

# ***THE USE OF CONTEXTUAL TEACHING AND LEARNING METHOD TO IMPROVE THE STUDENTS' UNDERSTANDING ON THE USE OF RELATIVE CLAUSE***

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## **Abstract**

This research was conducted to find out whether or not The Use of Contextual Teaching and Learning Method was Improve Students' Understanding on The use of Relative Clause at Sorong Muhammadiyah University. The research method employed was quasi experimental groups. The population of this research was conducted at fifth semesters on English Education Department at Sorong Muhammadiyah University. The sample was chosen by applying stratified sampling technique. This research assigned two groups namely control and experimental groups. Each group consisted of 20 students.. Instrument of this research was test. The research gets the result that Contextual Teaching and Learning Method was effective to improve students' understanding on the use of Relative Clause. The result of test showed that there was significant progress in students. The results of the research showed that mean score posttest of the experimental group was 84 and the control group was 80. It means that the result of the mean score posttest of experimental group is higher than control group. By using the degree of significance 5% or 0.05 in the t-table it was gotten 2.021. So that t-test value was more than of t-table value ( $H_1: 5,31 > 2.021$ ), So that alternative hypothesis is accepted, while Null hypothesis is rejected ( $H_0: 5,31 < 2.021$ ). It can be proved that there was a significant on Contextual teaching and Learning method to improve students' understanding on the use of relative clause.

Key words: Relative Clause, Contextual Teaching and Learning.

## **Introduction**

The learning process of English Grammar especially for Relative Clause at Sorong Muhammadiyah University still included difficult material for students. Base on the statement of the student some time ago to the research that student thought the material was boring and make confused in the application of the material and then they still difficult distinguishes using That, Who, Which, Where, When, Whom, and Whose used in the Relative Clause sentece. Of course it becomes the challenge for the researcher find out the way so that able to changed their opinion and improve their

understanding of the use of relative clause.

Based on facts above the researcher was changed the paradigm to optimize student learning relative clause through Contextual Teaching and Learning (CTL) Methods so that students was able to fully understand the relative clause learning. Students more active in the learning process and change students' paradigm, relative clause be fun subjects.

CTL method allows a quiet and pleasant learning because learning was done naturally, so that students can practice directly learned. Contextual learning

encourages students to understand the nature, meaning and benefits of learning that allows students diligent and motivated to keep learning, even addicted to learning. The condition was realized, when students was aware of what they need in life and how to reach it. Students was curious and have the potential to satisfy his curiosity. Therefore, the most important task of the teacher was a fun condition learning environment in order to arouse the curiosity of all students so that improve interest or students motivated to learn. By using CTL at Sorong Muhammadiyah University was expected to change the learning process becomes more optimal. Students be motivated to engage in learning so that the learning outcomes would be better.

### **Research Question**

According the background above, the Research Question as follow: Does the Use of Contextual Teaching and Learning Method Improve Students' Understanding on The use of Relative Clause at Sorong Muhammadiyah University?

### **The Objectives of the Research**

Objective of the research was to measure whether Contextual Teaching and Learning Method was Improve Students' Understanding on The Use of Relative Clause at Sorong Muhammadiyah University.

### **Literature Review**

Many researcher was conducted this research, they are; Suparman, et. al. (2013) on their research focusing on Achievement Motivation upon Students' Writing Competency for The Tenth Grade Students of SMAN 1 Keruak. The findings of the research are (1) students taught using contextual teaching and learning approach can significantly achieve better in writing than those taught by using conventional approach, (2) there is a significant interaction between

contextual teaching and learning approach and achievement motivation upon students' writing competency, (3) for students with high achievement motivation, students' taught using contextual teaching and learning approach achieved significantly better than those who were taught using conventional approach, (4) for students' with low achievement motivation, there is a significant difference between the students who taught using contextual teaching and learning approach and those who taught using conventional approach.

Satriani, et. al. (2012) on their research focusing Teaching English writing to second graders of a Junior High School in Bandung found that the teaching writing program was successful to improve students' recount writing skill. Specifically, they showed some improvement on schematic structure, grammar roles, and graphic features. Moreover, the data from observation, interview, and documentation of students' text showed some benefits of CTL. Based on these findings, it was recommended that CTL be implemented in teaching writing.

