ENGLISH TEACHERS' PROBLEMS IN IMPLEMENTING CONEXTUAL TEACHING AND LEARNING IN JUNIOR HIGH SCHOOL

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ABSTRACT

This research has two aims: (1) To investigate teacher's problems in implementing CTL in teaching (2) To describe the strategies used by teachers to solve the problems. The research was conducted by using descriptive qualitative analysis. It was completed at SMP NEGERI 37 Medan. The data were gathered by interviews and classroom observation. From the result of the research, It was found that the first teacher has some problems in implementing CTL. The problems are students were shy to speak up in the class because they had lack of vocabulary. Students think that their pronunciation is bad so that it makes them afraid of being wrong and make them are not active in the class, and the problems in implementing CTL for the second teachers are lack of students interest in learning English so it makes students do not focus in learning. The students also do not have confident to present in front of the class, so that the strategy of CTL does not work well. As a result of the research, the problems of teachers in implementing CTL is students don't have confident to speak up in the classroom and the students are also lack of interest in learning so they less practice their English. Every English teacher uses different strategies in implementing CTL to make students interest and not get bored in learning process.

Keywords: *Teachers,CTL,and Strategies*

* Graduate Status

** Lecturer Status

INTRODUCTION

Background of The Study

Language is one of the most important kinds of communication, and it is used by

countries all over the world. English is very important as international communication,

CTL is an educational process that helps students see meaning in the academic

material they are studying by connecting the academic material in the context of their

life. It includes the context of their personal, social and cultural circumstance

(Johnson, 2002).Contextual teaching and learning (CTL) helps teachersrelante subject matter content to real world situations; and motivates students". This type of learning style also incorporates the social issues that students are going to face when outside of school. Once students become ready to interact with people on their own, they do so in a group or with a partner. There are seven components in CTL that must be developed by teachers. They are constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment (Rusman, 2011). As a through approach to CTL education matches the functional of the brain which is a system of various systems. Contextual Teaching Learning is an educational process that aims to help students see meaning in the academic material they are studying by connecting subject with the context of their personal, social, and cultural circumstance.

- In Indonesia, a lot of researcher on the implementation of CTL has been carried out at the level of junior high school and senior high school as well. To improve the implementation of the learning strategy that is using CTL, teachers must be able to master CTL's use properly.

Based on the experience researcher when she was doing Teaching Practice (PPL) in SMPN 37 Medan , this study has its primary aim to investigate the teacher's problems of the implementation CTL in teaching. The basic problem complained by the teacher at SMPN 37 Medan on English learning is

REVIEWED OF LITERATURE

Theoretical Framework

A.Contextual Teaching and Learning in EFL Teaching

Contextual learning was originally developed by John Dewey from traditional learning experience. In 1918 Dewey formulate the curriculum and teaching methodology related to the experience and interests of students. Students will learn well if they had studied the activities associated with the knowledge that knew and occurred in around him. Contextual teaching and learning (CTL) is a concept that helps teacher related subject matter to real world situations.

United States Education Department 2001 in Bettye P. Smith 2016 explaining definitions contextual teaching and learning is defined as a conception of teaching and learning that help teachers relate subject matter content to real world situation. Meanwhile Bern and Erickson (Bettye,2016) explaining definitions contextual teaching and learning as innovative instructional process that helps students connect the content they are learning to the life contexts in which that content could be used.

Robert G. Berns and Fatricia M. Ericson (2001), define contextual teaching and learning is conception of teaching and learning that help teachers relate subject matter content to real word situation, and motivates students to make connections between knowledge and its applications to their lives as family members , citizens, and workers and engage in the hard work that learning requires.

CTL motivates learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives: as family members, as citizens, and as workers. From definition above the researcher.

2.1 Teachers' Problems in the Teaching

There are many problems that are faced by the teacher when doing his or her work. Hamalik (2017:12) gives definition of teaching problems in two dimensions, those are dimension of components and the interactions among the component. The components are learning goals, teacher, teaching plan, Commonly, the problems that are faced by teachers in the teaching are material, method, and media.

1. Preparing Material

Yaumi (2013: 254) states instructional material which is used in the teaching-learning process sometimes does not pass through a systematic process to develop it. Kozma (2003: 212) states that the problem that are often faced by a teacher and lecturer is so many materials that must be taught with limited time. The teacher often does not consider scientific stage at the limited time. Teaching media, learning strategy and teaching evaluation. The interaction among components mean that the components are synergies, dynamic or synergy and dynamic.

