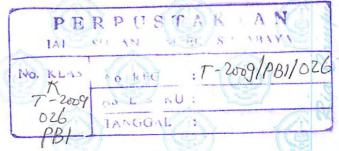# A CASE STUDY OF "CTL" APPROACH IMPLEMENTATION FOR THE ENGLISH TEACHING IN THE 7-1 GRADERS OF "SBI" IN SMPN 1 GRESIK

THESIS

Presented to
State Institute for Islamic Studies
As Partial Fulfillment of the Requirements for the Attainment of the
Degree of English Department

By :

DINA AMALIYAH MUSHTHOZA
NIM : D25205082

ENGLISH DEPARTMENT OF TARBIYAH FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL
SURABAYA
2009

Appendix 16

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama   : Dina Amaliyah Mushthoza

NIM   : D25205082

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah

menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan alihan tulisan/ pikiran orang lain yang saya akui sebagai hasil tulisan/ pikiran saya sendiri. Apabila di kemudian hari terbukti/ dapat dibuktikan bahwa skripsi ini jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 4 Agustus 2009

Yang Membuat
Pernyataan,

Dina Amaliyah Mushthoza

APPROVAL SHEET

This thesis by   :

Name   : Dina Amaliyah Mushthoza

NIM   : D25205082

Title   : A CASE STUDY OF "CTL" APPROACH
                    IMPLEMENTATION FOR THE ENGLISH TEACHING
                    IN THE 7-I GRADERS OF "SBI" IN SMPN 1 GRESIK

Has been corrected and approved by the advisor to be examined.

Surabaya, August 4, 2009

The Advisor,

Dr. HANUN ASROHAH, M.Ag.
NIP. 196804101995032002

ii

LEGITIMATION SHEET

This thesis by **Dina Amaliyah Mushthoza** has been defended by the Board of Examiners.

Surabaya, August 14, 2009

Tarbiyah Faculty State Institute for Islamic Studies
Sunan Ampel Surabaya approved

Dean,

Dr. H. NUR HAMIM, M.Ag
NIP. 196203121991031002

Chair person,

Dr. HANUN ASROHAH, M.Ag
NIP. 196804101995032002

Secretary,

ANA NURUL LAILA, S.Pd
NIP. 198103232006042003

Examiner I,

Drs. NUR KHOLIS, M.Ed. Admin
NIP. 196703111992031003

Examiner II,

WAHJU KUSUMAJANTI, M.Hum
NIP. 197002051999032002

iii

ABSTRACT

Mushthoza, Dina Amaliyah. 2009. *A Case Study of "CTL" Approach Implementation for the English Teaching in the 7-I Graders of SBI in SMPN 1 Gresik* (S-1 Thesis). Education of English Department, Tarbiyah Faculty. State Institute for Islamic Studies. Advisor: Dr. Hanun Asrohah, M.Ag.

Key words: A Case Study, Contextual Teaching and Learning Approach Implementation, English Teaching.

English, one of the international languages, is used by most of the countries over the world in many aspects of life. It is used as a medium of transferring knowledge in line with the development of science and technology. This becomes a reason why English is taught in the school earlier, and also for teenagers. But typically, they have a low awareness of the social skill basic to cooperative interaction. So, that why English is not easy to be taught. Teacher has to find out a motivating and meaningful approach for teaching English. It is expected that CTL can help teacher create the meaningful learning. 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.

This presented study considers that it is important to describe how CTL approach is conducted in English teenagers' class. It focuses on describing the teaching instruments used by the teacher, the implementation of CTL component for the English teaching, the problem which might arise, and the effect of using CTL for the students.

SMPN 1 Gresik is a model of CTL implementation from Junior High Schools in Gresik. It conducted CTL earlier than other schools. How CTL approach can be applied in the classroom and appropriates for the students, it can be seen from the activities. It is the interesting thing from the school.

Based on those objectives, this case study was conducted qualitatively. The English teaching learning process, the teacher, and the students in the seventh

grade of SMPN 1 Gresik were observed and interviewed to collect the data. The documentation of teacher's teaching instruments, some classroom activities photos, students' score, were collected to support the data. Those were done to get the information about the teaching instruments used by the teacher, the implementation of CTL component for the English teaching, the problem which might arise, and the effect of using CTL for the students.

Finally, the finding of the study indicates that: 1) Teacher had prepared the teaching instruments before implementing CTL approach. Those are: syllabus, lesson plan, minimum completeness criteria, and semester program. In implementing CTL, the teacher used some steps which include in I-CARE. The CTL's components were implemented in each step. Teacher uses not only book and environment as the source, but also cassette and internet programs, 2) Teacher has implemented the CTL components properly according to each component focused, those are: Constructivism, Inquiry, Modeling, Questioning, Reflection, Learning Community, and Authentic Assessment, 3) Teacher has some problem when implementing CTL approach in English teenagers' classroom, time is limited, so teacher can not drill students maximally, and students had less attention to the lesson, 4) The effect of CTL approach implementation, students achieved better in doing their teacher's instructions, task, project, and performance. It focuses on students' interest, students' are motivated, and students' understanding. It means that, CTL approach is effective to be implemented for teenagers' English classroom, especially in Junior High School.

ix

LIST OF CONTENT

LIST OF TABLE

xii

LIST OF APPENDIX

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.

---

[1] Lim Kiat Boey, *An Introduction to Linguistic for the Language Teacher,* (Singapore: Singapore University, 1975), p.3.

1

Moreover, English, one of the international languages, is used by most of the countries over the world.[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.[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

---

[2] Cristal in Iwan Jayadi, *ELT in Indonesia in the Context of English as a Global Language*, (2000), p.5.

[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.[4]

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.[5] After all the goals and ends, seem much more distant. Additionally, teenagers typically have a low awareness of the social

---

[4] Depdiknas, *Standart Isi, Standart Kompetensi Lulusan: Mata Pelajaran Bahasa Inggris*, (2006).

[5] Herbert Puchta and Michael Schartz, *Teaching Teenager*, (Newyork: Longman, 1993) p.1.

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.[6] 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.[7] 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.[8] 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.

---

[6] Robert E. Slavin, *Education Psycology: The Theory and Practice*, (Needham Heights: Allyn adn Bacon, 2000, sixth edition) p.83.

[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.[9] 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.[10]

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.[11] 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

---

[9] E. Mulyasa, *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik dan Implementasi,* (Bandung: PT. Rosda Karya, 2003), p.4.

[10] Jeremy Harmer, *How to Teach English,* (England: Addison Weskin Longman, 2002), p. 24.

[11] David Nunan, *Practical English Language Teaching,* (New York: McGraw Hill, 2003), p.5.

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.[12] 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.[13]

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.[14] 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.[15] 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.[16]

---

[12] Herbert Puchta and Michael Schartz, loc. cit.

[13] Rudi Susilana, et. all; *Kurikulum dan Pembelajaran,* (Tim Pengembangan MKDP Kurikulum dan Pembelajaran UNESA, 2006), p.112.

[14] Jeremy Harmer, loc. cit. p.30.

[15] Douglas Brown, *Teaching By Principle,* (San Fransisco: Prentice Hall Regent, 1999), p.52.

[16] Fahrurrazy, *Teaching English as a Foreign Language,* (Malang: University Press of Malang, 2002), p.4.

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.[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, kreatiftas, dan kemandirian

---

[17] Grace Yuwono, *International Education Research Conference,* (Sydney: The University of Sydney, 2005), p.1.

sesuai dengan bakat, minat dan perkembangan fisik serta psikologis peserta didik.[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.[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 *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.[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 *JFPR (Japan Fiend for Property Reduction) project* in 2004 and *IAPBE*

---

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

[19] Elaine B. Johnson. *Contextual Teaching and Learning: What It Is and Why It's Here to Stay*, (Thousands Oaks, CA: Corwin, 2002), p.3.

[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

---

[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: Constuctivism, 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

---

[23] Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan,* (Bandung: PT. Remaja Rosdakarya, 2007), p.77.
[24] Elaine B. Johnson, loc. cit., p.38-39.

teaching learning process.

CTL approach implementation is a holistic system that reflects the way nature works[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

---

[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 Disscussion

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.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter 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.

A. Teaching English

Today, English is very important language in the world, because it is used as the international communication. It has taught in Indonesia in the elementary, junior high school, and senior high school. Moreover, it has been introduced in kindergarten school students. Although it has been taught in the classroom, the majority of the Indonesian does not speak English. It shows that when teaching English in the classroom, teacher should choose an exact approach and prepare it properly in order it can be learned successfully.

1. Preparation of Teaching English

In this part, the discussion is focused on five subtopics related to the preparation of teaching language. Those are: a) the objectives, b) the syllabus, c) the instructional material, d) the instructional media, and e) the assessment.

17

a. The Objectives

Dick and Carey states that before selecting the context, the instructional strategy, instructional material and conduct the evaluation, teacher should write the performance objectives, first. It describes the kind of behavior that the instructor will be attempting to produce in the learners.[1] In addition, Richard writes that the objective is an aim that is often accompanied by statements of more specific purposes in order to give a more precise focus to program goals.[2]

Brown in Richard writes the characteristic of statements objective, i.e. 1) the objectives described learning outcome, 2) objectives should be consistent with the curriculum aim, 3) objectives should be precise, and 4) objectives should be feasible.[3]

In conclusion, it is very important to have a proper decision about objectives as they have a significant influence learner's success in learning process.

---

[1] Walter Dick and Lou Carey, *The Systematic Design of Instruction,* (Glenview Illionist London, England: Scott, Forestman and Company, 1979) p.97-99.

[2] J.C. Richard, *Curriculum Development in Language Teaching,* (Cambridge: Cambridge University, 2001) p.123.

[3] Ibid.

b. The Syllabus

The syllabus is always in line with curriculum in the teaching learning activity. However, they are clearly distinct. Feez and Joyce write that a syllabus is the plan of what is to be learned in a course study, in other hand curriculum is a general statement of goals and outcomes, learning arrangement, evaluation and documentation relating to the management of programs within an educational institution.[4] It supported by Salim in Abdul Majid stating that syllabus is used to name a product of the curriculum development. It is a detailing of standard competence and based competence which will be reached, and the material learned by students.[5]

Yalden 1987, in Feez and Joyce, mentions that the syllabus now seen as an instrument by which teacher can achieve a certain coincidence between the needs and aims of the learner, and the activities that will take place in classroom.[6] Teacher have to make some preparation based on the syllabus as an instrument to achieve the students, i.e. 1) annual

---

[4] Suzan Feez and Helen Joyce, *Text Based Syllabus Design,* (Sydney: Macquire University, 1998), p.8-9.

[5] Abdul Majid, *Perencanaan Pembelajaran: Mengembangkan Standart Kompetensi Guru,* (Bandung: PT. Remaja Rosdakarya, 2006), p.38.

[6] Suzan Feez and Helen Joyce, op. cit. p.1.

program or *program tahunan*, 2) semester program (promes), 3) lesson plan or *rencana pembelajaran*. In line with the implementation of CTL, Nurhadi mentions that in contextual teaching and learning, the learning program is lesson plan which teacher designs.[7] Lesson plan consists of the learning scenario that includes learning goals, the media for reaching the goals, learning steps and authentic assessment. Additionally, Nurhadi states that contextual teaching and learning can be implemented in any curriculum, lesson, and classes.[8]

c. **The Instructional Material**

After objectives are settled, the next step is selecting the materials used in the teaching learning process. Teaching materials are a key component in most language program. Whether the teacher uses textbook, institually prepared material or his or her materials. Those are in the form of: 1) printed material such as books, workbooks, worksheets, or readers, 2) non printed materials such as cassette or audio materials, videos, or computer based materials, 3) materials that comprise both print and non print source self assess materials and materials on the internet. In addition, materials not designed for

---

[7] Nurhadi, et. al; *Pembelajaran Kontekstual dan Penerapannya dalam KBK,* (Malang: Malang University, 2004), p.123.

[8] Ibid, p.10.

instructional use such as magazines, newspapers, and TV materials may materials also play a role in curriculum.[9]

It should be pointed here that teaching and learning process use the textbooks as the primary printed instructional resources. Nunan says that course book is a nonflexible document; it is a learning tool that is used by learners and teachers.[10] Your decision about what to select, adapt, reject and supplement depend on who your learners are (age, interest, purposes for studying and language level), what the institution emphasizes, the resources available to you, how much time you have, and what you feel is important.

Deal with the implementation of CTL it is necessary to use the textbook have to be in line with some criterion of contextual textbook. Those are: 1) to be contextualized at all, the book should use more authentic materials and authentic assessment, 2) the exercises should be enriched with various kinds of activities demanding the students to use their own thinking (constructivism), 3) the book should be given special activity that enables the students to interact with their surrounding outside the classroom, 4) it is suggested to make a teacher's

---

[9] J.C. Richard, loc. cit. p.251.

