

## CHAPTER I

### INTRODUCTION

#### **A. Background of Study**

Education is defined as the total process of developing human abilities and behaviors, drawing on almost all life's experiences (Tardif: 1987). While, *Dictionary of Psychology* (1972) has categorized education itself as the institutional procedures which are employed in accomplishing the development of knowledge, habits, attitudes, etc. Based on those statements, it can be concluded that education is very important for human life because it is able to change the students' life to be more valuable than previous.

Acquisition of any relatively permanent change in behavior as a result of practice and experience has been occurred in the formal institution where the process of teaching and learning interact. Ali (1996) states that teaching is the complex process, so the role of teacher does not only as the informer agent but also acts as the demonstrator, facilitator, and counselor of learning process, thus teaching as a job which is need more moral responsibility.

According to Copper (1990), "A teacher is person charged with the responsibility of helping others to learn and to behave in new different ways". Therefore, generally all teachers have got eight challenges such as facing an individual differences (students), finding out appropriate method, motivating learning activities, selecting material, preparing books, teaching aids, holding evaluation, and determining schedule.

A teacher is expected to be able to create the atmosphere for effective learning and able to manage his/her class, so the result of students' achievement reach optimum standard. It means that a teacher should choose a kind of teaching methods because using one of them perhaps can make students more interesting in learning English and the process of it also can be more effective and meaningful. Meaningful means joyful, interesting, students do not feel bored, tired and useless.

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 the teachers not too pay attention to students' interest, motivation and their development level because they only transmit knowledge and the students receive it. This phenomenon 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 memory itself works for a short time and easy to forget what they have learned (Depdiknas).

The paradigm of teacher-centered made students always depends on teacher activity. They think that teacher is the only source of knowledge while they only listen and absorb (or take a nap). On the contrary, Hernowo (2005) says that school can be a big laboratory where students learn real life out of school; they might observe naturally their own life and finally what they have learned in the school perhaps can be useful for their future. Today, the concept of modern education moves all of learning responsibility from the teacher to the students in

order to be a center of the academic learning activities, because through life experiences the education will be more successful.

Achievement is the effective result to measure the success of education. According to Bukhari (1984: 253) achievement is all abilities are reached through learning process in school and showed in mark. Therefore, the learning process might be oriented through attitude changing but it also can be identified through learning achievement where the teacher usually uses the certain instrument to evaluate their students' progress that is what we called as a test.

The English achievement can be reached through the mastering of English skills. Those are: listening, speaking, reading and writing ability (Harris: 1996). Learning English as foreign language is much more difficult than learning English as second language. It is because the learners cannot acquire the language from the social environment. When someone learns English as a second language, he/she can acquire the language from the social environment where English is widely spoken in daily life. While for English foreign language learners are better using the effective method that is suitable with students needs.

The various teaching methods have an important role to reach the achievement, while the students' attitude in this part is as a bridge to measure the acceptance and rejection towards various teaching methods itself. Attitude is an internal process in affective domain that affect to action or response (response tendency) with relative fixed way on object, person, and material. Positive attitude towards various teaching method will reflect a high personal motivation for learning the language and it is believed to bring about the best result, while

negative attitude will create a psychological distance between the learner and the subject matter in learning-teaching process. In conclusion the students' attitudes response will affect their achievement in mastering English language program.

Today, there are various teaching methods in English such as grammar translation method, direct method, audio lingual method, and communicative language teaching. In the communicative model of language teaching, teachers help their students to develop the knowledge by providing authentic practice that prepares them for real-life communication situations and they also help them to develop the abilities to produce grammatically corrected, connect logically sentences and use comprehensible pronunciation.

The meaningful learning until 90% is learning through doing, experiencing, and communicating. The subject material should be adapted from the actual context which is commonly experienced in students' real life. Then through *modeling*, students will be motivated. Through *questioning*, students will think what they have learned, *constructivism* in order that students will make the explorative meaning, *inquiry* in order that students will find the concept from teacher guiding, *learning community* in order that students will share their knowledge and experience to the others, *reflection* in order that students will be able to review their learning experiences and finally *authentic assessment* in order that teachers' assessment that is given to the students are objective. Learning with the syntax above is called as Contextual Teaching and Learning (CTL).

