

# CHAPTER I

## INTRODUCTION

### A. The Background of Problem

Language is a means of communication. People use a language in so many functions or purposes such as to build up relationships, to learn culture, and so many functions. They can utter their ideas, feelings and thoughts by saying words. And the communication between them will not happen if the language activities are ignored.

There are many languages, which are used by people; every country used its language. As Indonesian people our official language is Indonesian. It does not mean we do not learn foreign language such as English, Arabic, French, Mandarin and so forth. But up now the trendiest foreign language is English, because English now become language of science and technology also as a formal international language.

English is a formal international language in the world. Besides being much used in America, Europe, Australian and so forth. English also assumed as a formal language that used in an international forum as in United Nations, where as international communities may express the thoughts, ideas and feelings by this language between each other. It is why English is studied in many countries as a secondary language that taught in schools including Indonesia, in which the

government has decided that the English should be taught in elementary schools as a local subject.

However, English is taught as a primer subject in Junior High School. English is one of which be included in national final evaluation (EBTANAS). The target of learning English at junior High school is to back up the mastering and developing four elements of language (speaking, reading, listening and writing), and also in mastering grammar and structure. On the contrary, the fact answer the different words.

Like A. Ghani Johan (2002 : 126) on his book says that:

“ Learning a foreign language is a special accomplishment Million of people learn foreign language, but very few succeed in mastering it. The first and obvious reason is that the learner of foreign language had experience with another language. It is native language structure which his first obstacle of learning a new language. The beginner in a foreign language has so over learned his first language that it is hard for him to say the same things in a different way ”.

As Murni Wahyanti (2003 : 1) said that there are so many students of Junior High School, even the graduates, are not capable in using Basic English Proficiency. She added that the majority of students are not capable to make connections between what they are learning and how that knowledge will be used.

Grammar rules are mostly taught by using lecture method, without further meaningful practice. Some students assume that the meaning of grammar refers to the structures or patterns of sentences. Teaching grammar by using CTL

approach students expected to make connections in their own, out side the classroom.

There are lots of efforts from the authors of education and teachers, especially English teacher, in which be able to improve teaching learning result. They did hardly to get innovation about learning English.

Recent changes in education policy, which emphasize greater teacher involvement in designing competency based curriculum (KBK). To be focus in teaching the materials, it's supported by instructional approach based contextual learning. By this method the students are acquainted with practical application in the context of the real world. C. Murni Wahyanti (2003 : 1) say that :

“ Contextual approach recognizes that learning is a complex process that goes far beyond stimulus and response methodologies. It discovers that most students' interest and achievement in language improve when they are helped to make connections between new information and experiences they have had, or with other knowledge they have already mastered ”.

“ The Contextual Teaching and Learning (CTL) is an educational process to help students see meaning by connecting academic subject with the context of their personal, social and cultural circumstance”.(US. Departmen of Educational, 2001)

Learning occurs when students process new information or knowledge in such away that it makes sense to them. The teacher should be creative and adaptable in designing student's task so that the materials and tasks can be interesting and attack student's attention.

Like Insup Tylor (1990 : 347 – 348) said that students are likely to retain words in context and then confirmed or rejected their guesses by checking a dictionary.

## **B. The Formulation of the Problem**

The formulation of the problem in this thesis divided into three parts, namely:

1. The identification of the problem
  - a. The field research of this thesis is methodology of English teaching.
  - b. The research approach uses quantitative approach. It means that the data are obtained in particular form of correlation, which is presented by numbers, so that it can be measured and interpreted by using statistical analysis.
  - c. Kind of the problem

Kind of the problem of this research is how far the correlation between the application of contextual teaching and learning and students' achievement in grammar.

2. Limitation of the problem

In this thesis the writer would like to limit the problem only on the students' response to the applications of contextual teaching and learning, the students' achievement in grammar and the correlation between the applications of contextual teaching and learning and students' achievement in grammar.

- a. The clarification of main term of CTL and grammar.

To achieve the purpose of writing this thesis the writer would like to limit her material so that every idea that is going to write can be expressed in her simple thesis. The writer will limitate the problems as follows :

- CTL (Contextual Teaching Learning) is an approach of teaching and learning relating the materials and classroom activities to real situation and actual experience that concern on the creativity, critical thinking, problem solving and apply the knowledge in their daily lives (Prayoga, 2003 : 4)
- Grammar is the description of ways in which words change their forms and can be combined into sentences' in that language (Jeremy Harmer, 2001 : 12).

In this thesis the writer would like to limit her grammar materials only on gramatical classes (parts of speech)

b. Location of the research

The location of this research is at *SMPI Losari Brebes*, and the writer only observe the second years students of *SMPI Losari Brebes* in academic year 2004/2005.

3. Research questions

The research questions are as follows:

- a. How is the students' response to the application of contextual teaching and learning ?
- b. How is the students' achievement in grammar ?
- c. Is there a positive correlation between the application of contextual teaching and learning and the students' achievement in grammar ?

### **C. The Aim of the Research**

In this research the writer has aims:

- a. To find out the students' response to the application of contextual teaching and learning.
- b. To find out the students' learning achievement in grammar.
- c. To know the correlation between the application of contextual teaching and learning and the students' achievement in grammar.

### **D. The Frame Work of Thinking**

Learning language means learning all aspect, in learning language there are four language skills are listening, speaking, reading, and writing. All aspect of language can not separate from grammar or structure; especially in writing. In understanding other language the student have to know the rules of its language.

According to Finegan (1997) as quoted by Fitriana (2001 : 2) that to know a language, people need to consider three side of language : expression (words, phrases and sentence produce), content the meaning of expression and context or social interaction where the expression is spoken.