[10] David Nunan, *Practical English Language Teaching,* (New York: McGraw Hill, 2003), p.231.

book instead of students' book, 5) the teacher's book should enrich the teacher's knowledge about the additional knowledge that can be used if the students need to do wisdom walk and it is impossible to do in a relativity short time, so the teacher can act as an expert. The teacher's book should also contain answer key and listening materials, 6) if possible, it is recommended that making audio materials use native speaker voice or video program, 7) the book should be on the newest curriculum, 8) the book should maximize the use of formal thought of the middle adolescent development, for example asking as much as possible their opinion to solve the newest problem in this country, 9) the exercises should have the same topic as the title and should enrich the students' knowledge, and 10) the material selection should be enriched.[11]

d. The Instructional Media

Gerlach in Azhar Arsyad, states that media include the human, material and everything were happened in building the condition which is able to make students get the knowledge and skill.[12]

---

[11] Irvine in L. Darling-Hammond and J. Snyder, *Authentic Assessment of Teaching in Context. CT&L Contextual Teaching & Learning, helping Students Make the Connections,* (U.S. Department of Education Office of Vocational and Adult Education and the National School to Work Office, 2002), p.223.

[12] Fitri Ratna Sari, *Evaluasi Media Video Hasil Produksi Mahasiswa Program Studi Teknologi Pendidikan Angkatan 2000,* (Surabaya: UNESA, 2006), p.17.

Gebhard states that, there are some requirements of selecting media; first, it should be interesting so that the learners' curiosity is aroused by the use of them. Secondly, it should be relevant; third, it should be in line to the learners' goal and need. The last is expectancy. The learners are expected to succeed at learning and sees success as being under teacher's control when using media.

e. Assessment

According to Slavin, assessment is a measure to know how far the students have reached the objectives[13]. Contextual Teaching and Learning uses the authentic assessment. Johnson mentions that generally, there are four kinds of authentic assessment. Those are portfolios, performances, projects and extended written responses.[14]

As states in Ulya, the assessment was used to: 1) give feedback for students to know their strength and weakness so that it will motivate them to improve their outcomes, 2) monitor the students' progress and diagnosis their progress so that it possible to give them remedial test in order to fulfill their need, 3) give input to the teacher to do remedial teaching for

---

[13] Robert E. Slavin, *Education Psychology: The Theory and Practice,* (Needham Heights: Allyn adn Bacon, 2000, sixth edition) p.461.

[14] Elaine B. Johnson, *Contextual Teaching and Learning: What It Is and Why It's Here to Stay,* (Thousands Oaks, CA: Corwin, 2002), p.166.

instruction, 4) give the chance for students to reach the competence although they have different intelligence, 5) give more communicative information to the board about the effectiveness of the teaching learning process they have conducted[15].

2. Teaching English for Teenagers

Most Indonesian speaks English passively, although English has been taught in the classroom. It shows that teaching English is difficult especially for teaching teenagers. Therefore, it is important to know the characteristics of teenagers and how the teenager classroom is conducted.

a. The Characteristics of Teenagers

The junior high students are teenagers because the junior high school students refer to the students who are in the age after 12 years old. Teacher gets some difficulties in teaching them. It relates to their characteristics. Gary Anderson[16] mentions some characteristics of them as follows:

---

[15] Ismatul Ulya, "A Case Study of "PAKEM" Method Implementation for English Subject in the Third Grade of SD Muhammadiyah Manyar Gresik Kota Baru, Gresik", (UNESA, Unpublised thesis S-1,2007), p.26.

[16] (http://www.cambridge.org/elt/englishinmind/teacherresources/teachingteenagehtml,)

1) It seems that all teenagers are interested in pop song, so exploit that interest by bringing music, and the feelings that can be expressed trough song into the classroom.

2) Teenagers (perhaps especially the current need to know generation) like to be seen and up to date, so bring in topics of current interest from IT, Sport, entertainment and media, and English speaking culture that is personally relevant to your learners.

3) Teenagers are discovering (often with difficulty) a different relationship with others and group work allows individuals to interact with different classmates in less stressful collaborative atmosphere.

4) Teenagers are starting to define their proper personalities (sometimes it seems they have multiple personalities) and role-play activities can allow them to try express different feeling behind none threatening, free saving masks.

5) Teenagers are in growing up time part of growing up is taking responsibility for one's learning. Therefore, measure of learning autonomy and individual choice can be helpful for teenagers.

6) It is amazing how some teenagers will have an almost encyclopedic knowledge of a particular field, so let individual students being their outside interests and knowledge into the classroom trough cross-curricular work.

7) Having in famous short attention span, variety, including surprise and humor, is the spic of classroom life, so try out different warmers, starters, and fillers to change the pace and enliven the organization of your lessons.

8) Teenagers are discovering their bodies (often awkward) so use movement by giving students an opportunity to move around during class.

While Coleman states that in a study of approximately eight thousand high school boys and girls, found that there was nonchalance and even a negative attitude toward academic matters. He also writes that there is coming to more and more an independent society of adolescents, an adolescent culture, which shows little interest in education, and focuses the attention of teenagers on matter unrelated to school, such as cars, dates, sports, popular music.[17]

b. Teaching Activities for Teenagers Classroom

Teaching teenagers is not easy, because at adolescent, there will be many changes on them, physically, thought and tastes and they have less motivation of learning. According to Gary Anderson,[18] mentions that

---

[17] Coleman questions whether this is a "natural" or inevitable state of affairs.

[18] (http://www.cambridge.org/elt/englishinmind/teacherresources/teachingteenagehtm,)

teachers should remember that in teenager classroom, the group dynamic is often as important as pedagogical content and activities will carry benefits other than linguistics content. Besides, Kevin Thompson mentions that sometimes our teenage students do not want to be in the first place and often their minds can be on other things when we are giving an English lesson. However, teen classes can also be fun and very forwarding for both the teacher and students so materials that the teacher used in the classroom are a crucial factor in deciding if a teen class is successful or not.

Gary Anderson also mentions that having in famous short attention span, variety, including surprise and humor, is the spice of classroom life, so try out different warmers, starters and filler to change the pace and enliven the organization of your lessons. Additionally, teenagers are discovering their bodies (often awkward) so use movement by giving students an opportunity to move around during class.[19]

In the CTL classroom, teenagers were able to perform and demonstrate the task. Johnson states that students can learn the material when it is authentic, when they can link it to their own real world

---

[19] Ibid.

experience; it is not surprising that they can also best demonstrate their knowledge by making the same authentic connections[20]. Therefore, that contextual teaching and learning asks students to exhibit their attainment of high standard by doing authentic assessment tasks. These tasks challenge students to apply their knowledge and skills to real world situation for significant purposes.

c. Teaching English for Junior High School

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 (1987) states that the literacy level consists of performative, functional, informational, and epistemic. In 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

---

[20] Elaine B. Johnson, loc. cit. p.172.

and language skill, and in the epistemic level, students are able to express knowledge.[21]

The target of teaching English for junior high school is students able to reach functional level. The students have to be able to communicate English written and oral to solve the problem and express it into the certain literacy. Therefore, they will be able to understand the material that is given by the teacher.

Based on Standard Competence of teaching English for junior high school,[22] there are aims, and also scope and limitation as follow:

1) **Aim**

The aims of English teaching for junior high school are as follow:

a) Students able to expand their competence to communicate written and oral to get functional literacy level.

b) Students have realization about the truth and important of learning English to increase nation competitive ability of global society.

c) They able to expand their understanding about interrelatedness between languge and culture.

---

[21] Depdiknas, *Standart Isi, Standart Kompetensi Lulusan: Mata Pelajaran Bahasa Inggris,* (2006).
[22] Ibid.

2) Scope and limitation

Scope and limitation of English teaching for junior high school are as follow:

a) Discourse competence: understanding written and oral text and producing it. Then realizing in the four of language skill (reading, writing, listening, and speaking) in a integrated manner to reach functional literacy level.

b) Competence to understand and create kinds of short functional text, monolog, and essay of procedure, descriptive, recount, narrative, and report. Gradation of material be visible in using words, grammar, and rhetoric steps.

c) Proponent competences are consist of linguistic competence (using grammar and vocabulary, phonetics, structure), socio-cultural competence (using utterances and language style in a acceptance manner of some communication contexts), competence of strategy (solving problems in the communication prosses by some ways, so communication is still continue), and competence of discouse establishment (using instrument of discouse establishment).

B. Contextual Teaching and Learning (CTL)

In this part, the discussion will focuses on four sub topics; those are: what CTL is, the development of CTL, characteristics of CTL, components of CTL, principle of CTL. The discussion of these is presented in turn as follows:

1. **What CTL is**

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. According to Johnson, it is 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[23].

Contextual Teaching and Learning is a holistic system that reflects the way nature works[24]. It engages students in significant activities that help them connect academic studies to their context in real-life situation. Context

---

[23] Elaine B. Johnson, loc. cit. p.38-39.

[24] Ibid., p.2.

give meaning to content. By making these connection, students will see and find the discover meaning of their schoolwork.

2. The Development of CTL

Contextual Teaching and Learning has been implemented in U.S. in the new 20th-century. It is most influenced by philosophy of constructivism that created by Giambatista Vico, then continued by Mark Baldin and Jean Piaget. A view of constructivism philosophy about the truth of knowledge influences learning process, that learning just not memorizing but process in constructing knowledge though experiences[25]. And in the CTL approach, students will have meaningful and productive learning. Meaningful and productive learning will happened if what they have learned relate to what they have known and they are participated actively in the teaching learning process. As far as the education in Indonesia were dominated by the teacher activities as the prior source of knowledge, and students have to accept and memorize what they get from teacher[26]. Then there was an effort to find an exact approach that appropriated to the goal of teaching and learning.

---

[25] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan,* (Jakarta: Kencana, 2009), first edition, sixth published, p.15.

[26] Nurhadi, et. al; loc. cit. p.9.

The Departement Pendidikan Nasional, states that the implementation of CTL is expected to give significant contribution in line with the education quality development[27]. It will be realized if the implementation of CTL is supported by the school-based management, which has been declared by the government.

3. The Characteristics of CTL

Teachers in Indonesia start to leave the traditional teaching and learning in the classroom. CTL becomes an approach, which has been chosen to be implemented today. CTL as an instructional system is based on the premise that meaning emerges from the relationship between content and its context. Context gives meaning to content. The broader context within which students are able to make connection, the more meaning content will hold for them. This approach emphasizes the discovery of meaning as the central characteristics[28]

According to Sanjaya, characteristics of CTL are: a) activing knowledge, b) acquiring knwledge, c) understanding knowledge, d) applying knowledge, e) reflecting knowledge[29]. According to writers at the

---

[27] Ibid., p.30.

[28] Elaine B. Johnson, loc. cit. p.3.

[29] Wina Sanjaya, loc. cit. p.256.

NWREL, there are seven attributes, which characterize CTL. They are meaningfulness, application of knowledge, higher order thinking, standards based curriculum, cultures focused, active engagement, and authentic assessment[30].

Additionally, related to the meaningfulness, Nurhadi[31] states that CTL emphasizes on:

a. **Problem-based learning:** an approach that engages learning in problem-solving investigations that integrate skills and concepts from many content areas. This approach includes gathering information around a question, synthesizing it, and presenting findings to others (Moffitt 2001).

b. **Authentic instruction:** an approach, which introduces the meaningful learning to students. It develops the critical thinking and problem solving in real world context.

c. **Inquiry based learning:** a strategy, which follows the science methodology and provides an opportunity to do the meaningful learning.

---

[30] Ibid., p.38.

[31] Nurhadi, et. al; loc. cit. p.19-20.

d. **Cooperative learning:** an approach that organizes instruction using small learning groups in which students work together to achieve learning goals (Holubec 2001).

e. **Project-based learning:** an approach that focuses on the central concepts and principles of a discipline, involves students in problem-solving investigations and other meaningful tasks, allows students to work autonomously to construct their own learning, and culminates in realistic product (Buck Institute for Education 2001).

f. **Service learning:** an approach that provides a practical application of newly acquired (or developing) knowledge and skills to needs in the community through projects and activities (McPherson 2001).

g. **Work-based learning:** an approach in which workplace, or workplace-like, activities are integrated with classroom content for the benefit of students and often businesses (Smith 2001).

4. The Components of CTL

According to Johnson, the CTL system encompasses the following eight components:

a. Making meaningful connections

A teacher in traditional classroom can connect new information with a students' life in myriad ways that reverberate with meaning. Without knowing science and neuroscience, that justifies the practice and dedicated, teachers have always filled their subject with meaning by connecting learning with life[32].

Making connections to find meaning increases knowledge and deepens insight. It enables us, furthermore, to influence our context, the world we inhabit. Contextual teaching and learning is grounded in the knowledge that making connection is natural human activity[33].

b. Doing significant work

Students make significant connections among schools and many contexts in the real world as a worker and citizen.

c. Self regulated learning

Self-regulated learning process depends on the knowledge and skills that produce independent thinking and behavior. To be independent, whether working alone or as a group, our youth to become

---

[32] Elaine B. Johnson, op. cit. p.49.

[33] Ibid, p.75.

accomplished at posing interesting questions, making responsible choices, thinking critically and creatively, possessing self knowledge, and collaborating[34].

Self-regulated learning succeeds in part, because it is natural for young people to act independently, making their own decisions. It is also natural for them to connect new ideas with their own context. All human beings, constantly mindful of their environment, regulate their thoughts and actions in response to it[35].

d. **Collaborating**

Collaboration removes the mental blinders imposed by limited experience and narrow perceptions. It makes it possible to discover personal strengths and weaknesses learn to respect others, listen with an open mind, and build consensus. Working together, members of small groups are able to overcome obstacles, act independently and responsibly, rely on the talents of team members, trust other, speak up and make decisions[36].

