

CHAPTER I

INTRODUCTION

A. Background of Study

Act No. 14 article 1 of 2005 concerning teacher and lecturer mentions that teacher is a professional educator having main duties of educating, teaching, guiding, directing, training, assessing, and evaluating learners. On article 4 it is mentioned that teacher functions to improve teacher's value and role as learning agent to improve national education quality. Act of Republic Indonesia No. 20 of 2003 concerning National Education System Chapter I article 6 states that educator is educational personnel qualified as teacher, lecture, counselor, learning facilitator, tutor, instructor, facilitator, and other based on the concentration, and participate in managing education.

Based on Act No. 14 of 2005 above, it is clear that teacher is a great important component in education. Teacher should have made effort maximally in order to get better education quality. By improving quality of learning, it is expected that the learning target can be achieved.

National Education Standard Board mentions that English has different characteristic from other natural or social subjects. This difference lies in the function of language as communication media. It indicates that learning English is not only learning vocabulary and grammar as knowledge, but also learning to use or apply the knowledge in communication setting. A

student cannot be said as mastering English if he or she has no ability to use English to communicate, although he or she gets good score in vocabulary and grammar mastery.

The objective of Learning English at SMP/MTs is the students are able to achieve functional level, which is communicate orally and written daily. It is a general term. Language functions can be broken down into several parts, namely heuristic, manipulative, imaginative, and ideational functions.

Language has heuristic function meaning that language has function to explain and understand. For instance, language used by teacher in a classroom. It means that language has function to explain and understand. Language is used as means to explain by teacher and language is used as means to understand the teacher's explanation by the students.

In daily life, language is also used to change or influence the environment. The term is manipulating the environment. For example, we can change our environment by asking someone to do something. We change the environment because in fact he or she has no intention to do that otherwise we ask him or her, such as we ask someone to clean the blackboard. Due to this function relates to our effort to change or manipulate the environment, this function is called manipulative function.

The other function can be seen when someone uses language to compose passage, such as novel, poem, short story and so on. Here, language is used not to explain something but to develop one's imagination. Due to

the function of the language to develop one's imagination, this kind of function is called imaginative function.

The last function is shown when we use language to express our experience. We use the language to tell others our experience and ideas. Since this function relates to expressing ideas, it is called ideational function.

To achieve the objectives of learning English at SMP/MTs, the learners should master receptive and productive skill of language. Receptive skill consists of listening and reading, while productive skill includes speaking and writing. These skills are called English language skills. The four language skills need to develop in English learning process.

In order to master the four skills well, the learners must learn language units, namely vocabulary and grammar. Vocabulary mastery is one of the units required in mastering language skills. The learners should understand that grammar is unit helping someone to express his or her idea and helping listener to understand ideas expressed by others. Thus, learning language focusing on grammar knowledge must be left. Grammar should be taught to facilitate mastery of the four skills mentioned above.

There are two ways to assess one's ability to communicate; those are oral and written communication. In oral communication, there is element that teacher should pay attention, which is pronunciation. In English the spelling and pronunciation are sometimes quite different. Error in pronunciation causes someone not able to express ideas properly. Besides,

when someone listens to other's talking, the error in pronunciation also influences his or her ability to understand what he or she has listened.

Intonation relates to pronunciation. In English, intonation has great important role in communication. A word is pronounced using different intonation and different intonation gives different meaning on that word.

The other thing that should be attended in pronunciation is the fact that English has different sound from Bahasa Indonesia. Learners, therefore, are trained to pronounce sounds which Bahasa Indonesia does not have. It means that the learners need to be trained through psychomotor organ. The learners are trained to move their lips, tongues, and other organs related in speaking so that they will result in sound like in English.

In written communication, besides vocabulary and grammar, the learners must pay their attention on diction. The difference between pronunciation and its writing causes problem of diction or spelling, in which correct spelling is required.

Mastery of vocabulary, grammar, pronunciation, and diction in English needs to be supported by mastery of meaning system. The learners complain that English has words having more than one meaning. It is part of aspect in English teaching and learning.

In general, learners' ability in using English can be categorized into two important domains in teaching learning process, namely cognitive and psychomotor domains. In addition, there are one more domain in teaching

and learning, which is affective domain. A teacher must understand learners' attitude toward English and its culture. Students having positive attitude toward English and its culture is expected to be able to master English easier than students having negative one. The positive attitude toward English and its native speaker as well as its culture will help students to master English better.

To succeed and able to use language function as communication means, it needs teaching learning process motivating learners to learn independently, actively, and creatively. Surely, teacher must be able to facilitate learners by managing learning based on their characteristics, which is meaningful learning. Thus, selecting strategy or approach and model of learning is absolutely needed. Since 2002, the government has introduced the most appropriate learning model of Contextual Teaching and Learning (CTL).