Rokni and Rahmani (2012) on their research focusing An Investigation of the Learn ability of Relative Clauses by EFL Learners the The findings show that the acquisition or frequency rank order of four types of relative clauses was  $OS > OO > SS > SO$ , and that OS and OO relative clause types would be easier to acquire than SS and SO types.

Based on the description above, this research was different with the previous studies above. In this research the researcher was study about The Use of Contextual Teaching and Learning Method to Improve Students' Understanding on The use of Relative Clause at Sorong Muhammadiyah University.

## Definition of Contextual Teaching and Learning

According to Almahdali (2013) Contextual Teaching and Learning (CTL) is a learning system that matches the performance of the brain, to develop patterns that create meaning, by linking academic content to the context of everyday life learners.

CTL-called contextual approach because the concept of learning that help teachers to link between the content to be studied with real-world situations students and encourage students to make connections between the knowledge possessed by its application in their lives as members of society. According to the Ministry of Education (cited in Almahdali, 2013) teachers have to implement some of the following:

- 1) Studying the concept or theory that will be studied by students.
- 2) Understand the background and life experience of students through the review process carefully.
- 3) Learning environment and residential school students who subsequently choose with the concept or theory that will be discussed in contextual learning.
- 4) Designing teaching by linking the concept or theory studied by considering the experience of its students and their environment.
- 5) Carry out an assessment of student understanding, the results of which will be used as material against the plan and its implementation.

### The Characteristic of CTL

According to Johnson (cited in Nur, 2013), there are eight components becomes the characteristic of CTL, namely:

- a) Making Meaningful Connection  
The student able to change self as the human who active learn in developing their self dream , the human able to

work individual or in the group, and the human able to learning by doing.

- b) Doing Significant Work  
The student makes relationships between school and the other context in reality life as business actor and the member of the community.
- c) Self-Regulated Learning  
The student doing the significance activity: have the purpose, connection with other people, and have real production.
- d) Collaborating  
The student can be collaborating. A teacher and student effective work of group, the teacher helps student understand how they each other influence and communicating.
- e) Critical and Creative Thinking  
The student able to used thinking higher and creative: can analyzing, make synthesis, done the problem, make statement, and using the logic and real reason.
- f) Nurturing The Individual  
The students keep their self: know, give the care, and give high dream, motivating and stronger their self. The student could not goal without support of old man.
- g) Reaching High Standard  
The student introduce and reaching high standard: identification the purpose and motivating student to reach. The teacher show to student the way to reach what the namely "excellence".
- h) Using Authentic Assessment.  
The student use academic knowledge in the context of real world for a meaning purpose. For example, the student can descriptive academic information have been they study for publishing in real life.

### The Components of CTL

According to Trianto (2007), Contextual Teaching and Learning (CTL) has main components, as follow: Constructivism, Inquiry, Questioning, Learning

Community, Modeling, Reflection, and Authentic Assessment.

### The Strategy of CTL

The implementation of CTL or contextual approach, there are some strategies that teachers use in the classroom. Some teachers in America had implemented the strategies. There are five strategies proposed by Crawford They are relating, experiencing, applying, cooperating, and transferring. It has the famous abbreviation that is REACT (Satriani, et al: 2012:12-13) as follows: Relating, Experiencing, Applying, Cooperating, Transferring.

### The Benefits and The Weakness of CTL

The benefits and the Weakness of CTL (Almahdali : 2013) :

#### 1) Benefit

The benefits of CTL as follow:

- (a) Learning becomes more meaningful and real.
- (b) Learning more productive and able to foster the strengthening of the concept to the students.

#### 2) Weakness

The weakness of CTL as follow:

- (1) Teachers are more intensive in the lead. Because the CTL method, Teachers no longer serves as a center of information.
- (2) The task is to manage the classroom teacher as a team that works together to discover new knowledge and skills for students.
- (3) Teachers provide opportunities for students to discover or implement their own ideas and invite students for being aware and consciously use their own strategies for learning.

