USING CONTEXTUAL TEACHING AND LEARNING APPROACH TO IMPROVE THE STUDENT'S ENGLISH REGISTERS

(A study at SMK Muhammadiyah II Bontoala Makassar)

A THESIS

Submitted to the FKIP Muhammadiyah University of Makassar in Partai Fulfiliment of the Requirement of the Degree of Sarjana Pendidikan

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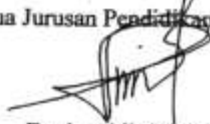
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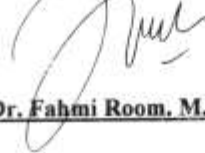
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ABSTRACT

INDRAWATI. 2010. *Using Contextual Teaching and Learning approach to improve the students' English Registers SMK Muhammadiyah 2 Bontoala Makassar.* A thesis, English department faculty of Teacher Training and Education Makassar Muhammadiyah University and guided by H.M. Basri Dalle. and Fahmi Room.

This research aimed to know the students' English register through Contextual teaching and Learning (CTL) approach.

The objective of this research was improving the students' English register. The population was 110 students and the sample of this research consist of 30 students at the second years of SMK Muhammadiyah 2 Bontoala Makassar. This research used experimental method. The instruments of this research were objective test. The data collected were analyzed using mean score, test of significant and percentage technique to find out the significant improvement of registers in learning English using Contextual Teaching and Learning (CTL).

The result of the research findings showed that there was significant improvement of the students' registers in learning English using CTL. The value of t-test is (21.82) and were greater that t-table (2.045) and the degree of freedom= 29 the result of the research show that there is a significant improvement English register through CTL approach. It means that he was accepted.

The research findings showed that the students' registers improved significantly by teaching English registers using CTL approach. In other hands, the students have positive attitude toward teaching English registers in learning English using CTL.

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CHAPTER I

INTRODUCTION

A. Background

Language is a system of arbitrary vocal symbols used for human communication, language has many kinds, one of them is English, it consists of four kinds of skills, there are: speaking, reading, listening and writing. According to Harmer in Juhansar (1996:1) states that the English skills are divided into two parts, namely: productive skills including speaking and writing and receptive skills including listening and reading.

In Indonesia, English has an important role in May aspects of life, it is used in promoting scientific and technical research, entertainment, tourism and etc. it has been taught for a long time before the independent of Indonesia, it is begun to be taught from elementary school up to university level.

In teaching English, teacher should have many techniques that are suitable with the material though for the instance, teaching English vocabulary at vocation high school, teacher should mention the word related to the existence of the school while teaching English vocabulary at technical high school, teacher should emphasis more the technical terms. Kaimuddin (1993) states that teaching English at technical school should mainly be stressed on the technical English. Hence, the program (syllabus-curriculum) of English should be directed toward the students achievement (knowledge) either active of passive. By this way, the students will obtain knowledge of technical English. So, she/he will be able to understand what she/he is reading about related to the technical literature, in addition, teacher of

English must have responsibility to design the material of vocabulary of instruction in order to make the students successful in learning vocabulary.

There are many approaches that can help students to enrich and to master the English register. Realizing the phenomena above, the teacher should find solution in steering an efficient and effective approach in teaching English particularly by introducing a new item in enriching students' English register.

Therefore the teacher should have a good strategy or method in teaching learning process in the classroom. Not only the teachers who always give the students the way to do something, but also the students have to make effort to seek the best way for them selves.

CTL (contextual teaching and learning) is one of the learning strategies which emphasized on the efficient and the effectiveness in teaching and learning process. Beside that, students expect can motivate them to construct the knowledge in their own experience. CTL invite students to connect schoolwork. So they can learn and remember it and students should be realized that how important the English is or it will be useful for not only present but future also (Elaine: 2002: 3)

In this case, the writer conducted the field research in order to find out factual information about the students' English Register through Contextual Teaching and Learning (CTL) approach at the second year students of SMK 2 Muhammadiyah Bontoala Makassar. Furthermore, this research is really needed to conduct because it can bring nothing for teachers if students face unsolved problems in their English learning.

B. Problem Statement

Based on the use of CTL approach, the problems that writer will discuss are formulated as follows by:

1. How is the students' improvement of automotive registers?

2. How is the students' improvement of electro registers?

3. How is the students' improvement of computerization registers?

C. Objective of the Study

Relating to the problem statement before, the writer puts the objectives of the research to find out:

1. The students' register through Contextual Teaching and Learning.

2. Whether CTL is effective in improving the students' mastery of register.

D. Significance of the Study

The result of the research will be expected to be a piece of useful information or contribution for teacher of English at electrical department of high school (SMK) 2 Muhammadiyah Bontoala Makassar in teaching English through Contextual Teaching and Learning approach in order to improve the students' English Register

E. Scope of the Study

This scope, the writer would like to focuses the research on the automotive, electronics and computerization Registers through Contextual Teaching and Learning approach at the second year student of SMK Muhammadiyah 2 Bontoala Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Views of CTL

1. What is CTL?

Contextual Teaching and learning help us to relate subjects matter content to real world situation and motivate student to make connection between knowledge and its application to their lives as family member, citizen and worker and engage in the hard that learning requires.

Johnson (2002:25) the CTL system is an education process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives. That is with the context of their personal, social and cultural circumstances.

The Washington (2001:3-4) defines that contextual teaching is teaching that enables students to reinforce, expand, and apply their academic knowledge and skill in a variety of in school and out of school setting in order to solve simulated or real world problems.

Contextual teaching occurs when students apply and experience what is being taught referencing real problems associated with their roles and responsibility as family, citizen, students, and workers. CTL emphasizes higher level thinking, knowledge transfer across academic disciplines and collecting analyzing and synthesizing information and data from multiple sources and viewpoints. The Washington (2001:12)

a. What is considered a good context?

During the course of physics teaching, we, to a certain extent, hope to use examples of certain contexts to let students understand how physics is applied in the real world, or let students take part in certain explorative activities. In traditional physics teaching, teachers make use of idealized examples to avoid the complications of the real world, so as facilitate students' grasp of the main point of a physics problem. For example, we may use "a toy car sliding down a frictionless incline plane" as an example to teach the resolution of force as well as Newton's Second Law; we may use the example of a "uniformly accelerating elevator" to teach the application of free body diagram etc. These examples are not realistic, but are very effective in transferring basic physics concepts. Nevertheless, if we use them as contextual examples for students to explore, the students may get a bit confused, especially when they want to do some quantitative analysis in these situations. For example, the student may want to measure the change of his weight inside an elevator using a scale, but the acceleration of the elevator is constantly changing, and what he observed may only be the disorderly swinging of the needle of the scale. That is why traditional physics teaching is complemented by experiments to avoid these unnecessary complications. Students are told to observe meticulously the physical phenomena taught in class in a well-controlled environment. But in this way, the connection with the real world is easily lost.

To find a good context for context-based learning and teaching in physics is by no means easy. There are times when the complications of the real world make it difficult for the teacher to introduce the physics content he wishes to teach

through a real situation. In the real world a phenomenon almost always depends on a number of factors, many of which may be out of the syllabus of secondary school physics, and students may have no way of understanding. Even if the factors are understandable, students might be confused by their complicated relations. Contexts of this kind make students, and at times even experienced teachers difficult to demonstrate succinctly and clearly the main point of learning and the logical relationship therein. If the context is the means that serves only to achieve the learning process and the acquisition of physics knowledge as the ultimate aim, this kind of contexts would not benefit learning, on the contrary, it would obstruct the learning process. The first premise of utilizing context should be, the context is a learning tool used to increase the involvement of the students, provide them with a wide range of learning experience, as well as to develop their ability to solve real-world problems, and should not be turned into the content of learning and teaching itself or its burden. Certain physics concepts that are difficult to be expressed in everyday language should be best explained using traditional teaching method. Inappropriate use of contextual examples just for the sake of applying the contextual approach would only further confuse the explanation and frustrate both the teacher and students.

The above discussion seems to put teachers in a dilemma: an overly simplified and theoretical discussion cannot connect physics principles with everyday-life phenomena, whereas excessive contextual descriptions will cause one to get lost in the complicated world of phenomena, hinder the acquisition of

basic physical principles, let alone problem solving. Neither of the approaches is helpful.

