THE IMPLEMENTATION OF CONTEXTUAL TEACHING 
AND LEARNING (CTL) IN ENGLISH LESSON PLANS 
FOR THE FIRST YEAR STUDENTS OF HIGH SCHOOL 
(A Comparative Study on English Lesson Plans Used 
at MAPK Surakarta and SMA Assalam Surakarta) 

A Graduating Paper 

Submitted to the Board of Examiners in Partial Fulfillments of the Requirements 
for the Degree of Sarjana Pendidikan Islam (S.Pd.I) 
in English Education Study Program 

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2011
DECLARATION

BISMILLAHIRROHMANIRROHIM

Hereby the writer declares that this graduating paper is made by the writer himself, and it is not containing materials written and has been published by other people and other peoples’ idea except the information from the references.

The writer is capable to account to his graduating paper if in the future it can be proved of containing others’ idea or in fact, the writer imitates the others’ graduating paper.

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Dear
The Head of State Institute of Islamic Studies
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Assalamu’alaikum Wr. Wb.

After reading and correcting M. Nazil Iqdami’s thesis entitled The Implementation of Contextual Teaching and Learning (CTL) in English Lesson Plans for the First Year Students of High School (A Comparative Study on English Lesson Plans Used at MAPK Surakarta and SMA Assalam Surakarta), I have decided and would like to propose that it could be accepted in the Educational Faculty and I hope this thesis can be examined as soon as possible. Wassalamu’alaikum Wr. Wb.

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THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN ENGLISH LESSON PLANS FOR THE FIRST YEAR STUDENTS OF HIGH SCHOOL
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إِنَّ مَعَ العُسْرِ يُسُرُّ

Along with obstacles, there are countless solutions
Dedication

To my parents . . .

Who have seriously `shaped` me

To my big brothers, sister, and the little one (Mas Hasan, Mas Sopyan, Mbak Atin, and Azam) . . .

Who fill my daily life with much love

To MiAmor . . .

Who has been the sweetest in my life
ACKNOWLEDGMENT

In the name of Allah, the most gracious and merciful, the Lord of universe. Because of Him, the writer could finish this thesis as one of the requirement for Sarjana Pendidikan Islam at English Department of Educational Faculty of State Institute of Islamic Studies (STAIN) Salatiga in 2011.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness.

However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

1. Dr. Imam Sutomo, M. Ag, the head of State Institute of Islamic Studies (STAIN) Salatiga.
2. Suwardi, M. Pd, S. Pd, as the chief of Educational Faculty.
3. Mashlihatul Umami, S. Pd. I., M. A., as the chief of English department, and as the writer’s counselor who has educated, supported, directed, and given the writer countless advices, suggestion, and recommendation for this thesis from the beginning until the end.
4. All the lecturers at English Department.
5. All the staff that have helped the writer in processing of thesis administration.
6. MAPK and SMA Assalam Surakarta for letting me conduct a research on their lesson plans.
7. My beloved parents, my father (Khusnussyia’ar) and my mother (Ta’mirotul Birroh), who always give me sincere prayers for successfulness in my life.
Beloved brothers and sister (Mas Hasan, Mas Sopyan, and Mbak Atina) who always give their support to me. Beloved little nephew (Azam) who always cheers me up with his cries.

8. My beloved friends at CEC (Arifin, Arba’in, Stamma, Yohan, Soraya, Lusi, Ina, Mas Arif, Mbah Hugma, Mas Azis, Nastiti, Fahmi, Ratna, dkk), and all of my friends at STAIN Salatiga especially D class (I love you all) who helped me finish this thesis.

9. My sweet honey who always stands me up when I fall and calms me down when I am in anger. You are the sweetest thing in my life.

Finally, this thesis is expected to be able to provide useful knowledge and information to the readers.

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ABSTRACT


Keywords: Contextual Teaching and Learning (CTL), English lesson plans, implementation, comparative analysis

Contextual Teaching and Learning (CTL) is a new innovative approach in education discussed by many practitioners with the philosophy that students learn when they see meaning in academic material, and they see meaning in schoolwork when they can connect new information with prior knowledge and their own experience. At the same time, an English teacher is demanded to have a systematic lesson plan that enables them to run the teaching and learning process appropriately. Two well-known high schools in Surakarta i.e. MAPK and SMA Assalam have attempted to adapt the CTL approach into their English lesson plans, and have successfully proven that this approach can really maximize students’ achievements in English. This particular research is intended to reveal the secret behind the success of the implementation of CTL in English lesson plans that these two high schools possess, thus, it is conducted as an account of identifying, knowing, and analyzing the implementation of CTL in the English lesson plans. The design for this research is descriptive qualitative study by applying the framework of CTL and Lesson Plans theories. At the end, the discussions of this research move from the descriptive analysis to comparative analysis due to the selection of two high schools as the objects of study. The comparison will investigate the implementation of CTL in five aspects of lesson plans i.e. instructional goals, objectives, activities, instructional media, and assessment. From the comparison, it is found that the English lesson plans for grade X possessed by MAPK Surakarta has a better implementation of CTL than the English lesson plans for grade X possessed by SMA Assalam Surakarta.
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CHAPTER I

INTRODUCTION

This chapter focuses on giving an introductory explanation of the research. It presents background of the research that discusses the importance of lesson plans in English class as well as its innovation of having Contextual Teaching and Learning (CTL) approach implemented within the lesson plans in order to maximize students’ learning achievement in English.

A. Background of the Research

Recently, there proves to be a trend of recalling to an assumption that learning will be meaningful if learners are able to connect the learning content with the real context of surrounding environment. Educator Elaine B. Johnson explains:

"Meaning emerges from the relationship between content and its context. Context gives meaning to content. The broader the context within which students are able to make connections, the more meaning content will hold for them," (Johnson, 2002: 3).

A learning process which is material mastery oriented tends to be effective in short competitions, but fails to prepare learners in solving their real life problems in the long run.

As it is mandated by the Act Number 19/2005 about the National Standard of Education, the government expects a better education and an improvement of students in facing more challenges in global era. The expectation implicates to better approach, method, and technique conducted
for the improvement of teaching learning process. The realization of the Act No. 19/2005 is implicated by the newborn curriculum called *Kurikulum Tingkat Satuan Pendidikan (KTSP)*/ Education Unit Level Curriculum.

This KTSP is developed independently by a school unit by considering circumstances within the unit area, and is expected to realize a productive and effective school with maximum achievement. Independence itself means that a school unit has full authority to manage sources funds, and teaching methods that are considered to be appropriate with the condition and need of surrounding environment (Mulayasa, 2010: 20 – 21)

There are two fundamental points underlying the previous paragraphs, those are real life learning and improvement on teaching learning process, which is reflected on KTSP. The two points can somehow be connected by a discourse on a new developed teaching and learning approach called Contextual Teaching and Learning (CTL). CTL approach is a learning concept that helps teachers relate learning materials taught with the real life that students face. This approach also encourages students to apply the knowledge that they have in the classroom to the real life where they belong to their society. A meaningful learning is the aim of conducting this approach. In the other words, learning process will go naturally with students learn and experience; learning is not meant by transferring knowledge from a teachers to students. Thus, learning strategies are more maintained than the result itself.
The majority of students in our schools are unable to make connections between what they are learning and how that knowledge will be used. This is because the way they process information and their motivation for learning are not touched by the traditional method of classroom teaching. The students have a difficult time understanding academic concepts as they are commonly taught, but they desperately need to understand the concepts as they relate to the larger society in which they live. Traditionally, students have been expected to make these connections on their own, outside the classroom. This problematic case happens to all classes at school including English. English, as one of three obligated subjects besides Math and Bahasa, is considered as a tough one because students are mainly forced to study the concepts without being introduced to experience the real of English usage. For these reasons, nowadays, English teachers are demanded to have the ability to set up strategies that enable students to attempt the English knowledge into their real life. The strategies should include planning, organizing, and evaluating English teaching and learning process in order to get a maximum students’ achievement.

In English teaching, strategies, which include planning, organizing, and evaluating are considered to be the frontline of the teaching process. As insisted by Mulyasa (2010: v-vi) that “some teachers still find difficulties to plan a lesson.” Thus, although teachers have already chosen the best method in teaching, as long as the strategies of classroom teaching are not planned appropriately, the maximum students’ achievement is unlikely to be
accomplished. Regarding the importance of planning, it is fundamental for every English teacher to prepare a plan that will help them conduct the teaching and learning process. The plan is well-known as lesson plan.

Planning a lesson can initiate effective teaching if every aspect is developed from systematic principles. Systematic planning is planning an instruction based on four principles, those are identifying students’ need in the form of objectives and goals, designing a planning in the form of activities, evaluating instruction and assessing students’ achievement, then revising and improving the instruction for a better instruction later. According to Reiser and Dick (1996: 5), there are six aspects of systematic lesson plan: instructional goals, instructional objectives, instructional activities, instructional media, assessment, and instruction revision.

Having considered the previous explanations, the researcher would like to come up with two important points, which become the heart of the entire research, those are CTL and lesson plan. Lesson plan is the tip spear of English teaching and learning process; and CTL is the approach, which is implemented within the lesson plan. Thus, a CTL based lesson plan is regarded as a breakthrough in English teaching and learning, and it is a very effective approach in maximizing student’s achievement in learning English.

Regarding the positive effects of having a CTL based lesson plan, this research attempts to analyze the implementation of CTL in the lesson plans used in grade X of high school. How far the implementation of CTL and what aspects of CTL are taken into teachers’ lesson plans are the main discussion
of the research. In order to get a representative, comprehensive, and comparable object of study, the researcher chooses two high schools that are proven to have conducted CTL in their teaching and learning process, and have also proven that this CTL is the effective one in maximizing students’ achievement in English. The two high schools are MAPK Surakarta and SMA Assalam Surakarta.

Based on the background above, the researcher critically analyzes the case more deeply by conducting a research entitled: The Implementation of Contextual Teaching and Learning (CTL) in English Lesson Plans for the First Year Students of High School (A Comparative Study on English Lesson Plans Used at MAPK Surakarta and SMA Assalam Surakarta).

B. Clarification of the Terms

To avoid misunderstanding, some key terms are defined as listed below:

1. Implementation

According to Hornby, implementation is derived from the word ‘implement’, which means carry an undertaking, agreement, and promise into effect (1980:426). Susilo (2007: 174) adds that, “implementation is the realization of idea, concept, policy, or innovation in practical ways, which gives effect on knowledge, values, skills, and attitude.”

Based on the two definitions above, implementation of CTL can be defined as a process in which the idea of CTL is applied in the teaching
and learning process. Due to the limitation of this study on the lesson plan, the application of CTL is merely in the lesson plan used in high school.

2. Contextual Teaching and Learning (CTL)

a. Contextual

The word "con" is defined in Oxford Advance Learner Dictionary as trick or deceives (Hornby, 1980: 174). In the other hand, "textual" means something that deals with text, or reality, which is not limited by theories (Hornby, 1980: 893). However "contextual" should be defined as circumstances in which an event happens (Hornby, 1980: 184).

b. Teaching

According to Hornby, teaching means transferring knowledge from a teacher to students (1980: 886).

c. Learning

In Oxford Advance Learner Dictionary, learning refers to the process of gaining knowledge or skills in an activity (Hornby, 1980: 480).

The whole words Contextual Teaching and Learning (CTL) can be defined as a learning concept, which assists teachers in helping students relate what they learn with the real life situation, and in motivating students to experience the knowledge they get in the classroom into the daily life that they live in. However, CTL here refers
to a learning approach, which is acknowledged by the US Department of Education and is adopted by Indonesian Department of Education to be applied in Indonesian’s schools.

3. English

The word “English” here refers to the English language, more specifically a language or subject that is taught in high school.

4. Lesson Plan

As Hammer (2006: 364) acknowledges, “lesson planning is the art of mixing a number of different elements into a lesson, so that the lesson can maximize students’ learning process.” In line with Hammer, Reiser and Dick (1996: 2) define lesson plan as “a sequence of activities that a teacher and students will be doing within the teaching and learning process.” From the two definitions above, lesson plan is simply defined as a draft of activities planned to be conducted in the teaching and learning process.

5. The First Year Students of High School

The term “the first year students of high school” refer to high school students grade X in Indonesian educational system, aged approximately sixteen years old.
C. Scope of the Research

Since this research poses the lesson plans used in grade X of high school (MAPK Surakarta and SMA Assalam Surakarta) as the objects of study, the researcher most likely analyzes the implementation of CTL in English lesson plans wherein the analysis covers the implementation of CTL in the instructional goals, objectives, activities, instructional media, and assessments.

D. Research Questions

There are two fundamental questions that sum up the background of study and need to be answered by conducting this research, that are:

1. How is the implementation of CTL in English lesson plans used in grade X of high school (MAPK and SMA Assalam Surakarta), or in the other words, which aspects of CTL (constructivism, inquiry, questioning, modeling, learning community, reflection, and authentic assessment) are taken into it?

2. How is the comparative analysis on the implementation of CTL between the two researched schools?

E. Objectives of the Research

After knowing the research question above, the objectives of this research are obviously to identify, to know, and to compare the
implementation of CTL in English lesson plans used in grade X of high school (MAPK and SMA Assalam Surakarta).

F. Significances of the Research

The result of this research is expected to give useful information for educators and English teachers in applying CTL appropriately in English lesson plans. The information is intended to give contribution for:

1. Practically, for the observed high schools, to be able to gain real information about the implementation of CTL. This way, it is hoped to give contribution on findings advantages and disadvantages of the CTL based lesson plans, which are used in the particular schools. For educators and English teachers, to be able to attempt and implement CTL in their English lesson plans appropriately, because this research is expected to analyze and find a comprehensive portrait about the implementation of CTL in the lesson plans.

2. Theoretically, for supporting the idea of CTL as the new approach of English teaching and learning that should be taken into account by educators and English teachers. In addition, for other researchers who are interested in conducting a research on the notion of CTL.

G. Sites and Respondents

Since the study of this research is a descriptive qualitative study, in-depth information is obtained from two teachers of two selected high schools
(MAPK Surakarta and SMA Assalam Surakarta). The first high school is labeled as school A and the other as school B.

The reason why the researcher selects these two high schools among many other high schools is based on the facts that these two are well-known for the quality of language teaching, especially on English and Arabic. These two high schools have also become the trendsetter in language teaching that many students have accomplished awards in English competitions from the local until the national ones. Moreover, many graduates have been accepted in both local favorite universities and abroad.

Seeing the facts above, the researcher believes that these two schools are fulfilling the qualification for the study of CTL. However, the researcher focuses the study on English lesson plans used by two teachers (one for each school) in the same level of that grade X more specifically in academic year of 2010/2011.

H. Organization of the Paper

This research is organized into five chapters: introduction, theoretical foundation, research methodology, findings and discussions, and closure.

The first chapter is introduction. It presents a comprehensive background of this research, which discusses the reasons why the researcher wants to critically analyze the implementation of CTL in the lesson plans used in high school. This chapter also covers clarification of the terms, scope of the research, research questions, objectives of the research, significances of
the research, site and respondents, research methodology, and organization of the paper.

Moving to the second chapter is theoretical foundation. This theoretical foundation presents deep explanations of lesson plan starting from its definition, functions as well as the aspects of lesson plan. Another sub point presented in this chapter is the understanding of CTL, which covers definition, characteristics, principles of CTL as well as its procedure in arranging a CTL based lesson plan. The other point discussed in this chapter is the analysis framework.

The third chapter, research methodology, explains why this research needs to employ documentation and interviews. Comprehensive explanations are split into research design, site and respondents, data collection, data analysis, and procedure of the research.

The fourth chapter, findings and discussions, reports the findings and discussions obtained from all collected data from both documentation and interviews. This chapter is aimed to give detailed portraits of the implementation of CTL in the lessons plans used by the two different schools observed by the researcher.

The fifth chapter, which is the final one, is closure. It gives the conclusions of the research and draws some suggestions for the development of CTL based lesson plan.
CHAPTER II
THEORETICAL FOUNDATION

This chapter focuses on giving a comprehensive theoretical foundation of the research. It is aimed at giving a direction to what extent the research is conducted. Since the research concerns on the implementation of CTL in lesson plans, this chapter likely covers the discussion of lesson plans, CTL, and the analysis framework of the research as well.

A. Contextual Teaching and Learning (CTL)

1. Nature of CTL

The philosophy of CTL is rooted from progressivisms of John Dewey, an expert of classical education, who proposes the theory of curriculum and teaching methodology relate to students' experience and interest (Nurhadi, 2004: 8). Principally, students will learn effectively if they are able to make a connection between what they are learning with the experience they had, and also they actively involve in learning process in the classroom. John Dewey, as quoted by Donald Freeman (cited in Christopher and Willy, 1999: 34) says:

"What an individual has learned in the way of knowledge and skills in one situation becomes an instrument of understanding and dealing effectively with the situation which follows. The process goes on as long as life and learning continue."

Nurhadi (2004: 9) explains that the Theory of Cognitive has also influenced the philosophy of CTL. Students will learn so well if they
actively involve in the classroom activities and have a chance to inquire it by themselves. Students will show their learning achievement through real things that they can accomplish. Learning is regarded as an effort or intellectual activity for developing their idea through introspection.

Based on two theories above, the philosophy of CTL is developed. CTL is proven as the concept that incorporates much of the most recent research in cognitive science. It is also a reaction to the essentially Behaviorism Theory that has dominated the US education for many decades. CTL is promoted as an alternative for the new learning strategy. CTL emphasizes the learning process through ‘constructing’ not ‘memorizing’, and teaching is interpreted as an activity of inquiring process not only transferring knowledge to students. In CTL, students are expected to develop their own understanding from their experience or knowledge (read: assimilation). It is important because our brain or human mind is functioned as the instrument for interpreting knowledge so that it will have a unique sense.

Meanwhile, several attempts have been made to define the meaning of CTL method. In the process of searching the meaning of CTL, the researcher has found several definitions about it from different resources.

Elaine B. Johnson (2002: 25) defines CTL as follows:

"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. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning,
collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments."

In addition, Bern and Erickson (2001) state that:

"Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires."

Meanwhile, The Washington State Consortium for Contextual Teaching and Learning, as cited in Nurhadi (2004: 12), formulates the definition of CTL as follows:

"Contextual teaching is teaching that enables students to reinforce, expand, and apply their academic knowledge and skills in a variety of in-school and out-of school settings in order to solve the stimulated or real-world problems."

Based on the previous definitions, the researcher concludes that CTL is the way or the concept of teaching that helps teacher and students to relate subject matter to the real life situation and motivate students to connect and apply all aspects of learning into their roles in real life. When people talk about context, most of them say that it relates to their social life. In the classroom teaching, CTL means that a teacher should present the students’ real world inside the classroom.

2. Characteristics of CTL

Characteristics of CTL, as it is explained by Elaine B. Johnson (2002: 24), are categorized into eight important elements. Those elements are discussed briefly in the following explanations.
The first element is making meaningful connections. In the term of this query, it is expected that students can organize themselves as learners, who learn actively in improving their interest individually, a person who can work individually or collectively in a group, and a person who can do learning by doing.

The second one, which is doing significant work, argues that students can make relationship among schools and the various existing contexts in the real world as a business maker and as a citizen.

The next element is labeled as self-regulated learning, which proposes students to do the significant work. Significant here means that certain work has to have purpose, it has connection with others, it has connection with decision-making, and it has the concrete results or products.

The fourth element called as collaborating encourages students to be able to work together. Teachers help students in order to work effectively in a group and teachers help them to understand the way to persuade and communicate each other.

The fifth element of CTL’s characteristics is critical and creative thinking. In this term, students are able to apply higher level thinking critically and effectively. They are able to analyze, synthesize, tackle the problem, make a decision, and think logically.

The next element, which is the sixth one, is nurturing the individual. In this element, students are expected to be able to carry on
themselves, understand, give attention, possess high wishes, motivate and empower themselves. Students cannot reach the success without any supports from the adult. Students should respect their companion and senior citizens as well.

The seventh element is that of reaching high standards, which expects students not only to know but also in reality to reach their high standards. It identifies their purposes and motivates them to reach it. Thus, a teacher has to show students how to reach what called ‘excellent’.

The eighth element, which is the last one according to Johnson (2002: 24), is using authentic assessments. In this term, students are urged to use academic knowledge in the real world context for the meaningful purposes. For example, students may describe the academic information they have learnt in subject of science, health, education, math, and English by designing a car, planning the school menu, making the serving of human emotion or even telling their experience.

These eight characteristics have differentiated CTL from other methods. These Characteristics became the main components in applying CTL method. It can be understood that these eight characteristics ask students to be actively involved in classroom activities. Collaborating, nurturing the individual, and creative and critical thinking ask students to be much responsible to their own learning. The role of teachers in CTL is to facilitate students finding the facts, meanings, concepts, and principles for themselves. Once these eight characteristics are applied in classroom, it
will be a big help for both teachers and students in creating a good atmosphere where learners (read: students) have a great responsibility in achieving their success in learning.

Moreover, similar to Johnson, Blanchard (2001) states five characteristics of contextual learning included: (1) relies on spatial memory; (2) typically integrated multiple subjects; (3) value of information is based on individual need; (4) relates information with prior knowledge and; (5) authentic assessment through practical application or solving of realistic problem. Whereas Bern and Erickson (2001) state: (1) interdisciplinary learning; (2) problem-based learning; and (3) external contexts for learning. Meanwhile, Sounders (1999) focuses the characteristics of CTL on what is abbreviated as REACT (*Relating*: Learning in life experience context; *Experiencing*: Learning in searching and discovering context; *Applying*: Learning when knowledge introduced in the usage context; *Cooperating*: Learning through interpersonal communication and sharing context; *Transferring*: learning the use of knowledge in a new situation or context).

3. Principles of CTL

Principle in etymology is defined as basic general truth, rule for personal behavior, and rule concerning the basic idea (Hornby, 1980: 662). From the definitions, it can be understood that principle has a certain function of becoming the basic rule for something. Something in here can
be so much broad in meaning. Something can be persons, methods, beliefs, etc. Particularly in CTL, principle can be regarded as a basic rule in adapting CTL into teaching and learning process. However, the principles of CTL are more than just basic rules, but they are also the steps by which the approach of learning-based CTL is conducted.

As Nurhadi (2004, 31) acknowledges, there are seven principles of CTL, which in his book are recognized as seven primary components. Those principles are explained one by one along with its order in conducting CTL from the starting point of it until the closing one.

The first principle is constructivism. It is the basic premise that an individual learner must actively ‘build’ knowledge and skills. However, all advocates of constructivism agree that it is the individual’s processing of stimuli from the environment and the resulting cognitive structure that produce adaptive behavior rather than the stimuli themselves. In the classroom teaching learning process, the application of constructivism is applied in five steps of learning, they are: activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting on knowledge. The constructivism paradigm has led us to understand how learning can be facilitated through certain types of engaging, constructive activities. This model of learning emphasizes meaning making through active participation in situated context socially, culturally, historically, and politically.
The second one is inquiry, which is basically a complex idea that means many things to many people in any contexts. Inquiry is asking, asking something valuable that relates to the topic discussed. Inquiry is defined as a seeking for truth, information or knowledge, seeking information by questioning (Hornby, 1980: 440). In applying inquiry activity in classroom teaching, there are several steps that should be followed i.e. formulating problem, collecting data through observation, analyzing and presenting data through written form, picture, report and table, and finally communicating and presenting the result of data to readers, classmates, and other audiences. Furthermore, Mel Silberman (1996: 2) states premises that support the importance of learning by inquiry, they are: (1) what I hear, I forget; (2) what I hear and see, I remember a little; (3) what I hear, see, and ask to or discuss with my friends, I understand; (4) what I hear, see, discuss, and do, I gain knowledge and skills; (5) what I teach to others, I master.

The next principle, which is the third one, is questioning. Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and the important aspect of learning. Sadker, as quoted by Nurhadi (2004: 45), mentions the important of questioning technique in classroom teaching. He says:

"To question well is to teach well. In the skillful use of the question more than anything else lies fine art of teaching, for in it we have the guide to clear and vivid ideas, and the quick spur of imagination, the stimulus to thought, the incentive to action. What in a question, you ask everything. It is the way of evoking stimulating response or stultifying inquiry. It is in essence, the very
core of teaching. The art of questioning is the art of guide learning.”

Sometimes, a teacher asks students before, during, and after a lesson. At other times, he or she is posed effectively by his or her students to focus on their own lesson, keeps them engaged, and helps them monitor their understanding of what was learned. In a productive teaching learning, questioning activity are useful to check students’ comprehension, to solve problems faced by students, to stimulate students’ responses, to measure students’ curiosity, to focus students’ attention, and to refresh students’ prior knowledge.

The fourth principle is learning community, which in this learning model, the result of learning is taken not only from the personal cognitive achievement, but also from the affective side of that by doing learning process in groups. Actually, learning community has the meaning as follows: (1) group of learning by which communication is the means to share idea and experience; (2) working together to solve problems; and (3) responsibility belongs to each member of learning group.

It is sometimes unnoticed that language classes operate as communities, each within its own collection of sharing understandings that have been built up over time. The overall characters of each language class is created, developed, and maintained by everyone in the room. Each class member has a specific role to play, even those with ostensibly low profile such as ‘onlooker’ or ‘observer’, a person who is taking notes to what is going on; those who are popular such as ‘knower’, a learner who is
being privy to share understanding with the classmates; those who are 
common in the classroom such as 'follower', the one who is reacting in the 
same way as everyone else to certain teacher or other students' initiatives.

The fifth principle of CTL, which is known as *modeling*, is 
explained as the verbalization of ideas. Thus, a teacher demonstrates the 
lesson to students by acting with a single purpose of implementing the idea 
of the lesson to students. Modeling activity can be summarized as 
demonstrating teachers' opinion and demonstrating how teachers want 
their students to learn.

The sixth one is *reflection*, which is defined as the way of looking 
back to what students have learnt and done in the past. Reflection is the 
record of activities and knowledge that have been received. A teacher 
needs to conduct reflection at the end of teaching and learning process by 
spending a little time asking students to reflect what they have gone 
through. The realization of reflection can be done by giving direct 
statements about information acquired in the lesson, some notes, materials 
on students' books, some impressions and suggestions uttered by students 
about the teaching and learning process, and discussions.

The seventh principle, which is the last one, is *authentic 
assessment*. Authentic assessment is a procedure of achievement in CTL. 
Assessing students' performance can come from teacher and students as 
well. Authentic assessment is the process of collecting data that gives the 
description of students' learning development. In learning process, not
only teachers who are able to provide accurate assessments of their
students' performance, but also students are able to monitor and judge
their own language productions. "They frequently have a very clear idea of
how well they are doing or have done, and if we help them develop this
awareness, we can greatly enhance learning," (Jeremy Harmer, 2002: 100).

Meanwhile, authentic assessment has some characteristics
(Nurhadi, 2004: 43), which are: (1) involving real world experience; (2)
allowing access to information; (3) encouraging the use of computer,
dictionary and human resources; (4) engaging students by relevance; (5)
using open-ended format; (6) including self-assessment and reflection; (7)
w warranting efforts and practices; (8) identifying strength to enable students
to show what they can do; and (9) making assessment criterions clearer to
students.

Essentially, the question that needs to be answered by conducting
this authentic assessment is, "Do students learn something?" not "What
have they already known?"