### Relative Clause

#### a. Definition of Relative Clause

The relative clause is a clause which modifies a noun or noun phrase (Richards et al., in Tse & Hyland).

Relative Clause (RC) as one of the most familiar types of subordinate clause, has attracted the attention of second language acquisition researchers and educators due to its complex structures (Gass & Selinker, in Rokni and Rahmani : 2012) and the apparent difficulty to language learners.

#### b. Pronoun Used in Relative Clause

Relative pronouns are used to link two sentences that have the same noun or pronoun in them (Swick, 2005) Relative pronouns form the beginning of a relative clause. In English there are five basic relative pronoun forms:

- a) That \_ used when referring to either an animate or inanimate noun
- b) Who \_ used when referring to an animate noun
- c) Which \_ used when referring to an inanimate noun
- d) Whose \_ used as a possessive
- e) Elliptical relative pronoun \_ occurs when the relative pronoun is omitted

There are two types of relative clauses (Thomson and Martinet. 1986):

#### 1) Defining Relative Clauses

These describe the preceding noun in such a way to distinguish it from other nouns of the same class. A clause of this kind is essential to clear understanding of the noun.

Table 2.1. Defining Relative Pronouns

The Function	Subject	Object	Possessive
For people	Who That	Whom/Who That	Whose
For things	Which That	Which That	Whose Of which

#### 2) Non-defining Relative Clauses

Non-defining relative clauses are placed after nouns which are definite already. They do not therefore define the noun. But merely add something to

it by giving some more information about it. They are not essential in the sentence and can be omitted without causing confusion. They are separated from their noun by commas. The pronoun can never be omitted in a non-defining relative clause (Swick, 2005).

Table 2.2. Non-defining relative clauses

The Function	SUBJECT	OBJECT	POSSESSIVE
For people	Who	Whom/Who	Whose
For things	Which	Which	Whose Of which

### Theoretical Framework

Teaching English Foreign Language has two components namely Language Elements and Language Skill. The research was focused on the Language Elements specifically Grammar on Relative Clause. The researcher was conducted a research on the use of Contextual Teaching and Learning (CTL) Method. To know the Students' Understanding on the use of Relative Clause.

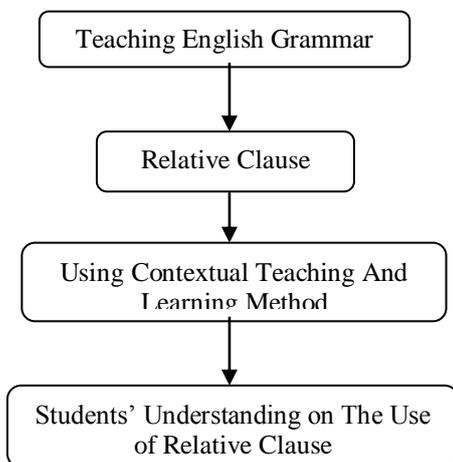


Figure 2.1. Theoretical Framework

### Hypothesis

The Hypothesis of the research are:

- 1) Null Hypothesis ( $H_0$ ): Contextual Teaching and Learning Method does not Improve Students' Understanding on the use of Relative Clause.

- 2) Alternative Hypothesis ( $H_1$ ): Contextual Teaching and Learning Method Improve Students' Understanding on the use of Relative Clause.

### Research Method

The research method of this research was quantitative method. This method can be classified concrete and analyzed. Research design of this research was quasi experimental. This research was conducted by comparing the experimental group (X) and control group (Y). The control group was the class which was not taught Relative Clause by using Contextual Teaching and Learning method. The class which was taught by using Contextual Teaching and Learning method was indicated as experimental group. Both of experimental group and control group in this study were taken from the different students or different classes.

### Population and Sample

Population in the research was fifth semester students of Sorong Muhammadiyah University. The researcher used sampling techniques in this research was Stratified sampling. Sample was taken by using Stratified sampling, the researcher took two classes and the number of sample consists of 40 students, 20 students for experimental group and 20 control group.