Preparing instructional material is the substance that will be explained in the teaching learning process. Without instructional material the teaching learning process does not work. There are two problems in the mastery of instructional material, those are the mastery the main and extra of the instructional material. Arikunto (in Rifai, 2002: 2) states that material is the main point of teaching learning process because the instructional material is efforted to be mastered by the students. Because of that, the teacher must consider the choosing materials that relates to syllabus and the students' needs in their age and certain environment. The students' interest will increase if the material that is taught appropriate to their needs.

2. Instructional Method

Robert (2015: 20) says that the biggest problem of English teaching-learning process in Indonesia is the method that is used by the teacher. Rifai (2002: 2) states that the teacher should not be fixed on one method, but preferably the teacher uses variation method so that the teaching learning process can make the student become interested. Using the variation method cannot be effective if the using of the method is not appropriate with the situation and the psychological condition of the students. Because of that, the choosing the variation method is not giving benefit if the teacher disregard the factors that influence the using of the method.

3. Instructional Media

The problems in using instructional media are some teachers cannot use the media, and only use textbook as the sources of all knowledge. Instructional technology and media provide the teacher with the tools to engage students in learning. The teacher must be prepared to choose the best tools for his or her students. Such tools offer powerful possibilities for improving learning. The teacher must be using the variation technology and media when he or she teaches in the classroom. The roles of the teacher and students are clearly changing because of the influence of technology in the classroom. No longer are teachers and textbook the sources of all knowledge. The teacher becomes a facilitator of knowledge acquisition. With a few keystrokes students can explore the world, gain access to the library, other teachers and students, and a host of resources to obtain the information that they seek (Smaldino et. al,. 2005: 5)

2.2 Types of Teaching Strategy

Sadker (2006) mentioned there are four type of teaching strategy: direct teaching strategy, cooperative strategy, mastery teaching strategy and problem based strategy. Theyareas follow :

a. Direct Teaching Strategy

Direct teaching strategy is generally directed by teachers who create a classroom the atmosphere is orientated towards student work. Direct teaching which is directed by the teachers uses sequential material and structure.According Tarver (1999) the direct teaching strategy, involves

RESEARCH METHODOLOGY

In this research will be done by qualitative research that is conducted to understand the contexts or settings in which participants in a study address a problem or issue (Creswell, 2007: 40). Qualitative research is the aim of qualitative researchers often involve the provision of careful and detailed descriptions as opposed to the quantification of data through measurements, frequencies, scores, and ratings. In this research, the researcher will be taken the data by interview and observed to know what are the problems English teachers in Implementing Contextual Teaching and Learning. Bogdan and Biklen (1998 :32) devine data as the rough material researcher collect from the world they are studying. Data include materials the people doing the study actively record, such as interview transcript and participant observation. So, the data of the study will be the result of teachers' interviews based on teaching writing in the advertisement material. The sources of the data will be taken from two English teachers and two classed of eighth and ninth grades at SMP Negeri 37 Medan. This class will be selected because this class recommended by teacher. In this research, the researcher choose the data by using the technique of observation and interview.

took notes on any phenomena or activities that occurred during the teacher and learning and learning process.

The data collection of the instrument will be taken from a list of questions compiled and prepared by the researchers themselves, including tape recorders and cell phones. In addition, researchers also need data like photographs or image taken at the time of doing observation. In this school the researcher will take data by interviewing the teachers, what are the problems English teachers in Implementing Contextual Teaching and Learning.

This research will be conducted by using observation to collect the data.

Creswell (2012: 213) describes observation is the process of collecting information by observing people and places open-ended at the research site. In the observation activities, the researcher is a non participant observer that only observes and monitors. The first instrument will be conducted by observation sheets. It is used during the teaching and learning process to observe the teachers. At this stage, the researcher wants to find out the teacher's problems implementing contextual teaching and learning.

Miles & Huberman (1994: 10) states that the analysis data technique of qualitative study contains three linked sub-processes. There are data reduction, data display and conclusion drawing/ verification.

This research is actually qualitative in nature. The interview transcripts, observation sheets and the field notes will be analyzed qualitatively. Qualitatively it means the research has the natural setting has the direct source of data and the researcher is the key instrument. The researcher analyzed the qualitative data through three steps ; reducing, displaying, and verifying the data. After they are collected, the researcher take the data that will be really appropriate to what the researcher needed.

The next step will be displaying them. After that the researcher concluded what they meant.

