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Introducing Contextual Teaching and Learning as a Transition from Textbook-Based Curriculum to the National Curriculum

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Abstract: The teaching of speaking in English as a foreign language (EFL) classes in the Province of Aceh did not rely on the suggested techniques and methods. This teacher-designed technique, which was mainly textbook-based, has left an unpleasant learning experience among students. Therefore, we conducted a quantitative research study to experiment with how students responded to contextual teaching and learning (CTL) to see the effect of transitioning from a teacher-established method to a systematically planned learning approach and compare how students progressed over time. The experiment was carried out by teachers who had received assistance in preparing the lesson and practicing the lesson plan. The six-meeting experiment was conducted in 11 small classes, with a total sample of 132 students. The student improvement after the first four meetings (cycle 1) was compared using inferential statistical analyses with that after eight meetings (cycle 2). The results show that the student's achievement significantly improved in the first cycle and continued to improve, although at a lower rate, in the second cycle. This result suggests that CTL can be used to transition from a traditional teaching method to a more established method in EFL teaching. Therefore, teachers need help planning their teaching and practicing how to implement the teaching plan accurately.

Keywords: *Contextual teaching and learning, EFL, ELT, speaking skills, recount text.*

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Introduction

In Indonesia, English has been taught in schools, and the curriculum has changed multiple times over the year. However, the teachers need to be aware of the appropriate method that has the most significant and influential impact on the students in English as a foreign language (EFL) classes (Elfiadi, 2021). They tend to use the traditional method that is based on behaviorist theory (Rachman, 2019). In addition, there is a tendency among EFL teachers to use textbook-driven curriculum (Ornstein, 1994). Consequently, students who lack achievement have unsatisfactory outcomes and become inefficient learners. Boumová (2008) stated that the traditional approach appears ineffective since the teachers did not have enough time to teach basic skills such as reading, writing, speaking, and listening. This method also did not allow students to actively speak in class as it requires them to listen to the teacher actively and respond passively to environmental stimuli (Serin, 2018). Furthermore, the traditional method does not work well compared to the student-centered method, mainly when applied across an institution or nationally as a leading educational approach. Hence, this teaching perspective should be changed to a method that more effectively impacts the students, such as a student-centered approach (Benson, 2012). The contextual teaching and learning (CTL) method is one of the methods under the student-centered approach. It is a system where the students are encouraged to create a pattern that will generate a unique meaning in the learning session. CTL is one of the methods recommended by the Indonesian Ministry of Education based on the most recent curriculum for pre-tertiary education levels.

Previous studies have shown that the CTL method helps students discover meaning by connecting academic material with real-life situations (Risan et al., 2021). Furthermore, the focus is on the idea that students will have a better

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understanding when the learning situation is natural, and that becomes the main reason why CTL should be the method for teaching English speaking skill (Bandung, 2017; Yusyac et al., 2021). Learning will be more efficient when the students discover what they learn independently rather than from their teachers. Berns and Erickson (2001) stated that CTL encouraged students to be responsible for their knowledge and later apply it to various aspects of their life. In addition, CTL also effectively improves students' comprehension, interests, and competence in speaking (Annisa, 2015). Additionally, in 2021 other researchers also found that CTL provided an immersive experience for students as they became immersively active in the class. As a result, the research showed that 93.34% of students could complete and answer the given questions (Bhure et al., 2021). CTL makes students' activities well-developed because their activities were fostered during the CTL implementation (Purwati et al., 2019). Moreover, according to Suadiyatno et al. (2020), CTL implementation has positively impacted students with high anxiety in speaking English and has a better effect than the traditional method. In short, these studies have proven that it is effective to use the CTL method to improve students' English skills, especially speaking skills. However, in these previous studies, some researchers used smaller sample sizes than required. For example, Annisa (2015), Widodo (2020), and Suadiyatno et al. (2020) only used 30 to 33 students to be tested. The problem with a small sample is that it may increase the likelihood of a false positive test of statistical independence from the null hypothesis (Hackshaw, 2008). It will reduce the power of the study and increase the margin of error, which can render the study meaningless. In addition, the study only looked at the impact of learning once. Therefore, it is essential to conduct a comprehensive experiment with a larger sample size and pack the meetings into two parts. Therefore, this study intends to offer a more comprehensive and detailed analysis of how students responded to the implementation of CTL as a transition from conventional textbook-based instruction. This objective was reached through an experiment of two cycles, each consisting of four instructional meetings. For systematicity, the research was set to address the following research questions.

