USING CONTEXTUAL TEACHING LEARNING TECHNIQUES IN TEACHING THE SIMPLE PRESENT TENSE

(A Pre-Experimental Study in Second Grade of Mts. Al-Husna Lebak-Bulus)

“A skripsi”
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Dengan ini saya menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademik atas apa yang saya tulis.
Pernyataan ini dibuat sebagai salah satu syarat keabsahan skripsi.

Jakarta, 30 Mei 2010
Mahasiswa Ybs.

(Faisal Faiz)
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(A Pre-Experimental Study at the Second Grade Students of Mts. Al-Husna Lebak-Bulus)

In this occasion, the writer would like to express his thanks and great appreciation to his beloved father (Drs. Abdul Karim) Dad, I Can’t give you more, I’m sorry for being late to finish my study, I just want you proud of me but you leave me..., his mother (Muronih, S.Pd), little brother and sister (Fahrurrozi and Farda) who always give motivation and support in various endeavors and moral encouragement to finish his study.

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Finally, the writer realizes that this ‘skripsi’ is far from being prefect. Therefore, the writer would like to accept any constructive criticism and suggestion to make this ‘skripsi’ better.

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The Writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

Language plays an important role in human life. One tries to acquire, learn and use a language as a means of communication, and simultaneously as social symbol of humanity. By using language someone could make statements, convey facts and knowledges, explain or report something, and keep social relations among the language users. These indicate that by means of language, people can express their ideas, feeling, and information through communication.

English is considered and applied as an international language. It is very popular and has been spoken and learnt by most people in the world. There are some reasons why English is important and many people attempt to learn it. Some of them are: for finding job, traveling, interacting each other, doing business, taking examination, and doing research.

According to the principles of Curriculum 2004 for SMP defines that the goal of English teaching is aimed for development communication ability in English comprising reading skill, listening, speaking and writing with balance, because this purpose is suitable in the globalization era and information need in 21 century.1

In the teaching English as a foreign language is stressed on mastering the four basic skills: listening, speaking, reading and writing. Beside the four skills, the student also have to master grammar properly and other sub skills such vocabulary, and pronunciation.

According to Jeremy Harmer there are four things that students need to do with new language. These are: expose the language, understand its meaning, and understand its form (how the language constructed), and practice it.2

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1 Departemen Pendidikan Nasional, Kurikulum 2004 Sekolah Menengah Pertama (SMP) mata pelajaran bahasa Inggris, (Jakarta: 2003), p. 6
2 Jeremy Harmer, How to Teach English and Introduction to the Practice of English Language Teaching, (Longman, 2004), p.52
That statement gives us a view that learning the new or foreign language consists of several steps that students need to do. The first is that the students can expose or show the language. The second one is that student can understand the meaning. The third one is that the students understand the construction or form, and the last one is that the students can practice the language.

All of those aspects should be mastered by students, but based on the writer experience the majorities of the students in our school are difficult to practice and make connection between what they are learning and how that knowledge will be used. This is because their ways in processing information and their motivation for learning are not touched by the traditional methods of classroom teaching. The students have a difficult time in understanding the academic concepts (such as math concept) as the teacher commonly taught in the process of teaching and learning (that is, using an abstract, lecture method), but student desperately need to understand the concepts as they relate to the workplace and to the larger society in which they will live and work, student have been expected to make these connections on their own outside classroom.3

These can be caused by several factors, internal and external factor. Motivation, interest, and intelligence are the example of internal factors. Meanwhile, economic background, learning materials and teachers’ performance including their teaching methods are the example of external factors.

Method used by teacher has often been said to be the causes of success or failure in language learning for it is ultimately the method that determines ‘the what’ and ‘the how’ of language instruction.4

Teachers should choose and implement the right method and approach implemented in teaching and learning process. Method and approach according to Jack C. Richard on his book that approach is the level at which assumption and beliefs about language learning are specified; method is the level which theory is

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4 William F, Mackey, *Language Teaching Analysis*... p.138
put into practice and at which choices are made about particular skills to be taught.⁵

A good teacher will try to produce appropriate context in which to present the new material, but will often find the difficult to produce more than one or two examples based on each context. The teacher should find appropriate contextualizing material and he should be able to make use of this for exploitation purposes. It’s done to make a connection and relevant between the subject taught and the real context. Therefore there are connections of learning the language and the real life which help student to learn English easier.

Contextual learning theory mentions that learning occurs only when students (learner) process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response) ⁶. This approach of learning and teaching assumes that the mind naturally seeks meaning in context—that is, in relation to the person’s current environment—and that it does so by searching for relationships that make sense and appear useful.

In understanding English the students should understand the structure of English or grammar, understanding to use it in oral or written. Based on the writer’s experience, most of the students get difficulty to make sentences correctly with a tense, example: *she do homework*, the right one is: *she does homework*.

The writer takes simple present to be discussed because several reason, first simple present as one of tenses that almost the students use and produce to show an action in their daily activities. Second, one of materials in class 8 is to make procedure text and descriptive text and the simple present tense is a requirement to make it correctly.

And the writer choose CTL to be implemented in teaching the simple present tense because teaching learning must be context or make it sense to the students, when the subject material relates with students’ life activity such

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describing something or explaining the procedure they will use the simple present and CTL presents the real life to the classroom.

Furthermore CTL make the students feel and do what they learn because CTL was centralized on student activity, and the simple present as the most usually tense that used by students in their life such as to show daily activities, then combination CTL and the simple present will encourage student’s ability in English language.

Since the writer was curious of the effectiveness of using CTL as the approach in teaching, the writer is interested to do an experiment about this and the object of this experiment is the 8th grade students of MTs. Al-Husna Lebak Bulus

Based on the theory mentioned above the writer is interested in discussing this paper about “Using Contextual Teaching and Learning Techniques In Teaching The Simple Present Tense” (An Experimental study in the 8th Grade Students of MTs. Al-Husna Lebak Bulus).

B. Limitation of the Study

To avoid misunderstanding in interpreting the problem, it is necessary to make the limitation of the problem. In teaching English there are some kinds of tenses in grammar and methods of teaching. In this paper the writer limits the study that simple present tense is a part of English subject taught in the first year of MTs. Al-Husna Lebak Bulus. And contextual teaching and learning is one of the approaches to teach the simple present tense that writer analyzes in this paper.

C. Statement of the Problem

The statement of the problem in this “skripsi” is: “is there any improvement in the students’ scores of the simple present tense test after had been taught using the Contextual Teaching Learning Approach?”

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7 Nurhadi Dr. M.Pd, Burhan Yasin Dr. dkk, Pembelajaran Kontekstual dan penerapannya dalam KBK, (Universitas Negeri Malang, 2004), p. 5
D. Objective of the Study

In this study, the objective of the research is to know whether Contextual Teaching Learning Techniques could improve students’ understanding to the simple present tense.

