy. They looked braver and more confident to speak English in the classroom. They also admitted that using CTL make them are able to understand the material easily.

4. Data of test instrument

The data of pre test which were given to the students in the preliminary research shows that the average of students’ speaking score is 62.13. It means that the average of students’ speaking score had reached the indicator of KKM score which is 60. But there are many students whose the score had not reached the indicator of KKM score yet.

After the writer gave post test in cycle I and cycle II, she found that the students speaking score were improve in every cycle. The average of students’ speaking score in cycle I is 67.16 and in cycle II is 70.18. It indicates that the score is improved and there is no student whose the score below the KKM score. So, the writer concluded that learning by Contextual Teaching and Learning improved students’ ability in learning speaking.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data description and interpretation in the previous chapter, it can be concluded that teaching speaking through Contextual Teaching and Learning at VIII grade of MTs Unwaanunnajah, Pondok Aren, is reasonable enough to be believed in improving students’ motivation in learning speaking. It can be seen from the interview, observation, questionnaire and students’ achievement of pre test and post test. The average of students’ motivation in the end of the research is 102.87 or 73.47%. It showed that teaching speaking Using Contextual Teaching and Learning may improve students’ motivation in learning.

B. Suggestion

Having concluded the result of research, the writer would to propose some suggestion that hopefully will be useful for the students, and other English teachers or researchers.

1. For the students

Being aware that speaking is important in English communication, the students should try or practice to speak English in daily activity or in the real communication.

2. For the teacher

The teacher should learn and be creative to find the way of how to teach speaking using effective method, especially by using Contextual Teaching and
Learning. The teacher must also give some activities in the classroom which can encourage the students’ motivation in speaking English.

3. For the researcher

The result of the study can be used as an additional reference or further research with different discussion.
BIBLIOGRAPHY


http://www.cew.wisc.edu/teachnet/ctl/
APPENDIXES
Appendix 1

SIKLUS I
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTs : MTs Unwaanunnajah
Kelas/Semester : VIII (delapan) / 2
Standar Kompetensi : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 9. 1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu
Indikator : bertanya dan menjawab menggunakan ungkapan meminta dan menolak pendapat
Jenis teks : transaksional/ interpersonal
Aspek/Skill : speaking

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
a. Mengungkapkan pernyataan meminta pendapat
b. Merespon pernyataan meminta pendapat
c. Mengungkapkan pernyataan menerima dan menolak pendapat

2. Materi Pembelajaran
- Asking for opinion:
  What do you think about……?
  What are your views ……..?
  What is your opinion?
  What about ……….? 
- Giving opinion:
  I think…….
  In my opinion……
  I’m convinced that …….
- Refusing and accepting opinion
  I don’t think so
  I think so

Contoh:
1. A : what do you think about my picture?
   B : I think you picture is beautiful
2. A : what is your opinion about a good friend?
   B : in my opinion, a good friend likes to help you.
3. Sumber belajar
   English in Focus for Grade VIII Junior High School

4. Metode Pembelajaran: contextual teaching and learning

   Tehnik:
   - **Constructivism**
     - Menggali ide/gagasan siswa
     - Menghadirkan proses mengamati
     - Menanyakan pengalaman siswa
     - Membangkitkan keingintahuan siswa
     - Mengaitkan pembelajaran dengan kehidupan sehari-hari

   - **Inquiry**
     - Menstimulasi siswa dengan masalah/ pertanyaan terkait dengan materi
     - Mendorong siswa bertukar pendapat
     - Mendorong siswa berpikir kritis
     - Memunculkan kegiatan menganalisis

   - **Questioning**
     - Melibatkan siswa dengan cara bertanya
     - Memberikan kesempatan siswa untuk bertanya
     - Memotivasi siswa untuk saling memberikan pertanyaan

   - **Learning community**
     - Memfokuskan pembelajaran pada aktifitas siswa
     - Membentuk kelompok dalam pembelajaran
     - Memotivasi siswa bekerja dalam kelompok
     - Mengamati pekerjaan kelompok
     - Menghadirkan aktifitas kelompok belajar di luar kelas.

   - **Modeling**
     - Menggunakan alat bantu atau media pembelajaran
     - Memberikan contoh sesuai/ berkaitan dengan kehidupan nyata
     - Mendorong siswa untuk memberikan contoh
     - Memberikan contoh yang mudah dipahami
     - Mendorong siswa menemukan contoh yang terdapat di lingkungan sekolah

   - **Reflection**
     - Memberikan ulasan/ pembahasan di akhir pembelajaran
     - Mendorong siswa untuk menyimpulkan materi
     - Mengidentifikasi kesulitan yang dialami siswa
     - Menanyakan tanggapan siswa terkait pemahaman materi
     - Memberikan pesan moral dan social kepada siswa

   - **Authentic assessment**
     - Memberikan penilaian kepribadian siswa
     - Memberikan penilaian performance
     - Mengutamakan penilaian proses
     - Memberikan penilaian terhadap karya siswa
     - Memberikan penilaian terhadap keaktifan siswa.
5. Skenario pembelajaran
Pertemuan : 1
Tema : Our Picture
Alokasi waktu : 2 x 40 menit

a. Kegiatan Pendahuluan
   - Guru menyapa dan menanyakan keadaan siswa
   - Warming up: guru menggambar sesuatu di papan tulis dan meminta pendapat siswa tentang gambar tersebut. Guru meminta siswa untuk menebak gambar apa yang di buat oleh guru di papan tulis. Siswa yang mampu menjawab akan di beri hadiah.
   - Guru memberitahukan tentang tujuan pembelajaran yaitu: memahami ungkapan meminta, menerima dan menolak pendapat.

b. Kegiatan inti
   - Guru melakukan Tanya jawab dengan siswa tentang pernyataan meminta dan memberi pendapat (questioning)
   - Guru memberikan contoh dialog tentang ungkapan pernyataan meminta dan memberi sebagai pengantar materi dengan menggunakan gambar
   - Siswa membuat kelompok menjadi 8 kelompok.
   - Masing-masing kelompok berdiskusi membuat sebuah gambar yang akan di tunjukkan di depan kelas (learning community)
   - Masing-masing kelompok secara bergantian menunjukkan gambar yang telah di buat di depan kelas dan mengungkapkan pernyataan meminta pendapat (modeling)
   - Kelompok lain menganalisis gambar dari kelompok lain dan memberikan pendapat tentang gambar tersebut. (inquiry)
   - Kelompok yang lain mengungkapkan pernyataan menerima dan menolak pendapat
   - Siswa mengoreksi kesalahan yang dibuat oleh masing-masing kelompok dalam mengungkapkan pernyataan meminta, memberi dan menolak pendapat.(reflection)

c. Kegiatan Penutup
   - Menanyakan kesulitan siswa selama PBM.
   - Menyimpulkan materi pembelajaran.

Pertemuan : 2
Tema : Friendship
Alokasi waktu : 2 x 40 menit

a. Kegiatan Pendahuluan
   - Warming up: siswa memainkan permainan BOOM: siswa berhitung dengan cepat dari angka satu dan pada angka yang telah ditentukan siswa harus mengatakan BOOM. Siswa yang melakukan kesalahan akan diberi hukuman ringan, seperti menghapus papan tulis.
   - Guru memberitahukan tentang tujuan pembelajaran yaitu: memahami ungkapan meminta, menerima dan menolak pendapat.
- Guru menanyakan kepada siswa tentang materi sebelumnya.

b. Kegiatan Inti
- Guru memberikan pengantar tema yaitu tentang sahabat yang baik
- Guru menunjukkan gambar sekelompok Komedian Opera Van Java dan menanyakan kepada siswa tentang persahabatan mereka. (modeling, and questioning)
- Siswa secara berpasangan mendiskusikan tentang ciri-ciri sahabat baik (constructivism)
- Masing-masing pasangan melakukan dialog secara bergantian mengungkapkan ungkapan meminta dan memberi pendapat tentang ciri-ciri sahabat baik yang telah mereka diskusikan
- Guru membantu siswa yang mengalami kesulitan

c. Penutup
- Menanyakan kesulitan siswa selama PBM.
- Mengoreksi kesalahan-kesalahan yang dibuat oleh siswa
- Siswa Menyimpulkan materi pembelajaran. (reflection)

Pertemuan : 3
Tema : Internet
Alokasi waktu : 2 x 40 menit

a. Kegiatan Pendahuluan
- Guru meminta siswa untuk doa sebelum belajar
- Guru memberitahukan tentang tujuan pembelajaran yaitu: memahami ungkapan meminta, menerima dan menolak pendapat.
- Guru menanyakan kepada siswa tentang ungkapan meminta , memberi dan menolak pendapat

b. Kegiatan inti
- Guru bercerita tentang facebook sebagai pengantar materi
- Guru meminta siswa memberikan pendapat tentang facebook(questioning)
- Siswa membentuk 6 kelompok
- Siswa secara berkelompok berdiskusi tentang manfaat dan kerugian menggunakan facebook.(learning community and constructivism)
- Masing- masing kelompok di beri kesempatan untuk menanyakan dan memberikan pendapat tentang manfaat dan kerugian facebook.
- Kelompok lain mengungkapkan pernyataan menerima dan menolak pendapat.
- Siswa mengoreksi kesalahan yang dibuat oleh masing-masing kelompok dalam mengungkapkan pernyataan meminta, memberi dan menolak pendapat.(reflection)

c. Kegiatan penutup
- Menanyakan kesulitan siswa selama PBM.
- Menyimpulkan materi pembelajaran.
SIKLUS 2
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTs : MTs Unwaanunnajah
Kelas/Semester : VIII (delapan) / 2
Standar Kompetensi : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 10. 2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks recount dan narrative

Indikator :- bertanya dan menjawab berbagai informasi secara lisan meng-gunakan simple past tense
- Melakukan dialog pendek dalam bentuk recount menggunakan regular dan irregular verb
- Melakukan monolog pendek sederhana berbentuk teks recount menggunakan simple past tense

Jenis teks : teks lisan fungsional dan monolog pendek

Aspek/Skill : speaking

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
   a. Mengungkapkan berbagai informasi secara lisan berbentuk kalimat sederhana menggunakan simple past berbentuk recount
   b. Memahami makna kalimat sederhana menggunakan simple past
   c. Memahami makna dalam kalimat sederhana menggunakan regular dan irregular verb
   d. Mengungkapkan berbagai informasi secara lisan berbentuk kalimat sederhana menggunakan regular dan irregular verb.
   e. Melakukan monolog pendek dalam bentuk recount.

2. Materi Pembelajaran
   - Grammar: Simple present tense:
     Contoh:
     1) I watched TV yesterday
        I slept last night
     2) Last Sunday, my friends came to my house. They came at 10 a.m.

     First, my friends and I talked about our school. Then, we began to study together. We studied about math subject. We also did our math assignment. We helped each other to finish our assignment.

3. Sumber belajar
   English in Focus for Grade VIII Junior High School

4. Metode Pembelajaran: contextual teaching and learning
   Tehnik : Constructivism
   - Menggali ide/gagasan siswa
   - Menghadirkan proses mengamati
   - Menanyakan pengalaman siswa
- Membangkitkan keingintahuan siswa
- Mengaitkan pembelajaran dengan kehidupan sehari-hari

**Inquiry**
- Menstimulasi siswa dengan masalah/ pertanyaan terkait dengan materi
- Mendorong siswa bertukar pendapat
- Mendorong siswa berpikir kritis
- Memunculkan kegiatan menganalisis

**Questioning**
- Melibatkan siswa dengan cara bertanya
- Memberikan kesempatan siswa untuk bertanya
- Memotivasi siswa untuk saling memberikan pertanyaan

**Learning community**
- Memfokuskan pembelajaran pada aktifitas siswa
- Membentuk kelompok dalam pembelajaran
- Memotivasi siswa bekerja dalam kelompok
- Mengamati pekerjaan kelompok
- Menghadirkan aktifitas kelompok belajar di luar kelas.

**Modeling**
- Menggunakan alat bantu atau media pembelajaran
- Memberikan contoh sesuai/ berkaitan dengan kehidupan nyata
- Mendorong siswa untuk memberikan contoh
- Memberikan contoh yang mudah dipahami
- Mendorong siswa menemukan contoh yang terdapat di lingkungan sekolah

**Reflection**
- Memberikan ulasan/ pembahasan di akhir pembelajaran
- Mendorong siswa untuk menyimpulkan materi
- Mengidentifikasi kesulitan yang dialami siswa
- Menanyakan tanggapan siswa terkait pemahaman materi
- Memberikan pesan moral dan social kepada siswa

**Authentic assessment**
- Memberikan penilaian kepribadian siswa
- Memberikan penilaian performance
- Memberikan penilaian terhadap karya siswa
- Memberikan penilaian terhadap keaktifan siswa.

5. **Skenario pembelajaran**

**Pertemuan** : 4

**Tema** : my activity

**Alokasi waktu** : 2 x 40 menit

a. **Kegiatan Pendahuluan**
   - **Warming up**: guru memotivasi siswa dengan bercerita tentang pengalaman temannya bertemu orang gila pada bulan lalu.
   - Guru memberitahukan tentang tujuan pembelajaran yaitu: memahami bentuk simple past tense.
   - Tanya jawab tentang hal yang telah di lakukan siswa pada hari sebelumnya.

b. **Kegiatan inti**
   - Guru menanyakan tentang kegiatan yang dilakukan siswa pada hari sebelumnya (Questioning)
• Guru memberikan penjelasan singkat tentang bentuk simple past tense dan memberikan contoh berkaitan dengan kehidupan siswa.
• Siswa secara individu di berikan searik kertas yang berisi table kosong.
• Siswa melakukan dialog dengan siswa lain menggunakan table yang tersedia untuk mendapatkan informasi tentang kegiatan yang telah di lakukan oleh siswa lain menggunakan bentuk simple past tense. (constructivism)

c. Kegiatan Penutup
• Menanyakan kesulitan siswa selama PBM.
• Menyimpulkan materi pembelajaran.

Instrument:

Ask and answer about the information what the students did yesterday!
Ex: Table 1
What did you do yesterday?

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Anggi</td>
<td>She went to the library with her friend yesterday.</td>
</tr>
</tbody>
</table>

Pertemuan : 5
Tema : holiday
Alokasi waktu : 2 x 40 menit

a. Kegiatan Pendahuluan
• Warming up: guru meminta siswa sebagai relawan untuk maju ke depan dan menemukan bentuk kedua dari kata kata yang di susun secara acak di atas papan tulis. Siswa yang mendapatkan kata kerja bentuk kedua dalam jumlah terbanyak, akan mendapatkan hadiah.
• Guru memberitahukan tentang tujuan pembelajaran yaitu: mengungkapkan kalimat simple past tense dalam bentuk kata kerja beraturan dan tidak beraturan.
• Guru mereview pelajaran sebelumnya tentang berbagai informasi mengenai simple past tense

b. Kegiatan Inti
• Siswa membuat 4 kelompok besar
• Masing-masing kelompok membuat 2 cerita yang terdiri dari 4 kalimat simple past tense. 3 kalimat tentang kegiatan yang di lakukan siswa pada hari libur, dan 1 kalimat tentang kegiatan yang tidak di lakukan oleh siswa pada hari libur. (learning community and constructivisme)
• Masing-masing kelompok mengajukan salah satu anggota untuk bercerita secara bergantian.
- Kelompok lain mencoba untuk menebak 1 kalimat yang salah dari 4 kalimat yang di bacakan (inquiry)
- Kelompok yang bisa menebak dengan benar akan memperoleh point
- Kelompok dengan point terbanyak akan menjadi pemenang.

c. Kegiatan Penutup
- Menanyakan kesulitan siswa selama PBM.
- Siswa Menyimpulkan materi pembelajaran.(reflection)

Pertemuan : 6
Tema : study tour
Alokasi waktu : 2 x 40 menit

a. Kegiatan Pendahuluan
- Warming up: guru memberikan kegiatan senam otak dengan cara memberikan instruksi dan siswa mengikutinya. Tangan kanan guru memegang telinga kiri dan tangan kiri guru memegang hidung kemudian mengganti tangan kiri guru memegang telinga kanan dan tangan kanan guru memegang hidung. Itu dilakukan berulang-ulang secara bergantian dan siswa mengikutinya dengan gerakan cepat.
- Guru memberitahukan tentang tujuan pembelajaran yaitu: mengungkapkan kalimat simple past tense dalam teks recount.
- Guru mereview pelajaran sebelumnya tentang berbagai informasi mengenai simple past tense

b. Kegiatan Inti
- Guru memberikan penjelasan singkat tentang teks recount
- Guru memberikan contoh dengan menunjukkan sebuah gambar dan membuat kalimat simple past tense dalam bentuk teks recount.(modeling)
- Siswa membagi menjadi 6 kelompok.
- Masing-masing kelompok diberikan foto tentang study tour yang dilakukan oleh pihak sekolah bersama para siswa pada liburan semester yang lalu. (learning community)
- Masing – masing kelompok mendiskusikan kegiatan yang ada pada gambar dan membuat teks recount menggunakan kalimat berbentuk simple past tense.(constructivisme)
- Masing- masing kelompok secara bergantian mempresentasikan hasil diskusinya di depan kelas.

c. Kegiatan Penutup
- Menanyakan kesulitan siswa selama PBM.
- Siswa mengoreksi kesalahan yang telah dibuat oleh kelompok lain(authentic assessment)
- Siswa menyimpulkan materi pembelajaran.(reflection)
### Appendix 2

**Kisi-Kisi Instrument Pengukuran Motivasi Belajar Bahasa Inggris Sebelum Uji Validitas**

<table>
<thead>
<tr>
<th>Dimensi</th>
<th>Indikator</th>
<th>Nomor Pernyataan</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Sungguh-sungguh dalam mengerjakan tugas</td>
<td>8 19</td>
<td>2</td>
</tr>
<tr>
<td>2. Berusaha unggul</td>
<td>a. Berusaha lebih baik dari orang lain</td>
<td>11 20</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>b. Berusaha menjadi yang terbaik dalam berprestasi</td>
<td>4 22</td>
<td>2</td>
</tr>
<tr>
<td>3. Menyukai tantangan</td>
<td>a. Senang memecahkan masalah berbicara bahasa Inggris</td>
<td>24 32</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>b. Tertantang dengan tugas berbicara bahasa Inggris yang sulit</td>
<td>28 31</td>
<td>2</td>
</tr>
<tr>
<td>4. Kemandirian</td>
<td>a. Tidak bergantung dengan orang lain</td>
<td>9 15</td>
<td>2</td>
</tr>
<tr>
<td>5. Ketekunan</td>
<td>a. Rajin belajar berbicara bahasa Inggris di rumah</td>
<td>2 13</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>b. Rajin membaca buku bahasa Inggris</td>
<td>17 27</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>c. Konsentrasi dalam belajar berbicara bahasa Inggris</td>
<td>16, 26</td>
<td>2</td>
</tr>
<tr>
<td>6. Keuletan</td>
<td>a. Tidak mudah putus asa dalam belajar berbicara bahasa Inggris</td>
<td>5 14</td>
<td>2</td>
</tr>
<tr>
<td>7. Menunjukkan minat</td>
<td>a. Senang dan merasa butuh belajar berbicara bahasa Inggris</td>
<td>1, 3</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>b. Semangat dalam belajar berbicara bahasa Inggris</td>
<td>7,</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>c. Menunjukkan ketertarikan terhadap metode pembelajaran bahasa Inggris</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>d. Tertarik dengan tugas</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>Jumlah</td>
<td></td>
<td>17</td>
<td>15</td>
</tr>
</tbody>
</table>
Appendix 3

Angket Untuk Mengukur Motivasi Belajar
Berbicara Bahasa Inggris Siswa
Sebelum Uji Validitas

Penjelasan
- Angket ini diberikan dengan tujuan untuk mengetahui motivasi belajar berbicara bahasa Inggris Anda.
- Jawaban anda akan dirahasiakan (disimpan) dengan baik dan tidak mempengaruhi nilai Anda pada Pelajaran berbicara bahasa Inggris
- Jawablah setiap pertanyaan dengan jujur dan sesuai dengan yang anda alami dalam belajar berbicara bahasa Inggris
- Sebelum mengisi angket ini, Anda diminta mengisi identitas Anda terlebih dahulu.

Identitas Anda
Jenis kelamin : ……………………
Kelas : ……………………..
Usia : …………………..tahun

Petunjuk
Berilah tanda checklist (✓) pada kolom yang telah disediakan sesuai dengan apa yang Anda alami dalam belajar berbicara bahasa Inggris dengan memilih salah satunya pada kolom yang telah disediakan.

SS = Sering Sekali   J = Jarang
S = Sering   TP = Tidak Pernah
KK = Kadang-Kadang

<table>
<thead>
<tr>
<th>No.</th>
<th>PERNYATAAN</th>
<th>JAWABAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya senang mengikuti pelajaran berbicara bahasa Inggris</td>
<td>SS S KK J TP</td>
</tr>
<tr>
<td>2.</td>
<td>Saya sering belajar berbicara bahasa Inggris di rumah</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Saya merasa rugi jika tidak mengikuti pelajaran berbicara bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Saya ingin mendapatkan nilai berbicara bahasa Inggris yang tinggi</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Jika ada kesulitan mengerjakan tugas berbicara bahasa Inggris saya tidak putus asa</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Saya berusaha melakukan tugas berbicara bahasa Inggris dengan baik</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Saya bersemangat memperhatikan guru mengajar berbicara bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Saya mengerjakan tugas berbicara bahasa Inggris dengan sungguh - sungguh</td>
<td></td>
</tr>
</tbody>
</table>

10. Cara guru mengajar berbicara bahasa Inggris di kelas tidak menyenangkan.

11. Saya berlatih terus menerus agar kemampuan berbicara bahasa Inggris saya lebih baik dari orang lain.


13. Saya baru belajar berbicara bahasa Inggris di rumah jika ada tugas.

14. Saya cepat putus asa apabila mendapatkan kesulitan dalam belajar berbicara bahasa Inggris.

15. Saya tidak dapat mengerjakan tugas berbicara bahasa Inggris tanpa ada contoh pekerjaan teman.

16. Saya memperhatikan pelajaran berbicara bahasa Inggris yang diberikan dengan baik.

17. Saya membaca terlebih dahulu materi atau bahan yang akan diajarkan oleh guru bahasa Inggris.

18. Saya puas jika hasil nilai berbicara bahasa Inggris saya lebih baik dari kemarin.

19. Saya mengerjakan tugas berbicara bahasa Inggris dengan asal-asalan yang penting selesai.

20. Saya tidak peduli jika kemampuan berbicara bahasa Inggris saya lebih buruk dari orang lain.

21. Saya merasa bosan mengikuti pelajaran berbicara bahasa Inggris di kelas.

22. Saya menerima berapapun nilai berbicara bahasa Inggris yang saya dapat.

23. Saya senang dengan tugas yang diberikan oleh guru bahasa Inggris.

24. Saya tertantang apabila guru memberikan tugas berbicara bahasa Inggris yang sulit.

25. Saya mengabaikan tugas-tugas berbicara bahasa Inggris yang diberikan oleh guru sebelum ada yang menegur.
<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>Saya lebih senang mengobrol dengan teman sebangku ketika guru sedang mengajar berbicara bahasa Inggris</td>
</tr>
<tr>
<td>27.</td>
<td>Saya tidak suka membaca buku pelajaran bahasa Inggris untuk melatih berbicara bahasa Inggris</td>
</tr>
<tr>
<td>28.</td>
<td>Apabila ada waktu luang saya mencoba untuk berbicara bahasa Inggris yang sulit</td>
</tr>
<tr>
<td>29.</td>
<td>Pelajaran berbicara bahasa Inggris kurang begitu penting untuk saya</td>
</tr>
<tr>
<td>30.</td>
<td>Tugas yang diberikan guru bahasa Inggris membebani saya</td>
</tr>
<tr>
<td>31.</td>
<td>Saya menghindari tugas berbicara bahasa Inggris yang sulit</td>
</tr>
<tr>
<td>32.</td>
<td>Saya tidak senang apabila guru banyak memberikan tugas berbicara bahasa Inggris</td>
</tr>
</tbody>
</table>
### Appendix 4

**Kisi-Kisi Instrument Pengukuran Motivasi Belajar Bahasa Inggris Setelah Uji Validitas**

<table>
<thead>
<tr>
<th>Dimensi</th>
<th>Indikator</th>
<th>Nomor Pernyataan</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positif</td>
<td>Negatif</td>
</tr>
<tr>
<td>8. Bertanggung</td>
<td>c. Menyelesaikan tugas</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Jawab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Sungguh-sungguh dalam mengerjakan tugas</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>9. Berusaha</td>
<td>c. Berusaha lebih baik dari orang lain</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Unggul</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Menyuka</td>
<td>c. Senang memecahkan masalah berbicara bahasa Inggris</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>i tantangan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Tertantang dengan tugas berbicara bahasa Inggris yang sulit</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>11. Kemandi</td>
<td>b. Tidak bergantung dengan orang lain</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>rian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Ketekunan</td>
<td>d. Rajin belajar berbicara bahasa Inggris di rumah</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Rajin membaca buku bahasa Inggris</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Konsentrasi dalam belajar berbicara bahasa Inggris</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>13. Keuletan</td>
<td>c. Tidak mudah putus asa dalam belajar berbicara bahasa Inggris</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Menunjukkan</td>
<td>e. Senang dan merasa butuh belajar berbicara bahasa Inggris</td>
<td>1, 3</td>
<td>25</td>
</tr>
<tr>
<td>minat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Semangat dalam</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Belajar berbicara bahasa Inggris</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>g. Menunjukkan ketertarikan terhadap metode pembelajaran bahasa Inggris</td>
<td>11</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>h. Tertarik dengan tugas</td>
<td>20</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Jumlah</td>
<td>15</td>
<td>13</td>
<td>28</td>
</tr>
</tbody>
</table>
Appendix 5

Angket Untuk Mengukur Motivasi Belajar
Berbicara Bahasa Inggris Siswa
Setelah Uji Validitas

Penjelasan
- Angket ini diberikan dengan tujuan untuk mengetahui motivasi belajar berbicara bahasa Inggris Anda.
- Jawaban anda akan dirahasiakan (disimpan) dengan baik dan tidak mempengaruhi nilai Anda pada Pelajaran berbicara bahasa Inggris.
- Jawablah setiap pertanyaan dengan jujur dan sesuai dengan yang anda alami dalam belajar berbicara bahasa Inggris.
- Sebelum mengisi angket ini, Anda diminta mengisi identitas Anda terlebih dahulu.