How to choose appropriate and useful contextual examples is quite a complicated problem. In the end, whether the contextual examples are successful or not of course also depends on whether or not the learning objectives laid down at the beginning are achieved successfully. As a few basic principles, the author considers following points helpful when choosing contextual examples.

1. Contextual examples should be interesting and familiar to students. The examples are best easily observed in real life, or are widely reported, like social issues, or examples related to students' lives.

2. Good contextual examples should allow students to observe clearly and concretely the physical phenomena to be learned in an unambiguous manner. Situations that are too complicated, or unrealistic explanations that may easily misled students should be avoided whenever possible.

3. Students should have the opportunity to make use of their knowledge in physics to solve certain problems inside a context. If possible, the context should provide some real data for students to do quantitative analysis, through which they can understand the underlying physical principles, and then move on to solve realistic problems that are related to life or society. Students can participate in a learning activity to obtain the data from a real environment, or perform the analysis and exploration with computer digital videos or data provided by the teacher.

Point one is saying that contextual examples should be familiar to students. What makes an example familiar to students? It should be noted that, what we call familiar is sometimes quite personal, and will vary with the students' background, life-style and geographical environment. For example, teachers may use the traffic condition around the school to explain concepts like distance, displacement, speed and velocity. These physics concepts are of course universal, and the laws of physics involved are also generally true; but different schools have different locations, and the environment that students are familiar with are also different. It is of course ineffective to discuss the traffic condition of Aberdeen with students of a school in Tuen Mun. Textbooks from the overseas may have used certain contexts local there. Things like heating system or skis, for example, are unfamiliar to Hong Kong students. Gender differences may also affect the students' enthusiasm towards certain topics, for example, male students compared to female students may be more interested in the performance of automobiles and may be more enthusiastic when applying Newton's Laws to analyze automobile performance data.

The word "familiar" used here not necessarily means the events that happens close to the students. Certain social issues, or topics widely reported by the media, can also serve as appropriate contextual examples. A while ago, a few movies about the catastrophes of meteors hitting the Earth attracted much attention of students. Making use of this kind of topics to focus the students' attention back to serious scientific principles may bring unexpected benefits. For example, concepts like kinetic energy and momentum can be utilized for guiding

students to estimate the destructive power of an explosion due to a meteor impact on Earth. The scene of a space shuttle lift-off appearing on television news can serve as a tool for teaching Newton's Second Law. The consumption of fuel means the space shuttle has a decrease in mass and would naturally bring out the relationship between inertia and acceleration of a system. In recent years, traffic accidents occurred frequently in Hong Kong, and the government installed crash cushion system at the divisions of highways. This is a good example to use when teaching the relation between force and time of collision. To find real data for these examples is not difficult, and it would also satisfy the third point in our guideline, namely, the requirement for quantitative analysis and problem solving. Some teachers like collecting newspaper cuttings on physics-related news. This kind of information can turn into good teaching material after appropriate editing, and is certainly helpful to students. The teacher's ability in guiding the students is crucial in the application of contexts. The teacher should be constantly able to flexibly utilize examples that are familiar or attractive to students, or that serve to broaden the students' perspectives and bring out real science.

Point two stresses that the contextual example chosen should let students clearly and concretely observed the physical phenomena required to learn. Overly complicated situations and misleading examples should be avoided. What is considered clear? What is considered an overly complicated situation? This depends on the learning objective set initially, and in relation to point 3, the criterion of quantitative analysis. Let's consider the example of weight change inside an accelerating elevator again. As mentioned above, it is not a very good

contextual example for students to explore, because in reality student inside an elevator cannot easily observe a stable change in his own weight, and hence it is very difficult to obtain data for quantitative analysis. Perhaps we can use tools like datalogger to record how the weight changes inside the elevator, and then analyze the seemingly random data to obtain results consistent with Newton's Laws. However, whether this learning process is effective or not depends very much on the learning objective of the activity. If the learning objective is only the application of the Newton's Second Law and the use of free body diagram, but students are required to do extensive data analysis, the emphasis of this activity may have been misplaced. The concepts of free-body diagram etc. are already quite difficult for an average S4 or S5 student. If the students are also required to handle extensive data analysis, they may easily get lost in all kinds of techniques and fail to understand the basic physics concepts. On the other hand, a S6 student who is already familiar with Newton's Laws can work on the activity as a mini research project. The main learning objectives may no longer be basic concepts like Newton's Laws, but experiencing a series of exploration processes, learning data analysis and calculation techniques. He may discover that the activity satisfies his learning objectives.

Thus the choice of context depends on the background and learning objectives of the students. For an average S4 or S5 student, the learning objective is mainly basic physics concepts and learning the method of solving problems. The choice of context for exploration should be as simple and straightforward as possible so as to avoid the introduction of unnecessary details that may cause

confusion. It should be noted that here we are talking about examples for contextual exploration, which includes the elements of observation, analysis and experimental activities. Therefore, a bad choice for an example for contextual exploration may not be a bad choice for a teaching example. We can still utilize traditional teaching method and use "uniform accelerating elevator" to teach Newton's Second Law because it is a simple and precise example. Telling students to experience how their weight changes inside an elevator is also beneficial, as long as students are reminded that in the real situation, the acceleration is not uniform but will change in a complicated way, and therefore it is not easy to perform quantitative analysis.

In fact, the misplace of emphasis on the learning procedure instead of the objective due to unclear learning objective can be seen not only in contextual learning and teaching. Even in the old curriculum, similar situations exist. Every time people introduce a new teaching method, there is a tendency to emphasize its advantages, concentrate on its methodology instead of its effectiveness. For instance, the old physics curriculum emphasizes experiment, and so the ticker tape timer was very frequently used in the section of mechanics. The time students spent on cutting ticker tapes, learning the principles behind the construction of tape charts may be even more than the time spent on learning the equations of uniformly accelerated motion. Sometimes students do not understand the underlying principles, and so they force themselves to remember the method of producing the ticker tapes and the experimental results just to cope with public examination. Under Hong Kong's exam-oriented culture, we must pay attention to

the load that students have to bear when undergoing any education reform. This is why during the course of designing education plans or education materials, educators must continuously rethink whether the approach used can straightforwardly and succinctly achieve the learning objectives and not narrow-mindedly diving into the list of techniques. This of course needs the complementary of the public examinations.

b. Can contexts accurately express physics concepts?

The last thing needed to be point out is that, the choice of context affects greatly the accuracy of expression of physics concepts. Some people think that in order for contextual learning and teaching be attractive for students, very interesting examples must be used. However, contextual learning and teaching is not the same as learning and teaching with fun; and interesting examples may not always be beneficial or useful. For example, young people like reading comics, so we may try to use the example of a comic character with herculean strength punching someone into midair at a high speed to teach about the relation between force and acceleration in Newton's Second Law. This example is interesting but unrealistic, and can easily lead to misunderstanding. The reason is that this example is not observable in the real world, and it can easily cause students to confuse between "a very high acceleration" and "a very high velocity". Students may end up acquiring the wrong concept that a large force will result in a high speed, without getting the concept of acceleration. In fact, there are quite a few good real-life examples that can accurately bring out the relation between force and acceleration. For example, consider a sedan and a sports car accelerating on

the same highway. The highway has a speed limit, but because the sports car has a higher acceleration, it can get to this speed in a shorter time then the sedan. The change of speed as appear on a car's speedometer, the force that the passengers feel at their back when a car is accelerating, are all observed and experienced in the students' daily lives. The change on the speedometer allows students to easily distinguish that acceleration is concerned with the rate of change of the velocity but not the size of the velocity itself. In their living environment, students can easily find sufficient data on the acceleration and horsepower of cars in for doing analysis. Therefore this real-life example can much more accurately express the meaning of Newton's Laws than the former example. As for whether it is interesting and attractive to students rests mostly on the presentation technique of the teacher.