4. Procedures in Arranging a CTL-Based Lesson Plan

In CTL, teaching and learning process is more likely defined as a
set of class activities scenario made by a teacher, which clarifies sequences
of activities dealing with the topics discussed with students. The scenario
program itself should reflect clear goals, objectives, activities, media, and
authentic assessment of the teaching and learning process. In this case, the program has to be privately constructed by the teacher itself.

Basically, there are no significant differences between the CTL-based program and the conventional one. Thus, the differences lie only on the emphasis i.e. the conventional program emphasizes more on clear goals of teaching and learning process (read: result), while the CTL-based program underlines more on the teaching and learning scenario (read: process). Based on the distinction, Indonesian Department of Education (Depdiknas, 2006) suggests some procedures in adapting CTL into lesson plans. The procedures are:

1. Stating clear teaching and learning processes. The statement should acknowledge standard competence, basic competence, materials, and expected goals. Thus, the principles of CTL such as constructivism and inquiry have to be implemented in the statement.

2. Stating general goals of teaching and learning processes. In CTL, general goals reflect on teaching and learning processes, which are in line with the systematic principles of CTL.

3. Breaking down supporting materials. Recalling the characteristics of CTL of that of creativity, having needed, effective, and efficient materials are very fundamental. Specifying them will help a lot in maximizing the implementation of CTL's principles in teaching and learning processes.
4. Drawing up systematic teaching and learning scenario. The scenario should be clear and be able to optimize students' activities because optimizing the activities means optimizing the process of CTL program.

5. Setting up authentic assessments. Because CTL is oriented on teaching and learning processes, the assessments for the processes are not on a single test but on the accumulation of all activities done by students, which consist of cognitive, affective, and psychometrics measurement.

The procedures above are supported by Masnur Muslich (2009: 54) who genuinely arranges clear procedures in implementing CTL into lesson plans as follows:

1. Select one learning unit that is going to be discussed in the learning process.

2. Write clear competence standards and based competences of the unit discussed.

3. State the indicators for it.

4. Arrange a definite time allotment needed to reach the indicators.

5. Formulate the objectives of the unit discussed.

6. Select appropriate materials for the unit discussed.

7. Chose the right teaching and learning method.

8. Arrange the step-by-step learning process for each objectives by splitting them into pre-activities, main activities, and closing.
9. If the time allotment does not cover for one time meeting, split the learning process into more than one meeting.

10. Mention learning source and media used concretely.

11. Define the assessment techniques, forms, and example of assessment instruments appropriately.

B. Lesson Plan

1. Nature of Lesson Plan

Teaching is a complex process that requires a careful planning for its success. For this reason, teacher should realize the importance of planning for instruction and classroom management. Arranging an effective teaching to create an effective instruction is one of teacher’s responsibilities. Therefore, all steps that must be taken in the classroom should be planned well. In terms of instructional design, this planning is called Lesson Plan.

As Hammer (2006: 364) acknowledges, “lesson plan is the art of mixing a number of different elements into a lesson, so that a lesson can maximizes students’ learning.” Hence, planning a lesson becomes a fundamental aspect that brings lesson to an effective instruction. In line with Hammer, Reiser and Dick (1996: 2) define lesson planning as “an activity of planning what a teacher and students will be doing.” In addition, Mulyasa (2010: 213) addresses a lesson plan as “perencanaan jangka pendek untuk memperkirakan atau memproyeksikan apa yang akan
dilakukan dalam pembelajaran" (a short-term plan used to predict what is going to be done in the teaching and learning process).

From the definitions above, it is noticeable that lesson planning cannot be simply defined as planning time to decide materials, knowledge, or skills that will be given to students because planning a lesson should be aimed at maximizing students' achievement.

As mentioned earlier, lesson planning is conducted to get an effective instruction. If an effective instruction can be meant as an instruction that enables students to acquire specified skills, knowledge, attitudes, and students can enjoy (Reiser and Dick, 1996: 3), then, it is concluded that a lesson will be good for students if they do not only get the knowledge, but also enjoy the instruction. Furthermore, Smith and Ragan (1993: 2) state:

"An effective instruction is the instruction that motivates students to learn affirms the presence a validity of diverse learning style maximizes the climate or conditions for learning in the classroom through the use of instructional design principles that value learning differences and increase the possibility of success for all students."

Based on the quote above, it can be understood that in planning a lesson a teacher should create a high quality lesson plan, i.e. a lesson plan that gives experiences, knowledge, and skills to students. A teacher is also demanded to consider a number of crucial factors such as the language level of students, their educational and cultural background, their level of motivation, and their different learning style before starting to make a lesson plan. In addition, Mulyasa (2010: 213) argues that lesson planning
should include three activities, i.e. *identifikasi kebutuhan* (identification of need), *perumusan kompetensi dasar* (formulation of based competence), and *penyusunan program pembelajaran* (arrangement of learning program).

In brief, planning a lesson is a way of ensuring the lesson whether it will be good for students or not. A lesson will be good for students if they can get maximum experiences and knowledge and enjoy the teaching and learning process as well.

2. Functions of Lesson Plan

Lesson planning is a crucial process in an instruction. The process helps a teacher manage instruction more effectively. It is logical to think that a lesson will not be effective if a teacher comes to a class without preparing the lesson materials, arranging sequence of activities, knowing students’ prior knowledge about the materials, having instructional media, and preparing the way to assess students’ achievement. That is the reason why lesson planning is fundamental.

As Hammer (2006: 364) argues, “it makes no sense to go into any situation without having thought about what are going to do.” Without lesson planning, both teacher and students will likely find that the lesson in meaningless and not interested. The worst, it will destruct students’ motivation in learning English.
It will be different if lesson planning is accomplished properly. A teacher will lead his instructions effectively, and surely it helps to build teachers’ confidence in teaching because teacher will feel secure about what to do in the classroom. At the same time, students will find the lesson easy to understand. Hence, the opportunity for students to reach an optimum achievement seems easy to accomplish.

Woodward (2002: 181) states some functions of lesson planning. The following are several functions of lesson planning for teachers and students:

"The functions of lesson planning are: reduces feeling of uncertainty or panic and fills teachers with sense of confidence and clarity, reminds teachers to organize materials beforehand, and makes it easier for teachers to organize the time and activity flow in classes, inspires confidence in students who pick up a feeling of purpose, progression, and coherence, helps teachers to understand what research needs to do, can be used in lessons to get things started, stimulate memory, and can help to answer students' questions."

From the explanation above, it is noticeable that there are two main factors considered very influential in lesson planning i.e. teachers and students.

On the side of teachers, the important things are expertise and experience. A teacher should be qualified because without having the qualification of knowing both contents of the lesson and characteristics of the students, he or she will likely fail to teach effectively. At the same time, a teacher should have sufficient experiences because what have been learnt theoretically should be adapted in real situation. Thus, experiences
are also important. In line with Woodward, Richards (2001: 99) states that there are some factors needed to occupy by a teacher. The factors are language proficiency, teaching experience, skills and expertise, training and qualifications, morale and motivation, teaching style, beliefs, and principles.

In the other hand, from the students’ side, age becomes a very essential factor. Age can tell many things. In its application, age describes interest, characteristics, mental and physical development.

In additional, Mulyasa (2010: 217 – 218), proposes that there are two primer functions of planning lesson, they are:

a. Planning Function

This function expects teachers to be proactive to always plan their lessons by arranging a well-planed lesson plan before going into the real class. The planning can be either in the written or non-written forms. Particularly in the development of Indonesian’s curriculum named Kurikulum Tingkat Satuan Pendidikan (KTSP)/ Education Unit Level Curriculum, there are components that a teacher is supposed to comprehend i.e. based competence, material, learning results, leaning results’ indicators, assessment, and learning procedures.

b. Execute Function.

In KTSP, a lesson plan has to be formed systematically and thoroughly in actual learning situations. Thus, the function of lesson
planning is to maximize the effectiveness of learning process that fits to what has been planned.

3. Aspects of Lesson Plan

The focus of planning a lesson is deciding what a teacher and students will be doing in the classroom to get effective instructions for maximizing students’ achievement. It implies that the most important thing is planning what the flowing activities in the classroom are, or in the other words, what interaction expected to happen between a teacher and his students, and planning about how the instructions can go effectively.

According to Reiser and Dick (1996: 5), there are five aspects of a lesson plan: goals, objectives, activities, instructional media, and assessments. These aspects can bring a teacher and students into an effective instruction. This kind of instructional planning is considered a systematic approach to instructional planning. The five aspects above are almost similar to what have been pointed out by Indonesian Department of Education through what is called Standar Isi KTSP/KTSP’s Standard content (2006), which consists of: tujuan pembelajaran (objectives), materi ajar (material), metode pengajaran (teaching method), sumber belajar (learning source), and penilaian hasil belajar (assessment).

About one concept to bear in mind is the systematical instruction. Reiser and Dick (1996: 4) point out that there are four principles that become the primary framework of planning a lesson. Firstly, the planning
process begun by clearly identifying the general goals and specific objectives that students are expected to achieve. Secondly, the planning process is intended to help students attain those objectives. Thirdly, develop assessment instruments that measure achievement of those objectives, and the last, revise instructions in viewpoints of students’ performance on each objective and students attitudes towards the instructional activities.

In line with Reiser and Dick, Paul (cited in Woodward, 2002: 7) states that there are five aspects of planning a lesson: the core targets for the lesson, how the targets connect with the previous and future targets, the equipments and lesson materials needed, the activities that are going to undergo, and preparation of back-up activities.

The two theories above conclude that there are five aspects that should be considered in arranging a lesson plan; they are instructional goals, objectives, activities, instructional media, and assessments. The first aspect of lesson planning, which is instructional goals, are a general statement of what learners will be able to do as the result of instructions. As the follow up of instructional goals, instructional objectives are the aspect that should be determined. The objectives will specify the instructional goals. These are the more specific statements of what students will be able to do at the end of ongoing instructions. To identify what students have to do, a teacher can start thinking about activities that help students in learning process. Thus, the next step that a teacher should
do is planning activities that will be employed by students. In terms of activities, a teacher should put students as the learning center. Therefore, elements of activities i.e. topics and sequences must be aimed at students' optimum learning achievement. The next focus is choosing instructional media. The principles of choosing instructional media are effectiveness, appropriateness, and practicality. Effectiveness means that the use of instructional media should really improve the quality of teaching and learning process, especially when it is able to help students understand the materials. Appropriateness means that the use of instructional media should be suitable to the characteristics of students. Meanwhile, in the terms of practicality, the instructional media that is going to be used is affordable. The fifth step of lesson planning is developing assessment tools to determine whether students are able to demonstrate skills, knowledge, and attitudes the teacher has already taught or not. The assessment has to be in line with the instructional objectives formulated earlier before the teaching and learning process and congruencies with the activities done in the classroom.

a. Instructional Goals

Since instructional goals are the first entry for planning a lesson plan. It is very important to understand what characteristics should be fulfilled to have appropriate instructional goals. Starting from its definition, instructional goals is defined by Reiser and Dick (1996: 19) as "a general statement of lesson that a teachers expects to
be achieved, perhaps expressed in term of what will be presenting to his or her students.”

Some experts such as Woodward (2002: 185) find another label for instructional goals i.e. aims or objectives. In accordance with Woodward’s opinion, they can be used interchangeably. However, in this study, the term ‘objective’ is more preferable. It is based on what have been stated by Richards (2001: 120) that ‘aims’ or ‘goals’ refer to a description of the general purposes of a curriculum. Meanwhile, ‘objective’ refers to a more specific and concrete description of purposes.

According to Richards’ theory (2001: 121) the functions of instructional goals are: (1) to provide a clear definition of the purpose of a program; (2) to provide guidelines for teachers, learners, and material writers; (3) to help stating the focus of an instruction; and (4) to describe importance and realizable changes in learning.

Formulating instructional goals are not an easy task. As Paul (cited in Woodward, 2002: 12) explains, “it is often times for teachers to go to the class for no reason, the purpose of teaching is only let students speak in English.” By this reason, Paul is a little bit disappointed with the way teachers teach English in Asia. One of the requirements of good instructional goals is based on what students’ needs. The instructions should always have two considerations i.e. fun
and purpose. Therefore, instructional goals that are established should be suitable to the ability level and characteristics of students.

After considering the facts that arranging appropriate instructional goals is not an easy task, a teacher needs to consult to more extent sources in order to accomplish his instructional goals. "Textbooks are one of many sources that a teacher commonly uses," (Reiser and Dick, 1996: 15). What an English teacher usually does is adapting and modifying suitable instructional goals stated in the textbooks to be applied in his or her lesson plans. However, a teacher must be really careful when he decides to adapt instructional goals from textbooks because some textbooks are not qualified and not suitable with students' characteristics and needs.

b. Objectives

The second aspect should be taken into a lesson plan is objectives. As it was pointed out earlier, an objective can be functioned to specify the instructional goals. In Oxford Advance Learner Dictionary, objective is defined as "something that is someone working hard to achieve," (Hornby, 1980: 577).

Richards (2001: 120) states three functions of objectives, they are: (1) to describe what the aim seeks to achieve in term of smaller units of learning; (2) to provide a basis for the organization of teaching activities; and (3) to describe learning in term of observable
behavior or performance. In addition, Richards also stated some characteristics of objectives, which are: (1) objectives should describe learning outcomes; (2) objectives should be consistent with the curriculum aims; (3) objectives should be precise and feasible. Related to instructional objectives, an objective means knowledge, skills, and attitudes that students need to achieve.

According to Reiser and Dick (1996: 24), there are three elements of objectives i.e. behavior, condition, and standard. In term of behavior, objectives of a lesson plan should describe what behaviors expected to be achieved by students. For instance, an instructional objective states that students should be able to mention things. Thus, mentioning things is the aspect of behavior. In the viewpoint of condition, a lesson plan should describe circumstances in which students are expected to perform the behavior. For example, an instructional objective states that students should be able to mention things in the classroom. This way, the classroom setting or circumstances is functioned as the condition in which students need to perform. In addition, in the term of standard, a lesson plan should describe how well students are expected to perform the behavior. For instance, an instructional objective states that students should mention at least ten things in the classroom. The numbers of things mentioned are a standard that students must occupy in order to pass the assessment later in the end of instructional process.
Furthermore, according to Reiser and Dick (1996: 27), there are four domains of learning outcomes that should be inserted within the objectives of a lesson plan, which are knowledge skills, intellectual skills, motor skills, and attitude skills. Being able to distinguish various domains of learning outcomes will be essential when a teacher is planning instructional activities, which eventually will help students a lot in achieving the formulated objectives.

Knowledge skills deal with the ability to recall specific information. Operational verbs that are commonly used as command words are ‘identify’ or ‘classify’.

Different from knowledge skills, intellectual skills are those processes used by students that go beyond the pure memorization of information to the actual use of information. Thus, it is graded from ‘concept level’, ‘rule using level’, and ‘problem solving level’. Concept level is a label used to describe a group of related things or ideas. Rule using level is a label used to describe combinations of concepts. And the last but not least, problem solving level is the highest level since it combines the rule using and asks students to act the rule. In intellectual skills, the operational verbs occur if the objectives state such verbs as ‘classify’, ‘apply’, and ‘solve’.

The following domain is motor skills, which relates to the ability of performing behaviors. In term of motor skills, operational verbs that should be employed are ‘perform’ and ‘execute’.
In addition, in the aspect of attitude skills, the objectives of a lesson plan should state operational verbs like 'choose' because this learning domain refers to someone's tendency to act or respond in a particular way due to a consideration of environment around him or her.

The domains of learning outcomes should also be formulated in measurable verbs because in the application they should be able to be measured. In this case, all learning domains should be accessible to be assessed by teachers. Table 2.1 below is the lists of operational verbs of the domains:

<table>
<thead>
<tr>
<th>Domains of Learning Outcomes</th>
<th>Suggested Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>List, state, describe, recognize</td>
</tr>
<tr>
<td>Intellectual skills</td>
<td>Classify, apply, solve</td>
</tr>
<tr>
<td>Motor skills</td>
<td>Perform, execute</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Choose</td>
</tr>
</tbody>
</table>

c. Activities

Learning process will be successful if students' needs are accommodated properly by activities in the classroom facilitated by teachers. Therefore, the fundamental aspect is how teachers, as a facilitator, are able to set a package of activities that maximizes students' potential.

However, instead of using time effectively by developing creative activities in the classroom, teachers often found themselves
exhausted and frustrated thinking about what activities should be undergone from day to day. As insisted by Reiser and Dick (1996: 46) that “most teachers spend their time to think about what activities will be done in the classroom.” Furthermore, Mulyasa (2010: 211) finds that “many teachers found difficulties in planning instructions.” In addition, Paul also finds (cited in Woodward, 2002: 47) that “it is hard to find various learning activities in English classroom in Asia.”

The most important principle in learning activities is equivalency between students’ needs and characteristics and the activities created by teachers as the facilitator. Some principles stated in one of British Council Journals (cited in Damayanti, 2008: 37) are explained below.

First, activities of an instruction should have a certain topic. Topic is a basic context that is brought into learning activities in the classroom. “A context is required because students can get benefit from learning how to use context cues and guess the meaning based from the cues,” (Deccarion, 2001, cited in Linse, 2005: 63). If a context is not addressed before activities, then the activities will last easily in students’ mind, and the worst, students will never know the purpose of conducting the activities.

Moreover, as insisted by Finochiarro and Brumfit (1983, cited in Richards and Rodger, 1992, cited in Labaiky, 2007: 55), “contextualization is a basic premise in teaching and learning
activities since language learning is learning to communicate.” In this case, topic is the basic context. Without having a topic in an instruction, both a teacher and students cannot grasp and internalize the instruction maximally.

The second principle is that activities should be split in sequences. A sequence is defined as an order in which the process of teaching and learning happens. The sequence that moves from easy to complex tasks can influence students’ learning achievement. Their level of achievement will adjust simultaneously to the level of given tasks. According to Cameron (2001, cited in Damayanti, 2008: 38), a good sequence of teaching and learning activities has four principles i.e. it moves from receptive skills to productive ones, from controlled to less controlled, from impersonal to personal, and from concrete to abstract.

Third, in term of situation, activities for students should have situation, which provides things in the classroom for students’ communicative purpose. Furthermore, it makes no sense to go into any situation without having thought about what are going to do (Rinvolutri and David Mallows, cited in Harmer, 2006: 364).

d. Instructional Media

There are three principles in using instructional media i.e. effectiveness, appropriateness, and practicality (Reiser and Dick,
1996: 81). In term of effectiveness, instructional media should help students to understand the given materials. More specifically, instructional media are considered to be effective if they are able to motivate students, inform students of the objectives, help students recall prerequisites, present information and example, provide practice and feedback, and summarize the lesson. These aspects should be taken for the effectiveness of instructional media. In the viewpoint of appropriateness, instructional media should be suitable to many students’ characteristics. It is essential to ask whether the media are appropriate to students’ characteristics or not. And the last is the principle of practicality, which encourages teachers to use media by considering that students are the core of learning activity. Thus, to figure out how media can be easy to access, affordable, and creative are very important. If the principles of effectiveness and appropriateness are reached without considering its practicality, then the use of media will likely be a big waste. The point of practicality is that a teacher is demanded to select instructional media smartly and is challenged to be more creative.

e. Assessment

The process of measuring students’ achievement is labeled as assessment process. Assessment process is the last aspect that must exists in teachers’ lesson plans. It is aimed to get the data of how well
students achieve knowledge, experiences, skills, and behaviors that are stated in the goals and objectives and how well they have done the learning activities.

As defined by Woodward (2002: 108), “assessment refers to the process of data analysis that teachers use to get evidence about their learners’ performance and progress in English.” In line with Pinter, Reiser and Dick (1996: 84) states that, “assessment is the process of determining the ability of students towards objectives that have already formulated.” Based on the previous definitions, it can be understood that assessment should help students and teachers know where they are in the teaching and learning process. More specifically, assessment should give adequate information of how well students have learnt.

In fact, the definition of assessment is different with the definition of evaluation. Assessment is part of evaluation process. Evaluation has a broader scope, which involves the whole project of instructions. Meanwhile, assessment has a narrower scope, which only assesses students’ achievement.

Moving forward, according to Cameron (2001: 218), there are five principles of assessment, they are: (1) assessment should be seen from a learning-centered perspective; (2) assessment should support learning and teaching; (3) assessment is more than teaching; (4)
assessment should be congruent with learning; (5) children and parents should be aware of assessment issues.

C. Analysis Framework

Since the school of thought for this research is the qualitative one, there is no initial hypothesis underlying to what answers this research is intended to. As explained by Zuriah (2007: 107) that, “desain penelitian kualitatif atau naturalistik pada awalnya belum dapat direncanakan secara rinci, lengkap, dan pasti” (qualitative or naturalistic design cannot initially be planned systematically, completely, and definitely), a qualitative research remains as an emergent, evolving, and developing research. Thus, the framework for the research analysis is not withdrawn from a prediction of answers (read: hypothesis), rather the framework is adapted from the existing theories. Particularly for this research, the analysis framework is taken from two primary pole theories i.e. The theory of CTL acknowledged by experts such as Elaine B. Johnson, Susan Sears, Nurhadi, and Masnur Muslich, etc., and theories on Lesson Plans as discussed by Reiser and Dick, and Mulyasa.

After convincing that this research has no single hypothesis, however this research is conducted as an account of identifying, knowing, and analyzing the implementation of CTL in English lesson plans for grade X used in the two researched high schools. Therefore, the design for this research is descriptive qualitative study by applying the framework of CTL and Lesson Plans theories.
CHAPTER III
RESEARCH METHODOLOGY

This chapter focuses on giving methodological foundation of the research. Since this research is employing the qualitative approach, explanations in each aspect of proper methodology are presented comprehensively. Thus, this chapter likely discusses aspects of research design, site and respondents, data collection, data analysis, and procedure of the research.

A. Research Design

This research is intended to find the aspects of CTL that are taken into English lesson plans used in high school. It will deeply analyze whether the aspects introduced by some experts are included in the lesson plans or not. For this reason, deep explanations, which cover descriptive analysis in details that represent the real condition, should be put in the highest priority. In order to reach the quality, this research likely utilizes a descriptive qualitative study as its design and applies CTL and Lesson Plan theories as its framework.

According to Bodgan and Taylor (cited in Moleong, 2010: 4), “qualitative research is a research that presents written or oral descriptive data of observed people and behavior”. They assumed that this research approach is intended to see the individual background holistically. Thus, this research should not isolate individuals or groups into some variables or hypothesis.
Meanwhile, Sugiyono (2006: 15) defines qualitative research as “metode penelitian yang berdasarkan pada filsafat postpositivisme, digunakan untuk meneliti pada kondisi obyek yang alamiah dimana peneliti sebagai instrumen kunci” (a research methodology that is influenced by the philosophy of post-positivism, which is employed in natural objects and regards the researcher as the key of the instruments). In addition, qualitative research is called naturalistic research because the research is conducted in natural setting, and is called qualitative because the gained data is obtained qualitatively in nature (Zuriah, 2007: 83).

One reason of why qualitative research is adapted in this research is because the problems observed are not definite, holistic, and dynamic. This situation resists the probability of obtaining data quantitatively such as the use of tests, questionnaires, and guided interviews. Besides, the researcher expects to be able to comprehend social circumstances deeply, to find its patterns, and also find hypothesis or theories within the social circumstances (Sugiyono, 2006: 399).

The other considerations in using qualitative research are: (1) qualitative research is able to adjust with general realities moderately; (2) this kind of research presents relations between researchers and their respondents directly; and (3) it is more sensitive and is adjustable to changes in pattern of values faced by researchers (Moleong, 2010: 10).

In accordance with the use of qualitative research, the analysis approach of this research depends on the descriptive one, a research that
describes phenomenon, facts, and events of individual or groups systematically and accurately (Zuriah, 2007: 47). However, because there are two sites compared in this research, the descriptive analysis of each site is compared in order to gain full understanding of the implementation of CTL within the lesson plans belonged to the two sites.

Therefore, in efforts to analyze and present the aspects of CTL in lesson plans used in high school comprehensively, besides the considerations of CTL and Lesson Plan theories as the framework, the combination of descriptive and qualitative research considered as the grand design for this research.

B. Sites and Respondents

The subjects of this research are two high schools considered as excellent schools in maintaining foreign languages such as English and Arabic as one of their school’s visions. The two schools are chosen in purpose, as stated by Sugiyono (2006: 299) that subjects for a research study should be selected in purpose. The selected schools are MAPK Surakarta and SMA Assalam Surakarta. These MAPK and SMA Assalam are coded with schools A and B. School A is a state Islamic high school, which is located in Surakarta, accredited as A school level, considered as a favorite Islamic school that maintains language as their excellence. This school is also specialized as one of language model schools in Java. Different with school A, school B is a private high school that belongs to a non-government Islamic
institute. This school is also graded as A school level, considered as a trendsetter in language teaching innovations, and regarded as a serious competitor for school A in language achievements. Below is the description of two selected schools in the form of table:

<table>
<thead>
<tr>
<th>Name of Schools</th>
<th>Code</th>
<th>Status</th>
<th>Location</th>
<th>School Accreditation</th>
<th>Assumptions for the Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAKN Surakarta</td>
<td>A</td>
<td>State Islamic School</td>
<td>Surakarta</td>
<td>A</td>
<td>Language model school</td>
</tr>
<tr>
<td>SMA As-Salam Surakarta</td>
<td>B</td>
<td>Private Islamic School</td>
<td>Surakarta</td>
<td>A</td>
<td>Trendsetter in language teaching innovations</td>
</tr>
</tbody>
</table>

Because this research is intended to focus on lesson plans used by these two high schools, the observations are narrowed to examine English lesson plans of grade X in academic year of 2010/2011. More specifically, there are two teachers observed which is one from school A and the other from school B. The teacher from school A is coded as TA and the teacher from school B is coded as TB. Thus, the lesson plans of these two schools are coded as LA and LB. The following is the description of the two respondents in the form of table:

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Schools</th>
<th>Grades</th>
<th>Lesson Plans</th>
<th>Educational Background</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA</td>
<td>A</td>
<td>X</td>
<td>LA</td>
<td>English Education</td>
<td>15 years</td>
</tr>
<tr>
<td>TB</td>
<td>B</td>
<td>X</td>
<td>LB</td>
<td>English Literature</td>
<td>2 years</td>
</tr>
</tbody>
</table>

The two teachers have fulfilled qualifications of having lesson plans in their teaching and learning process. Moreover, the selection of the two
teachers is based on purposive sampling method, a sampling technique with some particular considerations (Sugiyono, 2006: 300). The considerations here are: (1) each school has two English teachers in each grade, thus, one teacher in the same grade should be enough to represent the other; (2) the selected teachers directly deal with the research focus, thus, the researcher will have full access to the needed information, and this way, they should be appropriate to be researched whether the teachers themselves or their lesson plans.

C. Data Collection

Data collection is considered as the most prominent step in a research due to the fact that the main purpose of conducting a research is to obtain needed data. Without knowing the technique of data collection, a researcher will unlikely succeed in gathering required data. In a qualitative research, data can be taken from archival documents, written and oral expressions of people or their behavior, etc (Moleong, 2010: 157). Based on these reasons, the methods that are utilized in the process of gathering the research data are:

1. Documentation Study

Arikunto (2002: 206) defines documentation study as follows:

“Studi dokumentasi adalah mencari data mengenai hal-hal atau variabel yang berupa catatan, transkrip, buku, surat kantor, majalah, prasasti, notulen rapat, laporan, agenda dan sebagainya” (documentation study is searching for data of things or variables in forms of notes, transcripts, books, letters, magazines, agendas, etc).
The statement above means that documentation study deals with the search for things or variables in the forms of notes, transcripts, books, letters, magazines, agendas, etc. While according to Sugiyono (2006: 329) document is a record of events in the past in the forms of handwriting, pictures, or even literature works.