Identitas Anda
Jenis kelamin: …………………
Kelas: …………………
Usia: …………..tahun

Petunjuk
Berilah tanda checklist (√) pada kolom yang telah disediakan sesuai dengan apa yang Anda alami dalam belajar berbicara bahasa Inggris dengan memilih salah satunya pada kolom yang telah disediakan.

<table>
<thead>
<tr>
<th>SS</th>
<th>S</th>
<th>KK</th>
<th>J</th>
<th>TP</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS = Sering Sekali</td>
<td>J = Jarang</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S = Sering</td>
<td>TP = Tidak Pernah</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KK = Kadang-Kadang</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>PERNYATAAN</th>
<th>JAWABAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya senang mengikuti pelajaran berbicara bahasa Inggris</td>
<td>SS S KK J TP</td>
</tr>
<tr>
<td>2.</td>
<td>Saya sering belajar berbicara bahasa Inggris di rumah</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Saya merasa rugi jika tidak mengikuti pelajaran berbicara bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Jika ada kesulitan mengerjakan tugas berbicara bahasa Inggris saya tidak putus asa</td>
<td></td>
</tr>
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<td>Saya bersemangat memperhatikan guru mengajar berbicara bahasa Inggris</td>
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<td>Saya mengerjakan tugas berbicara bahasa Inggris dengan sungguh-sungguh</td>
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<td>Saya lebih suka mengerjakan tugas bahasa Inggris sendiri dari pada dibantu oleh teman</td>
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<td>Cara guru mengajar berbicara bahasa Inggris di kelas tidak menyenangkan</td>
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<td>Saya berlatih terus menerus agar kemampuan berbicara bahasa Inggris saya lebih baik dari orang lain</td>
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<td>Saya tertarik mengikuti pelajaran berbicara bahasa Inggris karena guru saya mengajar dengan cara yang berbeda-beda dan menyenangkan</td>
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<td>Saya tertantang apabila guru memberikan tugas berbicara bahasa Inggris yang sulit</td>
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<td>Saya mengabaikan tugas-tugas berbicara bahasa Inggris yang diberikan oleh guru sebelum ada yang menegur.</td>
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<td>Saya tidak senang apabila guru banyak memberikan tugas berbicara bahasa Inggris</td>
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#### Uji Validitas Angket Motivasi Belajar Siswa

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\[
\Sigma Y = 2866 \\
\Sigma Y^2 = 224632 \\
\Sigma S_b^2 = 21, 45 \\
S_t^2 = 223, 04 \\
r_{11} = 0, 937
\]
Appendix 8

Perhitungan Skor Angket Motivasi Belajar Siswa

1. Skor awal motivasi belajar berbicara bahasa inggris siswa (Pra Penelitian)

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<tr>
<th>Interval</th>
<th>$f$</th>
<th>$x_i$</th>
<th>$f_ix_i$</th>
<th>$x = x_i - \bar{x}$</th>
<th>$x^2$</th>
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Mean $\bar{x} = \frac{\sum f_i x_i}{\sum f} = \frac{2874}{38} = 75.63$

Median $b + p \left( \frac{\frac{1}{2} n - F}{f} \right) = 64.5 + 9 \left( \frac{\frac{1}{2} (38) - 13}{8} \right) = 71, 25$

Modus $b + p \left( \frac{b_2}{b_1 + b_2} \right) = 64.5 + 9 \left( \frac{-5}{-5 + 3} \right) = 86, 5$

Varians ($S^2$) $= \frac{\sum f_i x^2}{\sum f} = \frac{9182.842}{38} = 241, 654$

Standar deviasi $= \sqrt{S^2} = \sqrt{241, 654} = 15, 55$

2. Skor akhir motivasi belajar berbicara bahasa inggris siswa (siklus II)

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Mean \[ \frac{\sum f_i x_i}{\sum f} = \frac{3909}{38} = 102.87 \]

Median \[ b + p \left( \frac{\frac{1}{2} n - F}{f} \right) = 97.5 + 6 \left( \frac{\frac{1}{2} (38) - 12}{8} \right) = 102.75 \]

Modus \[ b + p \left( \frac{b_2}{b_1 + b_2} \right) = 97.5 + 6 \left( \frac{5}{5 + 2} \right) = 101.76 \]

Varians \( (S^2) \) \[ \frac{\sum f x^2}{\sum f} = \frac{4214.842}{38} = 110.97 \]

Standar deviasi \[ \sqrt{S^2} = \sqrt{110.97} = 10.53 \]
Appendix 9

Rekapitulasi Skor Akhir Motivasi Belajar Berbicara Bahasa Inggris Siswa Kelas VIII A

### Bertanggung Jawab

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## Appendix 10

### KODE SISWA

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Catatan: beri tanda centang (√) sesuai dengan pengamatan Anda terhadap aktivitas siswa dalam kelas

Tangerang, ..................2011
Observer

(………………………….)
Appendix 12

FORM PENILAIAN MENG AJAR

Nama sekolah : MTs Unwaanunnajah   Materi : Asking/giving opinion
Nama guru   : Luthfiyah           Tema : My Picture
Kelas/semester: VIII/2          Hari/Tanggal : 
Pertemuan   : 1                  Alokasi waktu : 2 x 40 menit

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Keterangan skor penilaian:  
keterangan nilai:

1 = kurang  skor maksimal: 60
2 = kurang  skor netral : 40
3 = cukup   skor minimal : 15
4 = baik    
5 = baik sekali

Tangerang, ..................... 2011

Pengamat

(                     )
Nama dan tanda tangan
Appendix 13

Instrument Wawancara Guru Pra Penelitian

1. Menurut ibu/bapak, bagaimana motivasi belajar berbicara bahasa Inggris yang dimiliki siswa di dalam kelas 8A?
2. Sebagai guru bahasa Inggris, apa yang telah ibu/bapak lakukan untuk meningkatkan motivasi belajar siswa terhadap pelajaran berbicara bahasa Inggris?
3. Metode apa yang ibu/bapak gunakan dalam pengajaran berbicara bahasa Inggris?
4. Kendala apa yang ibu/bapak hadapi saat menerapkan metode tersebut?
5. Apakah siswa menanggapi positive dengan metode yang ibu/bapak gunakan dalam mengajar berbicara bahasa Inggris?
6. Tugas apa yang biasa ibu/bapak berikan?
7. Apakah siswa melaksanakan tugas mereka dengan baik?
8. Apa yang ibu/bapak lakukan ketika siswa tidak melaksanakan tugasnya?
9. Setelah melakukan hal tersebut, apakah mereka melaksanakan tugas dengan baik?
10. Menurut ibu/bapak, apakah dengan menggunakan CTL akan meningkatkan motivasi siswa dalam belajar berbicara bahasa Inggris?
Appendix 14

Hasil Wawancara Guru Pra Penelitian

1. Menurut ibu/ bapak, bagaimana motivasi belajar berbicara bahasa Inggris yang dimiliki siswa di dalam kelas 8A?
   Jawaban:
   Motivasi siswa di kelas 8A ini sudah mulai menurun, banyak siswa yang suka mengobrol di kelas dan tidak mengerjakan tugas.

2. Sebagai guru bahasa Inggris, apa yang telah ibu/bapak lakukan untuk meningkatkan motivasi belajar siswa terhadap pelajaran berbicara bahasa Inggris?
   Jawaban:
   Saya biasanya memberikan reward atau imbalan nilai untuk siswa yang mau belajar dan mengerjakan tugas.

3. Metode apa yang ibu/bapak gunakan dalam mengajarkan berbicara bahasa Inggris?
   Jawaban:

4. Kendala apa yang ibu/bapak hadapi saat menerapkan metode tersebut?
   Jawaban:
   Kendala saya dalam menggunakan metode ini adalah beberapa siswa masih mengobrol ketika saya menyampaikan materi. Mereka juga tidak mampu menjawab pertanyaan yang saya ajukan.

5. Apakah siswa menanggapi positive dengan metode yang ibu/bapak gunakan dalam mengajar berbicara bahasa Inggris?
   Jawaban:
   Sebagian besar siswa merasa bosan dengan cara pengajaran saya di dalam kelas.
6. Tugas apa yang biasa ibu/bapak berikan?
   Jawaban:
   Saya hanya memberikan tugas kepada siswa untuk membuat dialog yang serupa dengan dialog yang saya berikan, kemudian menghafalnya dan mempraktekkan di depan kelas.

7. Apakah siswa melaksanakan tugas mereka dengan baik?
   Jawaban:
   Sebagian siswa enggan mengerjakan tugas tersebut. Mereka memberi alasan bahwa mereka tidak mengerti dan tidak mampu.

8. Apa yang ibu/bapak lakukan ketika siswa tidak melaksanakan tugasnya?
   Jawaban:
   Saya hanya memberikan sedikit ancaman bahwa siswa yang tidak mengerjakan, tidak akan saya beri nilai.

9. Setelah melakukan hal tersebut, apakah mereka melaksanakan tugas dengan baik?
   Jawaban:
   Setelah saya beri ancaman tersebut, siswa akhirnya mau mengerjakan tugas mereka.

10. Menurut ibu/bapak, apakah dengan menggunakan CTL akan meningkatkan motivasi siswa dalam belajar berbicara bahasa Inggris?
    Jawaban:
    Tentu metode Contextual Teaching and Learning ini akan memotivasi siswa dalam belajar speaking. Karena jika materi yang disampaikan kepada siswa itu berkaitan dengan kehidupan siswa, maka siswa akan lebih mengerti dan bersemangat.
Appendix 15

Wawancara Siswa Pra Penelitian

1. Apakah kamu menyukai pelajaran berbicara bahasa Inggris? mengapa?
2. Apakah kamu menyukai cara guru mengajar berbicara bahasa Inggris di kelas? Mengapa?
3. Apakah kamu memerhatikan penjelasan guru dengan baik ketika belajar berbicara bahasa Inggris di kelas?
4. Bagaimana pendapatmu tentang suasana belajar berbicara bahasa Inggris di kelas?
5. Apakah kamu melaksanakan tugas berbicara bahasa Inggris dengan baik dan sungguh-sungguh?
6. Apakah kamu tidak putus asa ketika mendapatkan tugas yang sulit dalam berbicara bahasa Inggris?
7. Apakah kamu mengerjakan tugas berbicara bahasa Inggris sendiri atau di bantu oleh teman?
8. Apakah kamu ingin mendapatkan nilai yang tinggi ketika belajar berbicara bahasa Inggris? mengapa?
9. Apakah kamu sering belajar berbicara bahasa Inggris dengan teman-teman kamu atau orang lain yang ada di lingkunganmu?
Appendix 16

Wawancara Siswa Pra Penelitian

1. Apakah kamu menyukai pelajaran berbicara bahasa Inggris? mengapa?
   Jawaban:
   Siswa 1 : kadang suka kadang tidak, tergantung materinya
   Siswa 2 : tidak terlalu suka, karena susah berbicara bahasa Inggris
   Siswa 3 : suka, tapi saya tidak bisa bahasa Inggris
   Siswa 4 : tidak suka
   Siswa 5 : suka, karena saya ingin bisa
   Siswa 6 : suka, tapi susah banget
   Siswa 7 : iya, tapi sulit
   Siswa 8 : tidak, tapi harus suka biar bisa.
   Siswa 9 : suka, gurunnya baik

2. Apakah kamu menyukai cara guru mengajar berbicara bahasa Inggris di kelas? Mengapa?
   Jawaban:
   Siswa 1 : tidak, karena saya tidak paham
   Siswa 2 : ya, tapi saya tidak bisa
   Siswa 3 : saya tidak suka
   Siswa 4 : ya, tapi saya tidak paham
   Siswa 5 : suka, karena mengajarnya sudah lancar
   Siswa 6 : suka lihat guru berbicara bahasa Inggris
   Siswa 7 : saya tidak terlalu suka
   Siswa 8 : tidak, karena saya tidak paham
   Siswa 9 : suka, gurunnya sabar

3. Apakah kamu memperhatikan penjelasan guru dengan baik ketika belajar berbicara bahasa Inggris di kelas?
   Jawaban:
   Siswa 1 : kadang memperhatikan kadang tidak
   Siswa 2 : kadang - kadang
   Siswa 3 : memperhatikan, tapi enggak fokus karena kelasnya berisik
   Siswa 4 : ya, kadang - kadang
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Siswa 5 : kadang - kadang
Siswa 6 : saya memperhatikan dengan baik
Siswa 7 : suka memperhatikan
Siswa 8 : kadang - kadang
Siswa 9 : memperhatikan

4. Bagaimana pendapatmu tentang suasana belajar berbicara bahasa Inggris di kelas?
Jawaban:
Siswa 1 : tidak menyenangkan karena murid-murid di kelas pada brisik
Siswa 2 : kadang menyenangkan kadang tidak
Siswa 3 : terlalu ramai sehingga saya tidak belajar sungguh-sungguh
Siswa 4 : lumayan menyenangkan
Siswa 5 : memusingkan
Siswa 6 : suasannya lumayan asyik
Siswa 7 : menyenangkan
Siswa 8 : tidak suka, karena sangat berisik
Siswa 9 : menyenangkan

5. Apakah kamu melaksanakan tugas berbicara bahasa Inggris dengan baik dan sungguh-sungguh?
Jawaban:
Siswa 1 : sungguh - sungguh
Siswa 2 : sungguh - sungguh
Siswa 3 : ya, walaupun tidak bisa
Siswa 4 : meskipun enggak bisa, saya akan mengerjakan, karena itu sudah menjadi tugas siswa
Siswa 5 : tidak, saya belum pernah berbicara bahasa inggris
Siswa 6 : melaksanakan, tapi sedikit
Siswa 7 : kadang - kadang
Siswa 8 : sungguh - sungguh
Siswa 9 : ya
6. Apakah kamu tidak putus asa ketika mendapatkan tugas yang sulit dalam berbicara bahasa Inggris?
Jawaban:
Siswa 1 : putus asa
Siswa 2 : walaupun sulit, saya tidak putus asa
Siswa 3 : tidak, kalau saya tidak bisa, saya akan bertanya
Siswa 4 : tidak, saya akan tetap mencoba
Siswa 5 : kadang putus asa
Siswa 6 : sering putus asa
Siswa 7 : tidak pernah putus asa
Siswa 8 : pasti putus asa karena saya tidak mengerti
Siswa 9 : tidak pernah putus asa

7. Apakah kamu mengerjakan tugas berbicara bahasa Inggris sendiri atau di bantu oleh teman?
Jawaban:
Siswa 1 : mengerjakan dengan teman
Siswa 2 : kadang sendiri kadang sama teman, tapi sama-sama enggak bisa
Siswa 3 : kalo saya tidak bisa, saya akan mengerjakan dengan teman
Siswa 4 : sendiri, tapi kalo sulit sama teman
Siswa 5 : sama teman, karena tidak bisa
Siswa 6 : di bantu teman - teman
Siswa 7 : sering minta bantuan teman
Siswa 8 : mengerjakan sendiri, tapi sering dibantu teman
Siswa 9 : dengan teman

8. Apakah kamu ingin mendapatkan nilai yang tinggi ketika belajar berbicara bahasa Inggris? mengapa?
Jawaban:
Siswa 1 : mau, karena saya ingin bisa bicara bahasa Inggris
Siswa 2 : iya, walaupun saya tidak bisa bahasa Inggris
Siswa 3 : iya, karena bisa menutupi nilai yang jelek
Siswa 4 : iya, karena nilai itu penting
Siswa 5 : saya ingin nilai bagus, tapi tidak bisa
Siswa 6 : tentu, tapi sulit untuk berbicara bahasa Inggris
Siswa 7 : iya, tapi saya sering malas
Siswa 8 : saya mau
Siswa 9 : iya

9. Apakah kamu sering belajar berbicara bahasa Inggris dengan teman-teman kamu atau orang lain yang ada di lingkunganmu?
Jawaban:
Siswa 1 : tidak
Siswa 2 : tidak, karena bahasa Inggris itu sangat sulit
Siswa 3 : tidak, karena saya tidak mengerti bahasa Inggris
Siswa 4 : tidak pernah, karena aku tidak suka
Siswa 5 : tidak pernah
Siswa 6 : saya pernah berbicara dengan teman saya pake bahasa Inggris, tapi cuma sedikit
Siswa 7 : pernah, tapi sedikit seperti: I’m sorry
Siswa 8 : tak pernah
Siswa 9 : tidak pernah, karena tidak bisa
Appendix 17

Wawancara Guru Akhir Siklus II

1. Menurut ibu, apakah penggunaan CTL cocok diterapkan dalam pembelajaran bahasa Inggris?
2. Adakah kemungkinan ibu menerapkan CTL di kelas yang Anda ajarkan?
3. Berdasarkan pengamatan ibu, apakah terdapat kemajuan dari motivasi siswa dalam belajar speaking?
4. Apa saja kemajuan yang ada pada siswa selama melakukan pengamatan?
5. Dengan pengamatan ibu, bagaimana tingkat perhatian siswa terhadap pelajaran speaking?
6. Apakah terdapat keluhan siswa terhadap penggunaan CTL dalam kelas?
7. Apakah siswa terlihat menyukai metode ini?
8. Menurut ibu, apakah kekurangan dan kelebihan yang ada pada metode ini?
9. Bagaimana solusi untuk mengatasi kekurangan yang ada pada metode ini?
Appendix 18

Hasil Wawancara Guru Akhir Siklus II

1. Menurut ibu, apakah penggunaan Contextual Teaching and Learning (CTL) cocok diterapkan dalam pembelajaran bahasa Inggris?
   Jawaban:
   Ya tentu, karena CTL mengaitkan materi dengan kehidupan sehari-hari siswa, sehingga metode ini cocok dengan tujuan pembelajaran speaking, yaitu agar siswa mampu berkomunikasi menggunakan bahasa Inggris dalam kehidupan sehari-hari.

2. Pada materi apa metode ini paling cocok diterapkan pada pembelajaran bahasa Inggris?
   Jawaban:
   Hampir semua materi cocok di ajarkan dengan metode ini. Tapi yang paling cocok adalah materi tentang teks transaksional.

3. Adakah kemungkinan ibu menerapkan CTL di kelas yang Anda ajarkan?
   Jawaban:
   Saya akan mencoba menerapkan metode ini karena sangat membantu saya dan juga para siswa.

4. Berdasarkan pengamatan ibu, apakah terdapat kemajuan dari motivasi siswa dalam belajar speaking?
   Jawaban:

5. Apa saja kemajuan yang ada pada siswa selama melakukan pengamatan?
   Jawaban:
   Siswa menjadi lebih senang dalam mengerjakan tugas dan lebih berani dalam berbicara bahasa Inggris.

6. Dengan pengamatan ibu, bagaimana tingkat perhatian siswa terhadap pelajaran speaking?
   Jawaban:
   Hampir semua siswa sudah mau dan bersemangat untuk memperhatikan penjelasan guru. Tapi masih ada beberapa siswa yang terlihat tak acuh.
7. Apakah terdapat keluhan siswa terhadap penggunaan CTL dalam kelas? 
Jawaban: 
Seperti yang sudah saya katakan, pada awalnya mereka merasa tidak biasa sehingga mereka merasa bingung. Tapi kemudian mereka bersemangat setelah mengetahui konsep metode ini.

8. Apakah siswa terlihat menyukai metode ini? 
Jawaban: 
Menurut saya mereka menyukai, karena metode ini membuat siswa lebih aktif dan lebih mudah memahami materi.

9. Menurut ibu, apakah kekurangan dan kelebihan yang ada pada metode ini? 
Jawaban: 
Kelebihan metode ini diantaranya: menjadikan siswa lebih aktif dan kreatif dan lebih mudah dalam memahami materi yang diajarkan. Metode ini juga dapat membantu guru dalam menyampaikan materi agar dapat dengan mudah diserap oleh para siswa. Kekurangan adalah metode ini menuntut siswa untuk berfikir lebih kreatif dan mencari pengetahuan sendiri, sehingga siswa yang sudah terbiasa diajarkan dengan metode ceramah akan mengalami kesulitan.

