

**THE EFFORTS TO INCREASE STUDENT UNDERSTANDING
OF LEARNING CAUTION AND NOTICE MATERIAL
THROUGH CONTEXTUAL TEACHING AND LEARNING MODELS
ON VIIIIB AT MTS. SATU ATAP (SA) ROUDLOTUL JADID**

THESIS

Presented to

State Institute of Islamic Studies Jember in partial fulfillment
of the requirements for Bachelor Degree (S.Pd)
English Education Program
Faculty of Tarbiyah and Teacher Training



By:

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**ENGLISH EDUCATION PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
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2020**

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SATU ATAP (SA) ROUDLOTUL JADID**

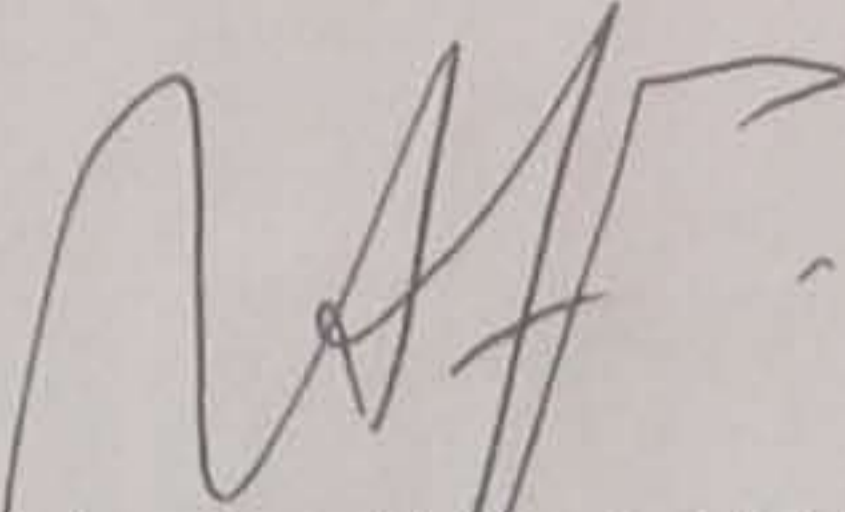
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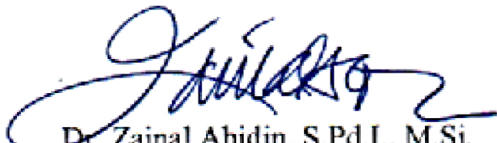
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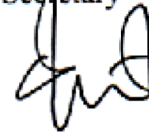
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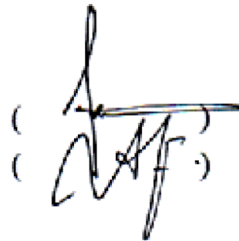
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ABSTRACT

Halimatus Sa'adah, NIM. T20166031. 2020. *The Efforts to Increase Student Understanding of Learning Caution and Notice Material Through Contextual Teaching and Learning Models on VIIIB at MTs. Satu Atap (Sa) Roudlotul Jadid*. Thesis. English Education Program. Faculty of Tarbiyah and Teacher Training. State Institute of Islamic Studies Jember. Advisor: Aminullah, M.Pd. Academic Year 2019-2020.

In the teaching and learning process, everything needed must be well prepared and must be adjustable to the conditions of students. However, we know that the models or methods used in the teaching and learning process often make students bored so their involvement is very minimal. According to Ari Yuniarti in Journal entitled *Effort To Improve Student Learning Through Application Of Models Of Quantum Learning Teaching* (2016) in fact, the teaching and learning process will determine how students understand the material taught even the learning outcomes are determined by the teaching and learning process itself.

The background of this research is students have low understanding of learning material caused by models of teaching and learning process applied, this indicated by the students who have reached standard minimum score (KKM) are only 15 students or 43%. It means that student's understanding material were still low because most of them have not reached the standard minimum score (KKM). The standard minimum score (KKM) of MTs. SA Roudlotul Jadid is 73. This research tried to apply the Contextual Teaching and Learning (CTL) model in Caution and Notice material.

The purpose of this research was to find out how the application of the Contextual Teaching and Learning (CTL) model can increase student understanding of learning material. The research method used Classroom Action Research (CAR) Kemmis and Mc Taggart models with two cycles. The subjects of this study were the eighth grade students of MTs Roudlotul Jadid, totaling 35 students. The results of the study using the CTL approach to caution and notice material can increase the activeness and involvement of students while teaching and learning outcomes obtained by students are good enough, as evidenced by the percentage of students passing the standard minimum score (KKM) and the average score, in the first cycle 74.71 and 62.85% of the class percentages which passed the standard minimum score (KKM). In cycle two, 83.57 or 100% of the class percentages which passed the minimum score (KKM) in the cycle two

Based on this result it can be concluded that the application of the Contextual Teaching and Learning (CTL) model can increase student's understanding of caution and notice learning material

Keywords: Contextual Teaching And Learning (CTL), Caution and Notice, CAR



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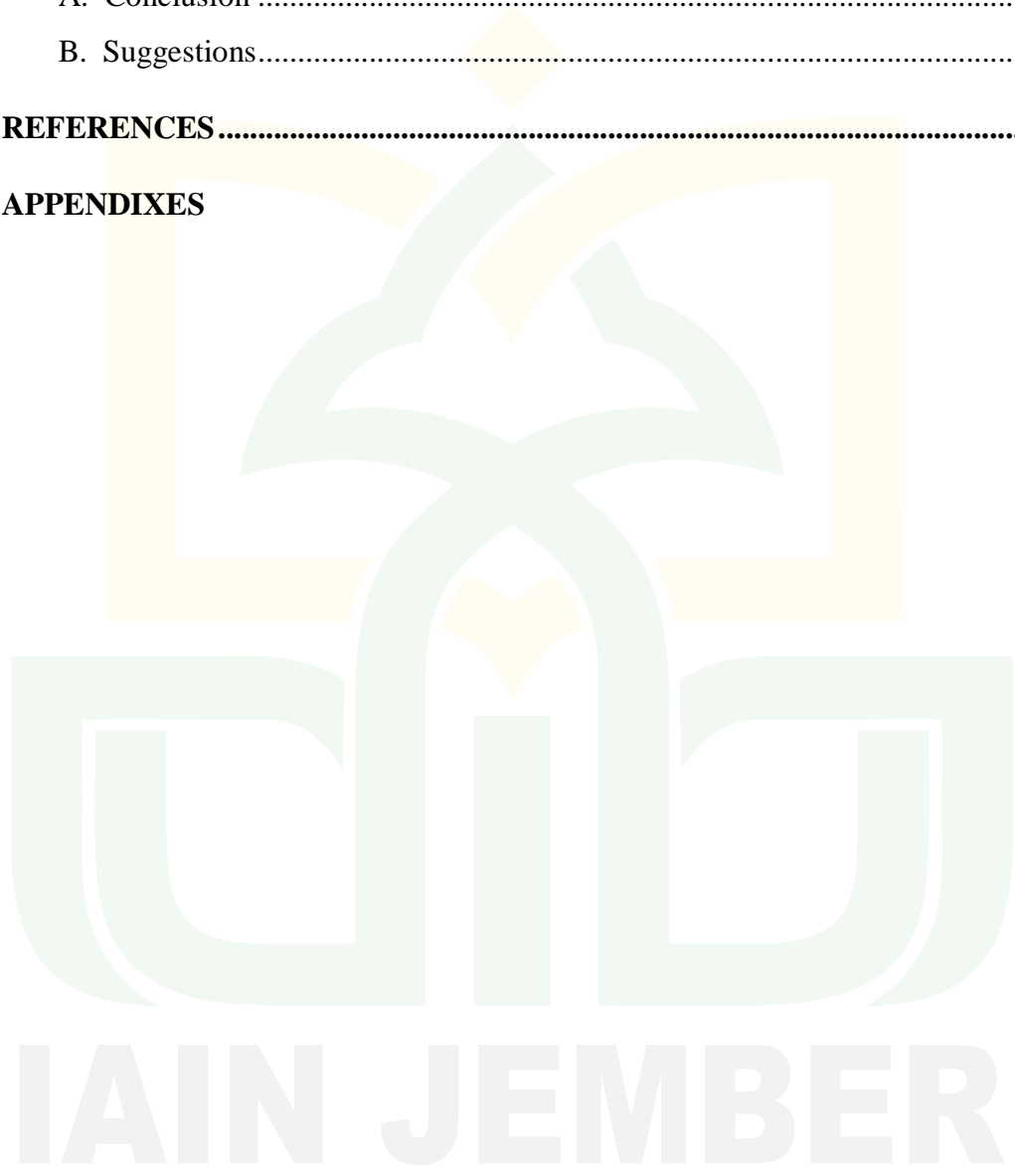
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CHAPTER I

INTRODUCTION

A. Research Background

The national education system has a goal as well as a very important tool in the struggle to achieve the ideals and achieve the goals of the Indonesian people in educating the life and developing them as a whole, namely developing the potential of students to become human beings who believe and have faith in God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Law Number 20 Year 2003).¹ In its implementation, all components must be able to work well together and carry out their duties in a professional manner. One of the most important components dealing directly with students is the teacher.

