

## APPLYING CONTEXTUAL TEACHING AND LEARNING IN MASTERING THE PRESENT CONTINUOUS TENSE IN SECOND CLASS OF SMP NEGERI 35 MAKASSAR

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### ABSTRACT

This study aims to know the effect of applying contextual teaching and learning in mastering the present continuous tense students. The study employed pre-experimental design. The population consists of 270 students and the sample were 23 students taken from the SMP Negeri 35 Makassar of grade eight. The data was collected by administering multiple choice test with consisting of 20 number. The T-Value of post-test is lower than  $\alpha$  ( $0,00 < 0,05$ ) The result indicates that the alternative hypothesis ( $H_1$ ) is accepted and of course the null hypothesis ( $H_0$ ) is rejected, it shows that applying contextual teaching and learning has effect on students' present continuous tense mastery

**Keywords:** contextual teaching and learning, present continuous tense

### Introduction

English has four important skills that should be mastered by the students, namely listening, speaking, reading, and writing. Where the receptive skill are listening and reading and productive skill are speaking and writing. Meanwhile, the English components should not be taught separately but those must be taught integrated to support the mastery of the four language skills (Jeremy Harmer, 1991:18).

In conducting teaching and learning process, the teacher should follow the curriculum recommended. It is in line with the decree of the minister of education number 22/2006 about the national content standard composed by BNSP. It can represent in the teaching and learning process, on presenting kinds of the types, it needs to be covered that three aspect of that text.

Those are schematic structure, vocabulary and linguistic features in case of schematic structure, it discusses how the text is organized, it would be simply known by analyzing the time, the place, and the participant who taking part in the text. Meanwhile the vocabulary aspect in the terms of difficult words cannot be neglected to be delivered when the teaching and learning activity discuss the text. And the last aspect is the term of linguistic features. It focuses on the aspect of grammar, conjunction, linking verb, etc. Therefore, those aspects such as schematic structure, vocabulary items and grammar become three in stringly integrated that the

teacher should give full attention related to understand the genre / English type (Laurie Baurer,1983:157).

Based on the explanation above, grammar is the one of the most important parts to be learnt is “tense”. Tense is usually defined as relating to the time of an action, event or state. There are three tense forms normally called simple present, simple past and simple future (Graham Lock ,1996:149).

Most of the time the teacher presented the formula and asked the students to memorize it, and then they should do the exercises. Many factors cause the students comprehension about the present continuous tense low; we divide the factors into two categories. The first category comes from the inside of students themselves that we called internal factor. This factor contains motivation, interest, intelligence, and etc.

Elaine B. Johnson said that” the contextual teaching and learning system is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subject 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, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.

To make present continuous tense easier to learn, the writer tried to apply contextual teaching and learning approach can motivate students in learning to make connections between knowledge and its applications to their daily lives. Contextual teaching and learning approach enable students to consolidate, develop, and apply the knowledge and language skill in various levels both in and outside schools. In addition, students learn to solve problems they encounter that applying contextual teaching and learning in mastering Present Continuous tense.

## **METHOD**

In this research the writer used pre-experimental method with one group pretest – posttest design. The comparison between pretest and post test score depended on the success of the treatment. The treatment was given after giving the pre-test. The sample technique used in this research by choosing one class (VIII D) 23 students. The writer chooses that class as the sample of this research on the consideration that their English learning were higher than the other classes.

## **Finding Dan Discussion**

### **Findings**

In this section, the writer described the result of data analysis based on the problem statement in the pretest and posttest. After presents the students’ achievement of class VIII D in a table the writer analyzed the data by comparing the change that the students’ make during this research.

