

**THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING
ON STUDENTS' ABILITY IN LEARNING ENGLISH**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

By the globalization era, English as an international language has become very important for the object of the study. Every body knows language is one of the ways to communicate. Predictably, those who are able to communicate well using English language will get a lot of advantages in their future. Therefore, the teaching of English in Indonesia now is explanting from the level as the local content.

The basic level here could be meant as learning at the early ages. The aims of the teaching of English in elementary school are socializing English language to the children, building the basic knowledge, and motivating them in learning English language by considering their need of this language in the future. That is not an easy job because there are a lot of challenges during the process. Teachers must be able to teach in creative ways to encourage students motivation, which can guide them into the successful teaching learning process (Dian, 2003: 1). This fenomenon was happened in MIN Tinawas also.

Based on the observation at MIN Tinawas, the English teacher taught the students by using traditional method. The students just listen to the teacher's explanation and the students write the materials taught. The writer thinks that this method is not successful, because the students are shy to speak English. Teaching and learning process is always monotoneus. Therefore, the

writer wants to make an experiment research which is not only to measure the student mastery of English, especially vocabulary in written form but also to do action.

Teaching English in the fourth year elementary school is not as easy as we think. To teach in elementary school needs some medias. Moreover, considering the characteristic of young learners the teacher also needs body movements as a means to ease them catching and memorizing the new vocabulary of English. This method is called contextual teaching and learning.

Teaching method has an important role in English teaching learning process. Contextual Teaching and Learning (CTL) is very good way to teach any subject, including language. Any good language teacher can do the contextual teaching and learning. Contextual teaching and learning is new teaching method that should be considered in teaching English in elementary school. CTL is a concept study, which help the teacher correlate between the material that will be taught with situation in the real world and help student to make relationship between their knowledge and applying it their daily activities (Rosidjati, 2004 : 3). So, the students became more active, more creative and easier in learning English language.

Based on the reason and phenomena above the writer wants to do a research on teaching and learning process of English at elementary school, to know the effect of contextual teaching and learning. Therefore this research is entitled "The Effect of Contextual Teaching and Learning on students' ability in learning English.

B. Previous Study

In this study, the writer summarizes the relevant previous research to prove the originality of this study. The previous researcher is Sugiarti (2006) with the title of her research "Improving Student's Vocabulary Mastery in Learning English Using CTL ; A Classroom Action Research of The Fourth Year Student of Djama'atul Lewan (DJI) Surakarta in 2005/2006 Academic Year." The purpose of her study is to know the teaching learning process using CTL to improve the student's vocabulary mastery.

The second previous researcher is Rusita Dian Susanti (2006) with the title of her research "The Implementation of Contextual Teaching and Learning in Teaching English in the Elementary School Student in SD Muhammadiyah Surakarta". The purpose of her study is to know the procedures in teaching English to children by adopting the CTL method and to know the strength and weaknesses.

This research is different from the researches above. The first previous researcher focuses on improving student's vocabulary mastery in teaching English using CTL. The second previous researcher focuses on the procedures in teaching English. On the basis of the reason above, the writer is interested in carrying out a research dealing with the procedure of teaching English using CTL.

C. Problem Statement

The writer formulates the problem as follows:

1. Is there a significant difference in the result of teaching English using traditional method and CTL seen from the result of pre-test and post-test?
2. Does teaching English using CTL give better result than teaching English using traditional method?

D. Objective of the Study

1. To know the significant difference in the result of teaching English using traditional method and CTL.
2. To find out whether teaching English using CTL give better result than teaching English by using traditional method.

E. Limitation of the study

In this research, the writer concerns the effect of contextual teaching and learning on students' ability in learning English especially vocabulary in the fourth year elementary school in 2008/2009 academic year.

F. Benefit of the Study

The writer hopes that this research paper will have some benefits in English teaching learning process, they are:

a. Practical Benefit

1. For the writer herself, she can get the most knowledge about contextual teaching and learning, especially in teaching English.
2. The teacher will get the knowledge in applying contextual teaching and learning in teaching English.
3. The reader will understand the way of using contextual teaching and learning in English teaching learning process.

b. Theoretical Benefit

1. The writer hopes that this study can be used as an input in English teaching learning process.
2. This research will help the readers who want to carry out a research about CTL.
3. This study will hopefully facilitate the reader's knowledge of contextual teaching and learning.

G. Research Paper Organization

This research is divided into five chapters, they are as follows:

Chapter I is introduction. It consists of Background of the Study, Previous Research, Problem Statement, Object of the Study, Benefit of the Study, and Research Paper Organization.

Chapter II is Underlying Theory. It concern with the basic theories that are closely related to the topic; CTL consists of notion of CTL,

component of CTL, teaching English to children and teaching learning process.

Chapter III, the writer discusses the research method. It consists of the type of research, object of research, data and data sources, technique of collecting data, and technique of analyzing data.

Chapter IV discusses the research finding and discussion.

Chapter V is the last chapter. Here the writer presents the conclusion and suggestion about the effect of contextual teaching and learning in the fourth year of elementary school.