Teachers have a very strategic role because their existence is closely related to the success and quality of education. The teacher is a person who must be able to transfer and describe the values contained in the curriculum, then transform students through the learning process.² The teacher has an important role in the teaching and learning process in the classroom. In the learning process, the teacher makes plans for learning that will be implemented to improve student activity and understanding of learning material. In addition, the teacher must choose the method well. So students are able to understand the learning material in class. The

¹ Nur Hadiyanta, "Penerapan Model Pembelajaran Contextual Teaching and Learning (CTL) Untuk Meningkatkan Hasil Belajar PKn", Klaten: *Jurnal Kependidikan*, 1 (Mei, 2013)

² Imron Fauzi, *Etika Profesi Keguruan*, (Jember: IAIN Jember Press, 2017)

method used must involve the activeness of students in the learning process and students get the opportunity to make observations directly on the object as a source or medium of learning that is their real world situation or objects around their environment so that the level of success will be maximal. The learning objectives in the 2013 curriculum emphasize three aspects of core competencies, namely knowledge, skills and attitude competencies. These competencies must be mastered by students on an ongoing basis.³

Based on experience when students feel so tired after having many agendas in boarding school, they will face difficulty of how to focus in teaching and learning process. So, it impacts to their understanding of material

Students faced less interest in the form of learning process because the strategies used are monotonous and boring. At present, the learning process in the classroom is only directed at the child's ability to memorize information without asking them to understand and remember the information and apply it in their daily lives. The use of the learning strategies used so far has not been maximized. In the selection of strategies, methods, learning models to be used must be able to create an atmosphere of active learning and involve students so that the learning created will be conducive.

This condition is an indication of the learning strategy used, which is a conventional learning strategy where the teacher is not dominant as a facilitator.

³ Siti Niah & Christina Ismaniati, "Pengembangan Multimedia Pembelajaran Bahasa Inggris Materi Functional Text Bagi Siswa SMPN 3 Kalasan", Yogyakarta: *Jurnal Inovasi Teknologi Pendidikan*, 2 (Oktober, 2015)

The ability to understand learning materials is needed as the main goal of learning success.

As the conditions explained above, this happens in MTs. SA Roudlotul Jadid especially in learning English. English teachers face difficulty in improving students' understanding of learning material. The emergence of problems related to this learning strategy is felt not only by the teacher but also by the students. Low participation of student is the biggest factor in increasing student understanding of learning material.

In this research, researcher tried to do new model in MTs. SA Roudlotul Jadid that never applied before. The researcher applied Contextual Teaching and Learning model that can impact to the learning motivation of student in order students felt not bored. So they can increase students understanding of material. According to Nurhadi and Senduk (2004), CTL is not transferring knowledge from teachers to student. But CTL is able to foster motivation to learn, creative power, reasoning power, taste curiosity, the desire to discover new things and foster creative thinking finally able to improve student learning outcomes.⁴

Based on research conducted by Khaefiatunnisa entitled *The Effectiveness of Contextual Teaching and Learning in Improving Students' Reading Skill in Procedural Text (A Quasi-Experimental Study of The Second Grade Students at One Vocational School in Bandung)* stated this researched found that the control

⁴ Eli Sastriani and Abdul Halim, *"Pembelajaran CTL Berbasis Inkuiri Untuk Meningkatkan Pemahaman Konsep dan Motivasi Belajar Siswa Pada Materi Fluida Statis"*, Banda Aceh: Jurnal Pendidikan Sains Indonesia, Vol. 04, 2016

and experimental groups experienced improvement the treatments were given. It can be seen from the dependent t-test calculation which showed the significant value of 0.000 for the experimental group, and 0.005 for the control group. The values of both groups were below the level of significance 0.05 ($EG = 0.000 < 0.05$, $CG = 0.005 < 0.05$). It indicated that the treatments using CTL and GTM could improve the students' ability in reading. Regarding the advantages of CTL, there were two points highlighted; (1) helping students in getting better understanding; and (2) motivating students to learn. Related to the first point, helping students in getting better understanding, the result of interview showed that 5 of 9 students (56%) perceived that CTL could help them understand the materials. It is due to the various media used in learning process and the teacher's help in completing the task.⁵

Possibility based on previous study from Khaefiatunnisa, one of strategy that can be used to overcome these problems is through the application of Contextual Teaching and Learning (CTL). CTL is one of the strategies that increase student activity because students are asked to connect learning material with the real world and the environment around them. Therefore teacher-researcher will conduct this research through Classroom Action Research (CAR) entitled "**The Efforts to Increase Student Understanding of Learning Caution and Notice Material**

⁵ Khaefiatunnisa, "The Effectiveness of Contextual Teaching and Learning in Improving Students' Reading Skill in Procedural Text (A Quasi-Experimental Study of the Second Grade Students at One Vocational School in Bandung)", Bandung: *Journal of English and Education*, 1, 2015

through Contextual Teaching and Learning Models on VIIIIB at MTs. SA Roudlotul Jadid”

B. Research Question

How can Contextual Teaching and Learning increase student understanding of learning Caution and Notice material on VIIIIB at MTs. SA Roudlotul Jadid?

C. Objective of The Research

To explore how Contextual Teaching and Learning can increase student understanding of learning Caution and Notice material

D. Definition of Key term

1. Contextual Teaching and Learning

Contextual Teaching and Learning is a strategy in learning activities that involve real-world situations, namely the environment as a strategy in explaining learning material. Contextual Teaching and Learning is a learning concept that can help students apply their knowledge in their daily lives.

2. Caution and Notice

Caution is a type of short functional text that gives a warning about a danger or risk so that the reader can be hidden from a danger. The form of caution is usually image, text, sign / symbol. While, notice is one type of short functional text that contains information briefly and simply. The form of notice is usually image, text, sign / symbol.

3. Classroom Action Research

Classroom action research is research conducted on a class to find out the effects of a actions applied to a research subject in the class. This research is conducted to correct deficiencies of teaching and learning in classroom by taking actions.

E. Significance of The Research

1. Theoretically

Theoretically, this research is expected to be able to increase the teaching and learning process. So that it can increase student understanding in learning material through Contextual Teaching and Learning

2. Practically

a. For Teacher

The teacher is able to increase his or her creativity and ability to create a more creative and active learning atmosphere. So, teacher can manage teaching and learning process well

b. For Students

Students can be more active in participating in teaching and learning activities so they are able to improve understanding of learning materials and learning outcomes

c. For the next researcher

Researcher hope, this research can be a source or reference in doing next research related with the topic in order be better



CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Research

There are several studies related to this research, they are:

- a. Susilorini Tiningsih, Yuniarsa & Sherlinda Octa, 2014, Writing Skills Enhancement Using The Contextual Teaching And Learning (CTL) Approach In Jayapura, University of Brawijaya, International Journal of Business, Economics and Law⁶

This study focused on how to writing skill of students trough Contextual Teaching and Learning approach (CTL). This study used by qualitative and quantitative method.

- b. Shofia Annisa, 2015, Teaching Speaking In English using Contextual Teaching and Learning, Syiah Kuala University, Banda Aceh, English Education Journal (EEJ)⁷

The objective of this study is to investigate the effect of using the Contextual Teaching and Learning (CTL) approach in teaching English speaking to second year students at a state vocational senior high school in Lhokseumawe, Aceh. In conducting this research, the writer used an experimental research technique using two groups. The experimental group (EG) was taught using the CTL approach and the other, the control group

⁶ <http://ijbel.com/wp-content/uploads/2014/12/BUS-43-Writing-Skills-Enhancement-Using-The-Contextual-Teaching-And-Learning-Ctl-Approach-In-Jayapura.pdf>

⁷ <http://www.jurnal.unsyiah.ac.id/EEJ/article/view/2858>

(CG), was taught using the conventional method usually used by the teacher for teaching speaking English.

- c. Khaefiatunnisa, 2015 The Effectiveness of Contextual Teaching and Learning in Improving Students' Reading Skill in Procedural Text (A Quasi-Experimental Study of the Second Grade Students at One Vocational School in Bandung), Department of English Education, Indonesia University of Education, Journal Of English and Education⁸

The aim of this research is to investigate the effectiveness of Contextual Teaching and Learning (CTL) approach in improving students' reading skill in procedural text and to find out the students' responses toward the use of CTL in learning process. This research used a quasi-experimental design, which included experimental and control groups.

Table 2.1. : Previous Research

Differences and Similarities of This Research and Previous Ones

No.	Name	Title	Differences	Similarities
1	2	3	4	5
1	Susilorini Tiningsih, Yuniarsa & Sherlinda Octa	Writing Skills Enhancement Using The Contextual Teaching And Learning (CTL) Approach In Jayapura	<ul style="list-style-type: none"> • Research Focused on writing skill enhancement <p>This research, focus on student's understanding on caution and notice material</p>	<ul style="list-style-type: none"> • Using of CTL approach • Research methodology used Classroom Action Research

⁸https://scholar.googleusercontent.com/scholar?q=cache:qCm29UWcxZYJ:scholar.google.com/&hl=en&as_sdt=0,5&scioq=the+effectiveness+of+ctl+in+improving+students%27+reading+skill

1	2	3	4	5
2	Shofia Annisa	Teaching Speaking In English Using Contextual Teaching And Learning	<ul style="list-style-type: none"> • Research Focused on increasing speaking skill • Research methodology used experimental research <p>In this research focus on student's understanding on caution and notice material and using classroom action research for research methodology</p>	<ul style="list-style-type: none"> • Using of CTL approach
3	Khaefiatunnisa	The Effectiveness Of Contextual Teaching And Learning In Improving Students' Reading Skill In Procedural Text (A Quasi-Experimental Study Of The Second Grade Students At One Vocational School In Bandung)	<ul style="list-style-type: none"> • Research Focused on increasing speaking skill • Research methodology used experimental research <p>In this research focus on student's understanding on caution and notice material and using classroom action research for research methodology</p>	<ul style="list-style-type: none"> • Using of CTL approach

So, the differences three previous research were focused on the research and used methodology. The previous research focused on how increasing students' writing, speaking, and reading skill but this research focused on increasing students' understanding of caution and notice material. For the research methodology, the other research used mixed method research and quasi-experimental study but this research used classroom action research by Kemmis and Mc Taggart.