1. Is there any significant difference in the students' speaking ability before and after receiving CTL instruction in the first cycle?
2. Is there any significant difference in the students' speaking ability before and after receiving CTL instruction in the second cycle?
3. Is there any significant difference in the improvement of students speaking ability between the first and the second cycle?

Literature Review

Effective Classrooms

All classrooms have different characteristics, which determine how effective it is for students' achievement and learning experience. First, teachers have a pivotal role in English language teaching. Their characteristics are crucial in understanding and reducing the problems and difficulties that impede students' long-term learning processes (Dincer et al., 2013). They must also be familiar with various components of education, such as general pedagogical knowledge, curriculum knowledge, students' knowledge and their characteristics, and the purposes and values of education (Clark & Walsh, 2002). Additionally, the behavior of the teachers who promote better outcomes for students during the learning process is also a consideration of effective classroom teaching. This indicates that the above elements are necessary for teachers. Furthermore, they should also have a good lead in the subject matter, a good understanding of the techniques and methods, be imaginative, passionate, open-minded, gentle, and flexible, and have a good sense of humor (Ghimire, 2019). According to Harris and Sass (2011), teacher efficiency is closely tied to student achievement because their quality will be measured by students' scores on a standardized test.

Second, teaching material is also essential because it will decide the situations in the classroom, whether it is lively and effective or not (Núñez Pardo et al., 2009). Therefore, to support their teaching and learning process, teachers need access to various teaching materials (Munna & Kalam, 2021). Teaching materials may be self-produced, and teachers should consider their students' needs, levels, and interests (Lashley, 2019). In addition, the material used should be contextualized. They should boost student interaction, encourage them to build learning skills and strategies, have proper instruction, and be adaptable (Howard & Major, 2004). Moreover, the material selection should include pair and group activities as they will enhance students' motivation, improve self-esteem, and lower anxiety and prejudice (Núñez Pardo et al., 2009). In brief, it is essential to select proper teaching materials because they are like a 'route map' for teachers and students. They provide structure and predictability, resulting in safety in the classroom (McKay, 2012).

Finally, teaching methods and techniques also play a vital role in effective classroom teaching, especially in an EFL class. The teaching methods and techniques are often regarded as the core of the teaching and learning process (Nonkukhetkhong et al., 2006). Teachers should select a method and technique recommended for long-term teaching based on their teaching context, not one that can work for one context only (Cheng et al., 2010). On the other hand, teachers who teach a specific group of students that chase a specific goal shall generate a method that will fit their context best (Kumaravadivelu, 2001).

Contextual Teaching and Learning

Contextual teaching and learning methods are valuable for promoting the necessary match between science teaching and students' interest in learning (Haerazi et al., 2019; Selvianiresa & Prabawanto, 2017). The objective of the teaching and learning process emphasized through this concept is to facilitate students with real-world learning where they can relate their learning and experience (Satriani et al., 2012). This method was established following theories of behaviorism and constructivism (Berns & Erickson, 2001). Behaviorism is a theory that observes the change in students' behavior (Budiman, 2017). Meanwhile, constructivism is a theory based on the belief that students can construct their understanding of a concept by experimenting with previous knowledge and experience (Dagar & Yadav, 2016; Meyer, 2004). This theory focuses more on the role of students than teachers in helping students find the solution to their problems, which can improve their critical thinking ability. Furthermore, this theory is a group-based learning activity where the students' positions align with the development of contextual teaching and learning in which behaviorism is a way to measure students' behavior. In contrast, constructivism is to help students connect with the content. According to Lotulung et al. (2018), there are seven principles in CTL, i.e., constructivism, questioning, inquiry, learning community, modeling, authentic assessment, and reflection.

