

EXAMINING THE EFFECT OF CONTEXTUAL TEACHING- LEARNING AND ANXIETY TOWARDS STUDENTS' SPEAKING SKILLS

¹Taufik Suadiyatno, ¹Edi Firman, ¹Ahmad Hanan, ¹Dedi Sumarsono
¹English Language Education, Mandalika University of Education, Indonesia

Corresponding Author Email: taufiksuadiyatno@ikipmataram.ac.id

Article Info	Abstract
<p>Article History Received: December 2019 Revised: December 2019 Published: January 2020</p> <p>Keywords CTL Approach; Speaking Anxiety; Speaking skills;</p>	<p><i>This research was aimed at finding out whether: (1) Contextual Teaching Learning has better effect than conventional method towards students speaking skill; (2) the students having low anxiety have better speaking skill than those who have high anxiety; and (3) there is an interaction between CTL and anxiety towards students speaking skill. This research was an experimental study within the quantitative approach. The total samples of this study were 66 students of tour and travel class of SMKN 2 Mataram that consist of two classes determined by cluster random sampling technique. The instruments that were used to collect the data were tests and questionnaires. The data were analyzed by using the multifactor analysis of variance 2x2 and Tuckey test. The result of this research revealed that the level of students anxiety that taught by CTL is lower than conventional, while students' speaking skill score that taught by the contextual method was higher than the conventional method. The level of anxiety has a significant effect on students' speaking skills. Therefore, it can be concluded that: 1) Contextual Teaching Learning method has better effect than Conventional method towards students speaking skill of the tour and travel students' class of SMKN 2 Mataram; 2) The students who have low speaking anxiety have better speaking skill than those who have high speaking anxiety at the tour and travel students' class of SMKN 2 Mataram; 3) There is an interaction between CTL and students' anxiety towards students speaking skill of the tour and travel students' class of SMKN 2 Mataram.</i></p>
<p>How to cite: Suadiyatno, T., Firman, E., Hanan, A., & Sumarsono, D. (2020). Examining the effect of contextual teaching-learning and anxiety towards students' speaking skills. <i>JOLLT Journal of Languages and Language Teaching</i>, 8(1) pp. 100-107 DOI: https://doi.org/10.33394/jolllt.v8i1.2266</p>	

INTRODUCTION

Speaking is one of the skills of English which is very important to be mastered by the students. Therefore, Speaking skill is one of the subjects which is taught in Vocational School number 2 (SMKN 2) of Mataram. It is expected that after taking the research the students are able to communicate well in English. However, based on the researchers' observation, many of the students are not able to perform their speaking ability well. They prefer using their native language than the English language. Besides, the students sometimes mix some words with Indonesian for the words they do not understand, mispronounce some words that make their meanings change, and use inaccurate grammar in composing the sentence that makes the meanings of the utterances also changed.

In the teaching and learning process, psychological aspects play a crucial role, one of them is anxiety. Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object. (Scovel, 1991: 18). Woodrow (2006) states that anxiety reactions can be categorized as reflecting worry or emotionality. Horwitz and Cope (1986: 13-14) identified three

components of foreign language anxiety: 1) Communication apprehension is a type of shyness characterized by a fear of anxiety about communicating with people; 2) Test anxiety refers to a type of performance anxiety stemming from a fear of failure. It was reinforced by Buhari, (2019) who found that fear of failure influences students' speaking competences. Students with test anxiety often demand more of themselves than they are capable of achieving and worry about their performance; 3) Fear of negative evaluation involves apprehension about others' evaluation, avoidance of evaluative situation and the exception that they would evaluate oneself negatively.

In line with anxiety, Wahyuni et al. (2019) investigated foreign language writing anxiety experienced by Indonesian EFL learners studying at Universitas Negeri Padang. In their research, they found that anxiety still becomes a significant problem in writing the teaching and learning process. In addition, they said that there are more moderately anxious students at every academic level compared to those with a high or low level of language anxiety. This finding was in keeping with Bohari (2019) who stated that high anxiety makes students speak carefully but sometimes it makes students feel uneasy to produce the target language fluently in classes.