### Research Procedures

There are some procedures was conducted as follow:

- 1) Observation  
For the first, the researcher and the English teacher have done the observation the class that be sample, they were experimental group and control group.
- 2) Pre-Test  
The test was very needed by the researcher to make some conclusion. It is done between the treatment and the control group. The control group's test

was as similar as the treatment group's test.

### 3) Treatment

Below are the procedures how to apply Contextual Teaching and Learning (CTL) Method (Marsela, 2014), including Grammar class Understanding especially Relative Clause, in the classroom teaching and learning process:

- a. Improve the understanding that student was learned more effectively through self-learning, self-inquiring, and self-constructing using their own knowledge and experience.
- b. Doing the inquiring activity to achieved desired competences in Relative Clause Understanding.
- c. Create learning community or learning in groups.
- d. Questioning as a learning tool.
- e. Do the reflection in the end of learning to make student feel that they have learned something.

### 4) Post-Test

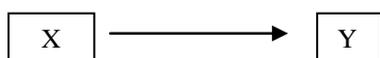
The last step that researcher gave the posttest after given the treatment that was Contextual Teaching and Learning (CTL) Method.

### Research Variable

In this research there two variables, they are: independent variable (X) and dependent variable (Y). Independent Variable is a program or cause that is manipulated by the researcher (Faizah, 2012). It is about learning by using Contextual Teaching and Learning Method. Dependent Variable is the effect that is affected by independent variable (Faizah, 2012). It was the result or score of the students after using Contextual Teaching and Learning Method. In this research the variables are:

The independent variable : Contextual Teaching and Learning Method (X)

The dependent variable : Relative Clause (Y)



### Data Analysis

The formula is also to prove the hypothesis of this research. This research will employ the following formula:

- 1) To calculate the mean score:

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

Where:

$\bar{X}$  = Mean

$\sum X$  = The sum of all score

N = Number of all students

(Gay, 2006)

- 2) To calculate the mean between pretest and posttest

$$M_d = \frac{\sum d}{N}$$

Where:

$M_d$  = Mean from differences of pretest and posttest (Pretest-Posttest)

$\sum d$  = The sum of a difference between pretest and Posttest

N = The sum of subject at sample.

(Arikunto, 2006)

- 3) To calculate the standard deviation of students by using the following formula:

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

Where:

$\Sigma x^2$  = Sum of gain score quadrate

$\Sigma x$  = Sum of gain score

N = the number of subjects

(Arikunto, 2006)

- 4) To analyze the significance of the test

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

Where:

M: mean of each group

N: number of the subject

X: deviation of each score from X2 and X1

Y: deviation of each score from Y2 and Y1  
 $\Sigma^2$ : total score of each group

(Arikunto, 2006)

The scores were classified into levels of classification such as follows:

Table 3.1. Classification Level

No.	Score	Classification
1	95 to 100	Excellent
2	85 to 94	Very good
3	75 to 84	Good
4	65 to 74	Fairly good
5	55 to 64	Fair
6	35 to 54	Poor
7	00 to 34	Very poor

The degrees of freedom by the following formula:

$$df : n_1 + n_2 - 2$$

where:

df: degrees of freedom

$n_1$ : the number of subjects of experimental group

$n_2$ : the number of subjects of control group

(Gay, 2006)

## Finding And Discussion

In this chapter, the research is going to discuss research finding and discussion about result of the data that were collected from the experimental group and control group, the test used of the use of Relative Clause, pre-test, treatment and post-test through Contextual Teaching and Learning method at Sorong Muhammadiyah University.

## Findings

To improve students' understanding on the use of Relative Clause the research used Contextual Teaching and Learning method to find out students' understanding, the research gave pre-test, treatment and post-test. The researcher has taken students of fifth semester at Sorong Muhammadiyah University.

In presenting the data, the research wanted how the result of pretest score data, posttest score data. The result of

students' pre-test and post-test, the difference score of pretest-posttest score. The mean score of students of pre-test is 50 (995: 20) and mean score of post-test is 80 (1415: 20). Actually from the total score of pretest and posttest shows increasing score.