Lesson plans from both school A and B are the primary documents that are analyzed in this research. The lesson plans are collected to get a portrait of what aspects of CTL that are taken into the two selected lesson plans of the two high school. After collecting them, they are analyzed. Document analysis is conducted because documents are natural sources that can give real information (Alwasilah, 2006: 132). For this reason, document analysis is preferred. There are several theories of CTL acknowledged by Elaine B. Johnson, Nurhadi, and other experts. There are also some theories of Lesson Plans introduced by Reiser and Dick, and Mulyasa. Thus, to analyze the documents (read: lesson plans), the two domain of theories are combined and adapted.

To guide scrutinizing the obtained documents (read: lesson plans), the researcher utilizes a guideline which is adapted from the reference theories mentioned earlier. The guideline can be seen in the following table:
Table 3.3 Guideline for Analyzing Lesson Plans  
Adapted from Reiser and Dick (1996), Elaine B. Johnson (2002),  
Susan Sears (2002), and Nurhadi (2004)

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects of Lesson Plans</th>
<th>Categories of CTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Statements of the Goal</td>
<td>State or implement seven principles of CTL, i.e. constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.</td>
</tr>
<tr>
<td>2</td>
<td>Statements of the Objective</td>
<td>State or implement seven principles of CTL, i.e. constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.</td>
</tr>
<tr>
<td>3</td>
<td>Activities</td>
<td>Apply activities that in line with seven principles of CTL, i.e. constructivism, inquiry, questioning, learning community, modeling, reflection, authentic assessment.</td>
</tr>
<tr>
<td>4</td>
<td>Media</td>
<td>Utilize various sources of media from anywhere instead of just using textbooks.</td>
</tr>
<tr>
<td>5</td>
<td>Assessments</td>
<td>Utilize authentic assessments such as portfolio, group task, demonstration, and written reports.</td>
</tr>
</tbody>
</table>

The table above explains that the five aspects of lesson plans presented by Reiser and Dick (1996) are scrutinized carefully by the seven principles of CTL recognized by Elaine B. Johnson (2002) and Nurhadi (2004). The statements of goal and objective written in the lesson plans are going to be analyzed whether within the statements exist the presence of seven principles of CTL. The next step is examining the activities whether there are activities that reflect principles of CTL within the activities. The next analysis is on the instructional media/media by examining it using the principles of CTL. And the last aspect, which is assessment, is examined whether the use of portfolio, group task, demonstrations, and written reports are utilized in assessing students’ achievement.
2. Interviews

Sugiyono (2006: 317) defines interviews as “pertemuan dua orang untuk bertukar informasi dan ide melalui tanya jawab, sehingga dapat dikostruksikan makna dalam suatu topik tertentu” (the meeting of two persons who exchange information and ideas through question and answer in order to find meanings in a certain topic). In line with Sugiyono, Hadi (2004: 217) states:

“Wawancara adalah suatu proses tanya jawab lisan, dalam mana dua orang atau lebih berhadap-hadapan secara fisik, yang satu dapat melihat muka yang lain dan mendengarkan suaranya dengan telinga. Wawancara merupakan alat pengumpul informasi langsung untuk berbagai jenis data sosial, baik yang terpendam (latent) maupun yang memanifes” (interviews are an oral inquiry, in which two persons or more are having physically face to face, one person can see the face and hear the voice of the other. Interviews are means to gather direct information for various kinds of latent or explicit social data).

It can be understood that according to the statement above an interview has to happen physically face to face. Interviews are a means to obtain direct information of social data whether the data are explicit or implicit.

The technique of interview used in this research is semi-structured interview, an interview that utilizes a question schedule, but allows a greater role for the interviewer in terms of asking for clarification and elaboration (Rose and Grosvenor, 2001: 112). This kind of interview is also known as in depth interview, wherein technically is more flexible than the structured one (Sugiyono, 2006: 320). The aim of conducting this kind
of interview is to explore issues more openly, where interviewees are expected to express their opinions and ideas.

The interviewees of this research are two English teachers i.e. one from school A and the other from school B. The classification of the teachers is shown in the table 3.2. In addition, to support the credibility of the interview, taking notes are paramount. To help completing notes, the researcher utilizes voice recording and peer note taking. The result of both voice recording and peer note taking are then combined and presented in one comprehensive data of interview. However, to scout interview session so that the needed data are obtained properly, guidance needs to be applied. Following is the guidance of the interview:

Table 3.4 Interviews’ Guideline
Adapted from Nurhani (2004)

<table>
<thead>
<tr>
<th>The Principles of CTL</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructivism</td>
<td>1. Apakah anda menggunakan pembelajaran berbasis masalah untuk mengaktifkan pengetahuan siswa? Lalu bagaimana implementasinya dalam RPP anda? (Do you encourage the use of problem-based learning to explore students' knowledge? And how do you implement it into lesson plans?)</td>
</tr>
<tr>
<td>Inquiry</td>
<td>2. Apakah anda selalu mendorong siswa anda untuk menemukan sendiri (inquiry) pengetahuan baru dari materi yang dibahas? Lalu bagaimana implementasinya dalam RPP anda? (Do you always encourage students to inquire knowledge from the material discussed themselves? And how do you implement it into lesson plans?)</td>
</tr>
<tr>
<td>Questioning</td>
<td>3. Apakah pada awal pembelajaran anda selalu berusaha menggali pemahaman siswa berdasarkan pengetahuan yang sudah ada dalam diri mereka? Lalu bagaimana implementasinya dalam RPP anda? (Do you always try to explore students’ basic knowledge at the beginning of learning process? And how do you implement it into lesson plans?)</td>
</tr>
<tr>
<td>Learning Community</td>
<td>4. Apakah anda memotivasi siswa untuk dapat bekerja sama dengan temannya dalam belajar/memecahkan masalah? Lalu bagaimana implementasinya dalam RPP anda? (Do you motivate students to work and solve problems in group? And how do you implement it into lesson plans?)</td>
</tr>
<tr>
<td>Modeling</td>
<td>5. Apakah anda memberikan pemodelan dalam pelajaran? Lalu bagaimana implementasinya dalam RPP anda? (Do you provide a model in the learning process? And how do you implement it into lesson plans?)</td>
</tr>
<tr>
<td>Reflection</td>
<td>6. Apakah di akhir pembelajaran anda memberikan waktu sejenak untuk siswa merefleksikan materi yang sudah dibahas? Lalu bagaimana implementasinya dalam RPP anda? (Do you give times for students to reflect themselves at the end of learning process? And how do you implement it into lesson plans?)</td>
</tr>
<tr>
<td>Authentic Assessment</td>
<td>7. Apakah penilaian anda menggunakan prinsip authentic assessment, dilaksanakan selama dan sesudah proses pembelajaran berlangsung, lebih mengutamakan proses daripada hasil? Lalu bagaimana implementasinya dalam RPP anda? (Does your assessment utilize the principle of authentic assessment, which is conducted during the learning process, and maintain process rather than results? And how do you implement it into lesson plans?)</td>
</tr>
</tbody>
</table>

There are seven questions provided by the researcher with categorization of one question for each principle of CTL i.e. *Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection, and Authentic Assessment*. The primary function of conducting the interview itself is to explore more understanding about the implementation of CTL in the lesson plans. Therefore, the nature of the interview is regarded as complementary.
D. Validity of the Research Data

Examining validity of a research data is another fundamental step in a qualitative research. This step is needed to find confidence rates of a research result. A credible result of a research will likely be accomplished if a researcher conducts data validation accurately and uses the proper technique.

Sugiyono (2006: 330) recognizes triangulation as a useful means to check data validation. He defined, “triangulasi diartikan sebagai teknik pengumpulan data yang bersifat menggabungkan data dari berbagai teknik pengumpulan data dan sumber data yang telah ada” (triangulation can be interpreted as a technique of data collection that combines data from various techniques of data collection and the existing data). The statement more or less means that the purpose of triangulation is to gather data and combine data from various data collection techniques or existing ones. In addition, Sugiyono (2006: 330) distinguishes triangulation into technical triangulation and resource triangulation. This research particularly uses the two kinds of triangulation, which are explained as follows.

1. Technical Triangulation

According to Sugiyono (2006: 330), in technical triangulation a researcher utilizes various data collection techniques in order to obtain data from one source. Thus, the technical triangulation conducted by the researcher in this research is done through two steps i.e. examining archival documents and applying in depth interview. The description of the technical triangulation is shown in the figure below:
Examining Archival Documents

In Depth Interview

School A

Figure 3.1 Technical Triangulation
Adapted from Sugiyono (2006: 331)

2. Resource Triangulation

Sugiyono (2006: 330) explains resource triangulation as obtaining data from various sources through one technique. This technique works the opposite way from technical triangulation. Therefore, one technique such as examining archival documents can be utilized to obtain data from different sources. The description of resource triangulation is shown in the figure below:

Examining Archival Documents

School A

School B

Figure 3.2 Resource Triangulation
Adapted from Sugiyono (2006: 331)
E. Data Analysis

A qualitative data analysis is an approach that operates data, organizes them, categorizes them, synthesizes them, finds their pattern, and eventually presents them as a research report (Moleong, 2010: 248). Meanwhile, Sugiyono (2006: 335) states:

"Analisis data kualitatif ialah proses mencari dan menyusun secara sistematis data yang diperoleh dari hasil wawancara, catatan lapangan, dan dokumentasi dengan cara mengorganisasi data kedalam kategori, menjabarkan kedalam unit-unit, melakukan sintesa, menyusun kedalam pola, memilih mana yang penting dan yang akan dipelajari, dan membuat kesimpulan sehingga mudah dipahami oleh diri sendiri maupun orang lain" (a qualitative data analysis is a process of searching and arranging systematically the obtained data from interviews, field notes, and documentation by organizing data into categories, explaining into units, synthesizing, arranging into patterns, sorting the important ones, and drawing conclusions in order to be comprehended by the researcher or the readers).

Sugiyono’s definition about qualitative data analysis is much similar with Moleong’s. The common things that these two experts have lie in the process of analyzing gained data i.e. categorizing, synthesizing, arranging the patterns, and presenting the results.

In addition, Miles dan Huberman (cited in Rachman, 1999: 120) divides qualitative data analysis into two approaches:

1. Flow Analysis Models

There are flowing three components in this analysis model i.e. data reduction, data presentation, and conclusion. These three components flow along with data collection. The steps of this model can be seen from the figure below:
2. Interactive Analysis Models

In this model, data reduction and data presentation are processed along with data collection. The three analysis components (data reduction, data presentation, and conclusion) are then interacted after all needed data are gathered. The steps of this model can be seen from the figure below:

Figure 3.4 Components of Interactive Analysis Models
(Rachman, 1999: 121)

In this research, the researcher particularly applies interactive analysis models with some steps as explained follows:
1. Data Collection

Collecting data starts from searching needed data in multiple forms such as documents and interview by taking notes all aspects and phenomenon found in the research site.

2. Data Reduction

The next step after collecting data is data reduction. Data reduction means summarizing data, selecting the important ones, focusing on the stated topic, and deleting unnecessary spam (Sugiyono, 2006: 338). Thus, the reduced data will not only clearly give pictures of what a researcher really seeks but also will simplify the following searches.

The process of data reduction for this particular research is conducted through some steps, such as: (1) summarizing data of the lesson plans into systematic list; (2) selecting which data of the lesson plans that relate to CTL and are appropriate to be analyzed; and (3) categorizing the data into categorizations of CTL.

3. Data Presentation

In a qualitative research, data presentation might be arranged in the forms of essays, charts, flowcharts, categorization, etc. The aim of data presentation itself is to help comprehend what aspects are discussed in the data and plan the next works based on what have been comprehended.

The data presentation for this research is arranged into some categorizations of lesson plans and CTL, which are explained descriptively
in the form of essays. However, to support and distinct the essays, the researcher provides tables of the categorizations as well.

4. Conclusion

Withdrawing some conclusions is the final step after data presentation, which is based on data reduction in which the reduction is the answer of the discussed issue. The initial conclusions remain temporary and possibly change if there are other valid evidences supporting for another data collection. However, if the initial conclusions are supported by valid and consistent evidences, the conclusions are strongly believed to be credible.

F. Procedures of the Research

The research moves on through several steps as explained below:

1. Observing Schools

Observing schools is conducted to obtain pre-information about the teachers and their lesson plans.

2. Collecting the Lesson Plans

To collect the needed data, all lesson plans belong to the observed teachers are documented. These data are then analyzed.

3. Categorizing Aspects of the Lesson Plans

According to Moleong (2010: 193), categorization is “salah satu tumpukan dari seperangkat tumpukan yang disusun atas dasar pikiran, intuisi, pendapat, atau criteria tertentu” (categorization is only one aspect
from many aspects that is arranged based on thoughts, intuition, idea, or certain criterion). In order to make this research readable, the researcher makes categorization by: (1) grouping the contents of lesson plan into five aspects of lesson plan i.e. instructional goals, objectives, activities, instructional media, and assessment; (2) coding the groups based on five aspects of lesson plans; (3) and keeping that each content matches to its aspect (Moleong, 2010: 192 – 197). After all, in analyzing the teachers’ lesson plans, some basic related theories are employed.

4. Analyzing the Categorizations

The existing categorizations are analyzed in accordance with the basic theories suggested by some experts of CTL. The analysis, as mentioned earlier in the research design, is done descriptively.

5. Completing the Research Data by Interview

It is often found that what stated in a document is sometimes different to what is uttered by the owner of the document (read: respondents). Therefore, to check and clarify whether information in the gained data are in line with what the respondents have uttered, some interviews should be conducted. Then the information from the interviews are analyzed.

6. Presenting the Results Descriptively

All results of the research eventually concluded and presented descriptively in the form of this research report.
CHAPTER IV
DATA ANALYSIS

This chapter focuses on presenting the findings and discussions of this research, which is indeed regarded as the core of the conducted research. It displays full detail of research findings at the beginning, and discussions of the findings coming along afterwards. The findings section covers the descriptions of research sites, the descriptions of archival documents (lesson plans), and the descriptions of interviews. After all, the discussions of what have been described in the findings are the closure of this chapter.

A. Research Findings

1. Descriptions of the Research Sites

   It is viewed as necessary to give brief descriptions of the two-researched school before going to the documents analysis, which is the core study of this research. By knowing the descriptions, it is expected that readers will have pictures why these two schools were chosen as the research sites.

   a. Descriptions of MAPK Surakarta (School A)

       The first school description discussed in this research is on MAPK Surakarta. Brief descriptions of MAPK Surakarta are expected to give readers comprehensive pictures of this particular school, and give understanding why this school was chosen by the researcher to be the
object of the study. In this research, MAPK Surakarta is labeled as school A.

MAPK was established based on the Decree issued by the Ministry for Religious Affairs Number 73/1987, which stands under the authority of MAN 1 Surakarta. MAPK is basically a particular name for a program under a certain school rather than a name of school. The program of MAPK was founded based on the concerns of the model of Islamic education at that time, which failed to prepare Islamic scholars with competitive competence. This phenomenon could be seen from the facts that there was just a view of scholars who were able to read Islamic classical books and were able to understand Arabic. For these reasons, *Madrasah Aliyah Program Khusus* (*MAPK*) was established.

Ever since MAPK was established, the name and the curriculum for the program had been changed and renamed for three times by the Ministry for Religious Affairs. It happened initially in 1994 when MAPK was transferred into *Madrasah Aliyah Keagamaan* (*MAK*). In 2004, MAK was blended with *Madrasah Aliyah* (*MA*), and became the program of *Ilmu Agama Islam* (*IAI*). And the last in 2007 IAI was brought back to its original name, MAPK.

The vision of MAPK is to achieve students in science, Islam, and obedience. In additional, there are nine missions proposed by MAPK, which are:
1) to realize effective and conducive teaching and learning process in order to develop students to their maximum potential;
2) to realize the spirit of intensive achievement and competition among all school members;
3) to help students recognize their own potential;
4) to promote religious activities and Islamic culture;
5) to apply a participative management that involves all school members;
6) to prepare competitive graduates with high Islamic commitment;
7) to convince students to actively get involved in the society;
8) to internalize the values of sincerity, simplicity, autonomy, responsibility for the freedom of thoughts, punctuality, and caring;
9) to create an Islamic environment physically and socially.

The design of curriculum for MAPK is 70% of Islamic science and 30% of other sciences. This program is designed to prepare students with Islamic integrity and competence of Islamic science in order to continue their study to both local Islamic universities and international Islamic universities.

The facilities possessed by MAPK are similar to many common Islamic high schools. What make it different is that MAPK has a boarding house that holds all students of MAPK. Thus, all students of MAPK must stay at the boarding house every day. The boarding house is facilitated with more than 30 students’ private rooms, a library with
collection of hundreds of Islamic books, a meeting room, etc. Moreover, to support learning activities, MAPK is completed with: (1) comfortable classrooms with capacity of 30 students; (2) laboratories such as multimedia laboratory, language laboratory, and social laboratory. (3) a workshop for skills development.

The specific program and complete facilities contribute many awards that the students of MAPK have achieved. Some of the awards are the silver medalist of the 2007 National English Debate Competition in UNNES, the silver medalist of the National Scientific Research for Teenagers 2008, the silver medalist of the 2009 National Arabic Debate Contest in UIN Yogyakarta, the gold medalist of the 2007 Regional Arabic and English Speech in Sport and Art Fair (PORSEN), and many more. Moreover, the graduates of MAPK have been accepted at local Islamic universities (60%) such as UIN Yogyakarta, UIN Malang, UIN Jakarta, IAIN Walisongo, IAIN Sunan Ample, LIPIA, etc. While the for the other 40% the graduates of MAPK have successfully been accepted at Islamic international universities such as Al-Azhar in Egypt, University of Sudan, Ummul Qorro’ in Madinah, University of Yemen, and many more.

b. Descriptions of SMA Assalam Surakarta (School B)

Based on the school observation and the study of the school official documents, the researcher was able to gather a brief profile of
SMA Assalam Surakarta, which in this research is labeled as school A. The followings are brief descriptions of SMA Assalam Surakarta.

SMA Assalam, which its official address is at Pabelan P.O. Box. 286 Surakarta 57102, is an Islamic education institution for high school level under the institution of the Islamic Modern Boarding School (PPMI) of Assalam, under the Foundation of Islamic Koranic Verses Committee (YMPl) of Surakarta. SMA Assalam was established on January 4, 1989. After twenty-two years of excellent schooling, the status of SMA Assalam is now accredited with citation A (very good) with the score of 92.10 given by the National School Accreditation Board of Central Java on September 29, 2007. In general, SMA Assalam adapts an integrated curriculum that is the combination between National curriculum (KTSP) and boarding school curriculum.

The vision of SMA Assalam is to realize students with quality academic oriented, high competence, and Islamic and science mastery. In addition, the missions proposed by SMA Assalam are: (1) to carry out the educational process with quality and technology oriented; (2) to prepare students in maintaining Islamic and science research. Meanwhile, the objectives of SMA Assalam are: (1) to create students with modern life on the basis of Islamic values; (2) to make a school community with a high competence; (3) to enable students continuing study to higher education. Therefore, to realize the vision, the missions, and the objectives mentioned earlier, SMA Assalam prepares specific strategies,
which are: (1) providing effective and efficient teaching and learning process; (2) improving the discipline of school community; (3) holding many action researches in order to improve quality; (4) developing multimedia-based education; (5) improving high competence and achievement in all aspects; and (6) creating cooperation networks with other institutions.

What make it special about SMA Assalam are the standards of graduation. The graduation requires students to fulfill some standards that are distinctly different to other schools. The standards are:

1) students are able to memorize 5 sections of Koran (section 1, 2, 3, 4, and 30);

2) students are able to memorize all hadith of Arbai’n Nawawi;

3) the average score for boarding school-based subjects is at least 8.00;

4) students write a research paper in Arabic or English;

5) the score of suluk is good;

6) students are able to perform five-time prayers as a leader (imam);

7) students are able to actively communicate in Arabic and English;

8) students master the basics of Islam;

9) in addition, students master the basics of computer and internet.

About the school programs, SMA Assalam focuses on three programs i.e. ordinary class for ordinary students, class for accelerated students, and preparation class for internationally standardized school.
Ordinary class is intended for students with average capabilities, while the others two are for students with capabilities of above average.

The school facilities at SMA Assalam are considered to be very good. It can be seen from the facilities for students that this school possesses such as: (1) comfortable classrooms with the capacity of 24 students for each class, set with library class, computerized visual aids (computer, LCD, audio multimedia, and internet), and air conditioner (AC); (2) main library with more than 11,000 collections completed with wide reading area and two separate audio visual rooms for male and female students; (3) integrated laboratory, which consist of physical laboratory, chemistry laboratory, biology laboratory, math laboratory, computer laboratory, multimedia laboratory, and language laboratory.

Supported by descent programs and facilities, the students of SMA Assalam have achieved many awards ranging from local until national level. Some awards are the Finalist of National Social Olympiad at the University of Indonesia, the Participant of Students Exchange Program to USA since 2003, the Gold Medalist of National Scientific Research for Teenagers, the Gold Medalist of National English Debate, etc. Moreover, the graduates of SMA Assalam have been successfully accepted at State Universities (41.3%) such as UGM, ITS, UI, UNDIP, UNIBRAW, UNSOED, UNPAD, UNS, etc; Private Universities (55%) such as UII, UNISSULA, UMS, UMY, AMIKOM, etc; and Abroad Universities (3.7%) such as APIIT University of Putrajaya Malaysia,
Saxion University in Netherlands, Temple University in Japan, Islamic Banking of Malaysia, Al-Azhar in Egypt, etc.

2. Descriptions and Analysis of the Archival Documents

As explained in the earlier chapter, this research is piloted by a qualitative method with a descriptive analysis approach. The analysis will be readable if appropriate procedures are occupied. The procedures discussed here are the displays of archival documents analysis, which have been categorized orderly based on the five aspects of lesson plans proposed by Reiser and Dick (1996) i.e. instructional goals, objectives, activities, instructional media, and assessment. The categorizations are then coded using letters and numbers according to the name of the sites and the lesson plans. Eventually, the categorizations include the analysis on each aspect of lesson plans by using the theories of CTL, which is indeed the essential intention of conducting this research.

The displays of archival documents analysis start orderly from the lesson plans of school A grade X followed by the lesson plans of school B grade X. after presenting the analysis for each lesson plans, the results of the two analysis are then compared. It is in line with the intention of this research that does not only present the results of the lesson plans' categorization of each school, but also compare the results of school A's and B's.
The analysis on the implementation of CTL in lesson plans used by the two researched schools should start from the consideration of the official curriculum of that Kurikulum Tingkat Satuan Pendidikan (KTSP)/Education Unit Level Curriculum because this kind of curriculum is the official curriculum used by most schools in Indonesia started from elementary level until university level. More specifically, the consideration focuses on the format of the KTSP-based lesson plans. According to Mulyasa (2010: 239), the format of the KTSP-based lesson plans is required to consist of instructional goals, objectives, learning material, learning method, learning source, and assessment.

In the issue of aspects, the format of the KTSP-based lesson plans is almost the same with that of Reiser’s and Dick’s, they literally differs slightly in the label of the aspects. The comparison can be seen from the table 4.1 below:

<table>
<thead>
<tr>
<th>The KTSP-Based Lesson Plans</th>
<th>Reiser’s and Dick’s Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional Goals</td>
<td>• Instructional Goals</td>
</tr>
<tr>
<td>• Objectives</td>
<td>• Objectives</td>
</tr>
<tr>
<td>• Learning Material</td>
<td>• Activities</td>
</tr>
<tr>
<td>• Learning Method</td>
<td>• Instructional Media</td>
</tr>
<tr>
<td>• Learning Source</td>
<td>• Assessment</td>
</tr>
<tr>
<td>• Assessment</td>
<td></td>
</tr>
</tbody>
</table>

Below are the analysis of the comparison of aspects between the KTSP-based lesson plans and Reiser’s and Dick’s lesson plans:

Firstly, Badan Standar Nasional Pendidikan (BSNP)/National Education Standard Agency (2006: 17) defines instructional goals for the
KTSP-based lesson plans as indicators of competence achievement marked by the changing of attitudes, knowledge, and skills. While Reiser and Dick (1996: 19), in their lesson plans’ theory, regard instructional goals as “general statements of desired instructional outcomes that usually can be broken down into a variety of much more specific behaviors, which are associated with long-term instructional planning.” Here it can be seen that the definition by BSNP is more specific because it particularly mentions the aspects of learning outcomes i.e. the changing of attitudes, knowledge, and skills.

The second aspect, which is objectives, is defined by Indonesian Department of Education (2006) as the operational statements of based competence that are used to formulate learning goals. Meanwhile, Reiser and Dick (1996: 43) define objectives as “explicit descriptions of what students will be able to do as a result of the instruction they receive.” The two definitions have something in common that objectives are functioned as specific statements of what students are expected to achieve after a learning process.

The next aspects found in the KTSP-based lesson plans are learning material and learning source, which in Reiser’s and Dick’s seem to be absence. However, there is an aspect proposed by Reiser and Dick (1996) labeled as instructional media. To see whether the three queries i.e. learning material, learning source, and instructional media have similarities or not, it is important to discuss the definitions of each query.
Starting from learning material, Indonesian Department of Education (2006) gives definition about it as material that is utilized to accomplish learning goals. Meanwhile, BSNP (2006: 18) defines learning source as references, objects, and materials that are used to support learning process in the forms of printed and electronic means, informant, and physical, natural, social, and cultural environment. At the same time, Reiser and Dick (1996: 81) define instructional media as "the physical means by which instruction is delivered to students". The three definitions apparently have likely the same interpretation for the three queries that they are physical materials used to uphold learning process. Therefore, it can be concluded that learning material, learning source, and instructional media are basically the same in nature.

Other aspects that seem to be likely similar are learning method and activities. Learning method is defined by Indonesian Department of Education (2006) as a learning model or learning approach. Meanwhile, Reiser and Dick (1996: 65) define activities as "the events or steps that take place when instruction is presented to students." From the definitions, it is found that the two queries are quite far in the similarity. However, there is one thing that makes them relate to each other whereas activities are very specific and are possible to be parts of a learning method. Thus, method can be the super ordinate for the chunk of activities.

The last aspect possessed by the two poles of theories is assessment. Assessment from the viewpoint of the KTSP-based lesson plans is defined
as a sequence of activities conducted to gain, analyze, and interpret the data of learning process and learning results, which is done systematically and continuously used to make meaningful decisions (BSNP, 2006: 17). Meanwhile, Reiser and Dick (1996: 84) define assessment as "the process of determining the ability of students towards objectives that have already formulated." From the definitions, it can be understood that the two definitions have the same intention that is processing how to determine students' learning results.