First, constructivism is a theory of how students can construct and connect their knowledge with the content (Amineh & Asl, 2015). The core of this theory is that students should find and change complex information into other situations and later make it their own (Howes & O'Shea, 2014). From the perspective of constructivism, teachers' job is to facilitate the learning process to be more meaningful, allowing students to discover and implement their ideas and making them aware of their learning strategies to help them acquire and retain the knowledge (Muhajirah, 2020). The second principle is inquiry, which shows how learning is conducted by including the process of discovery that needs critical thinking. In this case, knowledge is a part of learning that allows students to find their own material in an actual context. Furthermore, inquiry in the CTL method can improve students' learning outcomes (Zulkifli, 2021). According to Glynn and Winter (2004), in inquiry learning, students gain knowledge through a scientific experiment that leads them to observe connections, often leading to discoveries (Shamsudin et al., 2013). Furthermore, their experiences can provide valuable opportunities to improve their understanding of the content and practices (Edelson et al., 1999). Another principle is questioning because students' knowledge and skills always start from a question, which is the primary strategy in the CTL method (Lotulung et al., 2018; Sari, 2013). As for the students, questioning activities are essential in conducting inquiry activities such as looking for information, confirming what is already known, and directing attention to aspects that are still not fully understood (Hakim et al., 2020). In CTL, a questioning activity will be found when the students are discussing, working, and finding a solution in a group where this activity will foster the urge to ask questions (Chin & Osborne, 2008). The fourth principle is learning community, based on the concept that learning outcomes can be obtained by cooperating with others (Hord, 1997). This concept of learning community includes group activity which is expected to be heterogeneous where the intelligent will teach the feeble so that there will be an exchange of information within the group, and this activity can happen if none of the students feel superior about their knowledge, no one is too dominant, and all students in the group are willing to listen to each other (Tang et al., 2012). Usually, in a learning community, teachers teach particular courses to different students and cluster them into groups that will help the teachers divide the subject materials, and both teachers and students will experience a more coherent and enriched teaching and learning environment (Astin, 1997). Furthermore, modeling is another principle of CTL, and teachers, in the point of view of this method, are not the only role model. Models can be taken from anywhere. For example, students can be appointed as models in front of their classmates to give examples of pronouncing certain words. This modeling aims to show students an example of something they might find hard to understand in the classroom, so instead of imagining it, they can directly see the example (Lesh & Harel, 2003). In terms of assessment, authentic assessment is a principle under CTL. It is critical to observe student development in the classroom (Darling-Hammond et al., 1995). Authentic assessment will also help students understand and apply the learning concept to the actual context (Arianto, 2011). If the information gathered by teachers indicates that students have a problem, the teacher can take appropriate action. As a result, the evaluation is not conducted at the end of the semester but at the same time as the integrated learning activities. Because assessment suppresses the learning process, the data gathered must be obtained from the actual activities performed by the students during the learning process (Shepard, 2000). Finally, the last principle of CLT is reflection. There are two purposes of reflection in learning; first, reflection allows students to make sense of the material about themselves, others, and the conditions that shaped the material, and second is to reimagine material for future personal or social benefit (Ryan, 2013). Being a reflective student involves making the learning process to be more conscious because the students precipitate what they have just learned as a new structure of knowledge that is an enrichment or revision of the previous knowledge and, as a result, questions may arise due to this and at the same time help them to think critically (Dorn, 2014).

Methodology

Research Design

This research was approached quantitatively using experimental design. As no comparison with other or existing methods is made, this research used one group pre-experimental design. In this research, the experiment has helped the researchers discover whether English communication skills improved after CTL was applied.

Sample and Data Collection

The experiment involved junior high schools and senior high school students from ten schools in Indonesia. Only one school had two classes, while the others had one class. Twelve students were recruited for one class, and students' English proficiency levels were mixed, and so was their gender. The details of the participants are summarized in Table 1.

Table 1. Description of Student Demographic Characteristics

School level	Grade	Male	Female	Total
1. Junior High School	2	14	46	62
2. Senior High School	1	22	44	67
	2	1	4	7
	3	0	1	1
Total		37	95	132

The data collection involved several activities. First, one teacher was selected from each school, except for one school, where two teachers were selected. They were appointed by the school principals because they were considered the best teacher for the corresponding school. Those teachers received a three-day workshop on implementing CLT in teaching speaking, totaling 24 hours. In the workshop, they were facilitated in developing a lesson plan for each school level. Junior high school teachers sat in a different group from senior high school teachers because they needed to develop a different lesson plan since they would teach the materials with different language levels.

Before the experiment, a pre-test was given. Since the research focused on students' speaking skills, precisely their skills in retelling an event, the students were not requested to answer questions, but they were asked to perform a monologue of a recount of a famous figure such as an artist, a scientist, or a sports player. Students were given time to prepare before their turn to perform. In the experiments, students were taught using CTL in four meetings with seven steps of learning activities in each meeting by following the lesson plan. Those steps are the components of the CTL method discussed in the previous section.

