



**A STUDY ON THE APPLICATION OF TEACHING ENGLISH
USING CONTEXTUAL TEACHING AND LEARNING (CTL)
APPROACH AT SMP NEGERI 1 SEMEN IN
ACADEMIC YEAR 2011/2012**

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By :

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**Approved by the advisor to be presented to
The English Department Examination Committee
University of Nusantara PGRI Kediri**

Kediri, March 2012



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Approved and accepted with all its qualification

By The Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 2012

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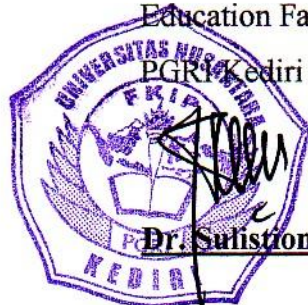
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ABSTRACT

Contextual Teaching and Learning (CTL) is a concept which helps the teacher correlate teaching material with the students' real world situation, and motivates them to make connection between their knowledge and its application in their lives as a family member and citizen. Based on this approach, teaching learning process takes place naturally where the students work and experience, and it does not only transfer the teacher's knowledge to the students. So, the writer wants to describe its implementation in teaching English through a research under the title A Study on the Application of Teaching English Using Contextual Teaching and Learning (CTL) Approach at SMP Negeri 1 Semen. Through this research the writer wants to have a deep look on the process of teaching learning English using Contextual Teaching and Learning (CTL). The writer focuses on the material and the technique used by the teacher as the application of Contextual Teaching and Learning (CTL). That is how the teacher applies Contextual Teaching and Learning (CTL) approach in teaching English.

Teaching English is a process of transferring knowledge from a teacher to the learners or helps the learners to master and understand well the material of English including four skills, they are listening, speaking, reading and writing. Furthermore, a class is based on Contextual Teaching and Learning class if the class applies the seven components of CTL they are: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

From the title above, it can be known that the research has one variable that is the application of Contextual Teaching and Learning (CTL) in teaching English. The subjects of the research are the English teacher and the students of VII E of SMP Negeri 1 Semen. The research design used is descriptive qualitative. To collect the data, the writer uses two kinds of instruments, they are observation by giving check mark the checklist and interview to the English teacher to get more information.

Based on the data analysis, the writer found that the process of teaching - learning English using Contextual Teaching and Learning (CTL) ran well. The teacher applied the seven components of Contextual Teaching and Learning (CTL) well enough. The students enjoyed and actively engaged in teaching - learning process. Finally, Contextual Teaching and Learning (CTL) can be an effective way in teaching English, because it can make the students more active and easily understand the material.

Key word: CTL

I. BACKGROUND

We understand that the world's competition in education and economy is the longer the clearer. It is essential to know that English is one of the devices to compete. Consequently, it is hoped that Indonesian will be able to compete with other people for Indonesian welfare. Furthermore, in anticipating the event, new generations are provisioned by English that has been given since kindergarten in order that students will recognize English earlier. We understand that English has an important role in several levels, especially in education and economy.

Furthermore, the result of English study in Junior High School can be said that it is still far from the expectation. All of this time, most of the students know and is able to memorize the materials (vocabulary and grammar) but they often do not understand how to use them. Whereas learning English is not only learn the material, but also must try to apply it in communication. A student's mastery of the language is measured by how well he/she can use it, not by how much he/she knows about it. As started in Nurhadi's book (2003: 3) quoted from Kurikulum SMP 2002.

Sebagian besar dari siswa tidak mampu menghubungkan antara apa yang mereka pelajari dengan bagian pengetahuan tersebut akan dipergunakan/ dimanfaatkan. Siswa memiliki kesulitan untuk memahami konsep akademik sebagaimana mereka biasa diajarkan, yaitu menggunakan sesuatu yang abstrak

dan metode ceramah. Mereka sangat butuh untuk memahami konsep-konsep yang berhubungan dengan tempat kerja dan masyarakat pada umumnya dimana mereka akan hidup dan bekerja.

There are many factors causing this result, take for an example the students only learn English at school, and their teacher may not speak much English. So it makes difficult for them to use English. Confessed or not, these factors can make most of the student's motivation in learning English become low because they feel that what they learn at school has no link and benefit in their daily lives.

The low motivation is not fully the students' mistakes, but it can also be caused inadequate facilities and the teacher's mistake in choosing teaching method or strategy. Furthermore in presenting the material the teacher must be creative and understand well how to teach English to the students. The teacher ought to connect what the students learn at school with the real fact experienced by the students and they can take something in their lives as teaching material.

Nowadays, there is tendency to return at an idea that the students will learn better if the class environment is created naturally. According to *Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah* in short paper entitled "Pengembangan Model Pembelajaran yang

Efektif’, learning will be more meaning find full if the students experienced what they learn and not only know it (2006).

Because of that, the government tries to solve the problem be applying Contextual Teaching and Learning (CTL) in teaching learning process. Including in teaching learning English CTL is a concept, which helps the teacher correlate teaching material with the student’s real world situations, and motivates them to make connection between their knowledge and its application in their lives as family member and citizen. Teaching learning process take place naturally where the student work and experience, and it does not only transfer the teacher’s knowledge to the students. Teaching strategy is not important than the result itself.

