

**THE EFFECTIVENESS OF USING
CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH
IN IMPROVING TEACHING AND LEARNING ENGLISH**

(An Experimental Research in the First Grade Students of SMP 1 Kadungora Garut)

A Research Report

**Submitted to the English Education Department in Partial
Fulfillment of the Requirements for *Sarjana Pendidikan* Degree**



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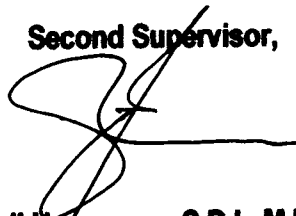
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*I will know the real me, when I am
cornered and forced to do something that
I have never done before – (Alex IW)*

This work is dedicated to

*My loving parents; Mamah & Papah
My loving brother & sisters; "Abang", "Achi" & "Uchu"
My beloved husband; Hendar "Cinta"
Who lovely and patiently have given
their love, care, attention, and support in finishing this work*



STATEMENT

I hereby certify that this paper entitled "The Effectiveness of Using Contextual Teaching and Learning (CTL) Approach in Improving Teaching and Learning English (An Experimental Research in the First Grade Students of SMP 1 Kadungora Garut) is completely my own work; contains no material which has been accepted for award any other degree or diploma at any universities or institutions. I am fully aware that I have quoted some statements and ideas from many sources. All of quotations are properly acknowledged.

Kadungora, February 2008

Nenden Muni A.

PREFACE

Alhamdulillahilillahirobbil'alamiin

In the name of Allah, the Most Gracious, the Most Merciful, I have eventually accomplished my study with this research paper

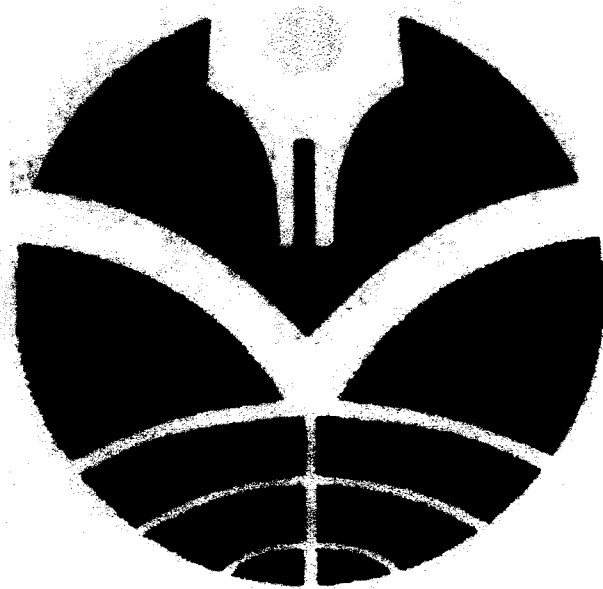
This research paper entitled "The Effectiveness of Using Contextual Teaching and Learning (CTL) Approach in Improving Teaching and Learning English: An Experimental Research in the First Grade Students of SMP 1 Kadungora Garut" is submitted to the English Education Department of Education University of Indonesia as a partial fulfillment of the requirements of Sarjana Pendidikan degree.

This paper attempts to find out one of teaching approaches on English language teaching and learning, which can improve the teaching and learning English by having a more interactive experience in students' learning.

Therefore, I hope this research paper will give contribution to the English teaching and learning. However, I know that this paper contains some weaknesses. Thus I invite constructive suggestion and critique to improve next research.

Kadungora, February 2008

The writer



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Alhamdulillahilalahaahirobbil'alamiin

Praise be to Allah the Almighty, Who has given his blessing upon us and gave me strength to accomplish this research paper. During the accomplishment of this, I have run in difficulties in finding and presenting some related issues, ideas, and information so that the completion of this paper might not have been achieved without the encouragement given by a number of people.

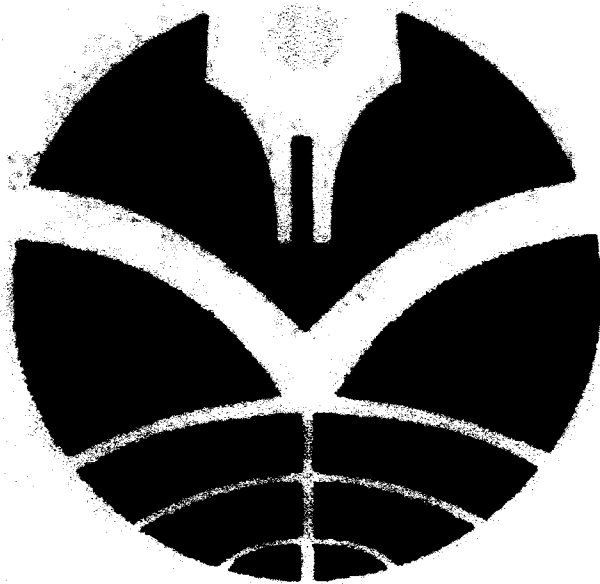
Therefore, I wish to record my gratitude to:

