

# CHAPTER 1

## INTRODUCTION

### A. Background

Language is said to be the most important element in communication. It is not only used to communicate but also to interact with others, to express our idea, to send a message, and so on. Finnochiaro (1964:8) states that language is a system of arbitrary, vocal symbols which permit people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. The improvement of language ability motivates people to learn more about it intensively. Their point is to master a language, in this case, English.

English is the first foreign language that is considered important for the development of science, technology, art and culture, and also the relationship with other countries. Unfortunately, the result of observations and researches in teaching-learning English in schools showed that the quality of teaching-learning process does not meet the requirement to be successful (Nurhadi, 2003:2). The teaching and learning process is still being dominated by elicitation pattern of conventional method: teacher asks and the students answer. This elicitation makes the teaching-learning process loses its function to develop the students' attitude completely. This fact has caused of the students not to participate actively in teaching-learning process. Most of the students ignore the lesson and others give disturbance to those who are really learning while learning students are only a few. One thing that creates the condition is the demand of teaching model used by teacher (Hillman, 1996). As stated Edward and Furlong (1978; Hodge, 1993), in teaching-

learning process with asking-answering pattern, students' answers tend to be controlled and guided by the teacher's questions so the students' creativity is less developed.

There is a must to use an alternative teaching-learning approach to overcome the stuck of competence development in teaching-learning English (Umaedi, 2003:3) besides conventional approach mentioned above. The teaching-learning approach that is believed to give an effective solution for the problem is Contextual Teaching and Learning or CTL (Nurhadi, 2003:1). CTL is an innovative teaching and learning approach that helps students reflect on difficult subject matter (APEX Teacher's Resource, Online, 2005).

CTL was developed by The Washington State Consortium for Contextual Teaching and Learning which involved 11 universities, 20 schools, and institutions work in educational world in The United States. One of the activities is training and giving chance to the teachers from 6 provinces in Indonesia to study about contextual approach through Direktorat SLTP Depdiknas (Nurhadi, 2003:27).

CTL helps the students to fully engage in the classroom (Wilson, 2000). The implementation of CTL makes the students learn by experiencing and relating the knowledge and its applications to their lives. CTL also helps the teachers relate subject matter content to the real world situation and motivates students to make a connection between knowledge and application to their lives as family members and citizens (Berns, 2001).

Stimulating the students' interest and attention during class is always a challenge to teachers. Enabling the students to find meaning and relevance in their education is an even greater challenge. Educators have an obligation to make the connection of what being taught in their classes and the real world beyond (Clarke, 2005). The Contextual Teaching and Learning (CTL) approach faces this challenge quite well.

Smith (2003) implemented CTL in a High School at Family and Consumer Sciences class. She stated that CTL impacted teacher's teaching in three main ways: more hands-on activities, lesson tied to the real world, and greater teacher-students interaction. For example, when studying lettuce, she brought in samples and had students observe, feel, and even taste the differences. She also emphasized to students that buying and cooking food would be a lifelong activity for them all. This was supported via trips to grocery stores, restaurants, and visits by local chefs. Her interactions with students were also unconventional. Rather than stand and lecture, she allowed students to engage in "discovery learning" by finding answers on their own in groups.

Umaedi (2003) used CTL in middle school students at language class. In one of his meeting using CTL, he trained the students to describe the characteristics of something and express it in a descriptive text. He took the students to the outside of classroom and asks the students to choose the things that they want to describe. He found that in teaching-learning using CTL, students are actively engaged in constructing knowledge and solving problem. They also had higher order of thinking.

In addition, CTL can be applied to teach all subjects, including languages. Through CTL, the process of teaching and learning English has been considered work effectively. It is expected to improve the quality of English students and the quality of English subject.

Referring to those descriptions disclosed above, this study would like to observe the effectiveness of using contextual teaching and learning (CTL) approach in improving teaching and learning English. It is assumed that CTL plays an important role in teaching and learning English.

## **B. The Statements of the Problem**

The study is geared toward findings the answer to the following question:

1. Does the CTL approach effectively improve the students' achievement in English?
2. Is there any significant difference between the students who were taught English using the CTL approach with those who were taught without the CTL approach?

## **C. The Aims of the Study**

The study is aimed at investigating:

1. Whether or not the CTL approach effectively improves the students' achievement in English.
2. Whether or not there is a significant difference between the students who were taught English using the CTL approach with those who were taught without the CTL approach.

## **D. Hypothesis**

To answer the statements of the problem, a hypothesis is proposed that serves as a basis of this study. Hypothesis is a tentative statement about the outcome of the research (Hatch and Farhady, 1981:3).

Based on the statement above, concerning the two variables investigated in this study, there is a null hypothesis that: "The CTL is not effective in improving students' English achievement."