In a contextual class, the teacher has a role as a director and advisor. The teacher’s duty is to help the students to reach their target. It means that, the teacher is more concerned with teaching strategy than giving information. Besides that, the teacher has to manage the class as a team in which they work together to find something new or knowledge, which comes either from their discovery, or they absorb the teacher’s idea.

CTL approach is one of teaching learning strategies, which is developed to make teaching learning process more productive and meaningful. This approach

can run without changing curriculum. And also, this approach deals with context, where the students are not only the object but also the subject of teaching or learning process, the situation in the class is alive, and the students are actively setting.

Furthermore, the writer chooses SMPN I Semen as a place for taking data of the research because this school is classified as a National Standard School applying Contextual Teaching and Learning approach. This is the reasons why the writer chooses this school as a place for taking data of this research.

In short, the writer wants to know deeply about the application of Teaching English using Contextual Teaching and Learning approach at SMPN I Semen in academic year 2011/2012.

II. METHOD

A. Research Design

The research design used in this study is descriptive qualitative research. It is conducted to describe the application of Contextual Teaching and Learning (CTL) in teaching English to the seventh grade students of SMP Negeri 1 Semen Kediri, dealing with the teaching material a technique, which are used.

B. Technique of Data Analysis

This study applies descriptive qualitative research. Descriptive qualitative is the data that is got from observation that

can be in the form of document, photo, word or actions. So, the data cannot be treated by statistical procedure. It means that the writer will describe directly based on the data got from interview and the class observation. Then, the writer makes conclusion based on the research.

III. RESULT AND CONCLUSION

A. Result

Based on the result of the research, the teaching and learning process could run well. To present the material, the teacher applied all components in Contextual Teaching and Learning (CTL) approach; they are Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection and Authentic Assessment well enough. At the beginning of the lesson, the teacher applied constructivism by giving leading questions, giving the new material, asking the students to make a group and work with their friends. The teacher asked every group about what the students got from discussion. The teacher asked the students to read aloud the text that still related with the material in order to know their pronunciation. After that, the teacher applied inquiry by giving some dialogues to the students and asked them to identify and find the expressions which are used. The teacher gave chance to the students to ask about the material and ask them to ask each other by using

expressions which were learnt. The teacher asked the students to work in pairs and in group of three to make report about the result of learning by practicing the dialogue in front of class. The next step is questioning. In this step, there were many kinds of questioning forms; they were between a student and student, between the teacher and the students, between the students and the teacher, between the students and someone who came in the class. Then learning community steps. This step happened when the teacher applied inquiry especially in hypothesis. After that, modeling steps. It happened when constructivism went on especially when the teacher introduced herself, introduced somebody and gave some example of dialogues. In the end of the lesson, the teacher did reflection to make the students feel that they had learnt about something. The last component is authentic assessment. The teacher used some sources as the assessment data. They were the students' activities and report, presentation and performance, and interview. The students could understand the material well. It showed that the effect of teaching English through Contextual Teaching and Learning (CTL) approach to seventh grade students at SMP Negeri I Semen Kediri is they can be more active in understanding their knowledge. The students looked enthusiastic in answering the teacher questions. They

also often asked some questions to the teacher although there were not enough media.

B. Conclusion

After having a research, there are several points that can be concluded:

1. The teacher applies Contextual Teaching and Learning (CTL) in teaching English well enough. She employs all of the seven components of Contextual Teaching and Learning (CTL) in teaching and learning process.
2. At the beginning of the lesson, the teacher gave leading questions to the students.
3. The teacher gives the new material to the students. In presenting the material, the teacher often uses English than Indonesian.
4. The teacher asked the students to make a group and work with their friends by making simple dialogue and present it in front of class.
5. The teacher asked every group about what the students got from discussion.
6. The teacher asked the students to read aloud the text that still relates with the material in order that to know the students' pronunciations.
7. The teacher gave the students some dialogues and asked them to identify and find the expressions which are used in self – identity.
8. The teacher gave chance to the students to ask about the material and asked them to ask each other by using expressions of self – identity. The questioning activity also happened when the teacher introduced the writer to the students.
9. The teacher asked the students to work in pairs and in group of three.
10. There are two textbooks used by the teacher. She develops the material by mixing those two textbooks.
11. The teacher asked the students report their result learning by practicing the dialogue in front of class.
12. This school is completed by sufficient facilities, such as OHP, television, video player and tape recorder.
13. The teacher used model to make students easier to understand the material.
14. In the end of lesson, the teacher did reflection to make the students feel that today they had learnt about something.
15. Contextual Teaching and Learning (CTL) suggest the use of multiple assessment tools, and the teacher followed that advice by using some sources as the assessment data, they are the students' activities and report, performance and demonstration.
16. The students enjoyed and actively engaged in teaching and learning activities. They easily understand the material because they work and

experience it. So, it can be said that Contextual Teaching and Learning (CTL) can be an effectively way in teaching English.

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