B. Theoretical Framework

1. Definition of Caution and Notice

a. Caution

Caution is a type of short functional text. According to Summers (2003:275), caution is a warning or piece of advice telling you to be careful.⁹ Therefore, caution is a sign to warn the reader to be more careful and avoid danger. Concept of implementing this material, teacher explained caution material by the example of caution that available around the school

b. Example of Caution

This caution means to give caution to be more careful because there are objects that contain biological substances.

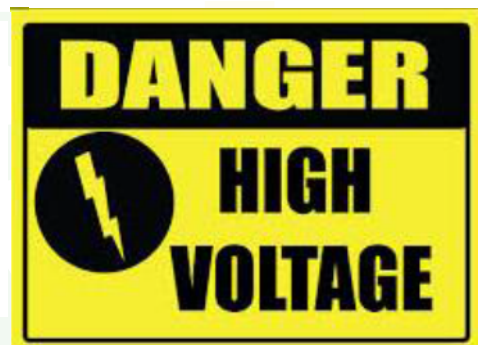


⁹ Khafidlatul Arifah, "A semantic Analysis on Notice and Caution in The Public Places at Yogyakarta, Solo, Boyolali, Salatiga, Ambarawa, Semarang", (Thesis, IAIN Salatiga, Salatiga, 2017)

This caution is intended to give a warning to people to be careful because there are children who are playing. Usually this caution is in the residence



The purpose of this caution is to give caution in order to the reader stay away and prohibited to touch this object because it has a high voltage.



c. Notice

Notice is a type of short functional text. According to Summers (2003:1308), notice is a sign or printed statement that gives information or warning to people. Public notices provide connection between language and society.¹⁰ Thus, the notice is a simple writing or sign that aims to provide information. Concept of implementing this material, teacher explained notice material by the example of caution that available around the school.

¹⁰ Noor Malihah, dkk, "Notice and Caution in Public Places (a semantic analysis)", *Elite Journal: Journal of English Linguistics, Literature and Education*, 1, (2018)

d. Example of notice

This notice means to ask student turn off their mobile phone before entering the class. Usually this notice located in the gate of school



This notice means to instruct visitors of library in order to keep food and beverage out of the library. Generally, location of this notice is in the library



This notice means to give information to visitors that all injuries and accident are not the responsibility of management. So, this notice advice the visitors in order that more careful. Usually, this notice is located in playground



2. Definition of Contextual Teaching and Learning (CTL)

a. Contextual Teaching and Learning (CTL)

Contextual Teaching and Learning is a learning strategy that emphasizes the process of full student involvement to be able to find the material learned and relate it to real life situations so that it encourages students to be able to apply it in their lives.¹¹ In the researched that conducted by Nining Wulandari, Johnson (2002: 205) states that CTL is an educational process that aims to help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances.¹²

Contextual Teaching and Learning is strategies (contextual teaching and learning) are learning concepts that help teachers link material taught with real-world situations of students. This learning strategy can train students in making connections between the knowledge they have and their application in their daily lives as families and as members of the community (Medsker, 2001).¹³

CTL is a different educational approach, doing more than just guiding students in combining academic subjects with the context of their own

¹¹ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Prenadamedia Group, 2006), 255

¹² Nining Wulandari, "The Implementation of Contextual Teaching and Learning To Improve Students' Speaking Skills Viewed From Students' Creatvity", *Jurnal Al- Lubab*, 1 (2016)

¹³ Ali Mudlofir & Evi Fatimatur Rusyidiyah, *Desain Pembelajaran Aktif Dari Teori Praktik*, (Jakarta: Rajawali Pers, 2017), 90

circumstances. CTL also engages students in finding the meaning of "context" itself.¹⁴

b. Characteristic of Contextual Teaching and Learning

As stated by Clifford and Wilson (Susan, 2000), contextual learning has characteristics include:¹⁵

- 1) Stressing in problem solving
- 2) Learning process teaching was made to happen to multiple context
- 3) Helping students learn how to monitor learning so that it becomes an independent individual (self-regulated learners)
- 4) Teaching boils down to a variety of contexts student life (life skill education)
- 5) Encourage students to learn from each other (cooperative learning)
- 6) Apply authentic assessment.

c. Components of Contextual Teaching and Learning¹⁶

- 1) Constructivism

This principle assumes that building understanding is done alone from new experience based on preliminary knowledge. Therefore,

¹⁴ Elaine B Johnson, *Contextual Teaching and Learning: Menjadikan Kegiatan Belajar-Mengajar Mengasyikkan dan Bermakna*, terj. Ibnu Setiawan, (Bandung: Mizan Media Utama, 2007), 66

¹⁵ Ari Kristiyani, "Penerapan Pendekatan Kontekstual Untuk Meningkatkan Keterampilan Menulis Laporan Siswa Kelas VIII SMP", *LITERA*, 1 (April, 2009)

¹⁶ Ali Mudlofir & Evi Fatimatur Rusyidiyah, *Desain Pembelajaran Aktif Dari Teori Praktik*, (Jakarta: Rajawali Pers, 2017), 91-93

learning must be packaged into a process of "constructing" rather than receiving knowledge.

2) Inquiry

This principle assumes that the process of moving from observation to finding and conclusion is comprehension because students learn to use critical thinking skill

3) Questioning

This principle assumes teacher activities to encourage guiding and assessing students' thinking abilities. Thus students are an important part of inquiry-based learning.

4) Learning Community

This principle assumes that learning is made up of a group of people who are engaged in learning activities, working together with others is better than learning by themselves exchanging experiences, and sharing ideas.

5) Modeling

This principle assumes that the process of displaying an example is important, so that other people think, work and learn, and do what the teacher wants students to do.

6) Reflection

This principle assumes that a person has a way of thinking about what has been learned, taking notes on what has been learned, and keeping a journal, artwork, group discussion.

7) Authentic Assessment

This principle assumes that contextual activities in assessment are measuring students' knowledge and skills, product assessment (performance), and relevant and contextual tasks

Based to the theory above from the first until fifth theory can be concluded into Concept of implementing Contextual Teaching and Learning toward Caution and Notice Material as follow:

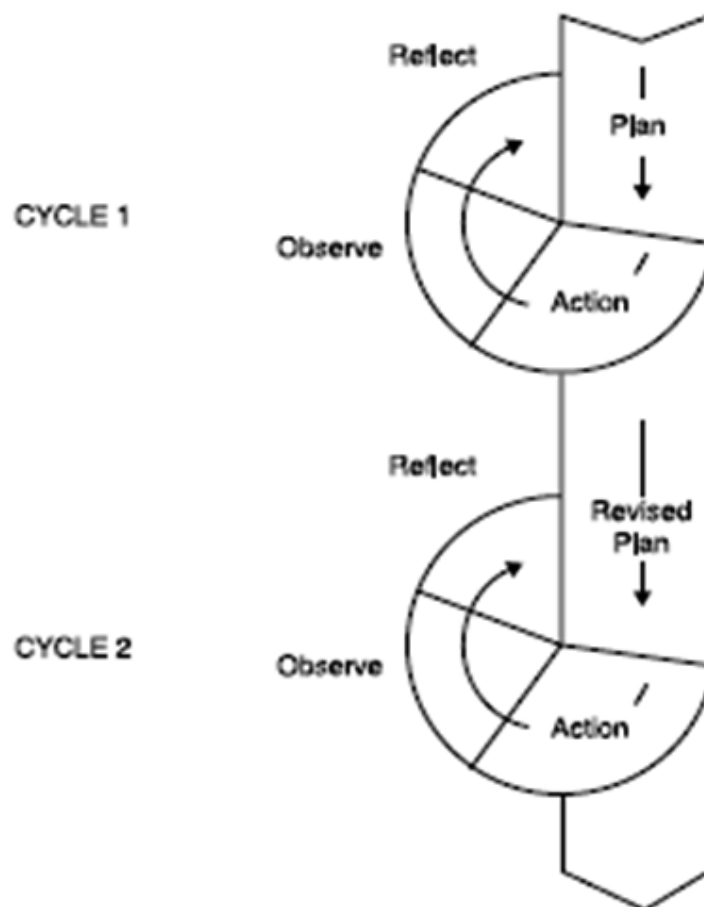
- 1) Teacher explained the caution and material through the example of caution and notice that available in the environment of school
- 2) Students ask to teacher about what caution and notice is
- 3) Students tried to find the other example of caution and notice around the school
- 4) Students identify which kinds of caution and notice
- 5) Students tried to put example of caution and notice based to function of each them

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

This research used a classroom action research (CAR) method by Kemmis and Mc Taggart. The study would conduct collaboratively with an English teacher. Steps undertaken based on this model as follow:¹⁷



¹⁷ Djunaidy Ghony, *Penelitian Tindakan Kelas*, (Malang: UIN-Malang Press, 2008), 64-65

1) Planning

The planning steps of this research are:

- a. Formulate a research action plan
- b. Prepare a learning plan
- c. Discuss the design of the implementation of learning with partners research
- d. Prepare a learning media for pictures and news from newspapers
- e. Develop a data processing design in the form of qualitative data and quantitative data..