There are times when we overly desire to contextualize a physics problem. If we are not careful in doing so, we may create unrealistic or misleading examples. In some popular secondary school physics textbooks, you can easily find examples like the following: a question on heat has the answer of eating ice cream decreases the body temperature of a person by 0.43 $^{\circ}C$; a question on mechanics asks students to use the collision time of a car to calculate the impact force experienced by a passenger; another question states the mass of a car as 50 kg; another question says that a 10 kg rocket will weight 16 N on the moon. Some of these questions involve wrong physical concepts, other involve unrealistic data and situations. Note that a lot of textbooks use words like "assume" to simplify the question, there is no major problem in doing it this way. But giving students

examples that sounds real and are full of contexts could really cause misunderstanding, especially when they are not very clear about the physics concepts. In fact in this information-rich age, it is not difficult to find real situations and reasonable data on the internet. After all, you probably do not want to see your children eating ice cream during a fever with the purpose of lowering the body temperature!

2. The Development of CTL

There is a tendency towards a thought that children learn better if the situation around them is created naturally. It will be more meaningful if the children experience what they learn, not only to know what they learn or just memorizing what the teacher transfers to them. It is proved that classroom activities in which the teacher explains materials while the students accept and memorize them are ineffective. So, there must be a serious effort to find an approach that matches the goal of the teaching and learning.

CTL is a new instructional approach rapidly being adapted by teachers, particularly teachers of science, across the nation. It is a conception of teaching and learning in which teachers relate subject matter to the real world situation. It motivates students to apply what they learn to their lives as family members, citizens, and workers.

3. The principle of CTL :

CTL has different principles from other approaches. Johnson (2002: 26-37) states that CTL encompasses three typical principles, namely, the principle of

interdependence, the principle of differentiation, and the principle of self-organization.

The principle of interdependence states that all things both in and out of the schools are interconnected that creates a learning environment. The schools are built in societies. Students, parents, teachers, principles, administration staffs, gardeners, etc are from societies. The out put of the schools will be back to society too. The principle of interdependence connects everything in the universe to everything else. It requires connecting, collaborating, thinking actively and creatively, engaging in hands-on learning, formulating clear objectives, identifying high standards, doing significant tasks that benefit others, valuing each person, and using assessment methods that link learning with the real world (Johnson, 2003: 29)

The principle of differentiation is related to the uniqueness and differences of each student. It frees students to explore their individual talents, cultivates their own learning style, and progress at their own pace. CTL challenges the students to respect that uniqueness, diversity, and creativity by collaborating in a group in search for meaning, insight, and a fresh perspective, and to realize that diversity as a sign of robustness and strength (Johnson: 2003: 31-32)

The principle of self-organization enables the students to develop their potentials, achieve academic excellence, and have career skills by connecting school work with their prior experience and knowledge. They are responsible on what they are doing. The decision will be made after planning and evaluating the evidence critically. The collaboration with others is conducted to gain new

insights and to enlarge their perceptions (Johnson, 2002: 34-35). To maintain the balance, those three principles are not separable. In other words, those three principles are intertwined or interconnected.

4. **Contextual Teaching and Learning strategies**:

❖ Problem based. CTL can begin with a simulated on real problems. Students' uses critical thinking skill and a systematic approach to inquiry to address the problems or issue, students may also draw upon multiple context areas to solve these problems that are relevant to students' families, school experiences, work places, and communities hold greater personal meaning for students.

❖ Using multiple context. Theories of situated cognition suggest that knowledge cannot be separated from the physical and social context in which it develops. How and where a person acquires and creates knowledge is therefore very important. CTL experiences are enriched when students learn skill in multiple contexts.

❖ Drawing upon students diversity. On the whole, our students population is becoming more diverse and with increased diversity comes different in values. Social mores, and perspectives. These differences can be inputs for learning and can add complexity to the CTL experience. Team collaboration and group learning activities respect students' diverse histories; broader perspectives build inter-personal-skills.

❖ Supporting self regulated learning. Ultimately students must become lifelong learners, lifelong learners are able to seek out, analyze, and use information

with little to supervision, to do so, and students must become more aware how they process information, employ problem solving strategies, and use background knowledge. CTL experience should allow for trial and error provide time and structure for reflection, and provide adequate support to assist students to move from dependent to independent learning.

❖ Using independent learning groups. Students will be influenced by and will contribute to the knowledge and believe of other. Learning groups, or learning communities, are established in workplaces and schools in a effort to share knowledge, focus and goals, and allow all to teach and learn from each other. When learning communities are established in school educators act as couches facilitators, and mentors.

❖ Employing authentic assessment. CTL is intended to build knowledge and skill in meaningful ways by engaging students in real life. Or "authentic contexts". Assessment of learning should. Align with the method and purpose of instruction authentic assessment show (among other thing) that learning has occurred are blonded into the teaching/learning process and provide students with opportunities and direction for improvement. Authentic assessment is used to monitor students' progress and inform teaching practices.

5. **The application of CTL :**

o *Constructivism.* Knowledge is constructed by human little by little. Knowledge is not a set of facts, concepts, or laws waiting to be discovered. It is not something exists independent of knower. Humans create or construct

knowledge as they attempt to bring meaning to their experience. Everything that we know, we have made. Knowledge is conjectural (a quest) and fallible (able to be wrong). Since knowledge is a construction of human and human constantly undergoing new experiences, knowledge can never be stable. What we invent are always tentative and incomplete. Knowledge grows through exposure. Understanding becomes deeper and stronger if one tests it against new encounter (Zahorik in Nurhadi, *et al*, 2003: 9)

o *Inquiry finding*, learning process find process of steps of inquiry key it involves.

1. Formulate the problems

2. Observe are do observation like reading book, collecting information

3. Analyze communicate the creativity result in front of the other friends, classroom or audience.

o *Questioning*

- Supporting students to find out something

- Guiding students to get information

- Using to know the students skill to think creativity

- Practicing students to critical thinking

o *Learning community*. The result of learning is got from sharing with another person. Group at as well as the person does not know yet. It is happened in all level as community. In class, activity using approach of CTL. The teaching is suggested to do learning on grouping.

o *Modeling*

- Giving suggestion thoroughly

- Demonstrating how do the students want to learn. Therefore, modeling is learning skill certain knowledge any model is seen demonstrated how the teacher want the students to learn.

6. Advantages of CTL method

Sauwer (2001) states that there are many advantages of the CTL method these are:

- Students are actively engaged

- Students view learning as relevant

- Students learn for each other

- Learning is related to the "Real World" and/or simulated issue and meaningful problems

- Students are encourages to take the responsibility for monitoring their own development

- Students diverse life contents and prior experiences are important in learning

- Students are encouraged to become active in community

- Learning is assessed in multiple ways , opinion of students are valued and respected

- Teacher act as facilitator of students learning

- Teachers use many different techniques

- The learning environment is dynamic and exiting

- Higher ordered thinking and problem solving is encouraged

- The process of learning is just as important what is being learned

- Learning occurs in multiple setting and context

- Knowledge extends beyond the boundaries of conventional classroom.

B. Concepts of Register

1. What is register?

In linguistics, a register is a variety of a language used for particular purpose or in particular social setting. For example, and English speaker may adhere more closely to prescribe grammar, pronounce words ending in -Ing with a *velar nasal* (e.g. "walking", not "walkin") and refrain from using the word "ain't" when speaking in a formal setting, but the same person could violate all these prescriptions in a informal setting.

As with other types of language variation, there tends to be a spectrum of registers rather than a discrete set of obviously distinct varieties. There is a countless number of registers we could identify, with no clear boundaries discourse categorization is a complex problem, and even in the general definition of "Register" given above (language variation, define by use not user), there are cases where other kinds of language variation, such as regional or age dialect, overlap. As a result of this complexity, there is far from consensus about the meanings of terms like "register", "field" or "tenor"; different writers' definitions of these terms are often in direct contradiction of each other. Additional terms such as diatype, *genre, text type, style, acrolect, mesolect* and *basilect* among

many others may be used to cover the same or similar ground. Some prefer to restrict the domain of the term "register" to a specific vocabulary (Wardhaugh, 1986) (which one might commonly call *jargon*), while others argue against the use of the term altogether. These various approaches with their own "register" or set of terms and meanings fall under disciplines such as *sociolinguistics, stylistics, pragmatics or systemic functional grammar*.