1. The students' score and classification in pre-test and post-test

**Table 1. The Students' Score and Classification in Pre-Test.**

No	Initial Name	Pre-test	Classification
(1)	(2)	(3)	(4)
1	AAH	45	Very poor
2	FAM	55	Poor
3	MTQ	60	Poor
4	TSH	50	Poor
5	NAH	40	Very poor
6	ARN	45	Very poor
7	RAA	55	Poor
8	NAR	60	Poor
9	SAI	50	Poor
10	AFA	40	Very poor
11	MAH	55	Poor
12	ANR	55	Poor
13	QAH	60	Poor
14	ANT	40	Very poor
15	CPA	55	Poor
16	EAH	40	Very poor
17	MFS	40	Very poor
18	HSQ	35	Very poor
19	KZR	35	Very poor
20	MRS	40	Very poor
21	ADI	50	Poor
22	NAL	55	Poor
23	HHN	45	Very poor
<b>Total</b>		1105	
<b>Mean Score</b>		48.04	

Based on the table 1 above in pre-test there were 11 students were classified as very poor and 12 students were classified as poor. The table above show that in pre-test the total value was 1105 and the mean score was 48,04. Table above shown all of the students in pre-test got lower than value standard (75). It shows that students' low in mastering the present continuous tense before apply contextual teaching and learning. The students are classified as very poor after Pre-test given.

**Table 2. The Students' Score and Classification in Post-Test.**

No	Name	Post-test	Classification
(1)	(2)	(3)	(4)
1	AAH	95	Very good
2	FAM	90	Good

3	MTQ	90	Very good
4	TSH	80	Good
5	NAH	85	Good
6	ARN	90	Good
7	RAA	95	Very good
8	NAR	95	Very good
9	SAI	85	Good
10	AFA	90	Good
11	MAH	90	Good
12	ANR	80	Good
13	QAH	90	Good
14	ANT	95	Very good
15	CPA	90	Good
16	EAH	85	Good
17	MFS	95	Very good
18	HSQ	90	Good
19	KZR	90	Good
20	MRS	80	Good
21	ADI	85	Good
22	NAL	90	Good
23	HHN	95	Very good
<b>Total</b>		2050	
<b>Mean Score</b>		89.13	

Based on the table 2 above in post-test, there where 7 students' classified as very good and 16 students were classified as good. The table above show that the total value of the post-test is 20.50 and the mean score is 89.13. In the pre-test the students' got score very poor but in the post-test the students' got score good because in the pre-test they cannot answer the question and also they are not understand about the present continues tense concerned.

## 2. The rate frequency and percentage of pre-test and post test

The writer counted the frequency and rate percentage of the scores included in each of the score categories. The purpose of the frequency and rate percentage of the pre-test is to see whether or not there was a change in score categories of the students score in the applying contextual teaching and learning from the pre-test to. The students' scores are classified into seven categories.

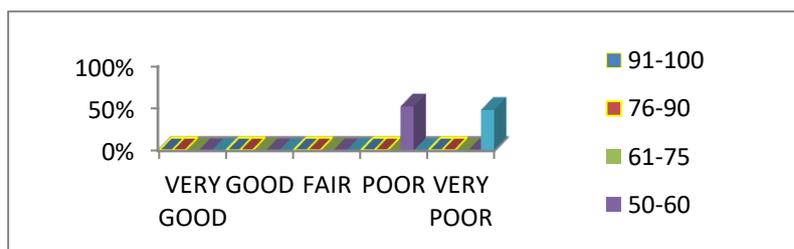
**Table 3. the rate percentage and frequency of the pre-test**

No	Classification	Range of score	Pre – test	
			Frequency	Percentage
1	Very good	91 – 100	-	0%
2	Good	76 – 90	-	0%
3	Fair	61 – 75	-	0%

4	Poor	50 – 60	12	52.17%
5	Very poor	Less than 50	11	47.83%

Table 3 above show there were 12 students' (52.17%) got poor classification and 11 students' (47.83%) got very poor classification.

**Chart 1. Rate Percentage of pre-test**



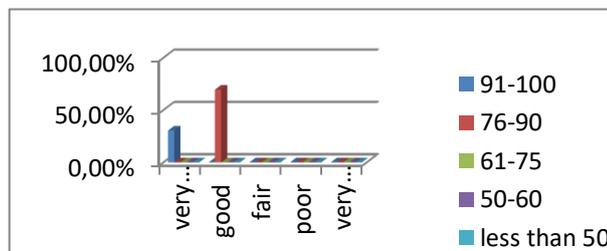
Based on the chart above, before the students were treated by applying contextual teaching and learning method, there were 12 students' classified as poor (52.17%) and 11 students' classified as very poor (47.83%). The writer made conclusion based on the chart above that all of the students' at SMP Negeri 35 Makassar was law in mastering the present continuous tense.