---

[34] Ibid, p.86.

[35] Ibid, p.96.

[36] Ibid, p.89.

e. Critical and creative thinking

Critical thinking is clear, organized process using in such mental activities as problem solving, decision-making, persuading, analyzing assumptions, and scientific inquiry. Critical thinking is the ability to reason in an organized way. It is the ability systematically to evaluate the quality of one's own reasoning and that of others. Creative thinking is the mental activity that nurtures originality and insight. Only critical thinking lets them analyze their thinking to make sure they reach informed choices and conclusions[37].

f. Reaching high standard

The heart of matter for contextual teaching and learning system is helping all students reach high academic standards. Traditional education, which delivers great quantities of material to be learned mainly through rote memorization and lectures, has failed, and continues to fail the "neglected majority". All students, however, particularly the neglected majority, benefit from the contextual teaching and learning system. CTL succeeds in part because of its steady focus on high academic standards. It ask students to meet demanding objectives of the

---

[37] Ibid, p.100.

sort formulated by national professional associations, CTL makes this objectives clear and explicit, invests them meaning, and infuses them into every task.

g. Using authentic assessment

Authentic assessment focuses on objectives, involves hands on learning, requires making connections and collaborating, and inculcates higher order thinking. Authentic assessment tasks allow students to display mastery of objectives and depth of understanding, while at the same time increasing their knowledge and discovering ways to improve.

In the authentic assessment involves hands on learning is the same with active learning. Based on Souders&Prescott, 1999, active learning is actively seeking and gathering information from the workplace, community, or classroom, and then using it for significant reason etches in the memory[38].

While, in the application of impletenti of CTL, it has seven components, those are constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment[39].

---

[38] Ibid, p.84.

[39] Nurhadi, loc. cit. p.31.

a. Constructivism

At the time of 1910-1920, there was a theory related to the constructivism. It mentioned that in this teaching and learning model, students construct their own knowledge by testing ideas based on prior knowledge and experience, applying these ideas to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs[40]. Nurhadi states that it focused on 1) students construct the knowledge from the limited context, 2) students construct their own sense of meaning from their new experiences based on prior knowledge, 3) Deep understanding is developed through meaningful learning experience[41]. This shows that students are given opportunity to get involved in developing the topic. This idea is called the instructional scaffolding. Langer argues that in order to use instructional scaffolding, teachers need to ensure that the students have ownership of the learning event: "the instructional task must permit students to make their own contribution to the activity as it evolves, thus allowing them to have a

---

[40] R.G. Berns and P.M. Erricson, *Contextual Teaching and Learning The Highlight Zone: Research @ Work No. 5.* (NCCTE – Publication - Highlight Zone #5 – Contextual Teaching and Learning.html,2005).

[41] Nurhadi, op. cit. p.33.

sense of ownership for their work"[42]. The project can be initiated or suggested by the teacher as long as the student has his or her own reasons for participating in the activity and is given opportunities to develop the topic as an independent researcher[43].

b. Inquiry

Inquiry is a complex idea that means many things to many people in many contexts. It emphasize three things, i.e. 1) it is a cycle which consist of observing, questioning, investigating, analyzing, and theorizing activity, both individually or in group work. 2) It begins with observation and progresses to understanding the concept or phenomenon. 3) It develops and implements critical thinking skills[44].

c. Questioning

Sadker mentions that to question well is to teach well. In the skilful use of the question more than anything else lays the fine art of teaching, for in it we have the guide to clear and vivid ideas, and the quick spur to imagination, the stimulus to thought, the incentive to action. What is in a question, you ask? Everything. It is the way of

---

[42] A.J. Langer, *Instructional Scaffolding,* (http://www.teachhandlearn.ca/blog/2007/01/30/instructional-scaffolding/), p.123.

[43] A.J. Langer, Ibid.

[44] Nurhadi, loc. cit. p.43.

evoking stimulating response or stultifying inquiry. It is, in essence, the very core of teaching. The art of questioning is the art of guiding learning[45].

In this component, Teacher uses questions to guide the students to think critically. Beside teacher, also use the question to evaluate the students understanding continuously. Questioning is teacher's activity which purposes to encourage, guide and evaluate the students critical thinking skill. In conclusion, it focus on four things, i.e. 1) encourage the students to know something, 2) direct the students to get the information, 3) it use to evaluate the students critical thinking skill, 4) motivate the students to have critical thought[46].

d. **Learning Community**

Johnson states that learning community is also called integrated course[47]. In integrated classes students discover that knowledge overlaps and intertwines, there are no boundaries, no artificial distinction. Integrated courses bring disparate subjects in a meaningful whole and connect them to students' lives. In addition, Nurhadi writes that the

---

[45] Ibid, p.45.

[46] Ibid.

[47] Elaine B. Johnson, loc. cit. p.59-60.

learning outcome derived from the cooperative learning, sharing idea among students individually or in-group work[48]. Learning community practically done in the class in the form of working in pairs, group work, and invite the expert of certain profession to join the class, etc.

e. Modeling

It means, in the teaching and learning process there is a model that can be imitated. Teacher transform idea, demonstrate how the students should learn, and ask the have students imitate the teacher. In CTL, teacher is not the only one model; model can be designed by involving the students or others from outside the class[49].

f. Reflection

It is a review activity of what the students have learned. It is done to reinforce what the students get in the teaching learning process. It emphasizes on the way of thinking to what have been learned, the identification and responses of the activity and experience, the documentation of everything has been learnt and feels the new idea. It is in the form of journal, discussion, and art[50].

---

[48] Nurhadi, op. cit., p.47.

[49] Ibid., p.49-50.

[50] Ibid, p.50.

g. Authentic assessment

There are some points that be noticed in authentic assessment, i.e. 1) the assessment uses many ways from many sources, 2) it has to measure students' knowledge and skill, 3) it is necessary to apply knowledge and language skill, 4) The students' ask should be relevant with context, 5) both process and product can be measured in balance[51] According to Johnson, there are four kinds of authentic assessment, i.e. Portfolios, performances, project, and extended written responses.

5. The Principle of CTL

According to Johnson CTL has three principles, they are the principles of interdependence, differentiation and self-organization.

The interdependence principle, in this part educators have to recognize their connection to one another, to their students, to the community, and to the earth. It asks them to build relationships in all they do. It insists that a school is a living system, and that the parts of that system, the students, teachers, cooks, gardeners, janitors, administrator, secretaries, bus drivers, parents, and community partners, exist in a web of relationships that creates a

---

[51] Ibid., p.51.

learning environment. In a learning environment in which people recognize their connectedness, the CTL system is able to flourish[52].

The principle of differentiation, it contributes to the wonderful creativity that pulsates throughout the universe. It informs the universe is all encompassing drive toward infinite diversity, and it explains the tendency of dissimilar entities to collaborate in arrangements known as symbiosis[53].

The next is the principle of self-organization, it required educators to encourage each student to actualize that student's full potential. In keeping with this principle, the central aim of the CTL system is to help students achieve academic excellence, acquire career skills, and develop character by connecting schoolwork with their own experience and knowledge. When students connect academic material with the context of their personal circumstances, they are engaged in activities that embody the principle of self-organization[54].

---

[52] Elaine B. Johnson, loc. cit. p.29.

[53] Ibid., p.31.

[54] Ibid., p.34.

C. Approaches, Methods, and Techniques

Anthony in Richard and Renandya defines approaches, methods and techniques relates to teaching and learning languages[55]. An approach was a set of assumptions dealing with the nature of language learning and teaching. Method was defined as an overall plan for systematic presentation of language based on selected approach. It followed that techniques were specific classroom activities consistent with a method and therefore in harmony with an approach as well. There have been many approaches and methods. To understand CTL more, it is necessary to review the prior approaches.

Besides those methods and approach, recently, there are still some other approaches. Those are Accelerated Learning, Quantum Teaching and Learning, Constructivist approach, Cooperative Learning, and Contextual Teaching and Learning.

One of the current approaches is accelerated learning. It is intended to control and take action towards the rapidly changes in the recent days by being able to absorb and understand the new information quickly and then master the information. To have the successful learning, there should be techniques that

---

[55] J.C. Richards and W.A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice,* (Cambridge: Cambridge University Press, 2002), p.9.

suit the individual learning style. In the teaching and learning process, the use of music is suggested[56].

The second is quantum reaching and learning. Quantum Teaching and Learning is a comprehensive model that covers both educational theory and immediate classroom implementation. It makes content more meaningful and relevant to students' lives. It is about bringing joy to teaching and learning and helps teachers to present their content a way that engages and energizes students[57].

The next approach is Constructivist approach. This approach emphasizes the top down teaching learning process better then bottom up. It means students start with the problem to be solved then found the basic skill needed. The constructivist approach believes that a) student do not just take the knowledge that they get and store it in their brain, but they receive information from the world around them and then construct their own sense based on their prior knowledge, b) all of the knowledge is stored and used by every person through experience, which is connected with certain knowledge.

---

[56] C. Rose and M.J. Nicholl, *Accelerated Learning for the 21th Century,* (1997). Translated by Dedy Ahimsa, (Bandung: Yayasan Nuansa Cendekia, 2002).

[57] B. De potter and M. Hernacki, *Quantum Learning: Unleasing the Genius in You,* (1992). Translated by Alwiyah Abdurrahman, (Bandung: Kaifa, 2001).

Then, Cooperative learning. Cooperative learning is a learning which and systematically develops the positive dependence, face-to-face interaction and making closer interaction among students as social training. It emphasized on the students group work to cooperate in maximizing the learning atmosphere in order the learning objective can be reached.

The last approach is Contextual Teaching and Learning (CTL). The philosophical basis of the approach derives from constructivism that studying is not only memorizing. The US Department of Education office defines CTL as a conception of teaching and learning that helps teachers relates subject matter content to the real world situation. It motivates students to make connection between knowledge and the application to their lives as family members, citizen, and workers and engage in the hard work that learning requires[58]. According to Johnson CTL encompasses eight components, i.e. making meaningful connections, doing significant work, self regulating learning, Collaboration, critical and creative thinking, nurturing the individual reaching high standard, and using authentic assessment[59]. In addition, Nurhadi stated that a Contextual Teaching and Learning (CTL) classroom is a

---

[58] R.G. Berns and P.M. Erricson, *Contextual Teaching and Learning The Highlight Zone: Research @ Work No. 5*. loc. cit.

[58] Elaine B. Johnson, loc. cit. p.45-46.

[59] Nurhadi, loc. cit. p.31.

classroom, which implement the seven prior components, i.e. Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection, and Authentic Assessment.[60] Thus, CTL helps students connect the content they are learning to the life contexts in which that content could be used. Students then find meaning in the learning process. As they strive to attain learning goals, they draw upon their previous experiences and build upon existing knowledge. By learning subjects in an integrated, multidisciplinary manner and in appropriate contexts, they are able to use the acquired knowledge and skills in applicable contexts.[61]

---

[60]Ibid.

[61] R.G. Berns and P.M. Erricson, loc. cit.

CHAPTER III

RESEARCH METHODOLOGY

This chapter 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.

A. Research Design

This research is a **descriptive-qualitative** study. It describes and interprets the phenomena that exist as naturally as possible of CTL implementation in English teaching for SBI students in seventh grades. It is done without manipulation or giving special attention to the subject at the research because all of the events or activities grow nature[1]. It was developed qualitatively focused on the process of the phenomena occurred and presented in the form of words, phrases, and sentences[2]. In addition, the purpose of the study was to reveal intensively and specifically about how this method was applied in the classroom, means that it was developed as a case study. Susanto states that a case

---

[1] Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan,* (Bandung: PT. Rosda Karya, 2006), p.15.

[2] Susanto, *Menyusun Usulan Penelitian dan Laporan Penelitian,* (Surabaya: UNESA Press, 2000), p.3.

50

study is a study conducted through an intensive attention toward a group of subjects in order to reveal the phenomena formed by them[3]. Therefore, it was stated on the title that the study called by a case study.

B. Research Subject

This study was conducted in 7-I class of 'SBI' in SMPN 1 Gresik, Jl. Jaksa Agung Suprapto 79 Gresik, East Java, which consists of Regular Class and SBI Class. The subjects of the study were an English teacher, Mr. Rahmad Nur Apriadi, S.S, and all students of 7-I class.

This class consisted of 30 students, involving 16 males and 14 females. They had heterogeneous characteristics including intelligences, genders, and social backgrounds. It was chosen based on the result of observation and agreement from the principal of the school and the English teachers at the preliminary study. It was considered as a representative class for the implementation of this method. It presented eight other classes of the seventh grade, the six are regular class (7-A, 7-B, 7-C, 7-D, 7-E, 7-F) and the others are SBI class (including 7-G and 7-H).

---

[3] Susanto, Ibid., p.36.

Moreover, the study took the seventh graders as a subject of the study because of some reason. Firstly, it was intended to reveal how this approach was applied for the early ages of junior high school. Secondly, students of this grade had studied English in the elementary level, so it was hope that it would reveal their English skills, both written and spoken. Finally, this grade is the basic of the next grade of junior high school level. If they felt enjoy with English in this grade, they will like it next.