The data frequency and percentage of the result of pre-test and post-test in control group can be seen in the table below:

Table 3.3 The Frequency and Percentage Result of Control Group.

Letter Value	Classification	Students (N)	Pre-test Percentage	Students (N)	Post-test Percentage
95 to 100	Excellent	-	-	2	10
85 to 94	Very good	-	-	2	10
75 to 84	Good	3	15	6	30
65 to 74	Fairly good	1	5	6	30
55 to 64	Fair	4	20	2	10
35 to 54	Poor	8	40	1	5
00 to 34	Very poor	4	20	1	5
<b>Total</b>		<b>20</b>	<b>100</b>	<b>20</b>	<b>100</b>

Meanwhile, the other result of students' pre-test and post-test, the difference of pretest-posttest score get increasing in mean score is fairly classification, although there was no big difference (can be seen at the total score).

The data frequency and percentage of the result of pre-test and post-test in experimental group can be seen in the table below:

Table 3.6 The Frequency and Percentage Result of Experimental Group.

Letter Value	Classification	Students (N)	Pre-test Percentage	Students (N)	Post-test Percentage
95 to 100	Excellent	-	-	2	10
85 to 94	Very good	-	-	10	50
75 to 84	Good	-	-	7	35
65 to 74	Fairly good	1	5	1	5
55 to 64	Fair	2	10	-	-
35 to 54	Poor	10	50	-	-
00 to 34	Very poor	7	35	-	-
<b>Total</b>		<b>20</b>	<b>100</b>	<b>20</b>	<b>100</b>

To compare the two means between experimental and control group, the researcher used t-test formula. Before processing the data into formula, the researcher had to get the mean and standard deviation of X and Y and after that the researcher put into the t-test formula, as follows :

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

M: mean of each group

N: number of the subject

X: deviation of each score from X2 and X1

Y: deviation of each score from Y2 and Y1

### 1) Mean

After collecting the data researcher calculated the mean score of experimental and control group.  $M_x$  is coded as the experimental group and  $M_y$  is coded the control group as follows:

$$M_x : \frac{\sum x}{N_x} = \frac{890}{20} = 44,5$$

The result of  $M_x$  was gotten by total gain score of experimental group that divided by total sample  $\frac{\sum x}{N_x}$ . Result of mean score of experimental group was 44,5

$$M_y : \frac{\sum y}{N_y} = \frac{420}{20} = 21$$

Result of  $M_y$  was gotten by total gain score of control group that divided by total sample  $\frac{\sum y}{N_y}$ . Result of mean score of control group was 21.

### 2) Standard Deviation

The standard deviation is calculated by symbolizing the experimental group as  $\sum x^2$  and control group  $\sum y^2$  as follows:

$$\begin{aligned} \sum x^2 &= \sum x^2 - \frac{(\sum x)^2}{N} \\ &= 42400 - \frac{(890)^2}{20} \\ &= 42400 - \frac{792100}{20} \\ &= 42400 - 39605 = 2795 \\ \sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{N} \\ &= 13450 - \frac{(420)^2}{20} \\ &= 13450 - \frac{176400}{20} = 13450 - 8820 \\ &= 4630 \end{aligned}$$

### 3) T-test Value

After the researcher got the mean score and standard deviation of experimental and control group, the researcher put in the t-test formula. The calculation is as follows:

$$\begin{aligned} t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{44,5 - 21}{\sqrt{\left(\frac{2795 + 4630}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}} \\ &= \frac{23,5}{\sqrt{\left(\frac{7425}{38}\right)\left(\frac{2}{20}\right)}} \\ &= \frac{23,5}{\sqrt{(195,394)\left(\frac{2}{20}\right)}} \\ &= \frac{23,5}{\sqrt{19,5394}} = \frac{23,5}{4,42} = 5,31 \end{aligned}$$

Result of t-test is **5,31**

### Discussion

Based on the finding of the students' result the research found that the use of Contextual Teaching and Learning method only gave in experimental group was fun, because this group so appreciation to the research and they can cooperation. Before the researcher explained the way to apply the use of Contextual Teaching and Learning method to the students, they were confused to use relative pronoun like which, who, whom, whose, where, when and that, so it could be said that score is different after and before the use this method.