The term *register* was first used by the linguist Thomas Bertram Reid in 1956, and brought into general currency in the 1960s by a group of linguists who wanted to distinguish between variations in language according to the *user* (defined by variables such as social background, geography, sex and age), and variations according to *use*, "in the sense that each speaker has a range of varieties and choices between them at different times" (Halliday et al., 1964). The focus is on the way language is used in particular situations, such as *legalese* or *motherese*, the language of a biology research lab, of a news report, or of the bedroom.

M.A.K Halliday and R. Hasan (1976) interpret 'register' as 'the linguistic features which are typically associated with a configuration of situational features - with particular values of the field, mode and tenor...'. Field for them is 'the total event, in which the text is functioning, together with the purposive activity of the speaker or writer; includes subject-matter as one of the elements'. Mode is 'the function of the text in the event, including both the channel taken by language - spoken or written, extempore or prepared, - and its genre, rhetorical mode, as narrative, didactic, persuasive, 'phatic communion', etc.' The Tenor refers to 'the type of role interaction, the set of relevant social relations, permanent and

temporary, among the participants involved.' These three values - field, mode and tenor - are thus the determining factors for the linguistic features of the text. 'The register is the set of meanings, the configuration of semantic patterns, that are typically drawn upon under the specified conditions, along with the words and structures that are used in the realization of these meanings'. Register, in the view of M.A.K. Halliday and R. Hasan, is one of the two defining concepts of Text. 'A text is a passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation, and therefore consistent in register; and it is coherent with respect to itself, and therefore cohesive'.

One of the most analysed areas where the use of language is determined by the situation is the formality scale. Writers (especially in language teaching) have often used the term "register" as shorthand for formal/informal style, although this is an aging definition. Linguistics textbooks may use the term "tenor" instead (Halliday 1978), but increasingly prefer the term "style" — "we characterise styles as varieties of language viewed from the point of view of formality" (Trudgill, 1992) — while defining "registers" more narrowly as specialist language use related to a particular activity, such as academic jargon. There is very little agreement as to how the spectrum of formality should be divided.

The term 'register' refers to a variety of language define according to its use or the characteristics of the users. The aim this analysis is to identify the grammatical and lexical features of the register. The main motive behind register analysis is the pedagogic one of making ESP course more relevant to learners needs. It is also to produce a syllabus which gives high priority of the language

firms students will meet in their science studies and in turn will give lower priority to forms they will not meet (Hj. A. Tenri ampa : 2007).

C. Concept of Vocabulary

1. Vocabulary

Vocabulary mastery is the words having meaning when heard or seen even tough not produced by individual to communicate with others in term of the meaning the word and vocabulary are different word is the letters of sequence of letters which conveys a meaning in the language in use. On the other hand vocabulary is the stock of word used by people or particular class or person, list or collection of words of language in walking Nurmalia (1999:10)

2. The definition of vocabulary

In other to have a clear concept about vocabulary, some definition of vocabulary given by the different writers will be present below:

Nini (2001 : 11) define vocabulary as :

a. The concept and function words of language, which are learned so thoroughly that they become a part of child's understanding, speaking and letter reading and writing vocabulary.

b. The words having meaning when heard or seen though not produced by individual itself.

3. Kinds of Vocabulary

a. Nini (2001 : 12) distinguishes two kinds of vocabulary namely :

1. Active vocabulary refers to vocabulary that students have learned and which they expected to be able to use.

2. Passive vocabulary refers to words which students will recognize when they meet them but which they will probably not able to use.

b. Hammer (1991: 159) classifies vocabulary into three types, they are:

    1. Active vocabulary the words are customarily used in speaking

    2. Reserve vocabulary the words we know but we rarely use in ordinary speech, we use them in writing letter and in searching for synonyms.

c. While Good (1959:644) puts vocabulary into four types.

    1. oral vocabulary is word which actively used in speaking

    2. writing vocabulary is words which actively used in writing

    3. Listening vocabulary is words which someone recognizes and understands when he hears them.

    4. Reading vocabulary is words which someone recognizes and understands when he/she finds them in written materials.

4. Function of vocabulary

Vocabulary as stated in the definition is a stock of language, it has a great function language people use vocabulary words to construct sentences. Vocabulary is a like as the bone of our body. Without bone, our body will not as the able to be as perfect as possible. Without words (vocabulary) we can not construct ideas written or orally. Nobody can express his/her feeling to other. A teacher will be confused to explain the lesson to the students

So the vocabulary is supposed as the bone of the language without vocabulary, the language cannot be principles developed.

5. The aim of English vocabulary

In language learning, the aim of the teacher is to get the students to use the item of language in meaningful situation. This, of course, can only come in to being through gradual stages. Language items, including vocabulary are introduced to students systematically and each item is carefully drilled before a new one is presented. Baruch and Woon (1978: V)

The responsibility of language teacher is not completed when the students can use new item of language correctly in class drill. The language taught must become part of the students' speech, something they will use outside the classroom.

Teaching vocabulary of language can be done in various ways, whether through individual words or in context. Lado (1988:79) states that vocabulary, because of its direct association with meaning, may be the most important single factor in learning a second language and adult intuitively seeks out the meaning of words in learning a second.

The concept viewing that teaching vocabulary is more important than teaching grammar of language is based on the notion that a person who knows the meaning of all the words of an utterance but none of its grammar will understand most of the message. Whereas, another who knows all of the grammar and none of the words will understand very little of anything.

6. Role of vocabulary in language skills

a. Role of vocabulary in reading

Vocabulary is a very important language component in reading comprehension. Without having good vocabulary mastery, a reader will not be able to deicide all the messages written in the text successfully. By having vocabulary mastery, we can identify the meaning of certain difficult words of phrases and sentences.

Some words have implicit and explicit meaning depending on the authors' perception. We can select a word among others to fit on the context. The implicit meaning of certain words need a reader's creative thinking skill to be able to gain all of the meaning, commonly, a reader who has low vocabulary mastery, usually opens dictionary to look up the meaning of certain difficult words. However, he/she fails to interpret the text appropriately.

A word is single unit that has a meaning and it can come throughout a sentence or paragraph to support ideas. While students' comprehension depend on grasping words meaning of grouping meaning word so that the sentence and paragraph become intelligible.

In accordance with the explanation above, it can be concluded that the success in reading comprehension is based on how far the students or readers master or recognize words.

b. Vocabulary in writing, speaking and listening

Developing writing skill is relevant to developing vocabulary mastery. The students can write on a given topic depend on their vocabulary mastery.

Besides that, developing speaking and listening skill are also relevant to the vocabulary mastery. Then a listener can comprehend the speech well as long as he knows the meaning of words he/she hear.

In English classroom, the teachers usually develop the students vocabulary mastery for speaking skill by trying to speak English. The students in this case, will be motivated to imitate their teacher. This also happens in developing writing and listening skill.

7. The Grouping of Vocabulary Items

Since vocabulary consists of a series of interrelating system. There seems to be clear case for presenting to the students in a systematized manner. Gairns and Redman (1986:69) makes several groups of vocabulary

a. Items related by topic

This one is the most common and useful groupings found in course book. For example, type of fruits, living room furniture, etc.

b Items grouped as an activity or process

For example, the step involved in starting a car, buying a house, etc. these are showing the process.

c. Items which are similar in meaning.

These items sometimes make confusing. For example, pretty, lovely, attractive. Then, the groups that are commonly taught sets such as 'ways of walking' (e.g. limp, tiptoe,) or 'ways of looking' (e.g. peer, glance, stare, etc)

d. Items which from fairs

This can be synonyms, contrasts and opposites. For example, old/new, buy/sell, lend/borrow.

e. Items along a scale or line (illustrate difference of degree)

For example, - human age: a child/ teenager/ an adult.

- grade: excellent/ very good/ good/ weak.

f. Items forming a set of idioms or multi-words verbs

For example: to ring up, call up, to get through.

BAB III

RESEARCH METHOD

This chapter discussed the method, population and sample, instrument of the research, procedure of the collecting data and technique of data analysis.

