ABSTRACT

This study is conducted to describe the problems, the causes of the problems, and the solutions of the problems proposed by the teacher in implementing Contextual Teaching and Learning (CTL) strategy.

In this study, the descriptive research design was used to obtain the information related to the research problems. The subject of this study was third grade English teacher. The instruments used to collect the data were interview and observation.

The result of the study showed that the teacher’s problems in teaching and learning English using CTL include: the difficulty in making the students understand the material well (constructivism) because they were lack of vocabulary knowledge. In coping with this problem, the teacher repeated the explanation and translated it into Indonesian language. Second, the teacher found difficulty in making the students find the knowledge by themselves (inquiry) because they have less vocabulary mastery, moreover analyzing the problem in English language. To solve this problem, the teacher gave additional theories or explanation related to the task and gave the questions related to the passage. Third, the teacher faced problems when she grouped the students (learning community) because the clever students dominated the class. Here, the teacher solved the problem by encouraging the less clever students to be active to work. Moreover, the teacher had difficulty in giving the examples to the students about the right pronunciation (modeling) because she was under the influence of Indonesian language. In solving the problem, the teacher tried to practice how to pronounce a word correctly. The next, the teacher found difficulty in giving the authentic assessment to the students that was taken during and after the class because she taught in several large classes, therefore she could not pay attention the students one by one. In coping with the problem, the teacher approached the students in order that she knew the students’ ability. Then, the teacher faced problems in teaching listening subject because the school did not prepare an up to date and various listening materials. To solve this problem, the teacher got the material from Kang Guru Magazine and Cassettes. The last, the teacher had difficulty in making the students pay attention to her because the students were tired and less motivated to study when the English lesson was given in the end of the school period. It was solved by giving her students motivation and advices in order that they were motivated to study. The last two problems were the problems that did not belong to the problem in the components of CTL.