CTL is learning concept helping teacher to relate material taught and the situation around the learners and supporting students to make relation between their knowledge and the application in daily life. Using CTL, the writer expects it can be an effective learning approach focusing on learners' activity in pleasing learning situation. At last, the students are able to master the materials delivered by the teacher so that it can improve the students' learning achievement. Sanjaya in Syamsudin (2005: 118-122) states that there are seven aspects or components of CTL learning approach, namely:

constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

Trianto (2009: 111) states that in general the steps in implementing CTL in the classroom are as follow:

1. Developing opinion that learners will learn meaningfully by working, finding, and constructing new knowledge and skill by themselves.
2. Implementing as far as possible inquiry activity for entire topics.
3. Developing students' curiosity by asking questions.
4. Creating learning community (group work).
5. Presenting model as example of learning.
6. Doing reflection in the end of meeting.
7. Assessing authentically using any way.

In fact, there are still many teachers using conventional approach in teaching students, which use teacher centered approach such as lecturing method. This kind of teaching makes students get bored, less-motivated, and results in low achievement. Thus, the function of language as means of communication fails.

The implementation of CTL approach in learning English may be used to improve learning quality and to achieve communicative language, because of several reasons, namely (1) in past time dimension, quality of English learning product is indicated by low score of final examination, (2) in present time, the condition of human resource (teacher) in selecting learning strategy

and school facility systematically influences English learning quality that is still less-satisfied, and (3) in future time dimension, globalization challenge with free market economy and labor competition needs qualified human resources as result of less-promised learning process.

Junior High School 10 Purworejo is a school located in suburb, so that the students' English mastery is still low. Most students in this school have not mastered the four English language skills. This phenomenon also occurs on the third year students of Junior High School 10 Purworejo. Based on the fact above, the writer is interested to conduct research entitled "*The Implementation of Contextual Teaching and Learning Approach in English Learning Process at Junior High School 10 Purworejo*".

B. Research Problem

Based on the background of the study above, the research problem is "how is the implementation of Contextual Teaching and Learning (CTL) in English Teaching learning Process conducted at the IX year students of Junior High School 10 Purworejo?" This research problem is broken down into eight research question as follows:

1. How are the main Principles of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo?
2. What is the Learning objective of CTL approach in English learning Process at Junior High School 10 Purworejo?

3. What is the syllabus model that used in implementing of Teaching and Learning Approach in English Teaching learning Process at Junior High School 10 Purworejo?
4. What are the material used in implementing of Teaching and Learning Approach in English Teaching learning Process at Junior High School 10 Purworejo?
5. What are the classroom activities done in implementing of Teaching and Learning Approach in English Teaching learning Process at Junior High School 10 Purworejo?
6. What are the media used in implementing of Teaching and Learning Approach in English Teaching learning Process at Junior High School 10 Purworejo?
7. What are the learning Procedure used in implementing of Teaching and Learning Approach in English Teaching learning Process at Junior High School 10 Purworejo?
8. Waht is the Evaluation model used in implementing of Teaching and Learning Approach in English Teaching learning Process at Junior High School 10 Purworejo?

C. Objectives of Study

Specifically, this study aims as follows :

1. To describe the 7 components of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo.
2. To describe the Learning objective of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo.
3. To describe the syllabus model that used in implementing of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo.
4. To describe the material used in implementing of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo .
5. To describe the media used in implementing of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo.
6. To describe classroom activities done implementing of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo.

7. To describe the learning Procedure used in implementing of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo
8. To describe the Evaluation model used in implementing of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo

D. Benefits of Study

1. Theoretical benefit

The result of the study enrich references and development of language especially in English learning, by using CTL approach as one of innovative learning methods to improve students' motivation and achievement.

2. Practical benefit

The result of the study is expected to:

- a. For student

The result of the study is expected to develop cooperative behavior in learning, to improve learning motivation that finally it can improve students' achievement.

- b. For teacher

It is expected that the teacher has creativity in using strategy and learning approach to improve learning quality and students' achievement. CTL learning approach is one of learning strategies to help students improving students' motivation and achievement.

c. For School

The study is expected to be able to develop professional academic climate at school, and to improve teacher's ability in solving learning problem.

E. List of Term

1. Implementation is the application (Kamus Besar Bahasa Indonesia 1995: 374).
2. Learning is process of interaction between learners and educator as well as learning source in a learning environment (Act of National Education System Chapter I article 20).
3. CTL is learning concept helping teacher to relate learning material taught and real situation and to support learners making relation between material taught and the application in their life as family member and society (Syamsudin: 2009).