The result of the test, based on the level students' achievement show that the percentage result of control group in the pretest the data highest score is (75 to 84) achieved by 3 students or (15%), 1 student get score (65 to 74) or (5%). 4 students get score (55 to 64) or (20%). 8 students get score (35 to 54) or (40%) and 4 students get score (00 to 34) or (20%). In the posttest highest score is (95 to 100) achieved by 2 students or (10%). 2 students get score (85 to 94) or (10%). 6 students get score (75 to 84) or (30%). 6

students get score (65 to 74) or (30%). 2 students get score (55 to 64) or (10%). 1 student get score (35 to 54) or (5%) and 1 student get score (00 to 34) or (5%). The data shows that there many students get good and fairly score.

The result of the test, based on the level students' achievement show that in pretest of experimental group 1 student get score (65 to 74) or (5%). 2 students get score (55 to 64) or (10%), 10 students get score (35 to 54) or (50%) and 7 students get score (00 to 34) or (35%). In the post test (95 to 100) achieved by 2 students or (10%). 10 students get score (85 to 94) or (50%). 7 students get score (75 to 84) or (35%) and 1 student get score (65 to 74) or (5%).

The data shows that there are many students got very good score, because the result test of students is more higher than before treatments.

Formulation of the hypothesis

$H_0: X_1 < X_2$  (Null hypothesis)

$H_1: X_1 > X_2$  (Alternative hypothesis)

Where:

$X_1 = t$  test table

$X_2 = t$  table value

In testing the hypothesis, the research had to use degree of freedom ( $df$ ).  $df$  was definite by formula  $(N_x + N_y - 2)$ , where  $(N_x$  is total sample of experimental group) and  $(N_y$  is total samples of control group). So in formula it can said that  $df = (20 + 20 - 2) = 38$ . Because the research uses two tail hypothesis so the research had to used 5% in reading the t-table. After the research found the  $df$  and probability 5% or 0.05, so next step was read the t-table.

$t_{.975 / 0, 05} = 2.021$  is significant

From the result above, the research concluded:

$H_0: 5.31 < 2.021$  (Null hypothesis)

$H_1: 5.31 > 2.021$  (Alternative hypothesis)

The result t-test value is higher than the result of t-table value. It means that alternative hypothesis is accepted, while null hypothesis is rejected. So it means that the treatment improve students' understanding on the use of relative clause.

Score of this research we can see in the table previous and the result of this research could be seen in the formula of  $t$ -test. The researcher gave comparison between experimental group and control group. The mean score posttest of experimental group is 84 the mean score posttest of control group is 80, the result shows experimental group is higher than control group. The description of the data collected through the  $t$ -test formulas was explained. In the previous section showed that the result of  $t$ -test formula was 5,31.

By using the degree of significance 5% or 0.05 in the  $t$ -table it was gotten 2.021. It means that  $t$ -test value was more than of  $t$ -table value ( $H_0: 5,31 < 2.021$ ). So that Null hypothesis is accepted, while alternative hypothesis is rejected ( $H_1: 5,31 > 2.021$ ). As conclusion it could be stated as follows: Contextual Teaching and Learning method is effective to improve students' understanding on the use of Relative Clause at sorong Muhammadiyah University

## Conclusion

Based on the research findings and discussion, the research get the conclusion that Contextual Teaching and Learning method is effective to improve students' understanding on the use of Relative Clause show that there was significant progress in students. The results of the research showed that mean score posttest of the experimental group was 84 and the control group was 80.

The result of the mean score posttest of experimental group is higher than control group. By using the degree of significance 5% or 0.05 in the  $t$ -table it was gotten 2.021. It means that  $t$ -test value was more than of  $t$ -table value ( $H_0: 5,31 < 2.021$ ). So that alternative hypothesis is accepted, while Null hypothesis is rejected ( $H_1: 5,31 > 2.021$ ), it can be proved that there was a significant on Contextual teaching and Learning method to improve students'

understanding on the use of relative clause.

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