Contextual Teaching Learning (CTL) is a teaching approach that helps the teacher to relate the teaching materials with the reality and help the students to

apply the materials they get to the community. With this approach, the students are expected to have a better result of learning because CTL helps students to be an active and creative learner. When students get the meaning of what they have learned and then they are able to solve their problem and also finally they use it as their foothold in the future, it means that the process of teaching and learning got success.

CTL concept arises because the majority of students have difficulty in applying the material they get to their work place or social community in their future life. In the traditional approach, the students have to relate their concept to reality outside the classroom. This approach helps them to have their own understanding about the materials taught. It offers teacher to make his/her class richer with media, picture, games, song, and other challenges things to improve students' motivation, especially in English learning, so the students' achievement will get an optimum standard. This statement becomes reason for the writer to do research by the title **“THE STUDENTS’ ATTITUDE TOWARDS CONTEXTUAL TEACHING AND LEARNING (CTL) IN TEFL AND ITS CORRELATION TO THEIR ENGLISH ACHIEVEMENT”** (A Correlational Study at SBI - *International Standard School* - Second Grade of SMA Negeri 1 Sumedang).

## **B. Research Problem**

Success and failure of learning not only depend on how favorite the school is, how smart the students and teachers are, how complete the facilities are, but also the methods and approaches are used by teacher to solve the students'

problem in order to generate students interest to learn more and develop their skills as the result of leaning process.

Based on the background above, the writer will try to formulate the problem as follows:

1. How is the students' attitude towards Contextual Teaching and Learning (CTL) approach in English learning process?
2. How high is the students' achievement in English in SMAN 1 Sumedang at SBI - *International Standard School* - second grade?
3. How is the relationship between the students' attitude towards Contextual Teaching and Learning (CTL) approach and their achievement in English learning process?

### **C. The Aim and Significance of Research**

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

1. To identify the students' attitude towards Contextual Teaching and Learning (CTL) approach in English learning process
2. To know the students' achievement in learning English in SMAN 1 Sumedang at SBI - *International Standard School* - second grade
3. To analyze the relationship between the students' attitude towards Contextual Teaching and Learning (CTL) approach and their achievement in English learning process.

b. Significance of the study

Theoretical significance:

- It will be made as a reference that using Contextual Teaching and Learning (CTL) approach can improve the students' interest and motivation in learning English that will be benefit for their future.
- It can be used as a basic educational approach in teaching for the next study

Practical significance:

- For helping English teachers in teaching language, especially to increase the students' achievement in learning English
- For improving the quality of education institution. The result of this study can be used to improve the process of teaching learning English

#### **D. Rationale**

Students of this era face many changes in social, politic, science, industry, technology and even in education. Mastery of English is one of skills that must be possessed by students to be worldly and get the better life in the future. From that reason, students must be stimulated in their language development aspect and provide them for necessary skills. Beside that, the students also need the appropriate method and the effective approach in teaching process where they can use their multiple intelligences.

Contextual Teaching and Learning (CTL) approach 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 problems solving, deciding, 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 (2008) says that “The CTL, system is on educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment”.

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, Johnson (2008: 65) says that there are components for reaching CTL purposes, they are:

1. Making meaningful connections
2. Doing significant work
3. Self-regulated learning

4. Collaborating
5. Critical and creative thinking
6. Nurturing the individual
7. Reaching high standards
8. Using authentic assessment.

According to Sanjaya (2008) says that there are components for reaching CTL purposes, they are:

1. Constructivism
2. Inquiry
3. Questioning
4. Learning Community
5. Modeling
6. Reflection
7. Authentic Assessment

From those components above, there are strategies in Contextual Teaching and Learning that have to pass through in learning process. They are:

1. Problem-based
2. Using multiple contexts
3. Drawing upon student diversity
4. Supporting self-regulated learning.
5. Employing authentic assessment
6. Using interdependent learning groups

In this research, Contextual Teaching and Learning (CTL) approach is expected to help teacher especially English teacher in problems solving which are faced in English class in order to develop students' English mastery. Students' achievement is influenced by several factors. The factors that influence learning process can be categorized into two, which are internal and external factors. External factors are such factors like the environment, relationship, context of reward/punishment and methods. However, internal factors include perception, emotion, attitude, ability, motivation and memory.

