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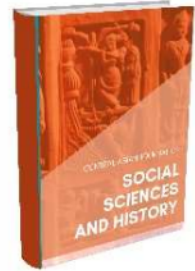
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Improving Student's Speaking Skills Through Explaining the Content of the Explanation Text with a Contextual Teacing and Learning (CTL) Approach
(Classroom Action Research on Class XI Social Studies Department Students)

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Abstract:

Contextual teaching and learning approach, is a relevant approach applied in learning to speak through explaining or commenting on the contents of explanatory texts, so that it can help teachers overcome students' difficulties in the learning process of speaking at school. This study aims to improve speaking skills through explaining the contents of explanatory texts using a contextual teaching and learning approach. The research method used in this research is descriptive qualitative, while the type of this research is classroom action research (CAR). The research was divided into two cycles, each cycle was carried out twice. Research data obtained through (1) observation, (2) test and (3) documentation. The research location is in SMA Negeri 4 Ternate City with the research subjects being 25 students of class XI IPS. The results of this study are as follows: First, the use of a contextual teaching and learning approach can improve the quality of learning speaking skills. This can be seen from the improvement in the process of learning situations where students are more focused in learning, students are also more active in learning to speak. Second, the use of contextual teaching and learning approaches can improve students' speaking skills. This can be seen from the results of the initial test (pre-action) to the second cycle test. The initial test (pre-action) was 61.56%, the first cycle test was 71.84% and the second cycle test was 88.53%. Based on the results of these studies.

INTRODUCTION

The students' difficulty in speaking appeared to be insecure and felt ashamed and afraid. Therefore, students have difficulty in conveying ideas orally, it also has an impact on the low diction (word choice) is difficult, the sentences are not effective, the structure of speech is ambiguous, the flow of speech is not cohesive and cohesive.

For class XI students majoring in Social Sciences at SMA Negeri 4 Ternate City, the three aspects of the difficulties mentioned above are really felt, so that the learning outcomes of speaking skills through explaining or commenting on the contents of explanatory texts read so far are still relatively low, namely out of a total of 25 students only 4 students who achieve the minimum completeness criteria (KKM) or 16%.

Low student achievement needs to be addressed immediately, because it can have an impact on the interests of further studies at a higher level. The things mentioned above are also caused by the role of speaking skills, especially in the teaching and learning process in schools that have not been emphasized with firm and clear references. In other words, changing the curriculum does not automatically change the teacher's practice in teaching speaking skills. Not a few of the teachers whose teaching methods are still oriented to the 1984 curriculum. In addition, learning speaking skills is often neglected by Indonesian language teachers. Teachers very rarely provide the right approach, and the media varies in learning so that students are less motivated to develop their speaking skills.

Of all the troublewhich has been successfully identified, the most urgent and most difficult problem faced by students is the difficulty of speaking for example, asking, commenting and answering questions. The lack of confidence in conveying ideas verbally can all be seen from the lack of enthusiasm of students in providing responses in the process of learning speaking skills through explaining or commenting on the contents of the explanatory texts read.

Nurhadi, et al. (2002:2), the contextual teaching and learning approach, is an approach that allows students to strengthen, expand and apply the knowledge, skills they have acquired in various subjects both at school and outside school.

According to Priyanti (2002:4), suggests that contextual teaching and learning is learning that begins with taking, simulating, telling, commenting and asking questions with students about the daily life experienced by students and then raised in the concepts discussed. So that learning to speak using a contextual teaching-end learning approach emphasizes the active involvement of students in the learning process. Thus students can develop speaking skills that they already have, to be able to communicate on various occasions. Both in the school environment and in their daily lives as members of the community.

Formulation of the problem

1. How can speaking skills through explaining the contents of explanatory texts be improved with a contextual teaching and learning approach to class XI IPS students of SMA Negeri 4 Ternate City?

2. How are the results of improving speaking skills learning through explaining the contents of explanatory texts with a contextual teaching and learning approach to class XI IPS students of SMA Negeri 4 Ternate City?

