IV. RESULT AND DISCUSSION
OF THE RESEARCH

A. Result

This classroom action research was conducted in two cycles only. The researcher decided to hold it in two cycles since the indicators of the research had already been achieved at the second cycle. Each cycle of this classroom action research comprised of some steps, such as, planning, action, observation, interpretation, and analysis and reflection. The steps of every cycle will be described as follows:

1. Cycle I

This cycle was done in accordance with the problems found by the researcher, when she did the pre observation. The steps of this cycle are as follows:

1.1 Planning

The planning step in the first cycle covers:

1.1.1 Preparing the learning material.

The material was about recount text, which focused on grammar that was simple past tense. In preparing the material, the researcher did it in collaboration with the teacher because the teacher herself taught the material to the students.
1.1.2 Making the lesson plan in which Contextual Teaching Learning (CTL) was implemented to teach grammar to the students. The lesson plan was made based on the discussion of the researcher and the teacher.

1.1.3 Preparing the grammar test for the students.

1.1.4 Preparing the learning media and other things that were useful for the teaching and learning process.

1.1.5 Preparing observation sheets to observe the teacher’s performance and students’ activities.

1.2 Action

The first cycle was done on Tuesday, November 17th, 2009. The meeting was held for 2 x 40 minutes and it was followed by 38 students. The processes in this step cover pre activities, while activities, and post activities. The explanation is as follows:

1.2.1 Pre activities

At the beginning of the teaching and learning process, the teacher greeted the students in English and then checked the students’ attendance. Since the teacher usually greeted the students in English, the students did not have any difficulties to respond to the teacher in English too. After that the teacher informed the students the competence that would be achieved after the teaching and learning process in Indonesian.

Having informed the competence, the teacher stimulated students’ background knowledge in which she asked the students about what they did when holiday. The example of the activity could be seen in the following description:
e.g.

Teacher: “where did you go last holiday? Liburan kemarin kalian pergi kemana ?

Students: “pantai!”

Teacher : “Yes, beach!, “ What did you do there? Apa yang kalian lakukan di sana?

Students : “berenang Miss.

Teacher : “ok, swam! What else?

Students: “maen voly, Miss.

Teacher:”yes, played volley ball”

The teacher kept asking the students to get some information from them. This was done to make the students active. This step in Contextual Teaching Learning is called constructivism and questioning. However, when the teacher asked some questions to the students, very few students were brave and confident enough to raise their hands and answer the teacher’s questions. The rest were only able to answer the teacher’s questions together, even there were a few students who kept silent.

1.2.2 While activities

To start the lesson, firstly the teacher showed a text to students through LCD. After that, the teacher read the text and asked the students to repeat after her. The teacher asked the students to analyze the sentences in the text. In inquiry process, the teacher asked some question to lead them.

Teacher:”focus on the verbs that is used in the text. Ok, are they in form of present or past? Kata kerja yang dipakai di text itu dalam bentuk present atau past?”

Students:” past.
Teacher: "Well, that’s right. The verbs are in form of past".

In modeling step, the teacher took one sentence from the text and began to explain about simple past tense to the students. The teacher also provided other examples to make the students get more understanding about the materials.

Moreover, after explained the materials about simple past tense, the teacher divided the students into group consisting of three students each (learning community) and then asked them to write the form of the sentences taken from the text in positive, negative and interrogative form. During the students practice, the teacher walked around to help the students if they had any difficulties, for example, the difficulties in auxiliary, vocabularies, or even the pronunciation of the words.

In process of authentic Assessment, the teacher asked the representative of each group to write their answer in whiteboard. Then the teacher discussed the answers together.

After the teacher made sure that her students had understood the materials, she started the grammar test. The teacher gave another text to each students and asked the students to analyze the sentences and change them into three forms; positive (+), negative (-), and interrogative (?).

1.2.3 Post activities

After all students had finished doing the exercise, the teacher asked them to submit their works. After that, the teacher did a reflection by asking them some questions related to the material they had learnt that day. As usual, the students answered the teacher’s questions together even though they had different opinions. Nevertheless, the teacher continued asking the other questions
without caring about the understanding of each student. When the teacher was sure that her students were able to answer her questions, she closed the class.

1.3 Result of Observation and Interpretation

Since the focus of this research lies on the learning product and the learning process, so there are two kinds of data that were observed. The learning product is the data of the students’ grammar achievement, meanwhile, the learning process covers the data of the students’ learning activities and also the teacher’s teaching performance. The result of observation from the learning product will be explained as follows:

1.3.1 Learning Product

Learning product is the students’ scores from the grammar test. The indicator of the students’ achievement is, if at least 80% of the students can reach score 60 for the grammar test, it means that the implementation of Contextual Teaching Learning teaching is applicable to improve the students’ grammar achievement. The following table will show the frequency of students with the grammar scores they got:

<table>
<thead>
<tr>
<th>NO</th>
<th>SCORE</th>
<th>CYCLE I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>1</td>
<td>90–100</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>80–89</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>60–79</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>40–59</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>0–39</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>38</td>
</tr>
</tbody>
</table>
The interpretation of table 1 is explained below:

From the table above, there were 2 students (5.26%) reached 90 – 100. There were 4 students (10.52%) reached 80-89 in the grammar test. The students got the score since they could answer up to 70%. Meanwhile, there were 19 students (50.00%) who get 60-79. These students were able to do the test up to 50%. In addition, there were 10 (26.32%) who get 40 – 59. And three students (7.89%) who got 0-39. It means their grammar was still very weak that they couldn’t answer the test well. They had many weaknesses in adding the auxiliary in negative and interrogative form.

