



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

The Effectiveness of Contextual Teaching and Learning Method to Improve Students' Speaking Skills at the First Grade Students of SMPN 12 Langgudu Satap

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ARTICLE INFO

Article history:

Received: 16 May 2025

Revised: 10 June 2025

Accepted: 11 June 2025

Published online: 05 July 2025

Keywords:

Speaking Skills,
Contextual Teaching And Learning Method

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Article Doi:

<https://doi.org/10.31258/jes.9.4.p.2463-2475>

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ABSTRACT

Implementation of contextual teaching and learning (CTL) method need to be assessed. This research aims to determine the effectiveness of the CTL method to improve students' speaking skills. It was conducted at SMPN 12 Langgudu Satap with a total of 13 students, 9 female and 4 male students. This research method used quantitative approach with a pre-experimental one group pretest-posttest design. The data was obtained by compare students' speaking test results before and after treatment in the same group without a control group. The results showed that applying the CTL method was effective in improving students' speaking skills. Students were able to speak more clearly, confidently and explain objects in more detail. There is a positive change from the pretest average score of 46.15, which increased to 69.23 in the posttest. Moreover, the paired sample t- test conducted using SPSS shows a significance value of $0.000 < 0.05$. Based on the decision making guideline, H_0 is rejected and H_a is accepted if the significance value (sig.2-tailed) < 0.05 . Therefore, it can be concluded that CTL method effectively to improve students' speaking skills at the first grade students of SMPN 12 Langgudu Satap.

1. Introduction

English is a global language that plays an important role in cross-country communication in various fields such as education, economy, politics, and culture (Siregar, 2023). Therefore, English is taught as a compulsory subject in secondary schools in Indonesia. However many students still face challenges, especially in speaking. Speaking is an important skill that enables students to convey opinions, ideas, and information clearly. According to Anisa & Sya, (2022), mastering pronunciation, intonation, vocabulary and grammar are essential to speaking effectively. According to Adolph, (2024) adds that speaking is a mechanical skill that can be improved through consistent practice. Therefore, effective teaching methods are needed to improve students' speaking skills.

Students' low speaking skills are often caused by traditional lecture-based teaching methods that lack student interaction and engagement. As cited in Nawabi et al., (2021), such method focus on one-way information delivery and tend to make students passive learners. At SMPN 12 Langgudu Satap, English lessons mostly consist providing minimal opportunities for active speaking. This approach often leaves students feeling bored, anxious and unmotivated, hindering their speaking development.

Speaking difficulties are also influenced by linguistic and non-linguistic barriers. Linguistically, students often struggle with limited vocabulary, weak grammar and poor pronunciation (Rahmi et al., 2024). Non-linguistic factors such as low self-confidence, anxiety, and limited exposure to English further hinder their fluency (Firna et al., 2024). In rural areas, students rarely encounter English-speaking environments, which reduces their practice and participation opportunities (Endriyati et al., 2019). To address challenges, the Contextual Teaching and Learning (CTL) method is recommended. Rooted in constructivist theory, CTL emphasizes on linking academic content with real-life situations (Ningsih et al., 2025). In speaking classes, this method engages students in relevant activities such as describing objects and role playing, which improves their speaking skills, confidence and motivation.

CTL encourages active learning by engaging students in communication, collaborative tasks. Yusyac et al., (2019) stated that CTL connects classroom content to real-world experiences, encouraging students to apply their knowledge in practical ways. This approach particularly effective for rural students, as it matches their daily environment. Most previous research on CTL has focused on reading and writing skills, with little attention to speaking skills. For example, research by Jubhari et al., (2022) investigated the impact of CTL in writing narrative texts, while Utami et al., (2023) explored its effect on reading comprehension. Meanwhile Ghonivita et al., (2021) applied CTL in listening and vocabulary learning. While these studies confirm the effectiveness of CTL in various aspects of English, there is still limited research regarding its application in improving students' speaking skills, especially in rural environments.

Given these gaps, this study focuses on evaluating the effectiveness of Contextual Teaching and Learning methods in improving the speaking skills of first grade students at SMPN 12 Langgudu Satap. The school is located in a rural area with limited learning facilities and resources. Based on initial interviews with the English teacher at the school, students often feel anxious and unprepared to speak in class. The lack of exposure to English outside the classroom makes them hesitant and unconfident in using the language, especially in oral communication.