10. Bagaimana solusi untuk mengatasi kekurangan yang ada pada metode ini? 
Jawaban: 
Tentu guru harus lebih banyak membimbing siswa dan membiasakan siswa dengan metode ini. Jika siswa sudah terbiasa, mereka pasti akan lebih mudah mengikuti proses pembelajaran.
Appendix 19

Wawancara Siswa Akhir Siklus 11

1. Bagaimana pendapatmu tentang penggunaan Contextual Teaching Learning (CTL) dalam belajar?
2. Apakah dengan menggunakan CTL, belajar berbicara bahasa Inggris jadi menyenangkan?
3. Apakah guru lain pernah menggunakan metode CTL sebelumnya?
4. Apakah kamu merasa tertantang untuk melakukan kegiatan – kegiatan belajar berbicara bahasa Inggris dalam kelas menggunakan CTL?
5. Apakah dengan menggunakan metode ini membuat kamu bersemangat dalam belajar berbicara bahasa Inggris?
6. Bagaimana menurutmu, apakah teman-temanmu menyukai belajar bahasa Inggris dengan metode ini?
Appendix 20

Hasil Wawancara Siswa Akhir Siklus 11

1. Bagaimana pendapatmu tentang penggunaan Contextual Teaching Learning (CTL) dalam belajar?
   Jawaban:
   Siswa 1 : lebih baik
   Siswa 2 : menyenangkan
   Siswa 3 : enak, gurunya sabar
   Siswa 4 : bagus dan sangat menyenangkan
   Siswa 5 : bagus, tapi kadang ga konsen
   Siswa 6 : sangat menyenangkan
   Siswa 7 : bagus, kita jadi lebih mengetahui tentang kehidupan sehari-hari
   Siswa 8 : lumayan
   Siswa 9 : mengasyikkan sekali

2. Apakah dengan menggunakan CTL, belajar berbicara bahasa Inggris jadi menyenangkan?
   Jawaban:
   Siswa 1 : lumayan
   Siswa 2 : senang, jadi lebih mengerti
   Siswa 3 : iya
   Siswa 4 : menyenangkan karena bisa dipahami
   Siswa 5 : kadang seru kadang enggak
   Siswa 6 : menyenangkan karena sambil bermain
   Siswa 7 : tentu, karena saya menjadi lebih tahu tentang bahasa Inggris
   Siswa 8 : ya, lebih asyik dan lebih mudah
   Siswa 9 : ya, karena bisa lebih aktif dan kreatif
3. Apakah guru lain pernah menggunakan metode CTL sebelumnya?
   Jawaban:
   Siswa 1 : belum
   Siswa 2 : tidak pernah
   Siswa 3 : tidak
   Siswa 4 : belum pernah
   Siswa 5 : belum
   Siswa 6 : belum
   Siswa 7 : jarang
   Siswa 8 : setahu saya, belum
   Siswa 9 : tidak pernah

4. Apakah kamu merasa tertantang untuk melakukan kegiatan – kegiatan belajar berbicara bahasa Inggris dalam kelas menggunakan CTL?
   Jawaban:
   Siswa 1 : tertantang
   Siswa 2 : ya
   Siswa 3 : biasa saja
   Siswa 4 : iya, tertantang
   Siswa 5 : lumayan tertantang
   Siswa 6 : tertantang
   Siswa 7 : kadang- kadang
   Siswa 8 : tidak
   Siswa 9 : sangat menantang

5. Apakah dengan menggunakan metode ini membuat kamu bersemangat dalam belajar berbicara bahasa Inggris?
   Jawaban:
   Siswa 1 : semangat, karena gurunya baik
   Siswa 2 : iya, belajarnya enak dan pelan- pelan
   Siswa 3 : sangat bersemangat
   Siswa 4 : iya, karena saya suka belajar bahasa Inggris
   Siswa 5 : kadang semangat, kadang enggak
6. Bagaimana menurutmu, apakah teman-temanmu menyukai belajar bahasa Inggris dengan metode ini?
Jawaban:
Siswa 1 : suka
Siswa 2 : ada yang suka ada yang tidak suka
Siswa 3 : suka, gurunya lucu
Siswa 4 : menurut saya, teman – teman suka
Siswa 5 : tidak tahu teman – teman suka atau tidak
Siswa 6 : ada yang suka ada yang tidak
Siswa 7 : mungkin suka
Siswa 8 : suka jika kelas tidak berisik
Siswa 9 : suka, karena kerja kelompok
Appendix 21

List of questions:

1. How are you?
2. What is your name?
3. Where do you live?
4. How old are you?
5. What is your hobby?
6. Do you like fruit? What kind of fruit do you like?
7. What do you usually do in the morning?
8. What will you say when you want to help your friend?
9. What will you say when you want to ask for help from your friend?
10. What will you say when you agree with someone’s opinion?
Appendix 22

Post Test I

Make a dialogue with your friend according to the picture below using expression of asking and giving opinion!
Appendix 23

Post Test II

Make group of five. Ask your friends about their activities in the last time using simple past tense. Use the table below to find out the information about your friends.

<table>
<thead>
<tr>
<th>No.</th>
<th>The Questions</th>
<th>Name</th>
<th>Students’ Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What did you do yesterday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Did you watch TV yesterday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Did you study last night?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>What did you do on last holiday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Where did you go on last Sunday?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
No: Istimewa
Hal: Pengajuan Judul Skripsi
Lampiran: 1 [ satu ] Berkas

Kepada Yth:
Ketua Jurusan Pendidikan Bahasa Inggris
FITK, UIN Jakarta
di-
Tempat

Assalmu’alaikum Wr.Wb.

Saya yang bertanda tangan di bawah ini:
Nama : Luthfiyah
Nim : 106014000396
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Bermaksud untuk mengajukan judul skripsi sebagai salah satu syarat menyelesaikan program S-1 (Strata) UIN Syarif Hidayatullah Jakarta. Adapun judul yang diajukan adalah:

“Improving students motivation in learning English by using contextual teaching and learning”

{A Classroom Action Research at Seventh Grade of MTs Unwaanunnajah}

Bersama in saya lampirkan satu beras proposal yang terdiri dari:
1. Outline
2. Proposal
3. Daftar Kepustakaan Sementara

Demikian surat pengajuan ini disampaikan, atas pertimbanganya saya sampaikan Terimakasih.

Wassalamualaikum Wr. Wb.

Menyetujui,
Pim Pemberi Bimbing: 

Pemohon,

Luthfiyah

Tangerang, 13 April 2010
No: Istimewa
Lampiran: -
Hal: Perubahan Judul Skripsi

Kpd Yth:
Ketua Jurusan Pendidikan Bahasa Inggris
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah Jakarta
Di Tempat

Assalamualaikum.Wr.Wb.
Berdasarkan konsultasi dan arahan dosen pembimbing skripsi, saya yang bertanda tangan di bawah ini:
Nama : Luthfiyah
NIM : 106014000396
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan
Judul lama : “Improving Students’ Motivation in Learning English by Using Contextual Teaching and Learning”

Dengan ini mengajukan judul skripsi yang baru ”Improving Students’ Motivation in Learning Speaking by Using Contextual Teaching and Learning”
Demikian surat ini saya buat, atas perhatianya saya ucapkan terima kasih.

Wassalamualaikum.Wr.Wb

Jakarta, 19 Januari 2011

Mengetahui

Dosen Pembimbing Skripsi

Dr. Eahriany, M. Pd.
NIP: 197006111991012001

Pemohon

Luthfiyah
106014000396
SURAT BIMBINGAN SKRIPSI

Kepada Yth.

Dr. Fahriany, M. Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Luthfiyah
NIM : 10601400396
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Judul Skripsi : "Improving Students' Motivation in Learning Speaking by Using Contextual Teaching and Learning"


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

Dekan

Kajur Pendidikan Bahasa Inggris

NIP. 39741212 199103 1 002

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT KETERANGAN
Nomor: MTs.S.28.04.07/04.22/PP.005/104/2011

Yang bertanda tangan di bawah ini kepala Madrasah MTs Unwaanunnajah menerangkan bahwa:

Nama : Luthfiyah
NIM : 106914000396
Jurusan : Pendidikan Bahasa Inggris
Semester : X (sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Program : S1 (strata 1)

Telah melaksanakan riset/penelitian di MTs Unwaanunnajah Pondok Pucung, Pondok Aren kelas VIII A pada tanggal 4 January s/d 4 Maret 2011.
Surat keterangan ini dibuat dalam rangka penyusunan skripsi yang berjudul “Improving Students’ Motivation in Learning Speaking by Using Contextual Teaching and Learning”.
Demikian surat keterangan ini dibuat dengan sebenarnya agar pihak yang berkepentingan menjadi maklum.

Tangerang, 8 Maret 2011

Kepala Madrasah

H. Alam Syahrudin S. Ag.
CHAPTER I
INTRODUCTION

A. Background of Problem

English as one of the international languages is very important to be learned in almost all degree in every school in Indonesia. English also becomes the main subject which must be mastered by the students to be graduated from the junior high school and senior high school. However, there are some problems in teaching English in the school because English has different structure and form with students’ mother tongue. The students’ lack of motivation in learning speaking is one of the problems may be happened in the classroom.

Motivation is the important factor in learning process. In other word, the successful learning is influenced by the students’ motivation in the classroom, especially in language classroom. Dornyei said that “in my view correct- belief that during the lengthy and often tedious process of mastering a foreign/ second language, the learner’s enthusiasm, commitment and persistence are the key determinants of success and failure.”¹ It is assumed that the students with high motivation in learning English will be more successful rather then the students who have low motivation or not at all.

¹ Zoltan Dorney, Motivational Strategies in the Language Classroom (New York: Cambridge University Press, 2001), p. 5
Moreover, mastering language skills is the objective of English teaching based on the current School-based curriculum. It is mentioned in GBPP that “teaching – learning process of English language consists of four skills namely: listening, speaking, reading and writing.” So, those four skills become the main focus in the English classroom.

Speaking is considered as an important skill in mastering English. Ur said that “…. As a skill, speaking is the most used skill by people rather than the three other skills.” It means that teaching speaking skill to the students is more demanding rather than the one of any other language skills.

Therefore, the problem of motivation in learning speaking can be caused by many factors. One of them is the learning strategy in teaching and learning process which is ineffective in the classroom. Traditionally, the students are expected to memorize the dialog and to recite it fluently before practicing structure drills and making grammar generalizations. If students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be. Meanwhile, the good teaching and learning process is that the teacher uses a strategy which provides the opportunities for the students to generate their own sentences for speaking. The teacher should promote communicative activities which rely on the students’ ability to communicate real information. So, the students will be motivated and can comprehend the material which is given by the teacher in the classroom.

Based on Competency Standard (Standar Kompetensi) and Basic Competency (Kompetensi Dasar), the second year students are expected to be able to express meaningful ideas in term of transactional and interpersonal simple short
conversation and it term of functional and monologue short simple spoken text in
the form of descriptive and recount text using variant of spoken language
accurately. So, the students have to practice variant conversation or speaking
activities which is useful for them to interact in their daily life.

The writer took MTs Unwaanunnajah as the place of research because the
students still have low motivation in learning speaking. The writer found the
problem after observing the teaching and learning process in 8A class of MTs
Unwaanunnajah Pondok Aren, that most of the students unmotivated to speak
English. It was proved by the result of the interview to English teacher and
students’ questionnaire in preliminary study that the students are lack of
motivation because of the method which is used in teaching-learning process
didn’t encourage students to take part actively in the class.

However, there are some methods or approaches can be applied in
teaching speaking. Method which is used by the teacher must have some effects
on the students’ motivation. If they find it deadly boring, they will probably
become un-motivated, whereas if they have confidence in the method they will
find it motivating. By motivation, students are eager to study and it is easy for
them to get understanding of the lesson. Nevertheless, perhaps this is the most
difficult area of all to be certain of.

Contextual Teaching Learning is suggested as the way to make the process
of teaching and learning speaking may be more effective. In Contextual Teaching
and Learning, the teachers not only give the material, but also make the students
participate in the class by connecting the material with their real life. As quoted by
Johnson:

CTL is an educational process that aims to help students see meaning in
the academic subject with the context of their daily lives, that is, with the context
of their personal, social, and cultural circumstances. To achieve the aim, the
system encompasses the following eight components: making meaningful
connections, doing significant work, self-regulated learning, collaborating,
critical and creative thinking, nurturing the individual, reaching high standards,
and using authentic assessment.6

5Depdiknas, Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum) Standar
Isi Mata Pelajaran Bahasa Inggris SMP dan MTs (Jakarta: Depdiknas, 2006), p.5
6Elaine B. Johnson, Contextual Teaching and Learning: What It Is and Why It’s Here to
Stay (California: Corwin Press, inc., 2002), p. 25
From the statement, the writer says that CTL is the method that helps students to discover meaningful relationship between the content of subject matter and the context of the real world. Concept is internalized through process of discovering, reinforcing, and relating. In other word, this method is regarded as the effective method to improve students’ motivation in teaching and learning process.

Because of the students’ problem in motivation is caused of teaching and learning strategy, the writer would like to discuss “**Improving Students’ Motivation in Learning Speaking by Using Contextual Teaching and Learning**”.

**B. Limitation of Problem**

Based on the background of problem above, the writer limits the study on the uses of Contextual Teaching and Learning in improving students’ motivation in learning speaking.

**C. Formulation of Problem**

The formulation of problem in this research is whether contextual teaching and learning can improve students’ motivation in learning speaking.

**D. The Objective of Study**

The objective of this research is to improve students’ motivation in learning speaking through contextual teaching and learning.

This writing is expected to be a great help for the writer and especially for the teachers and the students which are involved.

**E. The Significances of Study**

After finishing her study, the writer hopes that, this research paper will be useful for the researcher, the teacher and the students. For the researcher; this research is expected to make her know how big the role of Contextual Teaching and Learning in improving students’ motivation in learning speaking. The
researcher also know how high of the improvement of students’ motivation in learning speaking through Contextual Teaching and Learning.

For the teacher; the result of this research is expected to be able to give contribution about how to improve students’ motivation in learning speaking through Contextual Teaching and Learning. Then for the students; the result of this research is expected to be able to improve their motivation in learning speaking.
CHAPTER II
THEORETICAL FRAMEWORK

A. Motivation

1. Definition of Motivation

Motivation is a part of important things in learning teaching process. The term motivation derived from the Latin verb *movere* (to move). It means that motivation is something that gets someone moving and keeps someone working. In defining motivation, some psychologists have their own opinion.

Harmer said that “motivation is some kind of internal drive which pushes someone to do or think in order to achieve something.”

Internal drive means a tendency within an organism toward a goal is based on the changes in the organism process.

This definition shows that motivation comes from inside of the person, which functions to encourage him or her to conduct an activity to achieve her or his purpose.

Based on Spratt, “motivation is the thought and feelings we have which make us to do something continue to want to do it and turn our wishes into action i.e. motivation influences: why people decide to do something, how long they

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want to do it for, and how hard they are prepared to work to achieve it.\(^9\) According to Spratt’s definition, motivation is a power that urges human to move his self to a course action.

In addition, Brown defines “motivation is inner drive, impulse, emotion or desire that moves one to the particular action.”\(^10\) An inner drive is a force within an organism and pushes them to do certain actions toward the goal.\(^11\) From this definition, motivation is a power from inside which drives someone to do some actions.

Based on definitions of motivation above, the writer defined motivation as something happen within an individual which makes he or she do an action to achieve his or her goal. So, the writer infers motivation in learning as the drive to push the learner to do learning activities in order to achieve learning goals. Thus, motivation in learning is the efforts of the teacher to drive and make the students in order to more active in doing any activity in teaching and learning process.

2. **Kind of Motivation**

There are two kinds of motivation; intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external intensives). Both of these have an important part to play in the classroom, and both at least partially accessible to teacher influence.

a. **Intrinsic motivation**

Intrinsic motivation involves the internal motivation to do something for its own sake. Hamalik stated that “intrinsic motivation is a motivation included in learning situation that originally comes from the need and goals of the students itself.”\(^12\) It means that someone who is motivated for doing something because of his/her need or goals is called intrinsic motivation.

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\(^11\) Chaplin, Dictionary of Psychology, p.14
\(^12\) Oemar Hamalik, *Kurikulum dan Pembelajaran* (Jakarta: Bumi Aksara, 1995), p.112
According to Sardiman, “intrinsic motivation comes from within and operates without any external stimulus.”\textsuperscript{13} It infers that intrinsic motivation derived from inside of the individual rather than from outside. Intrinsic motivation includes interest, need, desire, and goal.

1) Interest

The student who study effectively and they have a high interest, they will be success, as Stone and Neilson said “……… on personal positive interest, will increase the change for success.”\textsuperscript{14}

Interest is important because learning process will go well if someone has an interest. Krapp, as quoted by Eggen, states that “interest is important because it, like engagement, has been linked to learner attention, comprehension, and achievement.”\textsuperscript{15} It shows that the student, who has an interest in learning a subject matter, will comprehend the material at a deeper level than the student who has not.

2) Need

Need is a real or perceived lack of something necessary.\textsuperscript{16} The need concept or motivation in some ways belongs to all three schools or thought: the fulfillment of need is rewarding, requires choices, and in many cases must be interpreted in a social context.\textsuperscript{17}

Ausebel, in Brown, identified six needs under girding the construct of motivation, they are: \textsuperscript{18}

a) The need for exploration, for seeing “the other side of mountain” for probing the unknowing;

\textsuperscript{13} Sardiman A. M., \textit{Interaksi dan Motivasi Belajar Mengajar} (Jakarta: Depdikbud, RI, CV Rajawali, 1990), p. 88
\textsuperscript{14} David R. Stone and Elwin C. Nielson, \textit{Educational Psychology} (Oxford: Oxford University press) 1987, p. 165
\textsuperscript{16} Ibid., p. 417
\textsuperscript{17} Brown, \textit{Principles of Language Learning and Teaching, 5th Ed.}, p. 169
\textsuperscript{18} Ibid., p. 169
b) The need for manipulation, for operating – to use skinner terms – on the environment, and causing change;

c) The need for activity, for movement and exercise, both psychic and mental;

d) The need for simulation, the need to be simulated by the environment, by other people or by ideas, thought, and feeling.

e) The need for knowledge, the need for process and internalize the result of exploration to resolve contradictions, to quest for solution to problems and for self-consisting system of knowledge;

f) Finally, the need for ego- enhancement, for the self to be known and to be accepted and of by others.

3) Desire

The students will be motivated to learn if they have desire to learn, but if they don’t have, they will be lazy to learn. As Harmer said, “thus person might be motivated by enjoyment of the learning process itself or by a desire to make them selves feel better.”

4) Goal

Almost all people have aims or goals in their life. Even in all their daily activities. Goal can lead someone to do or to avoid something related to goal itself. Harmer said that motivation is closely bound up with a person’s desire to achieve goals.

In teaching learning process, the goal should be understood by the students, because it will be an important motivation for them. If they have particular goal, they have to prepare everything that can help them to achieve their goals.

19 Harmer, The Practice of English Language Teaching, 3rd Ed., p.51
20 Ibid., p. 53
b. Extrinsic motivation

Extrinsic motivated behavior, are carried out in anticipation or a reward from outside and beyond the self. Ur stated that “extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own case or interest in task.” That means extrinsic motivation is motivation which is influenced by any outside factors. For example, someone is motivated because of good teacher, good environment, etc.

Extrinsic motivation is important in teaching and learning process to improve or to support the students in learning English. There are some factors that can increase the extrinsic motivation in teaching and learning as follows:

1) Teacher

Teacher is not only a person who facilitates the student to get knowledge, but also as a motivator who has to motivate students to do learning activities. There are responsibilities of the teacher in motivating students; create a good learning climate, give an appropriate material, vary the method, and the important one is the teachers characteristics, such as; personal teaching efficiency, modeling and enthusiasm, caring and positive expectation.

Girard, as quoted by Ur, emphasized that it is an important part of the teacher’s job to motivate learners. In more recent ‘learner-centered’ approaches to language teaching, however the teacher’s function is seen mainly as a provider of materials and conditions for learning, while the learner takes responsibility for his or her own motivation and performance.

2) Parents

The factor which influences a lot in learning is parents, because students learn their language and attitude from their parents. Richard stated about parents as follow: “parents with high social economic status seem to instill high achievement motivation in their children, parents who encourage their children to

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22 Ibid., p. 276
try new things and who reward them for high performs, establish it. On other hand, parents who overly protect their children and punish them for failure tend to raise children with low motivation”.23

3) Environment

An environment should be considered as an important factor that influences students’ motivation in learning, for instance, school environment, classroom environment and home environment. Such environment will motivate students to learn in high motivation or low motivation, depends on the quality of the environment itself. Good environment will probably motivate the students better than bad environment.

From the statements above, the writer conclude that motivation may come from the inner of the students which is called intrinsic motivation, and from the outer of the students which is called extrinsic motivation. Both intrinsic motivation and extrinsic motivation are important in teaching and learning process. So, in this case, the teachers, as the motivator, have to make the students are motivated internally and externally. One that the teacher can do to motivate the students is by preparing interesting method.

3. The Importance of Motivation In Learning

Motivation refers to process whereby goal directed activity is investigated and sustained. Howard said “motivation is an extremely important part of teaching-learning, because without motivation there is no real learning.”24 So, motivation is important part in teaching and learning process which can make the student do activities in learning process.

Prinrich also states “Motivation is an important quality that affects all classroom activities because it can influence both learning behaviors and performance of previously learned skill, strategies, and behaviors which have important implications for schooling”.25 It means that students’ behavior and

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25 Ibid., p. 5
performance will be influenced by motivation. If the students have high motivation, they will have good behavior and performance in the classroom.

Harmer also regard that “……… it seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success.”\textsuperscript{26} It infers that motivation is very important factor which influences successful in learning.

The statements above indicate that the important role of motivation in learning process is that motivation can determine whether the learning process is successful or failed. It means that the motivated learner will get a better opportunity to succeed in their learning activities than who have low motivation.

Ur said that is easy to comprehend the motivated learner than motivation itself. The motivated learner, who is wiling or even eager to invest effort in learning activities, make teaching and learning process more pleasant and easier.

There are some characteristics of motivated learner:

a. Positive task orientation. The learner is willing to tackle tasks and challenges, and has confidence in his or her success.

b. Ego involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.

c. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

d. High aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

e. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.

f. Perseverance. The learner consistently invests a high level of effort in learning, and it is not discouraged by setbacks or apparent lack of progress.

\textsuperscript{26} Jeremy Harmer, \textit{The Practice of English Language Teaching} (New York: Longman Group, 1983), p.3
B. Speaking

1. Definition of Speaking

Speaking is very important in our life because we, as a human being, have a need to use it to communicate each other. McDonough and Shaw defined that “speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship.” From this definition, the writer infers that speaking is the activity to express something we want and we need.

According to Tarigan “……. Speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, and feelings.” From this definition, speaking is being able to use a language expressing ideas, opinion and feelings in words of speech.

Cameron gave a brief definition of speaking that is, “speaking is the active use of language to express meanings so that other people can make sense of them.” It means that speaking is what the people want to express something meaningful by using language.

Referring definition above, the writer conclude that speaking is the way to express someone feeling, ideas and opinion by using language which is the combination of word and sound articulation.

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27 Penny Ur, A Course in Language Teaching: Practice and Theory, p. 275
29 Henry Guntur Tarigan, Berbicara Sebagai Suatu Keterampilan Berbahasa (Bandung: Angkasa, 1985), p. 16
30 Lynne Cameron, Teaching Language to Young Learners (Cambridge: Cambridge University Press, 2001), p. 40
2. The Goal of Speaking

The goal of a speaking component in language class is to encourage the acquisition of communication skills and to foster real communication in and out of the classroom. Burkhart suggests that “to help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.”\(^\text{31}\) It follows then that the objectives for developing oral fluency will address this goal by setting for specific content, activities, and methods which foster communication.

Moreover, the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

3. Activities to Promote Speaking

According to McDonough and Shaw, there are some activities which are used in the classroom to promote the development of speaking skills in the learner, they are:\(^\text{32}\)

a. Communication game

Speaking activities based on games are often a useful way of giving students valuable practice. Game-based activities can involve practice oral strategies such as describing, predicting, simplifying, asking for feedback, through activities such as filling in questionnaires and guessing unknown information.

b. Information gap

Many speaking skills materials start from the premise that a communicative purpose can be established in the classroom by means of the

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\(^{32}\) McDonough and Shaw, *Materials and Methods in ELT*, p. 143
information gap. Information gap activities is the activity where two speakers who have different bits information share the information they had to complete the whole picture of that particular situation.

c. **Role play/simulation**

One way of getting students to speak in different social contexts and assume varied social roles is to use role-play activities in the classroom. Role play is the activity where the students play the role to stimulate a particular situation in the real world. This is one way of getting students to speak in different social context and to assume varied social roles. In this activity, each student has a role and they have to speak and act depends on their role in particular situation.

d. **Story telling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class.

e. **Discussion**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.  

