
Applying Contextual Teaching and Learning (Ctl) Strategy to Improve Simple Past Tense of the Ninth Grade Students of MTS. Al-Khairaat Tondo

Penerapan Strategi *Contextual Teaching and Learning (Ctl)* untuk Meningkatkan *Simple Past Tense* Siswa Kelas IX MTS. Al-Khairat Tondo

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Abstract

The students of MTs. Al-Khairaat Tondo had a problem in simple past tense; namely, they had low understanding in simple past tense. This research aims at finding out whether applying Contextual Teaching and Learning (CTL) Strategy is effective to improve the understanding of ninth grade students of MTs. Al-Khairaat Tondo in simple past tense. This is a quasi-experimental research design. Its sample was 18 for grade IXB and 20 for grade IXC which were selected randomly. Its data is collected through a test (pre-test and post-test). Pre-test was conducted to know the students' prior knowledge before treatment, while the post-test was conducted to measure their understanding after treatment. These data were analyzed statistically. The result of this research indicates that the t-counted was 0,45. The researcher found that the t-table was 0,329 by applying 0,05 level of significance and 36 degrees of freedom. T-counted value was higher than t-table value. It means the research hypothesis is accepted. In other words, applying Contextual Teaching and Learning Strategy can improve students' understanding in simple past tense.

Key terms: Applying; Contextual Teaching and Learning (CTL) Strategy; Simple Past Tense

INTRODUCTION

Grammar teaching aims to facilitate learners in understanding English. In Indonesia, the teachers have to teach grammar to the students, especially simple past tense. It is stated in Kompetensi Dasar Kurikulum 2013 SMP/MTs: *memahami cara dan fakta yang diperlukan dalam mengungkapkan kegiatannya yang telah lampau* (KEMPENKEB, 2013:72). In other word, grammar is the first thing that should be taught to the students so that they know how to express events.

In fact, many students have not mastered grammar. The same case also happened to the ninth grade students of MTs. Al-Khairaat Tondo. Based on the information given by the English teacher that many students were still confused in learning grammar, it is caused by many rules that they have to learn, one of them is tenses. There are many tenses, one of them is simple past tense. Past It is a syntax used to express an idea of the events that have occurred.

In the simple past tense, the students did not know how to change the form of the simple present to past tense, especially in using the verb. It is because the verb has two forms, that is a regular and irregular verb, and the most often that made the students confused was an irregular verb. In addition, factors of laziness and the lack of facilities like dictionary can also be the cause of low ability of students in grammar.

The researcher used contextual teaching and learning (CTL) strategy to improve students' understanding in the simple past tense, CTL strategy is a learning concept that relates the learning material with real life, so the students become more interested in learning. Besides, the material that they have learned would be easy to memorize and especially will not be easily forgotten. The most important, that it has good principles to deal with students' problems in the simple past tense. Those principles are constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

The reason why the researcher chose this school was that the students in this school have low ability in using simple past tense especially in the grade IX and there was no researcher who has ever

researched English lesson in this school before. Therefore, the researcher conducted research entitled “Applying Contextual Teaching and Learning (CTL) Strategy to Improve Simple Past Tense of the Ninth Grade Students of MTs. Al-Khairaat Tondo”.

METHODS

In this research, the researcher used a quasi-experimental research design with two classes that are experimental class and control class. The researcher gave treatment to the experimental class. The result of both pre-test and post-test of control and experimental class were compared to find out the significant difference in the class after the application of treatment. The researcher used the research design adopted from Sugiono (2010:112) as follows:

Quasi-Experimental Design

Group	: Pre-test	Treatment	st-test
Experimental	: O1	X	O1
Control	: O2		O2

Where:

O1 = Pre-test

O2 = Post-test

X = treatment

The population of this research is the students of ninth grade MTs. Al-Khairaat Tondo that consists of three classes. The researcher used a simple random sampling technique to determine the sample; because the population had an equal level or an equal category. He did the following steps. Firstly, he wrote the names of each class in pieces of paper and folded and put them in a glass. Secondly, he then shook and let it came out of the glass. Finally, the first piece of paper that fall became an experimental class, while the second became control class. The result was the grade IX B as a control class, while grade IX C as the control class.

Research Variable

The research has two variables; dependent and independent variables. The dependent variable is the students’ understanding in simple past tense and the independent variable is the application of contextual teaching and learning (CTL) strategy.