Improving speaking skills in such environment requires methods that connect learning to students' daily lives. Describing familiar objects is in line with CTL, as it encourages meaningful expression in English. According to Pratiwi & Ayu, (2020), found that this activity supports vocabulary growth, comprehension and oral communication.

CTL in speaking lessons promotes engaging learning that builds language skills and confidence. In addition to improving classroom performance, CTL also prepares students to use English in real-life contexts, with teachers guiding them through interactive activities. Therefore, the purpose of this study is to determine the effectiveness of the Contextual Teaching and Learning (CTL) method in improving the speaking skills of first-grade students at SMPN 12 Langgudu Satap.

2. Methodology

Design

This research method used quantitative approach with a pre-experimental one-group pretest-posttest design. According to as cited in the book Quantitative Research Methods, “Experimental research is type quantitative design research that uses trial methods to determine the cause- and- effect relationship of treatment”. This design is used to determine the effectiveness of contextual teaching and learning method in improving students’ speaking skills by comparing the result before and after treatment in the same group without a control group.

Subject or participant

The population of this study were all students of SMPN 12 Langgudu Satap, while the sample in this study were class VII students with a total 13 students, consisting of 9 female dan 4 male students. The sampling technique used in this research is purposive sampling, taking into account accessibility and class conditions. According to Thomas, (2022) Sampling technique is a technique that combines the planning stage with the sample design stage for the object to be studied. What is meant by this is that with this sampling technique, research can only use one class for the research sample.

Instrument

The instrument used was an oral test namely describing object, which was adapted from at first grade English syllabus. According to Brown, (2015) in his book entitled *language assessment: principles and classroom practices*, states that “description of the object is included in the type of limited response task, which test students’ ability to describe something orally with appropriate vocabulary and structure”. In this test, students are usually asked to describe objects they are familiar with in terms of name, shape, color, size, material, function, and reasons why the object is important or interesting to them. their performance is recorded and evaluated using a standardized speaking rubric. The test aims to measure structured oral language production and build confidence in speaking English in front of the class.

Data Collecting Technique

According to Taherdoost, (2021) an important stage in research is data collection, which can affect the quality of the result by reducing the possibility of errors during

the research project. Data collection techniques in this research began with observation to determine students' speaking skills before being given CTL treatment. After the observation, data collection techniques were carried out through oral test which were conducted twice, namely before treatment (pretest) and after the application of CTL methods (posttest). This test aims to assess students' speaking skills based on a rubric that includes aspects of pronunciation, vocabulary, grammar, fluency and comprehension. In addition, the data collection process was also supported by the use of audio recordings to increase the accuracy of the assessment.

Data Analysis Technique

After the data is collected, the next step is data analysis. According to Susanto et al. (2024), research data analysis is an important procedure for converting of data that has been collected into relevant information. Data analysis in this study involves several important steps:

- 1) Preparation, in the preparatory step of the activity the researcher checks the name or identity of the test taker.
- 2) Tabulation, in this step the activities carried out by researchers are: analyzing the speaking test results by giving scores based on the rubric of speaking performance assessment criteria on the pre-test and post-test and categorizing student scores into category intervals.
- 3) Application of data to the research approach. In this step, the research carried out statistical data processing, normality test and hypothesis testing.

a. Statistical Analysis

Statistical analysis in this study descriptive statistics to summarize and compare students' pretest and posttest scores without generalizing. According to Martias, (2021), descriptive statistic is one type of statistical analysis that is popularly used to present data in a concise and informative manner. Data were processed using SPSS 16.0, with data categorized into score intervals for structured interpretation.

b. Normality Test

The normality test was conducted to ensure that the data met the assumptions of parametric tests such as the paired sample t-test. Using a one-group pretest-posttest design, this test measures students' speaking skills before and after applying the CTL method. The normality of pretest and posttest scores was tested using Shapiro-Wilk or Kolmogorov-Smirnov through SPSS, with data considered normally distributed if the significance value exceeded 0.05.

c. Hypothesis Test

Hypothesis testing aims to determine whether the CTL method significantly improves the speaking skills at first grade students of SMPN 12 Langgudu Satap. Using a one-group pretest-posttest design, the test compares students' scores before and after treatment to assess the effectiveness of the CTL approach.