2) Implementing

The implementation phase of the action intended here was carry out learning that had been designed and agreed with English teacher to implement learning by applying CTL models in English subjects class VIIIIB. The researcher taught caution and material using Contextual Teaching and Learning models

3) Observing

During the learning process, researchers made observation activities. Observations included student activities conducted with observation sheets that have been made by giving a value to each symptom in accordance with the specified level

Table 3.1**Observation Sheet**

No.	Activity	Grade				Score
		1	2	3	4	
1	Students enthusiasm in learning process					
2	Students more involved in learning process					
3	Students interested to Contextual Teaching and Learning model					
4	Student's understanding of material increase					
5	Teaching and learning process is more active					
Number of Score						

The indicator grade:

1 = less good

2 = good enough

3 = good

4 = excellent

4) Reflecting

At this stage researcher and English teacher conducted data analysis, understanding, explained and concluded everything that happened during the process learning takes place. They evaluated the result of observation and also the test. If the result did not achieve the criteria of

success so they had to make some revisions and continue the next cycle.

B. Research setting

1) Location of research

This research would be conducted at MTs. SA Roudlotul Jadid, Banyuputih Lor, Randuagung, Lumajang. The reason choosing this school as the location of the research are:

1. Location is near researcher's house
2. This school had difficulty in solving problem about increasing learning motivation of student that would be impact to their understanding of material
3. This school never tried to apply CTL as one of the way to solve their problem

2) The subject of research

The subject of this research was students of VIII B at MTs. SA Roudlotul Jadid, Banyuputih Lor, Randuagung, Lumajang. Numbers of students at VIII B are 36 students. The reason choosing this students as the subject of research was learning motivation of this class was lower. So, it was difficult to make them understanding in material

C. Data Collection

The data collection of this research would be conducted by¹⁸

1) Interview

Interview is a dialogue conducted to informants to explore the information needed. This research used semi-structure interview. The source of interview is English teacher of VIIIIB at MTs. SA Roudlotul Jadid. This interview would be conducted to find out the students conditions and situations as well as the conditions in the class when the activity takes place. So, that the preparation and application of classroom action research would be in accordance with the conditions that occur at the research site

2) Observation

This stage is doing observation to students when teaching and learning was taking place. This observation used rating scale observation. Rating scale observation is in the rating scale, not only the name of the object being observed and the symptoms to be investigated but also the columns that indicate the level or level of each symptom. So in this research, the researcher did observation by giving check list in each level beside symptom.

¹⁸ Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: PT Rineka Cipta), 2010

3) Document Review

In this case, researchers collected data through documents belonging to class VIII English teachers was the students' previous result score and result would be referred as result of preliminary research.

4) Test

In simple terms, test explained as a method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data.¹⁹ The material to be tested was caution and notice material

Steps in doing test as one of data collection:

1. Determine the form of tests to be arranged. The form of the test were multiple choice (10 numbers), essay (5 numbers), and matching (5 numbers). The number of each test was 20 questions
2. Making a grid of items

The two steps above have been discussed with English teacher

D. Data Analysis

Data analysis techniques derived from the interpretation of data collection. Teacher-researcher got data from observation, tests, interview and documentation. Researchers used classroom action research supplemented by using qualitative and quantitative data. Obtaining

¹⁹ H.Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Fransisco: Longman, 2004)

qualitative data by observation and interviews. Collecting quantitative data by test.

Analyse the result of systematic observation the researcher used the formula as follows:

$$p = \frac{S}{N} \times 100\%$$

P = the implementation of every indicator

S = the number of the scores acquisition for every indicator

N = the sum total of score

This study completed by quantitative data though written test. To know the average students high score, the researcher has done treatment using the test and the result of the test using the formula as follows:²⁰

$$M = \frac{\sum x}{N}$$

Explanation:

M : the average of students score (mean)

$\sum x$: the sum of score

N : the number of students.

The standard minimum score (KKM) of English lesson for eight grade of MTs. SA Roudlotul Jadid is 73. So that researcher tried to get the

²⁰ Sugiyono, *Statistik Untuk Penelitian* (Bandung: CV Alfabeta, 2017), 49

class percentage which passes the standard minimum score by using the following formula:²¹

$$P = F/N \times 100$$

Explanation: P: the class percentage

F: the number of students who passed KKM

N: the number of the students

The formula had been used in pre cycle, in first cycle and second cycle. Mean of score from the pre cycle was compared with mean of the first and the second cycle. It was done to know the average of students score and to know how far the improvement of student understanding of caution and notice material. The formula was:

$$P = \frac{y_1 - y}{y} \times 100 \quad P = \frac{y_2 - y}{y} \times 100$$

Explanation:

P : percentage of students improvement

y₁ : post-test1 result

y₂: post-test2 result

y : pre-test result

²¹ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43

E. Validity

Validity used is validity content. Steps of validity in this research are:

1. researchers make symptoms in accordance with the provisions to be validated
2. The researcher submits the validation sheet and blueprint to the validators. Validators are English teacher and deputy head of the curriculum MTs. SA Roudlotul Jadid
3. The validators did validity

F. Criteria of Success

This research was said to be successful if 75% of the number of students have passed the minimum standard score (KKM). This statement accordance with the theory of the learning process success. (Bahri: 2006) states that the teaching and learning process is considered good if 60% - 75% of the material taught is mastered by students.²²

²² Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Mataram: PT RINEKA CIPTA, 2006), 107

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

In this chapter, the writer would like to discuss the findings of the research. This research was a classroom action research on increasing Student Understanding of Learning Caution and Notice Material through Contextual Teaching and Learning Models on VIIIIB at MTs. SA Roudlotul Jadid. This research was held on eight grade students of MTs. SA Roudlotul Jadid. This research consisted of preliminary research, cycle one and cycle two. Preliminary research, cycle one and cycle two. The results are as follows:

1. Preliminary research

In this stage, the researcher interviewed the English teacher of eight grade students of MTs. SA Roudlotul Jadid to know how the student ability of understanding material and the condition of class as long as teaching learning is going on. According to Ms. Husniyyah as the teacher of English lesson in MTs. SA Roudlotul Jadid said that,:

“Conditions when teaching and learning is going on, most of the students look uninterested and bored in class so that student participation is minimal. Possibility, this is caused by the method I used is not attracting

students' attention. From this cause, students' understanding of learning material was not optimal even tends to be weak.”²³

The result of the students' preliminary test could be seen in the table below

Table 4.1

The student's score in preliminary research

No	Student's Code	Preliminary Research
1	S-1	50
2	S-2	40
3	S-3	75
4	S-4	40
5	S-5	30
6	S-6	40
7	S-7	75
8	S-8	60
9	S-9	40
10	S-10	80
11	S-11	50
12	S-12	80

²³ The result of interview to English teacher, 16th of February 2020

13	S-13	75
14	S-14	60
15	S-15	60
16	S-16	85
17	S-17	55
18	S-18	60
19	S-19	80
20	S-20	50
21	S-21	40
22	S-22	85
23	S-23	75
24	S-24	75
25	S-25	45
26	S-26	80
27	S-27	70
28	S-28	75
29	S-29	60
30	S-30	65
31	S-31	75
32	S-32	70
33	S-33	75

34	S-34	50
35	S-35	75
	TOTAL	2200
	MAXIMUM	85
	MINIMUM	30

The mean of student's score as follow:

$$M = \frac{\sum x}{N}$$

$$M = \frac{2200}{35} = 62.85$$

The class percentage which pass the standard minimum as follow:

$$P = F/N \times 100$$

$$15/35 \times 100 = 42.85$$

So, the percentage students who passed KKM 42.85%

2. Cycle One

Cycle one was held in two meetings. It held on Thursday, 27th of February 2020 (first meeting) and on 2nd of March 2020 (second meeting). The steps were:

a. Planning

In this planning step the researcher prepared all things needed in action step, such as observation checklist, lesson plan, material, and media that related with Contextual Teaching and Learning models. All things

prepared based on the result of preliminary research and had been consulted to the English teacher of MTs. SA Roudlotul Jadid.

b. Implementing

Acting of the first cycle was done on Thursday, 27th of February 2020 (first meeting) and on 2nd of March 2020. The researcher implemented the teaching learning process based on the lesson plan had been made. In the first meeting, the teacher started to explain what materials that would like to be learned by students, the researcher began class presentation. The researcher taught Caution and Notice material through Contextual Teaching and Learning. In the second meeting, the research started the teaching and learning by giving example of caution and notice (picture series)

c. Observing

In this step, researcher observed students' behavior when teaching and learning process through implementation of Contextual Teaching and Learning. The result of observation as follow:

Table 4.2
Observation Checklist

No.	Activity	Grade				Score
		1	2	3	4	
1	Students enthusiasm in learning process		√			2
2	Students more involved in learning process		√			2
3	Students interested to Contextual Teaching and Learning model			√		3
4	Student's understanding of material increase		√			2
5	Teaching and learning process is more active			√		3
Number of Score						12

The indicator grade:

1 = less good

2 = good enough

3 = good

4 = excellent

The score of the observation as follows:

P = the implementation of every indicator

S = the number of the scores acquisition for every indicator

N = the sum total of score

$$p = \frac{S}{N} \times 100\%$$

$$= \frac{12}{20} \times 100\%$$

$$= 60\%$$

According to the result of observation above, it concluded that student's interesting and participating in learning process was increasing. As long as teaching and learning process through implementing of Contextual Teaching and Learning model make students more enjoying than before

So, the teaching learning process was going on well and researcher gave the test after all the step has done.