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According to Harmer, the following activities are helpful in getting students to practice ‘speaking-as-a-skill’:  
- Information gap activities
- Telling stories
- Favorite objects
- Meeting and greeting
- Survey
- Famous people
- Students presentations
- Discussion
- Competition
- Role-play

4. The Problems in Speaking Activities

According to Ur, there are some problems in speaking activities in the classroom, as follow:

a. Inhibition. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, shy and fear.

b. Nothing to say. Learners often complain that they can’t think of anything to say: in other word they can’t express themselves.

c. Low or uneven participation. Learners can’t participate well because they only get very little time to talk. It is caused by some learners to dominate, while others speak very little or not at all.

d. Mother tongue use. When the learners share the same mother tongue, they may tend to use it because it is easier and doesn’t make them feel unnatural to speak to one another.  

These problems usually happen to the students who do the speaking activities. He can’t participate well because afraid of making mistakes, afraid to

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35 Penny Ur, *A Course in Language Teaching: Practice and Theory*, p. 56
be laughed at by others and don’t feel confident or sometimes they seem no ideas in their mind if they are asked to practice speaking.

C. Contextual Teaching And Learning

1. Definition of Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) is first introduced by John Dewey that he had suggested a curriculum and teaching methodology which is connected with the student environment and experience. There are some definitions given about CTL.

According to Sears, CTL is a concept that helps teachers relates subject matter to real-world situations. From this definition we can see that a teacher should be able to stimulate his or her lesson based on the real world situations. So, the students can apply and experience what is being taught in the real conditions.

Johnson states that CTL is a holistic system that helps students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives. In this understanding, by using CTL system, students are able to connect the subject materials with the context of their daily life. It means the subject materials should go along with daily needs.

In addition, CTL is a conception of teaching and learning that helps teachers relate subject matter content to real world situations: and motivates students to make connections between knowledge and its application to their lives as family member’s citizens and workers and engage in the hard work that learning requires. Based on this definition, CTL can help the teacher relates his or her subject to real world situation and also can motivate students to make connections between the material that is being learned and their prior knowledge.

The interpretation of CTL from one source to another are vary, but the meaning leads to the same perspectives. The writer may conclude that Contextual

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37 Susan Sears, Contextual Teaching and Learning: A Primer for Effective Instruction (Indian: Phi Delta Kappa Educational Foundation Bloomington, 2002), p. 32
39 http://www.cew.wisc.edu/teachnet/ctl/
Teaching and Learning (CTL), which is still being designed and implemented, is a conception of teaching and learning that helps teachers relate subject matter content to real-world situation, and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers.

2. **Characteristic of Contextual Teaching and Learning**

   Johnson characterizes CTL into eight important elements as follows:

   a. **Making Meaningful Connections**

   Students can organize themselves as learners, who learn actively in improving their interest individually, person who can work individually or collectively in a group, and a person who can do learning by doing

   b. **Doing Significant Work**

   Student can make relationship among schools and the various existing contexts in the real world as business maker and as a citizen

   c. **Self-Regulated Learning**

   Students do the significant work; it has purpose, it has connection with others, it has connection with decision making and it has the concrete results or products

   d. **Collaborating**

   Students are able to work together. The teacher helps students in order to work effectively in a group and teacher helps them to understand the way how to persuade and communicate each others.

   e. **Critical and Creative Thinking**

   Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.
f. Nurturing the Individual

Students carry on their selves, understand, give attention, posses high wishes, motivate and empower themselves. Students can’t get the success without the support from adult people. Students should respect their companion and adult person.

g. Reaching High Standards

Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teacher shows to students how to reach what called ‘excellent’

h. Using Authentic Assessments

Students use academic knowledge in the real world context to the meaningful purposes. For example, students may describe the academic information that have learnt in subject of science, health, education, math, and English subject by designing a car, planning the school menu, or making the serving of human emotion or telling their experience.  

These eight characteristics make CTL different from other methods. These Characteristics became the main components in applying CTL method. It is also clearly seen that these eight characteristics asks the students for actively involving in classroom activity. Collaborating, nurturing the individual and creative and critical Thinking ask the students to responsible for their own learning.

The role of teacher in CTL is to facilitate student to find the fact or the meaning, concept, or principles for their selves. Once these eight characteristics applied in classroom, it will help both student and teachers in creating a good atmosphere where the learners have a great responsibility in achieving their success in leaning.

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40 Johnson, Contextual Teaching and Learning, p. 25
3. **Approaches of Contextual Teaching and Learning**

In learning process, learning will be more meaningful for the student if knowledge is gotten from the student experience, from communication between the students, and from connection between the concepts of material with the daily-life. There are some approaches for teacher in applying CTL in the classroom as follows:

a. **Constructivism**

Constructivism is the foundation of CTL. The basic premise is that an individual learner must actively “build” knowledge and skills. Jean Piaget, in Sanjaya, regarded that knowledge are formed not only from the object of learning, but also from the ability of the learners as subject in comprehending the object they observed.\(^{41}\) It means that knowledge is derived from the outside, but it is construct within the individual. The constructivism paradigm has led us to understand how learning can be facilitated through certain types of engaging, constructive activities. So, in learning process, the learners is demanded to be able to construct knowledge themselves through their real experience.

a. **Inquiry**

Basically, inquiry is a complex idea that means many things to many people in any contexts. Inquiry is defined as “a seeking for truth, information or knowledge-seeking information by questioning and thinking. In applying inquiry activity in the classroom teaching, there are several steps that should be followed that are formulating problem, collecting data through observation, analyzing and presenting data (through written form, picture, report and table) and finally, communicating and presenting the result of data to the readers, classmates, and the other audients.\(^{42}\) In this process, the learners can think systematically and rationally in order to they can make their creativity.

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\(^{41}\) Wina Sanjaya, *Strategi Pembelajaran* (Jakarta: Media Prenada, 2006), p. 264

\(^{42}\) Sanjaya, *Strategi Pembelajaran*, p. 265
b. Questioning

Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and the important aspect of learning. Sometimes, the teacher asks to the students before, during and after the lesson. At other times, they are posed effectively by the students to focus their own lesson, keep them engaged and help them monitor their understanding of what was learned.

In a productive teaching learning, questioning activity are useful for checking students comprehension, solving problem faced by students, stimulating responses to the students, measuring student’s curiosity, focusing student attention, and refreshing students prior knowledge.

c. Learning Community

In learning community, the result of learning can be gotten from gathering others and also can be taken from sharing with friends, other groups, and between make out person and not. Actually, learning community has the meaning as follows: 1).Group of learning which communicate to share the idea and experience, 2).Working together to solve the problem and 3).The responsibility of each member of learning group. It is sometimes forgotten that language classes operate as communities, each within its own collection of shared understandings that have been build up over time. The overall character or each language class is created, developed, and maintained by everyone in room. Each class member has a specific role to play, even those with ostensibly low profile such as ‘onlooker’ or ‘observer’ (noticing what is going on), ‘knower’ (being privy to shared class understanding) and follower (reacting in the same way as everyone else to certain teacher or student initiatives).

d. Modeling

Basically, modeling is verbalization of ideas, teacher demonstrates to students to study and acting what the teacher need to be implemented by students. Modeling activity can be summarized into demonstrates the teacher’s opinion and demonstrates how does the teacher want the student to learn.
e. Reflections

Reflection is the ways of thinking about what the students have learned and thinking about what the students have done in the past. Reflection is figuration of activity and knowledge that just have received. Teacher need to do the reflections in the end of teaching learning process. In the end of teaching learning process, teacher spends a little time and ask student to do the reflection.

The realization of reflection can be done by giving direct statement about the information that acquired in the lesson, some notes or journal on student book, some impression and suggestion from students about the learning process and discussion.

f. Authentic Assessment

Authentic assessment is a procedure of achievement in the CTL. Assessments of students’ performance can come from the teacher and the students. Authentic assessment is the process of collecting the data that can give the description of student learning development. In the process of learning, not only the teacher that can be placed to provide accurate assessments of students’ performance, but also students can be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness, we can greatly enhance learning.

Essentially, the question that needs to answer by authentic assessment is “Does the students learn something?” not “What have they already known?” So, the students are assessed through many ways, not only assessed their examination test.

4. Strategies of Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) helps us relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens,
and workers and engage in the hard work that learning requires. Contextual teaching and learning strategies:

**Problem-based.** CTL can begin with a simulated or real problem. Students use critical thinking skills and a systemic approach to inquiry to address the problem or issue. Students may also draw upon multiple content areas to solve these problems. Worthwhile problems that are relevant to students’ families, school experiences, workplaces, and communities hold greater personal meaning for students.

**Using multiple contexts.** Theories of situated cognition suggest that knowledge can not be separated from the physical and social context in which it develops. How and where a person acquires and creates knowledge is therefore very important. CTL experiences are enriched when students learn skills in multiple contexts (i.e. school, community, workplace, family).

**Drawing upon student diversity.** On the whole, our student population is becoming more diverse, and with increased diversity comes differences in values, social mores, and perspectives. These differences can be the impetus for learning and can add complexity to the CTL experience. Team collaboration and group learning activities respect students’ diverse histories, broaden perspectives, and build inter-personal skills.

**Supporting self-regulated learning.** Ultimately, students must become lifelong learners. Lifelong learners are able to seek out, analyze, and use information with little to no supervision. To do so, students must become more aware how they process information, employ problem-solving strategies, and use background knowledge. CTL experiences should allow for trial and error; provide time and structure for reflection; and provide adequate support to assist students to move from dependent to independent learning.
Using interdependent learning groups. Students will be influenced by and will contribute to the knowledge and beliefs of others. Learning groups, or learning communities, are established in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are established in schools, educators act as coaches, facilitators, and mentors.

Employing authentic assessment. CTL is intended to build knowledge and skills in meaningful ways by engaging students in real life, or "authentic" contexts. Assessment of learning should align with the methods and purposes of instruction. Authentic assessments show (among other things) that learning has occurred; are blended into the teaching/learning process; and provide students with opportunities and direction for improvement. Authentic assessment is used to monitor student progress and inform teaching practices.44

According to Sears, CTL includes six interrelated strategies, they are:45

- Developing self-regulated learners
- Anchoring teaching and learning in students’ life context
- Teaching and learning in multiple context
- Using problem based learning
- Using interdependent learning groups
- Assessing students’ progress though authentic assessment.

Many of these strategies are used in classrooms today. Activities such as team teaching, cooperative learning, integrated learning, work-based learning, service learning, problem-based learning, and others support CTL and are already occurring in many classrooms and schools. Many educators routinely use these activities to encourage inquiry, creative problem solving, and use of higher order thinking skills. These educators see these teaching/learning processes as methods to help all students meet state and local standards.

44 http://www.cew.wisc.edu/teachnet/ctl/
45 Sears, Contextual Teaching and Learning, p. 37
For CTL to be effective, all strategies must be present in the teaching/learning experience. Implementation of CTL may not require drastic changes in practice for all educators. It may require enhancement of practice in one characteristic and not another. Continual use and reflection on CTL processes broadens and deepens educators’ knowledge and ability to facilitate learning.
CHAPTER III
RESEARCH METHODOLOGY

A. The Subject of research
The subject of this research is the students of VIII grade of MTs Unwaanunnajah, Pondok Aren, Tangerang. The number of the students is 38.

B. Place and Time
The writer conducts the research at MTs Unwaanunnajah, class 8A. The research is started from January until March 2011.

C. Research Design
The research method which is used is classroom action research. Classroom Action Research (CAR) is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues.\textsuperscript{46} This research focuses on contextual teaching and learning on students’ motivation in learning speaking. The CAR procedure used in this research is Kemmis’ and Taggart’s design. Design of classroom action research which is used is described as follow:

\textsuperscript{46} Michael J. Wallace, \textit{Action Research for Language Teachers}, (Cambridge: Cambridge University Press, 2006), p. 5
Figure 3.1 Stephen Kemmis’ and Taggart’s Design

(Adopted from Wijaya Kusuma and Dedi Dwitagama, 2009)\(^\text{47}\)

\(^{47}\) Wijaya Kusumah dan Dedi Dwitagama. *Mengenal Penelitian Tindakan Kelas* (Jakarta: Indeks, 2009), p. 21
Based on design above, the writer describes her research design below:

**CYCLE I**

**Introduction:**
1. Observing to school
2. Interviewing the English teacher
3. Giving the questionnaire to the students

**Reflecting I:**
1. Evaluating teaching and learning process
2. Analyzing students’ motivation
3. Discussing with English teacher

**Planning I:**
1. Making lesson planning
2. Preparing observation form and observation instrument

**Acting I:**
1. Learning speaking by using CTL
2. Discussing and performing by the student

**Observing I:**
1. Observing the student activity in the class
2. Giving questionnaire
3. Analyzing the data

**Reflecting II:**
1. Evaluating teaching and learning process
2. Analyzing students’ motivation
3. Discussing with English teacher

**Planning II:**
1. Identifying the problem in cycle I
2. Revising lesson planning
3. Preparing observation form and observation instrument

**Acting II:**
1. Learning speaking by using CTL
2. Discussing and performing by the student

**Observing II:**
1. Observing the student activity in the class
2. Giving questionnaire
3. Analyzing the data

**Evaluating all cycles**

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**Figure 3.2 Design of research cycles**

(Adopted from Kemmis’ and Taggart’s design)
Based on the design above, the researcher uses two cycles and every cycle has 4 steps as follow:

1. Planning
   The researcher plan some actions based on the research goal. The researcher prepares learning scenario and the instrument for research, such as questionnaire about students’ motivation, observation form and form of interview.

2. Acting
   The second step of the cycles is acting which is implementation of the planning.

3. Observing
   The third step is observing students’ activities and students’ respond by using one of observation forms in learning process which is made by researcher by using one of observation forms.

4. Reflecting
   In this step, the results of observation are collected and analyzed by the researcher and the collaborator, in order to can be known whether the activity in the classroom is appropriate to the goal planning or not. That result of analyses will be used as source to plan the next action.

   Based on the analyses, it can be decided whether the next cycle need to be continued or not. The research will be stopped if require these criterions:

   1. The motivation score of questionnaires in the end of the cycle has shown that the average of students’ motivation score is in high category. It means that the students have high motivation and no students have low motivation.

   2. The result of measuring students’ score in the post test has shown score average 60 or more.

D. The Role and Position of the Researcher

   In this research, the researcher has a role as a planner of research activity. The researcher makes a planning of the activity, doing the activity, observing, collecting and analyzing the data, and reporting the research finding.

   In this research, the researcher will collaborate with the English teacher of MTs Unwaanunnajah as the observer in the classroom. According to English
lesson syllabus of VIII grade of MTs Unwaanunnajah, the researcher will conducted the cycles in this research as described in the table below:

### Table 3.1
The Description of the Cycles

<table>
<thead>
<tr>
<th>Cycles</th>
<th>Pre-liminary</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting</td>
<td>Pre- meeting</td>
<td>Meeting 1</td>
<td>Meeting 2</td>
</tr>
<tr>
<td>topic</td>
<td>Asking &amp;giving opinion</td>
<td>Asking &amp;giving opinion</td>
<td>Asking &amp;giving opinion</td>
</tr>
</tbody>
</table>

### E. Action Research

This research is begun with the introduction and will be continued by the 1\textsuperscript{st} cycle. After analyzing and reflecting in the 1\textsuperscript{st} cycle, the research will be continued by the 2\textsuperscript{nd} cycle.

The description of classroom action research will be described as follow:

**Introduction**

1. Interviewing the English teacher
2. Deciding the subject of research
3. Observing the learning process in the classroom will be observed
4. Giving the questionnaire to the students

**Cycle 1**

**Planning**

1. Making lesson planning
2. Discussing about lesson planning with the English teacher.
3. Preparing observation form and observation instrument

**Acting**

1. Explaining the material
2. Learning speaking by using CTL
3. Discussing and performing by the students

**Observing**

1. Observing the student in the class
2. Giving questionnaire to the student
3. Analyzing the data which have been collected in every meeting
Reflecting
1. Evaluating teaching and learning process
2. Analyzing students’ motivation in speaking
3. Discussing with English teacher
4. Deciding advantages and disadvantages of the first cycle

Cycle II
Planning
1. Identifying the problem in cycle I
2. Discussing about lesson planning with the English teacher.
3. Preparing questionnaire instrument and observation instrument

Acting
1. Explaining the material
2. Learning by using CTL
3. Discussing and performing by the students

Observing
1. Observing the student in the class
2. Giving questionnaire to the student
3. Analyzing the data which have been collected in every meeting

Reflecting
1. Evaluating teaching and learning process
2. Analyzing students’ motivation in learning speaking
3. Discussing with English teacher
4. Deciding the advantages and disadvantages of the cycle 2.

F. **Kind and Resource of the Data**
1. Data resource
   The data resources of this study are students, teachers, and a researcher.
2. Kind of the data
   There are qualitative and quantitative data used in this study. Qualitative data are interview result, observation result, and documentations. Quantitative data are the result of students’ works, and the result of questionnaire.
G. Instrument in Data Collecting

1. Observation form

Observation form will be conducted by the teacher as observer in the classroom, and will be filled in every meeting. The observer used observation forms to note students’ activity in the classroom, such as: coming on time, interesting in learning speaking using Contextual Teaching and Learning, bringing media and source for learning, paying attention to the teacher, answering teacher’s questions, responding teacher’s questions with enthusiasm, doing the task well, learning English by Contextual Teaching and Learning well, and not giving up in answering teacher’s questions. Observation form is also used to note the teacher performance in the classroom.

2. Interview instrument for students and teacher

Interview for the teacher is done before the research and after the research. In the preliminary research, the questions for the teacher are about the student’s motivation, the teacher’s method to improve students’ motivation, the teacher’s difficulties in managing students’ activity, and the students’ respond on her method. In the end of research, the questions for the teacher are about the usage of CTL to improve student’s motivation, the advantages and disadvantages of CTL, and the development of student’s motivation and ability in learning speaking.

Interview for the students is done at the end in every cycle. The questions in preliminary research are about: the students’ interest in learning speaking, the students’ opinion about teacher’s method, the students’ way in learning speaking, and the students’ activity in doing the task. In questions in the end of research are about: the students’ opinion about CTL, the students’ interest in learning speaking using CTL, the students’ activity in doing the task using CTL, and the students’ opinion about the improvement of their motivation in learning speaking using CTL.

3. Questionnaire of students’ motivation

Questionnaire is given to the students in the first of this research, and at the end in every cycle, to know the students’ motivation in learning speaking. It consists of 28 questions, 15 positive questions and 13 negative questions. The questions are about positive task orientation, ego involvement, need for
achievement, high aspirations, goal orientation, perseverance and tolerance of ambiguity. The writer gives alternative option of the answer: Very Often (Sangat Sering), Often (Sering), Sometime (Kadang-Kadang), Rarely (Jarang), And Never (Tidak Pernah).

4. Test

The test is used to compare students’ achievements before conducting the research and after conducting the research. The writer conducted an oral test. The test used is based on the activity of Contextual Teaching and Learning principle.

In order to give score of the students’ speaking ability, the writer used the ‘Proficiency Descriptions’ stated by Arthur Hughes in his book, they are:

**Pronunciation**

1. Pronunciation frequently unintelligible
2. Frequent gross errors and a very accent make understanding difficult require frequent repetition.
3. “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker
6. Native pronunciation, with no trace of “foreign accent”

**Grammar**

1. Grammar almost entirely inaccurate except in stock phrases.
2. Consonant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

**Vocabulary**

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

**Fluency**

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker’s.

**Comprehension**

1. Understands too little for the simplest type of conversation
2. Understands only slow, very simple on common social and touristic topics; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.  

Weighting is a procedure by which marks are awarded out of the same total for different mark categories, and these marks are then multiplied by different factors to give them more, or less, influence in the total score. The mark categories might be given in the following weighting:

<table>
<thead>
<tr>
<th>Mark Category</th>
<th>Marking Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>marked out of 10 then multiplied by 3</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>marked out of 10 then multiplied by 3</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>marked out of 10 then multiplied by 2</td>
</tr>
<tr>
<td>Fluency</td>
<td>marked out of 10 then multiplied by 1</td>
</tr>
<tr>
<td>Comprehension</td>
<td>marked out of 10 then multiplied by 1</td>
</tr>
</tbody>
</table>

### H. Technique of Data Collecting

Data is collected by interviewing the teacher and the subject of this study, giving questionnaire of motivation to students in every cycle, and observing the students in learning process.

The result in every observation will be discussed by the researcher with the teacher when analyzing the data to prepare an action for the next cycle.

### I. Technique of Trustworthiness

Throughout the process of data collection and analysis, the researcher needs to make sure that findings and interpretations are accurate. The researcher determines the accuracy or credibility of the findings through strategies below:

---

1. Triangulation. It is the process of corroborating evidence from different individuals, types of data or methods of data collection in descriptions and themes in the research.

2. Member checking. It is a process in which the researcher asks one or more participants in the study to check the accuracy of the account.

In order to get valid data, the instrument to evaluate must be valid too. Therefore, before being used in this study, the questionnaire instrument should be tested in order to know and measure the validity and reliability of the instrument.

- **Validity**
  
  To know the validity of the questionnaire instrument, the writer uses the formulation of product moment as follow:\(^{50}\)
  \[
  \Gamma_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}
  \]
  \(\Gamma_{xy}\) = instrument validity
  \(N\) = number of respondent
  \(x\) = score of the test item
  \(y\) = total score

- **Reliability**

  To know the reliability of the questionnaire instrument, the writer uses the formulation of \(alpha\ cronbach\) as follow:\(^{51}\)
  \[
  \Gamma_{11} = \left[ k \left( 1 - \frac{\sum \sigma_i^2}{\sigma^2} \right) \right]^{1/k}
  \]
  \(\Gamma_{11}\) = instrument reliability
  \(k\) = the number of valid item
  \(\sum \sigma_i^2\) = number of variant score in each item
  \(\sigma^2\) = total of variant

  The formulation of variant is:
  \[
  \sigma^2 = \frac{\sum f.x^2}{N} - \left( \frac{\sum f.x}{N} \right)^2
  \]
  \(\sigma^2\) = variant
  \(\Sigma x\) = number of data score
  \((\Sigma x)^2\) = quadrate of number of data score
  \(N\) = number of data

---

\(^{50}\) Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Grafindo Persada, 2006), p. 206

\(^{51}\) Ibid, p. 212
J. Data Analyzes and Interpretation

Data analyses will be done after collecting all the data. In analyzing the quantitative data, the researcher begins with preparing and organizing the data, checking, editing, coding, tabulating, reporting the results and discussing them.

In analyzing the qualitative data, the researcher begins with preparing and organizing the data to be analyzed, exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings.
CHAPTER IV
RESEARCH FINDING

A. Description of the Data

1. Preliminary Research
   a. Data of observation

   Based on the observation which is conducted by the writer in January 10\textsuperscript{th}, 12\textsuperscript{th} and 17\textsuperscript{th} 2011, it is known that in teaching speaking at VIII grade of MTs Unwaanunnajah, the teacher teaches speaking by giving a dialogue and translate it word by word. Then, students memorize the dialogue and practice it with their friend. So, most of students do not know how to use the expression taught by the teacher in real communication.

   This strategy made the students feel bored and sometimes didn’t do their task to speak English because they didn’t understand what the dialogue they have studied, especially when they found a new dialogue. The students also didn’t pay attention to the materials given to them in the classroom, because the teacher didn’t give them interesting activity.

   b. Data of interview

   1) Interview of the teacher

   Based on the interview with the English teacher of VIII grade of MTs Unwaanunnajah conducted by the writer in January 4\textsuperscript{th} 2011, it is known that she found some problems in teaching speaking. The students’ motivation was very low. Many students didn’t give attention to the teacher. They also didn’t do their task before she said that she would give a punishment if they didn’t do their task.
From this interview, it is also known that the English teacher uses monotonous technique in teaching speaking. So, it made the students feel bored. The teacher also cannot manage the classroom climate well.

