THE EFFECT OF THE APPLICATION OF CONTEXTUAL TEACHINGLEARNING TOWARD STUDENTS' LISTENING ABILITY OF GRADE XI AT MAN 2 TANJUNG KARANG IN 2014

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Abstract

The objective of this research was aimed to find out the effect of the application of contextual teaching learning toward students' listening ability of grade XI at MAN 2 Tanjung Karang, academic year 2013 – 2014. in learning a language, the first step will be listening. In order to learn a language well, she or he must be a competent listener. Data were collected by incorporating two pre-tests and two post-tests in experimental group and control group. Treatment using the application of CTL was administered in experimental group, while control group received traditional teaching (TT). Data analysis was attempted using t-Test for two group design. Result indicated that p-value 1% = 2, 64, 5% = 1,99 , and t-value = 5, 53. It means p-value is smaller than t-value. Therefore, hypothesis testing showed that null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. The writer concluded that the application of using contextual teaching learning more effective than traditional teaching.

Keywords: Contextual Teaching Learning (CTL) , Traditional Teaching (TT) , null hypothesis (H_o, alternative hypothesis (H_a)

1. INTRODUCTION

In general, language is used as a means of communication. In the wide context, Indonesia as a country needs to teach English in order to make its people able to communicate in the international language). In acquiring a foreign language, listening of course comes first. In other words, before someone understands and starts to speak, he or she has to hear the sound, words, and speech pattern first (Hurberner, 1959:28). Therefore, in learning a language, the first step will be listening. In order to learn a language, she or he have to be a competent listener.

In English Curriculum for SMA/MA students, the competence that As stated should be fulfilled by the students is ability to understand and respond the meaning of functional text and simple short essay in form of narrative related to their environment. In fact, most students still get difficulties in listening. As Swift (2007:16) states that students in Asian countries frequently hate doing listening comprehension in the classroom. That is in line with the pre-observation that the writer wanted to observe for this research at MAN 2 Tanjung Karang in class XI. Based on the research, the writer found that the students got difficulties in comprehending passages in listening comprehension, especially in listening to the passages. The writer should prove whether or not Contextual Teaching and Learning (CTL) can help students to improve their listening comprehension, students participation in the class and the quality of teacher's teaching performance.

Moreover, in that traditional listening class, there was no interaction neither teacher-student nor student-student at all. From the pre observation, the writer found that, the causes of that problem are the inappropriateness of teaching method and media used by the teacher in teaching listening. The teacher just gives some exercises from tape recording and discusses the answers together. It is considered not interesting for the students since they are not involved in the lesson at all.

CTL is the concept of learning which helps teacher relate the materials being taught to the students real world and motivate the students to relate their knowledge in their daily lives by implementing all seven main components or elements in teaching learning process. According to Aqib (2013:7) There are seven components of CTL, constructivism, inquiry, questioning, modeling, learning community, reflection, and authentic assessment

2. THE APPLICATION OF CONTEXTUAL TEACHING LEARNING THROUGH LISTENING ABILITY

As Trianto (2009: 111) states that Contextual Teaching is teaching that enables students to reinforce, expand and apply their academic knowledge and skills in a variety of in-school and out-school settings in order to solve simulated or real-world problems by implementing seven elements. Flora in Iswadi (2010:10) that relating subject content to real world situation is extremely needed during the teaching learning process so that the students know the benefits of learning in the classroom. Nurhadi (2004) concluded that Contextual Teaching Learning is the concept of learning where the tteacher presents the real world to the classroom and encourages the students to relate their knowledge to with it is implementation in their daily life.

In line with Depdiknas (2002), Aqib (2013), Johnson (2006) there are seven elements underlying CTL (1) Constructivism (2) Inquiry (3) Questioning (4) Learning Community (5) Modeling (6) Reflection (7) Authentic Assesment.

Morley (1991:2) states that listening is the most common communicative activity in daily life; we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write. Moreover, Underwood (1985:1) defines listening as the activity of paying attention and trying to guess the meaning of something we hear.

According to Hughes (1991:134) there are two skilss involved in listening (1) Macro skill, to understand what someone says, a listener has to involve with listening for specific information and obtaining gist what is being heard (2) Micro Skill, to understand what someone says, a listener has to interpret intonation pattern (e.g recognize stress and rhythm).