The results of the test of cycle one were described as follows:

Table 4.3

The student's score in cycle one

No	Student's Code	Cycle 1
1	S-1	75
2	S-2	60
3	S-3	80
4	S-4	60
5	S-5	75
6	S-6	60
7	S-7	85
8	S-8	60
9	S-9	75

10	S-10	85
11	S-11	65
12	S-12	85
13	S-13	80
14	S-14	65
15	S-15	85
16	S-16	85
17	S-17	65
18	S-18	75
19	S-19	85
20	S-20	60
21	S-21	75
22	S-22	85
23	S-23	80
24	S-24	80
25	S-25	70
26	S-26	85
27	S-27	70
28	S-28	80
29	S-29	70
30	S-30	70
31	S-31	80
32	S-32	75
33	S-33	80
34	S-34	70

35	S-35	80
	TOTAL	2615
	MAXIMUM	85
	MINIMUM	60

The mean of student's score as follow:

$$M = \frac{\sum x}{N}$$

$$M = \frac{2615}{35} = 74.71$$

The class percentage which pass the standard minimum as follow:

$$P = F/N \times 100$$

$$22/35 \times 100 = 62.85$$

So, the percentage students who passed KKM 62.85%

d. Reflecting

From the result above, for about 63% students can achieve KKM and increased their scores. In cycle one, students were more active and their participation in learning process increase through implementing of Contextual Teaching and Learning model. For the numbering of students' who can achieve KKM just 63%, so it means the criteria of success had not been reached yet. Hence, the researcher decided for conducting cycle two to get better lesson plan and result. The revision from this cycle was used strategy (individual to in pair) and the media (given the print out of the example of caution and notice).

3. Cycle Two

Cycle two was held in two meetings. It held on Thursday, 5th of March 2020 (first meeting) and on 9th of March 2020 (second meeting).

The steps were:

a. Planning

In this planning step, researcher revise the plan to solve the failure on cycle one. The revising did based on the evaluation of cycle one. Researcher prepared strategy and media that need in cycle two.

b. Implementing

Implementing of the cycle two was done on Thursday, 5th of March 2020 (first meeting) and on 9th of March 2020 (second meeting). In applying of cycle two was same like applying in cycle one. The researcher implemented the teaching learning process based on the strategy and media had been made. Before the researcher started the teaching learning process and asked students about the previous material. After that, the researcher gave more explanation about material.

c. Observing

In this step, researcher observed students' behavior when teaching and learning process based on the evaluation of cycle two. The result of observation as follow:

Table 4.4
Observation Checklist

No.	Activity	Grade				Score
		1	2	3	4	
1	Students enthusiasm in learning process		√			2
2	Students more involved in learning process			√		3
3	Students interested to Contextual Teaching and Learning model				√	4
4	Student's understanding of material increase			√		3
5	Teaching and learning process is more active				√	4
	Number of Score					16

The indicator grade:

1 = less good

2 = good enough

3 = good

4 = excellent

The score of the observation as follows:

P = the implementation of every indicator

S = the number of the scores acquisition for every indicator

N = the sum total of score

$$p = \frac{S}{N} \times 100\%$$

$$= \frac{16}{20} \times 100\%$$

$$= 90\%$$

According to the result of observation above, it concluded that student's interesting and participating in learning process was more increasing significantly. As long as teaching and learning process through implementing of Contextual Teaching and Learning model make students more interest than before and class was be more active. So, the teaching learning process was going on so well and researcher gave the post-test after all the step has done.

The results of the test of cycle two were described as follows:

Table 4.5

The student's score in cycle two

No	Student's Code	Cycle 2
1	S-1	85
2	S-2	75
3	S-3	85
4	S-4	80
5	S-5	85
6	S-6	75
7	S-7	90
8	S-8	80
9	S-9	85

10	S-10	90
11	S-11	75
12	S-12	95
13	S-13	85
14	S-14	80
15	S-15	90
16	S-16	90
17	S-17	80
18	S-18	85
19	S-19	85
20	S-20	75
21	S-21	85
22	S-22	90
23	S-23	85
24	S-24	85
25	S-25	80
26	S-26	90
27	S-27	85
28	S-28	85
29	S-29	80
30	S-30	80

31	S-31	85
32	S-32	80
33	S-33	85
34	S-34	80
35	S-35	80
	TOTAL	2925
	MAXIMUM	95
	MINIMUM	75

The mean of student's score as follow:

$$M = \frac{\sum x}{N}$$

$$M = \frac{2925}{35} = 83.57$$

The class percentage which pass the standard minimum as follow:

$$P = F/N \times 100$$

$$35/35 \times 100 = 100$$

So, the percentage students who passed KKM 100%

d. Reflecting

In cycle two, there was a significant improvement of student's understanding of material. It could be seen from the average improvement score of the test (pre-research, cycle one and cycle two) and their participating and involvement as long as teaching and

learning process. The increasing between cycle one and cycle two was 33%. The teacher and researcher decided to stop this cycle because 100% students had reached standard minimum score (KKM) of understanding caution and notice material by using test. The teacher and researcher concluded that the problem had been solved and implementing of Contextual Teaching and Learning model was effective to improve student's understanding of caution and notice material.

B. Discussion of the research

After implementing of Contextual Teaching and Learning model, the researcher got data from preliminary research into the cycle two showed that 100% students had reached standard minimum score (KKM). It caused the revision of lesson plan (strategy and media) used in cycle one and cycle two. After implementing all cycles there was a significant increment of students' understanding of caution and notice material. It could be seen from the students' score of every test and students' participation during and involvement as long as teaching and learning process. The whole result of students' test as follow:

Table 4.6**The whole result of student's score in every cycle**

No	Student's Code	Preliminary Research	Cycle 1	Cycle 2
1	S-1	50	75	85
2	S-2	40	60	75
3	S-3	75	80	85
4	S-4	40	60	80
5	S-5	30	75	85
6	S-6	40	60	75
7	S-7	75	85	90
8	S-8	60	60	80
9	S-9	40	75	85
10	S-10	80	85	90
11	S-11	50	65	75
12	S-12	80	85	95
13	S-13	75	80	85
14	S-14	60	65	80
15	S-15	60	85	90
16	S-16	85	85	90
17	S-17	55	65	80

18	S-18	60	75	85
19	S-19	80	85	85
20	S-20	50	60	75
21	S-21	40	75	85
22	S-22	85	85	90
23	S-23	75	80	85
24	S-24	75	80	85
25	S-25	45	70	80
26	S-26	80	85	90
27	S-27	70	70	85
28	S-28	75	80	85
29	S-29	60	70	80
30	S-30	65	70	80
31	S-31	75	80	85
32	S-32	70	75	80
33	S-33	75	80	85
34	S-34	50	70	80
35	S-35	75	80	80
	TOTAL	2200	2615	2925
	MAXIMUM	85	85	95
	MINIMUM	30	60	75

	MEAN	62.85	74.71	83.57
	PERCENTAGE PASSED KKM	42.85	62.85%	100%

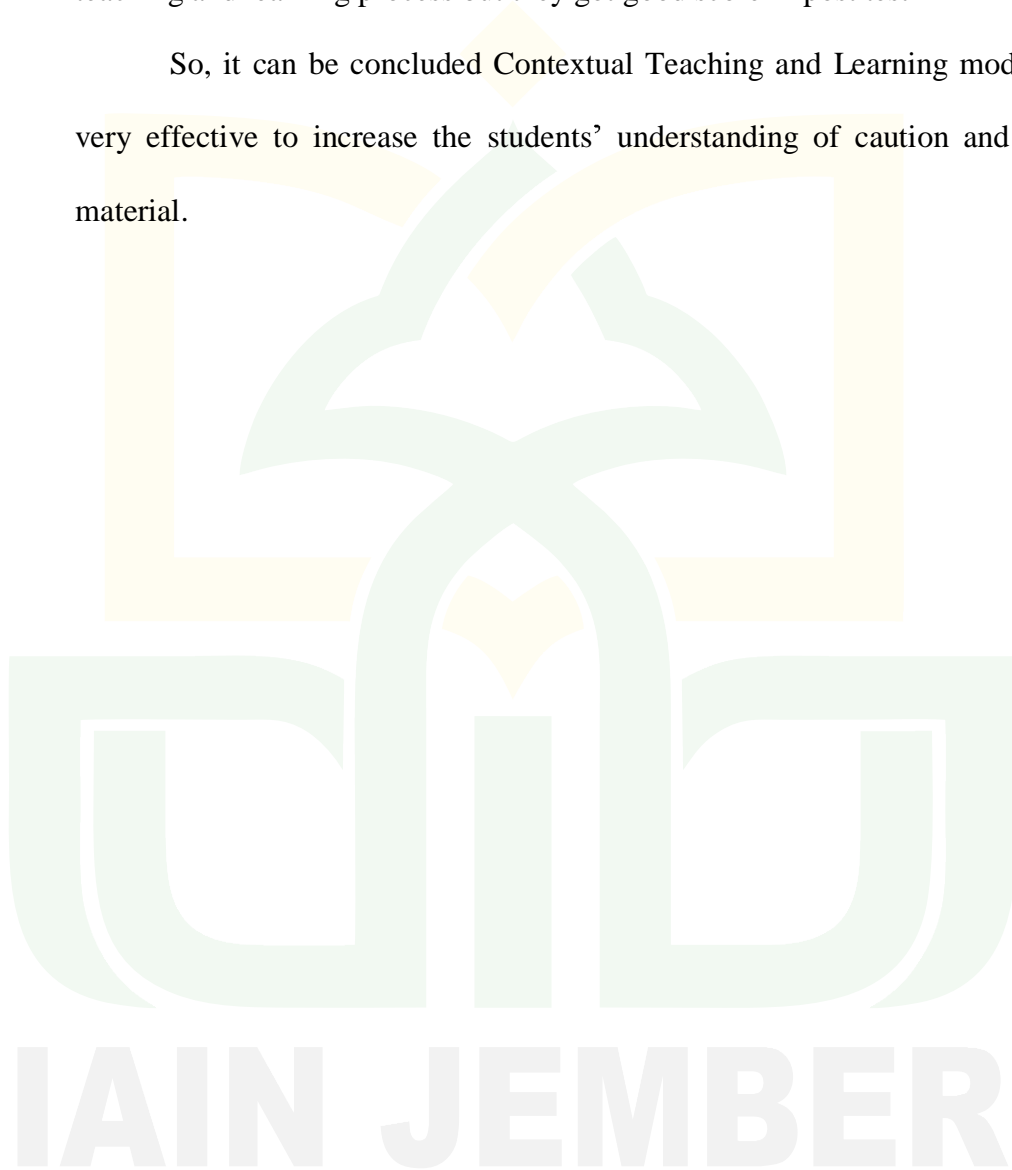
From the table above, it can be seen that the students' average score from pre-research into cycle two (post-test) were increased significantly. It means that Contextual Teaching and Learning model was effective to improve students' understanding of caution and notice material and this research used classroom action research was successful.

