

CHAPTER I

INTRODUCTION

1.1 Background

The quality of education in Indonesia is still not encouraging. This is evidenced by the results of student's learning outcomes become decrease. From research in the schools, the logical thinking of students in Indonesia is only about 30% of all the material being taught (PISA:2009)

A comparative study carried out by PISA-OECD (Programme for International Student Assessment- Organization for Economic Co-operation and Development), it shows that the average of reading, math, and science achievements in Indonesia are below of the international average. This table will be explaining about Indonesian rank in the international education.

PISA-OECD explains about student achievement in the world with showing the kinds of learning subject and rank for all country in 2000, 2003, and 2006. The first subject is reading, Indonesia get rank 39th from 41 countries in 2000, 39th from 40 countries in 2003, and 48th from 56 countries in 2006. The second subject is math, Indonesia get rank 39th from 41 countries in 2000, 38th from 40 countries in 2003, and 50th from 56 countries in 2006. The third subject is science, Indonesia get rank 39th from 41 countries in 2000, 38th from 40 countries in 2003, and 50th from 56 countries in 2006 (PISA: 2009).

The decreasing of student achievement is caused by many factors, including lack of awareness of education in the world, poor infrastructure, the quality of teacher still low, the prosperity to the teachers are low and lack of student knowledge about the meaning of an education.

Same case with education in north Sumatra. Quantity and quality of education in public schools and RSBI still relatively low. This is evidenced by low learning outcomes of students each year. One of the draft international schools in northern sumatera is SMP N 1 Tebing Tinggi.

Based on observations in SMP N 1 Tebing Tinggi, student learning outcomes were still low. Moreover, the language used was English. This made

students more confused in the study. They not only learn the material, but also language. It was very felt hard by the student in class VII. VII grade students tend to seek the meaning of the words in the book not understand the contents of the subject matter, so that learning materials often do not fit with the concept.

According to Mrs. Berliana who was one of RSBI biology teacher who taught in class VII, she was often difficulty in teaching biology lesson materials. Students often asked the same question all the time, especially when concerned with the meaning of the word. So she pays little attention to the learning model that she uses.

Sometimes the material that was submitted by the teachers were not all can be accepted by students. Because this case often happen in the classroom, most students will misunderstand about the concept. Misunderstanding in receiving lessons proved to be unfavorable effects for both of teachers and students. For teachers, if the student could not catch the lesson well and she felt like a failure in teaching the subject matter. For students the material that was not entirely well received will affect student learning outcome itself.

The involvement of students in following the course of teaching and learning activities about 60%, classroom management in learning about 70% of the 25 students in the class who follow the learning process. The results of daily tests students' average value was 65. Student learning outcomes was still relatively low, say low because the majority of students on tests of cognitive learning outcomes achieved only at high values of 20 and 70, which means that there were many students who have to perform remedial.

The low student learning achievement to subjects of biology teachers felt uneasy. Hence the need for renewal in the study. One of them by using CTL approach that has not implemented in that school.

According to Berns & Erickson 2001, CTL can increase student learning achievement. He said that "*In Basic Skills as a Foundation for Student Success in the school, Contextualized Teaching and Learning (CTL) is identified as a promising strategy that actively engages students and promotes improved learning and skills development. CTL has been defined in different ways, based on the intent of the group championing its*

use. Most recently, he characterized CTL as a “conception of teaching and learning that helps teachers relate subject matter content to real world situations”.

Chris Mazzeo (2008), broadened the definition, describing CTL as a “diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student”

The task of teachers in contextual learning is to assist students in achieving its goals. That is, teachers deal more with strategy than giving information. Teachers just manage class as a team that works together to find something new to students. Teaching and learning process is more marked than teacher centered student centered.

Contextual Teaching and Learning (CTL) assists students in meeting content standards by applying knowledge to their current and future lives as family members, citizens, and workers. Effective use of CTL:

- Emphasizes problem-solving,
- Recognizes the need for teaching and learning to occur in multiple contexts,
- Reaches students to become self-regulated learners,
- Anchors teaching in students’ diverse life contexts,
- Encourages students to learn from each other in interdependent groups, and
- Employs authentic assessment.

Based on the description above, so the research about “**The Implementation of Contextual Teaching and Learning Approach To Increase Student’s Learning Outcome and Activity On Environmental Destruction Topic of Class VII-2 SMP Negeri 1 Tebing Tinggi Academic Year 2011/2012**” had done.

1.2 Problem Identification

Based on the background of the above problems can be identified the problem as follows:

1. Student learning outcomes are still relatively low.
2. Students are less actively involved in the biology of learning activities.

3. The tendency to use traditional methods of teaching.

1.3 Research Scope

Research problem is limited into:

- a. Subjects of Research

Subjects in this study are the increasing of learning outcomes and student's activity by implementing Contextual Teaching Learning.

- b. Objects of Research

Objects in this study are student class VII-1 SMPN 1 Tebing Tinggi at 2011/2012 with topic Environmental Destruction

1.4 Research Question

By considering the background and limitations of problems in the study then the formulation of the problem are:

1. Is the learning outcome of student's class VII-1 SMPN 1 Tebing Tinggi at 2011/2012 in environmental destruction topic is higher after the implementation of Contextual Teaching Learning approach?
2. Do the activities of student's class VII-1 SMPN 1 Tebing Tinggi at 2011/2012 in environmental destruction topic increase after the implementation of Contextual Teaching Learning approach?

1.5 Objectives

Based on the research questions above, the research objectives are:

- a. To know the increasing of learning outcome of students class VII-1 SMPN 1 Tebing Tinggi at 2011/2012 in environmental destruction topic after the implementation of Contextual Teaching Learning
- b. To know the increasing of activities of students class VII-1 SMPN 1 Tebing Tinggi at 2011/2012 in environmental destruction topic after the implementation of Contextual Teaching Learning approach.

1.6 Significance of Study

The significance of study that is expected are:

1. Theoretical Benefits
 - a. The results of this research are expected for teachers of biology in an attempt to improve student learning outcomes and student's activity with the implementation of Contextual Teaching Learning approach.
 - b. Input material for researchers as prospective teachers of biology on the application of Contextual Teaching Learning approach to teaching environmental destruction subject matter
2. Practical Benefits
 - a. The application of active learning strategies that can motivate learners to learn so that educational goals can be achieved
 - b. Can motivate student to learn biology, so that the student's learning outcomes can be interested
 - c. Biology teacher can use CTL in teaching learning process to increase learning outcomes
 - d. Give some information about classroom action research to the other educational researcher