

# The Implementation of CTL Approach in Teaching Speaking at College Students Akademi Kebidanan Keluarga Bunda Jambi

**Rahmah**

Universitas Jambi, Jambi, Indonesia  
rahmahkelasb@gmail.com

**How to cite this paper:** Rahmah, (2018).  
The Implementation of CTL Approach in  
Teaching Speaking at College Students  
Akademi Kebidanan Keluarga Bunda Jambi.  
*International Journal of Language Teaching  
and Education*, 8(2), 60-70

Accepted: **28 March**, 2018  
Published: **31 March**, 2018

Copyright © 2018 International Journal of  
Language Teaching and Education.  
This work is licensed under the Creative  
Commons Attribution International License  
(CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Open Access

## Abstract

The study aimed at describing the use of contextual teaching and learning on students' speaking skills. Apart from analyzing the students' problems, it also looked at improvement in the students' speaking skills through the use of contextual teaching and learning. The research involved of the third semester students at KeluargaBunda Jambi Midwifery Academy academic year 2015/2016. The students were 50 students consists of 25 as experimental group and 25 students as control group. This was an experimental research, conducted in experimental group and control group. Each group consists of five meeting. The material for the first meeting was about examination of pregnancy. The second meeting was about examination of Leopold. The third meeting was about baby's care. The fourth meeting was about breast self-exam. And the last meeting was about infuse. In collecting the data, the researcher used observation and recording. The findings show that there was a significant effect between students who taught using CTL and who taught by using conventional teaching. The test result of experimental group after being analyzed was  $0.023 < 0.05$ . The analysis was conducted the mean score of each category both pretest and posttestin experimental group was higher than control group. Therefore, it can be concluded that contextual teaching and learning can help teacher to teach the students easier and students are easier to understand the material.

## Subject Areas

Language Teaching

## Keywords

CTL, Speaking skills

## INTRODUCTION

Richards and Renandya (2002) stated that a large percentage of the world's language learners study English in order to develop proficiency in speaking. Brown and Yule (1999) stated that speaking is

depending on the complexity of the information to be communicated however; the speaker sometimes finds it difficult to clarify what they want to say.

In the context of foreign language learning, however, there is a problem which teachers have come across

for a long time. It is the problem of the students who probably understand English when other people speak have some ideas but they cannot speak and do not know what must be uttered and students who are structurally competent but who cannot communicate appropriately. There are some of reasons why those problems arise. First, inhibition, it means that the students are difficult to say anything in English because they are shy and afraid of making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. There are some students who prefer to speak only if they are sure that what they are going to say is correct, and some others keep silent showing no interest or participation at all along the course.

Second, nothing to say, even they do not think anything to say. Generally, when students are asked to speak about a given topic, they claim that they have no idea about that point. Some uninterested students remain silent which is not good for them, but the worst is their effect on the others. Sometimes, their lack of interest or boredom leads to disruption and bad behavior (Harmer, 2001).

Third, low or uneven participation, only some of students are interested in learning English. It means that, only some of students are active in learning English. However, there are others who tend to be dominant and take almost the whole students time talk. Harmer (2001) suggests that weak participators need to be streamed in groups in order to let them work together. In this case they will not hide behind strong participators and the teacher can achieve a high level of participation. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

Fourth, mother-tongue use, it is a problem that occurs most of the time without the teachers' encouragement and it is also widely spread among foreign language students of the same mother tongue. Furthermore, Harmer (2001) lists some reasons language students use their mother language in classes,

language is required by the activity which in itself should be adequate to the students' level. When students are asked to do something that is higher than their capacities, they tend to prefer to use their first language to express their ideas. In classes where all or a number of the learners share the same mother tongue, they may tend to use it because it is easier, because it feels unnatural to speak one another in a foreign language, and they feel less expose if they speak their mother tongue.