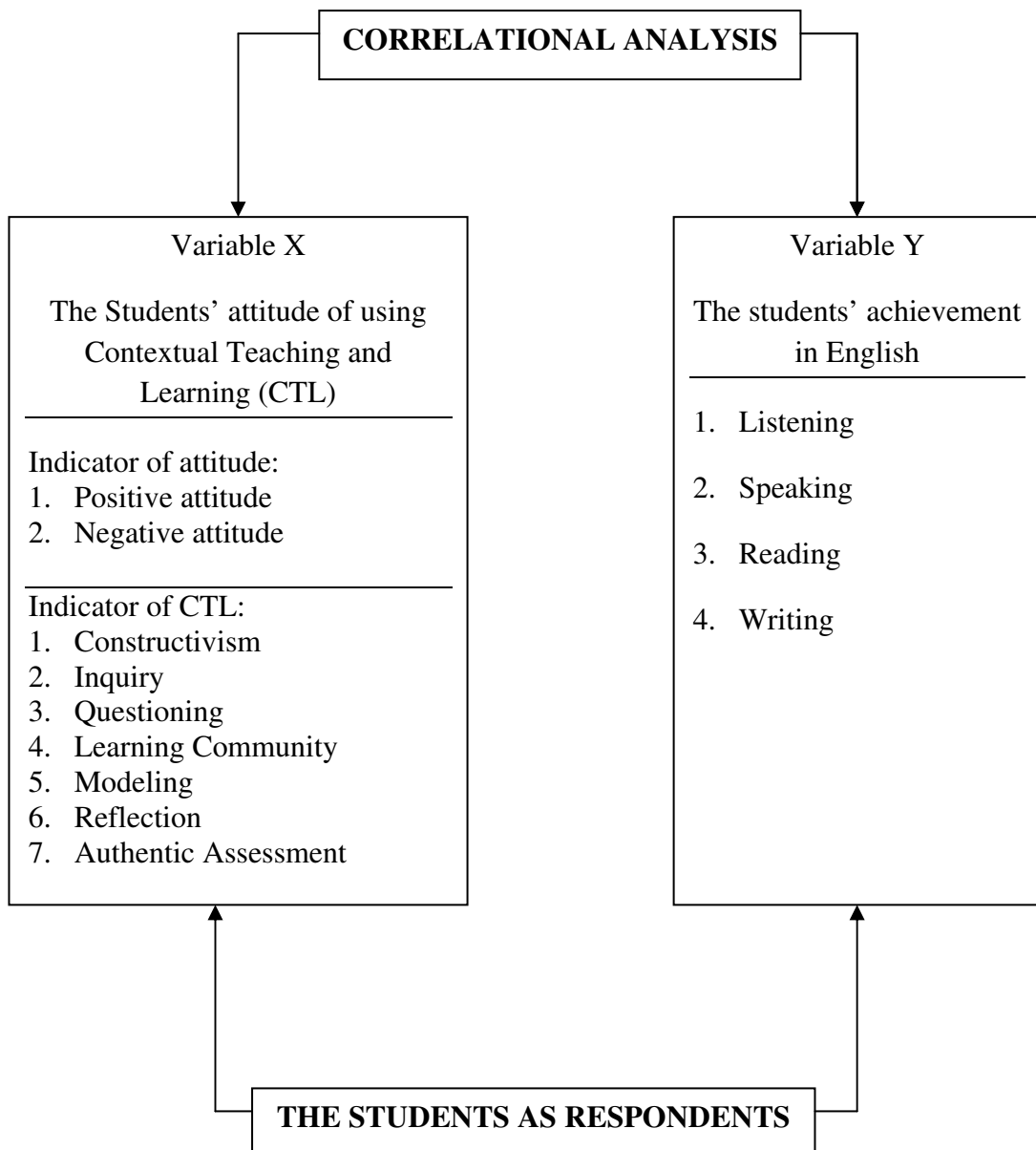
Attitude means a personal psychology existence as the relative inclination constantly to positive action (receive) or negative action (reject) to surrounding as an object, individual article of value and disvalue everything or situation. Learners' negative attitudes can be detrimental to the success of the language program. The teachers as course designers need to place special emphasis on the attractive materials and the certain learning method which will gradually help change learners' attitudes at least towards the learning process

To know the correlation of students' attitude toward Contextual Teaching and Learning (CTL) approach as teaching method and their achievement in English. For the first, we should investigate each variable in this research. The first variable (X) is the students' attitude toward Contextual Teaching and Learning (CTL) approach and the second variable (Y) is the students' achievement in English included: listening, speaking, reading, and writing ability.