Therefore, in line with table 1, there were only 25 students (65.79%) whose grammar scores have achieved the target of the indicator. While, there were 13 students whose scores were under the target, so the indicator of the research has not been fulfilled yet in the first cycle.

However, though the indicator has not been fulfilled yet, but based on the rater and the teacher observation, it was found that the students became more active and enthusiastic in following the teaching learning activity, it was seen from their activity and their response to the teacher questions, and based on the grammar score it was seen that there was an improvement in grammar achievement in which about 50% students were able to differentiate how to make sentences in form of positive, negative, and interrogative.

Nevertheless, in order to fulfill the indicator for learning product, 80% of the students must be able to get 60 for their grammar score, the next cycle must be conducted.
1.3.2 Learning Process

In this classroom action research, the learning process covers the students’ activities and the teacher’s performance during the teaching and learning process.

1.3.2.1 Students’ Activities

As mentioned on chapter III, the indicator of the students’ activities is, if at least 80% of the students did at least 80% of the activities during the teaching and learning process, it means that the implementation of the Contextual Teaching Learning can improve the students’ activities. There are five activities that must be done by the students, that is, responding to the topic enthusiastically, paying attention to the teacher’s explanation, responding to the teacher’s questions, following the teacher’s instructions (to discuss and work in group), and able to respond to the teacher’s question (in the form of grammar task). The information of the activities done by each student and the percentage of each student’s activity can be seen in Appendix II.

To know whether the target of the indicator of this classroom action research has already been achieved or not after the implementation of Contextual Teaching Learning, the following explanation will show the process of the students’ activities during the teaching and learning process:

a. Pre-Activities

When the teacher did constructivism, there were about 31 students who responded to the topic enthusiastically. The students seemed so interested in responding to the topic since the teacher told them that they were going to watch.
Unfortunately, there were still 7 students who did not respond to the topic enthusiastically. These students only became the viewers of their friends.

b. **While-Activities**

There were about three activities that became the focus of the observation that is, paying attention to the teacher’s explanation, responding to the teacher’s questions, following the teacher’s instructions (having a discussion in group).

In while-activities, the teacher started the lesson by showing the text through LCD. Seeing that text, the students were interested. For that reason, all the students paid attention to the text and also the teacher’s explanation. Although it was seen that there were 9 students who didn’t pay attention well on the teacher’s explanation. They tended to chat with their friends when the teacher was explaining.

Then when the teacher asked some questions related to the material, there were only 10 students who responded to the questions. Some were still very hesitate to answer the teacher’s question, except the teacher pointed to a certain student. It was obviously seen that the students weren’t used to practicing English for a real use. They were too worried of making a mistake, and the teacher tended to ignore it.

In having discussion in group, the rater found that most of students could follow the teacher’s instruction but there were 4 students who seemed too busy with themselves talking another topic.
c. **Post Activities**

For the last activity, that is, doing the grammar task, all the students were able to do the task, although it was found that there were many students who couldn’t do the task well.

For further information, the observation sheet of the students’ activities in Appendix II can be seen to know the activities done by each student.

### 1.3.2.2 Teacher’s Performance

The indicator of the research for teaching performance is, if the teacher can get a score at least 80 for her teaching performance, it means that the implementation of the Contextual Teaching Learning can improve the teacher’s teaching performance. The process of teaching done by the teacher in cycle 1 will be explained as follows:

a. **Pre-Activities**

Constructivism and questioning steps, the teacher asked several questions to stimulate the students’ background about the topic, but unfortunately, it was not able to relate to the topic well, even most of the students were enthusiastic in following the class because they were studying about past experience. Moreover, the teacher directly guided the students to analyze the text without informing the competence that should be achieved.

b. **While-Activities**

In observing the teacher’s teaching performance, the researcher emphasized on the teacher’s mastery of learning material, the learning strategy used by the teacher, the use of learning media, the students’ involvement and the evaluation did by the teacher. The explanation of the teacher’s performance in while-activities as follows:
1. The Mastery of Learning Material

The teacher displayed the text; she read the text to give the model to pronounce the words. During while-activities, the teacher asked several questions related to the text they were seeing, the students responded to the teacher by giving their opinions in simple sentences, short phrases, even in single words in English. By doing so, the teacher had stimulated the students to communicate.

Then, in teaching grammar by implementing the Contextual Teaching Learning, the teacher tried to focus on verbs and the auxiliary used in the text.