To overcome this problem, the process involved in a fluent conversational interaction need to be dealt with. For this reason, the researcher would like to help students develop their speaking skill by applying contextual teaching and learning method. Contextual teaching and learning (CTL) emphasizes on the students' involvement in the whole process of teaching and learning. It helps the teachers to relate the subject matter content to the real world situations and motivate students to make connections to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

## **LITERATURE REVIEW**

### **Contextual Teaching and Learning (CTL)**

Contextual teaching and learning (CTL) is a holistic learning process and aims to help students to understand the meaning of teaching materials to the context of day to day (the context of personal, social and cultural), so that students have the knowledge or skills that are dynamic and flexible to actively constructing their own understanding ( Bandon, 2008). Berns and Erickson (2001) define the concept of CTL as an innovative instructional process that helps students to connect the content they are learning to the life contexts in which that content could be used.

In the same line, in Indonesian context CTL is the concept of learning that help teacher's content associate between the lesson and the real world situation with the

students and encourage students to make the relationship between knowledge held by the implementations in their lives as members of the community (Depdiknas, 2001).

In addition, Sears (2003) argues that CTL approach is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, that is, with the context of their personal, social and cultural circumstance. CTL is concept that helps teachers relate subject matter to real world situations.

In addition, (Johnson, 2002, p.16) argues that CTL is a system that stimulates the brain to weave patterns that express meaning. CTL is a brain compatible system of instruction that generates meaning by linking academic content with the context of a student's daily life. Overall, CTL is an approach that focuses on the students' center.

## Components of CTL

The implementation of each Contextual Teaching and Learning components will be explained bellow

### Constructivism

Constructivism is building on knowledge known by the student. Education is student-centered; students have to explain via themselves. Explanation can use meta- cognition explain via metaphor. Semiotics, or meaning of words, is important to keep in mind. Constructivism is a theory, a tool, a lens for examining educational practices.

The characteristic of constructivism learning is active students, they involve in learning process depend on their ability, knowledge and style of learning. They are guided by teacher as facilitator, teacher will help them if they get learning difficulty.

### Inquiry

Inquiry means the teachers have to design an activity refer to any material to reach expected competence in all subjects. Learning based on inquiry, students are supported to used scientist

strategy. They are supposed observing an objection t matter, giving question, looking for information that needs to analyze data and taking conclusion.

The characteristics of inquiry learning are students demanded to responsible with their own learning. Teacher are able to know how far student concept or theory does. Inquiry learning gives, actives and concentrate experience to students, they will learn how to solve, make decision, study to observe and give them an opportunity to study forever (Michael & Richard, 2007).

### Questioning

There is international concern about the extent to which students are excluded from school. Between and within countries there is significant variation in the numbers of students whose behavior is regarded as problematic, challenging and inappropriate (Daniels, 2001).

Questioning is the main strategy of contextual teaching and learning, because knowledge starts from questioning. In learning process, it considered by teacher's activity to support, guide and evaluate student's ability. The application of questioning strategy can be applied almost in every activity, between student and student, teacher and student, student and teacher, student and other people who invited in the class. Questioning activity also can be found when student discussed, study in group, find difficulty, observation. These activities will support the student giving questioning.

### Learning community

Learning community advocates a holistic approach to language learning since "true" human learning is both cognitive and effective. This is termed whole-person learning. Such learning takes place in a communicate situation where teachers and students are involved in "an interaction...in which both experience a sense of their own wholeness" (Curran, 1977).

Concept of learning community suggests the

students to cooperate with other people, make communication, help each other and completion between students and another should be avoided. On of example of learning community in English subject is making team work. They try to understand English text, share and make conclusion. Cooperate skill is one of learning community purpose.

Learning community has multidimensional meaning, in cooperative learning should be learning community, sharing ideas, discussion, service learning, study club, contextual teaching and learning sources, problem based learning, learning to be, learning to know, learning to do, learning how to live together, task based learning, school based management and collaborative learning.

### **Modeling**

Modeling is one of components in CTL method, in learning skill or specific knowledge. Modeling is offering behavior for imitation. Modeling assists by giving the students information and a remembered image that can serve as a performance standard. Model can be imitated by student such as how to pronounce or spell some words, operate and do something. The teacher is not only a model but students, native speaker, doctor, police etc.

### **Reflection**

Reflection is one of important parts of contextual approach, it is the way of thinking of everything that has been learned in the past. Reflection evaluates effective program which has been done. The teacher help the students in connecting the previous and new knowledge.