H₀: The CTL method does not have a significant impact on improving students' speaking skills.

H_a: The CTL method is effective in improving students' speaking skills.

The Criteria For Hypothesis Testing

Hypothesis testing criteria in this research are based on the **p-value** resulting from statistical test, such as the paired sample t-test. Hypothesis testing decision making is presented in the following table 1:

Table 1. Hypothesis Testing

Conditions	H ₀ (Hypothesis Nol)	H _a (Hypothesis Alternative)
p-value < 0.05	Rejected	Accepted
p-value ≥ 0.05	Accepted	Rejected

Explanation:

- The null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted if the **p-value** < 0.05. This indicates that the pretest and posttest score are significantly different, which means that CTL is considered effective for improving students' speaking skills.
- Conversely, the null hypothesis (H₀) is accepted and the alternative hypothesis (H_a) is rejected if the **p-value** is greater than 0.05. Since there is no significant difference between pretest and posttest, the CTL method is considered not to affect students' speaking skills.

3. Results and Discussion

Results

The researcher presents the results of data processing in this section. The purpose of this study is to find out how effective the contextual teaching and learning (CTL) method is in improving students' speaking skills at SMPN 12 Langgudu SATAP. This research uses quantitative data to manage data by taking from several tests such as pre-test and post-test. Pre-test was given to students before CTL treatment, while post-test was given to students after CTL treatment. The research was conducted for one month using a one group pre-test and post-test design, with the English learning schedule at school twice a week, namely on Tuesday and Wednesday at 08.30 - 09.00 WIB. This research was conducted at the first grade of SMPN 12 Langgudu Satap, with a total of 13 students, 9 female and 4 male students. According to the results of data analysis, the researcher found that the contextual teaching and learning (CTL) approach successfully improved students' speaking skills.

1. Analysis of Pre-test and Post-test Data

The results of the pre-test and post-test at the first grade of SMPN 12 Langgudu Satap are as follows:

a. Data Pre-Test

An initial test was conducted before the treatment to assess students' initial speaking skills. The test results are shown in Table 2, which presents the individual scores along with the corresponding interval values.

Table 2. Pre-Test Score Students

No	Name	Pretest	Interval Score
1.	students 1	52	D
2.	students 2	48	D
3.	students 3	56	C
4.	students 4	40	E
5.	students 5	40	E
6.	students 6	52	D
7.	students 7	52	D
8.	students 8	48	D
9.	students 9	44	D
10.	students 10	40	E
11.	students 11	40	E
12.	students 12	44	D
13.	students 13	44	D
	TOTAL	600	
	MAX	56	
	MIN	40	

Based on the assessment criteria used by STKIP Taman Siswa Bima, grades are given based on certain score intervals. For example, a score between 86-100 gets an A, a score of 80-85.99 gets an A-, a score of 75-79.99 gets a B+, a score of 70-74.99 gets a B, a score of 65-69.99 gets a B-, a score of 61-64.99 gets a C+, a score of 56-66.99 gets a C, a score of 41-55.99 gets a D, and so on until a score of 0-40.99 which is given a score of E. This interval serves as a framework for evaluating students' speaking test scores after taking the Contextual Teaching and Learning (CTL) method. This interval serves as a framework for evaluating students' speaking test scores after taking the Contextual Teaching and Learning (CTL) treatment, where students' speaking test scores that are within the range of 0 to 100, are matched with the predetermined intervals. From the data table above, it can be seen that the number of students who participated in this study was 13 people. The total pre-test score was 600. With an average pre-test score of 46.15. The maximum value or the highest value obtained in the pre-test was 56, and the minimum value or the lowest value obtained in the pre-test was 40. The frequency distribution of students' pre-test scores is illustrated in Figure 1