Systematically, the conceptual framework can be seen in this schema:

*The Students' Attitude of Using Contextual Teaching and Learning (CTL)*

*In TEFL towards Their English Achievement*



## E. Hypothesis

A hypothesis is a preliminary or tentative explanation or postulate by the researcher of what the researcher considers the outcome of an investigation will be. It is an informed/educated guess. The hypothesis for this research is that there is significant influence between using Contextual Teaching and Learning (CTL) approach on students' achievement in learning English. It means that the higher influence of using Contextual Teaching and Learning (CTL) approach in teaching English process, the better achievement for students in learning English.

Hypothesis is a tentative assumption of the result of study. It is necessary to be tested to know the data valid or invalid. To prove whether *the alternative hypothesis (Ha)* and *the null hypothesis (Ho)* is accepted or rejected, the researcher will perform it using the formulation: Ho is rejected and Ha is accepted if  $t_{\text{count}} > t_{\text{table}}$  and Ha is rejected and Ho is accepted if  $t_{\text{count}} < t_{\text{table}}$ .

$H_o: \rho_{xy} = 0$  It means that there is no significant correlation between the students' attitude towards Contextual Teaching and Learning (CTL) approach towards their English Achievements.

$H_a: \rho_{xy} \geq 0$  It means that there is significant correlation between the students' attitude towards Contextual Teaching and Learning (CTL) approach towards their English Achievements.

## F. Methodology of Research

To get the complete data, the writer takes some steps, as follow: The research is arranged with the steps as follows: 1) determining the kind of data, 2)

determining the source of data, 3) collecting of data. To make clear, the explanations from those steps are below:

#### 1. The kind of data

The data can be classified into quantitative-qualitative method. Quantitative data is a result of data collecting by test and questionnaire technique and it involves of data about students' attitude towards Contextual Teaching and Learning (CTL) approach and its correlation to their achievement in English using statistic analysis. Whereas, qualitative data is the result collecting data by observation and interview technique and it involves the objective condition of research location and objective condition of teaching learning English at SBI - *International Standard School* - Second Grade of SMA Negeri 1 Sumedang.

#### 2. Population and Sample

Naturally, the source of data in this research can be identified into two classification, primary and secondary data. The primary data source is the students at SMA Negeri 1 Sumedang. Secondary data source comes from the headmaster and teacher of English subject: determining the location of research, determining the population and sample of research.

Population is a whole of research subject (Arikunto, 2002). The population in this research is a total number of the second grade students of SMA Negeri 1 Sumedang. However, the writer will take sample 20% of total number at the second students and two classes will become the subject of research, while sample is part of problem to be tested. To take sample in this research, the writer use the principle that stated by Arikunto (2002:107) "For estimating, if the subject of

research less than 100, it will be better taken all of them. Therefore, the research will become population research. While, if the amount of subjects' research is big. It can be taken between 10 -15% or 20 - 25% or depended on researchers' ability". Obviously, the populations' condition can be seen based on the following table:

**TABLE I.1**

<b>The Population and Sample of Research</b>				
NO	Class	The Number of Student		$\Sigma$
		Male	Female	
01	XI SI 1	8	22	30
02	XI SI 3	12	18	30
				60

Note: The data at SBI - *International Standard School* - Second Grade Students of SMA Negeri 1 Sumedang

### 3. The data collecting

#### a. Method

The data will be investigated by writer is data as collecting result by observation technique, interview technique, questionnaire and test technique. In this study, the writer will use the descriptive - quantitative method. This research is concerned with providing descriptive phenomena that occur naturally and the process of this case has been going on at the present time.