RESEARCH OBJECTIVES AND BENEFITS

1. Research purposes

a)   To describe speaking skills through explaining or commenting on the contents of the explanatory text of class XI IPS students of SMA Negeri 4 Ternate City.

b)   To describe the results of improving speaking skills through explaining or commenting on the contents of explanatory texts for class XI IPS students of SMA Negeri 4 Ternate City.

2. Benefit Study

The results of this study are expected to provide benefits to increase the repertoire of research in speaking skills through explaining or commenting on the contents of explanatory texts for high school / vocational / MA students, so as to improve the quality of education in these schools to be better than before. for teachers, it can be used as a reference for actions or techniques in learning speaking skills through explaining or commenting on the contents of explanatory texts. For schools, this research is expected to be an effort to improve the quality of the implementation of Indonesian language learning in the classroom in achieving learning objectives.

The Nature of Explanatory Text

Explanatory text is a text that aims to provide an overview of a series of events, how and why something can happen. According to Priyatni (2014: 82) explanatory text is a text that contains an explanation of processes related to natural, socio-cultural and scientific phenomena. An explanatory text is derived from the author's statements regarding 'why' and 'how' a phenomenon occurs. The purpose of the explanatory text is to explain the process of formation or activities related to natural, socio-cultural and scientific phenomena. (causality). It's just that the causes or effects are in the form of a collection of facts which according to the author have a causal relationship and not the author's own opinion.

Restuti (2013: 85), Explanatory text is a text that explains or explains natural and social and cultural processes or phenomena.

Based on the opinion of experts regarding the definition of explanatory text, it can be stated that the explanatory text is a text that explains the process of something happening. The process starts from the 'why' and 'how' of the phenomenon that can occur. Every phenomenon, whether natural, social, cultural or otherwise, has its own process. For example, the natural phenomenon of flooding. With the landslide phenomenon, various questions will arise, such as: what is a landslide, why does it happen, how can a

landslide occur and so on.

Explanatory Text Structure

According to Priyanti (2014: 35), explaining that the explanatory text has a structure in the form of a title, general statement, a series of explanations and interpretations. The following describes the structure of the explanatory text as follows:

a)   The title of the explanatory text describes the phenomenon to be explained

b)   General statements in the explanatory text contain the described phenomenon, context or general characteristics

c)   The series of explanations in the explanatory text explain why a phenomenon occurs and how it occurs or how it works, the conditions under which it occurs.

d)   The conclusion can contain the author's conclusion or opinion about the phenomenon described

RESEARCH METHOD

The method used in this research is descriptive qualitative analytic, while the type of this research is Classroom Action Research (CAR). This research is class-based, because it is carried out by involving the components contained in the teaching and learning process in the classroom, subject matter and learning methods. Classroom action research is collaborative research between researchers, teachers, students and other school staff to create better school performance.

Classroom action research is a form of research conducted in the classroom. CAR is generally carried out by the teacher in collaboration with researchers or alone as a dual role teacher conducting individual research in the classroom, at school or where he teaches for the purpose of improving or enhancing learning. Classroom action research is limited in terms of the breadth of objects and targets that are the center of research attention (Arikunto, 2006: 34).

Arikunto (2006:11), Classroom Action Research (CAR) is a

Observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The action is given by the teacher or with the direction of the teacher carried out by the students. CAR can also be interpreted as an effort aimed at improving the learning process or solving problems encountered in learning.