1. The Learning Strategy

For the learning strategy used by the teacher, there are several aspects observed by the researcher, that is, doing a teaching & learning process which is suitable with the competence, doing a teaching & learning process which is suitable with the students’ needs, doing a coordinated teaching learning process, doing a teaching & learning process which is suitable with the time allocation, emphasizing on using English in the teaching & learning process, and emphasizing on teaching the language skills integratedly.

For doing the teaching learning process which is suitable with the competence, the teacher did it very well. She taught her students about past experience, what activities they did when they were on holiday, and what they felt after that. Those activities were very relevant to the competence which must be achieved, that is, the students should be able to make the sentences.
Besides that, to teach grammar, the teacher had applied the teaching and learning process which was suitable with the students’ needs. When the teacher implemented the Contextual Teaching Learning, the students looked interested in following the activity. The Contextual Teaching Learning is supposed to be the suitable technique to teach grammar to the first grade students of Senior High School because recount text is appropriate topic to attract the students’ attention and the students’ interest in understanding the grammar, especially simple past tense.

Therefore, for doing the teaching and learning process which is suitable with the students’ needs, the teacher had done it well.

However, during the teaching learning process, the teacher could not do a coordinated teaching and learning process well. Sometimes she could not control the class, for example, when the teacher asked some questions to the certain students, the other students answered the questions by shouting very loudly. Besides, when the teacher asked the students to do the task, the teacher ignored some students who were talking to their friends and asking for further explanation about what they should do. These two facts made the class not conducive and disturbed the students’ concentration.

In addition, the teacher did not emphasize on using English in the teaching and learning process since she assumed that it was hard for her students to understand it. For that reason, she used English very little.
Though the teacher did not emphasize on using English in while activities, she emphasized on teaching the language skills integratedly well. She united all the language skills even though the focus of teaching was on the students’ grammar achievement.

Meanwhile, the teacher was not good at managing the time allocation. This means that she did not do the teaching and learning process which is suitable to the time allocation.

2. The Learning Media

In teaching grammar through the Contextual Teaching Learning, the teacher used a recount text displayed through LCD as the media. It was such a very interesting media for the students.

Nevertheless, in spite of an interesting media, the teacher could not create an interesting message from it well. The students were so interested in the media that they did not focus on the teacher’s explanation at the media. The teacher should pay more attention to the students’ focus.

3. The Students’ Involvement

The researcher observed the teacher’s teaching performance which covers building the active participation of the students in the teaching & learning process, giving positive responses to the students’ opinion, facilitating the interaction between teacher-student and student-student, and growing the students’ enthusiasm in learning,

The teacher tried to stimulate the students’ activeness by asking them some questions about their holiday so the students were interested in answering the questions. Unfortunately, the
question didn’t relate to the topic, that couldn’t stimulate the students’ background knowledge about the topic discussing.

The teacher was good in giving a positive response to the students, no matter how wrong the students answer the question, the teacher knew well how to treat such weak ones, but she needed to give her attention more to the students who was not able to follow the teaching learning process well, and give special treatment to them.

Besides, the teacher also asked the students to work in group, and the teacher only became an observer at that time. But she ignored the students who were not active in working in group, as some students just let their friends to do the task. So the interaction between student-student couldn’t be done well.

Nevertheless, the teacher was good at facilitating the interaction between teacher-student. In facilitating the interaction between teacher-student, the teacher asked her students questions and the students then answered them, besides the teacher let the students ask some questions when they were facing difficulties and the teacher also answered them then. But however, she still tended to ignore several students who were still kept silent during the teaching learning process; some students were lack of confidence as they had very poor English. Teaching English through Contextual Teaching Learning did grow the students’ enthusiasm in learning, as they do not feel learning too much material.

4. Evaluation

In doing the evaluation, the teacher was good at monitoring the students’ improvement. She asked some questions to the students to know how far her students have understood the lesson.
The final evaluation she did was very suitable with the competence. Because the competence that must be achieved was the students were able to make the sentences in three forms; positive, negative and interrogative.

c. Post Activity

In the post activity, the teacher did a reflection. She was quite good in doing the reflection since she involved the students in summarizing the lesson they learnt that day, and the students freely shared their ideas by telling what they got from the teaching and learning process.

Besides doing a reflection, actually, the teacher must do a follow-up by giving direction or tasks as a remedy but in doing the follow-up, the teacher just asked the students to learn more at home.

In line with the descriptions about the teacher’s performance above, it can be concluded that the teacher’s performance is good. She is capable enough in teaching grammar by implementing the Contextual Teaching Learning to her students so that there is an improvement on her teaching performance. For that reason, the teacher got 73 for her teaching performance. This means that the research indicator for the teacher’s teaching performance cannot be fulfilled in Cycle 1 since the indicator for teacher’s teaching performance is 80. The detail information for the scores got by the teacher for her teaching performance can be seen in Appendix III.
1.4 Result of Analysis and Reflection

After getting the necessary data from the teaching and learning process of Cycle I the researcher together with the teacher discussed everything happened in the class to find out the weaknesses of this cycle. Having found the weaknesses, the researcher and the teacher tried some solutions to solve them. Furthermore, the researcher noted some weaknesses from the learning product and learning process, they are as follows:

1.4.1 Learning Product

Based on the result of observation in Cycle I about the students’ grammar scores, the researcher analyzed that most students’ problems were on irregular verbs and auxiliary. The causes of the problems can be seen as follows:

1.4.1.1 The Problems in Cycle I

a. The teacher did very few explanations or examples when she gave some target vocabularies, whereas, it is very necessary to do a lot of explanation or examples in teaching students. This fact made them not fluent in grammar English.

b. The teacher did not focus the use of target grammar for the real use, consequently, the student got difficulty to understand and memorize it.