E. Method of the Research

This Skripsi is written based on field research. The writer does the field research by teaching 30 students in one class using contextual teaching learning techniques and then giving them the test and by interviewing them after teaching to get valid information and natural response from them. In addition, the library study also carried out by reading a numbers of materials from books and other sources like magazine, journal and internet as reference to support this “skripsi”.
CHAPTER II
THEORETICAL FRAMEWORK

A. Simple Present Tense

1. The Understanding of the Simple Present Tense

The term “tenses” derived ultimately from the Latin word “tempus” meaning “time”. The word tense stands for a verb form or series of verb forms used to express a time relation. Tense varied in different language. Tenses may indicate whether an action, activity, or state is past, present, or future.

The major time indicator found in tenses are present, past, and future. Since tense refers to the time of the situation which relates to the situation of the utterance, it can be described as “deictic”. As John I. Saeed said, “deictic system is the ways in which a speaker relates references to space and time to the ‘here’ and ‘now’ of the utterance. Most grammatical tense systems allow the speaker to describe situations as prior to, concurrent with, or following the act of speaking. In other words, deictic refers to an interval or period of time which contains the moment of utterance. It can be expressed by some words: yesterday, now, tomorrow.

According to Sylva Chalker “Tense is a form taken by a verb to indicate the time at which the action or state is viewed according”. In talking about tense, it is not only focused on the time of the situation that is being described, but also focused on English mark tense.

From the preceded description, tense can be defined as “a way of language to express the time at which an event described by a sentence occurs”.

There are many kinds of tenses; one of them is simple present tense.

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“The simple present tense says that something was true in the past, is true in the present, will be true in the future. It is used for general statement of fact. Meanwhile the simple present tense is sometimes used to describe an activity that is actually in progress at the moment of speaking. Beside that “the simple present tense can describe habits, routines, or events than happen regularly”.6

Similarly as proposed by Redney Huddleston that “the central use of present tense forms is to indicate present time. For example, *The door opens inwards* describes a state of affairs that obtains now, at the moment of speaking.”7

2. The Form of the Simple Present tense.

a. Affirmative Statement

A. J. Thomson and A. V. Martinet said that in the affirmative, the simple present tense has the same form as the infinitive adds an s for third singular.8 Also for the first and the second singular person and for the plural is without s.

Here is the pattern of affirmative sentence in simple present tense:

\[ S + V_1 \ / s / es + ( \ldots ) \]

For example:
- *I usually go to the school on Mondays to Saturdays.*
- *You usually go to the school on Mondays to Saturdays.*
- *We usually go to the school on Mondays to Saturdays.*
- *The Students of Mts. Al-Husna usually go to the school on Mondays to Saturdays.*
- *He usually goes to the school on Mondays to Saturdays.*
- *She usually go to the school on Mondays to Saturdays.*

In the present form “to be” has three forms: *is, am, and are*. These form used as a substitute for a verb in sentences where there is no verb. This is because in English, unlike in Indonesia or Arabic, a sentence can only be made with a verb.

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The complement of such a sentence is usually a noun, an adjective, or an adverb of place or time.\(^9\)

For example:

- He is a farmer. (Noun)
- She is diligent. (Adjective)
- They are in the classroom. (Adverb of place)

b. **Negative Statement**

Negative statement in the simple present is formed by adding *do not* or *does not* before the simple form of the verb. And here is the pattern of negative sentence in simple present:

\[
S + \text{do not / does not} + V_1 + (\ldots)\]

For example:

- I do not go to school everyday.
- You do not go to school everyday.
- We do not go to school everyday.
- They do not go to school everyday.
- He does not go to school everyday.
- She does not go to school everyday.

The negative sentence in ‘to be’ is formed by adding ‘not’ after ‘to be’.

For example:

- He is a student.  He is not a student.
- They are at home.  They are not at home.

c. **Interrogative Statement**

The interrogative form is also using auxiliary do and does. The auxiliary is placed before the subject; here is the pattern of interrogative sentence in simple present tense:

**Do / does + S + V₁ + ( ... ) ?**

For example:
- Do you have breakfast every morning?
- Do they have breakfast every morning?
- Does she have breakfast every morning?
- Does he have breakfast every morning?

The interrogative sentence in ‘to be’ is formed by placing ‘to be’ before the subject of the sentence.

For example:

He is a student. Is he a student?

They are at home Are they at home?

Short answer to questions is made with the following pattern:
- Yes + Subject + (pronoun) + to be (for positive answer)
- No + Subject + (pronoun) + to be not (for negative answer).

For example:

Is he a student? Yes, he is No, he isn’t

**d. Negative Interrogative Statement**

The form negative “do not / does not” is contracted in the negative interrogative into don’t/doesn’t and here is the pattern of interrogative sentence in simple present tense:

**Don’t / doesn’t + S + V₁ + ( ... ) ?**

For example:
- Don’t you stay in the apartment?
- Don’t they stay in the apartment?
- Doesn’t she stay in the apartment?
- Doesn’t he stay in the apartment?

Negative questions are used to indicate the speaker’s idea (i.e., what s/he believes is or is not true) or attitude (e.g., surprise, shock, annoyance, anger).10

The following rules to spell the-s form correctly:

1. For most verbs, add -s to the simple form.

   You drink coffee   He drinks tea
   I read book       He reads newspaper
   They play football Aldo plays football
   We cook in the kitchen The cat eats a fish

2. Add -es to verbs that end in o, s, z, sh, x and ch (unless the ch is pronounced with the sound of k).

   I go to work early She goes to work late
   You catch a mouse She catches a mouse
   I watch the news He watches the opera

3. Omit a final –y and add –ies unless the letter a, e, i, o, or u comes before the –y.

   I hurry to work    He hurries home
   You carry my car   He carries my car
   I buy the food     She buys the furniture

4. For the verb have, use the irregular from has and put don’t or doesn’t for negative statements.

   Affirmative : I have English class today
                 She has a good racket

   Negative : I don’t have English class today
              She doesn’t has a good rackets

   Interrogative : Do you have English class today?

Does she has good racket?

Short answer: Yes, I do/No, I don’t
Yes, she does/No she doesn’t

Long answer: Yes, I have English class today
Yes, she has a good racket
: No, I don’t have English class today
No, she doesn’t has a good racket

5. Adverb of frequency.

“Frequency adverbs modify verbs or adjective. They describe how regularly or what percentage of time happens. The following adverbs like (always, usually, often sometimes, seldom, and never) are often used with the simple present tense to indicate frequency.”