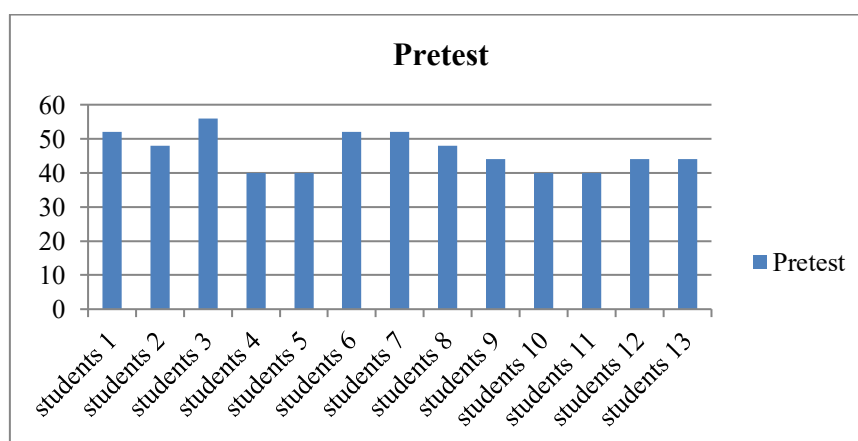


Figure 1. Students Score of Pre-Test Frequency

Explanation:

Y-axis: Shows the number of students

X-axis: Shows the pre-test result score

b. Post-Test Data

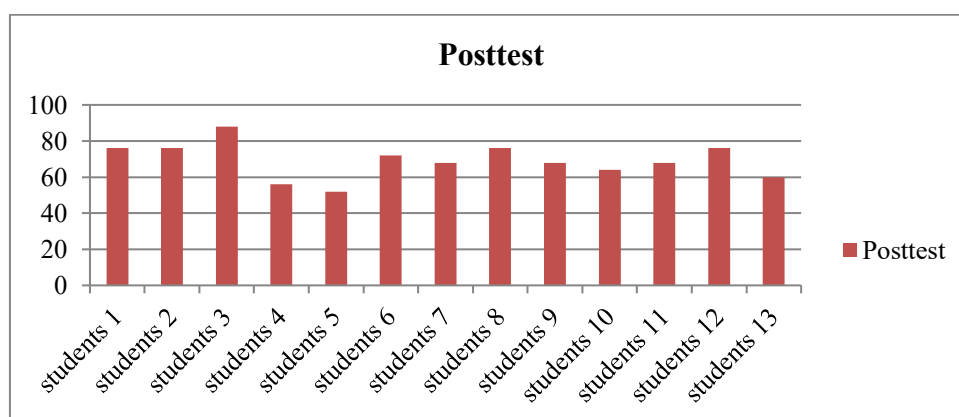
Post-test was conducted after the treatment CTL method, a pos-test was given to evaluate the improvement of students' speaking skills. The results are presented in Table 3.

Table 3. Post-Test Score Students

No	Name	Posttest	Interval Score
1.	students 1	76	B+
2.	students 2	76	B+
3.	students 3	88	A
4.	students 4	56	C
5.	students 5	52	D
6.	students 6	72	B
7.	students 7	68	B-
8.	students 8	76	B+
9.	students 9	68	B-
10.	students 10	64	C+
11.	students 11	68	B-
12.	students 12	76	B+
13.	students 13	60	C
	TOTAL	900	
	MAX	88	
	MIN	52	

Based on the assessment criteria used by STKIP Taman Siswa Bima, grades are given based on certain score intervals. For example, a score between 86-100 gets an A, a score of 80-85.99 gets an A-, a score of 75-79.99 gets a B+, a score of 70-74.99 gets a B, a score of 65-69.99 gets a B-, a score of 61-64.99 gets a C+, a score of 56-66.99 gets a C, a score of 41-55.99 gets a D, and so on until a score of 0-40.99 which is given a score of E. This interval serves as a framework for evaluating students' speaking test scores after taking the Contextual Teaching and Learning (CTL) method. This interval serves as a framework for evaluating students' speaking test scores after taking the Contextual Teaching and Learning (CTL) treatment, where students' speaking test scores that are within the range of 0 to 100, are matched with the predetermined intervals.

From the data table above, it can be seen that the number of students who participated in this study was 13 people. The total pre-test score was 900. With an average pre-test score of 69.23. The maximum value or the highest value obtained in the pre-test was 88, and the minimum value or the lowest value obtained in the pre-test was 52. The frequency of students' scores on the post-test is presented in Figure 2, which shows the distribution across the score intervals after the CTL treatment.