C. Research Data

The sources of data in this study are the teaching learning process, the teacher, the students, and the document of teaching. The data investigated are classroom activities, teacher's activities, students' activities, teacher documents.

Firstly, teacher's activities include the teaching preparation and teacher's obstacles and solution when teacher conducted the CTL classroom. It is documented in the interview result. Secondly, the classroom activities include how teacher conducted the class, how the classroom atmosphere is, and students' involvement, which indicated the implementation of CTL components. It was presented in the observation checklist result. Thirdly, the students' activities include the student's engagement which refers to students' interest, students' motivation and students' understanding. It was presented in

the field note and questionnaire result. The last is teacher's documentation include syllabus, lesson plan, handout, classroom activities photos, student' work, and students' score, minimum completeness criteria, and semester program.

The obtained data was described and explained descriptively.

D. Data Collection Technique

In conducting this study, the data were collected by non-participant observation. Susanto defines non-participant observation in which the researcher is no getting involved in the process of teaching and learning[4]. The researcher existence was not permitted to influence the natural attitude of behavior of the subject of the study. The steps of data collection techniques are explained as follows:

1. The observation was done when teacher implemented the Contextual Teaching and Learning (CTL) in each meeting. The study used the systematical instrument or checklist as the main data to get information about the implementation of Contextual Teaching and Learning (CTL) components. It consists of CTL's components column, "yes, no" column and note column. The focus of each component was asked in the indicator column and answered in the "yes, no" column. Meanwhile the note

---

[4] Susanto, op. cit., p.3.

column is to give the explanation and description of the activities, which indicate the focus of each component. The researcher also used camera. It could help to repeat the activities in the classroom.

2. The data were also obtained from the interview, which consist of nine questions. The teacher was interviewed to get information about teaching instruments that were used, and problems that might be arisen in implementing CTL. The interview was done in the last meeting of the implementation of Contextual Teaching and Learning (CTL) to teach English at junior high school.

3. Besides, the data were also obtained from the field note report. It gives the information about the students' involvement. So the field note report would be supported by questionnaire, which was given to students in the form of close question type. It means that students had to choose one possible answer given according to their opinion. It was also supported by the students' score, which derived from students' work to get more information about the students' understanding.

4. The last technique is the documentation. Lesson plan, students' work, student work's score, cassette record, activity photos, and all data related to the implementation of Contextual Teaching and Learning (CTL) were collected from teacher who implemented the CTL. The function was to support the data which was obtained from observation checklist, interview and questionnaires.

E. Research Instrument

In the qualitative research, the main instrument to collect the data is the researcher herself. Lincoln and Guba (1986) mentions that the instrument of choice in naturalistic inquiry is the human. Here, the researcher was also helped by some instruments, such as:

1. Observation checklist

The observation checklist focuses on the Contextual Teaching and Learning (CTL) components as guidance. It includes the indicators of Contextual Teaching and Learning (CTL) components column, "yes, no" column and Note column. The observation checklist gives the information of Contextual Teaching and Learning (CTL) components implementation and the not column gives description so far about the activities which indicates each components.

OBSERVATION CHECKLIST

COMPONENTS	INDICATORS	YES	NO	NOTE

2. Interview

The interview consists of nine questions for teacher. The purpose of interview is no find some aspects, those are about syllabus, lesson plan, material, media, assessment, problems which might be arisen in the implementation of Contextual Teaching and Learning (CTL) and also how to overcome the problems.

3. Field Note

The Field Note Report is in the form of table that consists of guideline and description. This were used to get information about the effect of Contextual Teaching Learning (CTL) to the students' achievement, the guidelines include the students involvement which consist of students' interest, motivation, and understanding.

THE FIELD NOTE REPORT

GUIDELINE	DESCRIPTION

4. Questionnaires

The questionnaires consist of questions and options. It was provided to get information about the students' involvement to support the data which was obtained from the field note. Students were asked to choose the appropriate answer based on their opinion.

5. Documentation

Documentation is used to collect the data, which is in the written form[5]. Syllabus, lesson plan, minimum completeness criteria, students' work, students' work score, video recording, and activities photos were collected to support the data, which was derived from the observation checklist, interview, and questionnaires.

F. Data Analysis Technique

The observation checklist, interview, questionnaire, and students' score were analyzed descriptively.

The observation checklist was measured every time when the meeting was conducted. The answer in the "yes, no" column was described and explained so far by the data noted in the note column. It showed how the form of each component was implemented.

---

[5] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 2006), p.158.

The data gained from interviewing teacher give the information about the teaching instruments are used and problems which might be arisen in the implementation of Contextual Teaching and Learning (CTL) to teach English. It also gives the information about how to overcome those problems. The data would be presented descriptively from the interview result.

The field note report was presented according to the guideline descriptively. The questionnaires were used to prove that the data from the field note report were valid. It was provided to get information about the students' involvement which consists of students' interest, motivation, and understanding, to support the data which was obtained from the field note. Here, students were asked to choose the appropriate answer based on their opinion. It means that questionnaire is a technique for validity measurement. The questionnaires were analyzed using percentage technique. The number of item chosen by the students were multiplied by 100% and divided by the number of students.

$$\frac{\sum \text{item chosen by the students} \times 100\%}{\sum \text{Students}}$$

It shows the students engagement. Meanwhile to get the information about students' mastery learning, the students' score was used to give description, it

showed the progress of learning English. The data were not only presented in numerical form but also gives explanation descriptively.

From those techniques above, it showed how far the implementation of the Contextual Teaching and Learning (CTL) to teach English in the seventh grade students of junior high school.

CHAPTER IV

EXPLAINED DATA AND RESEARCH RESULT

This chapter consists of five sections; describing the school object, and four result points of the problem statement. Describing the school object presents informations 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.

A. Describing the School Object

Describing the school explains about the background of school placed that related to the study. It consist of historal development of SMPN 1 Gresik, location, perspective role, organisation structure, teacher and official worker, students, infrastructure, and also achivement of SMPN 1 Gresik.

1. Historical Development of SMPN 1 Gresik

SMPN 1 Gresik has existed since 1952. At the time, the location was on Jl. Arief Rahman Hakim and had one room students. At 1953, the regional goverment has begun to build the building as pioneer of the school development. Therefore, there were two rooms at the beginning become

60

twenty-seven room, and also sains laboratory, language laboratory, electronic skill room, computer room, library, healthy room, musholla, etc.

At the beginning, SMPN 1 Gresik just had a room of student consist of 40 students, but it has twenty-seven students rooms now, and it about 1500 students.

Day by day, time pass away, SMPN 1 Gresik went on dynamicly, innovatively, and creatively to prepare the students became attractive nation generations. There were about 10.000 alumnus that spread became senior high school students, colleges, and graduated from their academy became success people.

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. SMPN 1 Gresik also has many achievements in many educational sectors not only in regency level, but also in province. Therefore, it choosen by regional goverment as a pilot school of International Standaraized School in Gresik since 2007.

2. Location of SMPN 1 Gresik

SMPN 1 Gresik is located on J1. Jaksa Agung Suprapto 79 Gresik, East Java. It is very easy to go to school because it is located in the center of Gresik regency.

3. Perspective Role of SMPN 1 Gresik

"Though Professional Learning Process, We Made SMPN 1 Gresik up as an Excellent School."

Perspective Indicator

a. High rank in National Standard Test
b. Good point in morals
c. Good point in religion activities
d. High rank in extracurricular achievements
e. Excellent in quality of teacher and official worker
f. Good point in social care

4. Organisation Structure

a. Headmaster   : Drs. H. NADLIF, M.Si
b. Vice-Headmaster   : Drs. CHAMDAN FARUQ, M.Pd
c. Division of Curriculum   : A. HANIF HASAN, M.Pd
d. Division of Assessment   : SUCI HANDARINI,M.Pd
e. Devision of Students Elluminstion : Dra. MUJI UTAMI, M.Pd
f. Devision of Environtment   : AGUS GUNAWAN,S.Pd
g. Devision of Achievement Program   : Dra. Lisma Hidayah, M.Pd
h. Devision of Teachers Financing   : SRI UTAMI
i. Devision of Infrastructure   : Hj. KOESWORO RINI, M.Pd
j. Devision of Public Relation   : DAIFI, M.Pd

5. Data of Teacher and Official Worker of SMPN 1 Gresik

a. Headmaster

No	Proffesional	Name	Sex M	Sex F	Age	Academic	Experience
1	Headmaster	Drs. H. NADLIF, M.Si	M	-	46	S2	21
2	Vice-Headmaster	Drs. Chamdan Faruq, M.Pd	M	-	40	S2	9

b. Teacher

1) Qualification, Status, Sex, and Number

No	Qualification	Officers M	Officers F	Additional Teacher M	Additional Teacher F	Total
1.	S3/S2	7	3	-	-	10
2.	S1	7	30	4	6	47
3.	D-4	-	-	-	-	-
4.	D3	-	5	-	-	5
5.	D2	-	-	-	-	-
6.	D1	1	1	1	-	3
7.	SMA/in the level	-	-	-	-	-
	Total	15	30	5	6	65

2) Number of Teacher, Teaching Task Related to Education

No	Kinds of Teacher	Number of Teacher Suitable to Education				Number of Teacher not Suitable to Education				Total
		D1/ D2	D3/	S1/ D4	S2/ S3	D1/ D2	D3/	S1/ D4	S2/ S3	
1.	Science	1	2	4	3	-	-	-	-	10
2.	Mathematics	-	-	8	-	-	-	-	-	8
3.	Indonesian	-	-	7	-	-	-	-	-	7
4.	English	1	-	3	3	-	-	-	-	7
5.	Religion	-	-	5	-	-	-	-	-	5
6.	Social	-	2	6	-	-	-	-	-	8
7.	Sport	-	-	3	-	-	-	-	-	3
8.	Art	-	-	3	-	-	-	-	-	3
9.	Citizenship	-	-	1	2	-	-	-	-	3
10	Information Tecnique	-	1	1	1	-	-	-	-	3
11	Conseling	-	-	4	1	-	-	-	-	5
12	Others:									
	Chartered	-	-	2	-	-	-	-	-	2
	Javaness Lang.	1	-	-	-	-	-	-	-	1
	Total	3	5	47	10	-	-	-	-	65

3) Teacher in Professional Development

No	Kinds of Competent Development	Number of Teacher in Profesionalism Development			
		Male	Total	Female	Total
1.	KBK/KTSP Training	15		35	50
2.	The Method of Teaching Training (included CTL)	6		12	18
3.	PTK Training	6		6	12
4.	Training Scholarly Paper	2		4	6
5.	Certification	2		6	8
6.	PTBK Training	6		10	16
7.	Others Training:	-		-	-

4) Teacher Achivement

No.	Kinds of Competition	Champion Achieved in 3 Years	
		Level	Teacher Number
1.	PTK Competition	National	-
		Province	-
		Regency	2
2.	Teaching Inovation Competition	National	-
		Province	-
		Regency	2
3.	Teacher Achivement Competition	National	-
		Province	-
		Regency	1
4	Others Competition: Science Teacher Development	National	-
		Province	2
		Regency	-

c. Educational Officer

No.	Kinds of Competition	Number of Educational Officers and Qualification						Number of Educational Officers Based on the Status and Sex				Total
		SMP	SMA	D1	D2	D3	S1	Laboured Officer		Civil Officer		
								M	F	M	F	
1.	Staff	-	4	-	-	-	3	1	3	2	1	7
2.	Laboratory	-	2	-	-	1	-	-	1	-	2	3
3.	Science Worker	-	1	-	-	-	-	-	-	1	-	1
4.	Computer Technician	-	2	-	-	-	-	-	-	2	-	2
5.	Language Staff	-	-	-	-	1	-	-	-	1	-	1
6.	Basic School Education	-	-	-	-	-	-	-	-	-	-	-
7.	Canteen/ Coperation	1	1	-	-	-	-	-	-	-	2	2
8.	School Keeper	2	-	-	-	-	-	-	-	2	-	2
9.	Cleaning Service	4	3	-	-	-	-	2	-	5	-	7
10	Guard	2	2	-	-	-	-	-	-	4	-	4
11	Others: Healthy Staff	-	-	-	1	-	-	-	-	-	1	1
	Jumlah	9	13	2	-	3	3	3	4	17	6	30

6. Students Data of SMPN 1 Gresik

Students data for last four years:

a. Reguler class

Years	Number of New Student	VII Grade		VIII Grade		IX Grade		Total all of Grade (VII + VIII + IX)	
		Number of Student	Number of Classroom Group	Number of Student	Number of Classroom Group	Number of Student	Number of Classroom Group	Student	Classroom Group
2004/2005	700	378	9	375	9	406	9	1159	27
2005/2006	650	369	9	373	9	374	9	1116	27
2006/2007	657	377	9	368	9	375	9	1120	27
2007/2008	752	268	7	381	9	368	9	1017	25
2008/2009	755	228	6	268	7	380	9	876	22

b. SBI class

Years	Number of New Student	VII Grade		VIII Grade		IX Grade		Total all of Grade (VII + VIII + IX)	
		Number of Student	Number of Classroom Group	Number of Student	Number of Classroom Group			Number of Student	Number of Classroom Group
2007/2008	274	60	2	-	-	-	-	60	2
2008/2009	307	90	3	60	2	-	-	150	5