The instructions were divided into two parts, i.e., concept and skills. The concept was taught in the first and second meetings, where the first meeting covered the purpose and text organization of a recount text, and the second meeting focused on the language feature of a recount text. In these two first meetings, teachers and students used first language (L1) as an interaction language to ensure that students could learn the concept comprehensively, and the texts used were biographies of public figures (i.e., recount texts). In the first activity after starting the class, teachers introduced students with the concept of a recount text and gave them two recount texts so that they could construct their understanding of this concept. Afterward, the students were instructed to find differences between the two recount texts in terms of purpose, text organization (meeting 1), and language feature (meeting 2). The students first worked individually and then presented what they found with students sitting next to them. In the next activity, students were guided to individually construct questions regarding the concept of a recount text to be aware of what they had not fully understood. Afterward, students were assigned to sit in groups and share what they already knew about the concept of a recount text. Where a different understanding surfaced, the students discussed to reach the same understanding. Teachers then modeled how to answer questions regarding the purpose (e.g., main ideas), text structure (e.g., detail information), and language features (e.g., vocabulary). Then, students were given a recount text and questions and worked in groups to follow the procedures modeled by the teachers to complete the activity. Finally, each group was requested to report what they had learned, and teachers responded when necessary. The meeting was closed by giving students a test to be completed individually. The results of this test were used as a part of an authentic assessment to determine what improvement needed to be made in the following meetings. The problems found in the first meeting, which included teachers' and students' time management, students' lack of independence, and students' difficulty understanding the texts, were addressed by improving the lesson plan for the next meetings. First, time allocation was revised for activities that needed more time. Second, instructions were revised to clearly state that students needed to first seek help on their own by reading materials and discussing with classmates when they had difficulty understanding the materials. Finally, the meaning of new vocabulary was provided in the texts to help students understand the texts.

Meanwhile, the second part (meeting 3 and meeting 4) covered speaking skills of recount texts. Students should use English in these two meetings because the primary purpose of these meetings was to improve student's ability in speaking about biographies of public figures (i.e., recount texts). In the first learning activity, students were invited to ask questions about the concept of a recount text to review what they had already learned in the first and second

meetings. Afterward, students were instructed to determine a biography with peers and took turns to practice asking and answering questions about the event. The purpose of this practice was to help students correctly use language features of a recount text (grammar, vocabulary, pronunciation, intonation, and word stress) which they learned in the second meeting. Then, students kept practicing asking and answering more instant questions with anyone in the class by walking around in the class. Afterward, teachers assigned students to sit in small groups of three to four students. Students asked and answered questions in the group and gave feedback to their group members. Teachers then demonstrated how to ask and answer questions (meeting 3) and perform a monologue (meeting 4) related to biographies of public figures, and students followed the model among themselves in the group. They were also asked to help their group members when necessary. Finally, teachers provided feedback on students' performance, and students practiced again to improve their performance based on the teachers' feedback. Finally, students performed a real dialogue (meeting 3) and monologue (meeting 4) based on the topics provided by the teachers as a part of the authentic assessment.

After the fourth meeting, the teachers administered a post-test, the same as the pre-test, but students were given a different figure. After the test, teachers reflected on what went well and what did not. Afterward, teachers discussed and revised the lesson plan for the following meetings. The next four meetings were conducted based on the revised version of the lesson plan, which is a continuation of the materials in the first through the fourth meeting. After the eighth meeting, another post-test was conducted. For this post-test, the teachers also used a figure different from the pre-test and the first post-test.

In the test, students' recount was recorded and graded using a speaking rubric adapted from Brown (2018) consisting of five aspects, i.e., content, fluency, accuracy, clarity, and intonation (see the appendix). The adaptation is required because the test was a monologue, while Brown developed the rubric for a dialogue. The score was given from 1 to 5 for each aspect. For example, in accuracy students were given 5 (excellent) when their grammar was used correctly 80% of the time or more, 4 (good) for more than 60%, 3 (fair) for more than 40%, 2 (poor) for more than 20%, and 1 (very poor) for less than 20%.

Data Analyses

There were three groups of scores, i.e., pre-test, first post-test scores (post-test 1), and second post-test scores (post-test 2). Before analyses, outliers were detected and removed to ensure the calculation was accurate and representative of the population. The data is numerical, and the data normality was inspected using a Q-Q plot because the sample size was larger than 50. For inferential statistical analysis, the pre-test and post-test 1 were compared to determine whether the mean score improved significantly in the first cycle. Similarly, the difference between post-test 1 and post-test 2 was analyzed to determine whether the score improved significantly in the second cycle. Finally, the same statistical test was used to determine whether the improvement in cycle 1 was significantly different from that of cycle 2. The significance test was determined through hypothesis testing using paired sample t-test, and the hypothesis was rejected at the significance level of 0.05.

Results

Descriptive Statistics for Test Scores

Descriptive statistics are used to show the shape of the data, which in this paper is presented in a five-number summary with the addition of mean and standard deviation for a better data inspection. The summary of the data is presented in Table 2.

