CHAPTER I

INTRODUCTION

1.1 Background of study

Education is a life. It is the smallest life of the very large life. Stakeholder of education should pay attention on education purposes, because the quality of education in Indonesia is still far from our expectation. The evidence is more students passing their study with higher score but they did not have skill to live in society. Moreover, some students drop out from their school. From this phenomenon the new question spring whether teacher and students reflect the purposes of education before they begin teaching learning process in the school or not. As we know that students' recorded book of their development in each years cannot be the measurement of the successful education.

The concept of classical education regards that students like an empty paper that can be written anything by teacher. This concept is given more emphasis to the material than to students. It causes teacher not to pay attention to students' interest, motivation and their development level (Zuraiq, 2004). Teachers transmit knowledge and students receive it. This phenomenon is occurs in some schools today. Teacher-centered model views the teachers as active and the students as fundamentally passive, students only learn in the level of memorizing where students memory only work for a short time and easy to forget what they have learn (Depdiknas). The paradigm of teacher-centered made students always depend on teacher activity; they think that teacher is the only source of knowledge while they only listen and absorb (or take a nap) (*http://www.nclrc.org/esseentials/whatteach*).

Education is more than just achievement of certain learning standard, but it is identically with developing students' will to learn more; comprehend their learning way and implement learning practice. According to Hernowo (2005), school can be the big laboratory where students learn real life out of school, they observe naturally their own life, and finally what they have learned in the school can be useful for their future.

The concept of modern education moves all of learning responsibility from teacher to students in order to be center of activity. Learning process naturally happens toward touching with life. Learning through life experiences are the most modern education to bring into students' better and health growth.

Students of kindergarten age of 5-6 years old have the uniqueness. They act more active; they love to play every time, without boredom and tiredness. Their action is normally as their expression to fulfill their psychology needs in order to comprehend everything that happened out of them. Students' kindergarten life focused on their environment, they think about their interest, motivation and need to act only for themselves. They regard that things as thought alive, can feel, and act, because their fantasy and their imaginary develop well. They have the uniqueness of emotion, strong and change faster, and they more comprehend to concrete thing and not to abstract thing and their memory are stronger than adult's memory.

Today, English has the important role for study because of development of technology and global competition where we compete with other country all over the world. Not only in oral but also in written we have to master English. One of government efforts to improve students English skill is English started being taught in Elementary School, moreover in kindergarten level.

English has become basic skill that must be taught since early years. More people assume that learning foreign language since early years is better than when adult (Damayanti, 2008). They believe that children have the fresh memory, completely innocent waiting to be filled, the excellent imitator etc. These considerations will be true or wrong. The terminology of "the younger the better" does not guarantee the successful of learning foreign language. There are many considerations to make "the younger" is really "the better", it depends on how many exposure English used which experienced by them, what method is used by teacher when teaching English, what materials are given to the them.

Language alive in the real life practice and it gradually happens through repeatedly habitual action. Theory of education shows that students of kindergarten level love things, picture, color and animals, singing a song, story telling etc. They learn mainly through play and interactive activities. Therefore, many teachers use a "hands-on" approach that uses "props" or "manipulative" to help them understand abstract concepts solve problems, and develop critical thought processes. What students learn and experience during their early years can shape their views of themselves and the world and can affect their later success or failure in school, work, and their personal lives. Playing while learning and have fun learning helps them to absorb material faster.

According to Popham and Baker in Hadi et al. (1992), the effective teaching and learning depend on choosing and using learning method that is suitable for teaching learning process. In the communicative model of language teaching, teachers help their students develop the body of knowledge mentioned above by providing authentic practice that prepares students for real-life communication situations. They

help students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts and to do so using comprehensible pronunciation.

Method or approach is the successful key in the process of English learning and teaching, especially for children, playing is the characteristic and the better way for them to interact and learn. It is not only in speaking but also teaching reading and writing will be meaningful, interesting and make them interested and challenged if the material is served in playing situation, natural, and contextual. For the reason that in their daily life children always meet the English literacy whether when they watch TV, they see in the packages of food, posters on the way etc (Bali Post, 2008).

According to Peter Sheal in Erman (2004: 7), that meaningful learning until 90 % is learning through doing, experiencing, and communicating. The subject should be adapted to the actual context, which is experienced by students in their real life. With the intention that teacher is demanded to teach students with the view that students are the subject of learning in the way of starting learning with something that related to their real life that are telling story or questioning orally about students' daily life. Then, students are directed through *modeling* in order that they will be motivated. Next, *questioning* in order that students think what they learn, *constructivism* in order that students make the meaning, *inquiry* in order that students find the concept from teacher guiding. *Learning community* in order that students share knowledge and experience to friends. *Reflection* in order that students are able to review their learning experiences and finally *authentic assessment* in order that assessment that is given to students are objective. According to Depdiknas 2002, learning with the syntax above is called as Contextual Teaching and Learning (CTL).

