

CHAPTER I

INTRODUCTION

A. Background of The Study

Language learning is conditioned by the way in which the mind observes, organizes and stores information. In other words, the key to successful in language learning and teaching lies not in the analysis of the nature of language but in understanding the structure and process of the mind, unfortunately, we still know to little about how people learn. Nevertheless, if we wish to improve the technique, methods and content of language teaching, we must try and base what we do in the classroom on sound principles of learning¹. English is keenly as a means of achieving the aims of a developing country. To achieve the objectives of the development, a country has to cooperate with other countries. English mostly used in politics, business, trade, and the diplomatic circle.

The learning process is an important part in education, which is in the depth there are Teachers who are teaching and students who are learning. In basically the learning process is a

¹ Hutchinson Tom and Alan Waters, *English for Specific Purpose*, (United Kingdom: Cambridge 1987), 39.

process of interaction of Teachers and students to integrated activities of the two kinds of activities, the students learning and Teaching activities. Teaching and learning occurs when there is interaction between students and Teachers set up learning environment to achieve the goal of teaching².

To achieve good learning, necessarily need the holding of training for Teachers. This training will train Teachers to implement the best teaching systems for learners. According Mr. Muhammad Rofe'i, S. Pd. M. Pd (as an english Teachers at 7th grade). training followed by an English teacher in MTs Negeri 1 Serang is not only held by one institution, but a wide range of institutions and training that were examined was different. Start of training on improving learning model until a good learning method for students. This training aims to enhance the creativity of teaching the Teachers, the training of which is held by: Balai Diklat, Usaid, etc³.

MTs Negeri 1 Serang is school that applied the curriculum of 13 (Scientific Approach) in 7th grade and KTSP that applied in

² Nana Sujana, *Penilaian Hasil Belajar Mengajar*. (Bandung : Remaja Rosdakarya 1990), 3.

³ Interview English Teacher in MTs Negeri 1 Kota Serang, 08th August 2016

8th with 9th grade. General learning English for Junior High School (MTs) still monotonous, where material sourced in learning activities on textbooks and worksheet, causing the lack of information and knowledge of students in the learning material.

Learning CTL applied in MTs Negeri 1 Kota Serang not only on the KTSP. However, in this learning model K13 was very nice depending Teachers who implement it. According Mrs. Astri Wulandari, S. Pd. (as an english teacher at 9th grade): CTL that can be applied anywhere in the curriculum, it depends on the creativity of Teachers who develop it, if the teacher has creative ideas, of students in the class will not saturate to follow classroom⁴.

Learning model is one of the factors that influence student learning activities. Learning models should also be tailored to the circumstances of learners in order to develop his abilities optimally. Since the selection of the learning model that does not comply will result in the learning process is not optimal.

Contextual Teaching and Learning (CTL) it a Conception that help the Teachers link the content of subjects to real world situations and motivate students to make connections between

knowledge and its application in their lives as family members, citizens, and workers⁵. CTL Learning model engage students to be active in the classroom, also focuses on the application of daily life.

In learning English relating those materials that engage students actively in the classroom in order to interact with friend, colleagues, certainly not just a theory but linking between materials and real events students. The students can practice with communication in the English language are accustomed.

According Jhonson:

Contextual teaching and learning enables students to connect the content of academic subject with the immediate context of their daily lives to discover meaning. It enlarges their personal context furthermore, by providing students with fresh experience that stimulate the brain to make new connection and consequently, to discover new meaning⁶.

The focus of this study is the use and development of CTL learning model used by Teachers in teaching and learning subjects in English. Therefore, researches are interested in taking this study

⁵ Trianto, *Mendesain Model Pembelajaran Inovatif- Progresif*, (Jakarta : Kencana 2009), 104-105.

⁶ Rusman, *Model- Model Pembelajaran : Mengembangkan profesionalisme guru*, (Jakarta: Rajagrafindo Persada 2012), 189.

with the title “Implementation of CTL (Contextual Teaching and Learning) in English Teachers for Islamic School“. Researcher focuses research on Five Teachers in MTs Negeri 1 Kota Serang to determine the Teachers apply CTL learning model is developing to students.

B. Identification of Problem

Based on the description above, there are some problems that can be identified as follow:

1. CTL allows students to relate the content of academic subject in the context of everyday life to find meaning.
2. CTL System is a process of education that aims to help students taken meaning in academic material they learned with the road linking academic subjects with daily life.
3. Contextual Learning is a Concept that can help Teachers learn to associate the content to be studied by real world situation students and encourage students to make connections between knowledge possessed by its application.

C. The Statements of the Problem

This research is about The Implementation CTL in Teaching English for Islamic School at the Teachers of MTs Negeri

1 Kota Serang Kecamatan Sumur Pecung Kota Serang Provinsi Banten. From the Background of study above, the writer finds some problem as follows:

1. How does Teachers implementation of CTL in English learning process at MTs Negeri 1 Kota Serang?
2. How does Teachers development of CTL in learning English accomplishment at MTs Negeri 1 Kota Serang?
3. How are Teachers opinion of CTL at MTs Negeri 1 Kota Serang?

D. The Objectives of study

According to the problems above, the writer formulated the objectives of study as follow:

1. To investigate Teachers implementation of CTL used in English learning process at MTs Negeri 1 Kota Serang at MTs Negeri 1 Kota Serang.
2. To determine Teachers development of CTL in teaching English accomplishment at MTs Negeri Kota Serang.
3. To determine Teachers opinion of CTL in MTs Negeri 1 Kota Serang.

E. Benefits Research

This research is expected to provide considerable benefits both theoretically and practically is as follows:

1. Theoretically

As a scientific work, research is expected to contribute to the development of science in particular and the general public regarding students' perceptions of the learning model used by Teachers in teaching and learning subjects in English.

2. Practically

a. For Students

For students results of this study are expected to provide the students' motivation in participating in the process of learning English.

b. For Teachers

This research is expected to contribute more about learning model used in Teaching and Learning in the classroom.

F. The Organization of Writing

This research is defined into five chapters as follows:

In the first page consists of Statement of Originality, Abstract, the Advisor Approval, the Advisors' Acknowledgment, the Board Examiners', Dedication, Motto, A Brief Biography, Acknowledgment, Table of contents, List of Appendix.

Chapter One is Introduction Consists of background of study, Identification of The Problem, The statement of problem, The objective of study, Benefit research, and The Organization of Writing.

Chapter Two is Theoretical Foundation Consists of Definition of CTL, the Strategies of CTL, the Principles of CTL, the Effect of CTL for Students, Component of Learning CTL, Definition of Teaching, Philosophical model of Teaching, the Effectiveness teaching practice, the tools of teaching English, the role of teaching EFL (English Foreign Language), Teaching English for Islamic School, Theoretical Framework.

Chapter Three is Methodology of Research Consists of Method of Research, Place and Time of The research, source of data Research, Research Instrument and Data Collecting, Triangulation Data, Research Procedure, Data Analysis technique.

Chapter Four is Data Description and Analysis Consists of Data Description and Data from Interview.

Chapter Five is Conclusion and Suggestion Consists of Conclusion and Suggestion. The last consists of Bibliography and Appendices.