Explanation:

Y-axis: Shows the number of students

X-axis: Shows the post-test result score

Figure 2. Students Score of Post-Test Frequency

c. Pre-Test And Post-Test Comparison

The results of the before and after tests are compared to find out the extent to which students' abilities have improved in their speaking skills from certain treatments. In the context of using CTL, Pretest is conducted before the learning begins to evaluate students' initial ability in speaking skills, while Posttest is conducted after the learning is completed to evaluate the improvement made by students. The mean score of the posttest was significantly higher than the mean score of the pretest. This shows that the CTL method helps to improve students' speaking skills. This analysis also helps to assess the effectiveness of the learning strategy. Therefore, conducting a comparison between the pretest and posttest is essential to evaluate the success of the learning intervention. A comparison of student performance before and after the CTL intervention is shown in Figure 3, which visually highlights the improvement in speaking scores.

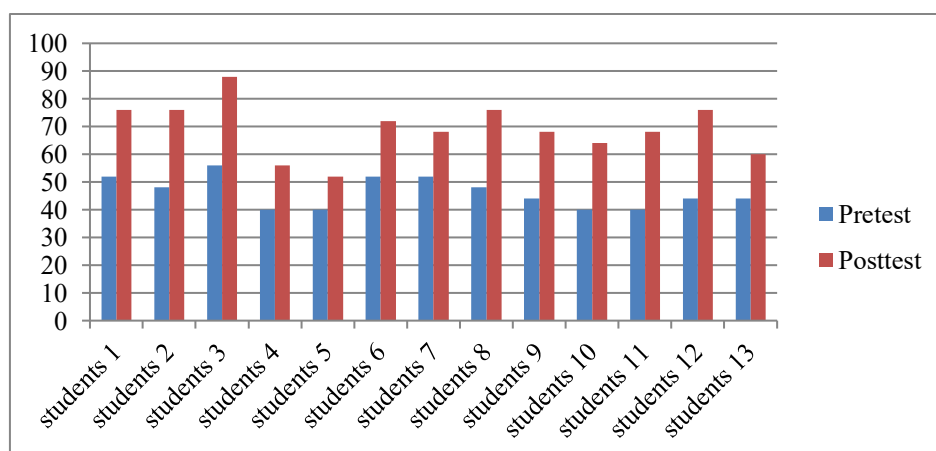


Figure 3. Students score pre-test and post-test Comparison

Explanation:

Y-axis: Shows the average score

X-axis: Shows the type of test (pre-test and post-test)

2. Inferential Statistical Analysis

At this stage of data analysis, researchers conducted data analysis using the SPSS 29.0 program:

a. Descriptive Statistic

Descriptive statistics are statistics used to analyze data as it is without intending to make general conclusions or generalizations. By using this technique, researchers describe the pre-test and post-test data and compare the two without generalizing. To provide a statistical summary of student scores, Table 4 display the descriptive analysis results for the pre-test and post-test.

Table 4. Descriptive Analysis Results

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
Student pretest score	13	40	56	46.15	1.544	5.565	.345	.616	-1.236	1.191
Student posttest score	13	52	88	69.23	2.694	9.714	-.053	.616	.089	1.191
Valid N (listwise)	13									

b. Normality Test

The normality test was conducted before calculating the t-test. The purpose is to determine whether the data is normally distributed. The researcher used Shapiro-wilk, as shown in the following table, and the results were normally distributed because the significance was greater than $\alpha = 0.05$. The normality test was conducted using the Shapiro-Wilk method to verify whether the data met parametric assumptions. The results are shown in Table 5.

Table 5. Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Student pretest score	.189	13	.200*	.887	13	.090
Student posttest score	.166	13	.200*	.958	13	.730

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From the table above, the significance value of the pretest data in the Shapiro-wilk table is 0.090 and the significance value of the posttest is 0.730, which indicates that both pretest and posttest data are normally distributed because the significance value is greater than $\alpha = 0.05$.

c. Hypothesis Test

Hypothesis testing can be done to determine the assumptions formulated by the researcher. The followed were the hypothesis that have been determined by previous researchers. Based on the results of normality test, the the statistic used are parametric statistic with paired sample t-test. Below are the hypothesis that have been determined by researchers:

H₀: The CTL method does not have a significant impact on improving students' speaking skills.

H_a: That the CTL method is effective in improving students' speaking skills.

The statistical results of the paired sample t-test used to assess the significance of the improvement in speaking skills are presented in Table 6.