Here are the meanings of some frequency adverbs in approximate percentage of time:

100% : always
90% : usually/generally
75% : often
50% : sometimes
10% : seldom/rarely
0% : never.

For example:

Affirmative: Students are always busy.
She sometimes gets sick.
They are rarely together.

Negative: They don’t usually study.
We don’t ever want to go there again.
I’m not often tired.

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Frequency adverb generally appear after the verb "to be" but before the all other verbs.

In addition:

If there is an auxiliary verb (can, must, should, will, have, … ), the frequency adverb comes after it.

If there are two auxiliary verbs (would have, should have, … ), the frequency adverb comes after the first.

a. Longer time expressions that describe repeated action usually come at the beginning or the end of the sentence for emphasis.

The buses run every hour.

As a rule, I don’t go to the office on Saturday

3. The Function of the Simple Present Tense

The simple present tense performs the following function:13

a. To Express general truths

Coffee comes from Brazil.

Costa Ricans speak Spanish.

b. To Express habitual actions, often with such adverbial expression as frequency, usually, every day, and so on. It is also the usual present tense form of stative or “private” verbs, such as wish, hope, fear, love, like, understand and know.

I spend every summer in the mountains.

They usually go to Miami in the winter.

She always studies very hard.

Yes, I see him every day.

Lisa understands Portuguese.

I hope for the best.

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She loves her husband
c. When used with the verb do, shows emphasis.
   He does look like his father.
   We do not speak Italian, but we do speak French.
   Do write to her!
   She may not be brilliant, but she does get good grades.
d. To Express commands or request (second person only).
   Please let me know how you get along
   Get out of my sight!
   Telephone him in you have time

e. To Express future time with a future time adverbial.
   She leaves next week.
   Classes begin the day after tomorrow.
   The team plays in St. Louis next month.

6. Contextual Teaching Learning

a. The Understanding of Contextual Teaching Learning

There are some definitions about Contextual Teaching and Learning which have been written in some sources state as follows:

    The Washington State Consortium of Contextual Teaching and Learning defined that CTL is teaching that enables students to reinforce, expand and apply their academic knowledge and skill in varied of in school and out-of school setting in order to real world problems. Contextual learning occur when students apply and experience what is being thought referencing real problems associated with their roles and responsibilities as family members, citizens, students, and workers. Contextual teaching and learning emphasizes higher-level thinking, knowledge transfer across academic disciplines, and collecting, analyzing and synthesizing information and data from multiple source and viewpoints.\(^{14}\)

    From the statement above CTL encourages the students to use what they have learned in the classroom and bring it for their own real life, it would be succeeded if the students experience, do or feel what they learn.

    Johson formulated the meaning of contextual teaching learning as following:

\(^{14}\) The Washington State Consortium for Contextual Teaching and Learning, 2002, p.3-4
CTL is an educational process that aims to help students see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight component: making meaningful connection, doing significant work, self regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments.  

From Johnson’s statement, the writer tried to concluded that CTL is process in learning activities that help students to find the meaning in any academic subject and apply it to their daily lives. This approach has eight main components: First, the teacher can make academic subject has the meaning and relating to their lives. Second, the students do appropriate work in the school that related with their own lives. Third, the students can manage themselves as learner. Forth, the students can learn with others. Fifth, the students should use critical and creative thinking in learning process, meanwhile the teacher has to enrich the strategy in questioning to achieve this component. Sixth, the teachers allow them to learn based on their learning type. Seventh, the students can reach high standard which standardized by the teacher. Seventh, the teachers assess the student not only on score but process of learning.

Meanwhile, Nurhadi concluded that the contextual teaching learning is the concept of learning where the teacher presents the real world to the classroom and encourages the students to relate their knowledge with its implementation in their daily life; meanwhile students obtain their knowledge and skill from limited context little by little and from the self-constructed process, as a talent for solving problems in their life as a member of society. 

Students learn best–and retain what they have learned–when (1) they are interested in the subject matter and (2) concepts are applied to the context of

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the students’ own lives.\textsuperscript{17} So the teachers should provide those conditions in teaching learning activities.

Contextual Teaching and Learning (CTL) helps teachers relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to students’ lives as family members, citizens, and workers and engage in the hard work.

Furthermore, CTL also uses the multiple contexts, theories of situated cognition suggest that knowledge cannot be separated from the physical and social context in which it develops. How and where a person acquires and creates knowledge is therefore very important. CTL experiences are enriched when students learn skills in multiple contexts (i.e. school, community, workplace, family).

According to contextual learning theories above, the writer concludes that CTL involves the student to play an important activity that help student to relate subject matter with the real world situation, by relating subject matter content to real world situations the students see “meaning” in the academic task. Because, when they learn meaningless subject sometime they ask, “Why we have to learn this?” It’s very natural if they try to find meaning and the useful of subject which they learn. Victor E. Frankl said, “the main purpose of human life is to find meaning in their own life”\textsuperscript{18} then, by finding the meaning in learning the students are more responsive in the learning process which interesting them.

2. The Contextual Teaching Learning Approach

The contextual learning is one of learning approaches that focuses on the creating the nature environment or situation in the learning process so that the class more “live” and “meaningful” because students “experience” what are

\textsuperscript{17} http://www.ateec.org/learning/instructor/contextual.htm Accessed on October 07\textsuperscript{th}, 2009

\textsuperscript{18} Viktor E. Frankl, \textit{Man’s search for meaning} (new York: Simon and Schuster, 1959, rev. 1984) p. 133
they learning. The teachers should make the class as other environment which students ever know and involve them as part of its environment. The contextual learning is the approach that enables students for empowering, exploring, and applying their skills and academic knowledge in any kind of the real-life either in the school or out of school. Students feel free to explore their interest or skill in learning which is useful for their out-class lives.

Furthermore, students are trained to solve the problem they face in situation. For instance in the simulation form, and the problem that exist in the real world. With some training to solve problem students are familiarized to do it with their own skill.

When the contextual learning is applied properly, the students are hoped to be able to connect what they got from class with the real-world they experience in their environment. Therefore, the teacher needs to understand the concept of contextual learning and able to apply it properly.

3. Characteristic of Contextual Teaching-Learning

According to Johnson, there are eight main components in the system of contextual learning as following:

a. Making Meaningful Connection

Students can organize themselves as learner who learn actively in developing their proclivity individually, and can work individually or in group, and can learn by learning.