### **Authentic assessment**

Authentic assessment show (among other things) that learning has occurred; are blended in to the teaching or learning process; and provide students with opportunities and direction for improvement. Authentic assessment is used to monitor student

progress and inform teaching practices.

Assessment is collecting data that describes learning student development. It is important to know the result as long as the teaching and learning process not only the test (middle and final test) but all of the student process.

## **Materials for Teaching Speaking**

Instructional design is refers to the systematic and reflective process of translating principles of learning and instruction into plans for instructional material, activities, information resources and evaluation (Smith & Ragan, 2005). In order to ensure that materials are devised, selected and adapted in reliable and valid ways, we need to ensure that materials evaluation establishes procedures which are thorough, rigorous, systematic and principled (Tomlinson, 2003).

Oktarina (2002) underlines that speaking skill is the ability of arranging sentences since communication happens through the series of the sentences constructing in performing the various behavior from various society. One way to understand the notion of speaking skills, as suggested by (Bygate, 1987, p.5-6), is by viewing them in two basic aspects: motor-receptive skills and interaction skills. The former involve a mastering of sounds and structure not necessarily in any particular context. The later involves making decisions about and how to say things in specific communicative situations to convey the right intentions or maintain relationship. This perception can be further understood by observing that these two sets of skills must not represent clear cut distinctions.

Nunan (2003) defines the meaning of “ teaching speaking” as teaching ESL learners to (1) produce the English speech sounds and sound patterns; (2) use word and sentence stress, intonation patterns and the rhythm of the second language; (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; (4) organize their thoughts in a meaningful and logical sequence; (5) use language as a means of expressing values and judgments;

(6) use the language quickly and confidently in view unnatural pauses, which is called as fluency.

## Components of Speaking

As proverb says 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect influencing how well people speak English. Here is the component of speaking skill according to (Syakur, 1987, p.5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

### Transferring

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by (Heaton, 1978, p.5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

### Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

### Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components

of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000).

### Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997)

## Teaching Speaking Skills Through CTL

According to Rusman (2008), there are some steps to develop each components of CTL: First, developing students' thinking to make learning more meaningful. Second, doing inquiry activities for all topics taught, developing students' curiosity through questions, creating a learning community, such as through group discussion and presenting model as an example of learning. Third, doing reflection of learning activity that has been performed and doing authentic assessment to measure students' ability.

From the statements above, it can be concluded that teaching speaking through CTL is the way of the teacher teaches the students how to communicate by using simulated situation and environment through the elements of CTL itself. When teaching the students, the teacher connects the material given to the students daily life by dealing the students with it through constructivism, and then the teacher let the students to do the learning community in order to make them easy in mastering material. Authentic assessment is not only done at the end of period but also integrated together

with teaching learning activities.

**METHOD**

This study was quantitative research. In quantitative research, researcher used an experimental research method. Experimental research is the types of research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypotheses about cause and effect relationships (Fraenkel&Wallen, 2007). In this research, the researcher used a quasi experiment design. Quasi experimental design is an experimental research design that does not provide full control of potential confounding variables (Johnson & Christensen, 2008, p.328). There was one experimental group and one control group. The experimental group consist of students who were taught by using CTL method and control group consist of the students who were taught by using teacher-centered learn-

ing.

In control group, researcher used teacher-centered learning method. In teacher-centered method, students put all of their focus on the teacher. The teacher talks, while the students exclusively listen. During activities , students work alone and collaboration is discourage, when teaching and learning process in the classroom, students are quite and the teacher retains full control of the classroom and its activities. The material was about examination of pregnancy, examination of Leopold, baby’s care, breast self-exam and infuse during five meeting. In experimental group, the researcher did the treatment by using contextual teaching and learning method. Researcher asked the students to explain the materials: pregnancy examination, Leopold examination, Baby’s care, Breast self-exam, and infuse. There were 25 students in each class; hence the total number in the sample was 50 students. The design can be drawn as follow:

Group:	Pre-test	Treatment	Post-test
Experiment Group	O1	X	O2
control Group:	O1	X	O2

(Gay, 1990, p.281)

Where:

- E : Experimental Group
- C : Control Group
- O1 : Pretest for experimental and control group
- X : Treatment
- O2 : Posttest for experimental and control group

