

ABSTRACT

Fauziyah Lathiifah Muthmainnah: Utilizing Contextual Role-Play Activities Based On CTL Approach To Foster EFL Students' Speaking Skills: A Pre-Experimental Study

The ability to speak English is one of the essential skills for EFL learners, yet many students still face difficulties in expressing their ideas fluently and accurately. To address this issue, effective teaching strategies that provide meaningful and contextual learning experiences are needed. This study aims to investigate the effectiveness of Contextual Role-Play activities based on the Contextual Teaching and Learning (CTL) approach in fostering junior high school students' speaking skills.

This research employed a pre-experimental design with a one-group pre-test and post-test model. The participants were ninth-grade students at an Islamic junior high school in Bandung. Students' speaking performances were assessed using Brown's (2012) rubric, which includes pronunciation, vocabulary, grammar accuracy, fluency, and comprehensibility. The scoring was conducted by three independent raters to ensure reliability.

The findings revealed that students' speaking performance improved significantly after the implementation of contextual role-play activities. The paired sample t-test showed that the improvement was statistically significant ($p < 0.05$). Furthermore, the N-Gain analysis indicated a moderate to high level of learning progress, demonstrating that the treatment was effective in enhancing students' speaking skills.

These findings suggest that the integration of contextual role-play with the CTL approach provides meaningful and authentic opportunities for students to develop their speaking skills. It is recommended that English teachers apply this strategy in classroom practice as it not only improves language proficiency but also promotes active and engaging learning experiences. Future research may explore the use of contextual role-play in different contexts, proficiency levels, or with larger participant groups to strengthen the generalizability of the findings.

Keywords: *Contextual Teaching and Learning (CTL), role-play, speaking skills, EFL students, pre-experimental study*