### **E. The Limitation of the Study**

The study of the teaching and learning English achievement using CTL is limited on the students' improvement on the English achievement. The material given to both experimental and control groups with the different treatment refers to the National Syllabus of Indonesian English subject in Junior High School.

### **F. Significance of the Study**

This study is expected to:

1. Make a positive contribution to the ELT methodology in which the CTL approach is used as an alternative in English teaching.
2. Enhance the students' knowledge related to English achievement.
3. Enrich the teachers' approaches in teaching English.

### **G. Research Methodology**

#### **1. Method of the Research**

In order to achieve the aims of the research, the writer used quasi-experimental method with the pretest and posttest nonequivalent-groups design in teaching English using CTL approach.

In collecting data, the writer used the score of the students in the pretest and posttest of the experimental and the control group. The pretest was given at the beginning of the course in order to find out the initial difference between the control and experimental groups. On the other hand, the posttest was held out in order to check the two groups after the treatment. After the scores have been completed, the

writer analyzed the result from the two groups statistically using mean, standard deviation, t-test, and its significance.

To meet the aims of the study, the following steps were carried out:

- a. Studying the curriculum
- b. Studying the teaching and learning process using CTL approach
- c. Constructing the instruments
- d. Developing the lesson plan
- e. Trying out the instruments
- f. Carrying out the experiments
- g. Gathering the data needed
- h. Analyzing and interpreting the findings
- i. Drawing out conclusion and suggestion

## 2. Research design

The study used the experimental design by using experimental group and control group design. Both groups had pretest and posttest, but they got different treatment. The treatment was done in 6 sessions. CTL was given to the experimental group as the treatment while control group got the conventional model of teaching. The research used the intact group design formula as promoted by Hatch and Farhady (1982):

$$\frac{G^1T^1XT^2}{G^2T^1T^2}$$

Where:

G<sup>1</sup> = experimental group

G<sup>2</sup> = control group

T<sup>1</sup> = pretest

T<sup>2</sup> = posttest

X = some treatments

### **3. Population and Sample**

To have representative samples, the writer used the purposive sampling method. The population of the research was the students of SMP 1 Kadungora Garut. They came from the same level of grade and the sample was drawn from the accessible population. In this research, the writer took 2 classes as the control group and the experimental group randomly.

### **4. Data Collection**

The data in this study were obtained through the test. There are two kinds of test used in this study: pretest and posttest, which contains 35 questions. Both test that were given to experimental and control groups. The pretest aimed to know the students' initial achievement of their English before the treatment. Since the questions in both tests were the same, the posttest that was given after the treatment aimed to know the measurement of the students' improvement in English before and after the treatment by comparing it to the pretest one. The result of the tests from the two groups then was analyzed to find out whether or not the experimental group has a better improvement in English than the control group.

### **5. Data Analysis**

The data gained is analyzed through the following procedures:

- a. Determining the students' score of the two groups in pretest and posttest using t-test in order to find out whether or not the difference of the two groups in the pretest and posttest were significant.
- b. Analyzing the significance of the test using computer program of Statistic Package for Social Sciences (SPSS 15.0).
- c. Determining the students' point of view toward the CTL approach in teaching English by using percentage.
- d. Analyzing the data collected from the questionnaire.
- e. Interpreting the research findings in order to give the explanation about the result of the research.

#### **H. Clarification of Terms**

The clarification of the terms used in this paper can be described as follow:

a. *Effectiveness*

Effectiveness in this research refers to the measure to produce good result in English teaching-learning process through the implementation of CTL.

b. *Contextual Teaching and Learning*

Contextual Teaching and Learning (CTL) is an alternative model of teaching in which relating the subject matter concept with the real world situation. CTL motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers, and to engage in the hard work that learning requires (Sears and Hersh, 2004:4) as cited by Glynn and Scott (2003).



## **I. Organization of the Paper**

This paper is presented in five chapters:

### **1. Chapter I: Introduction**

This chapter describes the background of the study, statements of the problem, the aims of the study, hypothesis, research methodology, clarification of terms, and organization of the paper.

### **2. Chapter II: Theoretical Foundation**

This chapter consists of related theories from the experts and their study which related to literature that the writer uses in the study.

### **3. Chapter III: Research Methodology**

This chapter explains the specific explanation about the research methodology, the procedures, the process, and the report about the instruments used with its variables and reliability.

### **4. Chapter IV: Research Findings and Discussions**

This chapter displays the writer's objective interpretation about the result of the research. It is about preparation, assumption, testing the hypothesis, research methodology, data analyzing, and other components related to the research.

### **5. Chapter V: Conclusion and Suggestion**

This chapter provides of the research conclusion and the suggestions to other researchers who wish to continue the further research.