**Activities and procedures in experimental group and control group**

No	Experimental Group	Group Control
1	The teacher gave pre-test to the students, in order to measure their ability in speaking skills. The material was about injury care.	The teacher gave pre-test to the students.
2	<p>The teacher gave treatment for this group that was speaking activity by using CTL method. The steps of CTL method itself were:</p> <ol style="list-style-type: none"> <li>Teacher greets the students,</li> <li>Teacher checks the attendant list.</li> <li>Teacher asked students to thinking everything about the topic has been learned in the past.</li> <li>Teacher design an activity refer to any material before teach the students</li> <li>Students were divided into five of groups, each group consist of 5 students.</li> <li>Teacher asked each of group to discuss about the material in the first meeting, how the ways to exam a pregnant woman directly five minutes.</li> <li>The teacher watched out students' discussion and answered the questions if there any questions.</li> <li>The teacher tell the students that make sure that every member of group know the word and the ways how to exam a pregnant woman.</li> <li>The teacher called the group one by one to exam a pregnant woman directly in front of classroom.</li> <li>One of member group explains about the examination of pregnancy and the others make a note about the result of examination.</li> <li>Teacher close the meeting..</li> </ol>	<p>The teacher gave treatment for this group that was speaking activity by using TCL method. The steps of TCL method itself were:</p> <ol style="list-style-type: none"> <li>The teacher gave a material about the examination of pregnancy.</li> <li>The teacher asked the students whether there were any questions about the material if they still not understand yet about the way of pregnancy examination.</li> <li>The teacher answered the questions if there were any questions.</li> </ol>
3	A post-test was to the students after five treatments.	A post-test was to the students after five meetings.
4	The teacher evaluated students' work	The teacher evaluated students' work.

Population is the larger group to which one hopes to apply the results Fraenkle&Wallen (2007). In another definition, population is a data which become a researcher's attention in a scope and determined time (Zuriah, 2007). (Salkind, 1994) stated that population is a group of

potential participant to whom researcher want to generalize the result of study. The population in this research was all the students of Akademi Kebidanan Keluarga Bunda Jambi in academic year 2015/2016. The total number of the third semester students are 102 students.

### The population of the study

No	Class	Numbers of Students
1	IIA	50
2	IIB	52
Total		102

Sample is representative of only part of a population, but it used to generalize back to the population (Salkind, 1994). Sample is part of population that researched (Arikunto, 2010). In another definition, sample is part of amount and characteristics that have by population (Sugiyono, 2009). Because the total population of 102 students was large enough to be taken as sample, the researcher took only some of students by using cluster sampling.

Cluster sampling is a form of sampling in which cluster (a collective type of unit that includes multiple elements, such as schools, churches, classrooms, universities, households, and city blocks) rather than single

unit elements (such as individual students, teachers, counselors, administrators, and parents) are randomly selected. Because the member of the students each of class too large and it will be effect to the students learning, and its need long time to do speaking test, the researcher limited sample only 25 students from class A and 25 students from class B.

In this research, the researcher took the sample from third semester students of AkademiKebidananKeluargaBunda Jambi were class IIA as experimental and class IIB control group. The sample taught once a week during five meeting.

### The sample of the study

No	Class	Numbers of Students
1	IIA	25
2	IIB	25
Total		50

## FINDINGS AND DISCUSSION

According Test scores are reported and displayed in this chapter. In accordance with the explanatory, analysis and findings are divided into some sections. The first section is demographic background, the second section is inferential statistics findings which are further

segmented into three sub-sections. The difference between experimental group and control group in pre-test score and post-test score. The difference between pre-test and post-test score in experimental group, and the difference between pre-test and post-test score in control group.

### Mean scores of each categories from pre-test and post-test in experimental group.



Comprehension		Vocabulary		Fluency		Pronunciation		Grammar	
Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
0.99	1.13	0.62	0.7	0.58	0.64	0.44	0.5	0.41	0.45

In experimental group, there were 25 students' scores taken for the pre and post test data. The pre-test result showed that the mean score of data was 3.03. The score of comprehension was 0.99, vocabulary was 0.62, fluency was 0.58, pronunciation was 0.44, and grammar was 0.41. From the pre- test result, it could be seen the lowest score was 0.41 in grammar and the highest score was 0.99 in comprehension.