2) Interview of the students

Based on the interviews conducted by the writer to the nine students of VIII grade of MTs Unwaanunnajah, it is known that most students like English. However, some students are not motivated to learn speaking English because they taught that learning speaking English is very difficult and boring.

The students of VIII grade of MTs Unwaanunnajah have some problems in learning speaking English. Most of them don’t understand of the teacher explanation. They cannot do their task well, so they sometimes give up when they have difficulties in doing the task. They also often don’t pay attention to the teacher because the classroom is very noisy.

From this interview, there are still many students having low motivation in learning English because of the classroom condition and because of the teacher’s method in teaching speaking.

2. Cycle I
a. Planning

In this phase, the writer prepared lesson planning, observation form, questionnaire forms, and post test for cycle I. In preparing lesson planning, the writer collaborated with the teacher to decide the material and theme for teaching and learning process. The material in cycle I is about the expression of asking and giving opinion, and the themes are about pictures, friendship and face book. The writer also prepared the medium for the students’ activity in the classroom, such as: pictures, papers and markers, table sheets, dialogue sheets, and game aids.

Questionnaires, interview and observation form were made by the writer to know the students’ motivation in learning speaking. Observation form is used to note the students’ activity in teaching and learning process in the classroom. This observation form was fulfilled by the teacher, as observer. The questionnaires were used to know the students’ score of motivation in learning speaking. The
interview was done to know the students’ opinion about learning speaking using Contextual Teaching and Learning.

b. Action

In this phase, there are three meetings with the material is about asking and giving opinion. In every meeting the writer was as the teacher and the collaborator teacher was as the observer.

The observer used observation forms to note students’ activity in the classroom, such as: coming on time, interesting in learning speaking using Contextual Teaching and Learning, bringing media and source for learning, paying attention to the teacher, answering teacher’s questions, responding teacher’s questions with enthusiasm, doing the task well, learning English by Contextual Teaching and Learning well, and not giving up in answering teacher’s questions. Observation form is also used to note the teacher performance in the classroom.

First meeting, February 14th 2011

Our picture

In the first meeting, the teacher, who is the writer, opened the classroom and motivated the students by giving a game about the strange picture. In this game, the teacher drew a simple strange picture on the whiteboard and the students had to guess it. The student who can guess it would be given a present. Then, the teacher told the goal of learning that is to make students are able to express asking and giving opinion in real communication.

Theme which was taught in this meeting is about our picture. The teacher gave a short explanation about expression of asking and giving opinion, and gave an example by asking students opinion about the teacher’s picture on the whiteboard. After that, the students made eight groups and the teacher gave a marker and a piece of paper to each group. Every group discussed a picture which they would make and drew it on the paper.

After they finished drawing, every group had to ask and give opinion to each other using expression of asking and giving opinion. The teacher, as a
facilitator, helped the students who had difficulties in speaking English. In the same time, the collaborator observed the students activity in the classroom.

In the end of this meeting, the teacher reflected the material had been studied by asking the students about expression asking and giving opinion. The teacher also asked the students individually about the material to know their individual comprehension.

In this meeting, the students were interested when they discussed and drew a picture on the paper. However, there were still many students who didn’t know how to do the activity because they didn’t pay attention to the teacher explanation before. There were also two groups which didn’t have a change to practice the activity, because the time was limited.

**Second meeting, February 16th 2011**

**Friendship**

In the second meeting, the teacher opened the class and motivated the students by giving a BOOM game. In this game, the students had to count from 1 to 50 and they had to say BOOM in a particular number, for example 6, 16, 26, so on. The students who did a mistake would be given a punishment to clean the blackboard.

Then, the teacher told the goal of learning that was to make students are able to express asking and giving opinion in real communication. After that, the teacher asked about the material which had been studied in the last meeting to refresh the students’ knowledge.

Theme which is taught in this meeting is about friendship. The teacher asked about friendship to the students before going on the activity. She also shown a picture of group of comedian in Indonesia and asked about their friendship to make students more interested in learning speaking.

The students discussed about good friend in pair, and practice a dialogue about good friend using expression of asking and giving opinion. The teacher had given an example of a dialogue about good friend using expression of asking and giving opinion before. While the class was practicing the dialogues, the teacher
helped the students who had difficulties in speaking English and the observer observed the students activity.

In the end of this meeting, the teacher reflected the material by asking some pairs randomly about their opinion about good friend to know their comprehension. Then, the teacher asked the difficulties which they had during the activity.

In this meeting, there were some students who are lack of vocabularies about the characteristic of good friend, though the teacher had introduced in the beginning of this meeting. There are also many students who didn’t task well because the teacher cannot manage the classroom well.

**Third meeting, February 21**<sup>th</sup> **2011**

**Internet**

In the third meeting, the teacher opened the class and motivated the students by giving a simple game. Then, the teacher told the goal of learning that was to make students are able to express asking and giving opinion in real communication. After that, the teacher asked about the material which had been studied in the last meeting to refresh the students’ knowledge.

Theme which was taught in this meeting was about face book. First, the teacher asked the students the information about face book. Then the teacher asked the students to make 6 groups by counting 1 until 6. The students who get number 1 make a group 1; the students who get number 2 make a group 2; and so on. Every group discussed about the advantages and disadvantages in using face book. The teacher helped the students who have difficulties in learning speaking, especially in finding appropriate vocabulary.

After discussing about face book, each group had to give opinion by using expression of giving opinion when the teacher asked opinion. The teacher also asked the students individually to give opinion about face book so that the teacher knew the individual competency. Finally, the teacher explained about the material that had been discussed and corrected the students’ mistake in practicing their speaking.
In this meeting, many students have enthusiasm in learning speaking because the topic is very familiar to them. Some students are confident in telling their opinion but they are lack of vocabulary, so it took many times for discussion.

c. Observation

Observation is conducted by the collaborator, as the observer, to note the students’ activity during learning and teaching process using observation form. The result of the observation in cycle I can be seen in the table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ activity</th>
<th>1st Meeting</th>
<th>2nd Meeting</th>
<th>3rd Meeting</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Come on time</td>
<td>30 (88.23%)</td>
<td>32 (88.88%)</td>
<td>34 (94.4%)</td>
<td>90.5%</td>
</tr>
<tr>
<td>2.</td>
<td>Interesting in learning speaking</td>
<td>16 (47.06%)</td>
<td>19 (52.8%)</td>
<td>24 (66.66%)</td>
<td>55.51%</td>
</tr>
<tr>
<td>3.</td>
<td>Preparing media and source for learning</td>
<td>10 (29.41%)</td>
<td>14 (38.88%)</td>
<td>18 (50%)</td>
<td>39.43%</td>
</tr>
<tr>
<td>4.</td>
<td>Paying attention to the teacher</td>
<td>18 (52.94%)</td>
<td>26 (72.22%)</td>
<td>29 (80.56%)</td>
<td>68.57%</td>
</tr>
<tr>
<td>5.</td>
<td>Answering the teacher’s question</td>
<td>21 (61.76%)</td>
<td>20 (55.55%)</td>
<td>27 (75%)</td>
<td>64.1%</td>
</tr>
<tr>
<td>6.</td>
<td>Responding the teacher’s question with enthusiasm</td>
<td>15 (44.1%)</td>
<td>16 (44.44%)</td>
<td>20 (55.55%)</td>
<td>48.03%</td>
</tr>
<tr>
<td>7.</td>
<td>Doing the task well</td>
<td>19 (55.88%)</td>
<td>16 (44.44%)</td>
<td>23 (63.39%)</td>
<td>54.57%</td>
</tr>
<tr>
<td>8.</td>
<td>Learning speaking well</td>
<td>29 (85.29%)</td>
<td>21 (58.33%)</td>
<td>30 (83.33%)</td>
<td>75.65%</td>
</tr>
<tr>
<td>9.</td>
<td>Not giving up in answering question</td>
<td>13 (38.23%)</td>
<td>15 (41.66%)</td>
<td>19 (52.8%)</td>
<td>44.23%</td>
</tr>
</tbody>
</table>

Note: In the 1st meeting, there are 3 students who were absent and a student who was sick.
In the second meeting, there were two students who were absent
In the third meeting, there were two students who were absent

Based on the table above, the percentage average of students who come on time is about 90.5%. It means that most of the students had been in the class when the teacher came in. It shows that there is no significant improvement in this activity because the percentage is little bit higher than in the preliminary
research, which is about 81.6 %. In the preliminary research, there are some students who had not been in the class yet when the teacher came in.

The percentage of the students who are interested in learning speaking is about 55.51 %. There is significant improvement in this activity. The students looked interested in learning speaking by Contextual Teaching and Learning. It was different with the condition in the preliminary research that there are many students who chatted with their friend, played something on their chair, and also didn’t pay attention to the teacher. It shows that they were not interested in learning speaking.

The percentage of the students who prepare the media and the source for learning is 39.43 %. It shows that the percentage of the students who did this activity is not improved yet. There are still many students who hadn’t prepared the media and source for learning yet when the teacher came in the classroom.

The students’ activity in paying attention to the teacher is 68.57%. It means that there is improvement in this activity. In the preliminary, many students chatted and joked when the teacher explained the material. The high percentage of this activity shows that the students have had motivation in learning speaking. But in this activity, there are still some students who didn’t pay attention to the teacher, so it needs better condition in the next cycle.

The percentage of students’ activity in answering the teacher’s question is 64.1%. The percentage is higher than in the preliminary research. So, it describes the improvement in this activity.

The percentage of students who are enthusiasm in responding teacher’s question is about 48.03 %. This percentage is higher than the percentage in the preliminary research. In the preliminary research the percentage of the students’ activity in responding teacher’s question is about 42.1%. It means that there is improvement in this activity, but the improvement is no significant. There are still many students who are not enthusiasm in responding the teacher’s question.

The students’ activity in doing the task well is 54.57 %. There is improvement in this activity but it is not significant. There are still many students who didn’t do the task well, because they are not confident and fear in making mistakes. They were also still lack of vocabulary.
The percentage of students who learning speaking well is about 75.65%. The percentage of this activity in the preliminary research is 65.48%. It describes that there is improvement in this activity. The students can learn speaking well, because they can understand the material easily.

The next students’ activity is the activity in not giving up in answering the questions from the teacher. This activity has percentage about 44.23%. It shows that there is no improvement of the percentage in this activity. Many students feel that they cannot answer and give up in answering the questions.

From all activities which are observed above, there are some activities which have not improved yet, they are: preparing the media and the source for learning, responding teacher’s question with enthusiasm, doing the task well and not giving up in answering the questions from the teacher. The average of the activity in cycle 1 is 60.06%. It shows that the indicators of the research are not reached yet that the average of the percentage of the students’ activity have to reached until 70 % or more.

The students’ score of their motivation in learning speaking is gotten from the questionnaire. The percentage of students’ score of motivation can be described on the table below:

<table>
<thead>
<tr>
<th>Interval</th>
<th>f</th>
<th>$F_{\text{relatif}}$</th>
<th>$F_{\text{relatif kumulatif}}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 - 69</td>
<td>5</td>
<td>13.15 %</td>
<td>100%</td>
</tr>
<tr>
<td>70 - 79</td>
<td>5</td>
<td>13.15 %</td>
<td>86.8 %</td>
</tr>
<tr>
<td>80 - 89</td>
<td>5</td>
<td>13.15 %</td>
<td>73.7 %</td>
</tr>
<tr>
<td>90 - 99</td>
<td>10</td>
<td>26.32%</td>
<td>60.5 %</td>
</tr>
<tr>
<td>100 - 109</td>
<td>8</td>
<td>21.05 %</td>
<td>34.2 %</td>
</tr>
<tr>
<td>110 - 119</td>
<td>5</td>
<td>13.15 %</td>
<td>13.2 %</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum score: 60  Mean : 91.34
Maximum score: 117  Standard Deviation: 15.74

According to the table above, the average of students’ score of motivation is 91.34. It shows that the average of students’ score of motivation is in the medium category. The category of students’ motivation score can be seen on the table below:
Table 4.3
The Category of Students’ Motivation in Learning Speaking Cycle 1

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean score</th>
<th>percentage student</th>
<th>Students’ score</th>
</tr>
</thead>
<tbody>
<tr>
<td>low</td>
<td>x &lt; 65.3</td>
<td>x &lt; 47 %</td>
<td>5</td>
</tr>
<tr>
<td>medium</td>
<td>65.3 ≤ x ≤ 102.7</td>
<td>47 % ≤ x ≤ 73.36%</td>
<td>23</td>
</tr>
<tr>
<td>High</td>
<td>x &gt; 102.7</td>
<td>x &gt; 73.36%</td>
<td>10</td>
</tr>
</tbody>
</table>

Based on the table above, there are 13.2% of the students whose the score of motivation in learning speaking is in the low category, 60.5% is in the medium category, and 26.3% is in the high category. It indicates that the students’ motivation is good enough but there are some students who had low motivation. So, it needs better improvement of students’ motivation in learning speaking.

The observation of the teacher’s activity in teaching speaking is good. But the teacher has to improve their creativity and quality in managing the classroom climate and condition.

The students’ speaking score was gotten from the post test I. The average of students’ speaking score can be described on the table below:

Table 4.4
The Students’ Speaking Score in Cycle I

<table>
<thead>
<tr>
<th>Student</th>
<th>Comprehension</th>
<th>Fluency</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Pronunciation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>A2</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>62</td>
</tr>
<tr>
<td>A3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>A4</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>74</td>
</tr>
<tr>
<td>A5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>63</td>
</tr>
<tr>
<td>B1</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>B2</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>74</td>
</tr>
<tr>
<td>B3</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>63</td>
</tr>
<tr>
<td>B4</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>B5</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>66</td>
</tr>
<tr>
<td>C1</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>C2</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>C3</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>61</td>
</tr>
<tr>
<td>C4</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>C5</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>62</td>
</tr>
<tr>
<td>D1</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>D2</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>66</td>
</tr>
</tbody>
</table>
Based on the table above, the lowest score of post test I is 60 and the highest score is 76. The average of students’ speaking score is 67.16. It indicates that the students’ speaking score had reached the goal of research but the writer would like to improve students’ speaking score to be better.

d. Reflection

After analyzing the data by observing and evaluating the data from observation, interview and questionnaire, the writer inferred that there are some students had high motivation in learning speaking but some students had difficulties in learning speaking. Most students have difficulties in finding the appropriate vocabulary to express their thought. They are also still unconfident and fear in making mistake in speaking English. So, the writer has to find the best way to improve students’ vocabularies and give more activities that will encourage the students to be confident in speaking English.
3. Cycle II
   a. Planning

   After finding the fact that the students’ motivation is still low, the writer planned better preparation for the process of research in cycle II. The writer used different activities in each meeting to avoid students’ boredom. In this phase, the writer prepared lesson planning, observation form, questionnaire forms, interview form and post test for cycle I. In preparing lesson planning, the writer collaborated with the teacher to decide the material and theme for teaching and learning process. The material in cycle II was about simple past tense, and the themes were about my activity, holiday and study tour. The writer also prepared the medium for the students’ activity in the classroom, such as: pictures, papers and markers, table sheets, dialogue sheets, and game aids.

   Questionnaires, interview and observation form are made by the writer to know the students’ motivation in learning speaking. The questionnaires and interview are given in the end of cycle II. Observation form is used to note the students’ activity in teaching and learning process in the classroom. To know students ability in speaking, the writer used post test which was given in the end of this cycle.

   b. Action

   In this phase, the writer conducted the teaching and learning process in the second cycle to get better result that was significant in improving students’ motivation in learning speaking using Contextual Teaching and Learning. There were three meetings in this cycle:

   Fourth meeting, February 23\textsuperscript{rd} 2011

   My Activity

   Teacher motivated the students by giving short funny story to make students had ready to study. Then, the teacher told the students about the objective of study in this meeting. After that, the teacher asked the students about the material had been taught in the last meeting.
Teacher gave explanation about simple past tense relate to the students. The teacher asked the students if they had some questions. The teacher gave table activity to the students did yesterday. The students used the table to get information what other students did yesterday. The information which they got, was written on the table activity.

While the students did the activity, the teacher monitored the students’ activity and helped the students who had the difficulties in doing the activity. In the same time, the observer noted the activity of the students and the teacher. After all students finished the activity, the teacher asked the students one by one about the information they got. Then, the teacher corrected the students’ mistakes in speaking English.

In this meeting, the students did their task well. They are also interested in learning speaking. However, they still had difficulties in pronouncing the English word or sentences. There are also some students who had difficulties in finding the appropriate vocabulary.

Fifth meeting, February 28th 2011

Holiday

The teacher brainstorms the students by making a puzzle on the whit board and asked them to find out the second verbs on it. The students who can find them on the puzzle will get a gift from the teacher.

The teacher asked the students to make 4 big groups to play a communication game. The rule of this game is that each group had to make three sentences which described their activity at the day before and one sentence which didn’t describe their activity. In other words, each group had to make three sentences which are true and one sentence which is wrong.

The next rule was that every group told the sentences and other groups try to find the wrong sentence. The group whose the wrong sentence cannot be found by other group, will get 1 point; the group whose the wrong sentence can be found by other group, will not get the point. The group which can find the wrong sentence of other group will get 1 point; and the group which cannot find the
wrong sentence of other group, will not get the point. The group which had point most will got a present from the teacher.

After the students finished the competition, the teacher asked the students about material which they got in this meeting. The teacher also asked the students about their difficulties in learning speaking English.

In this meeting, the students are very interested in learning speaking. It looked from the beginning of the lesson when they tried to find out the second verb on the puzzle. Almost the students do their activity well. They didn’t have significant difficulties in making speaking English. Event, they are very confident in speaking because they want to get the point more.

Sixth meeting, March 2\textsuperscript{nd} 2011

Study Tour

The teacher began the class by giving brain gym to the students. Then, the teacher gave the information about the objective of study in this meeting. The teacher reviewed the material which is taught in the last meeting.

The teacher explained briefly about recount text and gave an example using simple past tense according to the picture. After that, the students made six groups. Each group had been given a picture about study tour which was held by the teachers and the students of MTs Unwaanunnajah on the last holiday. Every group discussed to make recount text using simple past tense relate to the picture they had, and presented it in front of the class.

In the end of this meeting, the teacher asked the difficulties of the students in learning speaking. The teacher also corrected some mistakes which the students made in speaking.

In this meeting, the students’ ability in speaking was better than before. They didn’t find many difficulties, because they had mastered the simple past tense well. They are also more interested and more confident to speak English.

c. Observation

In cycle II the writer is helped by the collaborator to observe the students’ activity in teaching and learning process. The result of the observation can be seen on the table below:
Table 4.5
The Percentage of Students’ Activity in Learning Speaking Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Activity</th>
<th>4th Meeting</th>
<th>5th Meeting</th>
<th>6th Meeting</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Come on time</td>
<td>36 (100%)</td>
<td>34 (97.14%)</td>
<td>35 (100%)</td>
<td>99.05%</td>
</tr>
<tr>
<td>2.</td>
<td>Interesting in learning speaking</td>
<td>26 (72.22%)</td>
<td>28 (80%)</td>
<td>24 (68.57%)</td>
<td>73.6%</td>
</tr>
<tr>
<td>3.</td>
<td>Preparing media and source for learning</td>
<td>18 (50%)</td>
<td>15 (42.85%)</td>
<td>22 (62.85%)</td>
<td>51.9%</td>
</tr>
<tr>
<td>4.</td>
<td>Paying attention to the teacher</td>
<td>30 (83.33%)</td>
<td>28 (80%)</td>
<td>30 (85.71%)</td>
<td>83.01%</td>
</tr>
<tr>
<td>5.</td>
<td>Answering the teacher’s question</td>
<td>21 (58.33%)</td>
<td>27 (77.14%)</td>
<td>25 (71.42%)</td>
<td>68.96%</td>
</tr>
<tr>
<td>6.</td>
<td>Responding the teacher’s question with enthusiasm</td>
<td>18 (50%)</td>
<td>25 (71.42%)</td>
<td>23 (65.71%)</td>
<td>62.38%</td>
</tr>
<tr>
<td>7.</td>
<td>Doing the task well</td>
<td>27 (75%)</td>
<td>33 (94.29%)</td>
<td>30 (85.71%)</td>
<td>85%</td>
</tr>
<tr>
<td>8.</td>
<td>Learning speaking well</td>
<td>29 (80.56%)</td>
<td>33 (94.29%)</td>
<td>33 (94.29%)</td>
<td>89.71%</td>
</tr>
<tr>
<td>9.</td>
<td>Not giving up in answering the question</td>
<td>24 (66.67%)</td>
<td>25 (71.42%)</td>
<td>21 (60%)</td>
<td>66.03%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36</td>
<td>35</td>
<td>35</td>
<td>75.52%</td>
</tr>
</tbody>
</table>

Note: In the fourth meeting, there were two students who were absent.
In the fifth meeting, there were two students who were absent and one student who was sick.
In the sixth meeting, there were three students who were absent.

Based on the table above, the percentage average of students who came on time is 99.05%. It means that most of the students had been in the class when the teacher came in. It shows that there is better improvement in cycle II than in cycle I.

The percentage of the students who are interested in learning speaking in cycle II is 73.6%. It shown that the percentage in this cycle is 18.1% higher than in cycle I. The significant improvement of this activity indicates that the students are very interested in learning speaking by using Contextual Teaching and Learning.

The students who had prepared the media and the source for learning are 51.9%. It shows that the percentage of the students who did this activity is
improved. There are many students who had prepared the media and source for learning when the teacher came in the classroom.

The students’ activity in paying attention to the teacher is 83.01%. It means that there is improvement in this activity. In the cycle I, there are still some students who didn’t pay attention to the teacher but in cycle II, most of students pay attention to the teacher.

The percentage of students’ activity in answering the teacher’s question is 68.1%. Although there is no significant improvement, the percentage in this cycle is higher than in cycle I. so, it shows that the students who did this activity are increased.

The percentage of students who are enthusiasm in responding teacher’s question is 62.38%. This percentage is higher than the percentage in the cycle I. In the cycle I, the percentage of the students’ activity in responding teacher’s question is about 48.03%. It means that there is improvement in this activity. There are many students who are enthusiasm in responding the teacher’s question.

The students’ activity in doing the task well is 85%. There is very significant improvement in this activity which is about 30.43%. Most of the students did their task well because they didn’t find many difficulties. They are confident in speaking because the teacher had motivated the students to speak English.

The percentage of students who learning speaking well is about 89.71%. The percentage of this activity in cycle I is 75.65%. It describes that there is improvement in this activity. The students can learn speaking well, because they can understand the material easily.

The next students’ activity is the activity in not giving up in answering the questions from the teacher. This activity has percentage about 66.03%. The percentage of this activity had improved. Many students feel that they can answer the teacher’s questions.

From all activities which are observed above, all of the activities had improved and the average is 75.52%. It shows that the indicators of the research had been reached that the average of the percentage of the students’ activity had to reached until 70 % or more.
The students’ score of their motivation in learning speaking is gotten from the questionnaire. The percentage of students’ score of motivation can be described on the table below:

<table>
<thead>
<tr>
<th>Interval</th>
<th>( f )</th>
<th>( F_{\text{relatif}} )</th>
<th>( F_{\text{relatif kumulatif}} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>86 - 91</td>
<td>9</td>
<td>23.68 %</td>
<td>100 %</td>
</tr>
<tr>
<td>92 - 97</td>
<td>3</td>
<td>7.89 %</td>
<td>76.3 %</td>
</tr>
<tr>
<td>98 - 103</td>
<td>8</td>
<td>21.05 %</td>
<td>60.4 %</td>
</tr>
<tr>
<td>104 - 109</td>
<td>6</td>
<td>15.79 %</td>
<td>47.4 %</td>
</tr>
<tr>
<td>110 - 115</td>
<td>6</td>
<td>15.79 %</td>
<td>31.6 %</td>
</tr>
<tr>
<td>116 - 121</td>
<td>6</td>
<td>15.79 %</td>
<td>15.8 %</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum score: 86  
Mean : 102.87  
Maximum score: 120  
Standard Deviation: 10.53

According to the table above, the average of students’ score of motivation is 102.87. It shows that the average of students’ score of motivation is in the high category. The category of students’ motivation can be seen on the table below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Percentage</th>
<th>Students’ score</th>
<th>Students’ percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>low</td>
<td>( x &lt; 65.3 )</td>
<td>( x &lt; 47 % )</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>medium</td>
<td>( 65.3 \leq x \leq 102.7 )</td>
<td>( 47 % \leq x \leq 73.36% )</td>
<td>19</td>
<td>50%</td>
</tr>
<tr>
<td>High</td>
<td>( x &gt; 102.7 )</td>
<td>( X &gt; 73.36% )</td>
<td>19</td>
<td>50%</td>
</tr>
</tbody>
</table>

Based on the table above, there are 50 \% of the students whose the score of motivation in learning speaking is in the medium category and 50 \% is in the high category. It indicates that the students had high motivation in learning speaking by Contextual Teaching and Learning.

