CHAPTER I

INTRODUCTION

This chapter orderly presents background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, definition of key terms, and systematical discussion.

A. Background of the Study

Nowadays, mastering other languages, especially International languages, is very important since language is a means of communication among individuals.\(^1\) Firstly, the process of globalization and modernization will actually bring people to live together in a global life in the world. The need of interaction with people in a global society who have different backgrounds, languages, and cultures cannot be avoided. Thus, an international language functions as the main means used by people to interact with each other and build a relationship in their environment, including English. It is worthwhile to learn and to use it as a device to live together.

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\(^1\) Lim Kiat Boey, *An Introduction to Linguistic for the Language Teacher*, (Singapore: Singapore University, 1975), p.3.
Moreover, English, one of the international languages, is used by most of the countries over the world.\textsuperscript{2} It is used in many aspects of life such as science, technology, business, commerce, politics, education, etc. Crystal also states that English is used as a medium of transferring knowledge in line with the development of science and technology.\textsuperscript{3} In addition, mastering English becomes the important requirement in business, which has to be fulfilled in order to get a job. Therefore, the department of national education has considered that English is taught not only in junior and senior level but also in elementary level, as a local content teaching. It gives the elementary students an opportunity to get and develop their English ability. Therefore, they can anticipate the environmental condition, which has been influenced by the development of science, technology, culture, and art.

Based on the Curriculum Based Competence, the purpose of learning English is to improve the students’ communication ability in spoken and written form (listening, speaking, reading, and writing). Students are expected to be able to communicate and express in English to the certain literacy level. Wells states that the literacy level consists of performative, functional, informational, and epistemic. In


\textsuperscript{3} Ibid.
the performative level, students are symbol to master reading, writing, listening, and speaking skill. In functional level, students use language to fulfill the daily life, for example reading the newspaper, manual, or direction. In the informational level, students are able to access the knowledge and language skill, and in the epistemic level, students are able to express knowledge.\footnote{Depdiknas, \textit{Standart Isi, Standart Kompetensi Lulusan: Mata Pelajaran Bahasa Inggris}, (2006).}

The students have to be able to communicate and express in English to the certain literacy. The functional level is the target language of junior high school. Therefore, they will be able to communicate written and oral to solve the problem. Students are expected to be able to understand the material that is given by the teacher. In fact, most students have less attention and motivation. Therefore, it becomes the challenge for teachers to attract them.

The fact shows that teaching English is not easy. Teaching English becomes very difficult because the students of junior high school are teenagers. They have less motivation in learning. Puchta and Schartz stated that, teenagers are often much less motivated to learn.\footnote{Herbert Puchta and Michael Schartz, \textit{Teaching Teenager}, (Newyork: Longman, 1993) p.1.} After all the goals and ends, seem much more distant. Additionally, teenagers typically have a low awareness of the social
skill basic to cooperative interaction. That is why it is so difficult to achieve a good learning atmosphere among teenagers in schools. To overcome this problem, English teachers need to select the proper material, suitable media, and suitable method.

In addition, Slavin said that student until seventh grade of junior high school are entering a transitional period from the rapid growth of early childhood to the phase of more gradual development. Their abilities gradually develop the social, physical, and mental development. Furthermore, many experts both linguists and psychologists agree that they have effortless second language acquisition. They potentially acquire the language easily as well as their first language. Halliwell states, "Young children do not come to the language classroom empty handed." They are equipped an already well to learn the target language. Therefore, the writer chooses the seventh graders as the subject of this study is considered all of the reason above. They are in transitional period from children age to adult. Besides, students in this grade are the basic of the next grade of their junior high school. If they felt enjoy with English in this grade, they will like it next.


7 Helena Curtain and Coral Ann Dahlberg, Language and Children Making the Match: New Languages for Young Learners, (Boston: Person Education Inc.) p.1.

8 Susana Halliwell, Teaching English in the Primary Classroom, (London: Longman, 1992), h.3.
The most crucial thing now is how the teacher can explore their great potentials in order not to discard them merely. In this case, a teacher needs to realize that education is a part of students' life. It is a place where they can get learning experiences, which are provided to master the competence skills they need. Thus, in learning English, it is important to give students’ opportunities to expose and practice the language they are learning. It is supported by Harmer that the language learner will be successful if they are exposed to language, motivated to learn, and have opportunity to use the target language.

Teachers have to be able to create a good learning atmosphere among teenagers in the classroom. They require choosing the proper method. It is expected that by using the proper method teachers will make the learning meaningful. A language teaching method is a single set of procedures, which a teacher has to follow in the classroom. Method is the factor, which influences the successful learning.

The teacher needs to find the exact approach, methods, and technique, which is suitable for the junior high school students. Students have to learn happily. There is an idea that students will

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learn better if the environment is created naturally. Learning becomes meaningful if the students experience by themselves. Puchta and Schartz state that it seemed probable that by linking language teaching more closely to students' everyday experience. A teacher could make the end goals of language learning seem nearer and more motivating. Thus, these considerations should be involved in arranging teaching methods, as one of the components if the process of instruction runs well.