While making meaningful connection can also help teachers assess how students use prior knowledge to understand the lesson, teachers can use the organizers to gain insights into students’ connections as they are learning. The use of this simple strategy on an ongoing basis will allow teachers to provide additional (differentiated) instruction and support to students who

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19 http://www.coe.uga.edu/ctl/ Accessed on October 17th, 2009
20 Nurhadi, et al. Pembelajaran Kontekstual .................. P.4
21 Nurhadi, et al. Pembelajaran Kontekstual .................. P.4
need additional instruction. In addition, teachers will plan for further instruction.23

b. Doing Significant Work
Students can make relationship between the school with the real-life in society as a worker or citizen.24 So it will give them meaning in their learning.

c. Self Regulated Learning
Students recognize about their academic strengths and weaknesses and they have strategies which they can apply to handle the challenges of academic tasks. This characteristic insists the teacher to encourage the students to expand their potential. Teacher should provides strategic action (planning, monitoring, and evaluating progress based on a measurement standard) and motivation to learn.25

d. Collaborating
Students are able to be cooperative. Teacher helps them in order to work effectively in group, helps them in understanding how do they influence and communicate each others.

e. Critical and creative learning
Critical thinking involves logical thinking and reasoning skill such as comparison, classification, planning, analogies and creative thinking involves creating something new or original.26 Students are demanded to explore their thinking ability to criticize things happen around them.

f. Nurturing the individual
Since every child has their own character, we should not force certain type of learning style, we need to keep their individual: understand, give attention, motivate and empower their individuals, students cannot success without the adult people. So the students need to respect their friends and adults.

24 Nurhadi, et al. Pembelajaran Kontekstual... P.14
26 http://eduscapes.com/tap/topic69.htm Accessed on June 14th, 2010
g. Reaching high standard

Students know and reach the high standards: it identifies their purpose and motivates them to reach it. Teacher shows to students how to reach what called “excellence”. 27 This kind of achievement will be gained by applying this standard as an objective of study.

h. Using authentic assessment

Students use academic knowledge in the real-world context to the meaningful purpose. For instance, to assess students’ letter writing skills authentically, the teacher has students write a letter to a friend or relative.

4. Principles of Contextual Teaching-Learning

To apply the contextual teaching-learning, a teacher must have these following principles 28:

a. Planning the learning based on the student

The relationship between curriculum content and methods used to teach students must based on the particular levels of the students’ social, emotional, and intellectual development. Teacher should provide a lesson plan which covers students’ background differences.

b. Interdependent learning groups

As a social creature, human cannot live alone they need other people to interact in their lives. So in their learning activity we cannot abandon the need of others. Learning that requires connecting to others and cannot be done alone should be thought by the teacher. 29 So, in our lesson plan we can design an activity which involves several students to work in a same group.

c. Self regulated learning

Ultimately, students must become lifelong learners. Lifelong learners are able to seek out, analyze, and use information.

28 Nurhadi, et al. Pembelajaran Kontekstual … p. 20
29 http://www.jarche.com/2010/03/interdependent-learning/ Accessed on 14th June 2010
To do so, students must become more aware how they process information, employ problem-solving strategies, and use background knowledge. CTL experiences should allow for trial and error; provide time and structure for reflection; and provide adequate support to assist students to move from dependent to independent learning.  

**d. Diversity of students**

“Many different points-of-view students bring the classroom present a number of challenges for teachers”. Teachers who implement CTL in the classroom as an approach in teaching learning activity should matter this issue and always pay attention to diversity of the student.

**e. Questioning**

Human gets Knowledge always started from the question. Questioning is the main strategy of CTL. Questioning is useful to: 1) gather information, 2) explore students' understanding, 3) generate responses to the students, 4) know the extent to which the curiosity of students, 5) know the things that have been known to students, 6) focusing attention on something that teachers want, 7) raised more questions from students, to refresh students' knowledge.

For CTL to achieve its goals, appropriate types and levels of questions must be asked. Questions must be carefully planned to produce the intended level of thinking, responses, and actions by students and all participants in the CTL approach (Frazee 2001).

**f. Authentic Assessment**

Learning is not only taught the cognitive area to memorize materials but it also has to show the result of the acquirement. To get students used

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33 Nurhadi, et al. *Pembelajaran Kontekstual*... p. 21
to implement their knowledges in their life the teacher can train them to get to use it by providing the proper activity in line with the competence the students have to achieve.

CTL is intended to build knowledge and skills in meaningful ways by engaging students in real life, or "authentic" contexts. Assessment of learning should align with the methods and purposes of instruction. Authentic assessments show (among other things) that learning has occurred; are blended into the teaching/learning process; and provide students with opportunities and direction for improvement. Journals, portfolio, and observation are some kinds of authentic assessment that teacher maintain in classroom. Authentic assessment is used to monitor student progress and inform teaching practices.34

The center of Occupational Research and Development (CORP) gives the five strategies for the teacher for applying contextual learning. These are famously called REACT, they are:35

g. Relating : the learning is related to the real-world experience context.

h. Experiencing : the learning is focused on the exploring, discovery and invention.

i. Applying: the learning should be presented into the context of beneficient.

j. Cooperating: the learning through the context of interpersonal communication, togetherness, etc.

k. Transferring: the learning through beneficent of knowledge in the new situation or context.

5. The Participation of Teacher in Contextual Teaching-Learning

In order to the contextual teaching process be more effective, the teacher has to do the following steps36:

a. Studying the concept and the basic competence that will be learnt by students.

34 http://www.cew.wisc.edu/teachnet/ctl/, Accessed on October 10th, 2009
35 Nurhadi, et al. Pembelajaran Kontekstual... p. 23
36 Nurhadi, et al. Pembelajaran Kontekstual... p. 22
b. Understanding the background and life of the student through the studying process well.

c. Studying the school and students environment, then choosing and relating it to the concept and competence that will be discussed in contextual learning process.

d. Planning the teaching by relating the concept or theory that have been learnt by considering students experience and their environment.

e. Doing the teaching in which the teacher always encourages the students to relate what is being learning with the knowledge and experience that had been owned before, and relating what is being learning with the phenomenon of daily life. Next students are encouraged to build the conclusion based on their understanding toward the concept or theory that has been learnt.

f. Doing scoring toward student’s comprehension by using authentic assessment. The result of assessment is as the instrument of reflection toward the learning planning and it applying.

6. Applying Contextual Teaching-Learning in Class

Because contextual principles can be applied to the teaching of any skill, at any level, and because of the wide variety of classroom activities and exercises types, description of typical classroom procedures used in a lesson is not feasible. However, there are seven main components that underline the application of CTL. The components are constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment. One cannot be said that she/he has applied CTL in her/his classroom activity without including the seven components.