7. Infrastructure of SMPN 1 Gresik

a) Classroom Data

Condition	Number and Size				Total Used Room	Used Room
	Size 7x9 m^2 (a)	Size < 63m^2 (b)	Size < 63 m^2 (c)	Total (d) =(a+b+c)		
Good	27	-	-	27		27
Demaged	-	-	-	-		

c) Others Classroom Data

Room	Number	Size	Condition	Room	Number	Size	Condition
1. Library	1	18 x 7	Good	6. Language Lab.	1	15 x 7	Good
2. Science Lab	1	15 x 7	Good	7. Computer Lab.	1	16 x 7	Good
3. Charteker	1	16 x 7	Good	8. PTD (Elektro)	1	9 x 7	Good
4. Multimedia	1	9 x 7	Good	9. Auditorium	1	7 x 45	Good
5. Art	1	7 x 4	Good	10. ……………			

d) Office Data

Kinds of Room	Number	Size	Condition
1. Headmaster	1	9 x 7	Good
2. Vice-Headmaster	1	4 x 3	Good
3. Teacher	1	16 x 7	Good
4. Staff	1	9 x 7	Good
5. Guest	1	4 x 3	Good
Others: ………			

e) Other Rooms Data

Room	Number	Size	Condition	Room	Number	Size	Condition
1. Garbage	1	8 x 4	Good	10. Praying	1	9 x 7	Good
2. Kitchen	1	7 x 3	Good	11. Replacement	1	5 x 5	Good
3. Reproduction	1	4 x 4	Good	12. Coperation	1	7 x 4	Good
4. Teachers' Toilet	3	4 x 3	Good	13. Hall	2	8 x 7	Good
5. Studets' Toilet	10	10 x 4	Good	14. Canteen	5	2 x 5	Good
6. Conselling	1	7 x 4	Good	15. Water Pomp	-	-	-
7. Healthy Room	1	7 x 4	Good	16. Auditorium	1	32 x 7	Good
8. Scout	1	7 x 4	Good	17. Guardhouse	1	4 x 4	Good
9. Students School Organization	1	7 x 4	Good	18. Guard Post	1	3 x 2	Good

f). Sport Field and Ceremony

Field	Number	Size	Condition	Information
1. Sport Field a. Basket Ball b. Futsal c. Volley Ball d. Badminton e. Jump Vessel	 1 1 1 2 1	 65 x 40	 Good	
2. Ceremony Field	1		Good	

8. School's Achievements the Last Two Years

a) Academic Achivement: Semester Score

No	Subject Matter	Semester Scoreon the Average		
		Years 2005/2006	Years 2006/2007	Years 2007/2008
1	Regional	9.53	9.42	9.22
2	Citizenship	7.86	8.14	8.43
3	Practical Indonesian	8.64	8.56	8.51
4	Practical English	8.29	8.62	8.18
5	Science	8.30	8.31	8.67
6	Social	7.93	8.02	8.15
7	Art	8.41	8.01	8.77
8	Sport	7.85	7.92	8.23
9	Information Technique	8.74	8.71	8.05
10	Chartecer	8.62	8.65	8.20

b) Academic Achivement: Competitions

No	Competitions	2006/2007 Years				2007/2008 Years			
		Winner	Level			Winner	Level		
			Regency	Province	National		Regency	Province	National
1.	Poetry Contest	1	1	-	-	1	1	-	-
2.	Mathematic Olimpiade	1	1	-	-	1	1	-	-
3.	Physic Olimpiade	1	1	-	-	1	1	-	-
4.	Biology Olimpiade	1	1	-	-	1	1	-	-
5.	English	1	-	1	-	1	-	1	-
6.	NUN	1	1	8	18	1	1	-	-
7.	Science	1	1	-	-	1	1	1	-
8.	News Reading C	1	1	-	-	1	1	-	-
9.	Speech Contest	1	1	-	-	1	1	-	-
10.	Scrable Contest	1	1	-	-	1	2	-	-
11.	Reading Short Story	1	1	-	-	1	1	-	-
12.	Sains Competetion	1	1	-	-	3	-	3	-
13.	English Speech	1	1	-	-	-	1	-	-

B. The Teaching Instruments were Used in the Implementation of Contextual Teaching and Learning (CTL)

The teaching instruments have to prepared by teacher are syllabus and lesson plan. Actually, those are include the objective of teaching and learning English for seven grade students of SBI class. The syllabus consist of competent standard, basic competence, material, learning process, indicator, scouring, time, and source. The syllabus is arranged in detail form of lesson plan. It was done by the MGMP[1]. Therefore, lesson plan consist of the learning scenario which include learning goals, the media for teaching the goals, learning steps, and authentic assessment. Then, the lesson plan is applied by each teacher at school in Gresik, with the authority to improve it based on their creativity. It is as an instrument by which teacher can achieve a certain coincidence between the needs aims of the learner, and the activities that will take place in classroom[2].

Teacher also prepared Minimum Completeness Criteria (MCC), annual program or *program tahunan*, semester program. MCC is a standard mastering learning consits of score that must be reach by the students. If a student get more score from the standard, teacher will give a material enrichment to him or

---

[1] Interview result with English teacher on 5th of June, 2009, at 10.00 o'clock.
[2] Suzan Feez and Helen Joyce, *Text Based Syllabus Design,* (Sydney: Macquire University, 1998), p.1.

her. On the contrary, if a student get less score from MCC, teacher have to give a remadial measure to the student. Then, annual program and semester is used to calculate weeks, days, effective and ineffective hours, so teacher have certain time project to do teaching and learning process[3].

In line with the implementation of Contextual Teaching and Learning, the teacher improved the lesson plan using the I-CARE concept. Because this concept is one of the application of CTL, even some teachers called is method[4]. There are five steps. Those are **I** *(Introduce),* **C** *(Connect),* **A** *(Apply),* **R** *(Reflect),* **E** *(Extend)*. I-CARE is used as guidance and a reference for teachers to create a professional and meaningful teaching and learning process. It is created by DBA (Decentralized Basic Education Life Skill for Youth) facilitated by USAID (United States Academy International Development).

Before implementing the contextual Teaching and Learning (CTL) teacher made some preparation. Firstly, *Introduce* step, teacher stated the introduction of the teaching and learning goals or teaching learning process. Secondly, in the *Connect* step, teacher made connection of the prior knowledge with the material given, it can be in the form of explanation, questioning activity, and brainstorming. For the new material, firstly teacher

---

[3] Interview result with English teacher on 5th of June, 2009, at 10.00 o'clock.
[4] Ibid.

gave prologue in the connect step. Then *Apply* step, this is the implementation step. Most of the class activity are done in this step. It can be in form of guided exercise. The apply step in listening competence are listening cassette, listening foreigner, listening teacher, listening news, etc. Apply step in speaking such as: doing role-play, debating activity, analyzing film, making simple dialog, etc. The fourth, *Reflect*, this step has two points, (1) reinforcement, it is in the form of giving excercises to direct the students making conclusion. (2) students reflection. The purpose is to give chance to students to express the knowledge which is need. It is in the for written reflection from students. Both of them have a purpose to give evaluation. The last step is *Extend,* the purpose is to develop material given and assess the progress. It is in the form of giving an assignment and some activities which apply the students skill.

Richard divides the material in three kinds, those are in the from of: 1) printed material such as books, work books, worksheets, or reader, 2) non print material such as cassette or radio materials, video, or computer based material, 3) materials that comprise both print and non print source, self assess materials and material on the internet, in addition, materials do not designed for

instructional use such magazines, newspapers, and TV material may also play a role in curriculum[5].

In this case, teacher did not like to use just one book. The material derived from many books[6]. He combined it from many books, and suited with the implementation of CTL. It is called printed material. And when researcher did the reseach, teacher used non printed material in the first meeting and materials that comprise both print and non print source, self assess materials and material on the internet, in the second and third meeting.

In the detailing lesson plan, it was also supported with student self learning and media. He sometimes used the student self learning to make assessment, application and evaluation, or self assessment. Most teacher here, also use the media actually in SBI class, because the teaching and learning infrastructures was available in the classroom, such as: LCD, VCD, screen, sound system, computerization system, and also air condition, Teacher also use the environment as the media. He said that everything around us can be media for teaching, it depends on teachers' creativity. Besides, we should be able to suit it with the condition of the class and teaching learning process[7]. According to Gerlach in Azhar Arsyad, 2003, media include the human,

---

[5] J.C. Richard, *Curriculum Development in Language Teaching,* (Cambridge: Cambridge University, 2001) p.251.

[6] Interview result with English teacher on 5th of June, 2009, at 10.00 o'clock.

[7] Ibid.

material and everything were happened in building condition which is able to make students get the knowledge and skill[8]. The selection of media depend on the teachers' creativity to interest the students. Teacher to be able to make relevant with the condition of the classroom and the teaching learning process.

In this case, teacher used CTL approach. Teacher must prepare and select learning activities, which was related to the students' real world context, to mastery the subject matter by using CTL approach. Teacher's lesson plan must conduct seven components of CTL implementations, those are: Constuctivism, Inquiry, Modeling, Questioning, Learning Community, Reflection, and Authentic Assessment. Then, what differences between CTL's approach and Traditional in the line of teacher lesson plan? The table[9] will describe the differents:

No.	CTL Approach	Traditional Approach
1.	Students learn actively	Students get the information pasively
2.	Students learn from their friends collaboratively, discussion, and giving correction each other	Student learn individually
3.	Teaching and learning process is related to the real world contexts	Teaching and learning process abstractly and teoritically
4.	Students' skills are developed by understanding	Students' skills are developed by excercising
5.	Language is teached by communicative way	Language is teached by stuctural way, though understanding patterns

[8] Fitri Ratna Sari, *Evaluasi Media Video Hasil Produksi Mahasiswa Program Studi Teknologi Pendidikan Angkatan 2000,* (Surabaya: UNESA, 2006), p.17.

[9] Nurhadi, *Pembelajaran Kontekstual dan Penerapannya dalam KBK,* (Malang: University of Malang, 2003), p.35.

6.	Understanding patterns is developed by studets' schemata	Patterns must be remembered by students
7.	Teaching and learning result is measured by many ways: debating, role-play, perfomer, test, etc.	Teaching and learning result is measured by test
8.	Teaching and learning process done in many places, contexts, and setting	Teaching and learning process done in the classroom
9.	Students think critically, enter in the teaching and learning process, and be responsible to it	Students just read, listen, write, and remember their lesson
10.	Students build their knowledge by theirselves	Students build their knowledge from the teory

About the material, teacher combined material in some criteria here. Those are 1) vocabulary and language structure of the material, whether it suits to the students level or not, 2) the suitability among the materials, the based competence and indicators[10]. It is in line with Nunan writers course book is not an inflexible document, it is learning tool that it used by learners and teachers. The decision about that to select, adapt, reject and supplement depend on who the learners are (age, interest, purposes for studying and language level), what the institution emphasizes, the resources available, how much time you have, and what is feel important[11].

Teacher made some improvement according to the concept of CTL in the learning process. Most contents of the textbooks or materials given are in

---

[10] Interview result with English teacher on 5th of June, 2009, at 10.00 o'clock.

[11] David Nunan, *Practical English Language Teaching,* (New York: McGraw Hill, 2003), p.231.

the from of expressions or knowledge which was related to the real world context. For example, teacher gave a picture about air pollution caused by factories. It was very related to students' real world, because they lived on Gresik as the biggest regional of industry after Sidoarjo. It was possible to make the students move actively. Teacher asked them to explore their thinking though the material given based on their knowledge. Irvine mentions some criteria of contextual textbook/ material[12]. Those are: 1) to be contextualized at all, it should use more authentic materials and authentic assessment, 2) the exercises should be enriched with various kind of activities demanding the student to use their own thinking (constructivism), 3) it should be given special activity that enable the student to interact with their surrounding outside the classroom, 4) it is suggested to make a teacher's book instead of students' book, 5) the teacher's book should enrich the teacher knowledge about the additional knowledge that can be used be student need to do wisdom walk and it this impossible to do in a relativity short time, so the teacher can act as an expert. The teacher's book should also contain answer key and listening materials, 6) if possible, it is recommended to make audio materials using native speaker voice or radio program, 7) it should be on the newest

---

[12] Irvine in L. Darling-Hammond and J. Snyder, *Authentic Assessment of Teaching in Context. CT&L Contextual Teaching & Learning, helping Students Make the Connections,* (U.S. Department of Education Office of Vocational and Adult Education and the National School to Work Office, 2002), p.223.

curriculum, 8) it should maximize the use of formal though of the middle adolescent development, for example ask as much as possible their opinion to solve the newest problem in this country, 9) the exercises should have the same topic as the title and should enrich the students' knowledge, and 10) the material should be enriched.