After having a comprehensive analysis about the comparison of the aspects of the KTSP-based lesson plans and Reiser's and Dick's, it can be understood that structurally the five aspects of lesson plans proposed by Reiser and Dick are equal to the KTSP-based lesson plans that are used in the two researched schools. The equality lies on: (1) instructional goals of Reiser and Dick are equal to instructional goals of the KTSP-based lesson plans; (2) objectives of Reiser and Dick are equal to objectives of the KTSP-based lesson plans; (3) activities of Reiser and Dick are equal to activities that stated after method in the KTSP-based lesson plans; (4) instructional media of Reiser and Dick are equal to learning material and learning source of the KTSP-based lesson plans; and (5) assessment of Reiser and Dick are equal to assessment of the KTSP-based lesson plans. Therefore, the five aspects of lesson plan proposed by Reiser and Dick are significantly appropriate to be the framework of this research.
Furthermore, according to Masnur Muslich (2009: 53) the structural format of the KTSP-based lesson plans has already adapted the CTL approach. It can be seen from the aspects found in the lesson plans that maintain more on the process of learning rather than maintain on a single learning purpose. Thus, it can be said that basically the format of lesson plans used by the two researched schools are already contextual, considering that the two are occupying the KTSP-based lesson plans. Therefore, the lesson plans possessed by the two researched schools are appropriate to be analyzed using the theory of CTL.

Nevertheless, the primer focus of this research is to find what aspects of CTL are implemented within the lesson plans. To find the aspects, the five aspects of lesson plans are analyzed using the theory of CTL.

To help reading the displays of archival document analysis, the obtained archival documents are coded based on the aspects of the analysis framework, and the coding should be understandable (Moleong, 2010: 192). The codes of the archival documents are presented in the following table:

<table>
<thead>
<tr>
<th>Number</th>
<th>Label of the Archival Documents and Their Aspects</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Archival Documents (Lesson Plans) of School A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional Goals</td>
<td>LA</td>
</tr>
<tr>
<td></td>
<td>Objectives</td>
<td>LA-IG</td>
</tr>
<tr>
<td></td>
<td>Activities</td>
<td>LA-O</td>
</tr>
<tr>
<td></td>
<td>Instructional Media</td>
<td>LA-Ac</td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td>LA-IM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LA-As</td>
</tr>
<tr>
<td>2</td>
<td>Archival Documents (Lesson Plans) of School B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional Goals</td>
<td>LB</td>
</tr>
<tr>
<td></td>
<td>Objectives</td>
<td>LB-IG</td>
</tr>
<tr>
<td></td>
<td>Activities</td>
<td>LB-O</td>
</tr>
<tr>
<td></td>
<td>Instructional Media</td>
<td>LB-Ac</td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td>LB-IM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LB-As</td>
</tr>
</tbody>
</table>
To help understand the table above, here are the explanations of the coding. Starting from the school A, the lesson plans possessed by this particular school are coded as LA; its instructional goals are coded as LA-IG; the objectives stated in the lesson plans are coded as LA-O; the activities are coded as LA-Ac; the instructional media are coded as LA-IM; and the assessment is coded as LA-As.

At the same time, the lessons plans possessed by the school B are coded as LB wherein LB-IG, LB-O, LB-Ac, LB-IM, and LB-As encode the instructional goals, the objectives, the activities, the instructional media, and the assessment stated within the mentioned lesson plans.

a. *Instructional Goal (IG)*

Instructional Goal, which in this research is coded as IG, is the first aspect that is going to be assessed using the theory of CTL. The IG of school A is the first to be analyzed followed directly by the analysis on the IG of school B.

To begin the analysis on the IG of both schools, there is one consideration that frankly these two schools possess similar IG. The two IGs happen to be alike due to the requirement stated by Indonesian official curriculum (*KTSP*) that all high schools in this country are directed to adapt the same national IG designed by the National Education Agency (*Depdiknas*) (Mulyasa, 2010: 109). Therefore, to
minimize excessive analysis on IG, the discussion on the IG of school A will generally resemble the discussion on the IG of school B.

The IG of either school A or B is split into four categories of language skills i.e. listening, speaking, reading, and writing. In writing, there are three goals, which are coded orderly as LA-IG-L1, LA-IG-L2, and LA-IG-L3. There are three goals stated in speaking i.e. LA-IG-S1, LA-IG-S2, and LA-IG-S3. While in reading the goals are LA-IG-R1 and LA-IG-R2, in writing, the goals are LA-IG-W1 and LA-IG-W2. Thus, the code for the IG of school B is alike with a little modification. The modification is instead of labeling LA-IG, the IG of B is labeled as LB-IG. A clear display of the categorization can be seen in the following table:

<table>
<thead>
<tr>
<th>Number</th>
<th>Competence</th>
<th>Instructional Goals</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening (L)</td>
<td>1. Merepons makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan raga bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak-tindak berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, membatalkan janji mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, memberi instruksi, berterima kasih, memuji, mengucapkan selamat, menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan (Responding the meaning of formal and informal transactional and interpersonal oral texts accurately, fluently and acceptably by using oral language in the daily life context using expressions of: introduction, greeting/leave taking, accepting an offer/invitation, making and canceling appointments, expressing happiness, attention, sympathy, giving instructions, thanking, complementing, surprise, and disbelief)</td>
<td>LA-IG-L1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Merepons makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll) resmi dan tak resmi dalam berbagai...</td>
<td>LA-IG-L2</td>
</tr>
</tbody>
</table>
| 2 | Speaking (S) | \(\textit{konteks kehidupan sehari-hari}
(Responding the meaning of short formal/informal functional oral texts accurately, fluently and acceptably such as announcment, advertisement, invitation, etc. in various contexts of daily life)\) | LA-IG-L3 |
|---|---|---|---|
| 3 | Reading (R) | \(\textit{Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisian secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: recount, narrative, procedure, descriptive, dan news item}
(Responding the meaning of short monolog oral texts accurately, fluently and acceptably such as recount, narrative, procedure, descriptive, and news item in various contexts of daily life)\) | LA-IG-R1 |

1. \(\textit{Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisian sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkonsultasi, bertemu/berpindah, menyelidiki ajakan/tawaran/undangan, menerima janji, dan membatalkan janji; mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi, berterima kasih, memuji, mengucapkan selamat, menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan}
(Expressing the meaning of formal and informal transactional and interpersonal oral texts accurately, fluently and acceptably by using oral language in the daily life context using expressions of: introduction, greeting/leave taking, accepting an offer/invitation, making and canceling appointments, expressing happiness, attention, sympathy, giving instructions, thanking, complementing, surprise, and disbelief)\) | LA-IG-S1 |

2. \(\textit{Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisian dalam berbagai konteks kehidupan sehari-hari}
(Expressing the meaning of short formal/informal functional oral texts accurately, fluently and acceptably such as announcement, advertisement, invitation, etc. in various contexts of daily life)\) | LA-IG-S2 |

3. \(\textit{Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisian secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: recount, narrative, dan procedure,}
\(\textit{narrative, descriptive, news item)}
(Expressing the meaning of short monolog oral texts accurately, fluently and acceptably such as recount, narrative, procedure, descriptive, and news item in various contexts of daily life)\) | LA-IG-S3 |
| Writing (W) | 1. Mengungkapkan makna dalam bentuk teks tulis fungsiional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan ragam bahasa teks secara akurat, lancar dan beriterima dalam konteks  
(Expressing the meaning of short formal/informal functional written texts accurately, fluently and acceptably such as announcement, advertisement, invitation, etc. in various contexts of daily life)  
LA-IG-W1 | 2. Mengungkapkan makna dan langkah retorika teks tulis serta secara akurat, lancar dan beriterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, procedure, descriptive, dan news item  
(Expressing the meaning and rhetorical steps of written essay texts accurately, fluently and acceptably such as recount, narrative, procedure, descriptive, and news item in various contexts of daily life)  
LA-IG-W2 |

The analysis starts from the instructional words used in the IG. There are two primary instructional words i.e. ‘responding’ and ‘expressing’. ‘Responding’ is used in LA-IG-L1, LA-IG-L2, LA-IG-L3, LA-IG-R1, and LA-IG-R2. Meanwhile, ‘expressing’ is occupied in LA-IG-S1, LA-IG-S2, LA-IG-S3, LA-IG-W1, and LA-IG-W2.

‘Responding’, which literally is defined as act in answer to, react to, or be affected by (Horby, 1980: 721), is an operational word to trigger the affective side of students (Mulyasa, 2010: 140). This entry reflects some indicator words such as ‘confirming’, ‘aswering’, ‘reading’,
'helping', 'doing', 'reporting', and 'presenting.' Meanwhile, 'expressing', which is defined as make known, actions, or gestures (Honby, 1980: 300), is an operational word to examine the psychomotor side of students (Muyasa, 2008: 141). This entry involves some indicator words such as 'role playing', 'doing drama', 'speaking dialogue', 'writing a text', 'performing', etc.

Looking from the CTL side, the two instructional words reflect the philosophy of constructivism, wherein students are expected to get involved in the learning process (Nurhadi, 2004: 35). The involvement here means that students are not treated to just listen to and watch the teacher's explanation but also they are expected to be more active by responding and expressing the lesson they are undergoing.

In addition, the two instructional words also reflect the implementation of inquiry, which in CTL is regarded as the second level of principal. The implementation can be seen from the aspect of 'responding' where in it students are encouraged to confirm the lesson. By confirming students are pushed to analyze, synthesize, and find the meaning of a lesson by theirselves (Nurhadi, 2004: 43). In addition, in 'expressing' students are expected to be able to communicate or present the results of what they have found in front of the peers and all of the audiences (Nurhadi, 2004: 44).

Another implementation of CTL that can be found within the IG is the contextualization of the lesson. The IG states that the materials of
lesson i.e. transactional dialogues, functional texts, and monolog texts have to be in line with various contexts of daily life. Context itself is the nature of CTL, as it is mentioned by Elaine B. Johnson (2002: 24), "CTL enables students to connect the content of academic subjects with the immediate context of their daily lives to discover meaning."

The other implementation of CTL is the enhancement of four skills in learning English. If listening and reading can be regarded as receptive skills, then speaking and writing can be regarded as productive skills. In CTL, the four skills are maintained which have become the characteristics of CTL i.e. active leaning (Nurhadi, 2004: 16).

b. Objectives (O)

Moving to the next analysis is the analysis on the objectives stated in the LA and LB. It was said earlier that the IG of LA and LB are alike because they referred to the official IG stated by Depdiknas. However, the objectives (O) of LA and LB are not the same because in this case every school unit has the authority to develop objectives that fit to the characteristics of its students, its environment, and its own need (Mulyasa, 2010: 144). Therefore, analysis on both LA and LB are presented separately.

The first display of objectives belongs to LA, which can be seen in the following table:
<table>
<thead>
<tr>
<th>Number</th>
<th>Competence</th>
<th>Objectives</th>
<th>Code</th>
</tr>
</thead>
</table>
| 1      | Listening (L) | 1. Merespon teks monolog berbentuk recount, narrative, procedure, descriptive, news item (Responding monolog texts such as recount, narrative, procedure, descriptive, news item)  
2. Merespon teks lisian fungsiional pendek berupa pengumuman kematian (Responding short functional oral texts of an obituary)  
3. Merespon dengan benar terhadap tindak tutur berupa berkenalan, bertemu dan berpisah, mengungkapkan perasaan bahagia, mengingat kejadian tertentu, menunjukkan perhatian, menyebutujui, ajakan/tawaran/undangan, menunjukkan simpati, memberi instruksi, berterima kasih, menyij, rasa terkejut, mengucapkan selamat, rasa tak percaya (Responding correctly the speech acts of introduction, greeting/leave taking, accepting an offer/invitation, making and canceling appointments, expressing happiness, attention, sympathy, giving instructions, thanking, complementing, surprise, and disbelief)  
4. Merespon wacana berkenaan dengan sosiotekstual (Responding a discourse dealing with sociocultural events) | LA-O-L1, LA-O-L2, LA-O-L3, LA-O-L4 |
| 2      | Speaking (S) | 1. Melakukan teks monolog berbentuk recount, narrative, procedure, descriptive, news item (Performing monolog texts such as recount, narrative, procedure, descriptive, news item)  
2. Melakukan teks lisian fungsiional pendek berupa pengumuman kematian (Performing short functional oral texts of an obituary)  
3. Melakukan dengan benar terhadap tindak tutur berupa berkenalan, bertemu dan berpisah, mengungkapkan perasaan bahagia, mengingat kejadian tertentu, menunjukkan perhatian, menyebutujui, ajakan/tawaran/undangan, menunjukkan simpati, memberi instruksi, berterima kasih, menyij, rasa terkejut, mengucapkan selamat, rasa tak percaya (Performing correctly the speech acts of introduction, greeting/leave taking, accepting an offer/invitation, making and canceling appointments, expressing happiness, attention, sympathy, giving instructions, thanking, complementing, surprise, and disbelief) | LA-O-S1, LA-O-S2, LA-O-S3 |
| 3      | Reading (R) | 1. Mengidentifikasi dan mengungkapkan makna dalam teks recount, narrative, procedure, descriptive, news item (Identifying and expressing the meaning of recount, narrative, procedure, descriptive, news item)  
2. Mengidentifikasi makna dalam teks tulis fungsiional pendek: petunjuk di Hotel, petunjuk mengisi form, memakai jaket pelindung (Identifying the meaning of short functional written texts of instructions at Hotel, instructions in filling up forms, and instructions of wearing life jacket)  
3. Mengidentifikasi langkah-langkah retorika dalam wacana: recount, narrative, procedure, descriptive, news item (Identifying rhetorical steps of recount, narrative, procedure, descriptive, news item) | LA-O-R1, LA-O-R2, LA-O-R3 |
| 4      | Writing (W) | 1. Menulis teks berbentuk recount, narrative, procedure, descriptive, news item | LA-O-W1 |
In listening, LA possesses four objectives that are coded as LA-O-L1, LA-O-L2, LA-O-L3, and LA-O-L4. The four objectives depict the implementation of CTL from the side of contextualization, constructivism, and inquiry. The contextualization appears in the statement that students are able to respond discourse dealing with sociocultural events and also in the materials that reflect daily events. The statement is also in line with what is stated by Susan Sears (2002: 11) as, “students tend to retain higher-level knowledge and skills longer when their learning experiences are framed by contexts that are as close to real life as possible.” Meanwhile, constructivism appears from the use of ‘responding’ as the instructional word. As explained earlier, ‘respond’ can imply many activities that in line with the philosophy of constructivism. The word ‘responding’ also reflects the CTL aspect of inquiry.

For the speaking skill, there are three objectives stated i.e. LA-O-S1, LA-O-S2, and LA-O-S3. The three objectives utilize the same instructional word of ‘performing’. ‘Performing’ literally is defined as doing a piece of work, acting a play, or doing something (Hornby, 1980: 622), while from the view of CTL ‘performing’ can be named as ‘taking action’. According to Johnson (2002: 84), taking action is one of essential skills in self-regulated learning, and self-regulating learning itself becomes the part of eight components of CTL. In addition, the
learning materials stated in LA-O-S1, LA-O-S2, and LA-O-S3 are in line with the nature of contextualization proposed by the theory of CTL. The contextualization appears from the materials that focus on daily events.

In reading, LA states three objectives i.e. LA-O-R1, LA-O-R2, and LA-O-R3. In general, the three objectives are alike with the objectives stated in LA-O-L and LA-O-S in the account of contents. Thus, it can be meant that the materials written in LA-O-R are contextualized. However, in the aspect of instructional word, LA-O-R adapts a different word i.e. ‘identifying’. Literally, ‘identifying’ can be defined as showing, proving, equating, and finding out (Hornby, 1980: 421), while from the perspective of CTL ‘identifying’ is part of constructivism and inquiry. In constructivism, ‘identifying’ is a way to acquire knowledge, wherein acquiring knowledge is the application of constructivism (Nurhadi, 2004: 40). While in the view of inquiry, ‘identifying’ can be included as part of inquiry actions that involve observation, identification, analysis, and formulation of a new knowledge (Nurhadi, 2004: 43).

The last skill in LA, which is writing, only possesses one objective i.e. LA-O-W1. Although, the material stated in LA-O-W1 only emphasizes the ability in writing texts, the texts mentioned are various in context ranging from narrative to news item. Thus, from the view of content, LA-O-W1 is appropriate to be in line with CTL. At the same time, LA-O-W1 uses the instructional word of ‘writing’, which is defined
as making letters or other symbols on a surface with a pen or pencil (Hornby, 1980: 997). This entry does not reflect any principle of CTL in a glance but in fact, it does reflect the aspect of inquiry. The reflection here appears from an activity found in the inquiry cycles of that students are able to present the results of their study in the forms of writings, pictures, reports, tables, etc (Nurhadi, 2004: 44). Thus, the implementation of CTL can be found in the writing activity.

After analyzing the objectives of LA, the next analysis is on the objectives stated by LB. The categorization of objectives in LB is almost the same with the LA’s except the label where LA-O is replaced with LB-O. The following table is the comprehensive display of LB-O:

<table>
<thead>
<tr>
<th>Number</th>
<th>Competence</th>
<th>Objectives</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening (L)</td>
<td>1. Mengidentifikasi makna tindak tutur berkenalan, bertemu dan berpisah, mengungkapkan perasaan bahagia, mengingat kejadian tertentu, menunjukkan perhatian, menyenjui, ajakan/tawaran/undangan, menunjukkan simpati, memberi instruksi, berterima kasih, memuji, rasa terkejut, mengucapkan selamat, rasa tak percaya (Identifying the speech acts of introduction, greeting/leave taking, accepting an offer/invitation, making and canceling appointments, expressing happiness, attention, sympathy, giving instructions, thanking, complementing, surprise, and disbelief)</td>
<td>LB-O-L1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Merepan dengan benar terhadap tindak tutur berupa berkenalan, bertemu dan berpisah, mengungkapkan perasaan bahagia, mengingat kejadian tertentu, menunjukkan perhatian, menyenjui, ajakan/tawaran/undangan, menunjukkan simpati, memberi instruksi, berterima kasih, memuji, rasa terkejut, mengucapkan selamat, rasa tak percaya (Responding correctly the speech acts of introduction, greeting/leave taking, accepting an offer/invitation, making and canceling appointments, expressing happiness, attention, sympathy, giving instructions, thanking, complementing, surprise, and disbelief)</td>
<td>LB-O-L2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Mendengarkan iklan melalui tape secara klasikal (Listening to an advertisement by using a tape in a classical way)</td>
<td>LB-O-L3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Mendiskusikan isi dan bentuk bahasa yang digunakan secara kelompok (Discussing the contents and language features used in)</td>
<td>LB-O-L4</td>
</tr>
<tr>
<td>2</td>
<td>Speaking (S)</td>
<td>1. Menggunakan tindak tuntuk berkenalan, bertemu dan berpisah, mengungkapkan perasaan balagia, mengingat kejadian tertentu, menunjukkan perhatian, menyatakan, ajakan/tawaran/undangan, menunjukkan simpati, memberi instruksi, berterima kasih, memuji, rasa terkejut, mengucapkan selamat, rasa tak percaya (Using the speech acts of introduction, greeting/leave taking, accepting an offer/invitation, making and canceling appointments, expressing, happiness, attention, sympathy, giving instructions, thanking, complementing, surprise, and disbelief)</td>
<td>LB-O-S1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Melakukan percakapan interpersonal (Performing interpersonal dialogue)</td>
<td>LB-O-S2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Memberi instruksi lisan (Giving oral instructions)</td>
<td>LB-O-S3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Melakukan interview (Performing an interview)</td>
<td>LB-O-S4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Melakukan pertunjukan drama (Performing a drama)</td>
<td>LB-O-S5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Memberi pengumuman lisan (Giving oral announcements)</td>
<td>LB-O-S6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Menyampaikan undangan lisan (Delivering oral invitations)</td>
<td>LB-O-S7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Menggunakan bahasa lisan (Using oral language)</td>
<td>LB-O-S8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Melakukan monolog untuk menceritakan pengalaman dengan procedure (Performing a monolog to tell an experience and a procedure)</td>
<td>LB-O-S9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Mendongeng secara lisan (Story telling orally)</td>
<td>LB-O-S10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Menjadi reporter (Pretending to be a reporter)</td>
<td>LB-O-S11</td>
</tr>
<tr>
<td>3</td>
<td>Reading (R)</td>
<td>1. Membaca nyaring bersamaan wacana raga yang dibahas dengan correct pronunciation and intonation (Reading aloud the written discourses discussed with correct pronunciation and intonation)</td>
<td>LB-O-R1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mengidentifikasi informasi tertentu, topik, main idea, even dan makna kata dalam teks yang dibaca (Identifying a certain information, topics, main idea, events and meaning of words of read texts)</td>
<td>LB-O-R2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Mengidentifikasi variasi susunan kalimat dalam teks berbentuk: recount, narrative, dan procedure (Identifying the various construction of sentences of texts recount, narrative, and procedure)</td>
<td>LB-O-R3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Mengidentifikasi urutan peristiwa dalam teks dan tujuan komunikasinya (Identifying plots of a text and its communication purpose)</td>
<td>LB-O-R4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Mengidentifikasi langkah-langkah retarik dalam teks (Identifying rhetorical steps of a text)</td>
<td>LB-O-R5</td>
</tr>
<tr>
<td>4</td>
<td>Writing (W)</td>
<td>1. Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat (Using grammar, vocabularies, punctuation, spelling, and structure accurately)</td>
<td>LB-O-W1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Menulis gagasan utama dan mengelaborasikannya (Writing a main idea and elaborate it)</td>
<td>LB-O-W2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Menbuat draft, merevisi, menyuntying (Making a draft, revising it, and sorting it)</td>
<td>LB-O-W3</td>
</tr>
</tbody>
</table>

The contents of LB-O-L1, LB-O-L2, and LB-O-L3 can be categorized as contextual due to the evidences that the contents include various contexts in daily speech acts and functional text. At the same time, LB-O-L4 does not represent any principle of CTL because there is no definite explanation of what text is being discussed.

Looking from the instructional words, the instructional words of LB-O-L1 and LB-O-L2 represent the implementation of constructivism and inquiry. Meanwhile, the instructional word of LB-O-L3, which is ‘listening’, remains ambiguous. Literally, ‘listening’ can be defined as trying to hear or paying attention (Hornby, 1980: 495. In CTL, ‘listening’ can be valued as part of inquiry process if it involves analysis and identification along with the ‘listening’ activity. However, in LB-O-L3, there is no further information about what kind of listening that students are expected to conduct. Nevertheless, if this case viewed from the
source/object of ‘listening’, this entry can be valued as modeling, wherein according to Nurhadi (2004, 49), ‘dalam sebuah pembelajaran keterampilan atau pengetahuan tertentu ada model yang bisa ditiru’ (in a process of learning skills or knowledge there has to be a model to be imitated). Thus, the model here is the use of a tape in listening activity. In addition, the instructional word of LB-O-L4, which is ‘discussing’, clearly represents the implementation of CTL in the principle of learning community. ‘Discussing’ can be defined as examining or arguing about with someone else (Hornby, 1980: 246), while in CTL, this entry is considered as part of what is called as learning community. Furthermore, learning community/groups is essential in CTL because it can help students feel safe about sharing their ideas and actively participating in the learning process (Susan Sears, 2002: 15).

Carrying on the second skill, which is speaking, there are eleven objectives found in LB-O-S, which are LB-O-S1, LB-O-S2, LB-O-S3, LB-O-S4, LB-O-S5, LB-O-S6, LB-O-S7, LB-O-S8, LB-O-S9, LB-O-S10, and LB-O-S11. The eleven objectives occupy six different instructional words i.e. LB-O-S1, LB-O-S8, use ‘using’; LB-O-S2, LB-O-S4, LB-O-S5, LB-O-S9 use ‘performing’; LB-O-S3, LB-O-S6 use ‘giving’; LB-O-S7 uses ‘delivering’; LB-O-S10 uses ‘telling’; and LB-O-S11 uses ‘pretending’. From the side of contents, it seems that all objectives have various materials in real life experience starting from daily speech acts until a news reporter. Therefore, there should not be an
excessive discussion of CTL dealing with the contents because all of them are already considered contextual.

The six different instructional words i.e. ‘using’, ‘performing’, ‘giving’, ‘delivering’, ‘telling’, and ‘pretending’ are somehow can be connected into one intention that is applying knowledge (Mulyasa, 2010: 140), thus, the discussion on the instructional words can be simplified. Applying knowledge reflects one essential component in CTL i.e. self-regulated learning because it features active and independent inquiry (Johnson, 2002: 81). Moreover, self-regulated learning engages students to act individually or in groups. It also connects academic knowledge with the context of students’ daily lives. The activities pictured from LB-O-S1 until LB-O-S11 reflect all criterions required to be regarded as self-regulated learning.

The next discussion is on the five objectives of reading for LB, wherein the objectives have been coded as LB-O-R1, LB-O-R2, LB-O-R3, LB-O-R4, and LB-O-R5. There are two different instructional words used, which are ‘reading’ that is used by LB-O-R1 and ‘identifying’ that is used by the others. From the side of contents, only LB-O-R3 that states clear materials and elaborate various texts in different context, while, the other four do not state definite materials. Therefore, LB-O-R3 can be regarded as contextual and the other four are considered ambiguous.

‘Reading’, which is used by LB-O-R1, is defined as looking at and being able to understand, studying something, learning the
significance of, etc (Hornby, 1980: 698). Meanwhile, what is meant by ‘reading’ in LB-O-R1 is pronouncing/performing a loud reading with correct pronunciation and intonation. If ‘reading’ is viewed from the second definition, ‘reading’ can be meant as the representation of self-regulated learning wherein students conduct an independent action in order to maintain their reading skill (Johnson, 2002: 83). Meanwhile, overall, the objectives from LB-O-R1 until LB-O-R5 can be considered as inquiry if the objectives are processed orderly.

The last skill discussed is writing, which in LB there are five objectives of it i.e. LB-O-W1, LB-O-W2, LB-O-W3, LB-O-W4, and LB-O-W5. All five objectives use different instructional words: LB-O-W1 uses ‘using’, LB-O-W2 uses ‘writing’, LB-O-W3 uses ‘making, revising, and sorting’, LB-O-W4 uses ‘producing’, and LB-O-W5 uses ‘identifying’. Overall, from the view of contents, only LB-O-W4 that is contextual because it presents various kind of texts while the other four are ambiguous because they do not state clear accounts of what texts or language features are being discussed.

Meanwhile, from the instructional words side, the instructional words of LB-O-W1, LB-O-W2, LB-O-W3, and LB-O-W4 are considered constructivism and inquiry, while LB-O-W5 is somehow misplaced.
e. Activities (Ac)

The analysis presentations of activities are the next extent after the analysis on the instructional goals and objectives. Activities stated in the two different lesson plans are very broad due to the analysis on one-year activities that have been designed in the two lesson plans. Nevertheless, to narrow the over populated activities, the researcher has classified and sorted some similar activities into one activity. The code for activities in lesson plans of school A is LA-Ac, while for the school B is LB-Ac.

The researcher is fully aware that the two lesson plans have developed the activities that fit to their own characteristics creatively. However, they have same structure in the arrangements that are the grouping into opening activities, main activities, and closing activities (Mulyasa, 2010: 223). It is expected that the groping will help in analyzing the activities.

