

INTRODUCTION

A. Background of The Problem

The aim of someone learns a language is to be able to communicate both in spoken and written form. To make the spoken and written form understandable, someone must make the sentences in a correct order of grammar. In Indonesia, English is as the first foreign language. English becomes a compulsory subject for Indonesian students. Based on English Educational Unit Curriculum 2006, students should master the language skills; listening, speaking, reading and writing. Meanwhile, the language components; pronunciation, vocabulary and grammar are the tool for students in supporting their mastery of those four skills. Since we learn English, we also must learn and understand the grammar of the language. Gleason (1973:125) mentions that language is the systematic structure, to learn language is to learn structure.

Based on the theory of language, that is structural view, language is a system of structurally related elements for coding meanings. The target of this learning is the mastery of elements of this system, which are generally defined in terms of phonological units, grammatical units, grammatical operations, and lexical items (Richard and Rodgers, 1986; 17).

Based on the statement above, it can be concluded that language is not only a matter of vocabulary and its meaning, but also consists of system grammar that

finally influence the meaning. In other words, it can be said that grammar is important because grammar has an important role in decoding meaning or it can be said that grammar has relationship with the meaning.

Moreover, Sriwidodo (1995) states that most students who learnt English have difficulties in structure when they do not know the rules of language being learnt. 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 Indonesia. However, in fact, the students face many problems to master the rules and patterns.

The fact above is also supported by the result of the pre observation done by the researcher when the students were at the 1st semester of the 1st grade. 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.

Due to the problem faced by the students, that is the low grammar ability especially in making simple functional text. While the researcher was doing the pre observation, the researcher tried to find out the cause of that problem. From the pre observation, the researcher assumes that, one of the causes of that problem

is the inappropriateness of teaching method used by the teacher in teaching grammar.

During the teaching and learning process, the teacher only focused on explaining the pattern of sentences to the students while occasionally asked them to retell the formula of the sentence and the meaning of some words they found. In other words, she just taught her students about the language like tenses and some English words, but she ignored teaching her students how to comprehend and produce the language. For that reason, the students are only good at mentioning the pattern of the sentences not at producing the sentences.

It is essential to keep in mind that language teacher is not to inform what language is but facilitate the students and enable them to use the language. So far, our education is still dominated by the view that knowledge is a set of fact to be memorized. Our class focuses on teachers as the only learning sources and speech is as the main learning strategies. Therefore, there should be a new learning strategy that can expose the students' language competence. Contextual Teaching and Learning is considered as an alternative.

Further, the philosophy of Contextual approach is emphasized on the students' interest and their experience. 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 (Diknas:2002). The seven components of CTL are

constructivism, inquiry, questioning, learning community, reflection, and authentic assessment.

Considering the statement above, the writer would like to propose Contextual Teaching and Learning (CTL) as a technique in teaching grammar. The writer hopes that CTL will be helpful to improve the teaching learning process in general and grammar especially.

B. Formulation of the Problem

Based on the background above, the writer tried to state the problem as follow:

Based on the research background above, the writer formulates the problem:

- How can the implementation of Contextual Teaching Learning (CTL) improve grammar achievement of the first year students' of SMA Kartikatama Metro?
- How can the implementation of Contextual Teaching Learning (CTL) improve students' participation during the teaching learning process?
- How can the implementation of Contextual Teaching Learning (CTL) improve the quality of teacher's teaching performance?

C. Objective of the Research

In relation to the formulation of the problem above, the objective of the classrooms action research was to find out how:

- The implementation of Contextual Teaching Learning (CTL) can improve grammar achievement of the first year students' of SMA Kartikatama Metro.

- The implementation of Contextual Teaching Learning (CTL) can improve students' participation during the teaching learning process.
- The implementation of Contextual Teaching Learning (CTL) can improve the quality of teacher's teaching performance.

D. Uses of the Research

This research aims at having such uses as follows:

Theoretical uses:

- To verify the previous theory dealing with the theories of Contextual Teaching Learning (CTL)
- To be used as a reference for the next researcher who will concentrate on students' grammar achievement, students' participation in teaching learning process and teacher's teaching performance.

Practical uses:

- As the information concerning with whether there is improvement of students' grammar achievement, students' participation in teaching learning process and the quality of teacher's teaching performance in the implementation of Contextual Teaching learning (CTL).
- As a help to English Teachers in finding an appropriate way to increase students' grammar achievement, students' participation in teaching learning process and their teaching performance.

E. Scope of the Research

This research was conducted at SMA Kartikatama Metro, while the subject of the research was the first year students of Senior High School. The class was ten (X) B that consist of 40 students. The focus of this research were students' grammar achievement, students' participation during teaching learning process and the quality of teacher's performance in implementing Contextual Teaching Learning (CTL).

The material of grammar taught was simple past tense in form of recount text. The reason why the researcher chose this material because recount text is one of kind functional text that should be mastered by students in this level.