1.4.1.2 Solutions of the Problems

To solve the problems above, the researcher and the teacher tried the following solutions:
a. It will be much better if the teacher give more explanations when she gave the model or examples by providing different kinds of verbs, included regular or irregular verbs. So the students would get accustomed to the English words.

b. The teacher should help the students to correlate the new vocabularies to the real use by giving more examples that relate to the students activities, so that the students can use and practice it in daily use.

1.4.1.3 Learning Process

There are two kinds of data which were analyzed for the learning process, that is, the students’ activities and the teacher’s teaching performance. The explanation is as follows:

a. Students’ Activities

From the students’ activities, the researcher found that it was just 80% activities that were followed by the students during the teaching and learning process. It means that, the result of the research has not fulfilled the target of the indicator. The failure to achieve the target was caused by some weaknesses that appeared in the first cycle. The weaknesses are as follows:

1. The Weaknesses in Cycle I

a. Some students did not give any responses when the teacher asked questions. Beside it might be caused by the lack of comprehensible input given by the teacher so the students did not understand the teacher’s intention and they could not get the grammar target to be aimed.

b. Besides that, it might also be caused by the students’ fear in making mistakes. Since the teacher usually corrected the students’ mistakes directly so they did not have enough courage to respond to the questions.
2. The Solutions of the Weaknesses

To achieve the target stated in the indicator, the weaknesses happened in the first cycle must be solved. To solve them the researcher together with the teacher tried the following solutions:

a. In the pre activity, especially in the step of constructivism, the teacher should give perception which means to stimulate the students and to correlate the topic to the students’ background knowledge and to the real use.

b. The teacher should provide a good model with large quantities of comprehensible input before production was attempted so the students could understand the teacher’s intention. She should also give positive responses to any opinions or answers from the students so they would not be afraid of making mistakes. The teacher should have been more proactive to encourage the student to be more active.

c. In correcting the students’ mistake, the teacher should not give a direct correction, giving a peer correction is much better, so indirectly the students’ mistake was corrected.

b. Teacher’s Performance

As a matter of fact, the result of the teacher’s performance has not fulfilled the indicator and the researcher found some weaknesses from the teacher’s performance in the previous cycle. The weaknesses must also be solved since this absolutely influenced the students’ grammar achievement and the students’ activities. The weaknesses of the teacher’s performance and the solutions of the weaknesses are as follows:

1. The Weaknesses in Cycle I

a. The teacher did not introduce the activity and relate it well to the real use to make all of the students understand from the brainstorming.
b. The teacher could not control the students when they responded to the teacher’s questions together by shouting loudly.

c. The teacher used very little English in the class. Seems that the teacher worried that the student would not be able to understand the teacher’s explanation if she used English. For that reason, the students did not get accustomed to hearing the English word.

d. Though she finished teaching based on the time that was scheduled but she was not able to manage the time wisely. She could not distinguish which activity that needed longer time and which one needed shorter time.

b. The Solutions of the Weaknesses

a. The teacher should introduce the activity by describing the situation and making sure that all of the students understand from the brainstorming before giving the materials.

b. The teacher should be able to control the class by asking the student to answer the question one by one, it can be by pointing certain students, and ask them to raise their hand.

c. To make the students get accustomed to hearing the English words, the teacher must use English more frequently. The teacher could use bilingual, both English and Bahasa in the same time, to make the students accustomed to English expression.

d. The teacher must be able to manage the time. She should know how many minutes needed for each activity so the time would be used wisely.

After doing reflection towards the weaknesses happened in the learning product and learning process of Cycle I, the researcher together with the teacher tried to implement the solutions in Cycle II so that the indicators of the research could be achieved.
2. Cycle II

From the observation and students’ grammar test result in cycle I, it showed that there should be cycle II to improve the students grammar skill. Cycle II was conducted to reform the weaknesses in cycle I. The teacher held the meetings in the cycle II on Tuesday, 24 November 2009.

2.1 Planning

The planning step in the first cycle covers:

2.1.1 Preparing the learning material.

The material was about recount text, the material was taken based on the curriculum and the text chosen was related to the topic.

2.1.2 Making the lesson plan for the second cycle in which the use of text to improve students’ grammar. The lesson plan was made based on the discussion of the researcher and the teacher.