**Table 4. The Rate Percentage and Frequency of The Post-Test**

No	Classification	Range of score	Post - test	
			Frequency	percentage
1	Very good	91 – 100	7	30.43%
2	Good	76 – 90	16	69.57%
3	Fair	61 – 75	-	0%
4	Poor	50 – 60	-	0%
5	Very poor	Less than 50	-	0%

Table above shows that there were 7 students' (30.43%) got very good classification and 16 students' (69.57%) got good classification. None students' got fair, poor, and very poor classification.

**Chart 2. Rate Percentage of post-test**



Based on the chart 2 above, after the students' were treated by applying contextual teaching and learning, there were 7 students' classification as very good (30.43%) and 16 students' were classified as good (69.57%).

The writer concluded that the students' rate percentage in post-test was higher than pre-test. It proved after applying the contextual teaching and learning. It means that the applying contextual teaching and learning was effective to the students' in mastering the present continuous tense at SMP 35 Negeri Makassar.

### 3. The mean score and standard deviation of pre-test and post-test.

The result of the students' pre-test and post-test after calculating the mean score and standard deviation are presented in the following.

**Table 5. The Mean Score and Standard Deviation of The Pre-Test and Post-Test.**

Type	Mean Score	Standard Deviation
Pre-test	48.04	8.22
Post-test	89.13	5.44

Table 5 show that the mean score of the students' pre-test was 48.04 and the mean score of post-tests was 89.13. The standard deviation of pre-test was 8.22 and standard deviation of post-test was 5.44 higher than the mean score of the students' pre-test. It repeated that the mean score of the students in pre-test and post-test obtained by the students were different and it means that applying the contextual teaching and learning can improve students' present continuous tense.

### 4. Test of Significance (T-test)

T-test value is intended to see whether or not the difference between the pre-test and the post-test was significant.

**Table 6. T-test value**

Variable	T-test	T-table
$X_2 - X_1$	20.95	2.074

Table 6 above show that value of T-test was greater than T-table value. It is concluded that there was a significant difference between the mean score of the students' pre-test and post-test. For the level of significance ( $\alpha$ ) = 0.05 and degree of freedom (df) = 22, then t-table value = 2.074 and t-test = 20.95. Thus, the value of t-test is greater than t-table ( $20.95 > 2.074$ ). It means that there is significance difference between the pre-test and post-test of the students in applying contextual teaching and learning in mastering the present continuous tense. It means that null hypothesis ( $H_0$ ) is rejected while alternative hypothesis is accepted. In other words, there is a significance difference of the result of pre-test and test.

## Discussion

Relating to the data collected through the pre-test and posttest it is shown that the students' present continuous tense was good. It is supported by the rate percentage of the students' pre-test and post-test. After giving treatment there were 7 students' classification as very good (30.43%) and 16 students were classified as good (69.57%). The data shows that the result of the rate percentage of students' post-test is higher than pre-test before giving treatment. When before treatment the writer gave to students' exercise in the form of pre-test and there was still some students' who did not understand present continuous tense.

Based on the result of the t-test, the writer found that there was a significant difference between the result of pre-test and post-test and also the value of t-test was greater than t-table. It means that there was a significant difference result of pre-test before and after teaching and learning process of present continuous tense by applying contextual teaching and learning, so that null hypothesis (H<sub>0</sub>) is rejected while alternative hypothesis was accepted.

From the discussion above, it can be concluded that the second-grade students' of SMP Negeri 35 Makassar have a good comprehension, after learning present continuous tense by applying contextual teaching and learning, so the research has finished in the post-test.

## Conclusions

Based on the findings and discussion of the research, it can be concluded that applying contextual teaching and learning can improve the students' present continuous tense mastery. It is proved by the result of pre-test (48.04) and post-test (89.13). The data shows that the result of the rate percentage of students' post-test is higher than pre-test before giving treatment. At the level of significance, t-test value is 20.95 while the t-table is 2.074, where  $20.95 > 2.074$ . It means that null hypothesis (H<sub>0</sub>) is rejected while alternative hypothesis is accepted. This means that the use of contextual teaching and learning can improve students' present continuous tense mastery.

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