Table 2. Summary of the Scores Based on Descriptive Statistics

Test	Min	Q1	Median	Q3	Max	Mean	SD	Outliers
1. Pre-test	5	9	10.767	13	20	10.767	3.483	0
2. Post-test 1	8	14	15.083	17	24	15.083	3.088	0
3. Post-test 2	10	15	16.704	18	24	16.704	2.630	0

Table 3 shows that no outliers were extreme based on the Mahalanobis distance. The scores in all columns progressed except for the maximum score. The standard deviation shows that the mean score for post-test 2 is more accurate than the other two mean scores. The fact that mean scores are similar to medians for all tests indicates that the data distribution is symmetrical, showing a possibility that the data are normally distributed. Because the sample size is larger than 30, the data distribution can be visualized using the Q-Q plot in Figure 1.

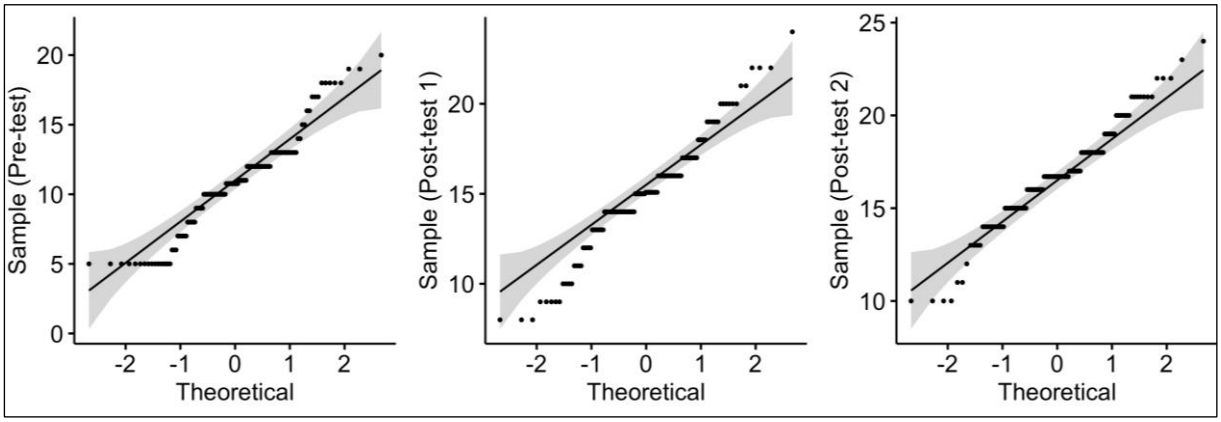

Figure 1. Q-Q Plots of Total Score

Figure 1 shows that the data points are populated around the reference line; thus, the data can be assumed to follow a normal distribution. Therefore, the data can be treated as parametric data, and the hypotheses can be tested using a paired sample t-test.

Inferential Statistics for Test Scores

The inferential statistics were used to compare the mean score improvement between cycle 1 and cycle 2. Therefore, the improvement in each cycle needs to be tested to determine whether it was significant or happened by chance. Table 3 shows the results of paired sample t-test in each cycle.

Table 3. Hypothesis Testing for Mean Score Difference in Each Cycle

Cycle	Before cycle	After cycle	Mean Difference	Statistic	df	p	sig.
1	Pre-test	Post-test 1	4.316	21	131	0.000	****
2	Post-test 1	Post-test 2	1.621	13.6	131	0.000	****

Note: **** sig. at $p < 0.001$

Table 3 shows that *p*-values for both cycles are less than the significance level of 0.05, which suggests that the null hypothesis "that there is no significant difference between the mean score before and after each cycle" is rejected. Thus, the results of statistical analyses in Table 1 show that the differences in the mean scores (4.316 and 1.621) did not happen by chance. The differences are visualized in combined boxplots in Figure 2.