2.1.3 Preparing the grammar task for the students.

2.1.4 Preparing the learning media and other things that were useful for the teaching and learning process.

2.1.5 Preparing observation sheets to observe the teacher’s performance and students’ activities.

2.2 Action

The second cycle was done on Tuesday, 24 November 2009. The meeting was held for 2 x 40 minutes and it was still followed by 38 students. For this cycle, teacher had prepared the other material that still the same topic. The processes in this step covers pre activities, while activities, and post activities. The explanation is as follows,
2.2.1 Pre activities:

As what the teacher did in Cycle I, at the beginning of the teaching and learning process in Cycle II, the teacher greeted the students in English and then checked the students’ attendance.

Having done it, the teacher asked the students about the previous lesson, which was about recount text, then the teacher, asked some questions related to the topic. Then the teacher informed the students the competence that would be achieved after the teaching and learning process. After that, she did a constructivism. It was different from she did in the first cycle, in this cycle she tried to stimulate the students’ imagination from the beginning. The example of the activity is as follows:

Teacher :”Do you still remember about simple past tense?”

Students : (together) “yes”

Teacher : “Ok, good”. How about the verbs used in simple past tense?

Bagaimana dengan kata kerja yang digunakan dalam simple past tense?

Some students : “kata kerja kedua, Miss”

Teacher : “well, the verbs in past form or V2.

What auxiliary is used in this tense? Kata bantu apa yang digunakan?

Student : (raise her hand) “did, Miss.”

Teacher : “excellent”

The teacher continued asking the students about the previous lesson to build their background knowledge.
2.2.2 While activities

Having made the students remember the previous lesson, the teacher started the lesson. The teacher told the students that they would have the text related to recount text. The teacher began turning the LCD, the teacher displayed the text, and the teacher read the text to give the model how to pronounce that words. Sometimes, the teacher asked the students to repeat certain words. Moreover, the teacher took a sentence from the text as the example and discussed together in the class. The sentence was “I had a terrible day yesterday”. Here are the conversation happened in the class;

Teacher : “okay, which one is as verb in the sentence?”
Students : “had”
Teacher : Good, had is the past form of what?
Students : “have, miss,!”
Teacher : “Okay that’s right. What is “had” in Bahasa? Anybody knows?”
One of student : “mempunyai”
Teacher : “yes, you are right. Now, which one is as the subject in that sentence?”
Students : “I, miss.”
Teacher : “okay, now let’s make the pattern of that sentence…”

The teacher and the students discussed together the pattern of that sentence. After finished making the pattern, she continued explaining the negative and interrogative forms of that sentence. The teacher kept asking the students to make the students actively involved in teaching learning process. Besides, the students would have deeper understanding. The teacher just led the students by asking some question, the students found by themselves the pattern of that sentence. Furthermore, the teacher gave other example.

E.g : 1. Last week, Tonya fixed her neighbor's car
2. The students did not do the test well.

3. Were they students?

After that teacher explained the changing those sentences in different forms. After explained the materials about simple past tense, the teacher divided the students into group consisting of three students each and then asked them to write the form of the sentences taken from the text in positive, negative and interrogative form. During the students practice, the teacher walked around to help the students if they had any difficulties, for example, the difficulties in auxiliary, vocabularies, or even the pronunciation of the words.

After the practicing finished, the teacher asked the representative of each group to write their answer in whiteboard. Then the teacher discussed the answers together.

After the teacher made sure that her students had understood the materials, she started the grammar test. The teacher gave another text to each students and asked the students to analyze the sentences and change them into three forms; positive (+), negative (-), and interrogative (?).

### 2.2.3 Post activities

For the post-activities, the teacher did a reflection by asking the students questions related to the material they had learnt that day.

E.g.

Teacher : “well, class, in negative and interrogative form, is the verb still in past form or not?

Students : “no, Miss.”
Student : “It changes to verb one”

Teacher : “Excellent!”

Then, the teacher assigned the students to do the grammar test. After the teaching and learning process was complete, the teacher closed the class.

2.3 Result of Observation and Interpretation

The result of observation from the learning product in Cycle II will be explained as follow:

2.3.1 Learning Product

Learning product is the students’ scores from the grammar test. The indicator of the research for the learning product is, if at least 80% of the students can reach score 60 for the grammar test. It is done because 60 is the standard score or KKM (Kriteria Ketuntasan Minimum) stated by the school for English subject. So, if at least 80% of students’ scores can reach 60 or more for the grammar test, it means that the CTL can improve the students’ grammar achievement. The following table will inform whether the indicator of the learning product can be achieved or not:

<table>
<thead>
<tr>
<th>NO</th>
<th>SCORE</th>
<th>CYCLE II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>1</td>
<td>90–100</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>80–89</td>
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<td>40–59</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>0–39</td>
<td>-</td>
</tr>
</tbody>
</table>

From the table above, there were 5 students (13.16%) who reaches 90 - 100 in the grammar test. This means that the student was able to comprehend the material given, in which they could do
the test about 90 percents. Meanwhile, there were 16 students (42.11%) who can reach 80-89. It means that they could master the material given well. This fact also shows that more than 50% of the students were very good in grammar after taught through Contextual Teaching Learning (CTL).

Although the students’ scores for grammar achievement have achieved the target of the indicator but there are 6 students (10.53%) who gets 40-59. Their grammar achievement was poor since they made a lot of mistake in doing the task.