There are four commonly identified types of listening performance to design assesment tasks (1) Intensive. Listening for perception of the components such us phonemes, words, intonation, discourse markers, etc (2) Responsive. Listening to a relatively short stretch of language as a greeting question, command, comprehension check in order make an equally short respoonse (3) Selective. Processing stretch of discourse such us short monologues in order to scan for certain information. The purpose is not necessarily to look for global or general meanings, but to be able to comprehend designated in context of a longer stretch spoken language such as classroom directions from a teacher, TV or radio news items, or stories (4) Extensive. Listening to develop a top-down, global understanding of spoken language that ranges from listening to lengthy teachers to listening to a conversation and deriving a comprehensive message or purpose (Brown, 2004:120)

The material of listening was short story in form of narrative text narrated by native speaker. The reason why the researcher chose this material is   because narrative text is one of the functional texts that should be mastered by students in this level.

The writer will take some steps in presentation of CTL as follows *Pre-activity* (1) Teacher greets students (2) Teacher checks students' attendance list. *While-activity* (1) Teacher asks students about some interesting story that they have ever read (Questioning, Constructivism) (2)Teacher gives the text and asks the students to analyze it, and then the students identify the structures of the text. (Inquiry) (3) Teacher divides the class into two groups, then each group has a text to be discussed and they choose one of their members to present the text to the other group in form of story telling. (4) The representative from group A tell their story to the members of group B, and all members of group B have worksheets to be answered based on the story that will be told by the representative from group A, and vice versa. (Learning Community, Modeling) (5) Teacher asks the representative of each group to write the answer in whiteboard and discusses it together. (Authentic Assessment, Reflection). (6) Teacher plays the video about the story that has been discussed . *Post activity* (1) Teacher asks the students about the difficulties in listening to the story (2) Teacher summarizes the materials (3) Teacher closes the meeting.

3. METHOD

The research was quantitative research and it was analyzed the data taken through pre- test and post test. The result of tests of the experimental group and control group statistically was analyzed using t-Test for two group design in order to find out if there was a significant difference between the means of the two groups. The formula of t-Test for two group design was :

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

df: ($N_x + N_y$ - 2)

   This study involved 78 senior high school students of grade XI at MAN 2 Tanjung Karang. There are 39 students in control group class and 39 students in experimental group class.

4. RESULT AND DISCUSSION

Table 1: Calculation of pre-test and post-test of experimental group (y)

| Experimental Group (y) | | | | |
Subject	Pre-test (y_1)	Post-test (y_2)	y	y^2
1	72	85	13	169
2	80	90	10	100
3	82	95	13	169
4	58	68	10	100
5	72	80	8	64
6	75	85	10	100
7	75	78	3	9
8	80	85	5	25
9	65	75	10	100
10	60	75	15	225
11	65	75	10	100
12	90	98	8	64
13	78	85	7	49
14	80	98	18	324
15	64	72	8	64
16	72	85	13	169
17	75	80	5	25
18	80	90	10	100
19	75	88	13	169
20	65	78	13	169
21	82	95	13	169
22	70	80	10	100
23	60	70	10	100
24	72	80	8	64
25	70	90	20	400
26	70	78	8	64
27	80	85	5	25
28	75	95	20	400
29	60	80	20	400
30	78	90	12	144
31	88	95	7	49
32	88	98	10	100
33	85	87	2	4
34	78	90	12	144
35	70	78	8	64
36	65	80	15	225
37	75	85	10	100
38	85	90	5	25
39	85	88	3	9
N = 39	y_1 = 2899	y_2 = 3299	y = 400	y_2 = 4880

In the Table 1 there were 39 numbers of subjects; the score of experimental group (y) was gained from the score of post-test (y^2) which was reduced by the score of pre-test (y^1), after that the summary of the score of experimental group (y) was 400, the score of experimental group (y) times 2 to gain quadrate score, and the summary was 4880.

Based on the results of pre-test and post-test which administered control group (x), the writers calculated both of them to find out the score of experimental group (y) and y^2. To know the calculation of pre-test and post-test of control group (x) were presented in the Table 4.3 below:

Table 2: Calculation of pre-test and post-test of control group (x)