In pre-test, the average of students' score was only 62.85 while the percentage of students who have reached standard minimum score (KKM) are only 15 students or 43%. It means that students' understanding material were still low because most of them have not reached the standard minimum score (KKM). In the first cycle, the average score result was 74.71. The increasing of students' average score between pre-research and cycle one was 18.87%. There were 22 students or 63% of the whole students in the class who are able to reach KKM (73).

In the second cycle, the average of students' score was increased significantly, that was 83.57 (average of students' score). The increasing between cycle one and cycle two was 32.96%. In this meeting, researcher gave more explanation about caution and notice material by using Contextual

Teaching and Learning. Students were not participated and involved as long as teaching and learning process but they got good score in post test

So, it can be concluded Contextual Teaching and Learning model was very effective to increase the students' understanding of caution and notice material.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

In this research, the researcher had used Contextual Teaching and Learning model for increasing students' understanding of caution and notice material. It was proven that can make students more active and participate in teaching and learning process also students would not be bored in the class and for sure can increase students' understanding.

The increasing of students' understanding could be seen from the increasing of students' average score from 62.85 or 42.85% of the class percentages which passed the standard minimum score (KKM) in the preliminary study, and 74.71 or 62.85% of the class percentages which passed the standard minimum score (KKM) in cycle one into 83.57 or 100% of the class percentages which passed the standard minimum score (KKM) in the cycle two. From the result observation, it showed that the class condition during teaching and learning process was being more active and can involve students as long as learning process is going on. It could be seen from the result observation was 90%.

B. SUGGESTIONS

After conducting research, the researcher suggests:

a. For teacher

The teacher should use various models, methods, or techniques and etcetera in the classroom because it can motivate students and they would not be bored easily especially using Contextual Teaching and Learning model for increasing students' understanding of material

b. For students

The result of the research indicated that the ability of the eighth grade MTs. SA Roudlotul Jadid in understanding material was good enough. It was proven by the score of each test. It was hoped that the students can more increase their ability. They needed to increase their motivation and interested to learn English well especially understanding caution and notice material. In so doing, the students can catch the point of the material.

c. For researcher

This research can be a reference for being a better teacher in handling the class and increasing students' understanding of caution and notice material and

d. For the next researchers

The researcher hoped this research can be useful and be a reference for the next researcher in order to be a better teaching and learning process.

Especially in how to increase students' understanding of caution and notice material.



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IAIN JEMBER

MATRIX OF RESEARCH

Title	Variable	Sub Variable	Indicator	Source of data	Research Method	Research Problem
THE EFFORTS TO INCREASE STUDENT UNDERSTANDING OF LEARNING CAUTION AND NOTICE	Increase Student Understanding Of Learning Caution And Notice	1. Caution 2. Notice	1. Definition of Caution 2. Example of Caution 3. Example of Notice 4. Definition of Notice	1. English Teacher 2. Students of VIII B grade at MTs. SA ROUDLOT UL JADID	1. Methodology CAR (Classroom Action Research), model Kemmis & McTaggart : - Planning - Implementing - Observing - Reflecting 2. Collection Data - Interview - Observation - Documentation - Test 3. Data analysis CAR will be analysis by using qualitative and quantitative data	1. How can Learning increase student understanding of learning Caution and Notice material?
CAUTION AND NOTICE MATERIAL THROUGH CONTEXTUAL TEACHING AND LEARNING MODELS ON VIII B AT MTs. SA ROUDLOTUL JADID	Contextual Teaching And Learning Models	1. Contextual Teaching And Learning	1. Definition of Contextual Teaching And Learning 2. Characteristic of Contextual Teaching And Learning 3. Components of Contextual Teaching And Learning			



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Nomor : B.0154 /In.20/3.a/PP.00.9/02/2020
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Izin Penelitian**

17 Februari 2020

Yth. Kepala MTs. SA Roudlotul Jadid

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Halimatus Sa'adah
NIM : T20166031
Semester : VIII (Delapan)
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai The Efforts to Increase Student Understanding of Learning Caution and Notice Material through Contextual Teaching and Learning Models on VIIIB at MTs SA Roudlotul Jadid selama satu bulan.

Adapun pihak-pihak yang dituju adalah sebagai berikut :

1. Guru Bahasa Inggris Kelas VIII
2. Siswa Kelas VIIIB

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan

Wakil Dekan Bidang Akademik,



Mashudi



YAYASAN ROUDLOTUL JADID
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NOMOR: AHU-001/604.AH.01.04. TH 2015

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SURAT KETERANGAN

Nomor : 03. 277/MTS.RJ/VI/2020

Yang bertanda tangan dibawah ini:

Nama	Mujiono, M.Pd
Jabatan	Kepala Madrasah
Unit Kerja	MTs. SA Roudlotul Jadid

Menerangkan dengan sesungguhnya bahwa:


Nama	Halimatus Sa'adah
NIM	T20166031
Jurusan	Pendidikan Bahasa
Program Studi	Tadris Bahasa Inggris
Instansi	IAIN Jember

Mahasiswa tersebut telah melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul **THE EFFORTS TO INCREASE STUDENT UNDERSTANDING OF LEARNING CAUTION AND NOTICE MATERIAL THROUGH CONTEXTUAL TEACHING AND LEARNING MODELS ON VIIIIB AT MTS. SA ROUDLOTUL JADID.**

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana semestinya

Lumajang, 12 Maret 2020

Kepala MTs SA Roudlotul Jadid


MUJIONO, M.Pd.



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Sekretariat : Jl. Aceman No.Tlp. 085258177126 Desa Banyuputih Lor-Randuagung-Lumajang Kode Pos 67354

PROFIL MADRASAH

1. Identitas Yayasan

- a. Nama Yayasan : Yayasan Roudlotul Jadid
- b. Alamat Lengkap Yayasan : Jl. SDN 01 No. 1 Banyuputih Lor
- c. No. Akte Pendirian Yayasan : 55 Tanggal 15 oktober 2015
- d. Nama Ketua Yayasan : Muhammad Toha Adnan

2. Identitas Madrasah

- a. Nama Madrasah : MTs. SA Roudlotul Jadid
- b. Alamat Lengkap Madrasah : Jl. Aceman Banyuputih Lor Randuagung - Lumajang
- c. Nama Kepala Madrasah : Mujiono, M.Pd
- d. NSM/ No. Statistik Madrasah : 121235080025
- e. No.Rekening **Bank BRI** : 0044-01-001700-56-8
- f. Status Madrasah : Swasta
- g. Jenjang Akreditasi : Terakreditasi B
- h. Tahun didirikan : 2008
- i. Tahun beroperasi : 2008

3. Jumlah Siswa Dalam 3 (Tiga) Tahun Terakhir

Kelas	Jumlah Siswa			Keterangan
	2017/2018	2018/2019	2019/2020	
VII	44	66	56	
VIII	64	44	59	
IX	66	65	41	
Jumlah	174	175	156	

4. Data Rombongan Belajar

- a. Kelas VII : 2 Rombongan belajar
- b. Kelas VIII : 2 Rombongan belajar
- c. Kelas IX : 2 Rombongan belajar

5. Jumlah Guru

- a. Guru Tetap Yayasan (GTY) : 15 orang
- b. Guru Tidak Tetap Yayasan (GTTY) : 2 orang
- c. Guru PNS : -
- d. Bendahara : 1 orang
- e. Staf Tata Usaha : 1 orang
- f. Penjaga Madrasah : 1 orang
- g. **Jumlah keseluruhan : 18 orang**

6. Data Sarana Prasarana

No	Uraian	Kondisi Fisik			Jumlah
		Baik	Rusak Ringan	Rusak Berat	
1	R. Kelas	5	1		6
2	R. Lab. Komputer				
3	R. Lab. Bahasa		1		1
4	R. Lab. IPA		1		1
5	R. Kepala Madrasah	1			1
6	R. Guru	1			1
7	R. Tata Usaha	1			1
8	R. Perpustakaan		1		1
9	Kamar Mandi Guru		1		1
10	Kamar Mandi Siswa	2			2
11	Parkir	1			1

VISI, MISI DAN TUJUAN

Madrasah Tsanawiyah SA Roudlotul Jadid sebagai lembaga pendidikan mengemban amanat untuk mencapai dan mendukung tujuan visi dan misi Pendidikan Nasional serta pendidikan di daerah masing – masing. Oleh karna itu Madrasah Tsanawiyah SA Roudlotul Jadid perlu memiliki Visi, Misi dan Tujuan Madrasah yang dapat dijadikan arah kebijakan dalam mencapai tujuan pendidikan yang dicita-citakan.

A. TUJUAN PENDIDIKAN

1. Tujuan Pendidikan Nasional:

Pendidikan Nasional seperti yang tertuang dalam Undang-Undang Nomor 20 Tahun 2003 tentang Sisdiknas, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis, serta bertanggung jawab.

2. Tujuan Pendidikan Dasar:

Tujuan Pendidikan Dasar adalah meletakkan dasar kecerdasan, pengetahuan, kepribadian, akhlaq mulia, serta ketrampilan untuk hidup mandiri dan mengikuti pendidikan lebih lanjut.