Teacher used assessment to know the students' improvement and give them the treatment if they still can not reach the certain goals. He used not only the test form but also the self assessment. It is the assessment from their self, for example the debate, role play, presentation, performance, etc. Johnson mention that generally, there are four kind of authentic assessment. Those are portofolios, performances, project and extended written responses[13]. In the teaching leaning process, he also used the daily assessment in order to know the students' improvement. He though that teaching and learning is like the philosophy of "obat nyamuk"[14]. It means continuity, if student still do not understand the material in the first meeting so he/ she well give remedial teaching and the text meeting, it can be seen that teacher used the assessment to: 1) give feedback for student to know their strength and weakness, so it will motivate them to improve their outcomes, 2) monitor the students' progress and diagnosis their progress so that it possible give them remedial test in order

---

[13] Elaine B. Johnson. *Contextual Teaching and Learning: What It Is and Why It's Here to Stay,* (Thousands Oaks, CA: Corwin, 2002), p.166.

[14] Interview result with English teacher on 5th of June, 2009, at 10.00 o'clock.

to fulfill their need, 3) give input to the teacher to do remedial teaching for instruction, 4) give the chance for student to reach the competence although they have different intelligence, 5) give more communicative information to the board about the effectiveness of the teaching learning process they have conducted.

In conclusion, teacher has developed the teaching instruments using appropriate concept of the contextual teaching and learning. He detailed the syllabus, lesson plan, combined material, selecting media and conducted assessment according the concept of the contextual teaching and learning (CTL).

C. The Implementation of Contextual Teaching and Learning (CTL) Components in the Classroom

The data that will be discussed in this point is the implementation of each CTL components. The activities which indicate the implementation of CTL will be described to show how each of CTL components is implemented.

During the teaching learning process, teacher focused on competent standard number seven and nine. It combined listening and speaking competence, with basic competence number 7.1 and 9.1. In conducting the English teaching learning process, teacher made the classroom activity plan which was arranged in sequence. It was called I-CARE. It stand for Introduce-

Connect Apply Reflect Extend. It is one of the application of CTL. I-CARE is a guidance and reference for teacher to create a professional and meaningful teaching and learning process. It was created by DBA (Decentralized Basic Education Life Skill for Youth) which was facilitated by USAID (United States Academy International Development).

In implementing CTL, the teacher used some steps which include in I-CARE. The CTL's components were implemented in each step. First, in the *Introduce* step teacher introduced the teaching and learning goals or teaching learning process steps. Second, in the *Connect* step, teacher tries to connect the prior knowledge with the material given, It can be in the explanation, questioning activity, and brainstorming form. Johnson states that making connections to find meaning increases knowledge and deepens insight[15]. It enables us, furthermore. To influence our context, the word we inhabit. Contextual Teaching ang Learning is grounded in the knowledge that making connection is natural human activity. For the new material, firstly teacher gave prologue in the connect step, the *Apply* step, this is the implementation step. It can be in the form of guided exercise. Most of the class activities are done in this step. The apply step in listening competence are listening cassette, listening foreigner, listening teacher, listening news, etc. Apply step in

---

[15] Elaine B. Johnson, Ibid., p.75.

speaking such as: doing role-play, debating activity, analyzing film, making simple dialog, etc[16]. The fourth, the ***Reflect*** step, this step has two points, (1) Reinforcement, it is in the form of giving exercises to direct the students making conclusion. (2) Student' reflection, it is in the written reflection. Both of them have purpose to give evaluation. The last step is Extend, the purpose is to develop material given. It is in the form of giving an assignment

The topics were taught without using a certain book, but using media. In the first meeting, teacher used certain cassette in listening section. Students listened the cassette about English pronounciation. Here, teacher gave handout to the students to choose the best answer of words that had been already said by the speaker in the cassette. Then in the second and third meeting was debating. It was without handout because it done by giving questions orally about the update information and real word situation around the students, then they respond it by expressing all of their idea about material given.

Teacher also concerned to the class management. The teacher arranged the students' seat. When the first topic was taught, teacher arranged the students' seat in rows. The sat down with their partner. In contrast, when the second topic was taught, teacher devided thirty students into two parts then

---

[16] Interview result with English teacher on 5th of June, 2009, at 10.00 o'clock.

they sat face to face, and two group that turn to show their performance to debate, they sat in front face to face.

The CTL's components which were implemented in the English class of the seventh grade in SMPN 1 Gresik will be presented in table and described in turn as follows:

COMPONENTS	THE MEETINGS	
	First (Listening Competence)	Second & Third (Speaking Competence)
CONTRUCTIVISM	The teacher implements constructivism component using a small game.	Teacher uses some actual questions and pictures related to the students' real world contexts among them, which they had knowledge about it.
INQUIRY	Students explore the existence of process in finding and analyzing material by students themselves. Teacher facilitates the finding and analyzing activity by doing the game.	Students arrange the words in the debating activity with their group work. They have to use some vocabularies they had, to give some declarations about the picture, which is given by the teacher.
QUESTIONING	Teacher gives questions in the form of a word and students have to continuo the last letter of it using another word.	Teacher gives five actual questions that must be answered by two showed groups computationally.
MODELLING	Teacher uses English as his language in teaching and learning process. Teacher uses cassette as the media and model in pronouncing English words; consist of foreigner as the speaker in pronouncing the speech sounds.	Teacher always uses English as his language in teaching and learning process. Students also became a model to their friends, when they tried to say something in English.
LEARNING	Students participate actively in the collaborating. Teacher	The teacher has considered the students heterogeneity in-group

COMMUNITY	motivate them using interesting way.	work.
REFLECTION	Teacher did reflection three times. Teacher reflected students about their pronunciations when they did the simple game. Teacher gave the correct answers of the exercises that have done by the students. Teacher give reinforcement in the form of giving exercises to direct the students making conclusion.	Teacher advises his students to train their selves to speak English continually.
AUTHENTIC ASSESSMENT	The assessment includes product and process.	Teacher just gives process assessment because it is debating activities.

The implementation of CTL Components

The first meeting, June 2nd, 2009

Before beginning the lesson, teacher introduced the learning goal. Teacher said "Today, we are going to do listening and tomorrow will conduct speaking". In the first meeting of the observation, the teacher implemented all of components. Those were: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

The activities which show the implementation of CTL's components will be described in turns as follows:

1. **CONTRUCTIVISM**

At the ***connect*** step, the teacher implemented constructivism component using a small game. Teacher did the activity which indicated the constructivism component. The teacher connected the student's prior knowledge or experience before having new topic. Before giving information about listening how to pronounce English well, the teacher connected their experience in listening and speaking of pronouncing a word that the first letter is the last letter of a word which was pronounced by friend beside him or her. It can be seen from this activity.

Activity I:

T : first of all, I want to give some refreshment for your English today, it is just a small game. Ok everybody stand up!

Ss : (All students stand up).

T : Start from you (teacher pointed student on the Right back corner), for the first is word "expensive".

(student on the Right back corner, the name is Dary, continued the word by taking the last letter from the word said by his teacher).

D : ExpensivE – EaR.

T : EaR, go! (teacher pointed student beside Dary, the name is Bimawan)

B : RainboW.

(then continued by student beside Bimawan, he is Aji)

A : WeaR.

Such was the acivity until there was one of the student (Getza Maharsa) become the winner, because he was able to continue the last letter of his friend said before and he did not repeat word that was said by his friends.

The activity above, shows the constructing activity. It elicits students to construct an English word that had been already heard from their friend as long as their experience or knowlegde they have. Then, they thought an English word they knew to continue the last letter of their friend said before and pronounced it depand on their knowledge in pronouncing the word. It indicates that the constructivism was exist.

The teacher and students' activities in the classroom are proper with the concept of constructivism, student construct their own knowledge by testing ideas based on prior knowledge and experience, applying these ideas to a new situations, and integrating and the knowledge gained with pre-exiting intellectual construct. Additionally, Nurhadi states that constructivism focused on: 1) student construct the knowledge in limited context, 2) student construct their own sense of meaning from their new experiences based on prior knowledge, 3) deep understanding is developed through meaningful learning experience[17].

2. INQUIRY

---

[17] Nurhadi, et. al; loc.cit., p.33.

One of the CTL implementation components is inquiry. It could be shown from the activity 1 that explained above. Here, students explored the existance of process in finding and analyzing material by students themselves. Teacher facilitated the finding and analyzing activity by doing the game.

Students were asked to establish by themselves about the connection word that was related to the word they heard from their friend, what word was they heard, and how pronounce a word that the first letter was the last letter of their friend's word. The students became the centre of teaching learning process. Teacher gave a very high attention to students' words.

Nurhadi states that the focus of inquiry were: 1) it is a cycle which consist of observing, questioning, investigating, analyzing, and theorizing activity, both individually on in group work, 2) it begins with the observation and progresses to understanding the concept of phenomenon, 3) it develops and implements critical thinking skills teacher has implemented the inquiry component through the connect step[18].

Reflect to the statement of Nurhadi, the inquiry component is also shown when teacher gave material and exercixe that was written on

---

[18] Ibid., p.43.

students handout. For the first time, students observed in listening cassette about English pronounciation together with the examples. Then, students have to answer the questions, investigate it, and give analyzing about it. The analyzing activity encouraged them to have critical and creative though. It can be seen from this activity.

Activity II:

T : Ok next, we going to listen some of speech, you must seriously in practicing it. Ok please deliver this (teacher asks to a student to deliver the handout to his friends).

T : (Teacher explains what are written on the handout) Don't forget writedown your name. Look at the first is "/Iy/", (Then teacher see the model of saying "/Iy/" using cassette as the media).

C : "/Iy/".

T : (Teacher imitates the cassette) "/Iy/".

Ss: (Students imitate their teacher together) "/Iy/"! (It continued until 12 vowel sound producing).

Then teacher gave sample words and comparative words from each vowel sound producing, and students were asked to imitate all of sounds. Teacher also give 'listening discrimination'. It was written on students handout and it must be answered by the students.

The inquiry component focuses on the observing, analyzing, identifying, investigating and theorizing activity. The analyzing and concluding activity which were done individually are used by teacher to

encourage the students in solving the problem. Teacher minimized the explaining activity and concerned more to the analyzing and concluding activity. It indicates that the focus of inquiry has been done in the teaching learning process.

3. **QUESTIONING**

In the questioning component, teacher used the questions to guide students to think critically. Teacher gave question in the form of a word and students have to continou the last letter of it using another word. The purpose is to know how students pronounce a word they thought. It is shown by activity I, which wrote above.

There are two kinds of questioning activity which happened in the teaching learning process. The first, the questioning which was done by teacher to students. The second, the questioning which was done by the students to the teacher. In this case, just the first kind of questioning activity was done.

In the last time of the first observation, teacher asked a question and it also as a relection section. Teacher said "Any questions? Which one of sound producing is most difficult for you?". Teacher used the questions to guide the students in order they can solve the problem. The questioning activity will encourage them to have critical thinking. These phenomena

indicate that the characteristics of questioning components have been created in the teaching learning process.

4. LEARNING COMMUNITY

One characteristic of learning community is cooperation and collaboration. Nurhadi states that the learning outcome of the learning community derived from the cooperative learning, sharing idea among student individually or in group work, learning community practically done in the class in the from of working in pairs, group work, and the expert of certain profession to join the class, etc.[19]

The cooperative learning can be seen when the activity 1 was applied. Students participated actively and collaborate one another when they found a word and it from the last letter of their friend beside them. If there was not cooperation and collaboration among them, the activity will not finish successfully and there was not a winner of the activity. Johnson states that collaboration removes the mental blinders imposed to discover personal strength and weaknesses, learn to respect others, listen with an

---

[19] Ibid., p.47.

open mind, and build consensus[20]. Therefore, the existence of cooperative teaching learning process characterizes learning community component.

5. MODELLING

Modeling activity support teaching learning process very much. It was pointed out by the teacher. He always used English as his language in teaching and learning process. It means that teacher became the model of the teaching learning process, and it was very suitable with the competent standard that has been learned, listening and speaking competences.

In the modeling component, teacher or foreigner are possible to be the model of learning. In this case, teacher became the model of how pronounce English well. Besides, teacher also used the media as a model in pronouncing English words, consist of foreigner as the speaker in pronouncing the speech sounds. It was possible for students to imitate the speech sound practiced by the model. It means students were able to understand the pronouncing speech sounds and a lot of English words from the modeling activity.

---

[20] Elaine B. Johnson, loc.cit., p.89.

In addition, teacher also became a model when the activity II was done. After the cassette was turned, the foreigner said one speech sound, then teacher imitated it, and he asked the students to imitate him. At the time, teacher used drilling method. He drilled the students togetherly.

6. **REFLECTION**

In the first meeting, teacher did reflection three times in the teaching and learning process. First, after activity 1 has finished, teacher reflected students about their pronounciation when they did the simple game. It was some errors. Teacher said as follow:

T : The pronounciation that you have got earn, I think that you have to already know the meaning of the words in your brain, but you can not spelling it correctly, as like: /el f nt/, but someone said /il pent/, and many other errors here. So, it is very important to you to know how the speech is produced, like what I said in the first: /Iy/, /Ow/, /i/.

Second reflection was done when teacher gave the correct answers of the exercises that have done by the students. The third, teacher give reinforcement, it is in the form of giving exercises to direct the students making conclusion, teacher said as follow:

T : The most important thing to do is that everyday you have make daily for practice. Now, actually we learn today is to know how to producing speech, /ow/, /u:/, /a:/. So, if you want to learn about English, you have to make a full of attract to study English, not fifty-fifty. Because of you are still in the first level, so you must try to practice English well.