Accesses on October 20th, 2009
38Nurhadi, et al. *Pembelajaran Kontekstual*… p. 31
a. Constructivism

As the first component is constructivism, Nurhadi said:

“Constructivism is the basic philosophy of Contextual teaching and learning, it’s that knowledge is built by human being in step by step, that enlarging by the narrow context and it’s not directly.” \(^{39}\)

This point of view explains that human gets the knowledge gradually from the simple to the complex from the previous valuable experiences. It means it does not happen incidentally.

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 preexisting intellectual constructs. Then the student will know how to implement that material.

b. Inquiry

The second component is inquiry, “An inquiry is any process that has the aim of augmenting knowledge, resolving doubt, or solving a problem”. \(^{40}\) The teacher should direct the student to use their logical thinking in order to find the answer of any case in subject material.

According to Nurhadi:

Inquiry” is defined as "a seeking for truth, information, or knowledge - - seeking information by questioning." Individuals carry on the process of inquiry from the time they are born until they die. This is true even though they might not reflect upon the process. Infants begin to make sense of the world by inquiring. From birth, babies observe faces that come near, they grasp objects, they put things in their mouths, and they turn toward voices. The process of inquiring begins with gathering information and data through applying the human senses -- seeing, hearing, touching, tasting, and smelling. \(^{41}\)

From the statement above Nurhadi implies that asking something must be valuable and make sense because effective inquiry is more than just asking

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\(^{39}\) Nurhadi, et al. *Pembelajaran Kontekstual...* p.33

\(^{40}\) http://www.en.wikipedia.org/inquiry.htm Accessed on June 14\(^{th}\), 2010

\(^{41}\) Nurhadi, et al. *Pembelajaran Kontekstual...*, P.43
questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge.

c. Questioning

The third component is questioning. Questioning techniques that enhance student learning and the development of problem solving and other higher-order thinking skills for CTL to achieve its goals, appropriate types and levels of questions must be asked to build the curiosity and motivation of the students about the materials being taught. Questions must be carefully planned to produce the intended level of thinking, responses, and actions by students and all participants in the CTL approach. 42

In addition Pamela states that Questions are the master key to understanding. Questions clarify confusion. Questions stimulate research efforts. Questions propel us forward and take us deeper into reading. 43

Sometimes the teacher asks to the students before, during and after lesson. At other times the teacher are posed effectively by the students to focus on their own lesson, and help them to keep an eye on their understanding of what was learned.

d. Learning Community

The forth component is learning community, according to education glossary “A learning community supports and inspires the intellectual and personal development of all members of the community.”44 It means one student can affect his knowledge to others.

Furthermore, Arends said that making one’s classroom as a learning community is one of the most important things a teacher can do, even more important perhaps than the practices used in the more formal aspects of

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42 Nurhadi, et al. Pembelajaran Kontekstual..., p. 31
44 http://www.google.co.id/search Accessed on May 14th, 2010
instruction. The classroom community play important role in doing interaction with their friends. It also enables students to have a good friendship and understanding among them.

e. Modeling

The fifth component is modeling. Modeling is needed to give the students an example. Basically, modeling is visualizing the idea, demonstrating what the teacher want students to do. Modeling can be reflected demonstration, learning activity, etc.\textsuperscript{46}

In CTL, teacher is not the only one role model for students. It can involve students as a model or an outsider such as an expert, a doctor, a foreigner, and soon. For example, a native speaker can be a model of language learning. The students can learn pronunciation, intonation, and gesture when she/he is speaking.

f. Reflection

The sixth component is reflection. Reflection is also an important element in CTL. Reflection is a way of thinking on what have students done in learning activity. Students will give an opinion, critics, comments, and suggestions on their own activities. As a result, they know what have they learned, what they should do after the process of learning, and then they may perhaps relate the knowledge with their own real life.\textsuperscript{47}

g. Authentic Assessment

The last component is authentic assessment. Assessment is part of process in teaching learning activity to measure students understanding toward teacher’s explanation. One of the best assessments in learning and teaching process is authentic assessment.

\textsuperscript{45} Rose M. Senior. \textit{The Experience of Language Teaching}, Cambridge: Cambridge University Press, 2006 p. 207
\textsuperscript{46} Nurhadi, et al. \textit{Pembelajaran Kontekstual...}, p. 49
\textsuperscript{47} Nurhadi, et al. \textit{Pembelajaran Kontekstual...}, p. 51
Authentic assessment is a procedure of achievement in the Contextual Teaching and learning, assessment of students’ performance can come from the teacher and from the students.\textsuperscript{48} from the teachers, they may say “that’s good job”, “perfect” and many more positive words which indicate that student’s performance is well done, and from student they can also say “I agree with it”, or “I think so”, both of the statement can be categorized as authentic assessment.

The principle that used in authentic assessment are:
\begin{enumerate}
\item Measuring all of aspect learning, process, work, and product.
\item It is done as long as learning is processed and after.
\item Using all aspect and resources.
\item Testing is only as one of ways in collecting assessment data.
\item The task that given to students must be figuring parts of life context.
\item Assessing is focus on the deepness of students’ knowledge, its not on the largeness of students’ knowledge.\textsuperscript{49}
\end{enumerate}

7. Hypothesis
\begin{enumerate}
\item Null Hypothesis (\(H_0\))
There are no differences in students’ scores before and after using CTL in teaching the simple present tense.
\item Alternative Hypothesis (\(H_a\))
The students’ scores are better after using CTL in teaching the simple present tense.
\end{enumerate}

\textsuperscript{48} Nurhadi, et al. \textit{Pembelajaran Kontekstual...}, p. 51
\textsuperscript{49} Dr. Nurhadi, et al. \textit{Pembelajaran Kontekstual...}, p. 52
CHAPTER III
PROFILE OF MTS. AL-HUSNA

A. The History of Mts. Al-Husna

Firstly, in 1973 Al-Husna was known by society around Lebak-Bulus as small place for Koran recitation, but in advance of time it became Madrasah (Islamic school) under foundation was named YASI (Yayasan Sosial Islam Al-Husna). In 1987 Mts. Al-Husna was founded for the first time in order to participate in developing science and character for Indonesian child. And now the status of Mts. Al-Husna is accreditation B.

B. Vision and Mission of Mts. Al-Husna

I. Vision

Excellent in academic achievement and non-academic, powerful in faith and noble in the character.

II. Mission

1. Developing and implementing the process of education and training through the right learning process based on Aqidah Islamiyah and noble character.