According to Green quoted by Al Wasilah (1993 : 82) language is the set of all possible sentences; and the grammar of language as the rule, which distinguish sentence and non-sentence.

According to Joss Daniel Parera (1987 : 23) by knowing the grammar well, we can understand the structural identities of language, because we have to treat each language in line with its structures otonomically.

From the definition above, it can be know that in learning process of language, the emergence of studying grammar is understand as a compulsory for every body that endeavors the master a language. Learning a language is not just learning its grammar, but how people understand the meaning based on the context.

Language is not an abstract system. In other words people use language in context, in a real life situation (Jeremy Harmer, 1983 : 15). So, to have technique grammar skill well, is not easy. It needs studying and practicing so that make them interest.

In choosing methods, the teachers should be wise to take consideration about what appropriate methods to be made of use in carrying out his task. As Suwarna Pringowidagda (2002 : 115) said that by using exactly methodology, the students are expected to understand the material well.

On this thesis the writer would like to limit her study on one of methodology of teaching language is contextual teaching and learning (CTL).

Teaching grammar based on CTL approach more to the situational grammar. As Al Khulli Wrote (1976 : 53) that grammatical structure is accompanied with a real situation provided by the teacher or students especially when a new structure is handled.

In using contextual teaching and learning, the students expected to discover meaningful relationships between knowledge and its practical applications in the context of the real world because learning occurs when students process new information or knowledge that it makes sense to them. If the student's interest improve, the student's achievement will be increase and able to improve the teaching learning result. As Souders (1999 : 1) rules of language are internalized through the process of discovering, reinforcing, and relating. He proposed a teaching strategy of contextual learning that consist of relating, experiencing, applying, cooperating and transferring.

#### **E. The Steps of the Research**

In this research, the writer uses two ways of research they are library research and field research. And step of research are as follows:

##### **1. Kinds of data**

On this research, there are two kinds of data namely :

a. Qualitative data is data that served in verbal word form not in amount form.

It means that is data need served to be briefly and systematically:

b. Quantitative data is data that using statistic approach subject and respondent subject, which constitute necessity.

##### **2. The resource of data**

a. Theoretical data resource



The writer obtains the theoretical data from some English grammar books, English books for teaching and learning and any other books relating to the topic of the thesis.

b. Empirical data resource

The writer uses empirical data resource from the field. The data are obtained by having interview with the headmaster, teacher, staff and students'. Also the data from grammar test for the students.

3. Population and sample

a. Population is all the members of all a real or hypothetical set of person, events, or subject (Walter R. Brogh, 1971: 115).

The population of this research is 289 students of the second year of *SMPI Losari Brebes* academic years 2004/2005.

b. Sample is number and / or identification of respondent in the population who be or have been included in the survey (Papela L Arleck, 1985 : 419).

The sample of this research is 48 students' of the second year of *SMPI Losari Brebes*.

For this research the writer takes the sample frame. Sample frame is a list that should include all those in the population to be sampled and exclude all those who are not in the population (Pamela L Arleck, 1985 : 419).

4. Technique of collecting data

a. Observation

Observation is part of scientific techniques to find the data directly in the field.

The writer goes to *SMPI Losari Brebes* to know the reality of the field especially the process of teaching and learning in the classroom, the condition of students, the teachers, and the facilities possessed by the school.

b. Interview

The writer would like to use this technique to interview the headmaster, teachers and his staffs about everything she needs as a source of information for her research.

c. Questionnaire

Questionnaire is the basic survey instrument containing instruction, questions or item, response alternative where appropriate and specific means for recording response (Pamela L. Alreck and Robert B Settle, 1985 : 417).

By this technique, the writer asks some questions to the students as the respondents. They are ordered to choose the correct answer that agrees with them selves related to their personality in the process of teaching and learning English and it's effectively toward their grammar achievement.

d. Test

The test here is a way to collect data by using some formulation as some task to determine a standard estimate. From this test the writer will get the

data of whether there are correlation or not between the application of contextual teaching and learning and students' achievement in grammar.

5. The technique of analyzing data

To analyze the data, in this research the writer would like to divided the data analyze into two technique, namely:

- a. For the qualitative data, it will be analyzed concerning the main problem theoretically.
- b. For the quantitative data, it will be analyzed by using statistic approach, especially correlation.

To know the correlation between the using contextual language teaching and learning (CTL) and students' achievement in grammar, the writer choose the formulation of the product moment correlation as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2] [N \sum y^2 - (\sum y)^2]}}$$

Notes:

$r_{xy}$  = Correlation between variable x and variable y

x = Variable x (the using contextual teaching and learning)

y = Variable y (the students' achievement in grammar)

N = Respondent

(Anas Sujiono, 2003: 193)

To test the Correlation significant with formulation :

$$t = \frac{r \sqrt{N-2}}{\sqrt{1-r^2}}$$

For interpreting the correlation, the writer takes standard of correlation from Anas Sujiono's book (2003: 180) as follows:

0.00 – 0.20: slight, almost negligible relationship

0.20 – 0.40: low correlation, defines but small correlation

0.40 – 0.70: significant correlation, substantive relationship

0.70 – 0.90: high correlation, marked relationship

0.90 – 1.00: very high correlation, very dependable relationship.

If there is no correlation between variable x and variable y to determine value use the formulation below :

$$K = \sqrt{1 - r^2}$$

To look how far the influence of variable x to variable y, the formulation is :

$$E = 100 (1 - k)$$

#### 6. The research hypothesis

There is positive and significant correlation between the application of CTL and students' achievement in learning grammar at the second class of *SMPI Losari Brebes*.