Control Group (x)				
Subject	Pre-test (x_1)	Post-test (x_2)	X	x^2
1	60	64	4	16
2	85	85	0	0
3	70	65	-5	25
4	80	85	5	25
5	70	75	5	25
6	65	70	5	25
7	44	45	1	1
8	68	70	2	4
9	64	68	4	16
10	88	80	-8	64
11	70	78	8	64
12	80	85	5	25
13	90	80	-10	100
14	75	85	10	100
15	50	75	25	625
16	58	60	2	4
17	72	75	3	9
18	56	58	2	4
19	55	65	10	100
20	85	88	3	9
21	60	60	0	0
22	72	72	0	0
23	80	85	5	25
24	80	80	0	0
25	70	85	15	225
26	85	85	0	0
27	72	72	0	0
28	80	80	0	0
29	70	75	5	25
30	58	60	2	4
31	80	78	-2	4
32	68	70	2	4
33	55	65	10	100
34	60	68	8	64
35	58	70	12	144
36	60	60	0	0
37	90	90	0	0
38	75	80	5	25
39	70	78	8	64
N = 39	x_1 = 2728	x_2 = 2869	x = 141	$(x)^2$ = 1925

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There were 39 numbers of subjects; the score of control group (x) was gained from the score of post-test (x^2) which was reduced by the score of pre-test (x^1), after that the summary of the score of control group (x) was 141, the score of control group (x) times 2 to gain quadrate score(x^2), and the summary was 1925.

From the calculation above, the writer found the result of two pre-tests and post-tests of two groups. Furthermore, the writer statistically calculated to gain the whole score based on the equation of t-Test whether the treatment towards experimental group would have effect of the appliccation of contextual teaching learning and control group was not without the application ofcontextual teaching learning. Below is the statistical calculation experimental group and control group as follows:

For control group (x)

$$Mx = \frac{400}{39} = 10,26$$

$$x^2 = \ulcorner x^2 - \frac{(\Sigma x)^2}{N}$$

$$x^2 = 4880 - \frac{(400)^2}{39}$$

$$x^2 = 4880 - \frac{160.000}{39}$$

$$x^2 = 4880 - 4.102,56$$

$$x^2 = 777,44$$

While for experimental group (y)

$$My = \frac{141}{39} = 3,62$$

$$y^2 = \ulcorner y^2 - \frac{(\Sigma y)^2}{N}$$

$$x^2 = 1.925 - \frac{(141)^2}{39}$$

$$x^2 = 1.925 - \frac{19.881}{39}$$

$$x^2 = 1.925 - 509,77$$

$$x^2 = 1.415,23$$

The equation of t-Test for two group design was presented as follows:

$$t = \frac{|\, Mx - My\, |}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{|\, 10,26 - 3,62\, |}{\sqrt{\left(\frac{777,44 + 1.415,23}{39 + 39 - 2}\right)\left(\frac{1}{39} + \frac{1}{39}\right)}}$$

$$t = \frac{6,64}{\sqrt{\left(\frac{2.192,67}{76}\right)\left(\frac{2}{39}\right)}}$$

$$t = \frac{6,64}{\sqrt{(28,85)(0,05)}}$$

$$t = \frac{6,64}{\sqrt{1,44}} = \frac{6,64}{1,2} = 5,53$$

$$df = nx + ny - 2$$
$$= 39 + 39 - 2$$
$$= 76$$

p-value = 1% = 2,64

  5% = 1,99

t-value = 5,53 Therefore, $p < t$ ⟶   2,64 / 1,99 < 5,53

Result indicated that p-value 1% = 2,64, 5% = 1,99 and t-value = 5,53, it was statistically significant. This calculation shows that p-value was smaller than t-value. Therefore, null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. So there was an effect of the application of contextual teaching learning towards students' listening ability and the students who taught by contextual teaching learning will perform better and got the higher score than the student who only taught by traditional teaching.

5. CONCLUSION AND SUGGESTION

Contextual Teaching Learning (CTL) is applicable to improve the students' English achievement especially listening comprehension achievement. By implementing the seven elements of Contextual Teaching Learning, the students become more active to follow the class and they become more comfortable in learning English, it was proved by the work in group activities that followed by all students in this class. Since in Contextual Teaching Learning the students are seated in group. They share their knowledge with others. By sharing knowledge, the student who knows will tell the others who do not know or the students who do not know will ask the students who know. In addition, in the authentic assessments the students are allowed to present their works in front of others students. It must have stimulated the students to be active in teaching learning process and the interaction between students to students, or even the students to teacher.   Therefore, there was effect of the application of contextual teaching learning toward students' listening ability of grade XI at MAN 2 Tanjung Karang.

With regard to the application of Contextual Teaching Learning toward in the classroom, it is suggested that English teachers should be able to create the interesting materials, of course, based on real situation. Since it will ease the students to make a connection between the materials being taught with their previous knowledge. The teacher should motivate students to be active in the classroom by giving them the activities that can stimulate interaction for example asking some questions or preparing some interesting media before going to the materials.

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