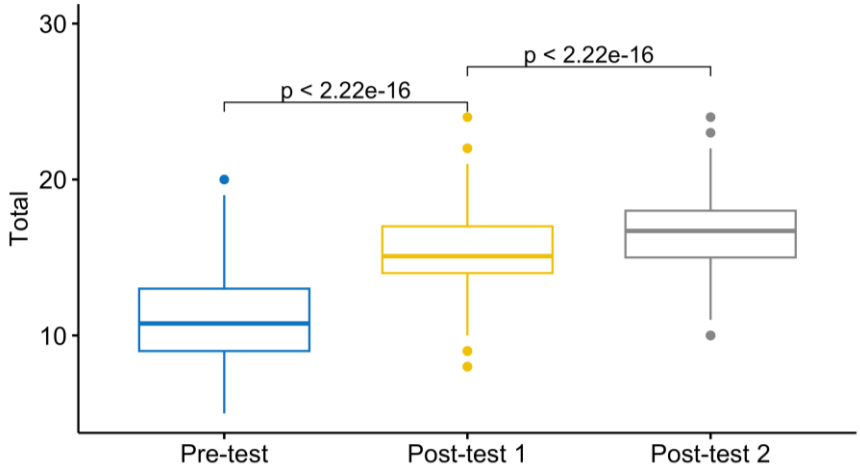

Figure 2. Boxplots of Comparison between Tests Before and After Each Cycle

Figure 2 shows that the improvement in the second cycle was not as wide as in the first. Further analyses are to find significant evidence of whether these improvements were different. Before the inferential statistical analysis, the data were inspected, and the summary was visualized.

Descriptive Statistics for Improvement

As in Table 2, the shape of the improvement in each cycle is shown through the summary of the data calculated using descriptive statistics. The outliers were also identified using the formula of the Mahalanobis distance, which shows whether a value is too distant from the mean. The results are presented in Table 4.

Table 4. Summary of the Improvement Based on Descriptive Statistics

	Cycle	Min	Q1	Median	Q3	Max	Mean	SD	Outliers
1.	Cycle 1	-2	3	4	6	9	4.317	2.367	0
2.	Cycle 2	-2	1	1.62	2	7	1.620	1.369	1

As shown in Table 4, the mean in the second cycle is lower than in the first cycle. However, the standard deviation also shows that the improvement in the second cycle was more uniform between one student and another. There is one outlier, i.e., 7, identified in cycle 2, and thus the pair (cycle 1 and cycle 2) for this particular row was removed, leaving the sample size of 131. Further, the data normality of both cycles was determined based on the Q-Q plot in Figure 3.

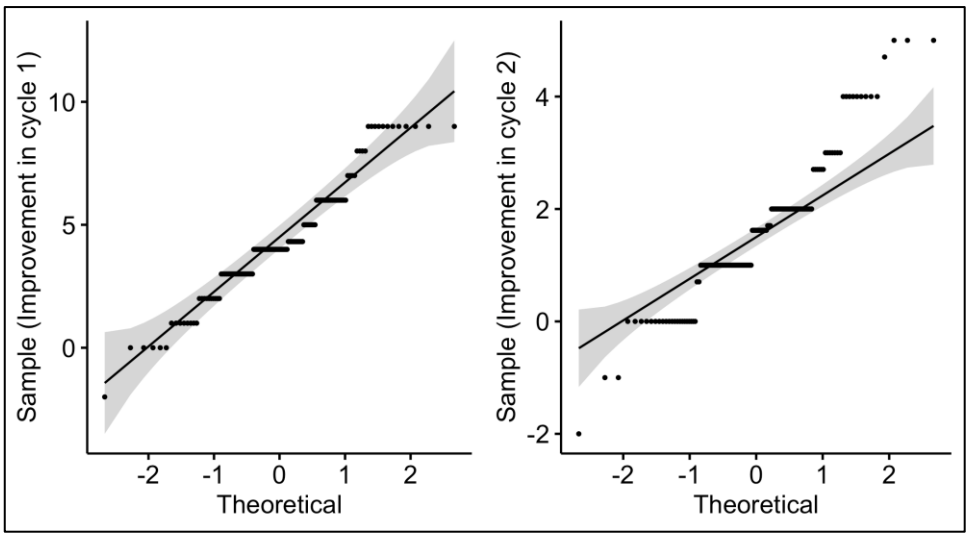

Figure 3. Q-Q Plots of Improvement

Figure 3 shows that the data of improvement in cycle 2 is heavily skewed. The researchers attempted to transform the data using several methods (logarithm, box cox, and Tukey's Ladder of Powers), but it did not improve the data distribution. Therefore, further analysis was performed following the corresponding data distribution.

Inferential Statistics for Improvement

Due to non-normal distribution, the data is treated as non-parametric data, and thus Wilcoxon signed-rank test was used to test the hypothesis. The result is presented in Table 5.

Table 4. Hypothesis Testing for Mean Improvement Between Cycle 1 and Cycle 2

Cycle	Mean	Difference	Statistic	p-value	Sig.
1	4.349	2.770	7060	0.000	****
2	1.579				

Table 5 shows that the null hypothesis was rejected, as indicated by the *p*-value lower than 0.05. This result suggests that the improvement between the first and the second cycle, i.e., 2.77, was significantly different. Since the difference is a positive direction, the improvement in the first cycle is higher than in the second cycle. The interpretation of this result is discussed in detail in the following section.