The stages of classroom action research that are commonly carried out are the first stage of action planning (planning), the second stage of implementation (reflecting). This research was carried out at SMA Negeri 4 Ternate City for students of class XI IPS for the academic year 2021-2022. This research

lasts approximately 2 months

RESULTS AND DISCUSSION

Before the results of this study are presented, the initial conditions (pre-action) of learning speaking skills are described by explaining or commenting on the contents of the explanatory text for Class XI Social Sciences SMA Negeri 4 Ternate City. Thus, this chapter will discuss: (1) the initial conditions of the speaking skill learning process through explaining or commenting on the contents of the explanation text of class XI IPS students of SMA Negeri 4 Ternate City, (2) implementation of actions and research results and (3) discussion of the results. study. the results of the pre-action test of speaking skills through explaining the contents of the explanatory text can be seen that 2 students who get a score of 65 or equal to 8%, 8 students get a score of 64 or equal to 32%, 6 students get a score of 62 or equal to 24%, 7 students get a score of 59 or equal to 28%, 1 student gets a score of 57 or equal to 4%, 1 student gets a score of 55 or equal to 4%.

From the description above, it can be seen that the percentage score of the success of the initial test product (pre-action) of class XI IPS students at SMA Negeri 4 Ternate City in speaking skills is 61.56. Lexically, the percentage score of the success of the pre-action product is declared incomplete. Therefore, improvements are needed in learning speaking skills at a later stage.

One of the improvement efforts in learning speaking skills that researchers do is learning by using a contextual teaching and learning approach.

The following will explain the results of improving speaking skills throughexplain the contents of the explanatory text for students of class XI IPS SMA Negeri 4 Ternate City as much as 2 cycles with 4 stages in each cycle. These stages include: Planning, implementing actions, observing, and reflecting. applied, the results are as follows:

Planning	
Cycle I	**Cycle II**
1. Determine competency standards and basic competencies to be achieved in the first cycle 2. Develop a learning implementation plan that is tailored to the basic competencies and objectives to be achieved in the first cycle. 3. Develop a syllabus and Learning Implementation Plan (RPP) for speaking skills using a contextual teaching and learning approach 4. Develop observation formats and other action research instruments. 5. Prepare learning materials that will be delivered in the first cycle. Namely, the main material is to identify (knowledge and sequence of events) in the explanatory text that is read. 6. Researchers collaborate with teachers in the field of study to prepare learning scenarios that will be studied by students 7. Prepare an assessment format in the form of a Student Evaluation Sheet 8. Prepare observation sheets as a measuring tool for success in the process of learning speaking skills through explaining or commenting on the contents of explanatory texts with a contextual teaching and learning approach.	1. Develop a lesson plan as an improvement from the lesson plan in the previous cycle 2. Develop a lesson plan 3. Develop observation formats and action research instruments for cycle II 4. Define necessary corrective actions 5. Prepare learning materials that will be delivered in the first cycle. Researchers collaborate with teachers to prepare learning scenarios that will be studied by students 6. Develop observation formats and other action research instruments. 7. Prepare learning materials that will be delivered in the second cycle 8. Researchers work closely with subject teachers to prepare learning scenarios that will be studied by students 9. Prepare an assessment format in the form of a Student Evaluation Sheet Prepare observation sheets as a measuring tool for success in the process of learning speaking skills through explaining or commenting on the contents of explanatory texts with a contextual teaching and learning approach.
Implementation	

Cycle I	Cycle II
Cycle I will be held on November 12, 2021 and the second meeting will be held on November 15, 2021 1. Initial activity • Regards • Warming upprevious learning in the form of questions and answers to the previous material and linking it to the current material • Information about SK/KD indicators and learning objectives 2. Core activities • The researcher explains the meaning of speaking and its types. • Researcher explain definition textexplanations and examples of explanatory texts. • The researcher explains the meaning of the contextual teaching and learning approach and its implementation in learning to speak by explaining or commenting on the contents of the explanatory text. • The researcher explains how to identify knowledge information and the sequence of events in the explanatory text that is read. • Researchers distributed examples of explanatory texts to each student. • Researchers give 5 minutes to students for identifyinformation, knowledge and sequence of events in the explanatory text that is read. • The researcher gave a speaking skill test	Cycle 2 will be held on November 17, 2021 and the second meeting will be held on November 19, 2021. 1. Initial activities • Regards • Warming upprevious learning in the form of questioning and answering the previous material and linking it with the current material • Information about SK/KD indicators and learning objectives 2. Core activities • Before starting the lesson, the researcher reflected and discussed about the obstacles faced by students in speaking skills by explaining or commenting on the contents of the explanatory text with a contextual teaching and learning approach in the first cycle and looking for solutions to improve speaking skills learning outcomes in the next cycle. • The researcher explains the meaning of the contextual teaching and learning approach and its implementation in learning to speak through explaining or commenting on the contents of the explanatory text. • The researcher explains the principles of the contextual teaching and learning approach in learning to speak through commenting on the contents of the explanatory text to students. • The researcher explains how to identify information, knowledge and sequence of events in the explanatory text that is read. • The researcher distributes examples of explanatory texts to students and provides opportunities to observe the contents of the explanatory texts that are read.