FINDINGS

The researcher gave tests (pre-test and post-test) as the instruments in collecting data. He used the pre-tests to assess the students’ prior knowledge and achievement in the simple past tense. The pre-test was given to know their understanding in the simple past tense before they got the treatment. While the post-test aims to know their ability after the treatment. The test was focused on students’ understanding in the simple past tense. He used multiple choices to assess the students’ understanding and the total number of tests is 15. Then, he checked the result of the test at home.

The result of pre-test

The pre-test of class IX B as an experimental class was conducted on the morning of July 28th and the class IX C as a control class on the morning of July 03rd. The result of both classes are shown in the following table;

After presenting the pre-test’s result of experimental class, the researcher found that the highest score of this class was 33, and the lowest score was 7 and they had very low understading of simple past tense, especially in positive and

negative sentence. He also found that all of the students are in the poor category and failed qualification. He then calculated the mean score by using the following formula;

$$M = \frac{\sum X}{N} = \frac{506}{18} = 28,11$$

The pre-test’s result of the control class was presented. The highest score was 33 and the lowest score was 7. The researcher found that all of the students were in the poor category and failed qualification. It is similar to the pre-test/s result of the control class. He then calculated the students mean score by using the following formula;

$$M = \frac{\sum X}{N} = \frac{393}{20} = 19$$

The post-test result of the experimental class was presented. He found that the highest score of this class was 60, and the lowest score was 40. He also found that there are three fair categories. It is different from the pre-test which all of the students were in the poor category. Then, the researcher calculated the students mean score by using the following formula;

$$M = \frac{\sum X}{N} = \frac{855}{18} = 47,$$

The post-test result of the control class was obviously that the highest score was 47 and the lowest score was 13. The researcher found that the students' category and qualification have a similarity with the pre-test result. The similarity is all of the students were in poor category and failed qualification. In other words, there is no change. He then calculated the students mean score by using the following formula;

$$M = \frac{\sum X}{N} = \frac{724}{20} = 36,2$$

After calculating each mean score of pre-test and post-test experimental class and control class, the researcher then calculated the mean deviation score of both classes. The result of deviation value and the significant score was presented in the following table;

After calculating the deviation of the pre-test and post-test of both classes. The researcher analyzed the both statistically using t-test as stated previously. The step should be done to find out the mean deviation score of each class. The researcher then calculated the mean deviation score by using the following formula;

$$M_x = \frac{\sum X}{N} = \frac{349}{18} = 19,3 \quad M_y = \frac{\sum y}{N} = \frac{331}{20} = 16,5$$

The mean deviation score of experimental class is 19,3 and the control class is 16,5. The researcher then calculated the mean square deviation score of experimental class and control class by using the following formula;

Experimental class	Control class
$\sum x^2 = \sum x^2 - \left(\frac{\sum x}{N}\right)^2$	$\sum y = \sum y^2 - \left(\frac{\sum y}{N}\right)^2$
$= 7789 - \left(\frac{349}{18}\right)^2$	$= 6785 - \left(\frac{331}{21}\right)^2$
$= 7789 - (19,3)^2$	$= 6785 - (16,5)^2$
$= 7789 - 372,49$	$= 6785 - 272,25 = 7416,51$
	$= 6512,75$

The mean square deviation of the experimental class is 7416.51 and the mean square deviation of the control class is 6512.75. In order to know the significant difference between the experimental class and control class, the researcher needs to analyzed the data by using the following formula;

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{19,3 - 16,5}{\sqrt{\left(\frac{7416,51 + 6512,75}{18 + 20 - 2}\right) \left(\frac{1}{18} + \frac{1}{20}\right)}}$$

$$t = \frac{2,8}{\sqrt{\left(\frac{13929,26}{36}\right) \left(\frac{1}{18} + \frac{1}{20}\right)}}$$

$$t = \frac{2,8}{\sqrt{\left(\frac{13929,26}{36}\right) \left(\frac{19}{180}\right)}}$$

$$t = \frac{2,8}{\sqrt{(386,92)(0,10)}}$$

$$t = \frac{2,8}{\sqrt{(38,69)}}$$

$$t = \frac{2,8}{6,22}$$

$$t = 0,45$$

T-counted was 0,45

Degree of freedom = $N_x + N_y - 2 = 18 + 20 - 2 = 36$

Level of significance = 0,05

T-table = 0,329

DISCUSSION

The researcher applied a quasi-experimental research design. He divided the class into the experimental class and the control class. Experimental consists of 18 students and the control class is 20 students. It was chosen by a random sampling technique at the grade IX students. The grade IXB was as an experimental class, while the grade IXC as a control class. Both of classes are given pre-test and post-test.

