

Chapter I

Introduction

1.1 The Background

English is an international language has become very important for people's life. Those who are able to communicate well using English language will get a lot of advantage in their future. Therefore English become an object of the study in level of school. The teaching of English in Indonesia now is expanding from the basic level as the local content.

The basic level here could be meant as learning at the junior high school which is building the basic knowledge and motivating students in learning English language by considering necessary of language in the future. That is not an easy job, there are many challenges during the process. Teacher must be able to teach in creative ways to encourage students' motivation, which can guide the students into the successful teaching learning process.

Nunan (1997:2) proposed that in language teaching, there has been a comparative neglect of systematic curriculum development. In particular, there have been few attempts to apply in any systematic fashion, principles of curriculum development to the planning, implementation, and evaluation of language programs.

Related to the statement, teaching method becomes one of the important points on the teaching-learning activities. Basically, method refers to the teaching-learning approach, design and procedures. Teaching-learning approach covers two

specific aspects; the nature of lesson material and learning theory. According to Dwill (2008:2) teaching learning design covers many aspects; the goal of teaching learning process, syllabus, teaching learning procedures, and student and teacher's role. Teaching methods are related to the technique being used by teacher on the teaching learning activities.

Learning a foreign language needs a process. For getting it successfully, the student must deal with certain steps, which is including trial and error. The steps here refer to the receptive to the productive steps, which are one word step or two-word steps. Those things also become a part of the foreign language learning in Indonesia, such as the learning of English language.

Considering the reality being shown above, students should not assume that the foreign language can be mastered instantly because there are a lot of natural steps must be taken. Factually most of the teaching English in Indonesia is using the traditional method or in other word it may state as the conventional way; in the teaching -learning activities, teacher as the central of teaching learning process usually give less change to students for expressing students' mind. In addition, the attention to students' motivation is limited; mostly teachers only give a full attention to the material and forget to the student's attraction.

Taking from Kaifa (2000:3) the process of teaching learning is a complex phenomenon. Everything means – every word, thought, response, and association – and how far teachers are to able to chance socio – culture, presentation, and lesson plan to be the process of teaching learning. How success teacher can be

measured from the students feed back to the teaching learning process. If students able to enjoy the situation created in the class, the students will get high motivation to study more, and it will not just happen in the inside of the classroom but also outside. Students' motivation will support the study whenever and wherever students are.

The teachers give attention in English education, especially junior high school curriculum. Being aware of the importance of learning English, the teacher decides to give qualification on the way of teaching and learning process in the first grade students of junior high school. These are challenges by teacher faces every day, the challenges are a curriculum and an instructional approach based on contextual learning which can help students face the challenges successfully. An excellent way to do this involves strategies work together to connect the content of knowledge with the context of application. Students then can process new information in a way that makes sense because it fits in students' frames of reference.

In Contextual learning, students discover meaningful relationships between abstract ideas and practical applications in a real world context(Hull & Souders, 2000: 27).Students internalize concepts through discovery, reinforcement, and inter relationships. Contextual Teaching and Learning (CTL) creates a team, whether in the classroom, lab, worksite, or on the banks of a river. CTL encourages educators to design learning environments that incorporate many forms of experience to achieve the desired outcomes.

The majority of students in our schools are unable to make connection between what students are learning and how that knowledge will be used.

This is because the way to process information and motivation for learning are touched by the traditional methods of classroom teaching. The students have a difficult time in understanding academic concepts as students are commonly taught, but desperately need to understand the concepts relate to the workplace and to the larger society in which students will live and work. Traditionally, students have been expected to make these connections on student own, outside the classroom.

According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense in students own frames of reference (students own inner world of memory, experience, and response). This approach to learning and assumes that the mind naturally seeks meaning in context – that is, in relation to the person’s current environment – and that is done so by searching for relationship that makes sense and appear useful.

Building upon this understanding, the writer takes writing as a subject to extend the craft to prepare more diverse students for work and life beyond schools. In writing, the teacher finds some difficulties in writing such kind of genre. The students cannot organize in writing into a good text, coherent, fluent, and organized text. So that, the teachers must have strategy to make the students

master genre in writing the second language should consider some aspects, such as the structure and organization (Leki, 1991: 23)

The process genre approach does help teacher to unite all these features and in addition, it is personal and relevant, which is good news for teacher. Even if writing lessons are done in the classroom, teachers relate strongly to real life situations, motivating and preparing students to write for audiences outside the classroom.

Based upon the situation above, CTL was implemented as the foundation to support modification and implementation of teaching - learning process. So, the writer is inspired to conduct a study entitled “Contextual Teaching and Learning Approach to Teaching Writing“.

1.2 The Research Questions

1. How is the teacher’s procedure in teaching writing using CTL to improve student’s writing?
2. How is the student’s writing improvement in using CTL?
3. What is the student’s respond towards teaching writing using CTL?

1.3 The Reasons for Choosing the Topic

1. The writer thinks that many students who still feel confused when students are asked to write in English.

2. CTL is assumed can improve students' writing capacity, therefore the writer is interested to apply it to improve students' writing.

1.4 Limitation of the Problem

The writer limits the research with only describes the implementation of Contextual Teaching and Learning (CTL) in teaching writing for students in one of third grade of Junior High School.

1.5 The Objectives of the Study

1. To know how the teacher's procedure in teaching writing using CTL to improve student's writing.
2. To know how the student's writing improvement in using CTL.
3. To know the student's respond towards teaching writing using CTL.

1.6 The Significance of the Study

By using Contextual Teaching and Learning (CTL) in this research is expected to be able to improve students' writing skill in English learning effectively and efficiently. By doing this research, the writer will give contribute some benefits. Here are the benefits for the writer, the institution and the readers:

1. The writer

After conducting the research, the writer became more aware about how to teach English especially in writing by using Contextual Teaching and Learning effectively in the future.

2. The institution

This research paper can give information as a reference for other students English Department.

3. The readers

After read this research, the readers particularly they who want to be a teacher will be able to apply Contextual Teaching and Learning in the school especially in teaching writing.

1.7 Organization of the Paper

This paper consists of five chapters and these followings are how the research organized:

1. Chapter I - Introduction

This chapter presents the research foundation including background, the research questions, the reason for choosing the topic, limitation of the problem, the objectives of the study, the significance of the study and its organization paper. The keys of comprehending this research are provided in this chapter.

2. Chapter II-Contextual Teaching and Learning Approach to Teaching Writing

This chapter elaborates theoretical overview that supports this research.

3. Chapter III-Research Methodology

This chapter presents the methodology on conducting this research.

Those are research design, method of the research, subject of the data, the data collection technique, and data analysis.

4. Chapter IV-Data Analysis and Finding

This chapter consists of data analysis and findings

5. Chapter V-Conclusions and Suggestions

This chapter covers conclusions and suggestions.