Moreover, the theories of teaching approaches, methods, and techniques always change by time. For as long as people have been teaching and learning, there has been a continual debate about the best ways of doing it. Brown states that the changing of methods is seen as a cyclical pattern in which a new method comes to develop and become noticeable every quarter of a century. Thus, a teacher should always keep up their teaching skill and knowledge by following the shift of methods and techniques of teaching and the development of science and technology, which may also develop, including the English teacher.

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12 Herbert Puchta and Michael Schartz, loc. cit.
In addition, the government policy about Regional Autonomy Laws 1999 has given a broader authority for the teacher to select and apply various approaches or methods during the instruction. It actually requires more initiative and innovative professionalism from the teacher in order to increase the quality of education.\(^\text{17}\)

A recent innovative approach offered by the educational world is CTL. It stands for *Contextual Teaching and Learning*. A learning process relates a subject matter with student concrete life. Some of its strategies are emphasized to problem solving; students’ become independent learners, and having a relationship with learners’ home, school, and society. Most of the learning strategies have been associated with contextual learning. Among them is problem solving learning, cooperative learning, inquiry based learning, work based learning, project learning, and in-service learning. Therefore, it creates an effective learning, which is able to reach the lesson objectives and master the competences.

Besides, the principle of CTL teaching—learning is developed based on the government decree no 19, 2005 about *Standar Nasional Pendidikan*:

*Proses pembelajaran pada satuan pendidikan di selenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberi ruang yang cukup bagi prakarsa, kreatifitas, dan kemandirian*

sesuai dengan bakat, minat dan perkembangan fisik serta psikologis peserta didik.\textsuperscript{18}

The concept of Contextual Teaching and Learning has to do with the meaningful learning. It is believed that using Contextual Teaching Learning (CTL) engages students in significant activities. It helps them connect academic studies to their context in real life situation.\textsuperscript{19} By applying Contextual Teaching and Learning approach, teacher helps students make relations with their roles and responsibilities as family members, citizens, students, and workers.

The implementation of \textit{CTL} emphasizes the development of the students' potential by doing learning activities. A teacher should engage students in significant activities that help them connect academic studies to their context in real-life situations.\textsuperscript{20} It is an instructional system based on the premise that meaning emerges from the relationship between content and its context. Context gives meaning to content. As one of the current approaches or methods suggested being applied and spread in the whole archipelago, the Indonesian government has done some workshops. Those are \textit{JFPR} (\textit{Japan Fiend for Property Reduction}) \textit{project} in 2004 and \textit{IAPBE}

\textsuperscript{18} Peraturan Pemerintah RI Nomor 19 Tahun 2005 Tentang Standart Nasional Pendidikan dan Paket Pelatihan Awal untuk Sekolah dan Masyarakat (Pasal 19: ayat 1).


\textsuperscript{20} Ibid, p.3.
(Indonesia Australia Partnership to Basic Education) project in 2005. Those are some of projects held by the government as efforts to increase the quality of the basic education in Indonesia. Through those workshops, CTL is one of the ideas that socialized especially for the teacher as an innovative approach.\(^{21}\) It is expected to support "Gerakan Peningkatan Mutu Pendidikan" stated by the Indonesian government on May 2, 2002.\(^{22}\)

Considering all of the reasons above, it is intended to conduct a study about the implementation of CTL, particularly for the English teaching. It is a case study, which intensively and specifically focused on describing how CTL approach can be applied in the classroom. This present study is conducted in SMPN 1 Gresik. It is located on J1. Jaksa Agung Suprapto 79 Gresik, East Java. The school actually has developed a perspective of learning that is creative, innovative, and competitive. Besides, the school develops a school-based management. It is a management giving school a broader authority to run their school and work more actively with their community including the students' parents in order to increase the quality of education.

Moreover, the English teachers of that school have applied CTL approach in their class during the learning process. It based on the result

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\(^{21}\) Rudi Susilana, et. all; loc. cit. p.158.

\(^{22}\) E. Mulyasa, loc. cit. p.5.
of the preface study done by the writer. There is three SBI classes of seven grade, these are 7-G, 7-H, 7-I. The writer gets suggest from the teacher to choose 7-I, because the students actually have most enthusiastic participated when they applied this approach. Therefore, the writer is interested in studying about the implementation of CTL that runs in that school especially for the English teaching of the SBI 7-I graders. Furthermore, the study is focused on seeking the answer of how the process of CTL implementation for the English teaching. Therefore, the writer writes this study untitled: “A Case Study of ‘CTL’ Approach Implementation for the English Teaching in the 7-I graders of ‘SBI’ in SMPN 1 Gresik”.

