

ABSTRACT

THE IMPLEMENTATION OF CONTEXTUAL TEACHING LEARNING (CTL) IN TEACHING GRAMMAR AT THE FIRST YEAR STUDENTS OF SMA KARTIKATAMA METRO

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Learning grammar is the basic knowledge for students to master the language skills. The students have to understand many rules and patterns which are different from Bahasa. The result of the pre observation done by the researcher when the students were at the 1st semester of the 1st grade was most students who learnt English have difficulties in structure when they do not know the rules of language being learnt. At that time, the teacher asked his students to tell their past holiday in written form, the teacher assumed that his students must be able to do that because they just write their experience when they were holiday, unfortunately, most of them just translated word by word from their dictionary without thinking about the rules. It is a miserable condition since according to English curriculum for Senior High School; the students must have been able to make functional text such as narrative, recount and procedure. The researcher would like to propose Contextual Teaching and Learning (CTL) as a technique in teaching grammar. By implementing the seven components of CTL the researcher hopes that CTL will be helpful to improve the teaching learning process in general and grammar especially.

The aim of this research was to investigate the implementation of Contextual Teaching Learning used during teaching grammar, precisely to see whether Contextual Teaching Learning can improve not only students' grammar achievement significantly but also students' activities and teacher's performance. Contextual Teaching and Learning (CTL) is the concept of learning which helps teacher relate the materials being taught to the students real world and motivating the students to relate their knowledge in their daily lives by implementing all seven main components or elements in teaching learning process. The seven components of CTL are constructivism, inquiry, questioning, learning community, reflection, and authentic assessment.

The research was conducted at SMA Kartikatama Metro. The subject of the research was students of first year (class X B) in the academic year 2008/2009.

In this classroom action research, the researcher acted as the observer; meanwhile the teacher of SMA Kartikatama taught her own students by implementing Contextual Teaching Learning. The researcher made the lesson plan and told the teacher what she would perform in the class based on the lesson plan. So, during the research, the researcher observed everything occurred in the classroom when they were learning grammar.

There were two cycles done in this research since the indicators have been achieved in the second cycle. Concerning the result of grammar achievement, in cycle 1 there about 25 or 65.79 % students whose scores are 60 or more. It means that the result of the grammar test cannot fulfill the indicator of the research. Furthermore, in the second cycle there are approximately 32 students or 84.22 % students get 60 and even more than 60. It means that the indicator of learning product has been achieved in the second cycle. In addition, from five kinds of students' activities observed by the researcher, there were two activities which did not fulfill the indicator; paying attention to the teacher's explanation (73.86%) and responding to the teacher's questions (26.32%). Therefore, it was fulfilled in the second cycle. The number of students who paid attention to the teacher's explanation and also respond the teacher's questions increased; Paying attention to teacher's explanation increase from 73.86% to 86.84% in the second cycle while responding to the teacher's question increase from 26.32% to 86.84%. Moreover, the teacher got 73 for her teaching performance. It means that the target had not reached. Fortunately, after doing some betterment in some aspects, in the cycle 2 the target had been able to fulfill. The teacher got 83 in the second cycle. It means that the teacher got very good for her teaching performance.

Referring to the result of the research above, it can be concluded that Contextual Teaching Learning is applicable to improve students' grammar achievement, students' activities and teacher teaching performance. It was done because Contextual Teaching Learning has seven components that are believed to be able to improve not only learning product but also learning process