Emotionality refers to physiological reactions, such as blushing or racing heart, and behavioral reactions, such as stammering and fidgeting. Worry refers to cognitive reactions, such as self-deprecating thoughts or task-irrelevant thoughts. When students are anxious, they feel nervous, worried, and fearful. This psychological aspect seems to be one of the problems encountered by the students. This finding was in line with Haerazi, Vikasari, and Prayati (2019) who state when the students expressing or communicating ideas during the interaction either inside or outside the classroom, the students are still afraid because they think that the words written or utterances spoken are incorrect. They get nervous when talking to one who sounds smarter, gets sweaty when constructing the sentence to be expressed making them lost in concentration, and gets trembled when presenting or talking in front of the class.

The students' speaking anxiety could be caused by the method and learning materials used by the teacher. Sometimes speaking materials used are not appropriate for the students and not based on the context (Rahman et al., 2018). The material does not provide the students' chances to relate their idea with their daily life (Haerazi et al., 2018). The English materials used sometimes are also inauthentic and irrelevant both for the teaching-learning process and assessment of the students' needs. Johnson and Sears in Satriani, et. al (2012: 11) state that contextual teaching and learning is defined as a concept that helps teachers and students relate the meaning and real-world situations with the subject matter in the right way.

Pebriyana (2019: 28-33) investigated the correlation between students' anxiety and self-confidence toward speaking ability. In her research, she found that anxiety has a significant correlation with speaking skills. It was proved by the fact that the higher the level of students' anxiety, the more afraid they speak with their friends and students with high anxiety cannot get a maximal score in speaking.

Teaching materials which are based on the context can attract the students' motivation and interest to study because it can help the students enrich their knowledge and improve their self-efficacy in speaking skill. The contextual approach is a learning philosophy that emphasizes students' interests and experiences. Contextual teaching and learning as one of the approaches for teaching and learning have scientific principles. According to Johnson (2002:26), there are 3 principles of it. They are principles of interdependence, the principles of differentiation, and the principles of self-regulation.

Regarding contextual teaching and learning, Crawford (2001) proposed some teaching strategies such as relating, experiencing, applying, cooperating, and transferring. In contextual teaching strategy, relating is the most powerful element. In relating strategy, a

teacher links a new concept to something completely unknown to students and the students learning in the context of one's life experiences or preexisting knowledge (Crawford, 2001). In the contextual approach, one strategy relates to another. It is noticeable that concerning connects new information to life experiences or prior knowledge that students bring them to the classroom. Teachers can overcome this barrier and help students to build new knowledge with hands-on experiences that arise inside the classroom. This strategy is called experience. In experiencing strategy, students learn by doing throughout exploration, discovery, and invention (Crawford, 2001). Besides, students in the learning process in terms of learning experiences can acquire vocabulary inputs. It was in line with Efendi (2017) and Syahbandi (2017) who state learning experiences help students to acquire many vocabularies.

Speaking skills are crucial for EFL learners because these skills determine the learning success. Because of this, the teachers must meet an appropriate strategy in their classes. Crawford (2001) defined that applying strategy as learning by putting the concepts to use. It suggests that the students can apply the concepts when they are engaged in hands-on problem-solving activities. According to Zainuddinsabri (2017), speaking tasks give a positive effect on students' speaking achievement. The tasks are designed to be interesting, different, and varied. The aim is to provide students with a wide variety of tasks to engage in and ensure that the tasks have some engaging, novel, interesting, or surprising, features.

Crawford (2001) mentioned that many problem-solving exercises, especially when they involve realistic situations, are complex. Students working individually sometimes cannot make significant progress in a class period on these problems. They might become frustrated unless the teacher provides step-by-step guidance. On the other hand, students working in small groups can often handle these complex problems with little external help. Teachers using student-led groups to complete exercises or hands-on activities are using the strategy of cooperative learning in the context of sharing, responding, and communicating with other learners.