B. VISI MADRASAH

Visi MTs SA Roudlotul Jadid adalah :

Terwujudnya peserta didik yang IMTAQ, IPTEK, Unggul Kreatif dan Mandiri.

Indikator :

1. Tangguh dalam iman dan taqwa kepada Allah SWT.
2. Tangguh dalam berupaya meraih prestasi belajar.
3. Tangguh dalam belajar dan mengembangkan ilmu pengetahuan.
4. Tangguh dalam bidang seni dan olah raga.
5. Tangguh dalam menerapkan tata krama dan budi pekerti.
6. Tangguh dalam mengendalikan lingkungan sosial.
7. Tangguh dalam kebersihan, keindahan dan keseraian lingkungan.
8. Tangguh bekerja sama dengan lingkungan.

C. MISI MADRASAH

Sesuai dengan Visi Madrasah yang telah dicanangkan maka Misi yang di emban di MTs SA Roudlotul jadid sebagai Lembaga Pendidikan yang berciri khas keagamaan adalah sebagai berikut :

1. Mengupayakan peserta didik yang cerdas dalam iman, dan taqwa kepada Allah SWT, dengan perantara ilmu pengetahuan dan teknologi serta dapat mengamalkannya.

2. Mengupayakan peserta didik untuk unggul dalam prestasi akademik dan nonakademik
3. Mengupayakan peserta didik untuk kreatif dalam pengembangan potensi diri dalam kehidupan bermasyarakat, berbangsa dan bernegara
4. Mengupayakan peserta didik untuk menumbuhkan kembangkan kemandirian dalam belajar, berkarya dan berwirausaha.

D. TUJUAN MADRASAH

Tujuan Madrasah Tsanawiyah SA Roudlotul Jadid adalah sebagai berikut :

1. Mewujudkan kondisi madrasah sesuai dengan standar nasional pendidikan (SNP)
2. Meningkatkan kualitas lulusan yang memiliki prestasi akademis tinggi.
3. Meningkatkan prestasi non akademik dengan mengembangkan potensi, minat dan bakat siswa.
4. Mewujudkan lulusan yang taat beribadah serta berakhlaqul karimah.
5. Mewujudkan lingkungan madrasah yang bersih
6. Mewujudkan kehidupan yang ramah lingkungan
7. Menciptakan budaya dan lingkungan madrasah yang sehat dan islami
8. Menjadikan madrasah terbebas dari NARKOBA dan obat terlarang lainnya.

IAIN JEMBER

KISI-KISI SOAL

Sekolah : MTs. SA Roudlotul Jadid
 Mata Pelajaran : Bahasa Inggris
 Kelas : VIII (Delapan)

Jumlah Soal : 20 butir
 Waktu : 1 x 40 menit

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
<p>KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p> <p>KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori</p>	<p>3.14 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>) sesuai dengan konteks penggunaannya</p> <p>4.16 Menangkap makna pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana</p> <p>4.17 Menyusun teks tulis pesan singkat pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Caution and Notice</p>	<p>a. Disajikan gambar dan atau kalimat / frase, siswa dapat menentukan kalimat tersebut berbentuk <i>caution or notice</i></p> <p>b. Disajikan teks dan gambar berbentuk <i>caution and notice</i> , siswa dapat menentukan jawaban yang tepat atas pertanyaan tentang fungsi, makna dan informasi tersirat yang terdapat dalam teks dan gambar tersebut.</p> <p>c. Disajikan satu kalimat / frase dan gambar berbentuk <i>caution and notice</i>, siswa dapat mencocokkan antara gambar dan kalimat / frase menjadi susunan yang tepat</p>

VALIDITY INSTRUMENT

INSTRUCTIONS

1. Put a check mark (✓) in the column according to your opinion.

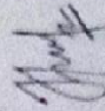
NO	Aspek yang di nilai	Skala Penilaian			
		1	2	3	4
A	Isi				
	1. Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar 3.4 dan 4.4			✓	
	2. Soal sesuai dengan indikator			✓	
	3. Pertunjuk mengerjakan soal sesuai dengan soal yang disediakan dan mudah dipahami			✓	
	4. Pedoman penskoran sesuai dengan skor setiap soal yang telah ditetapkan			✓	
	5. Kesesuaian soal dengan alokasi waktu yang digunakan			✓	
B	Konstruk				
	1. Soal disusun menggunakan tes untuk mengetahui kemampuan siswa dalam pemahaman materi pembelajaran			✓	
	2. Soal disusun dengan singkat, jelas dan tegas			✓	
	3. Soal tidak mengandung kunci jawaban ganda dalam setiap soal			✓	
C	Bahasa				
	1. Soal menggunakan bahasa yang mudah dipahami siswa			✓	
	2. Pertunjuk soal menggunakan kaidah bahasa Inggris yang benar dan sesuai dengan grammatikal			✓	
	3. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian			✓	
Total					

Note:

- 4 = Sangat Baik
- 3 = Baik
- 2 = Cukup Baik
- 1 = Kurang Baik

Lumajang, 20 Februari 2020

Validator



(Ike Astik Oktavia, S.Pd.)

VALIDITY INSTRUMENT

INSTRUCTIONS

1. Put a check mark (✓) in the column according to your opinion.

NO	Aspek yang di nilai	Skala Penilaian				
		1	2	3	4	
A	Isi	1. Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar 3.4 dan 4.4.			✓	
		2. Soal sesuai dengan indikator			✓	
		3. Petunjuk mengerjakan soal sesuai dengan soal yang disediakan dan mudah dipahami			✓	
		4. Pedoman penskoran sesuai dengan skor setiap soal yang telah ditetapkan			✓	
		5. Kesesuaian soal dengan alokasi waktu yang digunakan			✓	
B	Konstruksi	1. Soal disusun menggunakan tes untuk mengetahui kemampuan siswa dalam pemahaman materi pembelajaran			✓	
		2. Soal disusun dengan singkat, jelas dan tegas			✓	
		3. Soal tidak mengandung kunci jawaban ganda dalam setiap soal			✓	
C	Bahasa	1. Soal menggunakan bahasa yang mudah dipahami siswa			✓	
		2. Petunjuk soal menggunakan kaidah bahasa Inggris yang benar dan sesuai dengan grammatical			✓	
		3. Rumusan soal tidak menggunakan kata kalimat yang menimbulkan penafsiran ganda atau salah pengertian			✓	
		Total				

Note :

4 = Sangat Baik

3 = Baik

2 = Cukup Baik

1 = Kurang Baik

Lumajang, 20 Februari 2020

Validator



(Husniyah Fatafih, S.Pd.)

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTs. SA ROUDLOTUL JADID
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/II (dua)
Tema : Teks lisan dan tulis teks pesan singkat dan pengumuman
atau pemberitahuan (*Caution and Notice*)
Alokasi Waktu : 2 x 40 menit

A. KOMPOTENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 3.14 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman/pemberitahuan (*caution and notice*) sesuai dengan konteks penggunaannya
- 4.16 Menangkap makna pesan singkat dan pengumuman/pemberitahuan (*caution and notice*), sangat pendek dan sederhana
- 4.17 Menyusun teks tulis pesan singkat pengumuman/pemberitahuan (*caution and notice*), sangat pendek dan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman/pemberitahuan (*caution and notice*) sesuai dengan konteks penggunaannya
2. Menyusun teks tulis pesan singkat pengumuman/pemberitahuan (*caution and notice*), sangat pendek dan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

D. MATERI PEMBELAJARAN

Teks lisan dan tulis teks pengumuman/ pemberitahuan (*caution and notice*)

Fungsi social

Menyampaikan pesan dan memberi tahu untuk mencapai tujuan dengan sentuhan personal dalam komunikasi antar guru dan siswa

Struktur teks

Ungkapan baku dari sumber autentik

- a. *Caution* : *chemical storage only – no food or drink in this unit, harmful, toxic*

- b. *Notice* : *keep door closed, do not throw trash in the toilet, staff only, no smoking allowed here*

Unsur kebahasaan

1. Kata dan tata bahasa yang lazim digunakan : *impettatives*
2. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
3. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

Topik

Keteladanan tentang perilaku santun, peduli dan disiplin

Multimedia

Gambar (*print out*) yang membuat tampilan lebih menarik

E. PENDEKATAN DAN METODE PEMBELAJARAN

1. Model : Contextual Teaching and Learning
2. Metode : Diskusi

F. SUMBER BELAJAR

- Buku LKS wajib
- Contoh peragaan dari gambar (*print out*)
- www.dailyenglish.com
- <https://americanenglish.state.gov/resources>
- <https://learnenglish.britishcouncil.org/>

G. MEDIA PEMBELAJARAN

1. Media : gambar (*print out*)
2. Alat dan bahan : Papan tulis dan spidol

H. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama)	10 menit

	<p>b. Memeriksa kehadiran peserta didik</p> <p>c. Apersepsi</p> <p>d. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</p> <p>e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)</p>	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/ membaca beberapa contoh pesan singkat dan pengumuman/ pemberitahuan (<i>caution and notice</i>), sangat pendek dan sederhana dalam sebuah gambar yang disediakan • Siswa mengikuti mengucapkan kalimat pesan singkat dan pengumuman/ pemberitahuan (<i>caution and notice</i>), sangat pendek dan sederhana • Siswa membaca untuk memahami berbagai informasi, makna dari pesan singkat dan pengumuman/ pemberitahuan (<i>caution and notice</i>), sangat pendek dan sederhana, dengan pengucapan dan intonasi yang baik <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai pesan singkat dan pengumuman/ pemberitahuan (<i>caution and notice</i>), sangat pendek dan sederhana dalam 	90 menit