The experimental class was given pre-test on July 28th 2018, while the control class was given on July 30th 2018. The researcher gave pre-test to the both of class in the morning. The number of the test was 15 in multiple choices. The tests consisted of positive, negative and interrogative form.. There were three of IXB graders and two of IXC graders who were absent at the time, so the researcher gave the test to the students on the next day before the treatment was started. The mean score of the experimental class was 28,11 and the mean of control class was 19,65. Based on the result, he concluded that the students had low understanding in the simple past tense. They only know simple present tense. They did not know about simple past tense.

The researcher gave treatments for the experimental class after giving pre-test to the students. The treatments were six meetings. For the first meeting, the topic was nominal sentence. In applying contextual teaching and learning strategy, he related the material with the things in school's environment, for example; Fajar was sick yesterday. Aswad was late for school, he was the student of MTs Al-Khairaat Tondo. In this meeting, he just taught about the pattern of nominal sentence in simple past tense. For the second meeting, he also related the topic with the things in the school environment, and the topic was also the same as the first meeting, but in this meeting, the teaching focused on how to make positive, negative, and interrogative in a nominal sentence. For the third meeting, the topic was verbal sentence. In applying CTL strategy, he related the topic with things in Palu area and surroundings, for examples; I went to Donggala, he studied at Muhammadiyah University, I lived in Tondo last month. For the fourth meeting, he still related the topic with the things in Palu area and surroundings. They were taught how to make sentences in a verbal sentence. This strategy made the students excited in learning simple past tense. For the fifth meeting, the topic nominal and verbal sentence, he taught the students about how to make a paragraph based on their experiences in yesterday. In the last meeting, the topic was still same, the students also learned how to make a paragraph, but he had to relate it with their experience in Holiday.

The researcher gave assessment in every meeting. Based on the result of the assessment, he found their progress in every meeting. In the first and the second meeting, most of them have understood about the nominal sentence. In the third meeting, they have less good progress, it is because of the lack of vocabulary in this class. In the fourth meeting, the students' was quite good, but there were some of them that still confused in changing a sentence from simple present tense to simple past tense. In the fifth and sixth meeting, he found there was a half of them that have understood about simple past tense, but he also found why the other students were still confused in the simple past tense, and the cause was they often were absent. Every meeting there were 3 until 5 students were not present in the class.

There were some advantages that he found in this research. The advantages were the students became more interested in learning simple past tense and learning process became more alive. He also applied some principles of CTL strategy, one of them is cooperating or learning community. It made the students learn to cooperate. In addition to, they can also exchange ideas.

The researcher administered post-test for both classes after giving the treatment in grade IXB in order to know the students' improvement in simple past tense. The post-test was given on September 3rd 2018 for the experimental class and on 4th 2018 for the control class. The mean score of the experimental class was 47.5, while the control class was 36.2. There is an improvement in the result of the experimental class, the improvement is 19,3. He compared the experimental class with the control class. The improvement of the control class is 16,5. He concluded that Contextual Teaching

and Learning (CTL) Strategy can improve students' understanding in the simple past tense. However, they did not reach the minimal completeness criteria of 75.

CONCLUTIONS

Applying Contextual Teaching and Learning (CTL) Strategy can improve students' understanding in simple past tense by using test as an instrument of the data collection. The result of test was analyzed statistically. The result of T-counted (0,45) is higher than T-table (0,0052). It indicates that the research hypothesis is accepted. It means the applying Contextual Teaching and Learning can improve students' understanding in simple past tense.

SUGGETION

The researcher considers some suggestions as follows; In teaching English, the teacher must create an interesting situation, as possible as the teacher can use contextual teaching and learning strategy because it can make the students more interested and excited in learning simple past and avoid monotonous techniques. Students must be more enthusiastic in learning English and always bring the dictionary in every English lesson. In addition to, the researcher also expect the students to always be present in class and never skip. The researcher expects the other researchers to try using this strategy to improve students' understanding or ability in other English skills and components.

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