A. Research Design

In doing the experimental method, the researched used a pre-test and post-test. The research design as follows:

Pre-test	Treatment	Post-test
X1	O	X2

Notation:

X_1 = Pre-test

O = Treatment

X_2 = Post-test

1. Pretest

Before giving treatment, the students were given a pre-test. The pre-test is use to identify students' prior knowledge about English register. It was to know the students previous English register mastery before treatment.

2. Treatment

After doing the pretest, the students received the treatment by using CTL method that the teacher applied in the classroom as the following steps:

a. In the opening the teacher though the material greeting and introduction using questioning method

1. The teacher asked the material to the students after collected some vocabulary relate the theme after that, the teacher gave an opportunity to the students made some questions relate the material

2. Every student could answer the question based on the question who had given for example: one of the students or teacher asked about the meaning of the word, how to thing work, etc. and the other students can answer it.

b. In the main activity the teacher though the material verbs and expressions used to ask and explain how to things work by using modeling method.

1. The teacher had act the model how to learn the material so that the students understand

2. The teacher had arrange the students to made a fair a group, one or two of students come in front of the class as models to simulate the material of vocabulary and then the students bring something like nut, screwdriver and etc so that the students easy to get expression of the vocabulary that will be use.

3. Through vocabulary who had the students learning from the material, the students had act the model in the class, every topic have the answer of the tasks like identify an object, describing function of object and complete the sentences.

c. The teacher though objects for description in the theme adjectives showing using learning community method.

1. The teacher explain about that topic and had given motivation so that the students interest to learn

2. The teacher arranges to the students to form small group and every group consist by 3-4 students to collect some vocabulary relate the material they are: tools in workshops like, file, chisel, wrench, screwdriver, spade, chopper. and tools for the carpenters like, hand-drill, electric drill, axe, hammer, hacksaw, etc.

d. The researcher had taught back about object for description in the theme physical (appearance) and non physical (characteristic) using inquiry method.

   1. The teacher got to the students could collecting many vocabulary relate the topic

   2. The students collecting the vocabulary through physical of thing like: drill, screw, spanner, hammer, a pair of scissor. Wrench, shear, etc.

   3. The teacher got some of the students to took the data from the other students to measure so far their ability in Mastering vocabulary

3. **The post-test**

   After giving treatment, the researcher gave the post-test to the students, which have the same item given in the pre-test. It s aim to find out the result of treatment, whether it was different from the pre-test not.

4. Comparison

This procedure compared the result for pretest and posttest of the group to see the students' improvement

B. Research Variables and Indicators

1. Variables of the Research

Variable is object of research or that become the focus of the research (Arikunto, 1998). This research has two variables, namely:

a. Dependent variable is English registers of the students

b. Independent variable the use of Contextual Teaching and Learning approach

2. Indicators of the Research

Indicators of the research were students of automotive class, electro class and computerization class of SMK Muhammadiyah 2 Bontoala Makassar.

C. Population and Samples

1. Population

The population is object of the research (Sujana. 1992 : 5). The object of the research is the second year of SMK 2 Muhammadiyah Bontoala Makassar in academic year 2009/2010. A number of the population was 110 students.

2. Sample

The sample was type of the population takes as representative to be used as the object of the research (Marison, 2001 : 93). The random sampling technique was used by choosing the automotive class, electro class and

computerization class of the second year of SMK 2 Muhammadiyah Bontoala Makassar as the sample.

D. Instrument of the Research

The research instrument was used objective test of vocabulary, which consists of pre-test and post-test. The pre-test were given before the treatment and post-test were given after the treatment.

E. Procedure and Data Collection

1. One class was assigned. I.e. experiment group. The students are treated based on the contextual method, the material taken of the book references that apply in the school.

2. For the first meeting, both experimental group control group was given pre-test and the writer records them

3. The next meeting, experimental class was received the treatment eight times. During treatment was going, the treatment class though through CTL

The treatment process, all the material modified into contextual (related to the students' daily activities). Every meeting, researcher divides authentic material to the students.

4. For the control class they were though with traditional method only.

   1. post-test

      The students were given post-test. The writer writes the both groups to see the progress of students' improvement.

2. comparison

The last procedure compared the result for pre-test and post-test of the group to see the students' improvement.

F. Data analysis technique

In analysis of the data, the researcher was collected through the pre-test and post-test. The researcher analyzed by using this classification procedure.⊘

1. Classifying the score based on the following classification

No	Classification	Score
1	Excellent	9,6 – 10
2	Very good	8,6 – 9,5
3	Good	7,6 – 8,5
4	Fairly good	6,6 – 7,5
5	Fair	5,6 – 6,5
6	Poor	4,6 – 5,5
7	Very poor	0,6 – 4,5

(Depdikbud: 1994

2. Scoring the students' answer by using the following formula

$$score = \frac{student's\ correct}{total\ number\ of\ item} \times 10$$

3. To finding the improvement of the students' registers the formula as follows;

$$p = \frac{X2 - X1}{X1} \times 100$$

Where:

P: Percentage of the students

X1: The mean score of pretest

X2: The mean score posttest

4. Calculating the mean score by using the following formula

$$\bar{X} = \frac{\sum X}{N}$$

Where =

$\sum X$ = sum of x scores

N = number of cases

X = mean score

5. Finding out the significance difference between pretest and posttest of students vocabulary development, the writer calculated the value of the t–test as follows:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T = test of significance

D = the difference between the match pairs (X2 – X1)

$\overline{D}$ = the mean of DS

$\sum D^2$ = the sum of D square

$(\sum D)^2$ = The square of $\sum D^2$

N = the Number of Subject

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research and its discussion. The finding cover the description of the data of the research collected through the test. In the discussion part, the writer presents the interpretation of findings.

A. Findings

The research findings consist of the students' English Register achievement affected by CTL, mean score of pre-test and post-test of the students and the significant difference between pre-test and post-test. Thus the objectives of the study are accumulated as a whole in table 1.

1. The Students' English Register achievement affected by CTL

Table 1: The frequency of the students' English Register achievement

variables	Pre-test (X_1)	Post-test (X_2)	Improvements (100%)
Automotive class	5.2	7.4	42.30
Electro class	5.9	8.2	38,98
Computerization class	5.3	7.6	43.39
$\sum$	16.4	23.2	125.67
$\bar{x}$	5.5	7.8	41.81

The table above showed that the students of mean score from the result of pre-test and post-test. The mean score of pre-test was 5.5 and the post-test was 7.8 and the improvement was 41.81%. The table above also showed that all of the score of post-test was higher that score of pre-test. The mean score of automotive class in pre-test was 5.2, while the post-test was 7.4 and the improvements was 42.30%. The mean score of electro class in pre-test was 5.9,

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the post-test is 8.2 and the improvements i s38.98%. The mean score of computerization class in pre-test is 5.3, while the post-test is 7.6 and the improvements is 43.39%. It indicates that teaching English registers through the CTL is effective. It also supported by highly percentage of improvement.

2. Mean score of pre-test and post test of the students

This section shows data analysis of t-test for indicating the significant differences between pre-test and post-test. After calculating the result of the students pre-test and post-test, the mean score is presented in the following table:

Table 2: The mean score of the students pre-test and post-test

Test	Mean score	Category
Pre-test	5.5	Fairly poor
Post-test	7.8	Good

The table above indicates that the mean score of the students' pre-test was 5.5 while the mean score of post-test was 7.8. It reveals that the mean score the pre-test is obtained was different. The total score of the students' pre-test was 165 while the total score of the students' post-test was 234 (see appendix).

Automatically, the mean score indicates that using CTL approaches can improve students' English register for the second year students of SMK Muhammadiyah 2 Bontoala Makassar.

3. **The Significant Difference between Pretest and Posttest**

Table 3

The significant of English registers developing in automotive class, electro class and computerization class through CTL

Variable	T-test	T-table	Comparison	Classification
Automotive class	5.433	2.262	t-test > t-table	Significant
Electro class	12.51	2.262	t-test > t-table	Significant
Computerization class	20.51	2.262	t-test > table	Significant

The table above illustrates that there is a significant difference between pre-test and post-test of automotive class in which t-test is 5.433 and t-table value through statistically different at level of significance 0.05 with the degree of freedom (df) = n – 1, where n = number of students (10). Therefore, n – 1, 10 – 1= 9 and got score 2.262. After comparing the result pre-test and post-test, it can be assumed that t-test value is higher than t-table value. In this case, the score is 5.433 > 2.262.