2. Preparing students to be able to continue higher level education with the good achievement and optimal value.

3. Preparing Islamic global young generation oriented, loving homeland and having noble character.

4. Preparing students to become citizens who precede the obligation than the right in accordance with Islamic guidance

5. Preparing students as nation member who became example in appreciation of Pancasila and 1945 constitution.

C. Organization of Mts. Al-Husna

Foundation : Al-Husna
<table>
<thead>
<tr>
<th>NO</th>
<th>Name</th>
<th>Amount</th>
<th>Information</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Classroom</td>
<td>3 rooms</td>
<td>Available</td>
</tr>
<tr>
<td>2</td>
<td>Students’ Desk</td>
<td>64 units</td>
<td>Available</td>
</tr>
<tr>
<td>3</td>
<td>Students’ Chair</td>
<td>64 units</td>
<td>Available</td>
</tr>
<tr>
<td>4</td>
<td>Whiteboard</td>
<td>3 units</td>
<td>Available</td>
</tr>
<tr>
<td>5</td>
<td>Teacher’s Desk</td>
<td>3 units</td>
<td>Available</td>
</tr>
<tr>
<td>6</td>
<td>Teacher’s Chair</td>
<td>3 units</td>
<td>Available</td>
</tr>
<tr>
<td>7</td>
<td>Teacher’s Chest</td>
<td>3 units</td>
<td>Available</td>
</tr>
<tr>
<td>8</td>
<td>Library</td>
<td>1 room</td>
<td>Available</td>
</tr>
<tr>
<td>10</td>
<td>School Health Unit</td>
<td>1 room</td>
<td>Available</td>
</tr>
</tbody>
</table>
E. Teachers, Staff, and Student of Mts. AL-Husna

A. Teachers

They are 17 teachers in this school, consist of 6 teachers are civil servant and 11 teachers are honorary employee.

B. Staff

They are only 2 persons as staff, one is office boy and other one is cleaning service.

C. Students

Students of Mts. Al-Husna are almost from low to middle class who came from nearby this area. The number of the students in academic year 2009/2010 is 96 persons.
A. RESEARCH METHODOLOGY

1. Purpose of Research
   In this study, the purpose of the research is to know whether Contextual Teaching Learning Techniques could improve students’ understanding to the simple present tense.

2. Place and Time of Research
   The writer did research at Mts. Al-Husna Lebak Bulus. He conducted this research at that school from October 25, 2009 up to November 17, 2009.

3. Population and Sample of Research
   The population of the research is the second grade students of Mts. Al-Husna Lebak-Bulus. The second grade of this school consists of one class with population 31 students but while research some of them were absent to follow pre-test or post test and only 27 students who attended the class and follow the lesson completely. Then the writer took the sample of observation is 27 students.

4. Research method
   In this research, the writer conducted pre-experimental method by using “pre-test and post test design” to know students’ improvement scores of the simple present tense after being taught by CTL Approach.

5. Instrument of Research
   This pre-experimental method was derived from students’ pre-test score to students’ post-test score to get students’ improvement score. the writer used the test which is made by himself. The material of the test was taken from the student’s handbook and other resources related English book about simple present tense. The test was divided into two parts. the pre-test which had been given
before the treatment. Furthermore the post-test was given after the treatment to the class. The test consists of 20 items in multiple choice form.

a. **Conceptual Definition**

The Simple Present is the tense, used when we want to state an action that is fact or habitual action; usually it uses the base of verb expect for the third person singular, which is added \(-s\) or \(-es\). For example: the sun rises from the east.

b. **Operational Definition**

The Simple Present is a sentence that uses first verbs forms that shown in the present as a fact or habitual action. Three patterns will be used in this instrument, for examples as follows: (1) Positive: You sit on the chair; She sits on the chair. (2) Negative: You do not sit on the chair; She does not sit on the chair. (3) Interrogative: Do you sit on the chair? Does she sit on the chair?

c. **Specification**

<table>
<thead>
<tr>
<th>No</th>
<th>Present Tense</th>
<th>No. Item</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Positive</td>
<td>Easy</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medium</td>
<td>3, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difficult</td>
<td>5, 6</td>
</tr>
<tr>
<td>2</td>
<td>Negative</td>
<td>Easy</td>
<td>7, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medium</td>
<td>9, 10, 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difficult</td>
<td>12, 13</td>
</tr>
<tr>
<td>3</td>
<td>Interrogative</td>
<td>Easy</td>
<td>14, 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medium</td>
<td>16, 17, 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difficult</td>
<td>19, 20</td>
</tr>
</tbody>
</table>

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50 Appendix 2
6. **Teaching Procedures**

In the teaching procedures, firstly, the writer prepared:

a. **Lesson Plan**
   1. **Material**
   2. **Objective**
   3. **Technique**
   4. **Teaching Aids**
   5. **Evaluation**

The teaching was held in the first year of Mts. Al-Husna Lebak Bulus. Before teaching, the teacher gave pre-test to all of students in class VIII to check the students’ knowledge of the materials that would be taught and done in the experiment. The teacher presented the lesson through CTL steps as follows:

6. **Pre-Teaching**
   - Greeting the students
   - Telling the students that they are going to study about simple present tense.
   - Distributing the hand-out of materials to the students

7. **While-Teaching**
   - Giving the examples of simple present tense such as drawing teacher’s activities using simple present in affirmative, negative, and interrogative form by using picture and let them to analyze whether there is difference between the verb which they have known before and the verb after using simple present and let them to construct the pattern based on their own understanding, then allow them to share it to their friend. So the teacher directs them to the true concept and explains the function of simple present.
   - Asking the students to remaining what is the simple present tense? How the pattern of the sentences in simple present tense, and ask the students try to using the simple present tense in their daily life activities.
- Giving the activities through task based learning, role play, working in a pair and group, and giving a ‘model’.

8. Follow Up
- Ask the students whether they have questions
- Checking the students’ comprehension by giving the exercises. The teacher gives the example of report text, then the students make a dialogue between their friend to produce the report text. Students make the text based on their experience and interest in affirmative, negative, and interrogative statement, and present it in front of the class.

9. Post-Teaching
- Checking the students’ answers
- Giving the feedback

7. Procedure of Collecting Data

Collecting Data is one important thing in the research that can be determined the result of the research, as follows:

a. Pre-Test

The writer did the pre-test by giving the students test as mentioned above as a pre-test. The test consists of twenty items that are multiple choice model. The were only given one hour to finish completing the test.

b. Post-Test

The writer did post-test by giving post test to the students. The test was same as the pre-test. However, post test was given after treatment had been given by teaching simple present tense through CTL Apporach.

8. Technique of Data Analysis

Having got the data from pre-test and post-test, they were analyzed and processed by using statistical calculation of the T-test to find that between two
means score there was difference, the formula with the significance degree 5% and 1%. The formula as follows:\(^2\);

\[
to = \frac{MD}{SE_{MD}}
\]

**MD** : Mean of difference: the average score from the differences gained scores between I variable and II variable, which are calculated with the formula;

\[
MD = \frac{\sum D}{N}
\]

\(\sum D\) : Total score between variable I (variable X) and variable II (variable Y).

