

**THE IMPLEMENTATION OF CONTEXTUAL TEACHING
LEARNING IN TEACHING ENGLISH TO THE FIFTH YEAR
STUDENTS OF SDN 2 PELEMAN GEMOLONG SRAGEN IN
2008/2009 ACADEMIC YEAR**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language, English has gained its popularity all over the world including Indonesia. In the past, English was only taught in secondary school. In current years, however, the teaching of English is expanding into primary of elementary school. The decree of the Ministry of Educations and Culture, Republic of Indonesia No. 0487/4/1992, chapter VIII states that English can be taught as an extra instruction if it is needed by local community and if the teacher of English is available. Another decree of the Ministry of Education and Culture No. 060/4/1993 states that English may be given to elementary school students as a local content. So we must master English as a means of communication. Because of that reason the Indonesian government hold the Competency based Curriculum and choose English as the subject that should be learned by all of the elementary school students.

Indonesia as one of developing countries in the world has to prepare its generation to master English in order to face the global era. Indonesia itself puts English as one of the main lessons in the school. Yet based on the government's planning to the nine-year basic education, English teaching at elementary school has been possible. It is stated in the decree of ministry of education and culture as quoted by Fauziati that English may be given to elementary school as a local content (Fauziati, 2002: 168). It means that

elementary school may add any subject that is not contradicted the national educational goal and additional subject should be in line with the need of local community.

The reason why English is taught in the elementary school is that a child must learn a language during the critical period, which lasts from birth to puberty. It is more difficult to learn a second of foreign language after the critical period. Children at elementary school age are in the critical period (Little wood, 1984: 65) in Astuti (2005: 1). There are a lot of challenges in the process of teaching. Children have several characteristics that are difficult to be understood. The difficulties can cause some problems to the English teacher. Teaching children could be hard for those who do not have creatives. It means the teacher should prepare the special method for delivering material without making the students bored. So elementary school students are good at learning language.

In central java, the English program starts from the first year because the government wants to give a change to the students to learn their native and national language. Teaching English to the elementary school students is not a simple job. It needs to have particular persuasion such as the teacher's competency approach, method, technique, media, material, and also classroom setting.

Teaching method has an important role in English teaching-learning process. Contextual Teaching and Learning is one of the strategies. Contextual Teaching and Learning as an innovative instructional process that helps

students connect the content they are learning to the life contexts in which that content could be used. It is very good way to teach any subject, including language. Any good language teacher can do the Contextual Teaching Learning. CTL is new teaching method that should be considered in teaching English in elementary school. CTL is a concept of study, which helps the teacher correlate between the material that will be taught with situation in the real world and helps the student is to make relationship between their knowledge and apply it in their daily activities.

Specifically, this research uses teaching observation at elementary school. The school that the researcher will observe in SDN 2 Peleman Gemolong Sragen because in the school that has good quality and one of the good elementary schools in Gemolong Sragen. The teachers in this school have many experiences. The school is completed with facilities that support the teaching learning process, for instance computer and library is complete with many books to increase the student knowledge. SDN 2 Peleman Gemolong Sragen produces the best graduates every year.

The reseacher took SDN 2 Peleman Gemolong Sragen because this school has good quality and the teachers have creatives ways to encourage the student motivation which can guide them into the successful teaching Engilsh. So, the writer wants to know the teaching of English in SDN 2 Peleman Gemolong Sragen used Contextual Teaching and Learning method. So, the writer must do the observation in this school.

Based on the explanation above, the writer is interested in conducting research entitled **“THE IMPLEMENTATION OF CONTEXTUAL TEACHING LEARNING ENGLISH TO THE FIFTH YEAR STUDENTS OF SDN 2 PELEMAN GEMOLONG SRAGEN IN 2008/2009 ACADEMIC YEAR”**.

B. Problem Statement

The writer formulates the problem of the study as follows:

1. How is the implementation of Contextual Teaching and Learning (CTL)?

This general question can be specified into use specific questions as follows:

- a. What are the objectives of teaching learning English by using CTL method?
 - b. What is the material of teaching?
 - c. What are the process of teaching and learning using of CTL?
2. Is the implementation suitable with the components of CTL?

C. Limitation of the Study

In this research, the writer limits her research to focus on the process of implementation of contextual teaching learning in teaching English to the fifth year students of SDN 2 Peleman Gemolong Sragen in 2008/2009 Academic Year, and the problem faced by the teachers and the students in teaching and learning process.

D. Objective of the Study

Based on the formulation of the study mentioned above, the objectives of the study are :

1. In general, it is to describe the implementation of Contextual Teaching Learning (CTL), specifically it aims to:
 - a. Describe the objectives of teaching learning English by used CTL method.
 - b. Describe the material of teaching.
 - c. Describe of teaching and learning using CTL.
2. Describe whether the implementation is suitable with the components of CTL.

E. Benefit of the Study

1. Theoretical benefit
 - a. This research will hopefully facilitate the reader's knowledge of Contextual Teaching and Learning.
 - b. This research will help the readers who want to carry a research about Contextual Teaching and Learning.
2. Practical benefit
 - a. For English teachers, the result of the study can help them in teaching English learning using CTL method and motivate students to be active in teaching learning process.

- b. The result of this research is expected to give a scientific contribution to overcome some educational problems, especially the problem found in teaching of English in Elementary school.

F. Research Paper Organization

To make the paper easy to understand, the writer divides into five chapters. They are as follows :

Chapter 1 is introduction, which deals with background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature, which concerns with previous study, theory of Contextual Teaching and Learning, teaching English to children, teaching procedures in teaching contextual teaching learning, and theoretical framework.

Chapter III is research method, it describes the type of research, subject of the study, object of the study, method of collecting data, and technique for analyzing data.

Chapter IV deals with the research result and discussion. The research results consist of the implementation of contextual teaching and learning in SDN 2 peleman gemolong sragen and the suitability of the implementation with the components of CTL method.

Chapter V is conclusion and suggestion.