Again, there is a significant difference between pre-test and post-test of electro class in which t-test was 12.51 and t-table value through statistically different at level of significance 0.05 with the degree of freedom (df) = n – 1, where n = number of students (10). Therefore, n – 1, 10 – 1= 9 and got score 2.262. After comparing the result between pre-test and post-test, it can be assumed that t-test value is higher than t-table value. I this case, the score is 12.51> 2.262.

At last, there is also significant difference between pre-test and post-test of computerization class in which t-test is 20.52 and t-table value through statistically different at level of significance 0.05 with the degree of freedom (df) = n − 1, where n = number of students (10). Therefore, n − 1, 10 − 1 = 9 and got score 2.262. After comparing the result between pre-test and post-test, it can be assumed that t-test value is higher than t-table value. I this case, the score is 20.52 > 2.262

From the data above, it can be concluded that the development of English registers is significant because all term is significant. The most significant is in computerization class.

Table 4

Distribution the Value of t-test and t-table

t-test	t-table
21.82	2.045

The result of statistical analysis in the level of significance (ρ) = 0.05 and t-test value = 21.82. While the value of t-table = 2.045. Therefore, it means the t-test value is greater than t-table value (t-test = 21.82 > t-table = 2.045). It indicates that the CTL approach can improve the students' English registers.

B. Discussion

In this part, the researcher would like to discuss the result of findings. The discussion aims at describing the students' English registers development for automotive class, electro class and computerization class and the English registers in general after the application of the Contextual Teaching and Learning.

1. The development of the students' vocabulary in automotive class

Table 4

Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6 – 10	0	0%
2	Very good	8.6 – 9.5	0	0%
3	Good	7.6 – 8.5	0	0%
4	Fairly good	6.6 – 7.5	0	0%
5	Fair	5.6 – 6.5	4	40%
6	Poor	3.6 – 5.5	5	50%
7	Very poor	0.0 – 3.5	1	10%
	Total		10	100%

Based on the data, we can see that before giving the treatment the students' English registers are classified into very poor, poor and fair. There is 1 (10%) students in very poor, 5 (50%) in poor classification and 4 (40%) in fair classification. While, the mean score of automotive class pre test is 5.2. Most of the students are lack of vocabulary and low ability to understand the items test given.

Table 5
Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6 – 10	0	0%
2	Very good	8.6 – 9.5	0	0%
3	Good	7.6 – 8.5	5	50%
4	Fairly good	6.6 – 7.5	2	20%
5	Fair	5.6 – 6.5	3	30%
6	Poor	3.6 – 5.5	0	0%
7	Very poor	0.0 – 3.5	0	0%
	Total		10	100%

After giving treatment for four meetings where the CTL techniques as the teaching, the students' achievements is classified into fair, fairly good, and good. There is 3 (30%) in fair, 2 (20%) in fairly good and 5 (50%) in good classification. Then, the mean score of automotive class post test is 7.4 It is higher than the mean score of pre test. After calculating the data statistical analysis of T-test for noun post test, it indicated that T-test value 5.433 was greater than T-table 2.262.

From the data above, it can be concluded that the students' English development in automotive class is significant. It also indicates that the research done is effective.

2. The development of the students' English registers in electro class

Table 6

Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6 – 10	0	0%
2	Very good	8.6 – 9.5	0	0%
3	Good	7.6 – 8.5	5	50%
4	Fairly good	6.6 – 7.5	1	10%
5	Fair	5.6 – 6.5	6	60%
6	Poor	3.6 – 5.5	3	30%
7	Very poor	0.0 – 3.5	0	0%
	Total		10	100%

Referring to the elaborated data, we can have a look that before giving the treatment the students' vocabulary is classified into poor, fair and fairly good classification. There is 3 (30%) students in poor and 6 (60%) in fair classification and 1 (10%) in fairly good classification. While, the mean score of electro class pre test is 5.9. Most of the students are lack of vocabulary and low ability to understand the items test given.

Table 7

Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6 – 10	0	0%
2	Very good	8.6 – 9.5	2	20%
3	Good	7.6 – 8.5	7	70%
4	Fairly good	6.6 – 7.5	1	10%
5	Fair	5.6 – 6.5	0	0%
6	Poor	3.6 – 5.5	0	0%
7	Very poor	0.0 – 3.5	0	0%
	Total		10	100%

After giving treatment for four meetings where the CTL technique as the teaching, the students' achievements is classified into fairly good, good and very good classification. There is 1 (10%) in fairly good, 7 (70%) in good, 2 (20%) in very good classification. Then, the mean score of electro class post test is 8.2. It is higher than the mean score of pre test. After calculating the data statistical analysis of T-test for electro class post test, it indicated that T-test value 12.51 is greater than T-table 2.262.

From the data above, it can be concluded that the students' English registers development in electro class is significant. It also indicates that the research done is effective.

3. The development of the students' English registers in computerization class.

Table 8

Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6 – 10	0	0%
2	Very good	8.6 – 9.5	0	0%
3	Good	7.6 – 8.5	0	50%
4	Fairly good	6.6 – 7.5	1	10%
5	Fair	5.6 – 6.5	3	30%
6	Poor	3.6 – 5.5	5	50%
7	Very poor	0.0 – 3.5	1	10%
	Total		10	100%

Referring to the elaborated data, we can have a look that before giving the treatment the students' vocabulary is classified into very poor, poor and fair and fairly good classification. There is 1 (0%) students in very poor, 5 (50%) in poor, 3 (30%) student in fair and 1 (10%) in fairly good classification. While, the mean score of pre test is 5.3. Most of the students are lack of vocabulary and low ability to understand the items test given.

Table 9

Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6 – 10	0	0%
2	Very good	8.6 – 9.5	1	10%
3	Good	7.6 – 8.5	3	30%
4	Fairly good	6.6 – 7.5	4	40%
5	Fair	5.6 – 6.5	2	20%
6	Poor	3.6 – 5.5	0	0%
7	Very poor	0.0 – 3.5	0	0%
	Total		10	100%

After giving treatment for four meetings where the CTL as the teaching, the students' achievements were classified into fair, fairly good, good and very

good. There is 2 (20%) in fair, 4 (40%) in fairly good, 3 (30%) in good and 1 (10%) in very good classification. Then, the mean score of computerization class post test is 7.6. It is higher than the mean score of pre test. After calculating the data statistical analysis of T-test for verb post test, it indicated that T-test value 20.51 is greater than T-table 2.262.

From the data above, it can be concluded that the students' vocabulary development in terms of adjective is significant. It also indicates that the research done is effective.

4. The test of significance

Referring to the elaborated data in the previous part, it can be see that the mean score of automotive class post test 7.4 is higher than pre test 5.2, then, the electro class post test mean score 8.2 is higher than pre test 5.9 and then the computerization class post test mean score 7.6 also is greater than pre test 5.3.

The calculating of t-test is also higher than t-table. In term of automotive class, t-test value 5.433 is higher than t-table value 2.262, in term of electro class, T-test 12.51 is higher than T-table 2.262 and in term of computerization class, the t-test value 20.51 is also higher than T-table 2.262. Then, the calculation of post test T-test value in totally is higher than T-test of post test. It is 21.82 > 2.045.

Since the t-test value is higher t-table, it can be concluded that the development of students' English registers is significant.

CHAPTER V

CONCLUSION AND SUGGESTION

The chapter presents the conclusion and suggestion based on the finding and discussion on the data analysis.

A. Conclusion

In accordance with the findings and discussion presented in the previous chapter, the writer formulates conclusion as follows:

1. English registers through CTL can improve the students' English registers. It is shown by the mean score of the students' improvement in automotive class, electro class and computerization class. Pre test of automotive class (5.2) get improvement in the post test (7.4), pre test of electro class (5.9) get improvement in the post test (8.2) and the pre test of computerization class (5.3) get improvement in the post test (7.6).