Table 6. Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Student pretest score - Student posttest score	-23.077	6.563	1.820	-27.043	-19.111	-12.677	12	.000

Based on the "Paired Samples Test" table above, it can be seen that the sig. value (2-tailed) of 0.000 < 0.005, so it can be concluded that H₀ is rejected and H_a is accepted. So it can be seen that there is a difference in average value between the pretest and posttest. It can also be interpreted that the contextual teaching and learning method is very effective in improving students' speaking skills.

After conducting paired sample T test, the difference between the pretest and posttest result is significant and it can be concluded that H₀ is rejected and H_a is accepted. Therefore, the positive contextual teaching and learning (CTL) method is effective to improve students' speaking skills at the first grade students of SMPN 12 Langgudu Satap.

Discussion

The results showed that the contextual teaching and learning (CTL) method successfully to improve students' speaking skills at the first grade students of SMPN 12 Langgudu Satap. This is indicated by the students' average score which increased from 46.15 in the pretest to 69.23 in the posttest after being given the CTL treatment. In addition, the results of the paired t sample test showed that the significance. This shows that there is a significant difference between the students' results on the pretest and posttest. Therefore, H₀ is rejected and H_a is accepted, indicating that the CTL method has a positive impact on students' speaking skills.

In theory, the CTL method is based on the constructivism approach, which connects the subject matter to students' experiences in the real world. This approach in English speaking learning allows students to relate the subject matter to things they do every day. This makes learning more relevant, meaningful, and easily understood by students. Students are asked to describe the objects in this study in English. This activity helps them learn vocabulary, sentence structure, and the courage to speak in front of others. The contextual teaching and learning (CTL) method has been proven to overcome some of the speaking problems that students often experience. These include anxiety, fear of being wrong, and lack of confidence. Before the treatment, most students were only passive and used to the lecture method, and were not given enough opportunities to speak in class. However, after using the CTL method, students were more active, dared to speak, and could express ideas clearly. They were more motivated and did not feel pressured when using English due to the use of real objects and contextual activities.

This research makes an important contribution by proving that the contextual teaching and learning (CTL) method is also effective in improving speaking skills, especially in rural schools with limited facilities such as SMPN 12 Langgudu Satap. These findings are also generally inline with previous studies, although most of the previous studies focused on reading and writing skills, so the researcher showed that the CTL method can also improve students' speaking skills. This method not only improves technical aspects of speaking such as fluency, pronunciation, and grammar, but also increases students' emotional engagement in the learning process.

Therefore, it can be concluded that CTL method is an appropriate alternative to be applied in English language learning, especially speaking skills. The results of this study are expected to be a reference for English teachers in developing teaching methods that are more contextual and closer to students' lives. This method not only improve students' skills in speaking but also makes them become active and confident students.

4. Conclusion

Based on the findings and discussion, it can be concluded that Contextual Teaching and Learning (CTL) method is effective in improving students' speaking skills. The

use of real-life context in learning activities helps students to be more confident, active and motivated in expressing their ideas in English. This method creates a meaningful learning environment that supports the technical aspects of speaking and students' personal involvement in the learning process.

The application of CTL is especially beneficial in rural schools with limited resources, as it encourages students to connect learning with their daily experiences. Therefore, CTL can be considered as a relevant and practical approach to improving speaking skills, and it is recommended for English teachers to implement this method in the classroom.

Acknowledgement

Alhamdulillah, the author is grateful to Allah SWT for his mercy and grace to complete this article well. The author expresses his deepest gratitude to Mr./ Mrs. Rector and campus leaders for the support and facilities that have been provided. And also grateful to the supervisor who has provided guidance and direction during the writing process. The author would also like to thank her beloved parents for their constant prayers and supports. The author is also grateful to all respondents or research participants who have contributed. There are no more appropriate words to say than thank you, and hopefully this article (scientific writing) will be useful for everyone. Finally, the author leaves all her responsibilities to Allah SWT. The author hopes that the results of this scientific work are useful for everyone, especially for readers in general.

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How to cite this article:

Rohana, P., Suratman., & Annisah. (2025). The Effectiveness of Contextual Teaching and Learning Method to Improve Students' Speaking Skills at the First Grade Students of SMPN 12 Langgudu Satap. *Journal of Educational Sciences*, 9(4), 2463-2475.