In the last time of the first observation, teacher asked a question as a relection section. Teacher said "Any questions? Which one of sound producing is most difficult for you?".

All the reflection activities is in line of Nurhadi. He says that reflection is a review activity of what student have learn. It is done to reinforce what the student get in teaching learning process. It emphasize on the way thinking to what they learn, identification and responding to the activity and experience, note every think have been learn and fill the new idea, and it is in the from of journal, discussion and art[21].

7. AUTHENTIC ASSESSMENT

The assessment included product and process. In the product aspect, teacher gave the assessment through exercises in the form of students handout. There were two parts of the exercise. Each part has 2 point of each number, so the score is 200, then it devided into 20, so get 100 as the total score. When students listened what the speaker said, in the

---

[21] Nurhadi, et. al; loc.cit., p.50.

same time they must choose the answer according to what they heard. After that, each student must change his/ her handout to be corrected by his/ her classmate. And when the teacher asked a student to say his answer, then teacher gave correction to him, it is called the process of doing an authentic assessment.

Overall, in the first meeting of observation, the constructivism can be seen in the simple game activity. The teacher connected the students' prior knowledge with the topic. Teacher gave a word to be continued by a student on the Right back corner, was in line of questioning. It also used learning community component when students participated actively and collaborate one another when they found a word and it from the last letter of their friend beside them. The process of activating students' schemata was done using inquiry and modelling components. In order to know the students progress, teacher did the authentic assessment. Teacher also done some reflection, one of them was in the form of reinforcement. It was in the form of giving exercises to direct the students making conclusion

The second and third meeting, June 3rd and 4th, 2009

In the second meeting of observation, teacher told the goal of teaching and learning at June 3rd and 4th, 2009. He said: "Today and tomorrow, we are going to other schedule, we have debating". The teacher started the lesson by

doing refreshment though English game. The purpose was to get students' focus on English before going to learn. Here, teacher had three words, "wall, call, and mold". When teacher said "wall", students must raise their right hand. When teacher said "call", students had to raise their left hand, and when he said "mold", they had to raise both their hands.

In implementing CTL components in the classroom, the teacher used I-CARE. It consists of a set of learning steps which has been suited with CTL component. The concept of CTL can be seen in *Connect, Apply, Reflect and Extend* step. Some teacher in Gresik call I-CARE as a kind of technique. Anthony in Richard and Renanya defines a techniques as a specific classroom activities consistent with a method and therefore in haremony with an approach as well[22].

All of the CTL components have been implemented in this meeting. They are constructivism, inquiry, questioning, learning community, modelling, reflection, and authentic assessment. It will be described as follows:

1. **CONSTRUCTIVISM**

---

[22] J.C. Richards and W.A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice,* (Cambridge: Cambridge University Press, 2002), p.9.

The teacher implemented constructivism component using some actual questions and pictures related to the students' real world contexts among them, which they had knowledge about it. For example, teacher gave a picture about air pollution caused by factories. It was very related to students' real world, because they lived on Gresik as the biggest regional of industry after Sidoarjo. It was proper with the concept of constructivism, student construct their own knowledge by testing ideas based on prior knowledge and experience, applying these ideas to a new situations, and integrating and the knowledge gained with pre-exiting intellectual construct. It was possible to make the students move actively. Teacher asked them to explore their thinking though the material given based on their knowledge. The pictures were used are:

MOBILE PHONE

NO SMOKING

EXPLAIN !

EXPLAIN !

PETASAN & KEMBANG API

2. INQUIRY

The inquiry component was pointed when students arranged the words in the debating activity with their group work. They have to use some vocabularies they had, to give some declarations about the picture, which was given by the teacher. The declaration was in the form of sentences. Therefore, students have to develop and implement their critical thinking to defend their opinion about the picture. It is a cycle which consist of observing, questioning, investigating, analyzing, and theorizing activity, both individually on in group work.

In this component the student become the centre of the teaching learning process. Teacher gave his attention to the discussion in group work to help them. Because he minimized the explaining activity and encourage the student critical thinking skill, though the process analyzing and identifying in order they understood the picture. From this, it can be seen that the teacher have implemented inquiry component according to the focus of inquiry.

3. QUESTIONING

There were two parts in the debating activity that done by the teacher. Firstly, teacher gave five actual questions that must be answered by two showed groups competitionly. Group that got more value, it will

get agreeable group in the second part of debating activity. It means that there was competition here, and the questions will arouse students' learning desire. It is in line of Sanjaya statements. He states that in productive learning, questioning activity will be useful to: 1) explore information about students' ability in mastering the materials, 2) arouse students' learning desire, 3) stimulate students' curiosity, 4) focus on students needed, 5) Guide and lead students to find and conclude something[23].

When students did debating activity, teacher has caught them by giving some questions, so they could explore their idea more by teacher's questions. According to Sanjaya, questioning is very important thing in guiding students to find the materials' point by their selves[24].

In this case, students in a group also gave questions to their friends in other group that became their adversary. Could their friend defend their opinion before? Therefore, not only teacher but also students gave the questions. It indicates that questioning component is applied here.

The pictures related to the activity are:

---

[23] DR. W_____ _____enta
       Kencan___
[24] Ibid.

4. LEARNING COMMUNITY

The characteristic of learning community is the existence of pair work and group work. In the second and third meeting of the observation, teacher created group work. The teacher has considered the students heterogeneity in-group work. It was impossible for them to choose their own partner.

Although they did not choose their own partner, the students had very good participation in the group discussion. Students participated actively because the teacher motivated them using interesting way. They shared their idea each other to answer the questions and also investigate and analyze the pictures given by the teacher.

In supporting debating activity, teacher concerned to the class management. The teacher arranged the students' seat. He devided thirty

students into two parts then they sat face to face, and two groups that turn to show their performance for debating, they sat in front face to face.

It can be seen that learning community was also conduct in pictures as follow:

5. **MODELLING**

As like in the first meeting of the observation, teacher always used English as his language in teaching and learning process. It means that teacher became the model of the teaching learning process, and it was very suitable with the competent standard that has been learned, listening and speaking competences.

Students also became a model to their friends, when they tried to say something in English. Modeling is very importing component in implementation of CTL approach, because students could be avoided from theoretic-abstract learning, which could be occurred a verbalism[25]. Nurhadi says that the teaching and learning process there is a model that

---

[25] Ibid., p.268.

can be imitated. Teacher transform idea, demonstrated how to student should learn, and ask the student to do what the teacher to do. In CTL, teacher is not the only model, model can be designed by involving the student or others from outside the class[26].

6. REFLECTION

The reflection component has been seen from the teacher. When the time was up in the third meeting of observation, he advised his students to train their selves to speak English continually. The reflection activities are in line of Nurhadi that say reflection is a review activity of what student have learned. It is done to reinforce what the student get in teaching learning process. It emphasize on the way thinking to what they learn, identification and responding to the activity and experience, note every think have been learn and fill the new idea, and it is in the from of journal, discussion and art[27].

7. AUTHENTIC ASSESSMENT

In this case, teacher did the authentic assessment when students did debating activity. Here, teacher used some criteria's; those are grammar, pronunciation, fluency, and comprehension. The score for every criterion

---

[26] Nurhadi, et. al; Loc.cit., p.49-50.

[27] Ibid., p.50.

is 1 until 25. A student will get 100 as his/ her score, if he/ she got 25 in all of aspects. Teacher did scoring by him, but could not write down the score by himself because he must read the questions to showed group. Therefore, he asked a student to write down the score.

The implementation of each component was in line with the concept of Contextual Teaching Learning. It can be seen that the activities in the teaching learning process have been relevant to the focus of each CTL's components.

D. The Problem Arisen in the Implementation of contextual Teaching and Learning (CTL)

In the implementing of Contextual Teaching and Learning (CTL) approach, teacher has some problems. The first was arisen from the teacher himself, the second was from the students. In this case, teacher did not drill one by one student when listening competence was applied in the first meeting of observation. He just drilled them together; he thought that the time was not enough when he drilled one by one from them. Here, teacher did not know how they pronounce word by word individually. Then, one of solutions was conducted by the teacher was he prepared many examples of the material given, and asked students to imitate continually. It also gave them knowledge

about kinds of speech sounds, the example of each sound, and adjusted them to pronounce English well.

Secondly, students' learning type influenced the teaching learning process. Most of them were too active and difficult to be controlled. They move, make some noisy and sometimes did not give attention. It can be seen when two groups showed in debating activity were given times to discuss with their group. At the time, the other students chated each other and it made the class was noisy. In contrast, the passive student seem uninterested with the lesson. It makes their existence in the classroom was closed by the kinesthetic student. So, teacher has difficulties in checking them. This character were explained by Coleman. He states that in study of approximately eight thousand high school boys and girls, found that there was nonchalance and event negative attitude toward academic matters. He also writes that there is coming to more and more an independent society of adolescent, an culture which show little interest in education and focused the attention of teenagers on matter unrelated to school, such as cars, dates, sport, popular music.

Teacher overcomes the problem by getting closer to them. They key is that they have to enjoy the class, learning happily. He tried to get closer to them in order he can communicate everything to them. So that it was possible

for teacher to make an agreement with them. He did it in the first meeting. The agreement was communicated trough the game. The purpose is to attract the students'attention. Gary Anderson mentions that Having in famous short attention span, variety, including surprise and humor, is the spice of classroom life, so try out different warmers, starters and fillers to change the pace and enliven the organization of your lessons[28]. It was possible to provide activities for the kinaesthetic students and move the passive students. Because, generally, they like to move. So it necessary to give chance for them to move around. Additionally, Gary Anderson writes that teenagers are discovering their bodies (often awkward) so use movement by giving students an opportunity to move around during class. Then when the class was getting messy, teacher did the game and repeated it until the class become conducive to continue the lesson.

In conclusion engaging activity, as like game and hands on activity can solve the teaching and learning problem, especially for the unique students characteristics. It is in line with the idea of CTL. In the CTL's classroom teacher creates a meaningful and joyful learning, because students will learn better in that condition.

---

[28]http://www.cambridge.org/elt/englishindmind/teacher_resources/teaching_teenagers.htm

E. **The Effect of using Contextual Teaching and Learning (CTL) to the Students Engagement**

According to the field note were two indicators of the students' engagement. The students engaged when they were motivated and interested teaching learning process. The section will discuss about the students' engagement of students can bee seen from how much they are motivated and how far they are interested in the teaching learning process. The data will be described as follows:

1. **Activities which show that students were interested in the teaching learning process**

In the first meeting, teacher used an interesting cassette program to learn listening how to produce English speech sound. Students gave respond to the teacher's instructions enjoy fully to join the activity using the media. The other reason why they were interested with it, because they could listen a foreigner sound in producing English words, and they were given by the teacher to imitate the foreigner sound from the cassette. The enjoyable class makes the students were not afraid to do the activity. Some activities showed that they were interested in the teaching learning process. Most of

students answered the questions given related to the foreigner sound on the cassette. They answered bravely, because they were sure that it was true.

Additionally, students also interested by the picture given when the second part of debating activity has been done in the second and third meeting. The pictures were related to their real world contexts. For example, teacher gave a picture about air pollution caused by factories. It was very related to students' real world, because they lived on Gresik as the biggest regional of industry after Sidoarjo. It was possible to make the students move actively. Teacher asked them to explore their thinking though the material given based on their knowledge, then they must defend their idea here as long as possible.

Those activities were done according the material used by teacher. It is important to provide the lesson which keep our teenage students interested. If the students are not interested in the material we are using, students and teacher will end up bored and frustrated. According to Gary Anderson, (teachers should remember that in teenagers classroom, the group dynamic is often as important as pedagogical content and activities will carry benefits other than linguistic content. So teacher will be able to create

creative way of teaching to teenagers[29]. A teacher may be obliged to use certain course books and other material that many not always stimulate our students, it is important to adapt this material or supplement it with activities that bring the students to live and encourage them to express themselves. If the teachers shows that she is interested in her students' opinion and is prepared to adapt her lessons after listening to this opinions, this can have a very positive effect on the atmosphere in the classroom.

2. **Activities which Indicate that the Students were Motivated in the Teaching and Learning Process**

In the first meeting of observation, teacher motivated his students by using interesting way. Before stepped on the listening how to pronounce English well, teacher had done a simple game that related to the material. It can be seen in the activity I. Who was able to make a word from the last letter of his/ her friend's word, and he/ she did not repeat a word, so she/ he was a winner. Here, students gave responses to the teacher's instruction enthusiasly and competed each other, and teacher stimulated interaction among students and provide a competition. It supported by Gary Anderson states that game is not only can provide purposeful context in which to use

---

[29] Ibid.

language but also stimulate interaction, provide competition and are fun as long clear and clearly followed by all participant[30].

In the second and third meeting, teacher motivated his students by giving five actual questions in the first part of debating activity. Two showed groups computationally must answer it. Group that got more score in this part, it will get agreeable group in the second part of debating activity. It means that there was competition and motivation to get the highest score. The actual questions will arouse their learning desire. It is in line of Sanjaya statements that in productive learning, questioning activity will be useful to: 1) explore information about students' ability in mastering the materials, 2) arouse students' learning desire, 3) stimulate students' curiosity, 4) focus on students needed, 5) Guide and lead students to find and conclude something[31].