The first display of activities possessed by LA can be seen from the following table:

<table>
<thead>
<tr>
<th>Number</th>
<th>Competence</th>
<th>Activities</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening (L)</td>
<td>Kegiatan Awal (Opening Activities)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Tanya jawab mengenai materi yang akan diajarkan (apersepsi)</td>
<td>LA-Ac-L1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Ask the learning material/apperception)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Siswa menganalisa ungkapan pembuka pada teks monolog sebelumnya (Students analyze the opening expression of previous monolog texts)</td>
<td>LA-Ac-L2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Review materi sebelumnya (Reviewing previous lesson)</td>
<td>LA-Ac-L3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kegiatan Inti (Main Activities)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Siswa mendengarkan dan melafalkan kata yang tersedia di buku (Students listen to and pronounce vocabularies in)</td>
<td>LA-Ac-L4</td>
</tr>
<tr>
<td>2</td>
<td>Speaking (S)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1. <strong>Tanya jawab mengenai materi yang akan diajarkan (apersepsi)</strong></td>
<td>LA-Ac-S1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Siswa menganalisa ungkapan pada teks monolog</strong></td>
<td>I.A-Ac-S2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 5. **Siswa mendengarkan dan mengidentifikasi teks monolog lisian berbentuk teks recount sambil melengkapi teks tersebut, narrative, procedure, descriptive, news item** (Students listen to, identify, and complete oral monolog texts of recount, narrative, procedure, descriptive, and news item texts) | I.A-Ac-L5 |
| 6. **Siswa mendengarkan dan mengidentifikasi percakapan interpersonal/transaktional yang berisi ungkapan untuk berkenalan, bertemu dan berpisah melalui tape secara klaskal, perasaan bahagia, menunjukkan perhatian, menyatakan ajakan/umaran/undangan, simpati, berterima kasih, menyatakan selamanya, rasa tidak percaya, dll** (Students listen to and identify interpersonal/transact dialogue of introduction, greeting/leave taking, accepting an offer/invitation, making and canceling appointments, expressing happiness, attention, sympathy, giving instructions, thanking, complimenting, surprise, and disbelief using classical tape) | LA-Ac-L6 |
| 7. **Siswa merespos isi teks dengan menjawab pertanyaan** (Students respond the contents of a text by answering the questions) | LA-Ac-L7 |
| 8. **Siswa menjawab pertanyaan mengenai teks monolog lisian berbentuk teks recount, narrative, procedure, descriptive, news item** (Students answer questions about oral monolog texts of recount, narrative, procedure, descriptive, news item) | LA-Ac-L8 |
| 9. **Siswa mendengarkan dan mengidentifikasi teks monolog dengan bantuan audio** (Students listen to and identify monolog texts from audio aids) | LA-Ac-L9 |

**Kegiatan Akhir (Closing Activities)**

10. **Siswa menyiapkan kegiatan yang pembelajaran yang dilakukan** (Students conclude learning activities) | I.A-Ac-L10 |

11. **Siswa menyiapkan ciri-ciri kebahasaan dari materi yang telah diajarkan** (Students conclude linguistic features of the lesson) | LA-Ac-L11 |

12. **Siswa mendapatkan feedback dari guru dan merenung ungkapan yang digunakan untuk berkenalan, bertemu dan berpisah, perasaan bahagia, pengumuman kenaikan, menyatakan ajakan/umaran/undangan, berterima kasih, menyatakan selamanya, rasa tidak percaya, dll** (Students get feedback from the teacher and review the expression of introduction, greeting/leave taking, accepting an offer/invitation, making and canceling appointments, expressing happiness, attention, sympathy, giving instructions, thanking, complimenting, surprise, and disbelief) | LA-Ac-L12 |

13. **Siswa menyiapkan pertedahan dalam memberikan pujian di Indonesia dan Negara-negara berbahasa Inggris** (Students conclude the difference in giving complement in Indonesia and speaking English countries) | LA-Ac-L13 |
berbentuk recount, narrative, procedure, descriptive, news item
(Students analyze the expression in monolog texts of recount, narrative, procedure, descriptive, news item)

3. **Siswa menyiapkan hal yang diperlukan untuk bercerita**
   (Students make a preparation before telling a story)

4. **Review materi sebelumnya**
   (Reviewing previous lesson)

5. **Siswa menyiapkan hal yang diperlukan untuk presentasi**
   (Students make a preparation before having a presentation)

**Kegiatan Inti (Main Activities)**

6. **Siswa mendengarkan dan melafalkan kata yang tersedia di buku**
   (Students listen to and pronounce vocabularies in textbooks)

7. **Siswa mempraktekkan secara individu/kelompok dialog: perasaan bahagia, pengumuman kematian, menunjukkan perhatian, simpati, menyetujui ajakan/tawaran/undangan, bertemai kasih, mengucapkan selamat, rasa tidak percaya, dll**
   (Students practice individually/in group the dialogue of introduction, greeting/leave taking, accepting an offer/invitation, making and canceling appointments, expressing happiness, attention, sympathy, giving instructions, thanking, complementing, surprise, and disbelief)

8. **Siswa merespon isi teks dengan menjawab pertanyaan dan melafalkan beberapa kasakata**
   (Students respond the contents of a text by answering the questions and pronounce some vocabularies)

9. **Siswa melafalkan ungkapan-ungkapan untuk berkenalan, bertemu dan berpisah, teks lisan monolog recount, narrative, procedure, descriptive, news item**
   (Students pronounce the expressions of introduction, greeting/leave taking, monolog oral texts of recount, narrative, procedure, descriptive, news item)

10. **Siswa memberikan response terhadap situasi yang diberikan secara lisan**
    (Students give responses to given situation orally)

11. **Siswa membuat dialog perasaan bahagia, menunjukkan perhatian, menyetujui ajakan/tawaran/undangan, bertemai kasih, memuji, mengucapkan selamat, rasa tidak percaya, dll**
    (Students make the dialogues of introduction, greeting/leave taking, accepting an offer/invitation, making and canceling appointments, expressing happiness, attention, sympathy, giving instructions, thanking, complementing, surprise, and disbelief)

12. **Siswa memberi komentar terhadap performa mereka**
    (Students comment on their performances)

13. **Siswa dipilih secara acak menceritakan tentang kejadian memalukan yang pernah mereka alami**
    (Students are chosen randomly to tell an embarrassing event happened to them)

14. **Siswa mendiskusikan kekuaran cara bercerita**
    (Students discuss the weakness of how they tell a story)

15. **Siswa berpasangan menawarkan makanan/minuman sesuai gambar pada buku dan meresponnya**
    (Students offer food/drink according to the pictures in the book in pairs and respond them)

16. **Siswa melakukan games yaitu menawarkan**
    (LA-Ac-S16)
<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Siswa menanggapi gambar tanda-tanda peringatan</td>
<td>LA-Ac-S17</td>
</tr>
<tr>
<td>18</td>
<td>Siswa melakukan games dengan mencoba menjadi seorang polisi yang sedang mengidentifikasi kejadian</td>
<td>LA-Ac-S18</td>
</tr>
<tr>
<td>19</td>
<td>Siswa membedakan teks tulis dan liaran descriptive</td>
<td>LA-Ac-S19</td>
</tr>
<tr>
<td>20</td>
<td>Siswa berlatih mendeskripsikan sebuah tempat/kota dengan temannya</td>
<td>LA-Ac-S20</td>
</tr>
<tr>
<td>21</td>
<td>Siswa melakukan role-play untuk melakukan interview berdasarkan situasi yang diberikan</td>
<td>LA-Ac-S21</td>
</tr>
<tr>
<td>22</td>
<td>Siswa menyimpulkan kegiatan yang pembelajaran yang dilakukan</td>
<td>LA-Ac-S22</td>
</tr>
<tr>
<td>23</td>
<td>Siswa menyimpulkan ciri-ciri kebahasaan dari materi yang telah diajarkan</td>
<td>LA-Ac-S23</td>
</tr>
<tr>
<td>24</td>
<td>Siswa mendapatkan feedback dari guru dan mereview ungkapan yang digunakan untuk berkenalan, bertemu dan berpisah, perasaan bahagia, pengumuman kebutuhan, menyetujui ajakan/lowongan bekerja, berterima kasih, memuji, mengucapkan selamat, rasa tidak percaya, dll</td>
<td>LA-Ac-S24</td>
</tr>
<tr>
<td>25</td>
<td>Siswa mendapat tugas untuk menceritakan pengalaman</td>
<td>LA-Ac-S25</td>
</tr>
<tr>
<td>26</td>
<td>Siswa mendapat tugas untuk mendengung sebuah cerita</td>
<td>LA-Ac-S26</td>
</tr>
</tbody>
</table>

**Kegiatan Awal (Opening Activities)**

1. Tanya jawab mengenai materi yang akan diajarkan (apersepsi) (Inquire the learning material/apperception)
2. Siswa mengenali ungkapan pembuka pada teks monolog sebelumnya (Students analyze the opening expression of previous monolog texts)
3. Siswa menanggapi gambar dan menjawab pertanyaannya (Students respond pictures and answer the questions)
4. Review materi sebelumnya (Reviewing the previous lesson)
5. Siswa berpasangan menjawab pertanyaan pertanyaan yang tertera di buku (Students answer questions in textbooks in pairs)

**Kegiatan Inti (Main Activities)**

<table>
<thead>
<tr>
<th>Perasaan bahagia, mengingat kajadian tertentu, pengumuman kematian, pengumuman kematian, catatan harian, menunjukkan perhatian, menyertai ajakan/tawaran/undangan, arranging time, tea time, kalimat langsung dan tak langsung, memuj, mengucapkan selamat, rasa tidak percaya, dll (Students read and analyze the linguistic feature of monolog texts such as recount, narrative, procedure, descriptive, news item; dialogues such as introduction, greeting/leave taking, accepting an offer/invitation, making and canceling appointments, expressing happiness, attention, sympathy, giving instructions, thanking, complementing, surprise, and disbelief; and functional texts such as announcement, advertisement, invitation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Siswa mengidentifikasi langkah-langkah retorika dalam teks recount, narrative, procedure, descriptive, news item (Students identify the rhetorical steps of recount, narrative, procedure, descriptive, news item)</td>
</tr>
<tr>
<td>8. Siswa memperhatikan dan mendiskusikan organisasi teks lisan monolog recount, narrative, procedure, descriptive, news item (Students pay attention and discuss the text organization of monolog oral texts of recount, narrative, procedure, descriptive, news item)</td>
</tr>
<tr>
<td>9. Siswa membaca pengalaman seseorang dan mendiskusikan perasaan penulis tersebut, perasaan bahagia (Students read someone's experience and discuss the feeling of the writer, happiness)</td>
</tr>
<tr>
<td>10. Siswa bekerjasama dalam kelompok melengkapii teks lisan berbentuk recount, narrative, procedure, descriptive, news item (Students work in groups in completing oral texts of recount, narrative, procedure, descriptive, news item)</td>
</tr>
<tr>
<td>11. Siswa menyusun perbedaan iap negara dalam menepati janji untuk bertemu seseorang (Students conclude the difference of meeting appointment in various countries)</td>
</tr>
<tr>
<td>12. Siswa menyusun perbedaan iap negara dalam kegiatan waktu minum teh (Students conclude the difference of having tea session in various countries)</td>
</tr>
<tr>
<td>13. Siswa memberi nama pada alat-alat dapur (Students gives label on kitchen tools)</td>
</tr>
<tr>
<td>14. Siswa mempelajari bahasa koran dan pengertiannya (Students analyze language in news paper along with its meaning)</td>
</tr>
<tr>
<td><strong>Kegiatan Akhir (Closing Activities)</strong></td>
</tr>
<tr>
<td>15. Siswa menyusun kegiatan yang pembelajaran yang dilakukan (Students conclude learning activities)</td>
</tr>
<tr>
<td>16. Siswa menyusun ciri-ciri kebahasaan dari materi yang telah diajaran (Students conclude linguistic features of the lesson)</td>
</tr>
</tbody>
</table>
| 17. Siswa mendapat feedback dari guru dan mereview ungkapan yang digunakan untuk berkenalan, bertemu dan berpisah, perasaan bahagia, pengumuman kematian, menyertai ajakan/tawaran/undangan, memuj, mengucapkan selamat, rasa tidak percaya, dll (Students get feedback from the teacher and review the
| Expression of introduction, greeting/leave taking, accepting an offer/invitation, making and canceling appointments, expressing happiness, attention, sympathy, giving instructions, thanking, complementing, surprise, and disbelief |

18. Siswa mendapat tugas untuk mencari bentuk teks recount, narrative, procedure, descriptive, news item dari koran, majalah atau internet dan menentukan aspek bahasanya (Students have an assignment to find examples of recount, narrative, procedure, descriptive, news item from news paper, magazines, or internet, and analyze their linguistic features) | LA-Ac-R18 |

19. Siswa mendapat tugas pekerjaan rumah untuk menentukan lokasi suatu daerah berdasarkan peta yang disediakan (Students have an assignment to locate a place based on given map) | LA-Ac-R19 |

<table>
<thead>
<tr>
<th>Kegiatan Awal (Opening Activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tanya jawab mengenai materi yang akan diajarkan (apersepsi)</td>
</tr>
<tr>
<td>Inquire the learning material/apperception</td>
</tr>
<tr>
<td>2. Siswa menganalyse ungkapan pembuka pada teks monolog sebelumnya</td>
</tr>
<tr>
<td>(Students analyze the opening expression of previous monolog texts)</td>
</tr>
<tr>
<td>3. Review materi sebelumnya</td>
</tr>
<tr>
<td>(Reviewing previous lesson)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Utama (Main Activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Siswa menulis catatan harian, teks recount, letter of condolence, narrative, procedure, descriptive, news item</td>
</tr>
<tr>
<td>(Students write daily notes, recount text, letter of condolence, narrative, procedure, descriptive, news item)</td>
</tr>
<tr>
<td>5. Siswa menukar catatan hariannya</td>
</tr>
<tr>
<td>(Students exchange their daily notes)</td>
</tr>
<tr>
<td>6. Siswa saling mengevaluasi tulisan masing-masing</td>
</tr>
<tr>
<td>(Students evaluate their own writing)</td>
</tr>
<tr>
<td>7. Siswa mendapat feedback dari temannya</td>
</tr>
<tr>
<td>(Students get feedback from their friends)</td>
</tr>
<tr>
<td>8. Siswa melakukan peer correction</td>
</tr>
<tr>
<td>(Students conduct a peer correction)</td>
</tr>
<tr>
<td>9. Siswa membuat kalimat berbentuk simple past tense, kalimat langsung/tidak langsung, relative pronouns, dll</td>
</tr>
<tr>
<td>(Students make a sentence of simple past tense, direct/indirect, relative pronouns, etc)</td>
</tr>
<tr>
<td>10. Siswa membuat pertanyaan dengan menggunakan pronoun dan tata bahasa yang lainnya</td>
</tr>
<tr>
<td>(Students make questions by using pronouns and other grammatical features)</td>
</tr>
<tr>
<td>11. Siswa memberi kemenan akan kekurangan dan kelebihan teks tulis recount, narrative, procedure, descriptive, news item kelompok lain</td>
</tr>
<tr>
<td>(Students comment on weaknesses and strengths of written texts of recount, narrative, procedure, descriptive, news item written by other groups)</td>
</tr>
<tr>
<td>12. Siswa berdiskusi mengenai apa yang perlu diperhatikan dalam membuat teks lian monolog recount, narrative, procedure, descriptive, news item</td>
</tr>
<tr>
<td>(Students discuss on what should be noticed in writing recount, narrative, procedure, descriptive, news item)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Akhir (Closing Activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Siswa menyimpulkan kegiatan yang pembelajaran yang</td>
</tr>
<tr>
<td>LA-Ac-W1</td>
</tr>
<tr>
<td>LA-Ac-W2</td>
</tr>
<tr>
<td>LA-Ac-W3</td>
</tr>
<tr>
<td>LA-Ac-W4</td>
</tr>
<tr>
<td>LA-Ac-W5</td>
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<tr>
<td>LA-Ac-W6</td>
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<td>LA-Ac-W7</td>
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<td>LA-Ac-W8</td>
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<td>LA-Ac-W9</td>
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<tr>
<td>LA-Ac-W10</td>
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<tr>
<td>LA-Ac-W11</td>
</tr>
<tr>
<td>LA-Ac-W12</td>
</tr>
<tr>
<td>LA-Ac-W13</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>dilakukan</td>
</tr>
<tr>
<td>14. Siswa menginputkan ciri-ciri kebahasaan dari materi yang telah diajarkan</td>
</tr>
<tr>
<td>15. Siswa mendapatkan feedback dari guru dan mereview ungkapan yang digunakan untuk berkenalan, bertemu dan berpisah, perasaan bahagia, pengumuman kematian, menyambut ajakan/tawaran/andangan, memuji, mengucapkan selamat, rasa tidak percaya, dll</td>
</tr>
<tr>
<td>16. Siswa mendapat tugas menulis tokoh idola mereka</td>
</tr>
<tr>
<td>17. Siswa mendapat tugas untuk membuat teks procedure mengenai cara mengoperasikan suatu benda</td>
</tr>
</tbody>
</table>

To help reading a long display of the table 4.6 above, it can be simply explained in the following points:

1) There are thirteen activities stated in listening, which three of them belong to the opening activities, six of them belong to the main activities, and the rest belong to the closing activities. In addition, there are twenty-six activities found in speaking with five of the opening activities, sixteen of the main activities, and five of the closing activities. There are nineteen activities in reading with details of five belong to the opening activities, nine belong to the main activities, and five belong to the closing activities. At the same time, there are seventeen activities found in writing with three of the opening activities, nine of the main activities, and five of the closing activities.
2) All of listening activities are coded from LA-Ac-L1 to LA-Ac-L13. Meanwhile, all of speaking activities are coded from LA-Ac-S1 to LA-Ac-S26. In additional, all of reading activities are coded from LA-Ac-R1 to LA-Ac-R19. Moreover, the last, all of writing activities are coded from LA-Ac-W1 to LA-Ac-W17.

As explained earlier in the chapter 3 that in analyzing the activities of LA and LB, principles or main components of CTL are utilized. The principles meant are Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection, and Authentic Assessment. Thus, the analysis starts orderly using the framework of the principles of CTL.

Starting from the account constructivism, overall activities stated in listening, speaking, reading, and writing skills have obviously adapt the basic philosophy of CTL that is constructivism. The evidence is that all activities focus on students' action in the learning process. It can be easily determined from the statements that always recognize the word 'students' as the subject of the statements. It is in line with the requirements of implementing constructivism that is students are the center of learning and are freed to inquire, apply, and develop their own knowledge, wherein teachers' role are as the facilitator (Nurhadi, 2004: 34). In line with Nurhadi, Johnson (2002: 83) has a different name for constructivism as self-regulated learning. In her opinion, she acknowledges that in self-regulated learning students make their own
decisions and accept responsibility for them. Meanwhile, a CTL teacher becomes a frame in which he or she helps students to make responsible choices and manage their emotions (Johnson, 2002: 96).

Moreover, the other evidence that initiates constructivism is that there are clear systematic activities that demand students to initially identify and analyze the lesson, discuss the lesson, perform the lesson, and eventually conclude the lesson. These activities are in line with the nature of constructivism where students are accustomed to solve problem, find ideas, and develop the ideas that become their own beliefs (Nurhadi, 2004: 33).

Therefore, it can be said that the implementation of constructivism in LA-Ac is proven on the regard of the use of ‘students’ as its subject of the statements and also the systematic activities that engage students to construct their own knowledge.

The second principle is inquiry, which in the application there is a cycle regarded as the guidance in implementing inquiry. The cycle starts from Observation, Questioning, Proposing Hypothesis, Gathering Data, Analyzing Data, and Drawing Conclusion (Nurhadi, 2004: 44).

From LA-Ac of listening skill, it can be found that there are ten statements that are recognized to be parts of inquiry cycle. The statements in LA-Ac-L2, LA-Ac-L4, LA-Ac-L5, LA-Ac-L6, LA-Ac-L7, LA-Ac-L8, and LA-Ac-L9 are regarded to adapt observation, questioning, proposing hypothesis, gathering data, and analyzing data.
The evidence is that those statements utilize some instructional words such as ‘analyze’, ‘listen’, ‘pronounce’, ‘identify’, ‘answer’, and ‘respond’. Meanwhile, the other three statements that are, LA-Ac-L10, LA-Ac-L11, and LA-Ac-L13 are the reflection of drawing conclusion because all statements use the same instructional word that is ‘conclude’.

From the LA-Ac of speaking skill, twenty statements show the implementation of inquiry. The statements in LA-Ac-S2, LA-Ac-S3, LA-Ac-S5, LA-Ac-S6, LA-Ac-S7, LA-Ac-S8, LA-Ac-S9, LA-Ac-S10, LA-Ac-S11, LA-Ac-S15, LA-Ac-S16, LA-Ac-S17, LA-Ac-S18, LA-Ac-S19, LA-Ac-S20, LA-Ac-S21, LA-Ac-S25, and LA-Ac-S26 reflect the step-by-step of observation, questioning, proposing hypothesis, gathering data, and analyzing data. The evidence appears on the use of instructional words such as ‘analyze’, ‘prepare’, ‘listen and pronounce’, ‘practice’, ‘respond’, ‘make dialogue’, ‘offer’, ‘role play’, ‘distinguish’, and ‘do assignment’. At the same time, the other two statements that are LA-Ac-S22 and LA-Ac-S23 reflect the drawing conclusion because they use ‘conclude’ as the instructional words.

Moving to the LA-Ac of reading skill, there are sixteen statements recognized as parts of inquiry. LA-Ac-R2, LA-Ac-R3, LA-Ac-R5, LA-Ac-R6, LA-Ac-R7, LA-Ac-R8, LA-Ac-R9, LA-Ac-R10, LA-c-R13, LA-Ac-R14, LA-Ac-R18, and LA-Ac-R19 elaborate parts of inquiry cycle that are observation, questioning, proposing hypothesis, gathering data, and analyzing data. It can be proven from the use of
instructional words such as ‘analyze’, ‘respond’, ‘read’, ‘identify’, ‘pay attention’, ‘discuss’, ‘complete’, and ‘do assignment’. Meanwhile, the rest of four statements use the instructional word of ‘conclude’, which signal the presence of drawing conclusion. The statements are found in LA-Ac-R11, LA-Ac-R12, LA-Ac-R15, and LA-Ac-R16.

The last skill, which is writing skill, possesses nine statements that initiate inquiry. The statements in LA-Ac-W2, LA-Ac-W4, LA-Ac-W9, LA-Ac-W10, LA-Ac-W12, LA-Ac-W16, and LA-Ac-W17 prove the implementation of observation, questioning, proposing hypothesis, gathering data, and analyzing data because they adapt instructional words such as ‘analyze’, ‘write’, ‘make’, ‘discuss’, and ‘do assignment’. The other two statements, LA-Ac-W13 and LA-Ac-W14, are the reflection of drawing conclusion by using the instructional word of ‘conclude’.

Moving to the next principle of CTL is questioning, which is defined by Nurhadi (2004: 45) as, “kegiatan guru untuk mendorong, membimbing, dan menilai kemampuan berpikir siswa”, that is the effort done by a teacher to encourage, monitor, and judge students’ critical thinking ability. Furthermore, still according to Nurhadi, questioning activities can be identified when students discuss, work in groups, observe, etc (2004: 47).

Starting from listening skill, the example of the implementation of questioning can be found only in LA-Ac-L1, which states clear statements of ‘inquiring the learning material/apperception’. At the same
time, there are three activities in speaking that initiate questioning i.e. LA-Ac-S1, LA-Ac-S13, and LA-Ac-S14. If LA-Ac-S1 is similar to LA-Ac-L1, the other two have different instructional word i.e. 'discuss', which can be considered as a reflection of questioning activity. In addition, there are also three activities in reading that reflect questioning i.e. LA-Ac-R1, LA-Ac-R8, and LA-Ac-R10. If LA-Ac-R1 is also the same with LA-Ac-L1 and LA-Ac-R8 is the same with LA-Ac-S13, LA-Ac-R10 is different because it occupies 'work in groups' as the instructional word. The last skill, which is writing skill, possesses two statements that reflect questioning that are LA-Ac-W1 and LA-Ac-W12. LA-Ac-W1 is similar to LA-Ac-L1 and LA-Ac-W12 is alike to LA-Ac-S13.

Carrying on to the next principle is learning community. The concept of learning community encourage students to study in groups, to share ideas, to discuss, to interact with others, etc (Susan Sears, 2002: 15). Thus, activities that engage all students to study together are considered to fulfill the notion of learning community.

The analysis starts from listening skill, where it is found nothing of activities that reflect learning community in it. However, there are three activities in speaking that initiate learning community, which are LA-Ac-S7, LA-Ac-S15, and LA-Ac-S16. The three activities have the same evidence of that 'practicing dialogues in groups'. Meanwhile, there are four activities in reading that reflect the implementation of learning
community i.e. LA-Ac-R5, LA-Ac-R8, LA-Ac-R9, and LA-Ac-R10. If the reflection of learning community appeared in LA-Ac-R5 and LA-Ac-R10 is on the statement of 'working together in answering questions', the reflection appeared in LA-Ac-R8 and LA-Ac-R9 is on 'discussing the lesson'. Eventually, there are six activities in writing that maintain learning community that can be seen in LA-Ac-W5, LA-Ac-W6, LA-Ac-W7, LA-Ac-W8, LA-Ac-W11, and LA-Ac-W12. The reflection of learning community can obviously be seen from the activities such as students exchange notes, evaluate each other, feedback each other, conduct peer correction, and discuss.

The next principle is modeling, which means that in certain knowledge or skills there has to be a model to be imitated (Nurhadi, 2004: 49). In LA-Ac, modeling is clued by some activities wherein students imitate the way to speak, read, or write from textbooks or audio visual aids. The evidence can be found in LA-Ac-L4, LA-Ac-L5, LA-Ac-L9, LA-Ac-S6, and LA-Ac-R14.

The following principle is reflection. Nurhadi (2004: 51) defines reflection as "cara berpikir tentang apa yang baru dipelajari atau berpikir ke belakang tentang apa-apa yang sudah kita lakukan di masa yang lalu" (the way to re-think to what have been learnt or have been done in the past). In CTL, reflection can be expressed in the activities of reviewing lesson in the past, giving feedback, etc.
In listening, there are two activities expressing reflection that are in LA-Ac-L3 clued as ‘reviewing’ and LA-Ac-L12 clued as ‘getting feedback’. The other three skills (speaking, reading, and writing) express reflection the same way with listening. The difference is just in the name of the code.