Based on the explanation above, there are 32 students (84.22%) whose scores are 60 and more. It means that the teaching and learning process in the second cycle had been able to fulfill the target stated in the indicator of the research, that is, 80% of the students must be able to reach 60 for their grammar achievement. Due to that fact, the researcher and the teacher decided not to hold the next cycle.

2.3.2 Learning Process

The learning process covers the students’ activities and the teacher’s performance during the teaching and learning process. The information below will show the result of observation of both students’ activities and teacher’s performance in Cycle II:

Table 3 Students’ Observation Sheet at Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Activity</th>
<th>Number of Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Respond to the topic enthusiastically</td>
<td>34</td>
<td>89.47 %</td>
</tr>
<tr>
<td>2</td>
<td>While Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>b. Pay attention to the teacher’s explanation</td>
<td>33</td>
<td>86.84 %</td>
<td></td>
</tr>
<tr>
<td>c. Response to the teacher question’s questions</td>
<td>33</td>
<td>86.84 %</td>
<td></td>
</tr>
<tr>
<td>d. Follow the teacher’s instruction (to work in group to analyze the sentences from the text given)</td>
<td>38</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Post Activity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Able to respond to teacher’s question in the form of grammar task</td>
<td>38</td>
<td>100 %</td>
<td></td>
</tr>
</tbody>
</table>

### 2.3.2.1 Students’ Activities

To know whether the target of the indicator for the students’ activities in this classroom action research has already been achieved or not after the implementation of Contextual Teaching Learning, the following explanation will show the process of the students’ activities during the teaching and learning process:

#### a. Pre-Activities

When the teacher did background knowledge, there were about 34 students who responded to the topic enthusiastically. The students looked happier in responding to the topic since the teacher tried hard to give many perceptions by asking several questions. Unfortunately, there were still 4 students who did not respond to the topic enthusiastically. These students did not make noise in the class but they also did not show their interest to the topic. As usual, they only became the viewers of their friends.

However, if it is compared with the result of the first cycle, there is an improvement on the result of the second cycle.
b. While-Activities

There were about three activities that became the focus of the observation, which is, paying attention to the teacher’s explanation, responding to the teacher’s questions, following the teacher’s instructions (having a discussion in group).

In while-activities, the teacher started the lesson by displaying the text through LCD. Seeing that the text, the students were interested. For that reason, all the students paid attention to the movie and also the teacher’s explanation. Although it was seen that there were 7 students who didn’t pay attention well on the teacher’s explanation. They tended to chat with their friends when the teacher was explaining. But fortunately, the teacher was aware to their ignorance, so the teacher spoke louder in order to catch the students’ attention to her explanation.

The above explanation shows that teaching through Contextual Teaching Learning, the students enjoyed the teaching learning process more. It happened because teaching and learning through CTL, the students were asked to relate subject content to real world situation. This fact supports the statements of Flora (2003) she said that relating subject content to real world situation is extremely needed during the teaching learning process so that the students know the benefits of learning in the classroom.

Then when the teacher asked some questions related to the material, there were approximately 33 students who responded to the questions voluntarily. The students became much more active since they could understand the teacher’s question easily. It was easy for them because the teacher gave key words in the form of comments and simple questions to make the students comprehend her intention.
Besides that, the students became much more active since they did not feel afraid of the teacher anymore. The teacher did not correct the students’ mistakes directly and she even gave positive responses to the students’ opinions and answers. Hence, the students looked much more confident in responding to the teacher’s questions. By correcting the students’ mistakes indirectly and giving positive responses to the students, the teacher has lowered the students’ affective filter. By giving positive responses to the students’ answers and opinions, the teacher has not only lowered the students’ affective filter but also has allowed the students to produce any kind of production during the teaching and learning process so that the students did not feel shy or afraid of giving answers and opinions to the teacher’s questions and comments.

c. Post Activities

For the last activity, that is, responding to the teacher’s question in the form of grammar task, all the students were able do the task, although it was found that there were 5 student who couldn’t do the task well. They got a very low score, as basically their English is very poor and they lacks of motivation in learning, although they have made an improvement, but however they needs a special treatment from the teacher, hopefully the teacher will pay more attention to the weak one like them. While the rest of the students were able to do the grammar task well.

From the explanation of the activities done by the students during the teaching and learning process in Cycle II, the researcher got the data, that is, there were 34 students (85.00%) of 40 students who did 80% of the activities observed by the researcher. According to Arikunto (1993:210), if more than 75% of students are actively involved in teaching and learning
activities, it can be categorized as a good level. It means that target stated in the indicator of the students’ activities has been achieved since more than 80% of the students have done more than 80% of the activities during the teaching and learning process. This shows that the use of Contextual Teaching Learning in teaching grammar can improve the students’ activities.

For further information, the observation sheet of the students’ activities in Appendix II can be seen to know the activities done by each student.