Those activities show that students were motivated and enjoyed the class. They wanted to participate as long as the teaching learning process. They were not afraid of their teacher guiding. They also competed one another to do the problems given by the teacher. Ausubel in Joanna, says

---

[30] Ibid.

[31] Wina Sanjaya, loc.cit., p.266.

that motivation is as much an effect as a cause of learning. It can be seen from activities in the classroom. They were exited in the group discussion, giving respond to teacher, enthusiastically, very well in performing task and motivated to do the matters[32].

3. **Activities which Show that the Students were Understood about the Material Given**

In the first meeting of observation, continually teacher gave the material about pronouncing the speech sound, and then he supported it by giving the sample words and the comparative words. After that, teacher gave the listening discrimination about what they had already heard. Here, teacher gave reinforcing material before stepped to the task. Therefore, students could understand more, and do the task correctly that shown by their handout's score. This approach asked students to exhibit their attainment of high standard by doing authentic assessment task. These tasks challenged students to apply their knowledge and skills to real world

---

[32] http:// www.teachingenglish.org.uk/think/methodology/motivate_teens.html,

situation for significant purposes. They were also helped by the teacher's way in teaching and learning process. Johnson states that students can learn the material when it is authentic, when they can link it to their own real world experience, it is not surprising that they can also best demonstrate their knowledge by making the same authentic connections[33].

It also showed in the second and third meeting. Here, students responded their teacher by discussing the actual questions and pictures with their group work. Then, each group presented their opinion and idea. It indicated that the students understood about the materials given by the teacher. Each group performed better on the discussing, analyzing, and performing debating activity. More than a half of students in the class were able to speak whatever in their mind. Students said that it was easy to express their opinion in the teaching learning process. They were able to understand the materias which was given because the teacher connects the real world experience with the materials. So, it makes them easier to present the skill and knowledge. It can be seen from their ability in analyzing and presenting it. They were also able to conclude and work the teacher's questions.

---

[33] Elaine B. Johnson, loc.cit., p.172.

From three observation meetings, it can be concluded that the students were actively. The questionnaires showed that 48.7% of 30 students always wanted to get involved in teaching learning process while 28.2% of 30 students often got involved in it. Their engagement can be seen from the activities. They also responded the teacher's instruction and problem, enthusiastically. 69.2% of 30 students sometimes expressed the idea and their opinion when the teaching and learning process was held. It proves that they were not afraid of the teacher. They also competed to be the best. It can be seen from their activities.

Those activities which were described from the field note show that students were interested in the teaching learning process. The questionnaires show that 48,7% of 30 students said that teacher's way of teaching was very interesting while 41% of 30 students said that it was interesting. It can be indicated by their activity. 41% of 30 students said that the teaching learning activity was very happily while 56,4% of 30 students said that is happily. It can be seen from the field note report. It noted that they were interested in teaching learning process by responding the material. They also got involved in games and discussion, happily.

Teacher used games to make the students focus on the teaching learning process. The questionnaire states that 76,9% of 30 students said that teacher sometimes uses the game and media. Those activities show that students were engaged. It influences the teaching and learning atmosphere in the classroom. So it also influences their task and performances.

Students were motivated. It is related to the teacher's attitude toward the students in the class. Teacher implemented his lesson plan based on the CTL approach creatively. It was proved by the questionnaire. The questionnaire showed that 70.85% of 30 students said that the teacher's always help them in the teaching learning process. Beside that, 59 % of 30 students said that the teacher's way of teaching always motivates them. While 23 % of 30 students said that the teacher's way of teaching often motivates them.

Some activities indicate that they were understood the materials. The questionnaires show that 71,8% of 30 students understood the materials given because the implementation of Contextual Teaching and Learning. 25,6% of 30 students said that the teacher's way of teaching helps them very much in understanding the materials and 61,5% of 30 students said that they are also helped by the teacher's way of teaching.

Additionally, 25,6% of 30 students said that it was very easy to expressed their idea in the teaching learning process. While 46,2% of 30 students said that it was easy to express their opinion in the teaching learning process. They understood the lesson because they were able to perform better in some activities. It can be seen from their work score which has been recapitulated by the teacher.

The effect of the implementation of contextual teaching and learning in the class is that students achieved better due to the Contextual Teaching and Learning. They performed better in task, project and performance. The students' engagement also increased because of the implementation of Contextual Teaching Learning. Students become more exited about the content, increased their motivation to get involved.

In conclusion, according to all discussion the CTL's components were implemented properly based on the focus of each component. The implementation of CTL was supported by the teaching instruments which was developed using the concept of CTL. The teaching instruments were relevant to be used in implementing CTL. So that teacher can overcome the problems arisen in the classroom. The CTL classroom is possible to engage students and help teacher to

overcome the problem. The effects are that they achieved better and engaged themselves in the teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

According to the explanation data and result, this section will give some conclusions of the finding. In addition, it will also give suggestions for those who want know about Contextual Teaching and Learning in the classroom.

A. Conclusion

According to the explanation data and result, there are some conclusions which is related to the research questions. Those are as follows:

1. Teacher has developed the teaching sets i.e. syllabus, lesson plan, MCC, and semester program using the appropriate concept of the Contextual Teaching and Learning. In implementing CTL, the teacher used some steps which include in I-CARE (Introduce-Connect, Apply, Reflect, Extend). The CTL's components were implemented in each step of it. He did not use a certain book but he combined the material, used many sources and was suited with the concept of CTL. Teacher often used the interesting media, because it was available in the classroom. Teacher has been conducted the assessment according the concept of the Contextual

114

Teaching and Learning. Those teaching sets were prepared to implement the Contextual Teaching and Learning.

2. It is not real Contextual Teaching and Learning because teacher did not bring his students to the real situation of teaching and learning materials. But, it can be seen that the seven components of CTL were implemented. Constructivism was implemented by connecting the students' prior knowledge or experience with the materials which was given. In the Inquiry, teacher made some discussion group to solve problems. In this components there was a process which was consist of observing, questioning, investigating, analyzing and theorizing to find out their own material. In Inquiry, teacher encouraged the students to have critical thought, so they get new knowledge. In the Modeling component, teacher did not only use himself as the model but he also used the foreigner sound in the form of cassette as the media. Teacher used the Questioning component by giving questions to stimulate students' speaking and explore their ideas. Teacher used the Reflection to review and reinforce of what students had learned. There are process of identifying and responding activities and experience. Teacher practically did the Learning Community in the class in the form of working in group work, and invites the expert of certain profession to join the class, etc. In the Learning Community, there

is a process of sharing idea among students though debating activity. Teachers used many ways to assess the students knowledge and skill. In the Authentic Assessment. It also measure the product and process in balance.

3. In implementing CTL teacher had problem. It was caused by the time and the students' characteristic. Time is limited, so teacher can not drill students maximally. Students had less attention to the lesson. Teacher overcame the problem by creating engagement activity. Teacher used game. It is in line with the idea of CTL. In the CTL's classroom teacher has created a meaningful and joyful learning. Because students will learn better in that condition.

4. The implementations of CTL have some effect to the students achievement. The effect of the implementation of contextual teaching learning in the class is that students achieve better due to the contextual teaching and learning. The students engagement increases because of the implementation of Contextual Teaching Learning. They were motivated and interested to get involved in the lesson. Students were become more exited about the content. In addition, the students mastered the lesson well.

They perform better in task, project and performance. It can be seen from the students score.

B. Suggestion

These suggestions are addressed for teachers, the researcher and readers in understanding the implementation of Contextual Teaching and Learning. These suggestions are as follows:

1. **All English teachers**

   Today, most teachers try out to create the attractive and meaningful learning. One of teaching and learning concept used has been included in the Contextual Teaching and Learning (CTL). This study shows that it appropriate and relevant to be implemented in the English language teaching. It suggested the English teacher understanding the Contextual Teaching and Learning more. So, they will be able to conduct the meaningful teaching learning process. After understanding the CTL, teachers are expected to be creative to create the steps and activities of the CTL's concept.

2. **The English teacher implementing CTL in this study**

CTL is related to make meaningful learning. So, it is expected can engage the students in the teaching learning process. So, it suggested the teacher to make more variety and creative activities which are possible to make the students get involved. It is also suggested that the teacher use some media more to improve the teaching learning process.

3. **The researchers an the readers**

As long as this study was conducted, there was a new phenomenon related to the implementation of Contextual Teaching and Learning (CTL). It is expected that other researchers continue this research which is related to the method, technique and another phenomenon in this study.

BIBLIOGRAPHY

BOOK:

Arikunto, Suharsimi, 2006, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta).

Boey, Lim Kiat. 1975, *An Introduction to Linguistic for the Language Teacher,* (Singapore: Singapore University).

Brown, Douglas, 1999, *Teaching By Principle,* (San Fransisco: Prentice Hall Regent).

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

Darling-Hammond, Irvine in L. and J. Snyder, 2002, *Authentic Assessment of Teaching in Context. CT&L Contextual Teaching & Learning, helping Students Make the Connections,* (U.S. Department of Education Office of Vocational and Adult Education and the National School to Work Office).

Depdiknas, *Standart Isi, Standart Kompetensi Lulusan: Mata Pelajaran Bahasa Inggris,* (2006).

Depotter, B. and M. Hernacki, 2001, *Quantum Learning: Unleasing the Genius in You,* (1992). Translated by Alwiyah Abdurrahman, (Bandung: Kaifa).

Dick, Walter and Lou Carey, 1979, *The Systematic Design of Instruction,* (Glenview Illionist London, England: Scott, Forestman and Company).

119

Fahrurrazy, 2002, *Teaching English as a Foreign Language,* (Malang: University Press of Malang).

Feez, Suzan and Helen Joyce, 1998, *Text Based Syllabus Design,* (Sydney: Macquire University).

Halliwell, Susana, 1992, *Teaching English in the Primary Classroom,* (London: Longman).

Harmer, Jeremy, 2002, *How to Teach English,* (England: Addison Weskin Longman).

Jayadi, Iwan, 2000, *ELT in Indonesia in the Context of English as a Global Language*.

Johnson, Elaine B. 2002. *Contextual Teaching and Learning: What It Is and Why It's Here to Stay,* (Thousands Oaks, CA: Corwin).

Majid, Abdul, 2006, *Perencanaan Pembelajaran: Mengembangkan Standart Kompetensi Guru,* (Bandung: PT. Remaja Rosdakarya).

Mulyasa, E. 2003, *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik dan Implementasi,* (Bandung: PT. Rosda Karya).

Nunan, David, 2003, *Practical English Language Teaching,* (New York: McGraw Hill).

Nurhadi, et. Al 2004, *Pembelajaran Kontekstual dan Penerapannya dalam KBK,* (Malang: Malang University).

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

Puchta, Herbert and Michael Schartz, 1993, *Teaching Teenager,* (Newyork: Longman).

R.G. Berns and P.M. Erricson, *Contextual Teaching and Learning The Highlight Zone: Research @ Work No. 5.* (NCCTE – Publication - Highlight Zone #5 – Contextual Teaching and Learning.html,2005).

Richard, J.C. 2001, *Curriculum Development in Language Teaching,* (Cambridge: Cambridge University).

Richards, J.C. and W.A. Renandya, 2002, *Methodology in Language Teaching: An Anthology of Current Practice,* (Cambridge: Cambridge University Press,).

Rose, C. and M.J. Nicholl, 2002, *Accelerated Learning for the 21th Century,* (1997). Translated by Dedy Ahimsa, (Bandung: Yayasan Nuansa Cendekia).

Sanjaya, Wina, 2009, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan,* (Jakarta: Kencana,), first edition, sixth published.

Sari, Fitri Ratna, 2006, *Evaluasi Media Video Hasil Produksi Mahasiswa Program Studi Teknologi Pendidikan Angkatan 2000,* (Surabaya: UNESA).

Slavin, Robert E. 2000, *Education Psycology: The Theory and Practice,* (Needham Heights: Allyn adn Bacon, sixth edition).

Slavin, Robert E. 2000. *Education Psychology: The Theory and Practice,* (Needham Heights: Allyn adn Bacon, sixth edition).

Sukmadinata, Nana Syaodih, 2006, *Metode Penelitian Pendidikan,* (Bandung: PT. Rosda Karya).

Susanto, 2000, *Menyusun Usulan Penelitian dan Laporan Penelitian,* (Surabaya: UNESA Press).

Susilana, Rudi et. All 2006, *Kurikulum dan Pembelajaran,* (Tim Pengembangan MKDP Kurikulum dan Pembelajaran UNESA).

Ulya, Ismatul, 2007, "A Case Study of "PAKEM" Method Implementation for English Subject in the Third Grade of SD Muhammadiyah Manyar Gresik Kota Baru, Gresik", (UNESA, Unpublised thesis S-1).

Yuwono, Grace, 2005, *InternationalEducation Research Conference,* (Sydney: The University of Sydney).

INTERNET:

(http://www.cambridge.org/elt/englishinmind/teacherresources/teachingteenagehtml)

A.J. Langer, *Instructional Scaffolding,* (http://www.teachhandlearn.ca/blog/2007/01/30/instructional-scaffolding/).

http:// www.teachingenglish.org.uk/think/methodology/motivate_teens.html