	<p>berbagai konteks</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca contoh- contoh pesan singkat dan pengumuman/ pemberitahuan (<i>caution and notice</i>), sangat pendek dan sederhana dari berbagai sumber lain • Siswa menyampaikan pesan singkat dan pengumuman/ pemberitahuan (<i>caution and notice</i>), sangat pendek dan sederhana menggunakan bahasa Inggris dalam kegiatan lain yang terstruktur <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa pesan singkat dan pengumuman/ pemberitahuan (<i>caution and notice</i>), sangat pendek dan sederhana pada gambar yang disediakan • Siswa menanyakan balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok • Siswa menyimpulkan hasil analisisnya terkait fungsi sosial, dan unsur kebahasaan dari pesan singkat dan pengumuman/ pemberitahuan (<i>caution and notice</i>), sangat pendek dan sederhana <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan pesan singkat dan pengumuman/ pemberitahuan (<i>caution and notice</i>), sangat pendek dan sederhana 	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>dengan ucapan, intonasi dan ekspresi dan performan yang baik dalam setiap ada kesempatan</p> <ul style="list-style-type: none"> • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya 	
Penutupan	<p>a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu</p> <p>b. Evaluasi dengan melaksanakan test secara lisan dan tulis</p> <p>c. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran dengan menjawab pertanyaan : <i>pengetahuan berharga apa yang kamu dapat kamu peroleh pada pembelajaran kita hari ini?</i></p> <p>d. Menutup pembelajaran dengan berdoa</p>	10 menit

I. PENILAIAN

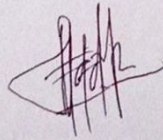
1. Sikap Spiritual
 - a. Teknik penilaian = observasi
 - b. Bentuk instrumen = lembar observasi
2. Sikap Sosial
 - a. Teknik penilaian = observasi

- b. Bentuk instrumen = lembar observasi
- 3. Pengetahuan
 - a. Teknik penilaian = tes tulis
 - b. Bentuk instrumen = soal tes tulis
- 4. Keterampilan
 - a. Teknik penilaian = observasi
 - b. Bentuk instrumen = cek list

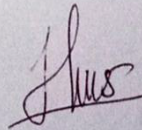
Lumajang, 18 Februari 2020

Guru Bahasa Inggris

Peneliti



Husniyah Fatatih, S.Pd.



Halimatus Sa'adah

Mengetahui,

Kepala MTs. SA Roudlotul Jadid



Mujiono, M.Pd.

JURNAL KEGIATAN PENELITIAN

Nama : Halimatus Sa'adah

NIM : T20166031

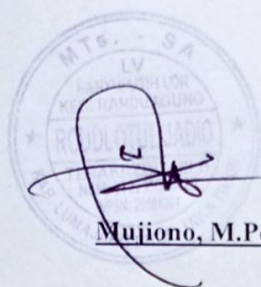
Judul Skripsi : The Efforts to Increase Student Understanding of Learning Caution and Notice Material through Contextual Teaching and Learning Models on VIII B at MTs. SA Roudlotul Jadid

Lokasi Penelitian : MTs. SA Roudlotul Jadid

No	Hari, Tanggal	Kegiatan
1	15 Februari 2020	Peneliti meminta perijinan pelaksanaan penelitian sekaligus observasi kondisi sekolah
2	16 Februari 2020	Peneliti melakukan observasi di kelas VIII (kelas yang akan dijadikan kelas penelitian) sekaligus wawancara kepada guru Bahasa Inggris yang bersangkutan dan melihat dokumentasi yang diperlukan seperti RPP dan list nilai siswa
3	17 – 25 Februari 2020	Peneliti melakukan persiapan dalam pelaksanaan peneliti seperti membuat RPP yang dikonsultasikan kepada guru yang bersangkutan, membuat instrument validasi kisi- kisi soal dan soal- soal untuk tes
4	27 Februari 2020	Peneliti melaksanakan penelitian pada pertemuan pertama untuk <i>cycle 1</i>
5	2 Maret 2020	Peneliti melaksanakan penelitian pada pertemuan kedua untuk <i>cycle 1</i> sekaligus melaksanakan tes kepada siswa
6	3 – 4 Maret 2020	Peneliti merefleksi hasil penelitian dalam <i>cycle 1</i> bersama guru Bahasa Inggris yang bersangkutan sekaligus penentuan apakah membutuhkan pelaksanaan <i>cycle</i> selanjutnya atau tidak
7	5 Maret 2020	Peneliti melaksanakan penelitian pada pertemuan pertama untuk <i>cycle 2</i>
8	9 Maret 2020	Peneliti melaksanakan penelitian pada pertemuan kedua

		untuk <i>cycle</i> 2 sekaligus melaksanakan tes kepada siswa
9	10 Maret 2020	Peneliti merefleksi hasil penelitian dalam <i>cycle</i> 2 bersama guru Bahasa Inggris yang bersangkutan sekaligus penentuan apakah membutuhkan pelaksanaan <i>cycle</i> selanjutnya atau tidak

Lumajang, 11 Maret 2020



Mujiono, M.Pd

Choose the right one !

Attention this picture for question no 1 and 2



1. Where you can find the notice below?
 - a. At library
 - b. In home
 - c. In restaurant
 - d. In the hospital
2. What is the purpose of the notice above?
 - a. To give command
 - b. To warn someone
 - c. To prohibit someone
 - d. To give advice
3. What does the notice mean?
 - a. Do not sleep in the room
 - b. Do not destroy in the restaurant
 - c. Do not speak so loud
 - d. We are not allowed to let the door open all the time
4. Where do usually find the caution below?
 - a. At the laboratory
 - b. In the class
 - c. In the office
 - d. In the canteen



Attention the picture for answer question no 5 and 6



5. The notice means in the classroom
 - a. Do not make any noise
 - b. Put the rubbish on the floor
 - c. Do not throw rubbish anywhere
 - d. Do not have activity

6. Where do usually find the text above
 - a. Along the street
 - b. In the beach
 - c. In the classroom
 - d. At supermarket
7. The caution means....
 - a. We are not allowed to mix food and chemicals here
 - b. We have to add chemical materials on food
 - c. We can put chemicals in the store room
 - d. We can only put food in the unit
8. Where find the sign above?
 - a. At the laboratory
 - b. In the class
 - c. In the office
 - d. In the canteen
9. The notice means...
 - a. We must keep the place silent
 - b. We must keep the place clear
 - c. We enter the place
 - d. We may read aloud
10. What must we do if we pay attention that notice?
 - a. Keep our food & beverages clean
 - b. We should eat at that area
 - c. Use the area to eat together
 - d. Students are prohibited to eat in the class



READING AREA
KEEP YOUR VOICE LOW

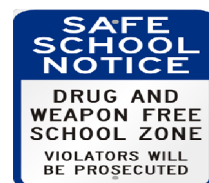


Fill in the blank with "Caution or Notice" !

11. (.....)
12. (.....)
13. (.....)
14. (.....)



**NO SMOKING
ALLOWED
IN THIS AREA**



15. (.....)



Match these pictures with the good sentences below!

1. No Cell Phone Use In This Classroom ●

2. Biohazard ●

3. School Crossing ●

4. No Bullying – Safe School Zone ●

5. Weapons are prohibited on school property ●



IAIN JEMBER

Choose the right one !

1. The following notice means that pedestrians should.....the grass.
 - a. Not cut
 - b. Not water
 - c. Not keep
 - d. Not walk on



Attention this picture for question no 2 into 4

2. From the picture we know that.....
 - a. We must not use the product
 - b. We cannot spray the product everywhere
 - c. We can spray the product into our eyes
 - d. We must not spray the product into our eyes
3. Where do usually find that picture?
 - e. At the laboratory
 - f. In the class
 - g. In the office
 - h. In the canteen
4. The picture is meant to.....
 - a. Remind people to be careful
 - b. To give information
 - c. To give advice
 - d. To ask people
5. These sentences below are kinds of notice, except.....
 - a. Floor slippery when wet
 - b. Dangerous chemicals
 - c. Do not park here
 - d. Watch for gate arm
6. What will the people do after reading this Notice?
 - a. The visitors should register in the office
 - b. The visitors should not go to the front office to inform their coming
 - c. The office will not accept the visitors
 - d. The visitors can enter the office without registration



**Do not spray
into the eyes!**

NOTICE

**ALL VISITORS
MUST REGISTER
AT OFFICE**



Attention this picture for question no 7 and 8

7. What does the notice means?
 - a. You cannot return the borrowed books if the library is closed
 - b. The library return service is available after hours only
 - c. You should put the books here if you return them after the closing time
 - d. You can borrow books from this counter even if the library is closed



**AFTER CLOSING TIME
RETURN THE BOOKS
HERE!**

DOCUMENTATIONS



Taking picture with The Headmaster (Mujiono, M.Pd) and English Teacher of eight grade (Husnyah Fatatih, S.Pd.) after taking permission for doing research in MTs. SA Roudlotul Jadid



Observing situation and the condition of the class and students as long as teaching and learning process is taking place



Student workbook used in learning and teaching process in this school



Giving explanation about caution and notice



Giving example of notice that available in the class



Giving example of caution that available in school environment



The example of caution (available in school environment) used as media in teaching and learning process



The example of notice (available in school environment) used as media in teaching and learning process

Letter of Authenticity of Thesis

The undersigned below:

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States, this thesis is my original work truly. It is not incorporate any material previously written or published by another person except those as indicated in quotation and bibliography. Due the fact, I am the only person responsible for this thesis. If a later time its found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me

Lumajang, 6th of June 2020

The writer



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