The qualitative data will be conducted from the field notes and the interview transcript. The interview transcript is also analyzed qualitatively. From that, the researcher gets the student and teachers' data. The contents are related to the teachers' problems in implementing contextual in the classroom.

DATA ANALYSIS, FINDINGS, AND DISCUSSION

Data Analysis

The researcher analyzed the data in this data analysis to find out the answer to research problems. The study focused on teachers' issues in implementing CTL at SMP Negeri 37 Medan. To analyze the data, we used the descriptive qualitative method. This data analysis was intended to investigate teachers; strategies in implementing CTL.

The researcher conducted observation before interviewing the teachers. The statement did in meeting with different teachers and classes. The researcher observed some aspects of the teachers' and students' activities in the CTL teaching-learning process. The researcher observed the teachers' and students' activities in the CTL learning process, and the researcher interviewed the teachers about the problems of teachers in implementing CTL.

Findings
Learning process the First Teacher:

a) Teachers saluted and greeted students with English sentences

b) Teachers check the attendance of learners

c) Teacher revision last week

d) The teacher explains the material to learners

e) The teacher provides the opportunity for students to ask questions.

f) The teacher asks students to create an advertisement

g) Learners make products related to the material a study group has shared.

Based on the theory of Rifai 2002 said that the teacher should not be fixed on one method, but preferably the teacher should use a variation method in the teaching-learning process. So, teachers have to use the variation method to make students interested in the teaching-learning process in the teaching process. The teacher must also use the variation technology and media when teachers teach in the classroom. Teachers not only use textbooks as the sources of all knowledge.

Discussion

This section presents the discussion of the research findings. This study proposes problem statements, and the debate only focuses on the problem. As mentioned in the previous chapter, the study aims to know teachers' difficulties in implementing CTL and how the strategy in implementing CTL at SMP Negeri 37 Medan.

Many teachers have problems in preparing material. The material that teachers want to teach is so many instead that the teacher's time is limited. The limited-time makes the materials teachers want to teach not convey to students.. The choice of method and media have to be suitable for the material. Teachers have to use the variation method to make students interested in the teaching-learning process. Teachers' media in teaching is not only textbooks and the sources of all knowledge. The teacher can use pictures, videos, games, and role-play and act as the sources of all ability to make students interested and not get bored in the teaching-learning process.

According to Hamalik (2017:12) there are two dimensionsn of teaching problems , namely dimension of CTL components and the interactions among the component. The components are learning goals, teacher, teaching plan. Commonly, the problems that are faced by teachers in the teaching are material, method, and media.

CONCLUSION AND SUGGESTION

Conclusion
Based on the result of the research about Implementation of CTL in Teaching English for Senior High School the writer concluded as follows:

Students do not interest in learning English. For the first problem, why are a lack of students' confidence because students are too shy to present in front of the class because students though that their vocabulary and pronunciation are still less messy? Second teacher, the problem that teachers face is a lack of student interest in learning English. It caused students to get bored with studying. When students get bored students will feel restless and want the subject to be ended quickly. Moreover, the student also was not active in the class while they were doing the teaching-learning process. So based on that case, teachers had to be smart and creative in preparing the material and media to make students interested and active in the learning process, and teachers had to choose the best way to make students did not shy to present in front of the class and want to speak up in the class.

other group for giving their comment, suggestion, or give their ideas to correct the writing. At the end of the class, the English teacher concludes the lesson to make the students more understand. The research found that the teacher used a Wholesome Scattering Game because this strategy can get the students' attention in the learning process. The students are enthusiastic and enjoyable about the topic in the classroom. This strategy also puts the students to work in a group, and they feel free to share or give their ideas to correct their writing. Wholesome Scattering game makes the students become active in the learning process and follow the lesson well.

Suggestions

Teachers' two problems in implementing CTL at SMP Negeri 37 Medan: lack of students' self-confidence and the lack of In this research, the writer found some obstacles such as the writer finds an impediment when the writer or make observations. Obstacles noted by the writer in a statement such as the ability of students to understand the material given by the teacher. It is caused by several factors, such as the teacher explaining the material is unclear, and students do not care about the teacher's explanation. So, concerning the findings of the research, there are some suggestions:

1. The school is expected to improve the facilities and infrastructure, which is sufficient to support the ongoing process of contextual learning.

2. The teachers in the learning activities are expected to provide the material theoretically and have to link it with students' real-world situations. Hence, students more easily understand the material provided and can apply it in everyday life.

3. The students are expected to be more active in the learning process by considering the material submitted by teachers so that they will be able to face and solve everyday problems in society.

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