Therefore, the empirical studies and the theoretical supports dealing with the contextual learning-teaching and students' anxiety are crucial to be conducted in research. Anxiety makes students feel alone without any associated ideas. This research is intended to find the effect of contextual teaching-learning and students' speaking anxiety towards students' speaking skill for the students of vocational school 2 (SMKN 2) Mataram.

RESEARCH METHOD

Research Design

This quantitative research was quasi-experimental research because the random assignment was used in determining or distributing samples into the experiment group and the control group. The research design that was used for the research is a simple factorial design 2 x 2 by the technique of Multifactor Analysis of Variance (ANOVA). The research then was designed as follows: 1) Students having low anxiety who are taught using contextual material; 2) Students having high anxiety who are taught using contextual material; 3) Students having low anxiety who are taught using conventional material; 4) Students having high anxiety who are taught using conventional material. In this research, the independent variables were contextual material and the students' anxiety and the dependent variable was the students' speaking skill. The population of this research was the students of the tour and travel class of SMKN 2 Mataram. The sample was two classes. The sampling technique that was used for the research was cluster random sampling.

Instruments

The instruments that were used in collecting data were tests and questionnaires. The test was used to collect the data of students' speaking skill that was done by interviewing and

recording the students. The questionnaire was used to measure the students' anxiety level. This was done by delivering a questionnaire sheet to the students.

Data Analysis Technique

In analyzing the data, the researchers used Descriptive and inferential analysis. Descriptive analysis was used to know: Mean, Median, Mode, and Standard deviation of the speaking test. Before conducting ANOVA test, normality and homogeneity test were conducted. Normality is conducted to know whether the sample distributes normally or not. To examine the normality, the Liliefors test is used. Meanwhile, to examine the homogeneity test, Levene test is used. Furthermore, to test the research hypothesis, inferential analysis is used. It will be done through Anova and Tuckey test. The testing hypothesis is conducted in order to manage the research data which are in the form of the number, so that they can produce a real conclusion. It is also used to test whether the hypothesis of the research is accepted or rejected.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research focused on the effect of contextual teaching-learning and anxiety towards students' speaking skills. After the researchers found the data, they are analyzed and calculated using statistical calculations as shown as follows.

Table 1. The Result of Students' Scores

VARIABLE	METHOD	Mean	Std. Deviation	N
Anxiety	Contextual	67.21	9.453	33
	Conventional	81.03	9.831	33
	Total	74.12	11.834	66
Speaking	Contextual	74.12	8.583	33
	Conventional	69.24	10.974	33
	Total	71.68	10.080	66
Total	Contextual	77.58	9.796	66
	Conventional	68.23	10.214	66
	Total	72.90	11.018	132

The table above shows that the main score of students' anxiety with the contextual method (67.21) > conventional method (81.03), while students' speaking skill scores that taught by contextual method (74.12) > conventional method (69.23). This finding indicates that anxiety and speaking skills have different factors after treatments. The equality of data was considered. The table below shows the result of homogeneity using Levene Test.

Table 2. Levene's Test of Equality of Error Variances
Dependent Variable: SCORE

F	df1	df2	Sig.
.993	3	128	.399

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
Design: Intercept + VARIABLE + METHOD + VARIABLE * METHOD

Based on the output data above, it shows that sig. (significant) is 0.399 > significant level (0.005). Therefore, it can be concluded that varian variable of the speaking learning method is homogenous. The homogeneity of data is required before conducting the inferential analysis. Thus, the two-way ANOVA test has been fulfilled. This analysis was done to meet the significant mean scores between students' anxieties and speaking skills. The table below shows Out-put two-way ANOVA with SPSS.