The students’ speaking score was gotten from the post test II. The average of students’ speaking score can be described on the table below:
<table>
<thead>
<tr>
<th>Student</th>
<th>Comprehension</th>
<th>Fluency</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Pronunciation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>67</td>
</tr>
<tr>
<td>A2</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>62</td>
</tr>
<tr>
<td>A3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>A4</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>A5</td>
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<td>7</td>
<td>7</td>
<td>65</td>
</tr>
<tr>
<td>B1</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>B2</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>75</td>
</tr>
<tr>
<td>B3</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>B4</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>B5</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>C1</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>71</td>
</tr>
<tr>
<td>C2</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>76</td>
</tr>
<tr>
<td>C3</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>61</td>
</tr>
<tr>
<td>C4</td>
<td>7</td>
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<td>8</td>
<td>6</td>
<td>69</td>
</tr>
<tr>
<td>C5</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>63</td>
</tr>
<tr>
<td>D1</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>D2</td>
<td>7</td>
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<td>66</td>
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<td>8</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>D5</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>77</td>
</tr>
<tr>
<td>E1</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>74</td>
</tr>
<tr>
<td>E2</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>72</td>
</tr>
<tr>
<td>E3</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>E4</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>E5</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>F1</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>76</td>
</tr>
<tr>
<td>F2</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>F3</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>73</td>
</tr>
<tr>
<td>F4</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>F5</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>74</td>
</tr>
<tr>
<td>G1</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>78</td>
</tr>
<tr>
<td>G2</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>77</td>
</tr>
<tr>
<td>G3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>63</td>
</tr>
<tr>
<td>G4</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>G5</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>61</td>
</tr>
<tr>
<td>H1</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>74</td>
</tr>
<tr>
<td>H2</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>H3</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>75</td>
</tr>
</tbody>
</table>

Average: 70.18
Based on the table above, the lowest score of post test II is 61 and the highest score is 76. The average of students’ speaking score is 70.18. It indicates that the students’ speaking score had reached the goal of research, even better than in cycle I.

d. Reflection

After analyzing the data by observing and evaluating the data from observation, interview and questionnaire, the writer inferred that the students had high motivation in learning speaking by using Contextual Teaching and Learning. Most students are confident and not fear in making mistake in speaking English. So, the writer concluded that in cycle II, the students’ motivation had improved and had reached the goal of research.

**B. Analyzes of the Data**

The writer analyzed all the data which had been collected, they are:

1. Observation form

Observation form is used to know the students’ motivation in learning speaking in the classroom. The result of the observation in preliminary research, cycle I and II can be seen in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ activity</th>
<th>Pre research</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Come on time</td>
<td>81.6%</td>
<td>90.5%</td>
<td>99.05%</td>
</tr>
<tr>
<td>2.</td>
<td>Interesting in learning speaking</td>
<td>44.7%</td>
<td>55.51%</td>
<td>73.6%</td>
</tr>
<tr>
<td>3.</td>
<td>Preparing media and source for learning</td>
<td>36.2%</td>
<td>39.43%</td>
<td>51.9%</td>
</tr>
<tr>
<td>4.</td>
<td>Paying attention to the teacher</td>
<td>52.6%</td>
<td>68.57%</td>
<td>83.01%</td>
</tr>
<tr>
<td>5.</td>
<td>Answering the teacher’s question</td>
<td>47.4%</td>
<td>64.1%</td>
<td>68.96%</td>
</tr>
<tr>
<td>6.</td>
<td>Responding the teacher’s question with enthusiasm</td>
<td>42.1%</td>
<td>48.03%</td>
<td>62.38%</td>
</tr>
<tr>
<td>7.</td>
<td>Doing the task well</td>
<td>53.86%</td>
<td>54.57%</td>
<td>85%</td>
</tr>
<tr>
<td>8.</td>
<td>Learning speaking well</td>
<td>65.48%</td>
<td>75.65%</td>
<td>89.71%</td>
</tr>
<tr>
<td>9.</td>
<td>Not giving up in answering the teacher question</td>
<td>43.5%</td>
<td>44.23%</td>
<td>66.03%</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>51.94%</strong></td>
<td><strong>60.06%</strong></td>
<td><strong>75.52%</strong></td>
</tr>
</tbody>
</table>

**Table 4.9**

The Recapitulation of the Percentage of Students’ Activity in Preliminary Research, Cycle I and Cycle II
Based on the table above, the writer found that the students’ activity in learning speaking is improved. In cycle II, the average of percentage of students’ activity in learning speaking is 75.52%. It means that there is significant improvement of students’ activity in learning speaking. The comparison of percentage of students’ activity in cycle I and II described in diagram below:

2. Questionnaire

Questionnaire is used to know the students’ motivation score in learning speaking. The comparison of students’ motivation score of questionnaire can be seen in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Pre Research</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A1</td>
<td>64</td>
<td>92</td>
<td>98</td>
</tr>
<tr>
<td>2</td>
<td>A2</td>
<td>58</td>
<td>62</td>
<td>88</td>
</tr>
<tr>
<td>3</td>
<td>A3</td>
<td>59</td>
<td>80</td>
<td>91</td>
</tr>
<tr>
<td>4</td>
<td>A4</td>
<td>85</td>
<td>107</td>
<td>105</td>
</tr>
<tr>
<td>5</td>
<td>A5</td>
<td>65</td>
<td>83</td>
<td>94</td>
</tr>
<tr>
<td>6</td>
<td>B1</td>
<td>57</td>
<td>63</td>
<td>89</td>
</tr>
</tbody>
</table>
Based on the table above, the writer inferred that the students’ motivation score had improved in every cycle. In the end of the research, the average of students’ motivation score in learning speaking is 102.87 or 73.48 %. It shows that students’ motivation score has improved and reached the goal of the research. The improvement of students’ motivation score can be seen on the diagram below:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>B2</td>
<td>70</td>
<td>89</td>
</tr>
<tr>
<td>8</td>
<td>B3</td>
<td>62</td>
<td>81</td>
</tr>
<tr>
<td>9</td>
<td>B4</td>
<td>102</td>
<td>115</td>
</tr>
<tr>
<td>10</td>
<td>B5</td>
<td>79</td>
<td>97</td>
</tr>
<tr>
<td>11</td>
<td>C1</td>
<td>56</td>
<td>62</td>
</tr>
<tr>
<td>12</td>
<td>C2</td>
<td>97</td>
<td>107</td>
</tr>
<tr>
<td>13</td>
<td>C3</td>
<td>64</td>
<td>63</td>
</tr>
<tr>
<td>14</td>
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<td>38</td>
<td>H3</td>
<td>103</td>
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</table>

Maximum score | 107 | 117 | 120 |
Minimum score  | 56  | 60  | 86  |
Mean           | 75.63 | 91.34 | 102.87 |
Percentage     | 54% | 65.24% | 73.47% |
Standard deviation | 15.55 | 15.75 | 10.53 |
3. Interview

Interview instrument is used to know students’ opinion about learning speaking using Contextual Teaching and Learning (CTL). From the interview which is conducted by the writer at March 4th 2011, most of students are interested in learning speaking by using CTL. They said that CTL is very good to be applied in the classroom because the material is related to their daily activity, so that they are interested. They also felt that they can understand the material easier and can do their task well.

4. Test

To know whether teaching speaking using Contextual Teaching and learning can improved the students ability in speaking English or not, the writer described the result of pre test and post test as follow:
Table 4.11
The Comparison of the Students’ Speaking Score in Preliminary Research, Cycle I and Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Pre Research</th>
<th>Cycle I</th>
<th>Cycle II</th>
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</table>

Minimum score 50 60 61
Maximum score 75 76 80
Mean 62.13 67.16 70.18
Standard Deviation 7.20 5.06 5.97
Based on the table above, the writer concludes the average of students’ score of pre test is 62.13. The lowest score of pre test is 50, and the highest score is 75. It means that the students score of speaking is still low and have not reached the goal of the KKM score yet.

After conducting the research and teaching speaking using CTL at VIII grade students of MTs Unwaanunnajah for six meetings, the writer conducted the post test in order to know the students’ achievement after they are taught using CTL. The average of students’ score of post test II is 70.18. The lowest score of post test is 61, and the highest score is 80. It means that the students’ score of speaking is improved and had reached the goal of the KKM score.

![Chart showing the students’ speaking score in preliminary research, cycle I, and cycle II.]

**Figure 4.3**

The Students’ Speaking Score in Preliminary Research, Cycle I and Cycle II

**C. Interpretation of the Data**

1. Data of observation

Based on the observation conducted by the writer, it is known that the English teacher teaches speaking by giving a dialogue to the students, translate it word by word, and then asks the students to memorize and practice it in front of the class. This teaching strategy makes the students lack of motivation in learning speaking.
However, after the students are taught using Contextual Teaching and Learning, they are motivated and active in teaching and learning process. It is because of CTL makes them easier in learning speaking and also makes them confident to speak English.

2. Data of questionnaire

The data of questionnaires which were given to the students in the preliminary research shows that the students’ motivation score is 75.63 or 54%. It means that the average of students’ score of motivation is in the medium category. But there are many students whose the score is in the low category. So, it indicates that the students’ motivation is low.

After conducting the research, the writer found that the students’ motivation score were improved in every cycle. In cycle I, the average of students’ motivation score is 91.34 or 65.24%. It shows that the score is in the medium category, but there are still some students whose the score is in the low category.

In cycle II, the students’ motivation score improved significantly. The average of the students’ motivation score is 102.87 or 73.47%. It indicates that the score is in the high category and there is no student whose the score is in the low category. So, the writer concluded that learning by Contextual Teaching and Learning improved students’ motivation in learning speaking.

3. Data of interview

The data of interviews with English teacher and the students of VII grade of MTs Unwaanunnajah show that the teacher and the students have some problems in teaching and learning speaking English. First, the teacher has a problem in motivating her students and making them comprehend in learning speaking.

After observing the students’ activities in learning speaking by using CTL, the teacher thought that CTL can help her to improve the students’ motivation in learning speaking. She feels that CTL also can improve the students’ ability in speaking English.
The second problem is that the students have difficulties in learning speaking. They are unconfident and fear to make mistakes in speaking English. Therefore, the writer tries to use CTL in teaching speaking, so that the learner will be motivated in learning speaking.

Most of the students admitted that they like this strategy. They looked braver and more confident to speak English in the classroom. They also admitted that using CTL make them are able to understand the material easily.

4. Data of test instrument

The data of pre test which were given to the students in the preliminary research shows that the average of students’ speaking score is 62.13 It means that the average of students’ speaking score had reached the indicator of KKM score which is 60. But there are many students whose the score had not reached the indicator of KKM score yet.

After the writer gave post test in cycle I and cycle II, she found that the students speaking score were improve in every cycle. The average of students’ speaking score in cycle I is 67.16 and in cycle II is 70.18. It indicates that the score is improved and there is no student whose the score below the KKM score. So, the writer concluded that learning by Contextual Teaching and Learning improved students’ ability in learning speaking.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data description and interpretation in the previous chapter, it can be concluded that teaching speaking through Contextual Teaching and Learning at VIII grade of MTs Unwaanunnajah, Pondok Aren, is reasonable enough to be believed in improving students’ motivation in learning speaking. It can be seen from the interview, observation, questionnaire and students’ achievement of pre test and post test. The average of students’ motivation in the end of the research is 102.87 or 73.47%. It showed that teaching speaking Using Contextual Teaching and Learning may improve students’ motivation in learning.

B. Suggestion

Having concluded the result of research, the writer would to propose some suggestion that hopefully will be useful for the students, and other English teachers or researchers.

1. For the students

Being aware that speaking is important in English communication, the students should try or practice to speak English in daily activity or in the real communication.

2. For the teacher

The teacher should learn and be creative to find the way of how to teach speaking using effective method, especially by using Contextual Teaching and Learning. The teacher must also give some activities in the classroom which can encourage the students’ motivation in speaking English.
3. For the researcher

The result of the study can be used as an additional reference or further research with different discussion.
BIBLIOGRAPHY


http://www.cew.wisc.edu/teachnet/ctl/
APPENDIXES
Appendix 1

SIKLUS I
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTs : MTs Unwaanunnajah
Kelas/Semester : VIII (delapan) / 2
Standar Kompetensi : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 9. 1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu
Indikator : bertanya dan menjawab menggunakan ungkapan meminta dan menolak pendapat
Jenis teks : transaksional/ interpersonal
Aspek/Skill : speaking

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
   a. Mengungkapkan pernyataan meminta pendapat
   b. Merespon pernyataan meminta pendapat
   c. Mengungkapkan pernyataan menerima dan menolak pendapat

2. Materi Pembelajaran
   – Asking for opinion:
     What do you think about…….?
     What are your views ……..?
     What is your opinion?
     What about ………. ?
   – Giving opinion:
     I think…….
     In my opinion…….
     I’m convinced that …….
   – Refusing and accepting opinion
     I don’t think so
     I think so

Contoh:
1. A : what do you think about my picture?
   B : I think you picture is beautiful
2. A : what is your opinion about a good friend?
B: in my opinion, a good friend likes to help you.

3. Sumber belajar
   English in Focus for Grade VIII Junior High School

4. Metode Pembelajaran: contextual teaching and learning

   Teknik:
   Constructivism
   - Menggali ide/gagasan siswa
   - Menghadirkan proses mengamati
   - Menanyakan pengalaman siswa
   - Membangkitkan keingintahuan siswa
   - Mengaitkan pembelajaran dengan kehidupan sehari-hari

   Inquiry
   - Menstimulasi siswa dengan masalah/pertanyaan terkait dengan materi
   - Mendorong siswa bertukar pendapat
   - Mendorong siswa berpikir kritis
   - Memunculkan kegiatan menganalisis

   Questioning
   - Melibatkan siswa dengan cara bertanya
   - Memberikan kesempatan siswa untuk bertanya
   - Memotivasi siswa untuk saling memberikan pertanyaan

   Learning community
   - Memfokuskan pembelajaran pada aktivitas siswa
   - Membentuk kelompok dalam pembelajaran
   - Memotivasi siswa bekerja dalam kelompok
   - Mengamati pekerjaan kelompok
   - Menghadirkan aktivitas kelompok belajar di luar kelas.

   Modeling
   - Menggunakan alat bantu atau media pembelajaran
   - Memberikan contoh sesuai/berkaitan dengan kehidupan nyata
   - Mendorong siswa untuk memberikan contoh
   - Memberikan contoh yang mudah dipahami
   - Mendorong siswa menemukan contoh yang terdapat di lingkungan sekolah

   Reflection
   - Memberikan ulasan/pembahasan di akhir pembelajaran
   - Mendorong siswa untuk menyimpulkan materi
   - Mengidentifikasi kesulitan yang dialami siswa
   - Menanyakan tanggapan siswa terkait pemahaman materi
   - Memberikan pesan moral dan social kepada siswa

   Authentic assessment
   - Memberikan penilaian kepribadian siswa
   - Memberikan penilaian performance
   - Mengutamakan penilaian proses
   - Memberikan penilaian terhadap karya siswa
   - Memberikan penilaian terhadap keaktifan siswa.
5. Skenario pembelajaran
Pertemuan : 1
Tema : Our Picture
Alokasi waktu : 2 x 40 menit

a. Kegiatan Pendahuluan
- Guru menyapa dan menanyakan keadaan siswa
- Warming up: guru menggambar sesuatu di papan tulis dan meminta pendapat siswa tentang gambar tersebut. Guru meminta siswa untuk menebak gambar apa yang di buat oleh guru di papan tulis. Siswa yang mampu menjawab akan di beri hadiah.
- Guru memberitahukan tentang tujuan pembelajaran yaitu: memahami ungkapan meminta, menerima dan menolak pendapat.

b. Kegiatan inti
- Guru melakukan Tanya jawab dengan siswa tentang pernyataan meminta dan memberi pendapat (questioning)
- Guru memberikan contoh dialog tentang ungkapan pernyataan meminta dan memberi sebagai pengantar materi dengan menggunakan gambar
- Siswa membuat kelompok menjadi 8 kelompok.
- Masing-masing kelompok berdiskusi membuat sebuah gambar yang akan di tunjukkan di depan kelas (learning community)
- Masing-masing kelompok secara bergantian menunjukkan gambar yang telah di buat di depan kelas dan mengungkapkan pernyataan meminta pendapat (modeling)
- Kelompok lain menganalisis gambar dari kelompok lain dan memberikan pendapat tentang gambar tersebut. (inquiry)
- Kelompok yang lain mengungkapkan pernyataan menerima dan menolak pendapat
- Siswa mengoreksi kesalahan yang dibuat oleh masing-masing kelompok dalam mengungkapkan pernyataan meminta, memberi dan menolak pendapat. (reflection)

c. Kegiatan Penutup
- Menanyakan kesulitan siswa selama PBM.
- Menyimpulkan materi pembelajaran.

Pertemuan : 2
Tema : Friendship
Alokasi waktu : 2 x 40 menit

a. Kegiatan Pendahuluan
- Warming up: siswa memainkan permainan BOOM: siswa berhitung dengan cepat dari angka satu dan pada angka yang telah ditentukan siswa harus mengatakan BOOM. Siswa yang melakukan kesalahan akan diberi hukuman ringan, seperti menghapus papan tulis.
Guru memberitahukan tentang tujuan pembelajaran yaitu: memahami ungkapan meminta, menerima dan menolak pendapat.

Guru menanyakan kepada siswa tentang materi sebelumnya.

b. Kegiatan Inti
- Guru memberikan pengantar tema yaitu tentang sahabat yang baik
- Guru menunjukkan gambar sekelompok Komedian Opera Van Java dan menanyakan kepada siswa tentang persahabatan mereka. (modeling, and questioning)
- Siswa secara berpasangan mendiskusikan tentang ciri-ciri sahabat baik (constructivism)
- Masing-masing pasangan melakukan dialog secara bergantian mengungkapkan ungkapan meminta dan memberi pendapat tentang ciri-ciri sahabat baik yang telah mereka diskusikan
- Guru membantu siswa yang mengalami kesulitan

c. Penutup
- Menanyakan kesulitan siswa selama PBM.
- Mengoreksi kesalahan-kesalahan yang dibuat oleh siswa
- Siswa Menyimpulkan materi pembelajaran. (reflection)

Pertemuan : 3
Tema : Internet
Alokasi waktu : 2 x 40 menit

a. Kegiatan Pendahuluan
- Guru meminta siswa untuk doa sebelum belajar
- Guru memberitahukan tentang tujuan pembelajaran yaitu: memahami ungkapan meminta, menerima dan menolak pendapat.
- Guru menanyakan kepada siswa tentang ungkapan meminta, memberi dan menolak pendapat

b. Kegiatan inti
- Guru bercerita tentang facebook sebagai pengantar materi
- Guru meminta siswa memberikan pendapat tentang facebook(questioning)
- Siswa membentuk 6 kelompok
- Siswa secara berkelompok berdiskusi tentang manfaat dan kerugian menggunakan facebook.(learning community and constructivism)
- Masing- masing kelompok di beri kesempatan untuk menanyakan dan memberikan pendapat tentang manfaat dan kerugian facebook.
- Kelompok lain mengungkapkan pernyataan menerima dan menolak pendapat.
- Siswa mengoreksi kesalahan yang dibuat oleh masing-masing kelompok dalam mengungkapkan pernyataan meminta, memberi dan menolak pendapat.(reflection)

c. Kegiatan penutup
- Menanyakan kesulitan siswa selama PBM.
- Menyimpulkan materi pembelajaran
SIKLUS 2
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTs : MTs Unwaanunnajah
Kelas/Semester : VIII (delapan) / 2
Standar Kompetensi : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 10. 2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks recount dan narrative
Indikator :- bertanya dan menjawab berbagai informasi secara lisan meng-gunakan simple past tense
- Melakukan dialog pendek dalam bentuk recount menggunakan regular dan irregular verb
- Melakukan monolog pendek sederhana berbentuk teks recount menggunakan simple past tense
Jenis teks : teks lisan fungsional dan monolog pendek
Aspek/Skill : speaking

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
   a. Mengungkapkan berbagai informasi secara lisan berbentuk kalimat sederhana menggunakan simple past berbentuk recount
   b. Memahami makna kalimat sederhana menggunakan simple past
   c. Memahami makna dalam kalimat sederhana menggunakan regular dan irregular verb
   d. Mengungkapkan berbagai informasi secara lisan berbentuk kalimat sederhana menggunakan regular dan irregular verb.
   e. Melakukan monolog pendek dalam bentuk recount.

2. Materi Pembelajaran
   – Grammar: Simple present tense:
   Contoh:
   1) I watched TV yesterday
   I slept last night
   2) Last Sunday, my friends came to my house. They came at 10 a. m.
   First, my friends and I talked about our school. Then, we began to study together. We studied about math subject. We also did our math assignment. We helped each other to finish our assignment.

3. Sumber belajar
   English in Focus for Grade VIII Junior High School

4. Metode Pembelajaran: contextual teaching and learning
   Tehnik :
   Constructivism
   - Menggali ide/gagasan siswa
   - Menghadirkan proses mengamati
- Menanyakan pengalaman siswa
- Membangkitkan keingintahuan siswa
- Mengaitkan pembelajaran dengan kehidupan sehari-hari

Inquiry
- Menstimulasi siswa dengan masalah/ pertanyaan terkait dengan materi
- Mendorong siswa bertukar pendapat
- Mendorong siswa berpikir kritis
- Memunculkan kegiatan menganalisis

Questioning
- Melibatkan siswa dengan cara bertanya
- Memberikan kesempatan siswa untuk bertanya
- Memotivasi siswa untuk saling memberikan pertanyaan

Learning community
- Memfokuskan pembelajaran pada aktifitas siswa
- Membentuk kelompok dalam pembelajaran
- Memotivasi siswa bekerja dalam kelompok
- Mengamati pekerjaan kelompok
- Menghadirkan aktifitas kelompok belajar di luar kelas.

Modeling
- Menggunakan alat bantu atau media pembelajaran
- Memberikan contoh sesuai/ berkaitan dengan kehidupan nyata
- Mendorong siswa untuk memberikan contoh
- Memberikan contoh yang mudah dipahami
- Mendorong siswa menemukan contoh yang terdapat di lingkungan sekolah

Reflection
- Memberikan ulasan/ pembahasan di akhir pembelajaran
- Mendorong siswa untuk menyimpulkan materi
- Mengidentifikasi kesulitan yang dialami siswa
- Menanyakan tanggapan siswa terkait pemahaman materi
- Memberikan pesan moral dan social kepada siswa

Authentic assessment
- Memberikan penilaian kepribadian siswa
- Memberikan penilaian performance
- Memberikan penilaian terhadap karya siswa
- Memberikan penilaian terhadap keaktifan siswa.