by providing opportunities for students who were ready to come forward in front of the class explaining, or commenting on the information, knowledge and sequence of events in the explanatory text that was read. 3. Closing activity • Making conclusions about the subject matter • Researchers conduct an assessment to find out the level of achievement of indicators in learning to speak through explaining or commenting on the content of the text explanation with contextual teaching and learning approach • Researchers and collaborators reflect together on the learning that has just been completed. • Researchers provide reinforcement and motivation to students for the next meeting.	• Researchers provide opportunities for students to ask what they do not understand. • Researchers provide opportunities for students who are ready to explain or provide feedback and comment on the contents of the explanatory text read. 3. Closing activity • Making conclusions about the subject matter • Giving Exercise • Provide motivation to repeat lessons at home • Giving homework in the form of providing feedback and commenting on the contents of the explanatory text read. • Researchers and collaborators reflect together on the learning that has just been completed.
Observation	
Cycle I	**Cycle II**

The results obtained from this observation include the impact on the learning process (process success) and the impact of actions on learning outcomes (product success). The impact of the action on the success of the process and the success of the product can be described as follows:

1.Product Success

In the first cycle of learning in the first meeting, some students seemed less active in participating in the learning carried out. When the teacher explained the learning material and did questions and answers, some students were still telling stories, disturbing each other so that the class atmosphere was not conducive. To overcome this, the researchers provided motivation and reinforcement for the lion, students' attention was again focused on the learning process carried out.

At the second meeting of the first cycle, student activity began to increase such as question and answer activities, responding, and taking notes about the material being taught. Student behavior, student activity, and student attention were better than the first meeting of cycle I.

There was an increase from the first meeting to the second meeting. In the first meeting, the students seemed to pay enough attention, responded actively to what was explained by the teacher, and asked the researchers about things that were not clear. At the second meeting, the teaching and learning process had started to look good. Attention, activeness and participation of students in

The results obtained from this observation include the impact on the learning process (process success) and the impact of actions on learning outcomes (product success). The impact of the action on the success of the process and the success of the product can be described as follows:

1.Product Success

In the learning process of the second cycle of the first meeting, there were still some students who were less focused on participating in the learning process. However, in the second cycle, the first meeting was better than the first cycle learning. At the second meeting in the second cycle, most of the students were active and responsive to the speaking learning material by explaining or commenting on the contents of the explanatory text with a contextual teaching and learning approach.

Students are more active and more confident, and excited in explain, comment and respond to information, knowledge and sequence of events in the explanatory text that is read.

2.Product Success

The results of the second cycle of speaking skills test through explaining or commenting on the contents of explanatory texts with a contextual teaching and learning approach can be seen that 10 students get a score of 92 or equal to 40%, 7 students get a score of 89 or equal to 28%, 4 students get a score of 86 or equal to 16%, 2 students get a score of 83 or equal to 8%, 2 students get a score of 80 or equal to 8%.

learning   Skills speak alreadyimprove for the better.