Table 3. Tests of Between-Subjects Effects
Dependent Variable: SCORE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3739.659 ^a	3	1246.553	13.117	.000
Intercept	701531.280	1	701531.280	7382.075	.000
VARIABLE	196.371	1	196.371	2.066	.153
METHOD	2884.008	1	2884.008	30.348	.000
VARIABLE * METHOD	659.280	1	659.280	6.937	.009
Error	12164.061	128	95.032		
Total	717435.000	132			
Corrected Total	15903.720	131			

R Squared = 0.235 (Adjusted R Squared = 0.217)

From the table above, we find the important value that usually concluded as follows: (1) Corrected Model: The effect of the independent variable (level, score, and interaction level with the score or “level*score”) together through with dependent variable (post-test). If the sig. 2-tailed (0,00) is lower than the significant level (0,05) as shown in the table above, it means the model is valid. In other words, the independent variable has significant effect toward dependent variable; (2) Intercept: The value of the dependent variable changes without the need to be influenced by the existence of the independent variable, it means without the effect of the independent variable, the value of the dependent variable can change. If significant (sig.) > 0,05 (significant level/ Alfa) is significant. Based on the result shown in the table above (0,000), it means intercept is not significant; and (3) Variable: The effect of students’ anxiety level toward students’ speaking skills in the model. If significant (sig.) < 0,05 (Alfa) = significant. The result in the table above shows the value 0,005, it means the level of anxiety has a significant effect on students’ speaking skill.

Method: it indicated the effect of the method toward the post-test if the Significant (Sig.) < Alfa (0,05) = significant. The result shows that the value of the method is 0,000. It means that the contextual method has a significant effect on students’ speaking skills. Besides, it is said that there is the effect of score level toward score in the model if significant (Sig.) < Alfa (0,05) = significant. The score level as shown in the table above is 0,009, it means that the score level has a significant effect. The double determination value of all the independent and dependent variables: the result above shows R Squared = 0.235. Its score close to 1.0, it means they have a strong correlation.

Discussion

This study was aimed at investigating the effect of Contextual Teaching Learning towards students speaking skills, the effect of anxiety towards students’ speaking skills, and the interaction between CTL and anxiety towards students speaking skills. During the teaching and learning process, the students enjoyed the lesson that had been delivered using contextual teaching and learning approaches. This is not surprising as this approach focused on teaching and learning in a context indicating a fundamental principle of constructivism. These teaching strategies are relating, experiencing, applying, cooperating and transferring (Crawford in Satriani, Emilia, and Gunawan: 2012). In addition, the use of contextual teaching and learning approaches in the speaking class was responded with enthusiasm from the students. It is line with Haerazi, Prayati, and Vikasari (2019) who informed that the CTL approach was able to improve EFL students’ learning activities.

The first step of the CTL strategy is relating. In this step, the students were guided to use their previous knowledge regarding their daily life. Therefore, they did not have any difficulties in constructing some sentences orally. Almost every student can answer from life

experiences outside the classroom because the sentences produced by the students were based on their experiences. The students then reinforced to optimize to use their prior knowledge. Most students feel that they already knew about daily activities. The next step is experiencing. This step is learning-by-doing through exploration, discovery, and invention. The students were forced to find new things and they have to construct those new words to become good sentences.

The third step is applying. In this step, the students were motivated to understand the concepts by assigning realistic and relevant exercises. These exercises are “word problems” like those found in textbooks. They posed very realistic contexts, and they demonstrated the efficacy of academic concepts in some areas of daily life. The fourth step is cooperating. In this step, the students worked in small groups. They were asked to solve the problem in the context of sharing, responding, and communicating with their learners. It was in line with Lail (2018) who states students worked with their peers in small groups can help their understanding of the object being learned. Most students considered less uncomfortable and could ask questions without feeling embarrassed. They were also more readily explaining their understanding of concepts to others or recommend problem-solving (Sari, 2016).

The students listened to others in the group, they re-examined and reformulated their own logic of understanding. They learned to value the opinions of their friends because sometimes a different strategy proves to be a better approach to the problem. It is supported by Crawford (2001: 11) stated that when a group succeeds in reaching a common goal, student members of the group experience higher self-confidence and motivation than when students work alone. The last step is transferring. In this step, the students were drilled practicing to transfer their knowledge. In this case, they were encouraged to understand the fact rather than memorizing it. In addition, they were asked to create a variety of learning experiences with a focus on understanding rather than memorization. Thus, the sensed meaning created by relating, experiencing, applying, cooperating, and transferring is to engage students' emotions.