The second display is the analysis on the activities possessed by LB. A comprehensive display is shown in the following table 4.7:

<table>
<thead>
<tr>
<th>Number</th>
<th>Competence</th>
<th>Activities</th>
<th>Code</th>
</tr>
</thead>
</table>
| 1      | Listening (L) | Awal (Opening Activities)  
1. Do a, presensi dan motivasi (Praying, taking attendance, and giving motivation) | LB-Ac-L1 |
|        |            | 2. Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal (Listening to an interpersonal/transactional dialogue by using a tape in a classical way) | LB-Ac-L2 |
|        |            | Ini (Main Activities)  
3. Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal (Listen to Interpersonal/transactional dialogues by using a tape in a classical way) | LB-Ac-L3 |
|        |            | 4. Mendiskusikan berbagai indak tuur lain yang dapat digunakan dalam percakapan yang didengar secara berpasangan (Discussing alternative speech acts that are able to be used in a dialogue in pairs) | LB-Ac-L4 |
|        |            | 5. Mendiskusikan respon yang diberikan terhadap indak tuur yang didengar secara berkelompok (Discussing responses of a speech act in groups) | LB-Ac-L5 |
|        |            | 6. Mengidentifikasi beberapa pengumuman lisan di tempat umum secara berkelompok (Identifying several oral announcements in public places in groups) | LB-Ac-L6 |
|        |            | 7. Mendengarkan pengumuman melalui tape secara klasikal (Listening to an announcement by using a tape in a classical way) | LB-Ac-L7 |
|        |            | 8. Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok (Discussing the contents and language features of a text in groups) | LB-Ac-L8 |
|        |            | 9. Mengidentifikasi topik sebuah pengumuman lisan (Identifying a topic of an oral announcement) | LB-Ac-L9 |
|        |            | 10. Mengidentifikasi informasi tertentu dari undangan lisan (Identifying certain information from an oral invitation) | LB-Ac-L10 |
|        |            | 11. Mengidentifikasi tujuan dari pengumuman yang didengar (Identifying the purpose of an oral announcement) | LB-Ac-L11 |
|        |            | Penutup (Closing Activities)  
12. Membahas bersama dan salam penutup | LB-Ac-L12 |
### Awal (Opening Activities)

1. **Do’a, presensi dan motivasi**
   - Praying, taking attendance, and giving motivation
   - LB-Ac-S1

2. **Bermain peran secara berpasangan**
   - Role playing in pairs
   - LB-Ac-S2

### Inti (Main Activities)

3. **Melakukan tourisit hunting dan merekam percakapannya**
   - Performing a tourist hunting and recording the dialogues
   - LB-Ac-S3

4. **Secara berpasangan menggunakan tindak tatur dan responsnya**
   - Using a speech act and its response in pairs
   - LB-Ac-S4

5. **Bermain peran secara berkelompok**
   - Role playing in groups
   - LB-Ac-S5

6. **Membuat pengumuman iklan secara berpasangan dan menyampaikannya di depan kelas**
   - Making an oral announcement in pairs and presenting it in front of the class
   - LB-Ac-S6

7. **Berdiskusi secara berkelompok untuk membahas sebuah cerita dan bercerita secara sambung menyambung**
   - Having a discussion in groups to make a story and tell it in a chain story telling
   - LB-Ac-S7

8. **Membuat sebuah cerita secara individu dan menceritakannya kepada teman sekelas**
   - Making a story individually and tell it to the classmates
   - LB-Ac-S8

9. **Menyampaikan iklan secara berpasangan di depan kelas**
   - Presenting an oral advertisement in pairs in front of the class
   - LB-Ac-S9

10. **Menceritakan kembali iklan yang dilihat atau didengar**
    - Retelling an advertisement that is seen or heard
    - LB-Ac-S10

11. **Menyampaikan berita sebagai reporter langsung dari tempat kejadian**
    - Pretending to be a reporter who is informing news live from the site
    - LB-Ac-S11

12. **Mendongeng secara berkelompok**
    - Telling a story in groups
    - LB-Ac-S12

Penutup (Closing Activities)

13. **Membahas bersama dan salam penutup**
    - Reviewing lesson together and greeting
    - LB-Ac-S13

### Reading (R)

1. **Do’a, presensi dan motivasi**
   - LB-Ac-R1

2. **Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok**
   - Identifying several written announcements in public places in groups
   - LB-Ac-R2

3. **Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok**
   - Discussing the contents and language features used in an announcement in groups
   - LB-Ac-R3

4. **Membaca nyaring bermakna teks narrative secara individu**
   - Reading aloud a narrative text individually
   - LB-Ac-R4

5. **Mendiskusikan berbagai aspek dari teks seperti isi dan struktur teks, secara berkelompok**
   - Discussing every aspect of a text such as its contents and structure in groups
   - LB-Ac-R5
To help reading the display of the table 4.7 above, it can be simply explained in the following points:

1) There are twelve activities stated in listening, which two of them belong to the opening activities, nine of them belong to the main activities, and the rest belong to the closing activities. In addition, there are thirteen activities found in speaking with two of the opening activities, ten of the main activities, and one of the closing activities. There are seven activities in reading with details of one belong to the opening activities, five belong to the main activities, and only one belong to the closing activities. At the same time, there are also seven
activities found in writing with one of the opening activities, five of
the main activities, and one of the closing activities.

2) All of listening activities are coded from LB-Ac-L1 to LB-Ac-L12.
Meanwhile, all of speaking activities are cored from LB-Ac-S1 to LB-
Ac-S13. In additional, all of reading activities are coded from LB-Ac-
R1 to LB-Ac-R7. Moreover, the last, all of writing activities are coded
from LB-Ac-W1 to LB-Ac-W7.

In numbers, the activities of LB are less than the LA's. Nevertheless, it cannot be easily said that the activities of LB are less contextual from the LA's. To prove that the implementation of CTL in the activities of LB is comparable to the LA's, a comprehensive analysis on LB-Ac should be conducted thoroughly.

Starting from the main philosophy of CTL, which is constructivism. It is somehow ambiguous to determine that LB-Ac has fully adapted the nature of constructivism because in reality LB-Ac does not give a clear statement about who the main subjects of the learning process are. LB-Ac just provides systematic activities and leaves no clues about the subjects of the learning process though it might be assumed that the subjects are indeed students. Nevertheless, to keep the validity of this research we should not make any conclusion based on an assumption, rather we should make conclusions based on a reality.

However, if LB-Ac is viewed from its systematic activities, it is preferable to judge that LB-Ac is adapting constructivism. The reason is
that LB-Ac states comprehensive systematic activities that reflect constructivism, which are listening and identifying the lesson, discussing the lesson, making or performing the lesson, and reviewing the lesson. Therefore, the conclusion that should be made about LB-Ac is that it remains ambiguous to determine whether LB-Ac adapts the nature of constructivism or not.

Moving to the second principle, which is inquiry, there are nine activities in listening that reflect this principle, eleven in speaking, five in reading, and four in writing. The evidences for listening can be found in these activities: LB-Ac-L2, LB-Ac-L3, LB-Ac-L4, LB-Ac-L5, LB-Ac-L6, LB-Ac-L7, LB-Ac-L9, LB-Ac-L10, and LB-Ac-L11. The instructional words used within the activities are ‘listen to’, ‘discuss’, and ‘identify’. At the same time, the evidences for speaking can be seen in LB-Ac-S2, LB-Ac-S3, LB-Ac-S4, LB-Ac-S5, LB-Ac-S6, LB-Ac-S7, LB-Ac-S8, LB-Ac-S9, LB-Ac-S10, LB-Ac-S11, and LB-Ac-S12. The instructional words used in speaking activities are ‘role play’, ‘perform’, ‘use’, ‘make’, ‘discuss’, ‘present’, ‘retell’, and ‘inform’. Meanwhile, the evidences for reading are in LB-Ac-R2, LB-Ac-R3, LB-Ac-R4, LB-Ac-R5, and LB-Ac-R6, which utilize instructional words such as ‘identify’, ‘discuss’, ‘read’, and ‘exercise’. In addition, the evidences for writing activities can be seen in LB-Ac-W2, LB-Ac-W3, LB-Ac-W4, and LB-Ac-W6, with such instructional words as ‘make’ and ‘revise’.
The next principle is questioning. In this aspect, it is found that there are three evidences in listening, one in speaking, two in reading, and none in writing. In listening, the evidences are in LB-Ac-L4, LB-Ac-L5, and LB-Ac-L8, by using such instructional word as 'discuss'. The evidence for speaking, which is LB-Ac-S7, also utilizes 'discuss' as the instructional word. LB-Ac-R3 and LB-Ac-R5 are the evidences for reading that apparently use 'discuss' as the instructional word as well. However, it is surprising to know that there are no questioning activities in writing, and that in fact the questioning activities found in listening, speaking, and reading are placed in the main activities instead of also in the opening activities; moreover, the questioning activities utilize the same and the only activity that is discussing, while there are many more examples of questioning activities that LB-Ac can adapt such as inquiry (questions and answers), observation, etc; moreover, the questioning activities are usually placed in the opening activities because they can be useful to explore students' primer knowledge and ability. Therefore, it can be concluded that LB-Ac has not completely adapt the aspect of questioning.

Carrying on the next aspect is learning community. There are five activities that reflect learning community in listening, eight in speaking, three in reading, and five in writing. In listening, the evidences are in LB-Ac-L4, LB-Ac-L5, LB-Ac-L6, LB-Ac-L8, and LB-Ac-L12, where students are learning either in pairs or in groups. The evidences for
speaking are in LB-Ac-S2, LB-Ac-S3, LB-Ac-S4, LB-Ac-S5, LB-Ac-S6, LB-Ac-S7, LB-Ac-S12, and LB-Ac-S13. In addition, the evidences for reading are LB-Ac-R3, LB-Ac-R5, and LB-Ac-R7, while the evidences for writing are in LB-Ac-W2, LB-Ac-W4, LB-Ac-W5, LB-Ac-W6, and LB-Ac-W7. All of the evidences are in the forms of students working either in pairs or in groups.

Modeling is another principle in CTL. Evidences of the implementation of this aspect in LB-Ac can be found four in listening, only one in speaking, one in reading, and none in writing. In listening, the four evidences can be seen in LB-Ac-L2, LB-Ac-L3, LB-Ac-L6, and LB-Ac-L7, wherein the models that are used are an audio aid and a public announcement. There is only one modeling activity in speaking i.e. LB-Ac-S3, which remains so special because the activity mentioned is a tourist hunting, wherein students can experience a real model from a native speaker. In reading, the only activity that reflects modeling is in LB-Ac-R2 where students are asked to find a model of written announcement in public places.

Reflection is the last aspect used to assess LB-Ac. From the analysis, there is only one activity that represents reflection that happens to be the same in all skills. The activity mentioned is 'reviewing the lesson together'. The codes for each skill are LB-Ac-L12, LB-Ac-S13, LB-Ac-R7, and LB-Ac-W7.
d. **Instructional Media (IM)**

The fourth aspect to be analyzed is the presence of instructional media. In this research, instructional media is coded as IM, and is not classified intentionally based on the four language skills. The instructional media for LA is coded as LA-IM and for LB is coded as LB-IM.

As insisted by Nurhadi (2004: 23-25), instructional media is included in nine area of contexts (content, learning source, target, teacher, method, learning outcome, time, location, and benefit). The keywords for instructional media to be determined as in line with context are simple, creative, affordable, available, and concrete.

The display of IM stated in LA can be seen in the following table:

<table>
<thead>
<tr>
<th>Number</th>
<th>Media</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Buku Look Ahead I</em> (Look Ahead 1 Book)</td>
<td>LA-IM-1</td>
</tr>
<tr>
<td>2</td>
<td><em>Kaset/CD</em> (Cassette/CD)</td>
<td>LA-IM-2</td>
</tr>
<tr>
<td>3</td>
<td><em>Tape/CD</em></td>
<td>LA-IM-3</td>
</tr>
<tr>
<td>4</td>
<td>Script dari <em>Look Ahead I</em></td>
<td>LA-IM-4</td>
</tr>
<tr>
<td>5</td>
<td><em>Kamus</em> (Dictionary)</td>
<td>LA-IM-5</td>
</tr>
<tr>
<td>6</td>
<td><em>OHP/LCD</em></td>
<td>LA-IM-6</td>
</tr>
<tr>
<td>7</td>
<td><em>Gambar</em> (Pictures)</td>
<td>LA-IM-7</td>
</tr>
<tr>
<td>8</td>
<td><em>Foto</em> (Photo)</td>
<td>LA-IM-8</td>
</tr>
<tr>
<td>9</td>
<td><em>Poster</em></td>
<td>LA-IM-9</td>
</tr>
<tr>
<td>10</td>
<td><em>Boneka</em> (dols)</td>
<td>LA-IM-10</td>
</tr>
<tr>
<td>11</td>
<td><em>Gambar cara memasak chicken soup</em> (Cooking soup pictures)</td>
<td>LA-IM-11</td>
</tr>
<tr>
<td>12</td>
<td><em>Karton/gunting/lem</em> (Board/scissor, glue)</td>
<td>LA-IM-12</td>
</tr>
<tr>
<td>13</td>
<td><em>Kertas berwarna</em> (Colored paper)</td>
<td>LA-IM-13</td>
</tr>
<tr>
<td>14</td>
<td><em>Kartu</em> (Card)</td>
<td>LA-IM-14</td>
</tr>
<tr>
<td>15</td>
<td><em>Spidol berwarna/krayon</em> (Colored marker)</td>
<td>LA-IM-15</td>
</tr>
</tbody>
</table>

It can be seen that there are fifteen kinds of media possessed by LA and to be used to support the learning process. The media are coded form LA-IM-1 to LA-IM-15. It is obvious that LA adapts various kinds
of media that seem to be creative, available, affordable, and concrete. Therefore, it can be said that the media in LA are in line with CTL.

The second display is on the media possessed by LB, which can be seen from table 4.9 below:

<table>
<thead>
<tr>
<th>Number</th>
<th>Media</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. <em>Buku Tiga Serangkai</em> (Tiga Serangkai Book)</td>
<td>LB-IM-1</td>
</tr>
<tr>
<td>2</td>
<td>2. <em>kamus Bahasa inggris</em> (English dictionary)</td>
<td>LB-IM-2</td>
</tr>
<tr>
<td>3</td>
<td>3. <em>kaset</em> (cassette)</td>
<td>LB-IM-3</td>
</tr>
<tr>
<td>4</td>
<td>4. <em>CD</em></td>
<td>LB-IM-4</td>
</tr>
<tr>
<td>7</td>
<td>7. <em>ESOL ONLINE</em></td>
<td>LB-IM-7</td>
</tr>
<tr>
<td>8</td>
<td>8. <em>English online</em></td>
<td>LB-IM-8</td>
</tr>
<tr>
<td>10</td>
<td>10. <em>Jakarta Post</em></td>
<td>LB-IM-10</td>
</tr>
</tbody>
</table>

There are ten kinds of media found in LB coded from LB-IM-1 to LB-IM-10. Obviously, it is found that LB-IM-5 to LB-IM-8 are considered to be ‘modern’ media in these days. In addition, there are six ‘concrete’ and conventional media found in LB i.e. LB-IM-1, LB-IM-2, LB-IM-3, LB-IM-4, LB-IM-9, and LB-IM-10. The six concrete media can be regarded in line with CTL though they lack in creativity, while, the four sources in LB are in line with CTL from the side of modernity.

e. Assessment (As)

Investigating assessment using the theory of CTL is the last analysis in the archival documents analysis. Assessment itself is coded as As, is coded as LA-As for the assessment of LA, and is coded as LB-As for the assessment of LB.
In CTL, assessment is viewed beyond the standardized testing, which occurs only at the end of a semester or a school year, thus, assessment includes the judging of daily learning process that students undergo, moreover, assessment should be applicable to a real-world context. This kind of assessment is known as *Authentic Assessment*. This is in line with what is explained by Johnson (2002: 165) that, “authentic assessment invites students to use academic knowledge in a real-world context for a significant purpose”. Furthermore, Johnson recognizes four kinds of authentic assessment: portfolios, performances, projects, and extended written responses (2002: 166). In line with Johnson, Nurhadi (2004: 53-54) gives examples of kinds of authentic assessment: project, extended written test, portfolio, homework, quiz, students’ works, presentation, demonstration, reports, journals, written works, group discussion, and interviews. The fundamental principle of authentic assessment is not assessing what students know but rather what students can do with the knowledge and skills.

Thus, the analysis on LA-As and LB-As is intended to find out whether the two lesson plans are adapting the aspect of authentic assessment or not.

The first analysis is on LA-As. To begin the analysis below is a table that shows kinds of assessment utilized by LA-As:
Table 4.10 Classification of LA for the Aspects of As

<table>
<thead>
<tr>
<th>Number</th>
<th>Competence</th>
<th>Assessment</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening (L)</td>
<td>1. <em>Performance Assessment</em></td>
<td>LA-As-L1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. <em>Pertanyaan lisan dan dialog</em></td>
<td>LA-As-L2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Oral questions and dialogue)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. <em>Responding</em></td>
<td>LA-As-L3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. <em>Performance Assessment</em></td>
<td>LA-As-S1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. <em>Pertanyaan lisan dan dialog</em></td>
<td>LA-As-S2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Oral questions and dialogue)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. <em>Bercerita secara individual</em></td>
<td>LA-As-S3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Individual story telling)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. <em>Tugas presentasi individual</em></td>
<td>LA-As-S4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Individual presentation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. <em>Checklist</em></td>
<td>LA-As-S5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. <em>Responding</em></td>
<td>LA-As-S6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. *Pertanyaan lisan dan teks monolog lisan (oral and written monolog texts)</td>
<td>LA-As-S7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. <em>Presentasi kelompok</em> (Group presentation)</td>
<td>LA-As-S8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. <em>Tugas mendeskripsikan binatang individual</em> (Describing animals individually)</td>
<td>LA-As-S9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. <em>Tugas mendeskripsikan sebuah tempat individual</em> (Describing a place individually)</td>
<td>LA-As-S10</td>
</tr>
<tr>
<td>2</td>
<td>Speaking (S)</td>
<td><em>Performance Assessment</em></td>
<td>LA-As-R1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Pertanyaan lisan dan dialog</em></td>
<td>LA-As-R2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Oral questions and dialogue)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Tugas presentasi individual</em></td>
<td>LA-As-R3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Individual presentation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Presentasi kelompok</em> (Group presentation)</td>
<td>LA-As-R4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Pertanyaan berbentuk tulisan</em></td>
<td>LA-As-R5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Written questions)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>campaign flyer</em></td>
<td>LA-As-R6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>congratulations cards</em></td>
<td>LA-As-R7</td>
</tr>
<tr>
<td>3</td>
<td>Reading (R)</td>
<td><em>Performance Assessment</em></td>
<td>LA-As-W1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Pertanyaan lisan dan dialog</em></td>
<td>LA-As-W2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Tugas presentasi individual</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Individual presentation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Presentasi kelompok</em> (Group presentation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Latihan tertulis</em> (Writing exercise)</td>
<td>LA-As-W3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Tugas Proyek</em> (Project)</td>
<td>LA-As-W4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Hasil tulisan teks</em> (writing a text)</td>
<td>LA-As-W5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Tugas mendeskripsikan binatang individual</em> (Describing animals individually)</td>
<td>LA-As-W6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Tugas mendeskripsikan sebuah tempat individual</em> (Describing a place individually)</td>
<td>LA-As-W7</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>campaign flyer</em></td>
<td>LA-As-W8</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>congratulations cards</em></td>
<td>LA-As-W9</td>
</tr>
</tbody>
</table>

Starting from listening skill, it shows that there are three kinds of assessments: performances, oral questions, and responses. The three are
the examples of authentic assessment, thus, they can be concluded as in line with CTL.

Moving to speaking skill, there are generally five kinds of assessment i.e. performances (LA-As-S1, LA-As-S3, LA-As-S9, and LA-As-S10), oral questions and dialogues (LA-As-S2 and LA-As-S7), presentations (LA-As-S4 and LA-As-S8), checklist (LA-As-S5), and responses (LA-As-S6). The five domains of assessment here can be considered as kinds of authentic assessment, thus, the assessments in speaking skill can be concluded as in line with CTL.

The next assessment is on reading skill, which generally consists of five kinds of assessments i.e. performances (LA-As-R1), oral questions and dialogues (LA-As-R2), presentations (LA-As-R3 and LA-As-R4), written questions (LA-As-R5), and students' works (LA-As-R6 and LA-As-R7). These five general kinds of assessments are also in line with CTL.

Assessment on writing is the last to be analyzed. There are five kinds of assessments i.e. presentations (LA-As-W1 and LA-As-W2), written exercises (LA-As-W3 and LA-As-W5), project (LA-As-W4), extended written tests (LA-As-W6 and LA-As-W7), students' works (LA-As-W8 and LA-As-W9). These nine assessments are also in line with CTL because they reflect authentic assessment.
The following analysis is the analysis on LB-As. The display of the classification shown in table 4.11 will help the reading of the analysis:

**Table 4.11 Classification of LB for the Aspects of As**

<table>
<thead>
<tr>
<th>Number</th>
<th>Competence</th>
<th>Assessment</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening (L)</td>
<td>1. Ulangan tertulis dan penugasan (written test and assignment)</td>
<td>LB-As-L1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. <em>Kuis</em> (Quiz)</td>
<td>LB-As-L2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. <em>Performance</em></td>
<td>LB-As-L3</td>
</tr>
<tr>
<td>2</td>
<td>Speaking (S)</td>
<td>1. <em>Performance</em></td>
<td>LB-As-S1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. <em>Tugas performance</em> (Performance task)</td>
<td>LB-As-S2</td>
</tr>
<tr>
<td>3</td>
<td>Reading (R)</td>
<td>1. <em>Tugas</em> (Assignment)</td>
<td>LB-As-R1</td>
</tr>
<tr>
<td>4</td>
<td>Writing (W)</td>
<td>1. <em>Tugas</em> (Assignment)</td>
<td>LB-As-W1</td>
</tr>
</tbody>
</table>

Looking at the numbers of assessments in LB-As, it seems that there are just few variations of assessments stated in LB. Overall, there are only four variations of assessments i.e. written test, quiz, performances, and assignments. If the four kinds of assessments are viewed objectively, they are indeed in line with authentic assessment proposed by CTL. However, the limited kinds of assessments for one semester or one school year of learning process are considered to inadequate, thus, the assessments in LB can be judged to not fully adapt the CTL-based assessment of authentic assessment.

3. Descriptions and Analysis of the Interviews

To clarify the validity of the researched lesson plans and to avoid misconception about the implementation of CTL within the observed lesson plans (LA and LB), interviews were conducted by the researcher. The first
interview session was held at school A to interview TA on June 5, 2011 and the second session took place at school B to interview TB on June 9, 2011.

The results of the interview sessions are presented orderly based on the questions, which means after one question is answered by TA, the answer of TB on the same question is coming afterwards. Furthermore, there are seven questions presented representing seven principles of CTL: Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection, and Authentic Assessment.

a. Apakah anda menggunakan pembelajaran berbasis masalah untuk mengaktifkan pengetahuan siswa? Lalu bagaimana implementasinya dalam RPP anda? (Do you encourage the use of problem-based learning to explore students’ knowledge? And how do you implement it into lesson plans?)

TA explained, “Oh tentu, karena siswa lebih suka kalau dipancing dengan metode analisis masalah. Ya kalo di RPP kami ungkapkan dengan beberapa aktivitas seperti siswa kami minta untuk menganalisa ungkapan pada teks monolog dan menganalisa ciri-ciri kebahasaan dari teks tersebut (Sure, students are more excited if they are asked to analyze a problem. In our lesson plans we state some activities such as students analyze expressions in a monolog text and also analyze language features of the text)”

Meanwhile, TB answered, “iya, dalam RPP contohnya dalam listening dan reading selalu kami awali dengan siswa mengidentifikasi
percakapan entah secara audio atau visual, lalu mereka diminta mendiskusikannya lalu meresponnya (Yes, for example in listening and reading we always start with students identifying either audio or visual dialogues and then they are asked to discuss it and respond it)

The answer from TA is coherent with what is stated in LA-Ac, and the evidences are in LA-Ac-R6 and LA-Ac-R16. Meanwhile, the answer of TB is slightly different with what is stated in LB-Ac. TB says that in listening and reading students are always asked to identify either audio or visual dialogues, while in fact, the evidences only refer to listening (LB-Ac-L2), and no evidences found in reading.

b. Apakah anda selalu mendorong siswa anda untuk menemukan sendiri (inkuiri) pengetahuan baru dari materi yang dibahas? Lalu bagaimana implementasinya dalam RPP anda? (Do you always encourage students to inquire knowledge from the material discussed themselves? And how do you implement it into lesson plans?)

TA responded, "Iya, buktinya dalam RPP kami nyatakan dengan kata-kata semacam analisis, identifikasi, diskusi, feedback, dll (Yes, in the lesson plans we state some instructional words such as analysis, identification, discussion, feedback, etc)"

At the same time, TB responded, "Iya kan tadi sudah saya jelaskan bahwa center of learning-nya adalah siswa, jadi ya pengetahuan mereka bisa diperoleh dari berbagai kegiatan yang sudah
saya sebutkan tadi (Like I have explained earlier that students are the center of learning so they gain knowledge from activities that the are doing).

TA’s answer is in line with what is written in LA-Ac, and the evidences can be seen in LA-Ac-L2, LA-Ac-L5, LA-Ac-S14, and LA-Ac-L12. TB’s answer remains unclear because TB-Ac does not state any activity in details though probably TB refers the answer to the earlier answer of the first question.

c. Apakah pada awal pembelajaran anda selalu berusaha menggali pemahaman siswa berdasarkan pengetahuan yang sudah ada dalam diri mereka? Lalu bagaimana implementasinya dalam RPP anda? (Do you always try to explore students’ basic knowledge at the beginning of learning process? And how do you implement it into lesson plans?)

TA answered, “Itu harus, jadi selain agar kita bisa mengetahui kondisi pemahaman siswa, juga untuk mengetahui kondisi kesiapan mental siswa. Ya kalau dalam RPP selalu dalam kegiatan pembuka ada sesi tanya jawab atau istilahnya apersepsi. (That is a must. Despite just knowing students’ understanding, we also need to know students’ mental readiness. In the lesson plans there are always inquiring activities/apperception in the opening activities)”

Meanwhile, TB answered, “Kami selalu memberikan motivasi di awal pembelajaran. Kami rasa itu sudah cukup. (We always give
motivation at the beginning of learning process. We think that is enough”

TA’s answer is proven to be coherent with LA-Ac, and the obvious evidences are in LA-Ac-L1, LA-Ac-S1, LA-Ac-R1, and LA-Ac-W1. On the contrary, TB’s answer does not answer the substance of the question though TB does answer it by stating that TB always gives motivation at the beginning of the lesson, and it indeed can be proven in LB-Ac i.e. LB-Ac-L1, LB-Ac-S1, LB-Ac-R1, and LB-Ac-W1.

d. Apakah anda memotivasi siswa untuk dapat bekerja sama dengan temannya dalam belajar/memecahkan masalah? Lalu bagaimana implementasinya dalam RPP anda? (Do you motivate students to work and solve problems in groups? And how do you implement it into lesson plans?)

TA responded, “Dalam RPP jelas kan kalau ada diskusi, penugasan kelompok, presentasi kelompok, drama, dialog, dll. Itu semua bentuk kerja sama (There are obvious activities stated in the lesson plans such as discussion, group assignments, group presentations, drama, dialogue, etc. All of those are examples of cooperation)”

Meanwhile, TB responded, “Tentu, mulai dari listening sampai writing kami cantumkan aspek diskusi kelompok (Sure, starting from listening until writing we emphasize the aspect of group discussion)”
TA’s answer is not satisfying because it is not quite coherent to LA-Ac, and the evidences that can be found are just for the activities of discussion and dialogue (LA-Ac-S14 and LA-Ac-S7), while, there are no clues for the others. On the contrary, TB’s answer is more satisfying because indeed the evidences can be found in most language skills i.e. LB-Ac-L4, LB-Ac-S7, and LB-Ac-R3, while, TB’s answer just misses in the aspect of writing skill.

e. Apakah anda memberikan pemodelan dalam pelajaran? Lalu bagaimana implementasinya dalam RPP anda? (Do you provide a model in the learning process? And how do you implement it into lesson plans?)