2. Product Success

• The results of the first cycle test of speaking skills through explaining or commenting on the contents of the explanatory text with contextual teaching and learning approach can be seen that 4 students get a score 75 or equal to 16%, 10 students get a score of 73 equal to 40, 6 students got a score of 72 or equal to 24%, students got a score of 68 or equal to 8%, 3 students got a score of 66 or equal to 22%.

• comparisonthe percentage score of the initial test results (pre-action) to the results of the first cycle of speaking skills through explaining or commenting on the contents of the explanatory text increased by 4.42%. However, classically, the percentage score of the success of the first cycle product of class XI Social Sciences SMA Negeri 4 Ternate City in speaking skills through explaining or commenting on the contents of explanatory texts with a contextual teaching and learning approach was declared incomplete. Therefore, it is necessary to improve learning in cycle II

• it was seen that there was an increase in the test results from cycle I to cycle II. Learning speaking skills through explaining or commenting on the contents of explanatory texts using a contextual teaching and learning approach. In the first cycle test results the percentage score is 71.84%, while the second cycle test results the percentage score is 88.82%. This shows that there has been an increase of 6.35%, from cycle I to cycle II

Reflection	
Cycle I	**Cycle II**

1. In general, it can be seen that there is an increase in learning with a contextual teaching and learning approach in learning to speak through explaining or commenting on the contents of explanatory texts.

2. The test results obtained from cycle I, both in terms of process and product, have increased, although not significantly. Some students seem less active in participating in the learning carried out. When the teacher explained the learning material and did questions and answers, some students were still telling stories, disturbing each other so that Based on the results above, improvements need to be made in the next cycle, namely:

1. An increase in the application of contextual teaching and learning approaches in learning speaking skills through explaining or commenting on the contents of explanatory texts shows a significant increase. Improvement can be seen in terms of processes and in terms of products in learning speaking skills through reading explanatory texts with a contextual teaching and learning approach.

2. The value obtained by a student in learning does not depend on the results of the exam alone, but also the teacher pays attention to various other aspects that can support the acquisition of the value that will be received by the student concerned, such as the presentation of attendance in face to face in class, discipline in doing assignments. assignments, both daily assignments and final assignments, too

1. Increase practice in Aspects: Mastery of text content, Mastery of text content Intonation Fluency and accuracy

2. Increase students' learning motivation. In addition, by providing a comprehensive explanation and understanding of the principles of the contextual teaching and learning approach in learning to speak through explaining or commenting on the contents of the explanatory text so that the results achieved are maximized.

3. Because the learning objectives have not been achieved and researchers and collaborators still feel the need to make revisions or follow-up improvement steps, the research continues to the next cycle.

4. Learning speaking skills through explaining or commenting on the contents of explanatory texts with this contextual teaching and learning approach is a new thing so teachers need to practice repeatedly teaching to be professional.

notice participation active student whichconcerned in class.
1. Researchers and collaborators based on the results of tests and interviews looking for solutions to overcome the obstacles in the first cycle above, namely by using more varied media in teaching such as using power point media in explaining and providing a comprehensive understanding of the principles of the contextual teaching and learning approach in learning speaking through explaining or commenting on the contents of the explanatory text so that the results achieved are maximized
3. Positive responses from students towards the learning process as shown in the first cycle can be maintained in the second cycle, namely positive responses which include fun learning, learning that provides new insights and meaningful learning. In addition to positive responses there are also negative expressions. Negative responses that are not relevant to the existing categories are included in the other category.
2. The results of the second cycle test showed an increase compared to the first cycle, the percentage was 88.82%, it showed an increase of 6.35% from the first cycle to the second cycle. Aspects assessed

	in the speaking test consist of: Speech or pronunciation, intonation, fluency or accuracy and sentence structure, all of these aspects have reached completeness, so researchers and collaborators still feel there is no need for action in the next cycle. So the research was stopped

CONCLUSION

Based on the results of research that hasdescribed in the previous chapter, it can be concluded as follows:

1. Learning speaking skills. During the learning process speaking skills through conducive and interesting.

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