And \(D\) is gained with formula; \(D = X - Y\)

\(N\) : Number of Class

**SE\(_{MD}\)** : The standard error from mean of differences that is gained with the formula;

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

**df** : Degree of freedom with formula: \(N - 1\)

**SD\(_D\)** : The standard deviation from the differences between score of X variable and Y variable, which is gained with the formula:

\[
SD_D = \frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2
\]

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B. RESEARCH FINDINGS

1. Description of Data

After conducting the research, the writer obtained two kinds of data; the scores of the pre-test and the scores of post-test.

a. The Pre-Test Scores

Table 4.2
The Result of the Students’ Pre-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Score Pre-Test</th>
<th>No.</th>
<th>Score Pre-Test</th>
</tr>
</thead>
<tbody>
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<td>60</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
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<td>6</td>
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</tr>
<tr>
<td>14</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To get the students’ mean score, the writer used the formula as follow:

\[ M_x = \frac{\sum x}{N} = \frac{1350}{27} = 50 \] (Mean score)

Based on that calculation, the students’ mean score is 50, it means their English score should be improved.
b. The Post-Test Scores

Table 4.3
The Result of the Students’ Post-test

<table>
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</tr>
<tr>
<td>14</td>
<td>60</td>
<td></td>
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</table>

To get the students’ mean score, the writer used the formula as follow:

\[
M_x = \frac{\sum x}{N} = \frac{1680}{27} = 62.22 \text{(Mean score)}
\]

Based on that calculation, the students’ mean score of post-test is 62.22, it means that there are some students’ improvement score from pre-test to post-test. It is 12.22 (62.22 – 50)
c. Techniques of Collecting Data

After finding the score of the students’ pre-test and post-test, he compared the result of the test by using t-test formula:

\[ t_0 = \frac{MD}{SE_{MD}} \]

Table 4.4
The result of the students’ English Pre-Test and Post-Test

<table>
<thead>
<tr>
<th>No.</th>
<th>The score of pre-test (x)</th>
<th>The score of post-Test (y)</th>
<th>D = (X – Y)</th>
<th>D² = (X – Y)²</th>
</tr>
</thead>
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<td>N=36</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(\sum x = 1350)</td>
<td>(\sum x = 1680)</td>
<td>(\sum D = -330)</td>
<td>(\sum D^2 = 9900)</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
- \(N\) = Number of cases
- \(x\) = The score of pre-test
- \(y\) = The score of post-test
- \(D\) = Difference
- \(\sum x\) = The total score of \(x\)
- \(\sum y\) = The total score of \(y\)
- \(\sum D\) = The total of difference
- \(\sum D^2\) = The total of quadrate difference

Based on the data in the table, writer calculated the result of \(\sum D = -330\) and \(\sum D^2 = 9900\). Then, the writer tried to find out the standard deviation with the formula:

\[
SD_D = \frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2
\]

\[
= \frac{9900}{27} - \left(\frac{-330}{27}\right)^2
\]

\[
= 366.67 - 12.22^2
\]

\[
= 276.38 - 149.38
\]
= 217.28

= 14.73

Based on that computation, the standard deviation is 14.73. the standard deviation is used to find out the standard error from mean of difference.

Next the writer tried to know mean of difference. It is used by the formula:

$$MD = \frac{\sum D}{N}$$

$$= \frac{-330}{27}$$

$$= -12.22$$

From that calculation the MD is -12.22, this calculation is used for finding out t-test.

Meanwhile to get $SE_{MD}$ (Standard Error of the Mean of Difference), the writer used the formula as follows:

$$SE_{MD} = \frac{SD_D}{N-1}$$

$$= \frac{14.73}{27-1}$$

$$= \frac{14.73}{26}$$

$$= 13.11$$

$$= \frac{13.11}{5.09}$$

$$= 2.89$$

From that calculation it could be seen that the standard error of the mean difference is 2.89. This $SE_{MD}$ is used to find out the T-Test.

Furthermore, to get $t_o$ (t observation) of the test, the writer used formula:

$$t_o = \frac{MD}{SE_{MD}}$$
Based on that computation, it indicates that the T-test is -4.22, it means there was a difference of degree as much as – 4.22. Regardless the minus, it does not indicate negative score. The result of analyzing the data above it shows that the coefficient is 4.22.

Then, to find critic “t” result in t-table, then the writer must calculate degree of freedom with formula as follows:

\[
df = N - 1
\]

\[
= 27 - 1
\]

\[
= 26
\]

\[
df = 26 \quad \text{(See table of “t” value at degree of significance of 5% and 1%) in appendix 4}
\]

<table>
<thead>
<tr>
<th>Degree of Significance</th>
<th>Degree of freedom</th>
</tr>
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<tbody>
<tr>
<td>5%</td>
<td>2.06</td>
</tr>
<tr>
<td>1%</td>
<td>2.78</td>
</tr>
</tbody>
</table>

Statistical Hypothesis:

a) If \( t_o > t_t \) : There is a significant deference and the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

b) If \( t_o < t_t \) : There is no significant deference and the alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted.

The value of \( t_o \) has been found with the amount 4.22. so, with formula (The result is 2.06 < 4.22 > 2.78), it means that t- observation is higher than t-table.
According to the data, the score of $t_o$ is higher than $t_i$ which means that the alternative hypothesis is accepted and null hypothesis is rejected. There is a significance increases that the simple present tense taught through contextual teaching and learning approach.

2. Interpretation of Data

Based on the data analysis, the writer would like to interpret the data result of $t_o$ (T-Test) which is to know whether students get the improvement scores from the pre-test to post-test in learning the simple present tense by using CTL. To get the $t_o$ (T-Test), the writer tried to get the Mean of difference (MD), and Standard Error of mean difference ($SE_{MD}$).

First, to get Mean of Difference the writer tried to know the Difference between pre-test and post-test score and the number of students. The Difference between pre-test and post-test is -330. Meanwhile, the number of students is 27. Therefore, The Mean of Difference (MD) is -12.22. it means that there is the difference between pre-test and post-test and the result is 12.22.

Second, to get Standard Error of Mean Difference the writer tried to know Standard Deviation from the Difference and the Number of students subtracted with 1(one). the Standard Deviation is 14.73 and the number of student subtracted with 1 is 26. Therefore, the Standard Error of Mean difference is 2.89 it means that the standard error shows to avoid the error in choosing sampling and the standard error 2.89 is used to find out the critic of “$t$” to determine whether the hypothesis is rejected or accepted.