#### b. Technique of collecting data

In this research the writer collects the data through:

- Observation technique

Observation is supervising and recording systematically about phenomenon that is researched. This technique is used for getting the information concerning to the objective condition at SBI - *International Standard School* - second grade of SMA Negeri 1 Sumedang. The writer believes that there are some data which can be collected with observing directly to object investigated. For getting the information above, writer stayed at the school for several days because it is important for the writer to know students' entire attitude in learning English by using Contextual Teaching and Learning (CTL) approach.

- Interview technique

Interview is a technique of verbal communication. It is a communication for getting the information. Interview is a conversational of question and answer orally between two people or more that stand face physically and is purposed to the certain problem. This technique is used for collecting data through the communication directly or indirectly with using the list of questionnaires.

- Questionnaire

Questionnaire is number of written question which is used to get information from respondent. Students as respondents are asked to fill the optional item numbers or answer certain questions. According to Likert Scale, the scale of attitude that has been stated as measurement instrument, are that statement rejected or to be received by category positive and

negative statement. Both of that statements can be assessed this subject with very satisfied, satisfied, average, unsatisfied, and very unsatisfied. The score depends on the respondents and score for positive and negative statement.

X variable (the students' attitude towards CTL approach by English teacher) is presented to items of questionnaire. For positive question, writer uses the scale between 5 until 1 score. Every respondent gets 5 score (very agree), 4 score (agree), 3 score (doubt), 2 score (disagree), 1 score (very disagree). On the contrary, in negative questions the scale between 1 until 5 score.

- Test

According to Webster's dictionary (1970: 26) test is any series of questions or an exercise or another means of measuring the knowledge, intelligent, capacities of attitudes or an individual or group. The researcher focuses on testing students with written test form (multiple choices) as a sample. The materials are taken from English hand book for the second grade, concluded reading, writing, listening, and speaking.

- Literature study

It is useful to find the theoretical analysis of this research. In connection with this, the writer tries to find related source books from some libraries. Through this technique, the writer will try to get any theory and concept that is related to the students' attitude towards Contextual Teaching and Learning (CTL) approach and its correlation to their achievement in

English. This technique is used based on Surakhmad opinion (1990) that researcher equipment will not perfect if it is not being completed by literatures' facilities.

## **G. Procedure of Research**

The procedure of data analysis applied statistical technique for quantitative data, and for qualitative data applied logical interpretation both of inductive thought or deductive thought. The realization of the students' attitude towards Contextual Teaching and Learning (CTL) approach and its correlation to their achievement in English will be analyzed by formula as follows:

### **A. Partial Analysis**

#### **1. Making the frequency of distribution, by the steps of:**

- a) Determining range (R), by using the formula:

$$R = H - L + 1$$

(The high score - the lowest score) (Sudjana, 2005: 91)

- b) Determining interval class (K), by using the formula:

$$K = 1 + 3,3 \log n$$
 (Sudjana, 2005: 130)

- c) Determining the length of class (P), by using the formula:

$$P = \frac{R}{K}$$
 (Sudjana, 2005: 47)

#### **2. Determining the central tendency central, by following formula:**

- a) Determining Mean, by using the formula:

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$
 (Sudjana, 2005: 70)

- b) Determining Median (Me), by formula:

$$Me = b + p \frac{(1/2n - F)}{f} \quad (\text{Sudjana, 2005: 79})$$

c) Determining Modus (Mo), by formula:

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right) \quad (\text{Sudjana, 2005: 77})$$

3. Determining the standard deviation (SD), by using the formula:

$$SD = \sqrt{\frac{n \sum fxi^2 - (\sum fxi)^2}{n(n-1)}} \quad (\text{Sudjana, 2005: 95})$$

Counting Variants by using the formula:

$$S^2 = \frac{n \sum fxi - (\sum fxi)^2}{n(n-1)}$$

4. Making the table of observation frequency

5. Testing the distribution normality, by using the formula:

$$X^2 = \frac{\sum (Oi - Ei)^2}{Ei} \quad (\text{Sujana, 2005: 273})$$

6. Examining normally, by steps:

a) Make table of distribution normally

b) Determining the score Chi square ( $X^2$ ), by formula:

$$X^2 = \frac{\sum (Oi - Ei)^2}{Ei} \quad (\text{Sujana, 2005: 273})$$

c) Finding out dk (derajat kebebasan), by formula:

$$dk = K - 3 \quad (\text{Sujana, 2005: 273})$$

d) Determining table list with significance 5%

e) Examining normally, by criterion:

If  $\chi^2$  count  $< \chi^2$  table, distribution normal

If  $\chi^2$  count  $> \chi^2$  table, distribution abnormal

## B. Correlation Analysis

### 1. Determining regression linearity with formula:

$$Y = a + bX \quad a = \frac{(\sum Y_1)(\sum X_1^2) - (\sum X_1)(\sum X_1 Y_1)}{n \sum X_1^2 - (\sum X_1)^2} \quad (\text{Sudjana, 2005: 315})$$

$$b = \frac{n \sum X_1 Y_1 - (\sum X_1)(\sum Y_1)}{n \sum X_1^2 - (\sum X_1)^2}$$

### 2. Examining regression linearity, by steps:

a). To count  $JK_a$  (jumlah kuadrat regresi a), by formula:

$$JK_a = \frac{(\sum yi)^2}{n} \quad (\text{Sudjana, 2005: 327})$$

b). To count  $JK_b$  (jumlah kuadrat regresi b) toward a, by formula:

$$JK_{b/a} = b \left[ \sum XY - \frac{(\sum X)(\sum Y)}{n} \right] \quad (\text{Sudjana, 2005: 328})$$

c). To count ( $JK_{res}$ ), by formula:

$$JK_{res} = \sum Y_1^2 - JK_{b/a} - JK_a \quad (\text{Sudjana, 2005: 335})$$

d). To count ( $JK_{kk}$ ), by formula:

$$JK_{kk} = \sum \left( \sum Y^2 - \frac{(\sum Y)^2}{n} \right) \quad (\text{Sudjana, 2005: 331})$$

e). To count  $Db_{kk}$ , by formula:

$$Db_{kk} = n - k \quad (\text{Subana, 2000: 163})$$

f). To count  $Db_{tc}$ , by formula:

$$Db_{tc} = k - 2 \quad (\text{Subana, 2000: 163})$$

g). To count  $JK_{tc}$ , by formula:

$$JK_{tc} = JK_r - JK_{kk} \quad (\text{Subana, 2000: 163})$$

h). To count  $RK_{tc}$ , by formula:

$$RK_{tc} = \frac{JK_{tc}}{db_{tc}} \quad (\text{Subana, 2000: 163})$$

i). To count  $F_{tc}$ , by formula:

$$F_{tc} = RK_{tc} - RK_{kk} \quad (\text{Subana, 2000: 163})$$

j). To count F list, by significance 5%:

$$F \text{ table} = Fa (dbtc/dbkk)$$

$$\text{If } F_{tc} < F \text{ table, its linier regression} \quad (\text{Subana, 2000:164})$$

### 3. Counting coefficient of correlation

a). If two variables have normal distribution and linier regression so use the formula of product moment:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \quad (\text{Arikunto, 2002: 274})$$

b). If one variable or both of them is not normal distribution or does not linier regression, so use the statistic of spearmen correlation:

$$r_{xy} = 1 - \frac{6 \sum D^2}{N(N^2 - 1)} \quad (\text{Arikunto, 2002: 243})$$

4. Testing hypothesis to know the signification between two variables, with formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \quad (\text{Sudjana, 2005: 377})$$

5. Identification the degree of coefficient, by criterion as follow:

0.0 – 0.20	: very low correlation
0.21 – 0.40	: low correlation
0.41 – 0.60	: average correlation
0.61 – 0.80	: high correlation
0.81 – 1.00	: very high correlation

(Arikunto, 2002: 276)

6. Determining the degree of influence of X variable namely the students' attitude toward CTL approach toward Y variable, namely the students' achievement in English, by using the formula:

$$E = 100 (1 - K)$$

E = index of efficiency forecasting

100 = means 100%

1 = constant number

K = the lack of correlation

7. Determining the degree of influence of variable X toward variable Y by using formula:

$$K = \sqrt{1 - r^2}$$

K = is the abbreviation of lack of correlation

1 = constant number

r = correlation coefficient