The result which is dealing with anxiety in this study shows that the students who have a low score of anxiety will have a high score in their speaking skill. This fact is in line with what was found by Woodrow (2006) that anxiety does influence oral communication. This result is undeniable because each person must have anxiety feelings. Steward and Tassie (2011) and Setianingsih et al. (2018) state that experiencing fear and anxiety during public speaking is common. Students in an undergraduate institution must face that anxiety as they work through the public speaking course. It was in keeping with Julianingsih (2017) who informs that students exactly face anxiety as speaking in front of the class. Syahbandi (2017) also stated that anxiety is clearly an issue in language learning and has a debilitating effect on speaking English for some students. This finding was supported by Zhiping and Paramasivam (2013) who stated that students suffer from anxiety mainly in relation to communication apprehension and fear of negative evaluation.

This study also found that anxiety affects students' oral performance. This fact supports the previous study done by Pebriyana (2019: 28-33) who investigated the correlation between students' anxiety and self-confidence toward speaking ability. In her research, she found that anxiety has a significant correlation with speaking skills. It was proved by the fact that the higher the level of students' anxiety, the more afraid they speak with their friends and students with high anxiety cannot get a maximal score in speaking. In this study, there is the effect of the contextual teaching-learning approach on students' speaking skills. In addition, this approach helps students to improve their vocabulary mastery.

CONCLUSION

The effect of contextual teaching and learning was a positive effect on students' speaking skills viewed from students' anxieties. Based on the research finding, it can be concluded that the contextual teaching-learning method has a better effect than the Conventional method towards students speaking skills of the tour and travel students' class of SMKN 2 Mataram. The students who have low speaking anxiety have better speaking skills than those who have high speaking anxiety at the tour and travel students' class of SMKN 2 Mataram. Therefore, there is an interaction between CTL and students' anxiety towards students speaking skills of the tour and travel students' class of SMKN 2 Mataram.

REFERENCES

- Bohari, L. (2020). Improving speaking skills through small group discussions at eleventh-grade students of SMA Plus Munirul Arifin NW Praya. *JOLLT Journal of Languages and Language Teaching*, 7(1), pp. 68-81. DOI: <https://doi.org/10.33394/jollt.v7i1.1441>
- Buhari, B. (2019). Practicing discussion in the form of pyramid to improve students' speaking performance and classroom interaction. *JOLLT Journal of Languages and Language Teaching*, 7(2), pp. 108-116. DOI: <https://doi.org/10.33394/jollt.v7i2.1958>
- Crawford, L. M. (2001). *Teaching contextually: Research, Rationale, and Techniques for Improving Student Motivation and Achievement*. Texas: CCI Publishing, Inc.
- Effendi, A. (2017). The effectiveness of fishbowl technique towards students' self-efficacy in speaking. *JOLLT Journal of Languages and Language Teaching*, 5(2), 46-51. DOI: <https://doi.org/10.33394/jollt.v5i2.345>
- Haerazi, H., Prayati, Z., & Vikasari, R. M. (2019). Practicing contextual teaching and learning (CTL) approach to improve students' reading comprehension in relation to motivation. *English Review: Journal of English Education*, 8(1), 139-146. <https://doi.org/10.25134/erjee.v8i1.2011>
- Haerazi, H., May Vikasari, R., & Prayati, Z. (2019). The use of scientific-based approach in ELT class to improve students' achievement and classroom interaction. *Register Journal*, 12(2), 157-180. <https://doi.org/10.18326/rgt.v12i2.157-180>
- Haerazi, H., Irwansyah, D., Juanda, J., & Azis, Y. A. (2018). Incorporating intercultural competences in developing English materials for writing classes. *Journal of Language Teaching and Research*, 9(3), 540-547. <http://dx.doi.org/10.17507/jltr.0903.13>
- Horwitz, E. K., Horwitz, M. B., Cope, J. A. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70 (2), pp. 125-132.
- Johnson, Elaine. (2002). *Contextual Teaching and Learning: what it is and why it's here to stay*. Terjemahan. Ibnu Setiawan. 2008. Bandung Penerbit MLC.
- Julianingsih, M. (2017). The correlation between students' anxiety and learning activity towards their speaking ability. *JOLLT Journal of Languages and Language Teaching*, 5(2), 57-61. DOI: <https://doi.org/10.33394/jollt.v5i2.350>
- Lail, H. (2018). The effectiveness of using English movie with English subtitles in teaching vocabulary at the eighth year students of SMPN 1 Selong in the academic year of