Contextual Teaching and Learning (CTL) is a learning strategy that is based on a philosophy that students want and able to comprehend the material given in the class if they find the meaning. CTL is one way of teaching which combines the content of the academic context with the context of students' daily life. Meaningful means joyful, interesting, students don not feel bored, tired, and useless (Hernowo, 2005). CTL would be useful to help students to be active learners and creative. When students get the meaning of what they have learned and they are able to solve their own problem and they make use of information as a foothold in the future it means that the process of teaching and learning got success.

According to Rakhmat (2007: 226), the age of 5-6 years old is the gold time to learn new vocabulary and language. CTL is one of effective approach in teaching and learning process, because it offer teacher to make his/ her class more rich with media, picture, games, song, and other challenges to improve students' motivation in learning. In order that students' brain will be more challenged, CTL try to give the solution to build students' will to know new things. This statement becomes writer's reason to do research by the title **"IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN TEACHING ENGLISH TO KINDERGARTEN"** **(A Case Study at Year Two of TKA Plus Darul Ulum Majalaya Bandung).**

1.2 Research Problem

Success and failure of learning not only depends on how favorite the school, how smart students and teachers, how complete the facilities, but also the method and approach used by teacher to solve the problem faced by students in order to generates

students interest to learn more and develop their skills as the result of learning process.

In this research, some problems identified as follow:

1. How does the implementation of Contextual Teaching and Learning (CTL) approach develop students' achievement?

2. How do students response toward learning English by using Contextual Teaching and Learning (CTL) approach?

3. How does teaching English by using Contextual Teaching and Learning (CTL) approach develop students' motivation to learn English?

1.3 The Aim and Significance of Research

Based on the research problem, the aims of this research are:

1. To know the effectiveness of Contextual Teaching and Learning (CTL) approach in developing students' achievement.

2. To know students' responses toward learning English by using Contextual Teaching and Learning (CTL) approach.

3. To know the effectiveness of Contextual Teaching and Learning (CTL) approach in developing students' motivation in learning English.

The significance of the research expected will give some benefit are:

1. For students of kindergarten, they will get the interesting material which fun and meaningful in English learning through Contextual Teaching and Learning (CTL), in order to improve their interest and motivation in learning English that will be benefit for their future.

2. For teachers, they will be motivated to be more creative in introducing English to students and using Contextual Teaching and Learning (CTL) approach to solve the problems that faced in learning process.

3. For development of education quality, the research expected to be able to give the contribution for development of quality and effectively of English learning in the school, especially by using Contextual Teaching and Learning (CTL) approach.

1.4 Rationale

Students of this era face many changes in social, politic, science, industry, technology and in education. Mastery of English is one of skill that must be owned by students to be worldly and get the better life in the future. From that reason, students must be stimulated in their development aspect and provide them for necessary skills in order to face this era. From that reason, students need to be given the exact method and approach, where they can use their multiple intelligences while learning, compatible with their brain development, and meaningful for their real life. As we know age of 5-6 years old is the best time to students to know language, especially English as international language that used by people all over the world.

Contextual approach springs because of awareness that the classroom in Indonesia is not helpful (Bam bang: 2007). Everyday classroom of the school is filled up by "forcing students" with receiving and memorizing. We have to choose learning strategies that is more of sides with students' condition.

Contextual Teaching and Learning (CTL) involves students in the important activities that help them relate the academic subject to their real life. When both

related, students will find the meaning from the process of solving problems, deciding the choice and responsible, searching the information, and taking summary. In the process of choosing, arranging, organizing, touching, planning, identifying, asking and making a decision, they relate the academic content into their real life and finally they find the meaning (Johnson, 2002: 35).

Frankly (1984) says that:" The main purpose is not looking for fun or avoiding hurt except for finding the meaning of life." Nerve science makes sure that the existence of brain need to find the meaning. It tries to relate the new information with the information that already saved before. For CTL to be effective, all strategies must be presented in the teaching –learning experience.

According to Malays, (2005: 102) CTL is learning concept that emphasizes in the connection between learning material and students' real life. Therefore, the students are able to connect and apply the learning achievement competence in their daily life.

Johnson (2002: 24) says that Contextual Teaching and Learning enables students to connect their academic subjects with the immediate context of their daily life to discover meaning. From those definitions, we can conclude that CTL is an educational process that aims to help students see meaning in academic material they are studying by connecting academic subject with the context of their life. Teacher as facilitator should plan Contextual Learning that is suitable with students' development step, since students can connect their prior knowledge with the application in their daily life.

In its implementation, Contextual Teaching and Learning is affected by some factors, internal (students themselves) and external (students' environment). In

accordance with this, Zahorik as quoted by Nurhadi (2002: 7) describes five elements that have to be noticed in Contextual Learning are:

1. Activating knowledge

2. Acquiring knowledge

3. Understanding knowledge

4. Applying knowledge

5. Reflecting knowledge

In this research, Contextual Teaching and Learning (CTL) approach is expected to be help teacher especially English teacher in solving problems, which are faced in English class in order to develop students' English mastery.