2. There is a significant difference between the result of the students' pre test and post test through the CTL.

3. It indicates that Contextual Teaching and Learning approach is an effective way to use in improving the students' English Registers.

B. Suggestion

Considering the points of the conclusion above, the writer recommends several suggestions as follows:

1. The English teachers are suggested that the apply CTL approach as one of the alternatives way in teaching English Registers because it can improving the students' English registers

2. The students should be involved more in the learning process because it will build up the students' understanding of vocabulary.

3. The researcher can know that Contextual Teaching and Learning is a good technique in teaching English registers and will apply CTL in improving English vocabulary.

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CURRICULUM VITAE

INDRAWATI, was born in Banua, September 24th 1987. She is the daughter of Mr. Mukaddas and Mrs. Marawali. She has two brother and four sisters. In 2001, intered elementry school at SD Neg 140 Duampanua. He gradueted in 2003 at junior high school of SMP Neg 2 Duampanua, and graduated in 2005 at Senior high school in SMAN 1 Lembang. One year later he continued his study at English Depertement, Teching Training and Education Faculty, Muhammadiyah University Makassar in 2010.

APPENDIX A

PRE-TEST

1. A pair of shears is called .... in bahasa Indonesia
2. .... is called gergaji in bahasa Indonesia
3. Tang is called .... in English
4. Kunci inggris is called .... In English
5. A spanner is called .... in bahasa Indonesia
6. A screw driver is called .... in bahasa Indonesia
7. .... is called kikir in bahasa Indonesia
8. .... is called palu in bahasa Indonesia
9. Tool kids are called .... in bahasa Indonesia
10. A hand driller is called .... In bahasa Indonesia

Fill in the blank with the appropriate word!

Drill	*screw*	*hammer*	*shear*	*tool kit*
Pair of scissor	*spanner*	*wrench*	*a tool*	*shears*

1. They are used for shearing sheep to get wool. They are called ....
2. You should keep all the tools in it. What is it? It is called ....
3. This is an instrument for turning nut on screw. This called ......
4. Before you screw in the nut, you have to .... the wood first
5. You need it when you want to cut a piece of paper into small piece. It is called
   ....
6. A .... Is to turn bolt

7. A hammer is an example of ......

8. A carpenter needs to .... the bolts to the frame on the window

9. In order to deepen the nail into the wood, you have to use a ....

10. You need to .... the hedge so your house looks tidy

Complete these sentences using please don't + one of the instructions from the box

a. go away	e. go out now
b. buy those shoes	f. switch of the light
c. smoke to much	g. tell him about my plan
d. go to work today	h. touch the electric wire

1. Please don't go. It is still raining
2. _____. it is a high voltage
3. _____. you are not well enough
4. _____. they are not too expensive
5. _____. I don't want him to know
6. _____. it is very dark in this room
7. _____. it is not good for your health
8. _____. I want you to stay with me

APPENDIX B

POST-TEST

A. Study the following sentences and then rewrite them as the example!

1. I cut the paper with a pair of scissors

   I use a pair of scissors to cut the paper

2. She opens the oil can with a tin-opener

3. We draws a circle using a pair of compasses

4. He breaks the piece of wood with his hands

5. the plumber bends the pipe using a hammer

6. the students draw a straight line with a ruler

7. the electrician cuts the cable with a pair of pliers

8. the welder protects him eyes using a pair of goggles

9. the workers bring the bricks here using a wheel-barrow

B. Write questions with what does/do ....? And then answer them.

10. You want to lift a car. What do you use to lift it?

    I use a screw-jack to lift the car.

11. She wants to write a letter. What does she use to write it? (a pen)

12. We want to smooth the iron rod. (a file)

13. The bricklayer wants to mix the mortar. (hoe)

14. The driver wants to inflate the tyres. (a pump)

15. The electrician want to cut the cable. (pliers)

16. The carpenter wants to cut the planks. (a handsaw)

17. The workers want to carry the big boxes. (a wheel-barrow)

18. The technician wants to measure the heat. (a thermometer)

C. combines these two sentences in one! Study the example.

19. The man wants to make the rod smooth. He will use a file.

    The man will use a file to make the rod smooth

20. The workers want to hold the rod tightly. He will use a vice

21. The h to make a hole in steel plate of metal. He will use a drill

22. The man wants to cut the piece of metals. He will use a hacksaw

23. The carpenter wants to make a wooden toy. He will use a sharp chisel

24. The craftsman wants to make household equipments. He will use aluminum

25. The driver wants to remove a nail from a tyre. He will use a pliers

26. The workers want to protect their hands from injury. They will use gloves

APPENDIX C

RESEARCH FINDING

1. PRE-TEST

The result of data pre-test was calculated to find out the mean score of the students:

Mean score:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{165}{30}$$

$$\bar{X} = 5.5 \text{ (fairly poor)}$$

2. POST-TEST

The researcher analyzed of the data of post-test to know whether or not there is significant different of students' English register achievement before and after learning by using CTL.

Mean score:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{234}{30}$$

$$\bar{X} = 7.8 \text{ (good)}$$

3. T-test

In order to see the score of the students, test was statically applied as follows:

$$\bar{D} = \frac{\Sigma D}{N}$$

$$\bar{D} = \frac{68.3}{30}$$

$$\bar{D} = 2.27$$

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{n}}{n(n-1)}}}$$

$$= \frac{2.27}{\sqrt{\dfrac{165.73 - \dfrac{(68.3)^2}{30}}{30(30-1)}}}$$

$$= \frac{2.27}{\sqrt{\dfrac{165.73 - 155.49}{870}}}$$

$$= \frac{2.27}{\sqrt{\dfrac{10.24}{870}}}$$

$$= \frac{2.27}{\sqrt{0.011}}$$

$$= \frac{2.27}{0.104}$$

$$= 21.82$$

The mean score of automotive class

Pre-test   post-test

$$\bar{x} = \frac{\Sigma x}{N}$$ $$\bar{x} = \frac{\Sigma x}{N}$$

$$= \frac{52.6}{10}$$ $$= \frac{74.7}{10}$$

$$= 5.2$$ $$= 7.4$$

The mean score of electro class

Pre test   post-test

$$\bar{x} = \frac{\Sigma x}{N}$$ $$\bar{x} = \frac{\Sigma x}{N}$$

$$= \frac{59}{10}$$ $$= \frac{82}{10}$$

$$= 5.9$$ $$= 8.2$$

The mean score of computerization

Pre test   post-test

$$\bar{x} = \frac{\Sigma x}{N}$$ $$\bar{x} = \frac{\Sigma x}{N}$$

$$= \frac{53}{10}$$

$$= 5.3$$

$$= \frac{76}{10}$$

$$= 7.6$$

T- Test Value

1. Automotive class

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(D)^2}{N}}{N(N-1)}}}$$

$$D = \frac{\Sigma D}{N} = \frac{21.3}{10} = 2.13$$

$$= \frac{2.13}{\sqrt{\frac{59.27 - \frac{(21.3)^2}{10}}{10(10-1)}}}$$

$$= \frac{2.13}{\sqrt{\frac{59.27 - \frac{453.69}{10}}{90}}}$$

$$= \frac{2.13}{\sqrt{\frac{13.91}{90}}}$$

$$= 5.433$$

2. Electro class

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(D)^2}{N}}{N(N-1)}}}$$

$$D = \frac{\Sigma D}{N} = \frac{23.4}{10} = 2.34$$

$$= \frac{2.34}{\sqrt{\frac{57.92 - \frac{(23.4)^2}{10}}{10(10-1)}}}$$

$$= \frac{2.34}{\sqrt{\frac{57.92 - 54.75}{90}}}$$

$$= \frac{2.34}{\sqrt{\frac{3.17}{90}}}$$

$$= 12.51$$

3. Computerization class

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(D)^2}{N}}{N(N-1)}}}$$

$$D = \frac{\Sigma D}{N} = \frac{25.6}{10} = 2.5$$

$$= \frac{2.5}{\sqrt{\frac{65.79 - \frac{(25.6)^2}{10}}{10(10-1)}}}$$

$$= \frac{2.5}{\sqrt{\frac{65.79 - 65.53}{90}}}$$

$$= \frac{2.5}{\sqrt{\frac{0.26}{90}}}$$

$$= 20.51$$

The development of automotive class

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{7.9 - 5.2}{5.2} \times 100\%$$