**B. Statement of the Problem**

1. What teaching instruments are used during implementation of CTL approach for the English teaching in the 7-I graders of ‘SBI’ in SMPN 1 Gresik?
2. How are the implementation of CTL components for the English teaching in the 7-I graders of ‘SBI’ in SMPN 1 Gresik?
3. What are the problems maybe arisen during implementation of CTL approach for the English teaching in the 7-I graders of ‘SBI’ in SMPN 1 Gresik?
4. What are the effects of using CTL approach to the students’ involvement?
C. Objective of the Study

1. To describe what teaching instruments are used during implementation of CTL approach for the English teaching in the 7-I graders of ‘SBI’ in SMPN 1 Gresik.
2. To describe how the implementation of CTL components for the English teaching in the 7-I graders of ‘SBI’ in SMPN 1 Gresik.
3. To identify the problems which probable arisen during implementation of CTL approach for the English teaching in the 7-I graders of ‘SBI’ in SMPN 1 Gresik.
4. To identify the effects of using CTL approach to the students’ involvement.

D. Significance of the Study

1. It hopefully can give useful information about what CTL is and how it can apply in the classroom especially in the English teaching for the Junior High School students.
2. It is expected to be a feedback for the English teachers, also be a source of monitoring for the principal of the school where the study is conducted; so they can decide what should be done to increase the quality of education process running.
3. It is expected to give useful information generally for the readers and especially for the other researchers.
E. Scope and Limitation of the Study

1. This study focuses on the Implementation of CTL approach that is limited on the seven components of CTL implementation. Those are: Constructivism, Inquiry, Questioning, Modelling, Learning Community, Reflection, and Authentic Assessment.

2. It will discuss about the English teaching that is limited on listening and speaking competences.

3. It focuses on the problem which probable arisen during CTL implementation consist of problem in the teaching and learning process, means in inside class not in outside.

4. The effect of using CTL approach to students’ involvement is limited on students are interested, motivated by doing the activity, and they understanding about the materials given.

F. Definition of Key Terms

To avoid misunderstanding and misinterpretation of the meaning of terms in the study, the definition of key terms is provided. It will be expected to give the same understanding and interpretation between the writer and the readers. Those are:
1. **A Case Study**

   It is a case study, which intensively and specifically focused on describing how CTL approach can be applied in the classroom and appropriates for the students. It must be based on problems arisen or something interested in field (school or class). It studies about one condition, activity, development with successfulness.\(^{23}\)

2. **CTL Approach Implementation**

   CTL stands for *Contextual Teaching and Learning*. A conception of teaching and learning that helps teacher relates subject matter content to the real world situations and motivates students to make connections between knowledge and its application to their lives as family members, citizens, and workers and engage in the hard work that learning requires.\(^{24}\)

   Approach is the way of teaching language based on a particular set of theory dealing with the nature of language, learning, and teaching that is applied in the classroom. In this case, it is based on the principles and characteristics of CTL approach.

   Implementation is a process of engaging ideas, concepts, policies, or innovations of CTL approach, which will give effects to the students in form of knowledge, behavior, or value particularly in the English

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teaching learning process.

CTL approach implementation is a holistic system that reflects the way nature works\textsuperscript{25}. It engages students in significant activities that help them connect academic studies to their context in real-life situation. Context give meaning to content. By making these connection, students will see and find the discover meaning of their schoolwork.

3. **English Teaching**

It is a branch of knowledge that is related to the linguistics description, language teaching, and studied in the school especially for the seventh grade of junior high school.

4. **SBI**

It stands for *Sekolah Berstandar International* that is translated as International Standaraized School. It uses English as a companion language to deliver all of lesson. It means that it uses English references books in the teaching and learning process.

5. **Teaching Instruments**

It is the preparation before a teacher teaches students. It consists of syllabus, lesson plan, minimum completeness criteria, and semester

\textsuperscript{25} Elaine B. Johnson, op. cit., p.2
program. Media, material, assessment, and what sources are used by teacher are also teaching instruments.

G. Systematical Discussion

This study will be discussed by using chapters. It consist of five chapters. The simple explanation about the chapter is as follow:

Chapter one orderly presents background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, definition of key terms, and systematical discussion.

In chapter two, it presents a review of the literature related to the problem of the study. It consists of three sections. The first section is about teaching English. The second is about Contextual Teaching and Learning (CTL). The last is about approaches, methods, and techniques.

Chapter three describes the method used to conduct the study. It explains more about research design, research subject, research data, data collection technique, research instrument, data analysis technique.

Chapter four consists of five sections; describing the school, and four result points of the problem statement. Describing the school presents information about the school placed by researcher, and others describe
descriptively about the data which was derived from the research. It will be described based on each statement of problem. Those are the teaching instruments were used, the implementation of CTL components, the problem and solution, and the effect of using CTL.

The fifth chapter will give some conclusions of explanation data and result. In addition, it will also give suggestions for those who want know about Contextual Teaching and Learning for English teaching.