Discussion

The objective of this study was to determine whether there was an improvement in students' speaking ability in cycle 1 and cycle 2, consisting of four meetings in one cycle and whether the improvement in cycle 1 was significantly different from that in cycle 2. Therefore, there were three hypotheses tested using a paired sample t-test. The results of the data analyses have shown that all hypotheses were rejected, suggesting that the differences were significant.

First, the mean score of the pre-test obtained before implementing the CTL method was significantly different from that in the post-test conducted after the CTL method was used in four meetings. This result shows that students did not need an effortful adjustment to the new method when the CTL method was introduced in the teaching and learning process following a long-term implementation of the textbook-based teaching method. As the name suggests, teachers had been teaching students by following materials in a popularly used textbook written by national authors. Students usually completed the class activities individually and sometimes worked in groups. However, the teachers did not plan the teaching and learning process following the steps of any standard teaching method. Changing this conventional teaching practice into a more systematic, research-driven method has increased students' achievement in speaking English. This improvement is expected because, first, using a standard teaching method ensures that the teaching and learning activities are systematic, and second, one step in the method is intended to complement another. These systematic learning activities make learning more meaningful and contextual. In the case of CTL, studies have found that the systematicity of the learning activities makes students well-prepared to start following activities (Fauziah & Nurita, 2019). As a result, students can have comprehensive material mastery as in many studies (e.g., Franscy et al., 2019; Ningsih et al., 2019; Philiyanti et al., 2019). According to observation and discussion, the CTL methods train students to think critically (Desnita et al., 2022). Therefore, students improved their skills in formulating ideas for speaking.

The data analysis for the second research question shows that the improvement was also evident in the second cycle. The learning activities in this cycle were revised based on the observation of the first cycle. This shows that the method can be adjusted to the students' characteristics, such as their learning styles and proficiency. In the experiment of this research, students tended to work slower than it was expected. They were not accustomed to student-center learning, so they often got carried away when completing a task or working in a group. Teachers anticipated this learning problem by setting a stricter timing in cycle 2, making students work faster and more focused, which is also evident in Philiyanti et al. (2019). In addition, students frequently asked teachers extended questions, making teachers lose too much time with some groups of students, so teachers did not have enough time to monitor all groups. Through a more systematic plan in cycle 2, students became accustomed to solving their understanding problems independently in groups or in pairs. Merawan et al. (2021) state that the CTL method can improve students' self-regulated learning, which makes them put much independent effort into finding solutions to their problems. Munir and Nur (2018) found that improved social skills facilitated by CTL enable students to collaborate with group members in task completion. Since the CTL method consists of several steps, teachers could indicate which steps needed revision; thus, the revision process was faster and more targeted. As a result, the teaching and learning process could further improve the student's speaking achievement in cycle 2.

Finally, comparing the improvement between the first and second cycles informs us that transitioning from a textbook-based teaching method resulted in a tremendous improvement in students' achievement. The improvement in the second cycle, which was also significant but not as extreme as that in the first cycle, indicates that improving how CTL was implemented is essential to make the method more effective. Therefore, classroom action research is encouraged for teachers to experiment with new teaching methods, where teachers can improvise how the method is implemented and what needs to be adjusted to their students' characteristics (Gül Peker & Erdemir, 2021; Shrestha et al., 2022; Thorne & Qiang, 1996). In this research, the improvement was made through discussion with other teachers and researchers, resulting in a positive outcome for students' achievement. Furthermore, this research also suggests that transitioning from a textbook-triggered curriculum is essential for all teachers. Surveys have found that many teachers in Indonesia, China, Slovenia, and elsewhere still rely on a textbook, and they teach by following the textbooks (Mithans & Ivanuš Grmek, 2020; Ornstein, 1994; Thorne & Qiang, 1996; Usman et al., 2019). This practice indicates some problems. First, many textbooks are intended for test-taking strategies to pass a national exam (Scott & Husain, 2021). Students taught using this type of textbook do not understand the concept of the material, which makes the learning inapplicable for outside test purposes. The readability of a textbook might not match the level of students' literacy levels (Ornstein, 1994), which demotivates students in learning. This problem will have a long-term effect on students' learning motivation. Finally, textbooks are usually designed following the same content template and type of exercises for each chapter. Thus, the teaching and learning process becomes uninteresting when teachers use the same textbook for extended periods. In Indonesian school practice, although the Ministry of Education recommends CTL as one of the methods to implement the national curriculum, many teachers still use a textbook-triggered curriculum. Therefore, most students did not achieve the English proficiency level expected by the curriculum after graduating from all school levels, and high-achieving students believed that schools did not contribute much to their English learning success (Mustafa, 2018; Muthalib et al., 2019).