5. Skenario pembelajaran
Pertemuan : 4
Tema : my activity
Alokasi waktu : 2 x 40 menit

a. Kegiatan Pendahuluan
   • Warming up: guru memotivasi siswa dengan bercerita tentang pengalaman temannya bertemu orang gila pada bulan lalu.
   • Guru memberitahuken tentang tujuan pembelajaran yaitu: memahami bentuk simple past tense.
   • Tanya jawab tentang hal yang telah di lakukan siswa pada hari sebelumnya.
b. Kegiatan inti
- Guru menanyakan tentang kegiatan yang dilakukan siswa pada hari sebelumnya (Questioning)
- Guru memberikan penjelasan singkat tentang bentuk simple past tense dan memberikan contoh berkaitan dengan kehidupan siswa.
- Siswa secara individu di berikan searik kertas yang berisi table kosong.
- Siswa melakukan dialog dengan siswa lain menggunakan table yang tersedia untuk mendapatkan informasi tentang kegiatan yang telah di lakukan oleh siswa lain menggunakan bentuk simple past tense. (constructivism)

c. Kegiatan Penutup
- Menanyakan kesulitan siswa selama PBM.
- Menyimpulkan materi pembelajaran.

Instrument:

Ask and answer about the information what the students did yesterday!
Ex: Table 1
What did you do yesterday?

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Anggi</td>
<td>She went to the library with her friend yesterday.</td>
</tr>
</tbody>
</table>

Pertemuan : 5
Tema : holiday
Alokasi waktu : 2 x 40 menit

a. Kegiatan Pendahuluan
- Warming up: guru meminta siswa sebagai relawan untuk maju ke depan dan menemukan bentuk kedua dari kata kata yang di susun secara acak di atas papan tulis. Siswa yang mendapatkan kata kerja bentuk kedua dalam jumlah terbanyak, akan mendapatkan hadiah.
- Guru memberitahukan tentang tujuan pembelajaran yaitu: mengungkapkan kalimat simple past tense dalam bentuk kata kerja beraturan dan tidak beraturan.
- Guru mereview pelajaran sebelumnya tentang berbagai informasi mengenai simple past tense

b. Kegiatan Inti
- Siswa membuat 4 kelompok besar
- Masing-masing kelompok membuat 2 cerita yang terdiri dari 4 kalimat simple past tense. 3 kalimat tentang kegiatan yang di lakukan siswa
pada hari libur, dan 1 kalimat tentang kegiatan yang tidak di lakukan oleh siswa pada hari libur. (learning community and constructivism)

- Masing-masing kelompok mengajukan salah satu anggota untuk bercerita secara bergantian.
- Kelompok lain mencoba untuk menebak 1 kalimat yang salah dari 4 kalimat yang di bacakan (inquiry)
- Kelompok yang bisa menebak dengan benar akan memperoleh point
- Kelompok dengan point terbanyak akan menjadi pemenang.

c. Kegiatan Penutup
   - Menanyakan kesulitan siswa selama PBM.
   - Siswa Menyimpulkan materi pembelajaran. (reflection)

Pertemuan : 6
Tema : study tour
Alokasi waktu : 2 x 40 menit

a. Kegiatan Pendahuluan
   - Warming up: guru memberikan kegiatan senam otak dengan cara memberikan instruksi dan siswa mengikuti. Tangan kanan guru memegang telinga kiri dan tangan kiri guru memegang hidung kemudian mengganti tangan kiri guru memegang telinga kanan dan tangan kanan guru memegang hidung. Itu dilakukan berulang-ulang secara bergantian dan siswa mengikutinya dengan gerakan cepat.
   - Guru memberitahukan tentang tujuan pembelajaran yaitu: mengungkapkan kalimat simple past tense dalam teks recount.
   - Guru mereview pelajaran sebelumnya tentang berbagai informasi mengenai simple past tense

b. Kegiatan Inti
   - Guru memberikan penjelasan singkat tentang teks recount
   - Guru memberikan contoh dengan menunjukkan sebuah gambar dan membuat kalimat simple past tense dalam bentuk teks recount. (modeling)
   - Siswa membagi menjadi 6 kelompok.
   - Masing-masing kelompok diberikan foto tentang study tour yang dilakukan oleh pihak sekolah bersama para siswa pada liburan semester yang lalu. (learning community)
   - Masing - masing kelompok mendiskusikan kegiatan yang ada pada gambar dan membuat teks recount menggunakan kalimat berbentuk simple past tense. (constructivism)
   - Masing - masing kelompok secara bergantian mempresentasikan hasil diskusinya di depan kelas.

c. Kegiatan Penutup
   - Menanyakan kesulitan siswa selama PBM.
   - Siswa mengoreksi kesalahan yang telah dibuat oleh kelompok lain (authentic assessment)
   - Siswa menyimpulkan materi pembelajaran. (reflection)
### Appendix 2

**Kisi-Kisi Instrument Pengukuran Motivasi Belajar Bahasa Inggris Sebelum Uji Validitas**

<table>
<thead>
<tr>
<th>Dimensi</th>
<th>Indikator</th>
<th>Nomor Pernyataan</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Sungguh-sungguh dalam mengerjakan tugas</td>
<td>8, 19</td>
<td>2</td>
</tr>
<tr>
<td>2. Berusaha unggul</td>
<td>a. Berusaha lebih baik dari orang lain</td>
<td>11, 20</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>b. Berusaha menjadi yang terbaik dalam berprestasi</td>
<td>4, 22</td>
<td>2</td>
</tr>
<tr>
<td>3. Menyukai tantangan</td>
<td>a. Senang memecahkan masalah berbicara bahasa Inggris</td>
<td>24, 32</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>b. Tertantang dengan tugas berbicara bahasa Inggris yang sulit</td>
<td>28, 31</td>
<td>2</td>
</tr>
<tr>
<td>4. Kemandirian</td>
<td>a. Tidak bergantung dengan orang lain</td>
<td>9, 15</td>
<td>2</td>
</tr>
<tr>
<td>5. Ketekunan</td>
<td>a. Rajin belajar berbicara bahasa Inggris di rumah</td>
<td>2, 13</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>b. Rajin membaca buku bahasa Inggris</td>
<td>17, 27</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>c. Konsentrasi dalam belajar berbicara bahasa Inggris</td>
<td>16, 26</td>
<td>2</td>
</tr>
<tr>
<td>6. Keuletan</td>
<td>a. Tidak mudah putus asa dalam belajar berbicara bahasa Inggris</td>
<td>5, 14</td>
<td>2</td>
</tr>
<tr>
<td>7. Menunjukkan minat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>b. Tidak cepat puas dengan prestasi yang dicapai</td>
<td>18</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>a. Senang dan merasa butuh belajar berbicara bahasa Inggris</td>
<td>1, 3</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>b. Semangat dalam belajar berbicara bahasa Inggris</td>
<td>7, 21</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>c. Menunjukkan ketertarikan terhadap metode pembelajaran bahasa Inggris</td>
<td>12, 10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>d. Tertarik dengan tugas</td>
<td>23</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Jumlah</td>
<td>17</td>
<td>15</td>
<td>32</td>
</tr>
</tbody>
</table>
Appendix 3

Angket Untuk Mengukur Motivasi Belajar Berbicara Bahasa Inggris Siswa Sebelum Uji Validitas

Penjelasan
- Angket ini diberikan dengan tujuan untuk mengetahui motivasi belajar berbicara bahasa Inggris Anda.
- Jawaban anda akan dirahasiakan (disimpan) dengan baik dan tidak mempengaruhi nilai Anda pada Pelajaran berbicara bahasa Inggris
- Jawablah setiap pertanyaan dengan jujur dan sesuai dengan yang anda alami dalam belajar berbicara bahasa Inggris
- Sebelum mengisi angket ini, Anda diminta mengisi identitas Anda terlebih dahulu.

Identitas Anda
Jenis kelamin .............................................
Kelas ........................................................
Usia .............................................................tahun

Petunjuk
Berilah tanda checklist (√) pada kolom yang telah disediakan sesuai dengan apa yang Anda alami dalam belajar berbicara bahasa Inggris dengan memilih salah satunya pada kolom yang telah disediakan.

<table>
<thead>
<tr>
<th>No.</th>
<th>PERNYATAAN</th>
<th>JAWABAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SS</td>
</tr>
<tr>
<td>1.</td>
<td>Saya senang mengikuti pelajaran berbicara bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Saya sering belajar berbicara bahasa Inggris di rumah</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Saya merasa rugi jika tidak mengikuti pelajaran berbicara bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Saya ingin mendapatkan nilai berbicara bahasa Inggris yang tinggi</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Jika ada kesulitan mengerjakan tugas berbicara bahasa Inggris saya tidak putus asa</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Saya berusaha melakukan tugas berbicara bahasa Inggris dengan baik</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Saya bersemangat memperhatikan guru mengajar berbicara bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Saya mengerjakan tugas berbicara bahasa Inggris dengan sungguh - sungguh</td>
<td></td>
</tr>
</tbody>
</table>
9. Saya lebih suka mengerjakan tugas bahasa Inggris sendiri dari pada dibantu oleh teman

10. Cara guru mengajar berbicara bahasa Inggris di kelas tidak menyenangkan

11. Saya berlatih terus menerus agar kemampuan berbicara bahasa Inggris saya lebih baik dari orang lain

12. Saya tertarik mengikuti pelajaran berbicara bahasa Inggris karena guru saya mengajar dengan cara yang berbeda-beda dan menyenangkan

13. Saya baru belajar berbicara bahasa Inggris di rumah jika ada tugas

14. Saya cepat putus asa apabila mendapatkan kesulitan dalam belajar berbicara bahasa Inggris

15. Saya tidak dapat mengerjakan tugas berbicara bahasa Inggris tanpa ada contoh pekerjaan teman.

16. Saya memperhatikan pelajaran berbicara bahasa Inggris yang diberikan dengan baik

17. Saya membaca terlebih dahulu materi atau bahan yang akan diajarkan oleh guru bahasa Inggris

18. Saya puas jika hasil nilai berbicara bahasa Inggris saya lebih baik dari kemarin

19. Saya mengerjakan tugas berbicara bahasa Inggris dengan asal-asalan yang penting selesai

20. Saya tidak peduli jika kemampuan berbicara bahasa Inggris saya lebih buruk dari orang lain

21. Saya merasa bosan mengikuti pelajaran berbicara bahasa Inggris di kelas

22. Saya menerima berapapun nilai berbicara bahasa Inggris yang saya dapat

23. Saya senang dengan tugas yang diberikan oleh guru bahasa Inggris

24. Saya tertantang apabila guru memberikan tugas berbicara bahasa Inggris yang sulit
<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>Saya mengabaikan tugas-tugas berbicara bahasa Inggris yang diberikan oleh guru sebelum ada yang menegur.</td>
</tr>
<tr>
<td>26.</td>
<td>Saya lebih senang mengobrol dengan teman sebangku ketika guru sedang mengajar berbicara bahasa Inggris</td>
</tr>
<tr>
<td>27.</td>
<td>Saya tidak suka membaca buku pelajaran bahasa Inggris untuk melatih berbicara bahasa Inggris</td>
</tr>
<tr>
<td>28.</td>
<td>Apabila ada waktu luang saya mencoba untuk berbicara bahasa Inggris yang sulit</td>
</tr>
<tr>
<td>29.</td>
<td>Pelajaran berbicara bahasa Inggris kurang begitu penting untuk saya</td>
</tr>
<tr>
<td>30.</td>
<td>Tugas yang diberikan guru bahasa Inggris membebani saya</td>
</tr>
<tr>
<td>31.</td>
<td>Saya menghindari tugas berbicara bahasa Inggris yang sulit</td>
</tr>
<tr>
<td>32.</td>
<td>Saya tidak senang apabila guru banyak memberikan tugas berbicara bahasa Inggris</td>
</tr>
</tbody>
</table>
## Appendix 4

### Kisi-Kisi Instrument Pengukuran Motivasi Belajar Bahasa Inggris Setelah Uji Validitas

<table>
<thead>
<tr>
<th>Dimensi</th>
<th>Indikator</th>
<th>Nomor Pernyataan</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positif</td>
<td>Negatif</td>
</tr>
<tr>
<td>8. Bertanggung jawab</td>
<td>c. Menyelesaikan tugas</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>d. Sungguh-sungguh dalam mengerjakan tugas</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>9. Berusaha unggul</td>
<td>c. Berusaha lebih baik dari orang lain</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>10. Menyukai tantangan</td>
<td>c. Senang memecahkan masalah berbicara bahasa Inggris</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>d. Tertantang dengan tugas berbicara bahasa Inggris yang sulit</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>11. Kemandirian</td>
<td>b. Tidak bergantung dengan orang lain</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>12. Ketekunan</td>
<td>d. Rajin belajar berbicara bahasa Inggris di rumah</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>e. Rajin membaca buku bahasa Inggris</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>f. Konsentrasi dalam belajar berbicara bahasa Inggris</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>13. Keuletan</td>
<td>c. Tidak mudah putus asa dalam belajar berbicara bahasa Inggris</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>14. Menunjukan minat</td>
<td>e. Senang dan merasa butuh belajar berbicara bahasa Inggris</td>
<td>1, 3</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td>---</td>
<td></td>
</tr>
<tr>
<td>f. Semangat dalam belajar berbicara bahasa Inggris</td>
<td>6</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>g. Menunjukkan ketertarikan terhadap metode pembelajaran bahasa Inggris</td>
<td>11</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>h. Tertarik dengan tugas</td>
<td>20</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>Jumlah</td>
<td>15</td>
<td>13</td>
<td>28</td>
</tr>
</tbody>
</table>
Appendix 5

Angket Untuk Mengukur Motivasi Belajar
Berbicara Bahasa Inggris Siswa
Setelah Uji Validitas

Penjelasan
- Angket ini diberikan dengan tujuan untuk mengetahui motivasi belajar berbicara bahasa Inggris Anda.
- Jawaban anda akan dirahasiakan (disimpan) dengan baik dan tidak mempengaruhi nilai Anda pada Pelajaran berbicara bahasa Inggris
- Jawablah setiap pertanyaan dengan jujur dan sesuai dengan yang anda alami dalam belajar berbicara bahasa Inggris
- Sebelum mengisi angket ini, Anda diminta mengisi identitas Anda terlebih dahulu.

Identitas Anda
Jenis kelamin : ..........................
 Kelas : ..........................
 Usia : ..........................tahun

Petunjuk
Berilah tanda checklist (√) pada kolom yang telah disediakan sesuai dengan apa yang Anda alami dalam belajar berbicara bahasa Inggris dengan memilih salah satunya pada kolom yang telah disediakan.

<table>
<thead>
<tr>
<th>No.</th>
<th>PERNYATAAN</th>
<th>JAWABAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SS  S   KK J TP</td>
</tr>
<tr>
<td>1.</td>
<td>Saya senang mengikuti pelajaran berbicara bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Saya sering belajar berbicara bahasa Inggris di rumah</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Saya merasa rugi jika tidak mengikuti pelajaran berbicara bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Jika ada kesulitan mengerjakan tugas berbicara bahasa Inggris saya tidak putus asa</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Saya berusaha melakukan tugas berbicara bahasa Inggris dengan baik</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Saya bersemangat memperhatikan guru mengajar berbicara bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Saya mengerjakan tugas berbicara bahasa Inggris dengan sungguh-sungguh</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Saya lebih suka mengerjakan tugas bahasa Inggris sendiri dari pada dibantu oleh teman</td>
<td></td>
</tr>
</tbody>
</table>
9. Cara guru mengajar berbicara bahasa Inggris di kelas tidak menyenangkan.

10. Saya berlatih terus menerus agar kemampuan berbicara bahasa Inggris saya lebih baik dari orang lain.

11. Saya tertarik mengikuti pelajaran berbicara bahasa Inggris karena guru saya mengajar dengan cara yang berbeda-beda dan menyenangkan.

12. Saya baru belajar berbicara bahasa Inggris di rumah jika ada tugas.

13. Saya cepat putus asa apabila mendapatkan kesulitan dalam belajar berbicara bahasa Inggris.

14. Saya tidak dapat mengerjakan tugas berbicara bahasa Inggris tanpa ada contoh pekerjaan teman.

15. Saya memperhatikan pelajaran berbicara bahasa Inggris yang diberikan dengan baik.

16. Saya membaca terlebih dahulu materi atau bahan yang akan diajarkan oleh guru bahasa Inggris.

17. Saya mengerjakan tugas berbicara bahasa Inggris dengan asal-asalan yang penting selesai.

18. Saya tidak peduli jika kemampuan berbicara bahasa Inggris saya lebih buruk dari orang lain.

19. Saya merasa bosan mengikuti pelajaran berbicara bahasa Inggris di kelas.

20. Saya senang dengan tugas yang diberikan oleh guru bahasa Inggris.

21. Saya tertantang apabila guru memberikan tugas berbicara bahasa Inggris yang sulit.

22. Saya mengabaikan tugas-tugas berbicara bahasa Inggris yang diberikan oleh guru sebelum ada yang menegur.

23. Saya lebih senang mengobrol dengan teman sebangku ketika guru sedang mengajar berbicara bahasa Inggris.

24. Apabila ada waktu luang saya mencoba untuk berbicara bahasa Inggris yang sulit.
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|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
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| 3 | 3  | 2  | 3  | 3  | 2  | 3  | 3  | 4  | 2  | 5  | 3  | 3  | 3  | 85 | 7225 |
| 2 | 1  | 3  | 1  | 3  | 2  | 2  | 3  | 2  | 2  | 3  | 2  | 3  | 3  | 65 | 4225 |
| 2 | 1  | 2  | 3  | 2  | 2  | 1  | 2  | 2  | 3  | 2  | 2  | 2  | 57 | 3249 |
| 3 | 3  | 3  | 2  | 3  | 1  | 1  | 2  | 2  | 3  | 4  | 2  | 2  | 70 | 4900 |
| 3 | 2  | 2  | 3  | 2  | 3  | 3  | 1  | 4  | 1  | 3  | 1  | 62 | 3844 |
| 5 | 4  | 3  | 4  | 4  | 4  | 5  | 4  | 4  | 5  | 3  | 3  | 3  | 102 | 10404 |
| 3 | 2  | 3  | 4  | 3  | 2  | 2  | 4  | 2  | 2  | 5  | 3  | 2  | 3  | 79 | 6241 |
| 1 | 1  | 2  | 2  | 2  | 1  | 1  | 2  | 1  | 4  | 2  | 3  | 2  | 56 | 3136 |
| 3 | 2  | 4  | 3  | 4  | 3  | 2  | 5  | 4  | 4  | 3  | 2  | 3  | 3  | 97 | 9409 |
| 2 | 1  | 2  | 4  | 3  | 3  | 4  | 3  | 3  | 1  | 3  | 2  | 2  | 2  | 64 | 4096 |
| 2 | 1  | 3  | 3  | 2  | 3  | 3  | 2  | 2  | 3  | 4  | 3  | 1  | 2  | 63 | 3969 |
| 2 | 1  | 3  | 3  | 2  | 3  | 2  | 2  | 3  | 4  | 2  | 1  | 2  | 68 | 4624 |
| 3 | 1  | 3  | 2  | 2  | 3  | 3  | 2  | 2  | 2  | 3  | 2  | 2  | 60 | 3600 |
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| 1 | 1  | 1  | 4  | 3  | 3  | 3  | 2  | 3  | 3  | 3  | 3  | 2  | 65 | 4225 |
| 3 | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 5  | 3  | 3  | 2  | 2  | 78 | 6084 |
| 3 | 3  | 4  | 4  | 4  | 4  | 3  | 4  | 3  | 2  | 4  | 4  | 3  | 3  | 98 | 9604 |
| 2 | 3  | 3  | 2  | 2  | 3  | 1  | 2  | 3  | 3  | 4  | 2  | 2  | 65 | 4225 |
| 4 | 2  | 3  | 4  | 5  | 4  | 2  | 3  | 4  | 1  | 3  | 3  | 2  | 89 | 7921 |
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| 2 | 3  | 2  | 2  | 1  | 3  | 1  | 2  | 2  | 2  | 3  | 2  | 1  | 2  | 60 | 3600 |
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| 2 | 3  | 3  | 3  | 4  | 3  | 2  | 3  | 2  | 3  | 3  | 3  | 3  | 83 | 6889 |
| 2 | 3  | 2  | 3  | 4  | 3  | 3  | 3  | 1  | 4  | 3  | 3  | 3  | 82 | 6724 |
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| 3 | 2  | 4  | 3  | 3  | 4  | 3  | 3  | 5  | 2  | 4  | 3  | 4  | 4  | 93 | 8649 |
| 3 | 4  | 3  | 4  | 3  | 4  | 3  | 4  | 4  | 3  | 5  | 4  | 4  | 4  | 107 | 11449 |
| 5 | 3  | 4  | 3  | 4  | 3  | 5  | 4  | 4  | 3  | 5  | 4  | 4  | 4  | 103 | 10609 |
| 101 | 86 | 104 | 108 | 108 | 104 | 96 | 107 | 109 | 81 | 146 | 105 | 93 | 95 | 2866 | 224632 |
| 0.7 | 1.04 | 0.56 | 0.71 | 0.77 | 0.77 | 1.04 | 1.02 | 0.90 | 0.74 | 0.92 | 0.44 | 0.83 | 0.72 |

\[
\sum Y = 2866 \quad \sum Y^2 = 224632 \\
\sum S^2_y = 21.45 \quad S^2 = 223.04 \\
r_{11} = 0.937
\]
Appendix 8

Perhitungan Skor Angket Motivasi Belajar Siswa

1. Skor awal motivasi belajar berbicara bahasa inggris siswa (Pra Penelitian)

<table>
<thead>
<tr>
<th>Interval</th>
<th>f</th>
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<th>$f_{x_i}$</th>
<th>$x = x_i - \bar{x}$</th>
<th>$x^2$</th>
<th>$fx^2$</th>
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</table>

Mean  \( \bar{x} \) = \( \frac{\sum f_{x_i}}{\sum f} \) = \( \frac{2874}{38} \) = 75,63

Median  \( \hat{b} + \frac{\frac{n}{2} - F}{f} \) = 64,5 + 9 \( \frac{\frac{38}{2} - 13}{8} \) = 71, 25

Modus  \( \hat{b} + \frac{- b_i}{b_i + b_2} \) = 64,5 + 9 \( \frac{-5}{5 + 3} \) = 86, 5

Varians  \( S^2 \) = \( \frac{\sum fx^2}{\sum f} \) = \( \frac{9182.842}{38} \) = 241, 654

Standar deviasi  \( \sqrt{S^2} \) = \( \sqrt{241, 654} \) = 15, 55

2. Skor akhir motivasi belajar berbicara bahasa inggris siswa (siklus II)

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Mean \[ \bar{X} = \frac{\sum f_i x_i}{\sum f} = \frac{3909}{38} = 102.87 \]

Median \[ M = b + p \left( \frac{\frac{1}{2} n - F}{f} \right) = 97.5 + 6 \left( \frac{\frac{1}{2} (38) - 12}{8} \right) = 102.75 \]

Modus \[ \text{Modus} = b + p \left( \frac{f_i}{b_1 + b_2} \right) = 97.5 + 6 \left( \frac{5}{5 + 2} \right) = 101.76 \]

Varians \( S^2 \) \[ S^2 = \frac{\sum f x^2}{\sum f} = 4214.842 = 110.97 \]

Standar deviasi \[ \sigma = \sqrt{S^2} = \sqrt{110.97} = 10.53 \]
## Appendix 9

### Rekapitulasi Skor Akhir Motivasi Belajar Berbicara Bahasa Inggris Siswa Kelas VIII A

#### Bertanggung Jawab

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Catatan: beri tanda centang (✓) sesuai dengan pengamatan Anda terhadap aktivitas siswa dalam kelas.