$$= 42.30\%$$

The development electro class

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{8.2 - 5.9}{5.9} \times 100\%$$

$$= 38.98\%$$

The development of computerization class

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{7.6 - 5.3}{5.3} \times 100\%$$

$$= 43.39\%$$

APPENDIX D

The result of student's pre-test and post-test

No	Subject (N)	Pre-test (X_1)	Post-test (X_2)	Gain (D) (X_2-X_1)	D^2
1	AM	5.6	8.0	2.4	5.76
2	AS	6.5	8.1	1.6	2.56
3	A	5.5	7.5	1.3	1.69
4	AK	5.5	8.4	2.9	8.41
5	A	4.5	6.0	1.5	2.25
6	AS	3.5	6.5	3	9
7	A	5.0	7.2	2.2	4.84
8	DD	4.5	6.5	2	4
9	DAI	5,6	8.0	2.4	5.76
10	N	6.5	8.5	2	4
11	M	6.5	8.4	1.9	3.61
12	M	5.2	8.5	3.3	10.89
13	MA	6.6	8.0	1.4	1.96
14	NF	6.0	8.5	2.5	6.25
15	RH	5.5	7.7	2.2	4.84
16	AR	6.5	8.5	2	4
17	AHF	6.5	8.5	2	4
18	AR	6.0	8.7	2.7	7.29
19	F	6.0	9.2	3.2	10.24
20	HH	4.5	6.7	2.2	4.84
21	H	4.0	7.0	3	9
22	KSS	3.5	6.5	3	9
23	MY	5.0	7.5	2.5	6.25
24	M	4.5	7.0	2.5	6.25
25	MI	6.7	8.5	1.8	3.24
26	MRM	6.0	9.5	3.5	12.25
27	MCI	6.5	8.5	2	4
28	MSZ	4.8	6.5	1.7	2.89
29	MTM	5.5	7.6	2.1	4.41
30	M*TI	6.5	8.0	1.5	2.25
	Σ	$\Sigma X_1=165$	$\Sigma X_2=234$	$\Sigma D=68.3$	$\Sigma D^2=165.3$

Distributions of T-Table

DI	Level of significance for one-tailed test					
	-10	-05	-01	-025	-005	-0005
	Level of significance for two-tailed test					
No	-20	-10	-05	-02	-01	-001
S1.	3.078	6.314	12.707	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.926	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.941
4.	1.533	2.132	2.776	3.747	5.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.589
6	1.440	1.943	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.365	2.998	3.499	5.405
8.	1.397	1.860	2.306	2.896	3.355	5041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.226	2.764	3.169	4.587
11.	1.363	1.769	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.020	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.014
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	2.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819

22	1.321	1.717	2.074	2.508	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.061	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.052	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	**2.045**	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
40.	1.303	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
X	1.285	1.645	2.960	2.326	2.576	3.291

بِسْــــمِ اللّٰهِ الزَّكْمٰنِ الزَّكِيْـــــمِ

PERSETUJUAN JUDUL

Judul Skripsi yang diajukan oleh Saudara:

Nama   : **INDRAWATI**

Stambuk   : 10535 1702 05

Jurusan   : Pendidikan Bahasa Inggris

Dengan Judul :

USING CONTEXTUAL TEACHING AND LEARNING APPROACH TO IMPROVE THE STUDENTS' TECHNICAL TERMS (CLASSROOM ACTION RESEARCH AT SMK 2 MUHAMMADIYAH BONTOALA

Setelah diperiksa/diteliti telah memenuhi persyaratan untuk proses. Adapun pembimbing/konsultan yang diusulkan untuk dipertimbangkan oleh Bapak Dekan/Pembantu Dekan I adalah:

Pembimbing/konsultan   :   **1. Prof. Dr. H.M. Basri Dalle. MS**
                                     2. Dr. Fahmi Room, M.Hum

Makassar, 29 Oktober 2009

Ketua Jurusan
Pendidikan bahasa Inggris

Erwin Akib, S.Pd., M.Pd

Nomor : 0481/FKIP/SKR/A.1-II/X/1430/2009
Lampiran : -
Hal : **PERMOHONAN KONSULTASI PROPOSAL**

Yang terhormat,
    1. Prof. Dr. H.M. Basri Dalle. MS
    2. Dr. Fahmi Room, M.Hum

Di

    Makassar

Assalamu Alaikum Wr. Wb.

Berdasarkan persetujuan Ketua Jurusan Pendidikan bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar tanggal 29 Oktober 2009, perihal seperti tersebut di atas, maka kami harapkan Bapak memberikan bimbingan selama proses penyelesaian skripsi mahasiswa tersebut di bawah ini:

Nama : **INDRAWATI**

Stambuk : 10535 1702 05

Jurusan : Pendidikan Bahasa Inggris

Dengan Judul :

> USING CONTEXTUAL TEACHING AND LEARNING APPROACH TO IMPROVE THE STUDENTS' TECHNICAL TERMS (CLASSROOM ACTION RESEARCH AT SMK 2 MUHAMMADIYAH BONTOALA

Demikian disampaikan, atas kesediaan dan kerjasamanya dihaturkan terima kasih.
Wassalamu Alaikum Wr. Wb.

Makassar, 29 Oktober 2009
Dekan
Fakultas Keguruan Dan Ilmu Pendidikan

Dr. Andi Sukri Syamsuri, M.Hum
NBM. 958363

بِسْــــمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْـــمِ

Nomor : 0796/FKIP /A.5 -II/XII/31/2009

Lampiran : -

Hal : **Pengantar LP3M**

Kepada Yang Terhormat

LP3M Unismuh Makassar

Di-

Makassar

Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut namanya dibawah ini:

Nama : **INDRAWATI**

Stambuk : 10535 1702 05

Alamat : Jl. Mamoa Raya No. 28

Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian skripsi dengan Judul : **Using Contextual Teaching and Learning Approach to Improve the Students' English Registers SMK 2 Bontoala Muhammadiyah Makassar**

Demikian disampaikan atas kerjasama dan kami ucapkan terima kasih.

Makassar, 23 Desember 2009

Dekan,

Dr. A. Syukri Syamsuri, M.Hum
NBM. 858 625

بسم الله الرحمن الرحيم

Nomor	: 839/05/C.4-VIII/XII/31/2009	09 Muharram 1431 H
Lamp	: 1 (satu) rangkap Proposal	26 Desember 2009 M
Hal	: **Permohonan Izin Penelitian.-**	

Kepada Yth,
Bapak / Ibu Kepala Sekolah
Smk 2 Bontoala Muhammadiyah Makassar
di –
       M a k a s s a r

Assalamu Alaikum Wr. Wb

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor : 0796/FKIP/A.5-VI/XII/1431/2009 tanggal 23 Desember 2009, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	: **I N D R A W A T I**	
No. Stambuk	: 10535 1702 05	
Jenis Kelamin	: Perempuan	
Fakultas	: Keguruan dan Ilmu Pendidikan	
Jurusan	: Pendidikan Bahasa Inggris	
Alamat	: Jl. Mamoa Raya No. 28 Makassar	
Pekerjaan	: Mahasiswa	

Bermaksud melaksanakan penelitian/pengumpulan data dalam ranka penulisan Skripsi dengan judul .

" Using Contextual Teaching and Learning Approach to Improve the Students' English Registers SMK 2 Bontoala Muhammadiyah Makassar "

Yang akan dilaksanakan dari bulan   Desember s.d   Februari 2010

Sehubungan dengan maksud tersebut, dimohon kiranya Mahasiswa tersebut dapat diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian permohonan kami, atas perhatian dan kerjasama yang baik diucapkan Jazakumullahu khaeran katziraa.

Wassalamu Alaikum Wr. Wb.

                 Ketua,
              Ub. Sekretaris LP3M,

              Hr. AbuBakar Ishan, MP
              NBM : 101 7716