2.3.2.2 Teacher’s Performance

Since the focus of this second cycle is only on the weaknesses of the teacher’s performance in the first cycle so, the explanation below will only discuss the improvement of the teacher’s performance on her weaknesses in the first cycle. They are as follows:

a. Pre-Activities

In pre activities, the teacher tried to do the background knowledge better by asking the students some questions closely related to the topics and making sure that all of the students understand from the brainstorming before starting to explain the materials. Moreover, it was well done, as it was only few who seemed not interested to the topic.

b. While-Activities

For observing the teacher’s performance in while-activities, the researcher only focused on the weaknesses of the previous teaching performance like the learning strategy and the students’ involvement.
1. The Learning Strategy

During the teaching learning process, the teacher tried to manage the teaching learning process well. In the teaching learning process began the teacher grouped the students and asked them to focus the task in group of three in order that students can participate well. The teacher focused more to the students who seemed were not able to follow the teacher’s instruction, they were guided to work in group so that they could be stimulated more from their friends in group.

Based on the time allocation, the teacher needs to maximize practice time so that students can practice as much as possible, thus she allocated the time to be used wisely for giving material and practice.

In the teaching and learning process, the teacher used more English in explaining the material; she used it by giving clues and sometimes she translated in Bahasa so that the students could understand it. The students became more accustomed to some expression in English.

2. The Students’ Involvement

The researcher observed the teacher’s teaching performance which covers building the active participation of the students in the teaching & learning process, giving positive responses to the students’ opinion, facilitating the interaction between teacher-student and student-student, and growing the students’ enthusiasm in learning,

The teacher was good in building the active participation of the students. The teacher tried to stimulate the students’ activeness by asking them some questions about the text so the
students were interested in answering the questions and the questions reminded them to the previous lesson.

Besides, the teacher also asked the students to work in group, and the teacher only became an observer at that time. She paid more attention to the students who seemed could not follow her instruction. Therefore, everybody in the class did group work.

c. Post Activity

In the post activity, the teacher did a reflection. She was quite good in doing the reflection since she involved the students in summarizing the lesson they learnt that day got from the teaching and learning process.

Besides doing a reflection, the teacher gave a follow-up by giving students several explanations how to improve their English through reading English book or singing English song.

In line with the descriptions about the teacher’s performance above, it can be concluded that the teacher’s performance is good. She is capable enough in teaching grammar by implementing the Contextual Teaching Learning to her students so that there is an improvement on her teaching performance. For that reason, the teacher got 80 for her teaching performance. This means that the research indicator for the teacher’s teaching performance can be fulfilled in Cycle II. The detail information for the scores got by the teacher for her teaching performance can be seen in Appendix III.
2.4 Result of Analysis and Reflection

After the second cycle was held, the improvement was found in both learning product and process. The explanation is as follows:

2.4.1 Learning Product

The target of the indicator for the learning product can be achieved after the second cycle was held. Besides the grammar test, result of the first grade of SMA Kartikatama Metro has shown the improvement of the students’ grammar scores. The improvement can be seen in the following chart:

![Grammar Improvement Chart]

The chart above shows the improvement of the students’ grammar scores from the first cycle to the second cycle. 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. Hence, the second cycle must be conducted. After the second cycle was conducted, the indicator of the research can be fulfilled since there are approximately 32 students or 84.22% students get 60 and even more than 60.

Based on the description of the improvement on the learning product and the data showed in the chart, it can be concluded that the indicator of the research for the learning product has already
been achieved. It means that the use of Contextual Teaching Learning is applicable to improve the students’ grammar achievement.

2.4.2 Learning Process

The learning process covers the students’ activities and the teacher’s performance. The analysis and reflection of those two points will be described as follows:

2.4.2.1 Students’ Activities

In the second cycle, there are about 34 students (89.47 %) who did 80% of the activities in the teaching and learning process. This means that the indicator of this research for the students’ activities has been achieved because the indicator of the research for the students’ activities is, if at least 80% of the students do at least 80% of the teaching and learning activities, it means that the use of Contextual Teaching Learning is applicable to improve the students’ activities.

However, from five kinds of students’ activities observed by the researcher, most of the students did not do the activities like responding to the teacher’s questions. After analyzing it carefully, the students did not do the activities was because of lack of confidence and were still very anxious to express their ideas voluntarily. Fortunately in the second cycle the teacher was able to build the students’ confidence by giving more positive responses to the students’ opinions and to focus more on the weak ones.

Therefore, it was found such an improvement on the students’ activities in the second cycle. The number of students who paid attention to the teacher’s explanation and also to the teacher’s questions increased. This fact has proved that the use of Contextual Teaching Learning is applicable to improve the students’ activities.
4.2.2 Teacher’s Performance

It is similar to the students’ activities there is also an improvement on the teacher’s teaching performance in the second cycle. The teacher’s teaching performance in the first cycle has not been able to fulfill the target of the indicator; the indicator for teacher teaching performance is 80. There were still some weaknesses in her teaching performance so the teacher got 73 on her teaching performance. However, after implementing the solutions to solve the weaknesses, in the second cycle the teacher got 81. For more detail see appendix III.