1.5 Procedure of Research

This research uses qualitative study in the form of case study method. Case study is one of several ways of doing social science research. Other ways include experiments, surveys, multiple histories, and analysis of archival information (http://en.wikipedia.org/wiki/Case_study). Case study provides a systematic way of looking at events, collecting data, analyzing information, and reporting the result.

There are five features of qualitative research defined in Bogdan and Biklen (1992: 29):

1. Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument.

2. Qualitative research is descriptive.

3. Qualitative researchers are concerned with process rather than simply with outcomes or products.

4. Qualitative researchers tend to analyze their data inductively.

5. "Meaning" is of essential concern to the qualitative research.

Qualitative method is used in this research because of some consideration are first, qualitative method is more easily faced to the plural reality. Secondly, this method immediately provides the real relationship between researcher and respondents. Third, writer wants to observe the process of teaching English by using Contextual Teaching and Learning (CTL) approach, students' behavior during learning process and their responses, and students' motivation development to learn English.

Concerning the procedure of research, will be explore the main points as follows:

1. Subject of the Research

The study will take on students of year two of TKA Plus Darul Ulum Majalaya Bandung, odd semester year 2008-2009. It is one of Islamic Kindergarten in Majalaya with a good discipline where the Islamic education as the priority and its power. The class of year two consists of 21 students. In this class, they begin to know and learn Basic English. They are divided into two groups A and B based on their age. The subject of the research is students of year two group A, it consist of nine students; they are between 5-6 years old. They are chosen because they have the uniqueness and have different character.

2. Collecting Data

To collect data, writer uses:

a. Observation

Observation in <u>philosophical</u> terms is the process of filtering <u>sensory</u> <u>information</u> through the thought process. <u>Input</u> is received via <u>hearing</u>, <u>sight</u>, <u>smell</u>, <u>taste</u>, or <u>touch</u> and then analyzed through either rational or irrational

thought *(http://en.wikipedia.org/wiki/Observation).* Observation is an effort done by writer to record all of events and activities that happen during improvement action go on. In observation process, writer should investigate all of learning process. The writer should collect the data about everything happen in the class. The complete data will make writer easy to improve the method, process, and classroom situation.

In this research, writer wants to know how students' attitude whether they enjoy, bored or lazy in learning English.

b. Interview

Interview is a conversational of question and answer orally between two people or more that stand face to face physically, and is aimed to the certain problem (Kartono, 1990: 187)

To collect necessity data, writer would try to make conversation with the subject of research. The subjects are taken because they have different responses in each meeting. It is very important to make the work running well, and the gotten data would be proper to study.

The interview would be focus on confirming their responses to each topic, whether learning activities fun or not. The interview will do after learning activities ended. Moreover, because of the amount of students are less than ten, it makes easy for writer to interview them one by one.

c. Questionnaire

Questionnaire shows a list of question to be answered by respondent to get the information. Writer will give questionnaire to teacher. It is used to know how teacher teaches English, what media she uses, how she manages the class, etc.

d. Documentary Study

Documentation technique means looking for some data about some materials or variable in kind of notes, transcript, book, newspaper, magazine, notes of meeting, ledger, agenda and so on (Arikunto, 2002: 206)

Documentation is used to get the data about students' personality, their achievement especially English subject, and students' development.

3. Lesson Plan

To implement CTL approach, writer prepares eight lesson plans for eight meeting @ 60 minutes for each topic. Color the picture, games, singing a song, watching video CD, and another interesting activity are included in order to make students interested and enjoy learning English. Students are expected to be able to practice some vocabularies that are known in their daily life and they want to learn English more deeply for their future.

1.6 Data Analysis

In education, qualitative research is frequently called *naturalistic*, because the researchers frequent places where the events he or she is interested in naturally occur. Furthermore, the data are gathered by people engaging in natural behavior: talking, visiting, looking, eating, and so on (Guba, 1978: Wolf, 1979a; Bogdan and Biklen, 1992).

In this research, the process of analyzing data could be:

• Coding the data

• Reflecting noting, thought that emerged in observation which as the result of comparing or connecting shown data with the data before.

- Bordering note, as writer spontaneous comment in observation toward shown situation.
- Making the matrices to help writer to look forward the data and try to understand substantively.

1.7 Limitation of Study

As any other qualitative study, the present study has limitation and it cannot be generalized into other situation. Because of the subject of research are students of kindergarten (Pre School), the study emphasizes on teaching new English vocabulary, because students of kindergarten could not yet read and write well. This research will take eight times meeting @ 60 minutes for each topic: Introduction, Alphabet, Part of body, Fruits, Animals, Color, Let us sing, and daily activities.

1. 8 Clarification of Term

- Implementation is the act of accomplishing some aim or executing some order (*http://www.thefreedictionary.com/Implementation*). In another sources, Implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy *(http://en.wikipedia.org/wiki/Implementation)*.
- Contextual Teaching and Learning is a holistic system. Based on the philosophy, it is a system of instruction where students learn when they see meaning in academic material, and they find meaning in schoolwork when they can connect new information with their prior knowledge and their own experiences. *(Johnson,in http://books.google.com/books)*.