- 2018/2019. *JOLLT Journal of Languages and Language Teaching*, 6(2), 100-107. DOI: <https://doi.org/10.33394/jollt.v6i2.1261>
- Pebriyana, H. (2017). The correlation of students' anxiety and selfconfidence toward their speaking ability. *JOLLT Journal of Languages and Language Teaching*, 5(1) May 2017, DOI: <https://doi.org/10.33394/jollt.v5i1.331>
- Rahman, A., Masnayadi, M., Nerim, N., & Muslim, M. (2019). Developing English materials based on saintific approach through Islamic content for Islamic senior high school students. *JOLLT Journal of Languages and Language Teaching*, 6(2), pp. 86-95. DOI: <https://doi.org/10.33394/jollt.v6i2.1259>
- Sari, N. (2016). The correlation between students' self-efficacy and their performance in speaking skill. *JOLLT Journal of Languages and Language Teaching*, 4(2), 79-83. DOI: <https://doi.org/10.33394/jollt.v4i2.323>
- Satriani, I., Emilia, E., & Gunawan, M. H. (2012). *Contextual Teaching and Learning Approach to Teaching Writing*. Indonesian Journal of Applied Linguistics. 2 (1) .10-22. Available on ejournal.upi.edu/index.php/IJAL/article/download/70/36. Retrieved on November 11th 2012.
- Scovel, T. (1991). *The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research*, in Horwitz, E. K. – Young, D. J. (eds.) *Language Anxiety: From Theory and Research to Classroom Implications*. Englewood Cliffs, NJ: Prentice Hall, 15-24.
- Setianingsih, T., Rosihan, M., & Pardani, S. (2018). The use of mind mapping to improve motivation in learning vocabulary of second grade students at MTS NW Mispalah Praya. *JOLLT Journal of Languages and Language Teaching*, 6(2), 125-133. DOI: <https://doi.org/10.33394/jollt.v6i2.1264>
- Syahbandi, L. (2017). The effect of brain-based learning toward students' speaking skills. *JOLLT Journal of Languages and Language Teaching*, 5(2), 52-56. DOI: <https://doi.org/10.33394/jollt.v5i2.349>
- Wahyuni, D., Oktavia, W., and Marlina, L (2019). Writing anxiety among Indonesian EFL college students: Levels, causes, and coping strategies. *Lingua Cultura*, 13(1), pp. 67-74. DOI: <https://doi.org/10.21512/lc.v13i1.5239>
- Woodrow, L. (2006). *Anxiety and Speaking English as a Second Language*. SAGE Publications (London, Thousand Oaks CA and New Delhi) Vol 37(3) 308-328 | DOI: 10.1177/0033688206071315.
- Zainuddinsabri, M. (2017). The effect of two picture game towards students' speaking anxiety. *JOLLT Journal of Languages and Language Teaching*, 5(2), 62-66. DOI: <https://doi.org/10.33394/jollt.v5i2.353>
- Zhiping, D. and Paramasivam, S. (2013). *Anxiety of Speaking English in Class Among International Students in A Malaysian University*. International Journal of Education and Research. Vol. 1 No.11 November 2013