Tangerang, .................2011
Observer

(..........................)
Appendix 12

FORM PENILAIAN MENGAJAR

Nama sekolah : MTs Unwaanunnajah Materi : Asking/giving opinion
Nama guru : Luthfiyah Tema : My Picture
Kelas/semester : VIII/2 Hari/Tanggal :
Pertemuan : 1 Alokasi waktu : 2 x 40 menit

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Keterangan skor penilaian:

1 = kurang
2 = kurang
3 = cukup
4 = baik
5 = baik sekali

Keterangan nilai:
skor maksimal: 60
skor netral : 40
skor minimal : 15

Tangerang, ………………….. 2011

Pengamat

( )
Nama dan tanda tangan
Appendix 13

Instrument Wawancara Guru Pra Penelitian

1. Menurut ibu/ bapak, bagaimana motivasi belajar berbicara bahasa Inggris yang dimiliki siswa di dalam kelas 8A?
2. Sebagai guru bahasa Inggris, apa yang telah ibu/bapak lakukan untuk meningkatkan motivasi belajar siswa terhadap pelajaran berbicara bahasa Inggris?
3. Metode apa yang ibu/bapak gunakan dalam pengajaran berbicara bahasa Inggris?
4. Kendala apa yang ibu/bapak hadapi saat menerapkan metode tersebut?
5. Apakah siswa menanggapi positive dengan metode yang ibu/bapak gunakan dalam mengajar berbicara bahasa Inggris?
6. Tugas apa yang biasa ibu/bapak berikan?
7. Apakah siswa melaksanakan tugas mereka dengan baik?
8. Apa yang ibu/bapak lakukan ketika siswa tidak melaksanakan tugasnya?
9. Setelah melakukan hal tersebut, apakah mereka melaksanakan tugas dengan baik?
10. Menurut ibu/bapak, apakah dengan menggunakan CTL akan meningkatkan motivasi siswa dalam belajar berbicara bahasa Inggris?
Appendix 14

Hasil Wawancara Guru Pra Penelitian

1. Menurut ibu/ bapak, bagaimana motivasi belajar berbicara bahasa Inggris yang dimiliki siswa di dalam kelas 8A?
   Jawaban:
   Motivasi siswa di kelas 8A ini sudah mulai menurun, banyak siswa yang suka mengobrol di kelas dan tidak mengerjakan tugas.

2. Sebagai guru bahasa Inggris, apa yang telah ibu/bapak lakukan untuk meningkatkan motivasi belajar siswa terhadap pelajaran berbicara bahasa Inggris?
   Jawaban:
   Saya biasanya memberikan reward atau imbalan nilai untuk siswa yang mau belajar dan mengerjakan tugas.

3. Metode apa yang ibu/bapak gunakan dalam pengajaran berbicara bahasa Inggris?
   Jawaban:

4. Kendala apa yang ibu/bapak hadapi saat menerapkan metode tersebut?
   Jawaban:
   Kendala saya dalam menggunakan metode ini adalah beberapa siswa masih mengobrol ketika saya menyampaikan materi. Mereka juga tidak mampu menjawab pertanyaan yang saya ajukan.

5. Apakah siswa menanggapi positive dengan metode yang ibu/bapak gunakan dalam mengajar berbicara bahasa Inggris?
   Jawaban:
   Sebagian besar siswa merasa bosan dengan cara pengajaran saya di dalam kelas.
6. Tugas apa yang biasa ibu/bapak berikan?
Jawaban:
Saya hanya memberikan tugas kepada siswa untuk membuat dialog yang serupa dengan dialog yang saya berikan, kemudian menghafalnya dan mempraktekkan di depan kelas.

7. Apakah siswa melaksanakan tugas mereka dengan baik?
Jawaban:
Sebagian siswa enggan mengerjakan tugas tersebut. Mereka memberi alasan bahwa mereka tidak mengerti dan tidak mampu.

8. Apa yang ibu/bapak lakukan ketika siswa tidak melaksanakan tugasnya?
Jawaban:
Saya hanya memberikan sedikit ancaman bahwa siswa yang tidak mengerjakan, tidak akan saya beri nilai.

9. Setelah melakukan hal tersebut, apakah mereka melaksanakan tugas dengan baik?
Jawaban:
Setelah saya beri ancaman tersebut, siswa akhirnya mau mengerjakan tugas mereka.

10. Menurut ibu/bapak, apakah dengan menggunakan CTL akan meningkatkan motivasi siswa dalam belajar berbicara bahasa Inggris?
Jawaban:
Tentu metode Contextual Teaching and Learning ini akan memotivasi siswa dalam belajar speaking. Karena jika materi yang disampaikan kepada siswa itu berkaitan dengan kehidupan siswa, maka siswa akan lebih mengerti dan bersemangat.
Appendix 15

Wawancara Siswa Pra Penelitian

1. Apakah kamu menyukai pelajaran berbicara bahasa Inggris? mengapa?
2. Apakah kamu menyukai cara guru mengajar berbicara bahasa Inggris di kelas? Mengapa?
3. Apakah kamu memperhatikan penjelasan guru dengan baik ketika belajar berbicara bahasa Inggris di kelas?
4. Bagaimana pendapatmu tentang suasana belajar berbicara bahasa Inggris di kelas?
5. Apakah kamu melaksanakan tugas berbicara bahasa Inggris dengan baik dan sungguh-sungguh?
6. Apakah kamu tidak putus asa ketika mendapatkan tugas yang sulit dalam berbicara bahasa Inggris?
7. Apakah kamu mengerjakan tugas berbicara bahasa Inggris sendiri atau di bantu oleh teman?
8. Apakah kamu ingin mendapatkan nilai yang tinggi ketika belajar berbicara bahasa Inggris? mengapa?
9. Apakah kamu sering belajar berbicara bahasa Inggris dengan teman-teman kamu atau orang lain yang ada di lingkunganmu?
Appendix 16

Wawancara Siswa Pra Penelitian

1. Apakah kamu menyukai pelajaran berbicara bahasa Inggris? mengapa?
   Jawaban:
   Siswa 1 : kadang suka kadang tidak, tergantung materinya
   Siswa 2 : tidak terlalu suka, karena susah berbicara bahasa Inggris
   Siswa 3 : suka, tapi saya tidak bisa bahasa Inggris
   Siswa 4 : tidak suka
   Siswa 5 : suka, karena saya ingin bisa
   Siswa 6 : suka, tapi susah banget
   Siswa 7 : iya, tapi sulit
   Siswa 8 : tidak, tapi harus suka biar bisa.
   Siswa 9 : suka, gurunya baik

2. Apakah kamu menyukai cara guru mengajar berbicara bahasa Inggris di kelas? Mengapa?
   Jawaban:
   Siswa 1 : tidak, karena saya tidak paham
   Siswa 2 : ya, tapi saya tidak bisa
   Siswa 3 : saya tidak suka
   Siswa 4 : ya, tapi saya tidak paham
   Siswa 5 : suka, karena mengajarnya sudah lancar
   Siswa 6 : suka lihat guru berbicara bahasa Inggris
   Siswa 7 : saya tidak terlalu suka
   Siswa 8 : tidak, karena saya tidak paham
   Siswa 9 : suka, gurunya sabar

3. Apakah kamu memperhatikan penjelasan guru dengan baik ketika belajar berbicara bahasa Inggris di kelas?
   Jawaban:
   Siswa 1 : kadang memperhatikan kadang tidak
   Siswa 2 : kadang - kadang
   Siswa 3 : memperhatikan, tapi enggak fokus karena kelasnya berisik
Siswa 4 : ya, kadang - kadang
Siswa 5 : kadang - kadang
Siswa 6 : saya memperhatikan dengan baik
Siswa 7 : suka memperhatikan
Siswa 8 : kadang - kadang
Siswa 9 : memperhatikan

4. Bagaimana pendapatmu tentang suasana belajar berbicara bahasa Inggris di kelas?
Jawaban:
Siswa 1 : tidak menyenangkan karena murid-murid di kelas pada brisik
Siswa 2 : kadang menyenangkan kadang tidak
Siswa 3 : terlalu ramai sehingga saya tidak belajar sungguh-sungguh
Siswa 4 : lumayan menyenangkan
Siswa 5 : memusingkan
Siswa 6 : suasananya lumayan asyik
Siswa 7 : menyenangkan
Siswa 8 : tidak suka, karena sangat berisik
Siswa 9 : menyenangkan

5. Apakah kamu melaksanakan tugas berbicara bahasa Inggris dengan baik dan sungguh-sungguh?
Jawaban:
Siswa 1 : sungguh - sungguh
Siswa 2 : sungguh - sungguh
Siswa 3 : ya, walaupun tidak bisa
Siswa 4 : meskipun enggak bisa, saya akan mengerjakan, karena itu sudah menjadi tugas siswa
Siswa 5 : tidak, saya belum pernah berbicara bahasa inggris
Siswa 6 : melaksanakan, tapi sedikit
Siswa 7 : kadang - kadang
Siswa 8 : sungguh - sungguh
Siswa 9 : ya
6. Apakah kamu tidak putus asa ketika mendapatkan tugas yang sulit dalam berbicara bahasa Inggris?
   Jawaban:
   Siswa 1 : putus asa
   Siswa 2 : walaupun sulit, saya tidak putus asa
   Siswa 3 : tidak, kalau saya tidak bisa, saya akan bertanya
   Siswa 4 : tidak, saya akan tetap mencoba
   Siswa 5 : kadang putus asa
   Siswa 6 : sering putus asa
   Siswa 7 : tidak pernah putus asa
   Siswa 8 : pasti putus asa karena saya tidak mengerti
   Siswa 9 : tidak pernah putus asa

7. Apakah kamu mengerjakan tugas berbicara bahasa Inggris sendiri atau dibantu oleh teman?
   Jawaban:
   Siswa 1 : mengerjakan dengan teman
   Siswa 2 : kadang sendiri kadang sama teman, tapi sama-sama enggak bisa
   Siswa 3 : kalo saya tidak bisa, saya akan mengerjakan dengan teman
   Siswa 4 : sendiri, tapi kalo sulit sama teman
   Siswa 5 : sama teman, karena tidak bisa
   Siswa 6 : di bantu teman - teman
   Siswa 7 : sering minta bantuan teman
   Siswa 8 : mengerjakan sendiri, tapi sering dibantu teman
   Siswa 9 : dengan teman

8. Apakah kamu ingin mendapatkan nilai yang tinggi ketika belajar berbicara bahasa Inggris? mengapa?
   Jawaban:
   Siswa 1 : mau, karena saya ingin bisa bicara bahasa Inggris
   Siswa 2 : iya, walaupun saya tidak bisa bahasa Inggris
   Siswa 3 : iya, karena bisa menutupi nilai yang jelek
Siswa 4 : iya, karena nilai itu penting
Siswa 5 : saya ingin nilai bagus, tapi tidak bisa
Siswa 6 : tentu, tapi sulit untuk berbicara bahasa Inggris
Siswa 7 : iya, tapi saya sering malas
Siswa 8 : saya mau
Siswa 9 : iya

9. Apakah kamu sering belajar berbicara bahasa Inggris dengan teman-teman kamu atau orang lain yang ada di lingkunganmu?
Jawaban:
Siswa 1 : tidak
Siswa 2 : tidak, karena bahasa Inggris itu sangat sulit
Siswa 3 : tidak, karena saya tidak mengerti bahasa Inggris
Siswa 4 : tidak pernah, karena aku tidak suka
Siswa 5 : tidak pernah
Siswa 6 : saya pernah berbicara dengan teman saya pake bahasa Inggris, tapi cuma sedikit
Siswa 7 : pernah, tapi sedikit seperti: I'm sorry
Siswa 8 : tak pernah
Siswa 9 : tidak pernah, karena tidak bisa
Appendix 17

Wawancara Guru Akhir Siklus II

1. Menurut ibu, apakah penggunaan CTL cocok diterapkan dalam pembelajaran bahasa Inggris?
2. Adakah kemungkinan ibu menerapkan CTL di kelas yang Anda ajarkan?
3. Berdasarkan pengamatan ibu, apakah terdapat kemajuan dari motivasi siswa dalam belajar speaking?
4. Apa saja kemajuan yang ada pada siswa selama melakukan pengamatan?
5. Dengan pengamatan ibu, bagaimana tingkat perhatian siswa terhadap pelajaran speaking?
6. Apakah terdapat keluhan siswa terhadap penggunaan CTL dalam kelas?
7. Apakah siswa terlihat menyukai metode ini?
8. Menurut ibu, apakah kekurangan dan kelebihan yang ada pada metode ini?
9. Bagaimana solusi untuk mengatasi kekurangan yang ada pada metode ini?
Appendix 18

Hasil Wawancara Guru Akhir Siklus II

1. Menurut ibu, apakah penggunaan Contextual Teaching and Learning (CTL) cocok diterapkan dalam pembelajaran bahasa Inggris?
   Jawaban:
   Ya tentu, karena CTL mengaitkan materi dengan kehidupan sehari-hari siswa, sehingga metode ini cocok dengan tujuan pembelajaran speaking, yaitu agar siswa mampu berkomunikasi menggunakan bahasa Inggris dalam kehidupan sehari-hari.

2. Pada materi apa metode ini paling cocok diterapkan pada pembelajaran bahasa Inggris?
   Jawaban:
   Hampir semua materi cocok di ajarkan dengan metode ini. Tapi yang paling cocok adalah materi tentang teks transaksional.

3. Adakah kemungkinan ibu menerapkan CTL di kelas yang Anda ajarkan?
   Jawaban:
   Saya akan mencoba menerapkan metode ini karena sangat membantu saya dan juga para siswa.

4. Berdasarkan pengamatan ibu, apakah terdapat kemajuan dari motivasi siswa dalam belajar speaking?
   Jawaban:

5. Apa saja kemajuan yang ada pada siswa selama melakukan pengamatan?
   Jawaban:
   Siswa menjadi lebih senang dalam mengerjakan tugas dan lebih berani dalam berbicara bahasa Inggris.

6. Dengan pengamatan ibu, bagaimana tingkat perhatian siswa terhadap pelajaran speaking?
   Jawaban:
   Hamper semua siswa sudah mau dan bersemangat untuk memperhatikan penjelasan guru. Tapi masih ada beberapa siswa yang terlihat tak acuh.
7. Apakah terdapat keluhan siswa terhadap penggunaan CTL dalam kelas?
Jawaban:
Seperti yang sudah saya katakan, pada awalnya mereka merasa tidak biasa sehingga mereka merasa bingung. Tapi kemudian mereka bersemangat setelah mengetahui konsep metode ini.

8. Apakah siswa terlihat menyukai metode ini?
Jawaban:
Menurut saya mereka menyukai, karena metode ini membuat siswa lebih aktif dan lebih mudah memahami materi.

9. Menurut ibu, apakah kekurangan dan kelebihan yang ada pada metode ini?
Jawaban:
Kelebihan metode ini diantaranya: menjadikan siswa lebih aktif dan kreatif dan lebih mudah dalam memahami materi yang diajarkan. Metode ini juga dapat membantu guru dalam menyampaikan materi agar dapat dengan mudah diserap oleh para siswa. Kekurangan adalah metode ini menuntut siswa untuk berfikir lebih kreatif dan mencari pengetahuan sendiri, sehingga siswa yang sudah terbiasa diajarkan dengan metode ceramah akan mengalami kesulitan.

10. Bagaimana solusi untuk mengatasi kekurangan yang ada pada metode ini?
Jawaban:
Tentu guru harus lebih banyak membimbing siswa dan membiasakan siswa dengan metode ini. Jika siswa sudah terbiasa, mereka pasti akan lebih mudah mengikuti proses pembelajaran.
Appendix 19

Wawancara Siswa Akhir Siklus 11

1. Bagaimana pendapatmu tentang penggunaan Contextual Teaching Learning (CTL) dalam belajar?
2. Apakah dengan menggunakan CTL, belajar berbicara bahasa Inggris jadi menyenangkan?
3. Apakah guru lain pernah menggunakan metode CTL sebelumnya?
4. Apakah kamu merasa tertantang untuk melakukan kegiatan – kegiatan belajar berbicara bahasa Inggris dalam kelas menggunakan CTL?
5. Apakah dengan menggunakan metode ini membuat kamu bersemangat dalam belajar berbicara bahasa, Inggris?
6. Bagaimana menurutmu, apakah teman-temanmu menyukai belajar bahasa Inggris dengan metode ini?
Appendix 20

Hasil Wawancara Siswa Akhir Siklus 11

1. Bagaimana pendapatmu tentang penggunaan Contextual Teaching Learning (CTL) dalam belajar?
   Jawaban:
   Siswa 1 : lebih baik
   Siswa 2 : menyenangkan
   Siswa 3 : enak, gurunya sabar
   Siswa 4 : bagus dan sangat menyenangkan
   Siswa 5 : bagus, tapi kadang ga konsen
   Siswa 6 : sangat menyenangkan
   Siswa 7 : bagus, kita jadi lebih mengetahui tentang kehidupan sehari-hari
   Siswa 8 : lumayan
   Siswa 9 : mengasyikkan sekali

2. Apakah dengan menggunakan CTL, belajar berbicara bahasa Inggris jadi menyenangkan?
   Jawaban:
   Siswa 1 : lumayan
   Siswa 2 : senang, jadi lebih mengerti
   Siswa 3 : iya
   Siswa 4 : menyenangkan karena bisa dipahami
   Siswa 5 : kadang seru kadang enggak
   Siswa 6 : menyenangkan karena sambil bermain
   Siswa 7 : tentu, karena saya menjadi lebih tahu tentang bahasa Inggris
   Siswa 8 : ya, lebih asyik dan lebih mudah
   Siswa 9 : ya, karena bisa lebih aktif dan kreatif
3. Apakah guru lain pernah menggunakan metode CTL sebelumnya?
   Jawaban:
   Siswa 1 : belum
   Siswa 2 : tidak pernah
   Siswa 3 : tidak
   Siswa 4 : belum pernah
   Siswa 5 : belum
   Siswa 6 : belum
   Siswa 7 : jarang
   Siswa 8 : setahu saya, belum
   Siswa 9 : tidak pernah

4. Apakah kamu merasa tertantang untuk melakukan kegiatan – kegiatan belajar berbicara bahasa Inggris dalam kelas menggunakan CTL?
   Jawaban:
   Siswa 1 : tertantang
   Siswa 2 : ya
   Siswa 3 : biasa saja
   Siswa 4 : iya, tertantang
   Siswa 5 : lumayan tertantang
   Siswa 6 : tertantang
   Siswa 7 : kadang- kadang
   Siswa 8 : tidak
   Siswa 9 : sangat menantang

5. Apakah dengan menggunakan metode ini membuat kamu bersemangat dalam belajar berbicara bahasa. Inggris?
   Jawaban:
   Siswa 1 : semangat, karena gurunya baik
   Siswa 2 : iya, belajarnya enak dan pelan- pelan
   Siswa 3 : sangat bersemangat
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Siswa 4 : iya, karena saya suka belajar bahasa Inggris
Siswa 5 : kadang semangat, kadang enggak
Siswa 6 : iya, saya lebih bersemangat karena tambah paham
Siswa 7 : semangat, karena enak
Siswa 8 : sedikit
Siswa 9 : semangat, karena simpel dan padat

6. Bagaimana menurutmu, apakah teman-temanmu menyukai belajar bahasa Inggris dengan metode ini?

Jawaban:
Siswa 1 : suka
Siswa 2 : ada yang suka ada yang tidak suka
Siswa 3 : suka, gurunya lucu
Siswa 4 : menurut saya, teman – teman suka
Siswa 5 : tidak tahu teman – teman suka atau tidak
Siswa 6 : ada yang suka ada yang tidak
Siswa 7 : mungkin suka
Siswa 8 : suka jika kelas tidak berisik
Siswa 9 : suka, karena kerja kelompok
Appendix 21

Pre Test

List of questions:

1. How are you?
2. What is your name?
3. Where do you live?
4. How old are you?
5. What is your hobby?
6. Do you like fruit? What kind of fruit do you like?
7. What do you usually do in the morning?
8. What will you say when you want to help your friend?
9. What will you say when you want to ask for help from your friend?
10. What will you say when you agree with someone’s opinion?
Appendix 22

Post Test I

Make a dialogue with your friend according to the picture below using expression of asking and giving opinion!
Appendix 23

**Post Test II**

Make group of five. Ask your friends about their activities in the last time using simple past tense. Use the table below to find out the information about your friends.

<table>
<thead>
<tr>
<th>No.</th>
<th>The Questions</th>
<th>Name</th>
<th>Students’ Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What did you do yesterday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Did you watch TV yesterday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Did you study last night?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>What did you do on last holiday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Where did you go on last Sunday?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
No: Istimewa
Hal: Pengajuan Judul Skripsi
Lampiran: 1 [satu] Berkas

Kepada Yth:
Ketua Jurusan Pendidikan Bahasa Inggris
FITK, UIN Jakarta
di-

Tempat

Assalmu’alaikum Wr.Wb.

Saya yang bertanda tangan di bawah ini:
Nama : Luthfiyah
Nim : 106014000396
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Bermaksud untuk mengajukan judul skripsi sebagai salah satu syarat menyelesaikan program S-1 {Strata} UIN Syarif Hidayatullah Jakarta. Adapun judul yang diajukan adalah:

“Improving students motivation in learning English by using contextual teaching and learning”

{A Classroom Action Research at Seventh Grade of MTs Unwaanunnajah}

Bersama in saya lampirkan satu berkas proposal yang terdiri dari:
1. Outline
2. Proposal
3. Daftar Kepustakaan Sementara

Demikian surat pengajuan ini disampaikan, atas pertimbanganya saya sampaikan Terimakasih.

Wassalamualaikum Wr. Wb.

Menyetujui,

Pemohon,

Pisang Pombimbing:

Dr. Fakhriyani, M.P.

Luthfiyah

Tanggal 15/10/04
No: Istimewa
Lampiran: -
Hal: Perubahan Judul Skripsi

Kpd Yth:
Ketua Jurusan Pendidikan Bahasa Inggris
Fakultas Ilmu Tarbiyah dan Keguruan
UII Syarif Hidayatullah Jakarta
Di Tempat

Assalamualaikum,Wr.Wb.

Berdasarkan konsultasi dan arahan dosen pembimbing skripsi, saya yang bertanda tangan di bawah ini:
Nama : Luthfiyah
NIM : 106014000396
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan
Judul lama : “Improving Students’ Motivation in Learning English by Using Contextual Teaching and Learning”

Dengan ini mengajukan judul skripsi yang baru ”Improving Students’ Motivation in Learning Speaking by Using Contextual Teaching and Learning”

Demikian surat ini saya buat, atas perhatiannya saya ucapkan terima kasih.

Wassalamualaikum,Wr.Wb

Jakarta, 19 Januari 2011

Mengetahui

Dosen Pembimbing Skripsi

Dr. Efranie, M. Pd.
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Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Luthfiyah
NIM : 106014000396
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Judul Skripsi : “Improving Students’ Motivation in Learning Speaking by Using Contextual Teaching and Learning”


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

H. Syukri, M. Pd.
Kurir Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT KETERANGAN
Nomor: MTs.S.28.04.07/04.22/PP.005/104/2011

Yang bertanda tangan di bawah ini kepala Madrasah MTs Unwaanunnajah menerangkan bahwa:

Nama : Luthfiyah
NIM : 106014000396
Jurusan : Pendidikan Bahasa Inggris
Semester : X (sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Program : S1 (strata 1)

Telah melaksanakan riset/penelitian di MTs Unwaanunnajah Pondok Pucung, Pondok Aren kelas VIII A pada tanggal 4 January s/d 4 Maret 2011.

Surat keterangan ini dibuat dalam rangka penyusunan skripsi yang berjudul “Improving Students’ Motivation in Learning Speaking by Using Contextual Teaching and Learning”.

Demikian surat keterangan ini dibuat dengan sebenarnya agar pihak yang berkepentingan menjadi maklum.

Tangerang, 8 Maret 2011

Kepala Madrasah

H. Alam Syahrudin S. Ag.