B. Discussion

There were two cycles done in this research since the indicators have been achieved in the second cycle. The discussion will be explained as follows:

a. Concerning The Result Of Students’ Grammar Achievement

The indicator of students’ grammar achievement is if at least 80% of students can reach 60 for the grammar test it means that the implementation of Contextual Teaching Learning (CTL) is applicable to improve the students’ 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. Based on the result of analysis and reflection done by the researcher and teacher, there were two problems that cause the indicator could not be reached. The first, the teacher did very few explanation or example when she gave some target vocabularies especially on irregular and auxiliary verbs, whereas, it was very necessary to do a lot of explanation or example in teaching students. This fact made them got difficulties in changing the irregular verbs after the auxiliary. The second
problem was the teacher did not focus well on the use of target grammar for the real use; consequently, the students got difficulties to understand and memorize it.

Furthermore, after knowing the problems, the researcher and teacher discussed the solution for the problems and applied in the second cycle. Fortunately, 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.

From the chart above can be inferred that there was an improvement about 18.43% of students’ grammar achievement. It means that CTL is applicable to improve students’ grammar achievement. Rika (2003) stated that CTL give good influence in improving students’ achievement in terms of English tenses.

b. Concerning the result of students’ participation in teaching learning process

The indicator of the research for the students’ activities is, if at least 80% of the students do at least 80% of the teaching and learning activities, it means that the use of Contextual Teaching Learning is applicable to improve the students’ activities. The researcher decided to set 80% as the target since according to Arikunto (1993:210), if more than 75% of students are actively involved in teaching and learning activities, it can be categorized as a good level.
The Frequency of students’ participation in teaching learning process

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Activities</th>
<th>Cycle 1</th>
<th></th>
<th>Cycle 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequency</td>
<td>Percentage (%)</td>
<td>Frequency</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>1</td>
<td>On Task Pre-Activity</td>
<td>31</td>
<td>81.58%</td>
<td>34</td>
<td>89.47%</td>
</tr>
<tr>
<td></td>
<td>• Responding to the topic enthusiastically.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>While-activities</td>
<td>28</td>
<td>73.68%</td>
<td>33</td>
<td>86.84%</td>
</tr>
<tr>
<td></td>
<td>• Paying attention to the teacher’s explanation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Responding to the teacher’s question.</td>
<td>10</td>
<td>26.32%</td>
<td>33</td>
<td>86.84%</td>
</tr>
<tr>
<td></td>
<td>• Following the teacher’s instructions (work in group)</td>
<td>34</td>
<td>89.47%</td>
<td>38</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Post-Activity</td>
<td>38</td>
<td>100%</td>
<td>38</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>• Able to respond to the teacher’s question.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above, 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%). Based on the result of analysis and reflection, it was caused by some students did not give any responses when the teacher asked questions. Besides, it might be caused by the lack of comprehensible input given by the teacher so the students did not understand the teacher’s intention and they could not get the grammar target to be aimed. Moreover, it also was caused by the students’ fear in making mistakes. Since the teacher usually corrected the students’ mistakes directly so they did not have enough courage to respond to the questions.
In the second cycle, the researcher and teacher determined the solutions for the problems of the previous cycle. In the pre activity, especially in the step of constructivism, the teacher gave perception which mean to stimulate the students and to correlate the topic to the students’ background knowledge and to the real use. In addition, the teacher provided a good model with large quantities of comprehensible input before production so the students could understand the teacher’s intention. She also gave positive responses to any opinions or answers from the students so they were not afraid of making mistakes. In correcting the students’ mistake, the teacher did not give a direct correction but through peer correction, so indirectly the students’ mistake was corrected. Fortunately, 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%.

The explanation above shows that the implementation of Contextual Teaching Learning (CTL) can improve students’ participation in teaching learning process since the implementation of seven components of Contextual Teaching Learning gave many chances for students to construct their mind and relate the materials with their own real-life. This idea is supported by Flora (2003) that relating subject content to real world situation is extremely needed during the teaching learning process.

c. Concerning the result of Teacher’s teaching performance

The indicator for teacher’s teaching performance was 80. So, if the teacher can reach that target, it means that the teacher’s teaching performance is very good. For the teaching
performance, there were some aspects scored, they were the teacher’s activities in pre-activity, while-activity, and post-activity.

In the cycle 1, the teacher did not introduce the activity and relate it well to the real use to make all of the students understand in constructivism. Besides, the teacher could not control the students when they responded to the teacher’s questions together by shouting loudly. Additionally, the teacher used very little English in the class. Although she finished teaching based on the time that was scheduled but she was not able to manage the time wisely. She could not distinguish which activity that needed longer time and which one needed shorter time. For those reasons, the researcher decided the teacher got 73 for her teaching performance. It means that the target had not reached.

Likewise, in the second cycle, the teacher did the suggestions of the researcher. The teacher introduced the activity by describing the situation and making sure that all of the students understand in constructivism step before giving the materials. The teacher also control the class by asking the student to answer the question one by one, she pointed certain students, and ask them to raise their hand. Besides, the teacher used bilingual, both English and Bahasa in the same time in making the students accustomed to English expression. As the result, in the cycle 2 the target had been fulfilled. The teacher got 83 for her teaching performance. 80 – 100 means very good (Depdiknas; 2006).