

I. INTRODUCTION

This chapter discusses certain points related to background of the problem, formulation of the problem, objective of the research, use of the research, scope of the research, and definition of term clarified like the following.

1.1 Background of the Problems

English is a compulsory subject which is learned from elementary school until university level. The students are expected to have skills in English namely reading, listening, writing and speaking. All English skills are related to each other. But, since knowledge is rapidly accumulated and committed to print, the ability to comprehend reading based on the recent curriculum is primarily crucial to be improved, so that the students can get the message and information given in form of written text.

2006 English Curriculum for second year of SMA/MA states that the objective of learning English is to develop students' competence to communicate in English both orally and written. This newest curriculum also states that the English subject in Senior High School consists of those English skills. It is obvious that teaching reading is a part of Senior High School program which must be covered in teaching learning process. The aims of teaching reading skill in teaching English is to enable students to comprehend and master the genre or the type of text,

namely narrative, spoof, hortatory exposition, analytical exposition, review and also get the implicit and explicit information from the text.

In implementing this curriculum it was suggested to apply Contextual Teaching and Learning (CTL) in the classroom by reason that CTL is an approach of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connection between previous knowledge and its application in their lives as family members, citizens and workers (The rules of National Education System Number 23 Chapter 1 Section 1, 3, 4 and Chapter 5 Section 12). CTL is also in line with UNESCO's recommendation in learning process namely learning to know, learning to do, learning to be, and learning to live together.

The philosophy of Contextual Teaching Learning is based on Dewey (1916) who states that students will learn well if what she/he studies is closely related to what he/she has known and activities or events around her/him. CTL is aimed at building knowledge and skills in meaningful ways of engaging students in real life or authentic contexts. In addition to this, CTL puts the learners as the center of an active learning process.

In CTL classroom, the teacher creates a natural environment, so the students experience not only knows the knowledge but also to know how to implement their knowledge in the real world. And also with teachers' role as an organizer, facilitator and motivator make the students feel relax and engaged the students in active learning, in doing so the students are hoped to be able to receive the subject easily.

This was also supported by his own experience while he was attending Field Practice Program (PPL) at SMA Tunas Harapan Bandar Lampung on June 2009 were the majority of the teacher used CTL as their method in their teaching process. As the result, most of the students had significant increase in reading ability. It means that CTL has been successfully applied by the teacher in teaching reading.

In relation to the implementation of CTL in teaching English, this research was also supported by research which was related to the teaching learning process by using CTL. One of them was the research which was conducted by Maulida (2006). The result of her research at SMA Taman Siswa showed that CTL could significantly increase the student's reading comprehension achievement. Seeing the success of CTL in increasing the students' reading comprehension the researcher decided to Apply CTL as the method in his research. In applying CTL in the teaching and learning process the researcher uses hortatory exposition text as his material in this research. Hortatory exposition text is chosen because it is a type of text that is intended to explain to the listeners or readers that something should or should not happen or be done.

Hortatory exposition text has three important elements one of them is **recommendation**. If hortatory exposition text can be delivered well to the learners by the teacher, the learners will get some important and valuable message. Hortatory exposition text also can develop students' attitude to the real world, for example: if the students are given hortatory exposition text about **narcotics can destroy the young generation**. Finally at the end of the learning

process the learners are expected to get the moral value of the text that actually they must avoid narcotic. As we know A Hortatory exposition text is a type of written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. By providing Hortatory Exposition Text to the learners as his material in the learning and teaching process, the researcher also expects the students will be motivated and encouraged to read since they are given chances to have a lot of reading practice in enjoyable ways.

Considering the background mentioned, the writer was challenged to have a further research on the process of the teaching of hortatory exposition text. This research aim at finding out how the English teacher implement each of all seven elements underlying Contextual Teaching Learning (CTL) in teaching reading through Hortatory exposition text to Senior High School. Therefore, this research is entitled “The Implementation of Contextual Teaching Learning (CTL) In Reading Hortatory Exposition Text at the Second Year of MAN 1 Bandar Lampung”.

The writer has chosen MAN 1 Bandar Lampung because this school is a Pilot Project of Islamic High School in Lampung Province. In addition, a research concerning CTL had not been carried out in this school.