1. Dr. Yoyo Surjakusumah, M.Pd., as the first supervisor who has given valuable guidance, comments, helpful suggestion, ideas, and supports in finishing this paper.
2. Budi Hermawan, S.Pd., M.P.C., as the second supervisor who has provided continuous, invaluable assistance with my paper and has given important contributions to this study.
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6. Dian '00A, Nita '00A and Natal '02B who have been my best friend and all the '02A-ers for the nice time we have spent together. *I will miss you all.*

7. The big family of SMP 1 Kadungora who took part in this study.
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9. Everyone that I cannot mention one by one for the help and nice companionships.
May Allah bless you all. *Amin.*

Kadungora, February 2008

The writer



ABSTRACT

This quasi-experimental study entitled THE EFFECTIVENESS OF USING CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH IN IMPROVING TEACHING AND LEARNING ENGLISH (An Experimental Research in the First Grade Students of SMP 1 Kadungora Garut) supervised by Dr. Yoyo Surjakusumah, M.Pd. as the first supervisor and Budi Hermawan, S.Pd., M.P.C. as the second supervisor, with the non-equivalent control group design investigated the effectiveness of the Contextual Teaching and Learning (CTL) approach in improving the students' English achievement. It was assumed that the CTL approach was not effective in improving students' English achievement. This study involved 82 first grade students at SMPN 1 Kadungora Garut, which divided into two groups: experimental and control groups. Both groups received pretest before and posttest after receiving different treatments. The experimental received teaching English using the CTL approach and the control group received teaching English without the CTL approach. The questionnaire and interview concerning the CTL approach used in English lesson were also given to the experimental group to find out to what extent the CTL approach is effective in teaching English.

The result of the data analysis for pretest and posttest score of both groups showed that t_{obs} for experimental group was lower than t_{crit} ($-7.423 < -2.021$) and t_{obs} for control group was higher than t_{crit} ($-1.121 > -2.021$), which mean the CTL approach was more effective in improving the students' English achievement. The result of the post-test score analysis also shows that two groups had different improvement. The significance of the different was found by calculating the students' progress in English achievement (gain) showing that the experimental group's gain was 24.74% higher than the control group's.



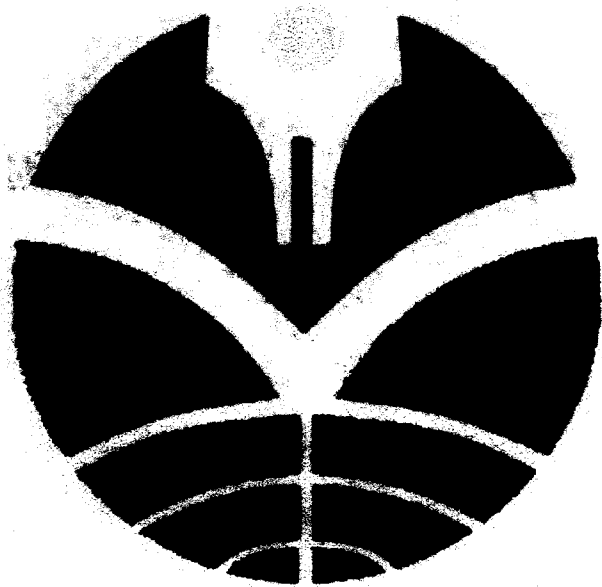
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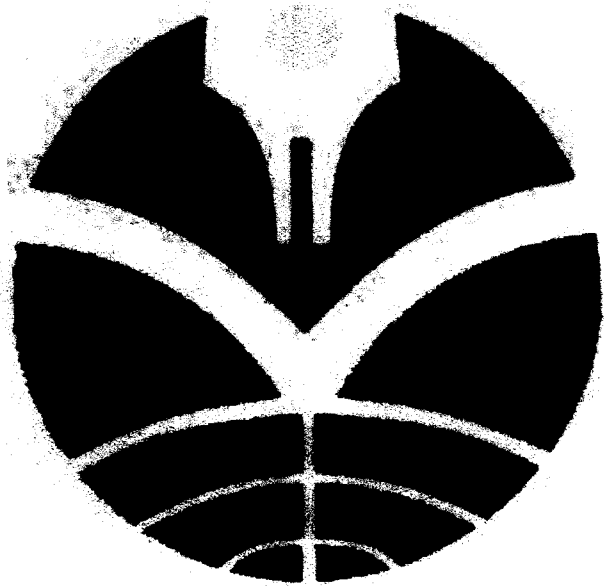
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