Conclusion

The objective of this research was to find out whether there was an improvement in speaking skills in each of the two cycles of the teaching experiment using contextual teaching and learning methods among high school EFL learners. The results of the analyses show that the mean score obtained before the experiment and after the first cycle of the experiment were significantly different, and the difference in the mean scores indicated an improvement (improvement 1). In addition, the mean score after the first cycle continued to improve after the second cycle (improvement 2). Furthermore, improvement 1 was lower than improvement 2 based on the inferential statistical analyses. Therefore, it can be concluded that there was a positive effect of switching from a textbook-driven teaching practice to a standard

teaching method, in this case, the CTL method, on students' English-speaking achievement. The results of the study have provided significant information which adds to the current body of the literature. Studies have found that CTL is effective in language teaching, and our present study adds that CLT can also be used to transition from textbook-based curriculum to student center approaches in English language teaching (ELT).

Recommendations

The results of the study have shown that the instructional practice commonly used by EFL high school teachers in Indonesia, and probably elsewhere, was not effective compared to a more standard teaching method. The student's low English proficiency level after graduation, based on previous research, can be treated as evidence of this ineffectiveness. Therefore, the results of the present study can be used as a basis to recommend that teachers conduct classroom action research to experiment with standard language teaching practices, such as by implementing the CTL method, problem-based learning, project-based learning, and scientific approach. In the Indonesian context, those teaching methods are recommended by the most recent national curriculum. In addition, previous studies have also shown that CTL, for instance, can be adjusted to fit into online learning, which offers significant benefits for classroom practice in the post-pandemic period. Further studies should experiment with more standard teaching methods under student center approaches to find out the effect size of each method. Therefore, we can determine the best method or approach to be used as a transitioning method. In addition, future studies should also follow up by experimenting with the same sample as in our present study to determine how the learning quality is retained.

Limitations

This research has provided important information related to the effect of transitioning from a traditional teaching practice to a standard teaching method in language learning. However, the generalizability of this research is subject to some limitations. First, the sample was dominated by low-proficiency learners, and thus the effect of the CTL method on higher-achieving learners might be different. The experiment was conducted by English teachers from the corresponding school; therefore, the teacher variable could not be controlled. We assume that teachers contributed to the student's achievement differences between one class and another. Finally, the material experimented and assessed was limited to monologue, so the result of this research is not generalizable to dialogue.

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Authorship Contribution Statement

Yasin: Concept and design, securing funding. Mustafa: Data analysis, drafting manuscript. Safina: Drafting manuscript, critical revision of manuscript. Yusuf: Critical revision of manuscript, final approval. Khairuddin: Conceptualization, supervision. Srinauli: Data acquisition, admin.

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Appendix

Scoring Rubric for Monologue of Recount Texts, Adapted from Brown (2018)

Aspects	**5**	**4**	**3**	**2**	**1**
	Excellent	**Good**	**Fair**	**Poor**	**Very poor**
Content	The content of the monologue contains very complete information.	The content of the monologue contains complete information.	The content of the monologue contains sufficient information.	The content of the monologue contains little information.	The content of the monologue contains very little information.
Fluency	Very smooth with no pauses	Smooth enough with very few pauses	Normal speed with few pauses	Slow pace frequent pauses	The pace is very slow with too many pauses
Accuracy	Excellent grammar (complex phrase, various noun with words used (correctness 80%-100%)	Some mistakes in grammar with enough variety of vocabulary (correctness 60%-80%)	Few mistakes in grammar with very sufficient vocabulary but still understandable (correctness 40%-60%)	Many mistakes in grammar with very limited vocabulary but still understandable (correctness 20%-40%)	Very poor diction and grammar which lead to misunderstanding (correctness <20%)
Clarity	Very clear articulation with good pronunciation	Good pronunciation with very few mistakes and clear articulation	Few mistakes in pronunciation with inconsistent articulation which leads to difficulty in understanding	Some mistakes in pronunciation with inconsistent articulation which leads to difficulty in understanding	Many mistakes in pronunciation with unclear articulation and difficult to understand
Intonation (and word stress)	Correct intonation/tone for the words/ phrases/sentences with lead to appropriate the intended meaning	Very few mistakes intonation/tone for the words/ phrases/sentences with lead to appropriate the intended meaning	Few mistakes in intonation/tone which interfere the intended meaning	Several mistakes in intonation/tone which lead to misunderstanding of the intended meaning	No difference of intonation/tone for the words/ phrases/sentences which lead to misunderstanding of the intended meaning