1.2 Reviews of the Previous Research

In this section, some reviews of the previous research were presented dealing with Contextual Teaching Learning. Iswadi (2010) conducted a research about the implementation of Contextual Teaching learning in teaching grammar at the first year of SMA Kartikatama Metro. In conducting his research, he focused on the implementation of Contextual Teaching Learning in improving students' grammar achievement and on how the implementation of Contextual Teaching Learning improved the quality of the teacher's teaching performance. The findings of the study showed that CTL is applicable to improve students' grammar.

Martini (2006) conducted qualitative research dealing with the implementation of seven elements of Contextual Teaching Learning in learning and teaching process. The researcher focused on how the teacher implemented CTL in teaching tenses. Referring to the result of the research, it was found that the teacher treated each of them well.

Maulida (2005) conducted a research about the effectiveness of Contextual Teaching Learning in reading comprehension. The research was conducted at the second years of SMA Taman Siswa Teluk Betung. The research design was two group pretest-posttest designs and the data were taken from the test and they were analyzed by using independent group t-test. The result of the analysis shows that CTL could significantly increase students' reading comprehension achievement.

By analyzing the studies about the implementation of the Contextual Teaching Learning above, it can be identified that there are some weaknesses related to the process of the implementation seven components of CTL e.g.

1. The teachers did not know well the students' ability in the classroom, as the result he was difficult to divide the students in learning community (Iswadi, 2010)
2. In the process of constructivism, the teacher should guide the learners in comprehending way, because not all the students could follow the process easily. It was difficult for 40% students to follow the process (Maulida)
3. Sometimes it was difficult for the teacher to select appropriate and interesting media and material which were related to the students' real world situation (Iswadi, 2010)
4. CTL required well trained teacher (Martini, 2006)

Based on those weaknesses, therefore the researcher intended to have further research about the implementation of seven elements in CTL dealing with Hortatory Exposition Text.

1.3 Identification of the Problems

Based on the background above, the researcher found that there were several problems revealed in this research:

1. Inappropriate approach that is used by the teacher in the classroom.
2. Inappropriate method that is used by the teacher in the classroom.
3. The material is not appropriate with the level of the learners.
4. Inappropriate technique that is used by the teacher in the classroom.

1.4 Limitation of the Problems

From the four problems above, the researcher focused on how the method (CTL) was applied in the classroom.

1.5 Problem Formulations

In accordance to the background described above, the writers come to the following question:

1. How do the teacher and the students involve in implementing each element of CTL in teaching hortatory exposition text during teaching learning process?
2. How do the teacher and the students perceive in the process of learning hortatory exposition through CTL?

1.6 Objective of the Research

Based on the formulation of the problem, the objectives of this research are to investigate:

1. How do the teacher and the students involve in implementing each element of CTL in teaching hortatory exposition text during teaching learning process.
2. How do the teacher and the students perceive in the process of learning hortatory exposition through CTL.

I.7 Uses of the research

The findings of this research are expected to be beneficial not only theoretically but also practically.

1. Theoretically, it can be used to support the theory of Contextual Teaching and Learning.
2. Practically, it aims at confirming whether the implementation of the 7 elements in CTL is applicable in the teaching hortatory exposition text.

I.8 Scope of the Research

The scope of this descriptive quantitative research covered two aspects, first how the teacher teach in the class room and how he implements all the seven elements underlying CTL in teaching hortatory exposition text. This research was conducted three times. The population of this research was the second year students of MAN 1 Bandar Lampung. The writer used observation teaching form to find out more information about teaching learning process based on the 7 elements of CTL which were provided in the observation sheet. In attempt to get the valid data, the writer employed interview formally and informally to the teacher and the students. This interview was aimed at getting an accurate data from both sides and for some extents, it would be very useful to be as a media to cross check on both students' and teacher's opinion about the implementation of Contextual Teaching Learning (CTL). Questionnaire was implemented to collect quantitative data and to arrive at qualitative information. The writer employed questionnaire in a structured organization (structured questionnaire). The questionnaire consisted of concise and concrete data. The questionnaire was given

to the students after the teaching and learning process. It covered the students' opinion about their class experience and so their difficulties during the teaching learning within the implementation of CTL.

I.9 Definition of Terms

1. Contextual Teaching Learning is teaching that enables students to reinforce, expand and apply their academic knowledge and skills in a variety of in-school and out-of-school settings in order to solve simulated or real-world problems.
2. Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Comprehension is the process of making sense of words, sentences and connected text.
3. Hortatory exposition is a type of spoken or written text that is intended to explain to the listeners or readers that something should or should not happen or be done.