

**THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND
LEARNING IN TEACHING WRITING AT THE FIRST YEAR
OF SMP N 3 JUWANA PATI**



RESEARCH PAPER

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by

**HENY DWIL
A 320 040 095**

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

CHAPTER I

INTRODUCTION

A. Background of the Study

In the global era, English as an international language has become very important for the object of study. Everybody knows that language is one of the ways to communicate. Predictably, those who are able to communicate well using English language will get a lot of advantage in their future. Therefore, the teaching of English in Indonesia now is expanding from the basic level as the local content.

The basic level here could be meant as learning at the junior high school which is building the basic knowledge and motivating them in learning English language by considering their need of his language in the future. That is not an easy job, there are many challenges during the process. Teacher must be able to teach in creative ways to encourage student motivation, which can guide them into the successful teaching learning process.

Nunan (1997: 2) proposes that in language teaching, there has been a comparative neglect of systematic curriculum development. In particular, there have been few attempts to apply in any systematic fashion, principles of curriculum development to the planning, implementation, and evaluation of language programs.

Related to the statement, teaching method becomes one of the important points on the teaching - learning activities. Basically, method refers to the

teaching - learning approach, design and procedures. Teaching - learning approach covers two specific aspects; the nature of lesson material and learning theory. Teaching learning design covers many aspects; the goal of teaching learning process, syllabus, teaching learning procedures, and student and teacher's role. Teaching methods are related to the technique being used by teacher on the teaching learning activities.

Learning a foreign language needs a process. For getting it successfully, the student must deal with certain steps, which is including trial and error. The steps here refer to the receptive to the productive steps, which are one word step or two-word step. Those things also become a part of the foreign language learning in Indonesia, such as the learning of English language.

Considering the reality being shown above, students should not assume that the foreign language can be mastered instantly because there are a lot of natural steps must be taken. Therefore they need pre-communicative activities before getting into the real teaching - learning activities. The aim of those pre-communicative activities is to give a basic foundation for students before they involve in the real teaching - learning activities.

Factually most of the teaching English in Indonesia is using the traditional methods or in other words it may state as the conventional ways; in the teaching - learning activities, teachers as the central of teaching learning process usually give less change to students for expressing their mind. In addition, the attention to student's motivation is limited; mostly teachers only give a full attention to the material and forget to the student's attraction. Taking from Kaifa (2000: 3) the

process of teaching learning is a complex phenomenon. Everything means – every word, thought, response, and association – and how far teachers are to able to chance socio – culture, presentation, and lesson plan to be the process of teaching learning. How success teachers can be measured from the students feed back to the teaching learning process. If students able to enjoy the situation created in the class, they will get high motivation to study more, and it will not just happen in the inside of the classroom but also outside. Student’s motivation will support them to study whenever and wherever they are.

Recently, the teachers give attention in English education, especially junior high school curriculum. Being aware of the importance of learning English, the teacher decides to give qualification on the way of teaching and learning process in the first grade students of junior high school. These are challenges by teacher faces everyday, the challenges are a curriculum and an instructional approach based on contextual learning which can help them face the challenges successfully. An excellent way to do this involves strategies work together to connect the content of knowledge with the context of application. Student then can process new information in a way that makes sense to them because it fits in their frames of reference.

In Contextual Teaching and Learning (CTL) environment, students discover meaningful relationships between abstract ideas and practical applications in a real world context. Students internalize concepts through discovery, reinforcement, and interrelationships. Contextual Teaching and Learning (CTL) creates a team, whether in the classroom, lab, worksite, or

on the banks of a river. CTL encourages educators to design learning environments that incorporate many forms of experience to achieve the desired outcomes (Hull & Souders, 1996: 27).

The majority of students in our schools are unable to make connection between what they are learning and how that knowledge will be used. This is because the way to process information and their motivation for learning are not touched by the traditional methods of classroom teaching. The students have a difficult time in understanding academic concepts as they are commonly taught, but they desperately need to understand the concepts as they relate to the workplace and to the larger society in which they will live and work. Traditionally, students have been expected to make these connections on their own, outside the classroom.

According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such away that it makes sense to them in their own frames of reference (their own inner world of memory, experience, and response). This approach to learning and assumes that the mind naturally seeks meaning in context – that is, in relation to the person’s current environment – and that is done so by searching for relationship that make sense and appear useful.

Building upon this understanding, the writers take writing as a subject to extend their craft to prepare more diverse students for work and life beyond schools. The writer is interested in this topic because of the consideration that genre has been taught to the student since in junior high school until senior

high school. In writing, the teacher finds some difficulties in writing such kind of genre. The student cannot organize their writing into a good text, coherent, fluent, and organized text. So that, the teacher must have strategy to make the student master genre in writing the second language should consider some aspects, such as the structure and organization (Leki, 1991: 23)

The process genre approach does help teacher to unite all these features and in addition, it is personal and relevant, which is good news for teacher. Even if writing lessons are done in the classroom, they relate strongly to real life situations, motivating students and preparing them to write for audiences outside the classroom.

Based upon the situation above, in SMP N 3 JUWANA, CTL was implemented as the foundation to support modification and implementation of teaching - learning process. So, the writer is inspired to conduct a study entitled “ The Implementation of Contextual Teaching and Learning in Teaching Writing at the First Year of SMP N 3 JUWANA “.

B. Problem Statement

Based the background of the study, the problem statements are formulated as follows:

1. How is the implementation of Contextual Teaching and Learning (CTL) in teaching writing?
 - a. What is the learning objective ?
 - b. What are the teacher and student's roles ?

- c. What is the instructional material ?
 - d. What teaching techniques are implemented ?
 - e. How is the learning assessment conducted ?
2. What are the problems faced by the teacher in the implementation of Contextual Teaching and Learning (CTL) in teaching writing at the first year of SMP N 3 JUWANA ?

C. Objective of the Study

The objectives of this research are:

1. To describe the implementation of contextual teaching and learning in teaching writing.
 - a. To find out the learning objective
 - b. To find out the teacher and student's roles
 - c. To find out the instructional material
 - d. To find out the teaching technique and implemented
 - e. To find out learning assessment conducted
2. To find out the problems faced by the teacher in the implementation of Contextual Teaching and learning (CTL) in teaching writing at the first year of SMP N 3 JUWANA.

D. Limitation of the Study

In this research the writer is going to analyze the implementation of Contextual Teaching and Learning in teaching writing for the first grade of SMP NEGERI 3 JUWANA PATI

E. Benefit of the Study

There are two kinds of advantages, namely theoretical and practical benefits. The expected result of the study both theoretical and practical are as follows:

1. Theoretical benefit
 - a. The result can be used as the reference for those who want to conduct a research in English learning process using CTL.
 - b. The study can give a broader point of view for teacher in teaching English
2. Practical benefit
 - a. The study can help students find the easy way of learning English
 - b. The study can help the teachers teach better way of teaching English by applying a new method named CTL.
 - c. The result can be useful for English teacher in giving addition input of teaching learning process.

F. Research Paper Organization

The research paper is organized as follows :

Chapter I is Introduction. It deals with The Background of the Study, Problem Statement, Objective of the Study, Benefit of the Study, Research Paper Organization.

Chapter II is Review of Related Literature. This discusses the Previous Study, The Nature of Language Learning, Language Teaching, The Notion of Contextual Teaching and Learning (CTL), and Teaching Writing using CTL.

Chapter III is Research Method. This covers Method of Research, Data and Source of Data, Method of Collecting Data, and Technique for Analyzing Data.

Chapter IV deals with Research Finding and Discussion of The Finding.

Chapter V is Conclusion and Suggestion.