Contextual teaching and learning was given as treatment in this group. After the treatment was conducted, the post test was given. The post-test result in this group showed that the mean score of post test result

is 3.42. The score of comprehension was 1.13, vocabulary was 0.7, fluency was 0.66, pronunciation was 0.5, and grammar was 0.48. The lowest score was 0.48 in grammar and the highest score was 1.13 in comprehension.

The result of pre-test and post-test can be interpreted based on the score interpretation for the students' achievement. The scores of students for each category were summed and the average calculated for both the pre-test and post-test scores of experimental group.

#### Mean scores of each categories from pre-test and post-test in control group

Comprehension		Vocabulary		Fluency		Pronunciation		Grammar	
Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
0.11	0.81	0.63	0.57	0.6	0.56	0.45	0.41	0.39	0.37

In control group, there were 25 students' scores taken for the pre and post test data. The pre-test result showed that the mean score of data was 2.78. The score of comprehension was 0.11, vocabulary was 0.63, fluency was 0.6, pronunciation was 0.45, and grammar was 0.39. From the pre test result, it could be seen the lowest score was 0.11 in comprehension and the highest score was 0.63 in vocabulary.

In this group, the post-test was given. The post-test result in this group showed that the mean score of post test result is 2.98. The score of comprehension was 0.81, vocabulary was 0.57, fluency was 0.56, pronunciation was 0.41, and grammar was 0.37. The lowest score was 0.37 in grammar and the highest score was 0.57 in vocabulary.

The result of pre-test and post-test interpreted

based on the score interpretation for the students' achievement. The scores of students for each category summed and the average calculated for both the pre-test and post-test scores of control group.

#### The difference between experimental group and control group pre-test score and post test

T-test analysis results in Table shows that there was a significant difference between experimental group and control group in t-test score. The mean score of pre-test was 3.03 for experimental group and 2.78 for control group. The different values yielded are  $t = 2.021$ , and  $p = 0.187$ .  $p = 0.187 > 0.05$ , it means that there was no significant difference between experimental group and control group in pre-test. The mean score of post-test was 3.42 for experimental group and 2.98 for control group. The different values yielded  $t = 2.345$ , and

$p=0.037$ .  $p=0.037 < 0.05$ , it means that there was significant difference between experimental group and control group in post-test. The findings imply that the

experimental group obtains higher score than control group in the post-test score.

#### T-test conducted to experimental and control group on pre test and post-test.

Dependent Variable	Group	Mean	t	Sig.
Pre-test	Experimental	3.03	2.021	0.187
	Control	2.78		
Post-test	Experimental	3.42	2.345	0.037
	Control	2.98		

#Significant level at 0.05

Looking at more each analysis done, it was found that experimental group obtains higher post-test score than control group. It means that the treatment gave effect on students' speaking skills.

#### The difference between pre-test and post-test in experimental group and control group

Table shows the findings of paired sample t-test to experimental group toward pre-test and post-test. The mean score yielded at pre-test was 3.03 and at post-test was 3.42. The statistical values yielded  $t= 2.344$ , and

$p=0.023$ . The finding means that there is a significant difference between experimental group pre-test score and post-test score. The findings imply that experimental group's scores increased in the post-test. The mean score yielded are 2.78 for pre-test and 2.98 for post-test. The different values yielded a  $t= -4.243$ , and  $p=.000$ . The findings show also that there is no significant difference between control group's pre-test and post-test score

#### Paired sample T-test conducted to experimental group and control group toward pre test and post test.

Dependent Variable	Group	Mean	t	Sig.
Experimental	Pre-test	3.03	2.34	0.023
	Post-test	3.42		
Control	Pre-test	2.78	-4.24	0.000
	Post-test	2.98		

#Significant level at 0.05

Pre-test and post-test conducted to experimental group where the speaking was taught by contextual teaching and learning. The finding shows that the treatment carried out in this class give significant effect on students' speaking skills. Pre-test and post-test conducted to control group where is the speaking was taught by

teacher-centered. The finding shows that the method carried out in this class not give significant effect on students' speaking skills.