TA stated, “Kalau dalam listening itu biasanya modelnya kami gunakan bantuan audio. Tapi untuk lainnya seperti speaking kadang-kadang kami mengundang native speaker, tapi itu tidak kami masukkan dalam RPP karena hanya tambahan (We use audio aids in the listening class; we sometimes invite a native speaker in the speaking class but we do not state that in the lesson plans)”

On the other hand, TB stated, “Kalau model ya kami gunakan alat-alat audio visual. Kami rasa tourist hunting tadi salah satu bentuk pemberian model (For modeling, we use audio visual aids. We think tourist hunting is an example of modeling)”

The answer from TA is in line with what is stated in LA-Ac, and the evidence can be seen in LA-Ac-L9. Moreover, TA is being honest by
g. Apakah penilaian anda menggunakan prinsip authentic assessment, dilaksanakan selama dan sesudah proses pembelajaran berlangsung, lebih mengutamakan proses daripada hasil? Lalu bagaimana implementasinya dalam RPP anda? (Does your assessment utilize the principle of authentic assessment, which is conducted during the learning process, and maintain process rather than results? And how do you implement it into lesson plans?)

TA explained, "Tentu saja, jadi banyak sekali modelnya seperti yang nanti anda bisa baca di RPP yang saya buat. Di situ ada penilaian performance, tugas presentasi, tugas proyek, dll (Sure, there are so many models as you can read in the lesson plans that I have arranged. There are performance judgments, presentations, projects, etc)"

Meanwhile, TB explained, "Ya, ada penilaian performa selama di kelas, penugasan, dll (Yes, there are judgments of performances in the class, assignments, etc)"

The answer from TA is coherent to LA-As, and the evidences can be seen in table 4.10 of LA-As. In additional, the answer from TB is also in line with LB-As, which the evidences can be seen in table 4.11 of LB-As.
B. Discussions of the Findings

Presenting discussions of the research findings is the last account in this chapter. The discussions will simplify long descriptions of the research findings. Furthermore, as reflected from the title of this research, a comparative study, the discussions will mainly deal with results of the comparative analysis between the lesson plans used by school A (LA) and the lesson plans used by school B (LB).

In helping readers understand the comparative analysis, below is the display of comparison in the form of table. However, the explanation of the table’s contents is coming afterwards.

<table>
<thead>
<tr>
<th>No</th>
<th>Instructional Goals (IG)</th>
<th>Aspects of CTL</th>
<th>Lesson Plans A (LA)</th>
<th>Lesson Plans B (LB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Constructivism</td>
<td>Reflect in ‘responding’ and ‘expressing’</td>
<td>Reflect in ‘responding’ and ‘expressing’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inquiry (Self-regulated learning)</td>
<td>Reflect in ‘responding’ and ‘expressing’</td>
<td>Reflect in ‘responding’ and ‘expressing’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questioning</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Community</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modeling</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Authentic Assessment</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Aspects of CTL</td>
<td>a. Contextualization of lesson that is in line with daily life context</td>
<td>a. Contextualization of lesson that is in line with daily life context</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Active Learning</td>
<td>b. Active Learning</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Objectives (O)</td>
<td>Constructivism</td>
<td>Reflect in ‘responding’, ‘identifying’</td>
<td>Reflect in ‘responding’, ‘identifying’</td>
</tr>
<tr>
<td></td>
<td>Questioning</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Community</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modeling</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Authentic Assessment</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Aspects of CTL</td>
<td>Contextualization of lesson that is in line with daily life context in all of the</td>
<td>Contextualization of lesson that is in line with daily life context in all of the</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructivism</td>
<td>All activities</td>
<td>Ambiguous in all activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry (self-regulated learning)</td>
<td>a. Listening (10/13 activities) b. Speaking (20/26 activities) c. Reading (16/19 activities) d. Writing (9/17 activities)</td>
<td>a. Listening (9/12 activities) b. Speaking (11/13 activities) c. Reading (5/7 activities) d. Writing (3/7 activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning</td>
<td>a. Listening (1/13 activities) b. Speaking (3/26 activities) c. Reading (3/19 activities) d. Writing (2/17 activities)</td>
<td>a. Listening (3/12 activities) b. Speaking (1/13 activities) c. Reading (2/7 activities) d. Writing (0/7 activities) (Not fully adapting CTL’s theory)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Community</td>
<td>a. Listening (0/13 activities) b. Speaking (3/26 activities) c. Reading (4/19 activities) d. Writing (6/17 activities)</td>
<td>a. Listening (5/12 activities) b. Speaking (8/13 activities) c. Reading (3/7 activities) d. Writing (3/7 activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling</td>
<td>a. Listening (3/13 activities) b. Speaking (1/26 activities) c. Reading (1/19 activities) d. Writing (6/17 activities)</td>
<td>a. Listening (4/12 activities) b. Speaking (1/13 activities) c. Reading (1/7 activities) d. Writing (0/7 activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>a. Listening (2/13 activities) b. Speaking (2/26 activities) c. Reading (2/19 activities) d. Writing (2/17 activities)</td>
<td>a. Listening (1/12 activities) b. Speaking (1/13 activities) c. Reading (1/7 activities) d. Writing (1/7 activities) (Not fully adapting CTL’s theory)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Instructional Media (IM)</td>
<td>Various kinds of media that are creative, available, affordable, and concise</td>
<td>From 10 kinds of media, six are fulfilling the requirements but lacking in creativity, while 4 are considered as ‘modern’ media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Assessment (As)</td>
<td>Adapting authentic assessments such as: project, extended written test, performances, portfolio, homework, quiz, students’ works, presentation, demonstration, reports, journals, written works, group discussion, and interviews</td>
<td>Overall, only four kinds of assessments in line with authentic assessments used as the assessment framework for one semester/one school year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The comparative analysis between LA and LB applies the five aspects of lesson plans acknowledged by Reiser and Dick (1996) as the systematic framework, thus, the analysis follows orderly the five aspects from instructional goals to assessment. Furthermore, to analyze LA and LB, every aspect happened to be the principles or main components of CTL are equipped.
The first comparison coming into the discussions is in the aspect of instructional goals of LA and LB. Both LA-IG and LB-IG are proven to adapt the philosophy of CTL, constructivism, in which the reflection of this principle can be seen from the use of two instructional words i.e. 'responding' and 'expressing' in the statements of LA-IG and LB-IG. In addition, it is also found that either LA-IG or LB-IG is adapting the nature of inquiry by stating the instructional words of 'responding' and 'expressing'. Another implementation of CTL that can be recognized in LA-IG and LB-IG is the presence of contextual contents of the lesson that are in line with the context of daily life, while the other implementation is the activities that seem to engage students in active learning situation. However, there are five main components of CTL i.e. questioning, learning community, modeling, reflection, and authentic assessment that their presences in LA-IG and LB-IG leave no clues at all.

The next comparison is viewed from the aspect of the objectives possessed by LA and LB. The appearance of constructivism in LA-O and LB-O can obviously be seen in the same instructional words that LA-O and LB-O occupy, which are 'responding' and 'identifying'. At the same time, the presence of inquiry is also visible in LA-O and LB-O though the visibilities of inquiry in LA-O and LB-O are not the same. In LA-O, the presence of inquiry is reflected from the use of such instructional words as 'responding', 'performing', 'identifying', and 'writing'; in LB-O, the presence of inquiry is reflected from the use of such instructional words as 'identifying', 'responding', 'listening', 'using', 'performing', 'giving', 'delivering', 'telling',
'pretending', 'reading', 'writing', 'making', 'revising', and 'sorting'. From the principle of questioning, reflection, and authentic assessment, their substances cannot be found in both LA-O and LB-O. Meanwhile, when LA-O are obviously not adapting the principle of learning community and modeling, LB-O are adapting them by the reflection on the use of 'discussing' and 'listening'. Furthermore, from the contextualization of contents, the statements of LA-O are fully aware by adapting the substances of daily life context into all of the statements of objectives, while at the same time LB-O does not fully adapt the substances of daily life context into its objectives. The statements of objectives possessed by LB-O that do not in line with the contextualization of contents are LB-O-L4, LB-O-R1, LB-O-R2, LB-O-R4, LB-O-R5, LB-O-W1, LB-O-W2, LB-O-W3, LB-O-W5.

The third comparison between LA and LB uses the framework of activities. Starting from the principle of constructivism, all activities stated in LA-Ac are considered to have applied the substances of constructivism, while all activities stated in LB-Ac seem to be ambiguous in applying the substances of constructivism because in reality all of the activities do not give clear statements about who the main subjects of the learning process are.

The second principle is inquiry. From the analysis, it is found that in listening there are ten out of thirteen activities in LA-Ac that initiate inquiry, while in LB-Ac there are nine out of twelve activities that initiate inquiry. In speaking, there are twenty out of twenty-six activities in LA-Ac that initiate inquiry, and in LB-Ac, there are eleven out of thirteen activities that initiate
inquiry. Moving to reading, there are sixteen out of nineteen activities in LA-Ac that initiate inquiry, while in LB-Ac there are five out of seven activities that initiate inquiry. In the last skill, which is writing, there are nine out of seventeen activities in LA-Ac that initiate inquiry, while in LB-Ac there are four out of seven activities that initiate inquiry.

The next principle is questioning. From the listening activities, there is only one out of thirteen activities in LA-Ac that reflects questioning and there are three out of twelve activities in LB-Ac that show the reflection of questioning. In speaking, there are three out of twenty-six activities in LA-Ac that characterize questioning and there is only one out of thirteen activities in LB-Ac that characterizes questioning. Moving to reading, there are four out of nineteen activities in LA-Ac that reflect questioning and two of seven activities in LB-Ac that reflect questioning. In writing, there are two out of seventeen activities in LA-AC that characterize questioning, while in LB-Ac there is no activity that represents questioning.

The fourth principle is learning community. In listening, there is no activity in LA-Ac that represents learning community, while five out of twelve activities in LB-Ac represent learning community. In speaking, three out of twenty-six activities in LA-Ac reflect learning community, and eight out of thirteen activities in LB-Ac reflect learning community as well. In reading, four out of nineteen activities in LA-Ac initiate learning community, while three out of seven activities in LB-Ac initiate learning community as well. In the last skill, which is writing, six out of seventeen activities in LA-Ac initiate
learning community, while five out of seven activities in LB-Ac initiate learning community as well.

Moving to the next principle is modeling. In listening, three out of thirteen activities in LA-Ac characterize modeling, and four out of twelve activities in LB-Ac characterize modeling as well. In speaking, there is only one out of twenty-six activities in LA-Ac that initiates modeling, while there is also one out of thirteen activities in LB-Ac that initiates modeling as well. In reading, one out of nineteen activities in LA-Ac reflects modeling, and also one out of seven activities in LB-Ac reflects modeling. In writing, both LA-Ac and LB-Ac do not have any activity that represents modeling.

The last principle is reflection. For each language skills, there are two activities found in LA-Ac that represent reflection, while in LB-Ac there is only one representation.

Overall, it can be compared that all activities stated in LA-Ac are fulfilling the judgments of being CTL-oriented. Meanwhile, LB-Ac are regarded to not fully adapt the CTL's principles of questioning because there are no questioning activities in writing, and in fact the questioning activities found in listening, speaking, and reading are placed in the main activities instead of also in the opening activities; moreover, the questioning activities utilize the same and the only activity that is discussing, while there are many more examples of questioning activities that LB-Ac can adapt such as inquiry (questions and answers), observation, etc; moreover, the questioning activities are usually placed in the opening activities because they can be useful to
explore students’ primer knowledge and ability. Furthermore, LB-Ac also does not fully adapt the principle of reflection because there is only one activity that represents reflection that happens to be the same in all skills i.e. ‘reviewing’, while this entry cannot completely represent the substances of reflection.

The fourth comparison between LA and LB utilizes instructional media as the framework. There are fifteen kinds of media stated in LA-IM and all of them are coherent to the expected media by CTL. Meanwhile, there are ten media written in LB-IM, which six of them are considered to be in line with CTL but lack in creativity and four of them are considered to be breakthrough in CTL because they are internet-based media.

The last framework used to compare LA and LB is assessment. There are eighteen models of assessments in LA-As representing kinds of authentic assessment, thus, LA-As is in line with CTL. Meanwhile, in LB-As, there are only four kinds of assessments representing authentic assessment but seem to be ineffective because those four are used for one semester/one school year.

From the comparative analysis between LA and LB, it can generally be concluded that LA has better implementation of CTL than LB because LA has adapted almost all details of CTL’s aspects, while on the contrary LB has not.
CHAPTER V
CLOSURE

Conclusions and suggestions can be drawn by referring to the research findings and discussions in chapter four.

A. Conclusions

The prominent intention of presenting conclusions is to answer the research questions, thus, the conclusions drawn for this research are:

1. The implementation of CTL’s theory in English lesson plans used by MAPK and SMA Assalam Surakarta for grade X in academic year of 2010/2011 can be found from the presences of the principles of CTL i.e. constructivism, inquiry (self-regulated learning), questioning, learning community, modeling, reflection, authentic assessment, and other related aspects that characterize CTL such as, contextual contents of lesson, and active learning within all aspects of lesson plans (instructional goals, objectives, activities, instructional media, and assessment).

From the view of Instructional Goals, the aspects of CTL such as constructivism, inquiry (self-regulated learning), contextual contents of lesson, and active learning are adapted properly in both lessons plans possessed by MAPK and SMA Assalam Surakarta.

From the Objectives’ perspective, the lesson plans used by MAPK Surakarta are appropriately adapting constructivism, inquiry (self-
regulated learning), and contextual contents of lesson. On the contrary, the lesson plans used by SMA Assalam Surakarta are appropriately adapting constructivism, inquiry (self-regulated learning), learning community, and modeling though the aspect of contextual contents of lesson is not adapted appropriately.

From the side of Activities, all activities stated in the lesson plans used by MAPK Surakarta are appropriately reflecting the CTL’s principles of constructivism, inquiry (self-regulated learning), questioning, learning community, modeling, and reflection. In the other hand, the lesson plans possessed by SMA Assalam Surakarta state activities that most appropriately reflect inquiry, learning community, and modeling wherein for the principles of questioning and reflection are not appropriately reflected in the activities. Moreover, all activities stated in SMA Assalam’s lesson plans remain ambiguous when they are viewed from the principle of constructivism.

From the perspective of Instructional Media, both lesson plans possessed by MAPK and SMA Assalam Surakarta are utilizing appropriate media that are in line with CTL’s characteristics on media i.e. creative, available, affordable, and concrete.

And the last but not least, from the side of Assessment, all assessments stated in the lesson plans used by MAPK Surakarta are coherent to authentic assessment, which becomes the principle of CTL. Meanwhile, all assessments stated in the lesson plans used by SMA
Assalam Surakarta are indeed coherent to authentic assessment but seem to be less effective because they are limited in variations.

2. From the comparative analysis between English lesson plans of grade X possessed by MAPK and SMA Assalam Surakarta, it can generally be concluded that the lesson plans used by MAPK have better implementation of CTL than the ones used by SMA Assalam because the lesson plans used by MAPK have adapted almost all details of CTL’s aspects, while on the contrary the ones used by SMA Assalam have not.

B. Suggestions

In relation between the two researched schools and the findings presented earlier in chapter four, here are some suggestions that the two researched schools might take as a consideration:

1. For MAPK Surakarta, the findings have accurately described the implementation of CTL, and have revealed that the implementation of CTL in the used English lesson plans of grade X is appropriately excellent. Nevertheless, it is expected that the teacher is always up to date, which means that the teacher is expected to always develop the lesson plans based on the most recent context of daily life as it is the essential notion of CTL. Moreover, after having descent CTL-based English lesson plans, the teacher is expected to really apply what is stated in the lesson plans into the real teaching and learning process.
2. For SMA Assalam Surakarta, the findings have accurately described the implementation of CTL, and have revealed that the implementation of CTL in the used English lesson plans of grade X is appropriately fair. Thus, to have better CTL-based English lesson plans, some improvements in details of CTL’s aspects can be conducted by looking up the findings of this research.

In the account of the readers of this research, the report of this research is provisional as the time goes by, and only takes a little picture of CTL. It is expected that the readers do not consider the report of this research as an absolute outcome though this report might be useful to be a reference for both readers and other researchers of CTL. Therefore, further researches of CTL on broader studies such as the application of CTL in teaching and learning process, the implication of CTL, and the relevance of CTL, are strongly recommended because it is believed that the paradigm of CTL will grow timelessly, as the context of daily life will always change.
BIBLIOGRAPHY


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Education :

1. TK RA/ BA Roudlotul Petak, graduated in 1994
2. SDN Sidoharjo, graduated in 2000
3. MTsN Susukan Kab. Semarang, graduated in 2003
4. SMA A. Wahid Hasyim Tebuireng Jombang, graduated in 2007
5. STATE INSTITUTE OF ISLAMIC STUDIES (STAIN) SALATIGA
APPENDIX

- Sample RPP MAPK Surakarta
- Sample RPP SMA Assalam Surakarta
- Data Responden Wawancara
- Klasifikasi RPP MAPK Surakarta
- Klasifikasi RPP SMA Assalam Surakarta
- Klasifikasi Hasil Wawancara dengan Guru MAPK Surakarta
- Klasifikasi Hasil Wawancara dengan Guru SMA Assalam Surakarta
- Surat Keterangan Telah Melakukan Penelitian di MAPK Surakarta
- Surat Keterangan Telah Melakukan Penelitian di SMA Assalam Surakarta
- Surat Izin Penelitian
- Pembimbing dan Asisten Pembimbing Skripsi
- Lembar Konsultasi Skripsi
- Daftar SKK
Rencana Pelaksanaan Pembelajaran

Mata Pelajaran : B. Inggris
Kelas/Semester : X/1
Pertemuan ke : 1
Alokasi Waktu : 3 x 45 menit

Standar Kompetensi

1. Memahami makna dalam teks fungsional pendek dan teks monolog sedehana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

Kompetensi Dasar

1. Merepresentasikan teks dalam teks monolog sedehana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam teks berbentuk: recount.
2. Mengungkapkan makna dalam teks monolog sedehana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam teks berbentuk: recount.

Indikator

1. Merepresentasikan teks monolog berbentuk recount.
2. Mengungkapkan makna dalam teks monolog berbentuk recount.

Tujuan Pembelajaran

- Siswa dapat merespon teks monolog sedehana berbentuk recount
- Siswa dapat melakukan task teks monolog lisan berbentuk recount
- Siswa dapat merespon teks monolog sedehana berbentuk recount
- Siswa dapat melakukan task teks monolog lisan berbentuk recount

2. Materi Pokok

Teks monolog berbentuk recount contohnya:

An Extension to Bogor Botanic Garden

All right, everybody, I'll tell you about this great plant.

On Friday, 16 March we went to Bogor Botanic Garden. We went there by bus and we arrived at that famous garden at 10 o'clock.

Arriving at the garden, we were divided into two groups. Group A followed Mrs. Noa and Group B followed Mr. Abdul. I was in group A. We left the main entrance and walked around some of the information. Then, we looked at the beautiful plants. After that, we went to the little spot near the Rose garden and had something to drink. Next, we did some chatting and then we were group B at the information center to have our lunch.

Next, we left for the orchid section where Group B did some research on flowers. Then, a lady led us to the orchid section. There, she explained about many kinds of orchids.

Next, we had a look at the Indonesian orchids. They were all beautiful. Later, we took a look at the American, European and Asian orchids section. Then, we finished our observations, we got back and joined group B. Then, we went to the bus and returned to school. We really enjoyed the trip and in Bogor Botanic Garden.

3. Metode Pembelajaran/Teknik: Three-phase technique

4. Langkah-langkah Kegiatan

- Kegiatan Awal (10')
  - Tanya-jawab menggunakan kesukaan siswa membaca komik
- Kegiatan Inti (115')
  - Siswa membaca comic strip yang berbentuk teks recount
  - Siswa mempraktekkan dialog yang dilakukan pada comic strip dengan pasangan mereka
  - Siswa membuat dialog seperti model pada comic strip
  - Siswa mendengarkan dan melafal kata yang tersedia di buku
  - Siswa melengkapi kalimat dengan kata yang sesuai
  - Siswa mendengarkan teks monolog lisan berbentuk teks recount dan melengkapi teks tersebut
  - Siswa merespon teks dengan menjawab pertanyaan dan melafal kalimat yang disampaikan oleh guru
  - Siswa menjawab pertanyaan mengenai teks monolog lisan berbentuk teks recount yang disampaikan
- Kegiatan Akhir (10')
  - Siswa menyimpulkan kegiatan yang dilakukan

5. Sumber/Bahan/Alat

- Buku Look Ahead 1 (hal 1-4)
- Kaset/CD
- Tape
- Script dari Look Ahead 1

6. Penilaian

- Teknik: Performance Assessment (responding)
- Pertanyaan lisan

Mengetahui

Guru Mata Pelajaran

Drs. M. Hariyadi Purwanto, M. Ag.
NIP. 1957078 198403 1 001

Siti Maumunah, S.Pd.
NIP. 19710531 198503 2 001
Rencana Pelaksanaan Pembelajaran

Mata Pelajaran : B. Inggris
Kelas/Semester : X / I
Periode ke : 38
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi
1. Memahami makna dalam teks fungsional pendek dan teks tulis monolog/esi sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer
2. Mengungkapkan makna dalam teks tulis fungsional pendek dan teks monolog/esi tulis sederhana secara akurat, lancar, dan berterima berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer

Kompetensi Dasar
1. Memahami dan merespon makna dan langkah retorika teks tulis monolog/esi secara akurat, lancar dan berterima dalam teks berbentuk procedure
2. Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima menggunakan ragam bahasa tulis dalam teks berbentuk procedure

Indikator
1. Mengidentifikasi makna dalam teks procedure
2. Mengidentifikasi langkah-langkah retorika dalam teks procedure
3. Menulis teks berbentuk procedure

1. Tujuan Pembelajaran
   • Siswa dapat mengidentifikasi makna dalam teks procedure
   • Siswa dapat mengidentifikasi langkah-langkah retorika dalam teks procedure
   • Siswa dapat menulis teks berbentuk procedure

2. Materi Pokok
   Teks tulis monolog/esi sederhana berbentuk procedure, contohnya:

   THE HOLE GAME

   Materials needed
   Two players, one marble per person, a hole in ground, a line (dotted line) to start from.

   Steps
   You must both (both players together)
   you must check that the marbles are in good condition and are surely worth the amusement
   dig a hole in the ground and draw a line
   the distance away from the hole.
   The first player carefully throws his or her marble towards the hole.
   Then the second player tries to throw his or her marble closer to the hole than his or her opponent.
   The player whose marble is closest to the hole wins or claims the hole.
   If the marble does not enter him or her opponent, the marble sits on the hole. The person thinking the last marble into the hole wins and gets to keep both marbles.
   

3. Metode Pembelajaran/Teknik: Three-phase technique
4. Langkah-langkah Kegiatan:
   • Kegiatan Awal (10')
     Tanya-jawab mengenai peraturan bermain kecelerang
   • Kegiatan Jalin (70')
     • Siswa membaca teks tulis procedure
     • Siswa menjawab pertanyaan mengenai teks tersebut
     • Siswa membuatkan cara penulisan sebuah teks tulis procedure
     • Siswa menganalisa bagian-bagian teks procedure
     • Siswa berkelompok melengkapi teks procedure dengan kata-kata yang disediakan
   • Kegiatan Akhir (10')
     • Siswa menyimpulkan karakteristik teks procedure (tujuan, organisasi dan ciri kebahasaan)
     • Siswa mendapat tugas untuk membuat teks procedure mengenai cara mengoperasikan susu benda

5. Sumber/Bahan/Alat
   • Buku Look Ahead I
   • Kamus

6. Penilaian
   • Teknik: Tugas
   • Bentuk: latihan tertulis

Kepala Sekolah
Guru Mata Pelajaran

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NIP. 19710531 199803 2 001
RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA/ MA PPMI ASSALAAM
Mata Pelajaran/Materi Ajar : B. Inggris/ Listening
Periode / Waktu : 6 / 45
Kelas / Semester : X/1

I. STANDAR KOMPETENSI:
Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

II. KOMPETENSI DASAR
Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan bercerita dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji

III. INDIKATOR PENCAPAIAN KOMPETENSI SISWA
(Knowledge, Skills, Attitudes)
- Mengidentifikasi makna tindak tutur berkenalan
- Merespon tindak tutur berkenalan
- Mengidentifikasi makna tindak tutur menyetujui tawaran/undangan/ ajakan
- Merespon tindak tutur menyetujui tawaran/undangan/ ajakan
- Mengidentifikasi makna tindak tutur menerima janji
- Merespon tindak tutur menerima janji
- Mengidentifikasi makna tindak tutur membatalkan janji
- Merespon tindak tutur membatalkan janji

IV. METODE PENGAJARAN:
Diskusi kelompok

V. RINCIAN KEGIATAN PEMBELAJARAN SISWA
Awal:
- Do’a, presensi dan motivasi
- Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal
Inti:
- Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal
- Mendiskusikan berbagai tindak tutur lain yang dapat digunakan dalam percakapan yang didengar secara berpasangan.
- Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar secara berkelompok
Penutup;
- Membahas bersama dan salam penutup

VI. SUMBER DAN ALAT

VII. PENILAIAN
Ulangan tertulis dan penugasan

Menyetujui,
Kepala Sekolah, 

Sukoharjo, ____________
Guru Mata Pelajaran

Bambang Arif Rahman, M.Ag. 

Siti Rofiat, S. S. 

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA/ MA PPMI ASSALAAM
Mata Pelajaran/Materi Ajar : B. Inggris/ Speaking
Periode / Waktu : 6 / 45
Kelas / Semester : X/1

I. STANDAR KOMPETENSI:
Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

II. KOMPETENSI DASAR
Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lian sederhana dalam konteks kehidupan sehari-hari dari melibatan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji

III. INDIKATOR PENCAPAIAN KOMPETENSI SISWA
(Knowledge, Skills, Attitudes)
- Menggunakan tindak tutur berkenalan
- Melakukan percakapan interpersonal
- Menggunakan tindak tutur tawaran/undangan/ajakan
- Menggunakan tindak tutur menyetujui ajakan/tawaran/undangan dalam percakapan
- Menggunakan tindak tutur berjanji
- Menggunakan tindak tutur menerima janji
- Menggunakan tindak tutur membatalkan janji

IV. METODE PENGAJARAN:
Ceramah dan tanya jawab

V. RINCIAN KEGIATAN PEMBELAJARAN SISWA

Awal:
- Do’a, presensi dan motivasi
- Bermain peran secara berpasangan

Inti:
- Melakukan tourist hunting dan merekam percakapannya*

Penutup;
- Membahas bersama dan salam penutup

VI. SUMBER DAN ALAT

VII. PENILAIAN
Performance

Menyetujui,
Kepala Sekolah,

Sukoharjo, _____________
Guru Mata Pelajaran

Bambang Arif Rahman, M.Ag.

Sti RofiatI, S. S.
RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA/ MA PPMI ASSALAAAM
Mata Pelajaran/Materi Ajar : B. Inggris/ Reading
Periode / Waktu : 4 / 46
Kelas / Semester : X/1

I. STANDAR KOMPETENSI:
Memahami makna teks tulis fungsional pendek dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. KOMPETENSI DASAR
Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

III.