Furthermore, After calculation the writer get the result of Mean of Difference, the result of Mean Difference is -12.22 and Standard Error of Mean Difference is 2.89, then after MD and $SE_{MD}$ has been known the writer calculate $t_o$ which gain from MD divided by $SE_{MD}$ and the result of $t_o$ is 4.22, the to 4.22 will be compared by table ‘$t_o$’ to know whether teaching the Simple Present Tense using CTL accepted or rejected.

Based on the statistical hypothesis that if $t_o$ (t-observation) is higher than $t$-table than it means there is a significant deference or using CTL in teaching the
Simple Present Tense is accepted. Meanwhile, if \( t_o \) (t-observation) is lower than t-table than it means there is no significant deference using CTL in teaching the Simple Present Tense is rejected.

For \( t_o \), the result is 4.22 and degree of freedom \((df)\) is 26. Here we have to see t-table which \( df \) is 26, at \( df = 26 \) the result of critical t-table for Degree of Significance of 5% is 2.06 and for Degree of Significance of 1% is 2.78. Based on the explanation it shows that \( t_o \) is higher than t-table at both degree of significant (5% and 1%), or 4.22 is higher than 2.06 and 2.78. It shows that there is some significant increases in this research. It means that student after being taught the Simple Present Tense using CTL approach get some improvement score from pre-test and post-test.

Therefore, we can see that the teaching simple present tense through contextual teaching and learning approach is adequate success.
CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the writer would like to discuss conclusion and suggestion, however writer tries to give the summary.

The writer conducted the research with pre-experimental method about CTL in teaching the simple present tense. The research was conducted in Mts. Al-Husna Lebak Bulus with the sample 27 students.

In chapter IV the writer has to find out t-observation but before it the writer has to know MD and SE_{MD}. MD in this research is -12.22 and SE_{MD} is 2.89 then from the \( t \) formula the \( t \) result is 4.22. by using t-table at degree of significance 5% the result is 2.06 and at degree of significance 1% the result is 2.06, it means \( t \) (t-observation) is bigger than t-table, it means using CTL in teaching the Simple Present Tense is adequate success.

A. Conclusion

From the data result the writer conclude that the contextual teaching learning approach can improve the students’ score on the Simple Present Tense it can be proven from the results of the analysis. The result shows that the t-observation is higher than t-table.

B. Suggestion

Here, the writer would like to give suggestion for teacher: First, CTL can improve Students’ score in learning the simple present tense that’s why CTL could be implemented in teaching the simple present tense in the next term of academic year. Furthermore, When the teachers find that the materials are possible to be transferred by the CTL approach then they should be better use it because CTL makes the students involved in getting the understanding of the material taught. So the teacher should consider this approach in conducting the material to the students. Second, in teaching the simple present tense by using CTL the teacher should give more motivation to students in the classroom in order
they would be more active in the classroom and of course they get the better score in learning the simple present tense.
BIBLIOGRAPHY


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http://www.ateec.org/learning/instructor/contextual.htm Accessed on October 07th, 2009


http://www.cew.wisc.edu/teachnet/ctl/default.htm Accessed on October 12th, 2009


Appendix 3

Instrument of Research

Name : Subject:
Class : Date :

Choose the best answer to the following question!
1. Farel and Rachel………..students
   a. is  b. am  c. were  d. are
2. She………….usually on time to class.
   a. are  b. were  c. is  d. am
3. I………….motorcycle.
   a. are  b. have  c. hire  d. used
4. The dog………..a tail
   a. cut  b. has  c. run  d. play
   Arrange into good sentence!
   a. Taufik Hidayat plays once badminton a week.
   b. Taufik Hidayat plays a week badminton.
   c. Taufik Hidayat a week plays badminton once.
   d. Taufik Hidayat plays badminton once a week
6. Ahmad washes the clothes every Sunday
   What is interrogative form of the sentence above?
   a. Did Ronaldo wash the clothes every Sunday?
   b. Does Ronaldo washes the clothes every Sunday?
   c. Will Ronaldo wash the clothes every Sunday?
   d. Does Ronaldo wash the clothes every Sunday?
7. She………..a nurse
   a. does not  b. do not  c. are not  d. is not
8. He……………a journalist
   a. is not c. do not
   b. are not d. does not

9. They………………any money.
   a. don’t want c. have not
   b. really wants d. has not

10. Anton……………any sister
    a. want c. have some
    b. always take d. has not

11. Arrange these words into good sentences.
    go – doesn’t – school – to – She
    1 2 3 4 5
    The correct arrangement:
    a. 1 – 5 – 2 – 4 – 3   c. 5 – 1 – 4 – 3 – 2
    b. 5 – 2 – 1 – 4 – 3   d. 5 – 2 – 1 – 3 – 4

12. Kimi Raikkonen doesn’t drive a car every tournament of race.
    What is the interrogative form of the sentence above?
    a. Does Kimi Raikkonen drives a car every tournament of race?
    b. Did Kimi Raikkonen drive a car every tournament of race?
    c. Does Kimi Raikkonen drive a car every tournament of race?
    d. Doesn’t Kimi Raikkonen drove a car every tournament of race?

13. He…………..English fluently.
    a. am speaks c. don’t speak
    b. doesn’t speak d. do speaks

14. …………Simon Santoso a badminton player?
    a. is b. am c. are d. was

15. ………….snake the dangerous animal in the world
    a. is b. am c. are d. was

16. Do you…………any football magazine?
    a. borrows b. bought c. have d. reads

17. May I…………..your dictionary?
    a. using b. used c. use d. uses
18. Does the lion……… sharp teeth?
   a. stands          c. broken
   b. will take       d. has

    Arrange into good sentence!
   a. Mother do go to the market every day?
   b. Mother go do to the market every day?
   c. Does mother go to the market every day?
   d. Does market go to the mother every day?

20. Do you watch TV every day?
    Arrange into positive form!
   a. You are watch TV every day
   b. You watches TV every day
   c. You watch TV every day
   d. You watched TV every day
Appendix 3

KEY ANSWER

1. D
2. C
3. B
4. B
5. D
6. D
7. D
8. A
9. C
10. D
11. B
12. C
13. B
14. A
15. A
16. C
17. C
18. D
19. C
20. C
### Appendix 5

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ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiya and teachers’ training certifies that the ‘skripsi’ entitled ‘USING CONTEXTUAL TEACHING LEARNING IN TEACHING THE SIMPLE PRESENT TENSE (A Pre-Experimental Study at the Second Grade Students of Mts. Al-Husna Lebak-Bulus), written by Faisal Faiz, student’s registration number: 103014026948 was examined by the committee in May 12th 2010 on Wednesday, and was declared to have passed and, therefore, fulfilled one of the requirements for the academic title of ‘S. Pd’ (Bachelor of Arts) in English Language Education Department.

Jakarta, 16 May 2010

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