#### The differences between experimental group and control group in each category

The findings of paired sample t-test experimental

group and control group for word categories in pre-test and post-test. The categories are comprehension, vocabulary, fluency, pronunciation, and grammar. Table shows the findings of paired sample t-test word categories in pre-test and post-test.

The findings showed that there is a significant difference between pre-test and post-test in each category. The mean score in each of category tended to increase. The findings imply that the contextual teaching and learning which were used in teaching and learning speaking gave effect on students' speaking skills.

On the other hand, the findings showed that there is no significant difference between pre-test and post-test in each category. The mean score in each of category tended to decrease. The findings imply that the teacher-centered technique that used in teaching and learning did not benefit to improve students' speaking skills.

## CONCLUSION

The results of the research indicate that the speaking skills of the students in experimental group improved more than those in control group. This means that the implementation of CTL significantly improved the abilities of the students studying speaking English. Next, comprehensibility was found to the sub-skill after the application of CTL.

Based on the analysis from the previous chapter, there is a positive effect of teaching by using contextual teaching and learning on students speaking skills at third semester students of Akademi Kebidanan Keluarga Bunda Jambi. The data analysis post-test from rater 1 and rater 2 showed that the students who were taught by using contextual teaching and learning technique got a higher score than the students who are not taught by using this technique.

The treatment of this research was successful. Therefore, the research concluded that Contextual teaching and learning is applicable to implement on students speaking skills at Akademi Kebidanan Keluarga

Bunda Jambi.

## REFERENCES

- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. PT. Rineka Cipta: Jakarta.
- Brown, Gillian & Yule, G. (1997). *Teaching the Spoken Language*. Cambridge University Press
- Daniels, H. (2003). *Vygotsky and Pedagogy*. Taylor Francis e-Library
- Fraenkel, J.R., & Wallen, N.E. (2007). *How to Design and Evaluate Research in Education*. Sixth Edition. New York.: Mcgrow-Hill Book Co
- Gardner. (1990). *Conceptualizing Motivation in Foreign Language Learning*. Cambridge University Press
- Harmer, J. (1998). *How to Teach English: an introduction to the practice of English language teaching*. New York: Longman
- Harmer, J. (2002). *The Practice of English Language Teaching*. London: Longman
- Johnson, B., Christensen, L. (2008). *Educational Research: Quantitative, Qualitative & Mixed Approach*. (3rd ed) United States of America.
- Johnson, E. B. (1997). *Contextual Teaching and Learning. What it is and why it's here to stay*. Corwin Press Inc. Thousand Oak California
- Michael, P., & Richard, P. (2007). *The Many Faces of Inductive Teaching and Learning*
- Nunan, D. (2004). *Task Based Language Teaching*. Cambridge: Cambridge University Press
- Nunan, D., & Bailey. M. K. (2009). *Exploring Second Language Classroom Research: A Comprehensive Guide*. Cengage Canada by Nelson Education, Ltd.
- Oktarina, (2009). *Teaching ESL/EFL Listening and Speaking*. New York & London.
- Penny. (2000). *A Course in Language Teaching*. Cambridge University Press
- Richards, J, & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. (2nd ed) Cambridge: Cambridge University Press
- Salkind, J. N. (1994). *Exploring Research*. University of Kansas: New York

- 
- Sanjaya, (2009). Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta Kencana
- Sanjaya, (2009). The Motivated Student: Unlocking the Enthusiasm for Learning. Alexandria Virginia USA.
- Sears, Susan. (2008). Introduction to Contextual Teaching and Learning. Utah State University-Logan, UT
- Siti, Mudrikah. (2010). The Effect of CTL Approach Toward Students' Learning English Achievement. [www.citejournal.org/vol9/currentpractice/article](http://www.citejournal.org/vol9/currentpractice/article)
- Smith & Ragan, (2005). Spoken English, TESOL, and applied Linguistics: Challenges for Theory and Practice. Great Britain: CPI Antony Rowe
- Sudjiono, Anas. (2005). Pengantar Statistik pendidikan. Jakarta: rja Grafindo Persada.
- Tomlinson, B. (2003). Developing Materials for Language Teaching. London
- United States Departement of Education, Office of Vocational and Adult education. (2005). Contextual Teaching and Learning. Retrieved from <http://www.usda.gov>