<table>
<thead>
<tr>
<th>INDIKATOR PENCAPAIAN KOMPETENSI SISWA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, Skills, Attitudes</td>
</tr>
<tr>
<td>• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar</td>
</tr>
<tr>
<td>• Mengidentifikasi topik dari teks yang dibaca</td>
</tr>
</tbody>
</table>

IV. METODE PENGAJARAN:
Ceramah dan tanya jawab

V.

<table>
<thead>
<tr>
<th>RINCIAN KEGIATAN PEMBELAJARAN SISWA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awal:</td>
</tr>
<tr>
<td>• Do'a, presensi dan motivasi</td>
</tr>
<tr>
<td>Inti:</td>
</tr>
<tr>
<td>• Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok.</td>
</tr>
<tr>
<td>• Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok</td>
</tr>
<tr>
<td>Penutup;</td>
</tr>
<tr>
<td>• Membahas bersama dan salam penutup</td>
</tr>
</tbody>
</table>

VI. SUMBER DAN ALAT
Buku Tiga Serangkai, kamus Bahasa Inggrls, kaset, CD.

VII. PENILAIAN
Tugas

Menyetujui,
Kepala Sekolah,

Sukoharjo, __________________
Guru Mata Pelajaran

Bambang Arif Rahman, M.Ag.

Siti Rofiat, S. S.
RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA MA PPMI ASSALAAM
Mata Pelajaran/Materi Ajar : B. Inggris/ Writing
Periode / Waktu : 2 / 45
Kelas / Semester : X/1

I. STANDAR KOMPETENSI:
Mengungkapkan makna dalam teks tulis fungsional pendek dalam konteks kehidupan sehari-hari

II. KOMPETENSI DASAR
Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tanpa resmi dengan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks

III. INDIKATOR PENCAPAIAN KOMPETENSI SISWA
(Knowledge, Skills, Attitudes)
- Menggunakan lata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat
- Menulis gagasan utama
- Mengelaborasi gagasan utama
- Membuat draft, merevisi, menyunting
- Menghasilkan teks fungsional pendek
- Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar
- Mengidentifikasi topik dari teks yang dibaca

IV. METODE PENGAJARAN:
Ceramah dan tanya jawab

V. RINCIAN KEGIATAN PEMBELAJARAN SISWA
Awal:
- Do’a, presensi dan motivasi
Inti:
Membuat pengumuman tertulis secara berpasangan dan mempublikasikannya di kelas /sekolah
Penutup:
- Membahas bersama dan salam penutup

VI. SUMBER DAN ALAT
Buku Tiga Serangkai, kamus Bahasa Inggris, kaset, CD.

VII. PENILAIAN
Tugas

Menyetujui,
Kepala Sekolah,

Sukoharjo, _________________________
Guru Mata Pelajaran

Bambang Arif Rahman, M.Ag.

Siti Rofiatl, S. S.
DATA RESPONDEN WAWANCARA

1. Guru Kelas X MAPK Surakarta (TA)
   Nama : Siti Maemunah, S. Pd.
   Tempat/Tanggal Lahir : Boyolali, 31 Mei 1971
   Alamat : Jl. Malabar Selatan No. 27, Surakarta
   Pekerjaan : Guru
   Jabatan : Guru Bahasa Inggris kelas X
   Lama Bekerja : 15 tahun
   Tempat Bekerja : MAPK Surakarta
   HP : 081229768397

2. Guru Kelas X SMA Assalam (TB)
   Nama : Siti Rofiatu, S. S.
   Tempat/Tanggal Lahir : Boyolali, 27 Januari 1986
   Alamat : Bulak 01/07, Kragan, Gondangrejo, Karanganyar
   Pekerjaan : Guru
   Jabatan : Guru Bahasa Inggris kelas X
   Lama Bekerja : 2 tahun
   Tempat Bekerja : SMA Assalam Surakarta
   HP : 085229024396
<table>
<thead>
<tr>
<th>NO</th>
<th>Competence</th>
<th>Instructional Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening</td>
<td>Menyampaikan maksim yang terdapat dalam percakapan transaktional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melaktukan tindak tuntutan. Berkenalan, berteman/berselaja, menyatu, ajakan/tawaran/undangan, menunjukkan perhatian, menunjukkan simpati, memberi nasihat, bertauga kasih, mengucapkan selamat, menyampaikan rasa terima kasih, menyampaikan rasa tak peraya, serta memberikan undangan, tawaran, akan, ajakan.</td>
</tr>
<tr>
<td>2</td>
<td>Speaking</td>
<td>Mengungkapkan maksim dalam percakapan transaktional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melaktukan tindak tuntutan. Berkenalan, berteman/berselaja, menyatu, ajakan/tawaran/undangan, menunjukkan perhatian, menunjukkan simpati, memberi nasihat, bertauga kasih, mengucapkan selamat, menyampaikan rasa terima kasih, menyampaikan rasa tak peraya, serta memberikan undangan, tawaran, akan, ajakan.</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>Menyampaikan maksim dalam bentuk teks transaktional (hasil, undangan d.l.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari.</td>
</tr>
<tr>
<td>4</td>
<td>Writing</td>
<td>Menulis teks berbentuk recom, narrative, procedure, descriptive, news item.</td>
</tr>
</tbody>
</table>

2. Objectives

<table>
<thead>
<tr>
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<tbody>
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<td>1</td>
<td>Listening</td>
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</tr>
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<td>Menyampaikan maksim dalam bentuk teks transaktional (hasil, undangan d.l.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk recom, narrative, procedure, descriptive, news item.</td>
</tr>
</tbody>
</table>

3. Activities

<table>
<thead>
<tr>
<th>NO</th>
<th>Competence</th>
<th>Activities</th>
</tr>
</thead>
</table>
2 Speaking

3 Reading

4 Writing
4. Media

<table>
<thead>
<tr>
<th>NO</th>
<th>Competence</th>
<th>Media</th>
</tr>
</thead>
</table>
| 1  | Listening  | - Buku Look Ahead 1  
|    |            | - Kaset/CD  
|    |            | - Tape/VCD  
|    |            | - Script dan Look Ahead 1  
|    |            | - Kanvas  
|    |            | - OHP/SLCD  
|    |            | - Gambar  
|    |            | - Foto  
|    |            | - Poster  
|    |            | - Boneka  
|    |            | - Gambar cars menuask chicken soup  
|    |            | - Karton/gunting/lem  
|    |            | - Kartu  
|    |            | - Spidol berwarna/kreton  
| 2  | Speaking   | - Performance Assessment  
|    |            | - Pertanyaan lisan dan dialog  
|    |            | - Responding  
|    |            | - Checklist  
|    |            | - Responding  
|    |            | - Pertanyaan lisan dan teks monolog lisan  
|    |            | - Tugas menceritakan individu  
|    |            | - Tugas presentasi individu  
|    |            | - Presentasi kelompok  
|    |            | - Tugas mendeskripsikan bunyi individu  
|    |            | - Tugas mendeskripsikan bunyi secara tim  
| 3  | Reading    | - Performance Assessment  
|    |            | - Pertanyaan lisan dan dialog  
|    |            | - Tugas presentasi individu  
|    |            | - Tugas  

5. Assessment

<table>
<thead>
<tr>
<th>NO</th>
<th>Competence</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1  | Listening  | - Performance Assessment  
|    |            | - Pertanyaan lisan dan dialog  
|    |            | - Responding  
|    |            | - Checklist  
|    |            | - Responding  
|    |            | - Pertanyaan lisan dan teks monolog lisan  
|    |            | - Tugas menceritakan individu  
|    |            | - Tugas presentasi individu  
|    |            | - Presentasi kelompok  
|    |            | - Tugas mendeskripsikan bunyi individu  
|    |            | - Tugas mendeskripsikan bunyi secara tim  
| 2  | Speaking   | - Performance Assessment  
|    |            | - Pertanyaan lisan dan dialog  
|    |            | - Responding  
|    |            | - Checklist  
|    |            | - Responding  
|    |            | - Pertanyaan lisan dan teks monolog lisan  
|    |            | - Tugas menceritakan individu  
|    |            | - Tugas presentasi individu  
|    |            | - Presentasi kelompok  
|    |            | - Tugas mendeskripsikan bunyi individu  
|    |            | - Tugas mendeskripsikan bunyi secara tim  
| 3  | Reading    | - Performance Assessment  
|    |            | - Pertanyaan lisan dan dialog  
|    |            | - Tugas presentasi individu  
|    |            | - Tugas  

4 Writing

- Tugas presentasi individu  
- Presentasi kelompok  
- Tugas  
- Lahan terbuka  
- Tugas Proyek  
- Hasil hasil pengembaraan  
- Tugas mendeskripsikan bintang individu  
- Tugas mendeskripsikan sebuah tempat individual  
- Campain flyer  
- Congratulations cards
### KLASIFIKASI RPP ASSALAM

#### A. Kelas X

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Listening</strong></td>
<td>- Merosop makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) remi dan tak remi yang menggunakan ragam bahasa liam sedang berbicara dan¼ akur, lancar dan berterima. Kunci keahlian: berbagi-bagian, menyesuajui ajakan/tawaran/andalan, mengatur jadwal, menyiapkan saran, mencakup berbagai konsep, menggunakap deliberasi dalam berbagai konteks kehidupan sehari-hari dalam teks recount, narrative, procedure, descriptive, dan news item.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Speaking</strong></td>
<td>- Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) remi dan tak remi yang terdapat dalam akur, lancar dan berterima dengan menggunakan ragam bahasa liam sedang berbicara dan¼ akur, lancar dan berterima. Kunci keahlian: berbagi-bagian, menyesuajui ajakan/tawaran/andalan, mengatur jadwal, menyiapkan saran, mencakup berbagai konsep, menggunakap deliberasi dalam berbagai konteks kehidupan sehari-hari dalam teks recount, narrative, procedure, descriptive, dan news item.</td>
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<td>3</td>
<td><strong>Reading</strong></td>
<td>- Merosop makna dalam teks tulis fungional penek (maulnya pengumuman, ilkan, undangan dll) remi dan tak remi yang terdapat dalam akur, lancar dan berterima. Kunci keahlian: berbagi-bagian dalam berbagai konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, procedure, descriptive, dan news item.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Writing</strong></td>
<td>- Mengungkapkan makna dalam bentuk tulis fungional penek (maulnya pengumuman, ilkan, undangan dll) remi dan tak remi yang terdapat dalam ragam bahasa liam sedang berbicara dan¼ akur, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, procedure, descriptive, dan news item.</td>
</tr>
</tbody>
</table>
### 3. Activities

<table>
<thead>
<tr>
<th>NO</th>
<th>Competence</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 1  | Listening  | - Do a, present dan motivasi  
- Menjelaskan perencanaan personal/interpersonal dalam tape secara klasikal  
- Membuka perencanaan personal/interpersonal dalam tape secara klasikal  
- Mendiskusikan bagian tiada yang dipahami di dalam perencanaan yang dibayar secara berkelompok  
- Menentukan respon yang dibutuhkan dalam tiada yang didengar secara berkelompok  
- Mendiskusikan benda yang dipahami secara berkelompok  
- Menentukan informasi yang didengar secara berkelompok  
- Menentukan informasi yang disampaikan secara berkelompok  
- Menentukan informasi yang disampaikan secara berkelompok  
- Menentukan informasi yang disampaikan secara berkelompok  
- Membahas bercerita dan saling menceritakan |
| 2  | Speaking   | - Do a, present dan motivasi  
- Bermain peran secara berpasangan  
- Melakukan therapy sharing dan membantu perencapannya  
- Secara berpasangan menerima instruksi secara lisan dan responsinya  
- Bermain peran secara berkelompok  
- Mencoba memberikan lisan secara berpasangan dan menyampaikannya di depan kelas  
- Berdiskusi secara berkelompok untuk membahas cerita dan berencana secara sambil membicarakan  
- Membahus sebuah cerita secara individu dan menceritakannya kepada teman sekelas  
- Menyampaikannya kepada seorang berpasangan di depan kelas  
- Mencoba memberikan cerita yang dilafal atau dianggap  
- Meminta bantu seorang perempuan lain yang dilihat atau didengar  
- Membantu bantu seorang perempuan lain yang dilihat atau didengar  
| 3  | Reading    | - Do a, present dan motivasi  
- Menentukan lisan secara berpasangan dan menyampaikannya di depan kelas  
- Menyampaikan lisan secara berpasangan di depan kelas  
- Melakukan kerja bacaan yang dilihat atau dianggap |
| 4  | Writing    | - Do a, present dan motivasi  
- Membantu pengumpulan bercerita secara berpasangan dan mempublikasikannya di kelas sekolah |

### 4. Media

<table>
<thead>
<tr>
<th>NO</th>
<th>Competence</th>
<th>Media</th>
</tr>
</thead>
</table>
| 1  | Listening  | - Buku Tiga Serangati  
- Buku Bahasa Inggris  
- Kasar  
- CD  
- www.Edlab26.com  
- English online  
- English module  
- Jakarta Pos |
| 2  | Speaking   | - | |
| 3  | Reading    | - | |
| 4  | Writing    | - | |

### 5. Assessment

<table>
<thead>
<tr>
<th>NO</th>
<th>Competence</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1  | Listening  | - Ulangan tertulis dan persiapan  
- Kuis  
- Performance  
- Praktek  
- Nova  |
| 2  | Speaking   | - | |
| 3  | Reading    | - Tugas  
- Tugas  
- Praktek  
- Nova  |
| 4  | Writing    | - Tugas  
- Tugas  
- Praktek  
- Nova  |
<table>
<thead>
<tr>
<th>Prinsip CTL</th>
<th>Pertanyaan</th>
<th>Jawaban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Konstruktivisme</td>
<td>1. Apakah anda menggunakan pembelajaran berbasis masalah untuk mengakibatkan pengetahuan siswa? Lalu bagaimana implementasinya dalam RPP anda? (Do you encourage the use of problem-based learning to explore students' knowledge? And how do you implement it into lesson plans?)</td>
<td>Oh tentu, karena siswa lebih suka kalau dipancing dengan metode analisis masalah. Ya kalau di RPP kami ungkapkan dengan beberapa aktivitas seperti siswa kami minta untuk menganalisa ungkapan pada teks monolog dan mengenalai ciri-ciri kebasaan dari teks tersebut. (Sure, students are more excited if they are asked to analyze a problem. In our lesson plans we state some activities such as students analyze expressions in a monolog text and also analyze language features of the text)</td>
</tr>
<tr>
<td>Inkuiri</td>
<td>2. Apakah anda selalu mendorong siswa anda untuk memenemukan sendiri (inquiiri) pengetahuan baru dari materi yang dibahas? Lalu bagaimana implementasinya dalam RPP anda? (Do you always encourage students to inquire knowledge from the material discussed themselves? And how do you implement it into lesson plans?)</td>
<td>Iya, haknya dalam RPP kami nyatakan dengan kaia-kata semacam analisis, identifikasi, diskusi, feedback, dll (Yes, in the lesson plans we state some instructional words such as analysis, identification, discussion, feedback, etc)</td>
</tr>
<tr>
<td>Questioning</td>
<td>3. Apakah pada awal pembelajaran anda selalu bersama menggali pemahaman siswa berdasarkan pengetahuan yang sudah ada dalam diri mereka? Lalu bagaimana implementasinya dalam RPP anda? (Do you always try to explore students' basic knowledge at the beginning of learning process? And how do you implement it into lesson plans?)</td>
<td>Itu harus, jadi selalu agar kita bisa mengetahui kondisi pemahaman siswa, juga untuk mengetahui kondisi kesiapan mental siswa. Ya kalau dalam RPP selalu dalam kegiatan pembuka ada sesi tanya jawab atau isitilahnya apersepsi. (That is a must. Despite just knowing students' understanding, we also need to know students' mental readiness. In the lesson plans there are always inquiring activities/apperception in the opening activities)</td>
</tr>
<tr>
<td>Learning Community</td>
<td>4. Apakah anda memotivasi siswa untuk dapat bekerja sama dengan semamnya dalam belajar/memecahkan masalah? Lalu bagaimana implementasinya dalam RPP anda? (Do you motivate students to work and solve problems in group? And how do you implement it into lesson plans?)</td>
<td>Dalam RPP jelas kan kalau ada diskusi, penugasan kelompok, presentasi kelompok, drama, dialog, dll. Itu semua bentuk kerja sama. (There are obvious activities stated in the lesson plans such as discussion, group assignments, group presentations, drama, dialogue, etc. All of those are examples of cooperation)</td>
</tr>
<tr>
<td>Modeling</td>
<td>5. Apakah anda memberikan pemodelan dalam pelajaran? Lalu bagaimana implementasinya dalam RPP anda? (Do you provide a model in the learning process? And how do you implement it into lesson plans?)</td>
<td>Kalau dalam listening itu biasanya modelnya kami gunakan bantuan audio. Tapi untuk lainnya seperti speaking kadang-kadang kami mengundang native speaker, tapi itu tidak kami masukkan dalam RPP karena hanya lambahan. (We use audio aids in the listening class; we sometimes invite a native speaker in the speaking class but we do not state that in the lesson plans)</td>
</tr>
<tr>
<td>Reflection</td>
<td>6. Apakah di akhir pembelajaran anda memberikan waktu sejenak untuk siswa meneleksikan materi yang sudah dibahas? Lalu bagaimana implementasinya dalam RPP anda? (Do you give times for students to reflect themselves at the end of learning process? And how do you implement it into lesson plans?)</td>
<td>Tentu, dalam RPP istilahnya review dan feedback. (Sure, in the lesson plans it is called review and feedback)</td>
</tr>
<tr>
<td>Authentic Assessment</td>
<td>7. Apakah penilaian anda menggunakan prinsip authentic assessment, dilaksanakan selama dan sesudah proses pembelajaran berlangsung, lebih mengutamakan proses daripada hasil? Lalu bagaimana implementasinya dalam RPP anda? (Does your assessment utilize the principle of authentic assessment, which is conducted during the learning process, and maintain process rather than results? And how do you implement it into lesson plans?)</td>
<td>Tentu saja, jadi banyak sekali modelnya seperti yang nanti anda bisa baca di RPP yang saya buat. Di situ ada penilaian performance, tugas presentasi, tugas proyek, dll. (Sure, there are so many models as you can read in the lesson plans that I have arranged. There are performance judgments, presentations, projects, etc)</td>
</tr>
<tr>
<td>Prinsip CTL</td>
<td>Pertanyaan</td>
<td>Jawaban</td>
</tr>
<tr>
<td>------------</td>
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<td>---------</td>
</tr>
<tr>
<td>Konstruktivisme</td>
<td>1. Apakah anda menggunakan pembelajaran berbasis masalah untuk mengaktifkan pengetahuan siswa? Lalu bagaimana implementasinya dalam RPP anda? (Do you encourage the use of problem-based learning to explore students' knowledge? And how do you implement it into lesson plans?)</td>
<td>Iya, dalam RPP contohnya dalam listening dan reading selalu kami awali dengan siswa mengidentifikasi percakapan entah secara audio atau visual, lalu mereka diminta mendiskusikannya lalu meresponnya. (Yes, for example in listening and reading we always start with students identifying either audio or visual dialogues and then they are asked to discuss it and respond.)</td>
</tr>
<tr>
<td>Inkuiri</td>
<td>2. Apakah anda selalu mendorong siswa anda untuk menemukan sendiri (inkusi) pengetahuan baru dari materi yang dibahas? Lalu bagaimana implementasinya dalam RPP anda? (Do you always encourage students to inquire knowledge from the material discussed themselves? And how do you implement it into lesson plans?)</td>
<td>Iya kan tadi sudah saya jelaskan bahwa center of learning-nya adalah siswa, jadi ya pengetahuan mereka bisa dapaikan dari berbagai kegiatan yang sudah saya sebutkan tadi. (Like I have explained earlier that students are the center of learning so they gain knowledge from activities that the are doing)</td>
</tr>
<tr>
<td>Questioning</td>
<td>3. Apakah pada awal pembelajaran anda selalu bersusah mengali pemahaman siswa berdasarkan pengetahuan yang sudah ada dalam diri mereka? Lalu bagaimana implementasinya dalam RPP anda? (Do you always try to explore students' basic knowledge at the beginning of learning process? And how do you implement it into lesson plans?)</td>
<td>Kami selalu memberikan motivasi di awal pembelajaran. Kami rasa itu sudah cukup. (We always give motivation at the beginning of learning process. We think that is enough)</td>
</tr>
<tr>
<td>Learning Community</td>
<td>4. Apakah anda memotivasi siswa untuk dapat bekerja sama dengan temannya dalam belajar/memecahkan masalah? Lalu bagaimana implementasinya dalam RPP anda? (Do you motivate students to work and solve problems in group? And how do you implement it into lesson plans?)</td>
<td>Tentu, mulai dari listening sampai writing kami cumanik aspek diskusi kelompok. (Sure, starting from listening until writing we emphasize the aspect of group discussion)</td>
</tr>
<tr>
<td>Modeling</td>
<td>5. Apakah anda memberikan pemodelan dalam pelajaran? Lalu bagaimana implementasinya dalam RPP anda? (Do you provide a model in the learning process? And how do you implement it into lesson plans?)</td>
<td>Kalau model ya kami gunakan alat-alat audio visual. Kami rasa tourist hunting tadi salah satu bentuk pemberian model. (For modeling, we use audio visual aids. We think tourist hunting is an example of modeling)</td>
</tr>
<tr>
<td>Reflection</td>
<td>6. Apakah di akhir pembelajaran anda memberikan waktu sejenak untuk siswa merefleksikan materi yang sudah dibahas? Lalu bagaimana implementasinya dalam RPP anda? (Do you give times for students to reflect themselves at the end of learning process? And how do you implement it into lesson plans?)</td>
<td>Kalau di akhir pembelajaran ada sesi me-review lagi materi yang sudah dipelajari, kalau refleksi mungkin agak sulit juga karena kadang waktunya saja sudah habits digunakan untuk aktivitas siswa. (At the end of learning process, there is a review session of reviewing studied lesson. Reflection is difficult to be done because students' activities have spent all of the time allotment)</td>
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<tr>
<td>Authentic Assessment</td>
<td>7. Apakah penilaian anda menggunakan prinsip authentic assessment, dilaksanakan selama dan sesudah proses pembelajaran berlangsung, lebih mengutamakan proses daripada hasil? Lalu bagaimana implementasinya dalam RPP anda? (Does your assessment utilize the principle of authentic assessment, which is conducted during the learning process, and maintain process rather than results? And how do you implement it into lesson plans?)</td>
<td>Iya, ada penilaian performa selama di kelas, penugasan, dll. (Yes, there are judgments of performances in the class, assignments, etc)</td>
</tr>
</tbody>
</table>
SURTAT KETERANGAN
Nomor : Ma. II. 56/ PP.00.6/0769 / 2011

Dengan ini Kepala Madrasah Aliyah Negeri (MAN) I Surakarta menerangkan bahwa :

Nama : M. Nazil Iqrdami
NIM : 11307095
Tempat, tgl lahir : Kab. Semarang, 02 Mei 1988
Alamat : Petak 02/ 01, Kel. Sidoharjo, Kec. Susukan, Kab. Semarang 50777
Semester : VIII (delapan)
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris
Prodi : -
Perguruan Tinggi : STAIN Salatiga

telah mengadakan penelitian di MAN 1 Surakarta pada tanggal 25 Mei – 5 Juni 2011 dalam rangka penulisan skripsi dengan judul :

"THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN ENGLISH LESSON PLANS FOR THE FIRST YEAR STUDENTS OF HIGH SCHOOL (A COMPARATIVE STUDY ON ENGLISH LESSON PLANS USED AT MAPK AND SMA ASSALAM SURAKARTA"

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Surakarta, 13 Agustus 2011

Kepala

Drs. M. Haryadi Purwanto, M. Ag
NIK. 195707081984031001
SURAT KETERANGAN
Nomor : 304/PPMIA/01/VIII/2011

Bismillah

Mudir Ma'had Pondok Pesantren Modern Islam Assalaam menerangkan dengan sesungguhnya bahwa:

Nama : M. Nazil Iqdamı
NIK : 11307095
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris
Perguruan Tinggi : STAIN Salatiga

telah mengadakan penelitian di SMA Pondok Pesantren Modern Islam Assalaam dalam rangka penyelesaian tugas akhir penyusunan skripsi dengan judul "The Implementation of Contextual Teaching and Learning (CTL) In English Lesson Plans For the First Year Students of High School (A Comparative Study on English Lesson Plans Used at MAPK and SMA Assalaam Surakarta)".

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dipergunakan sebagaimana mestinya.

Sukoharjo, 15 Agustus 2011 M
15 Ramadhan 1432 H

Mudir Ma'had,

Drs. H. Murtuf Rohmat
Kepada
Yth. Kepala MAKN/ SMA ASSALAM Surakarta
di Surakarta

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama: M. NAZIL IQDAMI
NIM: 11307095
Mahasiswa: Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan: Tarbiyah
Program Studi: Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S. 1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah:
THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL ) IN ENGLISH LESSON PLANTS FOR HIGH SCHOOL STUDENTS' ( A COMPARATIVE STUDY ON ENGLISH LESSON PLANTS USED AT MAKN AND SMA ASSALAM SURAKARTA )

Dengan Pembimbing: Maslihatul Umami, S. Pd., M. A
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di MAKN/ SMA ASSALAM Surakarta, mulai tanggal 20 Maret 2011 s.d. selesai.

Kemudian atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

[signature]

Pembimbing Kepala Bidang Akademik

[signature]

Dr. Ruhmat Hariyadi, M.Pd.
NIP. 19670112 199203 1 005

Tembusan: Ketua STAIN Salatiga (sebagai laporan)
Nomor: Sti.24/K-1/PP.00.9/1-1.3.24/2011
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten
      Pembimbing Skripsi

Yth. MASLIHATUL UMAMI, S. PdI, M. A

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa:

Nama : M. NAZIL IQDAMI
NIM : 11307095
Jurusan : TARBIYAH
Judul Skripsi :

THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN ENGLISH LESSON PLANS FOR HIGH SCHOOL STUDENTS’ (A COMPARATIVE STUDY ON ENGLISH LESSON PLANS USED AT MAKN AND MA ASSALAM SURAKARTA )

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

[Signature]

Ketua Bidang Akademik

[Signature]

Rahmat Hariyadi, M.Pd.
NIP. 19670112 199203 1 005

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)
Nama : M. Nazil Iqdam
Program Studi : Tadris Bahasa Inggris (TBI)
Judul : The Implementation of Contextual Teaching and Learning (CTL) in English Lesson Plans for the First Year Students of High School (A Comparative Study on English Lesson Plans Used at MAPK Surakarta and SMA Assalam Surakarta)
Pembimbing : Maslihatul Umami, S. Pd. I., M. A.
Asisten Pembimbing : ........................................

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*) Lembar konsultasi ini harus dibawa setiap berkonsultasi dengan pembimbing/asisten pembimbing.

Salatiga, 16 - 08 - 2011
Pembimbing

Maslihatul Umami, S. Pd. I., M. A.
NIP. 19800513 200312 2 003
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Jumlah Skor SKK 165

Salatiga, 5 Agustus 2011

Mengetahui,

Pembantu Ketua

Bidan Kemahasiswaan

[Signature]

DR. H. Agus Waluyo, M. Ag.
NIP. 197502112000031001