IMPROVING STUDENTS' ABILITY IN USING PRESENT PERFECT CONTINUOUS TENSE THROUGH CONTEXTUAL TEACHING AND LEARNING

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Abstract

This study aims to determine whether students' abilities in using present perfect continuous tense can be improved through contextual teaching and learning and to explain the implementation of contextual teaching and learning in teaching present perfect continuous tense sentences to tenth grade students of Social Science at Sekolah Kristen AbdiWacana Pontianak. This research is based on a preliminary study which shows that the students still have lack of understanding of grammar patterns, especially in present perfect continuous tense sentences.This study implemented Classroom Action Research applied to address students' problem in understanding and using present perfect continuous tense sentences. This study follows the basic pattern of Kurt Lewin and it is carried out in two cycles. The subjects in this study were students of class X IPS in SMA Kristen AbdiWacana Pontianak. The techniques used in collecting data were observation notes, interviews, questionnaires and tests. The result of this study indicates that the implementation of contextual teaching and learning was declared successful according to the achievement of criteria of success. The first criterion is that majority of students can reach a score 70, the second criterion is that the students were more active in learning activities.

Key Words: *Classroom Action Research, Contextual Teaching and Learning, Present Perfect Continuous Tense*

INTRODUCTION

English is an international language. Itis used in all over the world to communicate with people who cannot speak some certain native languages.

Speaking will be mastered if the students have rich vocabulary. But, learning English is not only about vocabulary, but also about tenses. Tenses take an important role in English, because it is used to indicate the time, and sometimes the continuation or completeness, of an action or state in relation to the time of speaking and writing.

Therefore, to solve those students' problem in learning simple present perfect continuous tense it is better to use alternative way which is suitable and interesting for the students and the writer had discussed with the teacher about the interested way to teach the students, and the writer chooses Contextual Teaching Learning to be applied in the class while teaching Present perfect Continuous Tense. Contextual Teaching Learning is a technique to help students to understand the materials through the context of a real life, day by day, personal, social, and cultural.

This research will be held at SMA Kristen AbdiWacana Pontianak. The location of this school is in JalanJenderal Ahmad Yani 1 Pontianak. After doing an interview with the Head Master of SMA Kristen AbdiWacana

,in September 2018 the researcher finds that this school has two English Teachers, and the number of the students is amount 325 students. In this school, English is the most difficult subject for the students, because English is not the same with their daily language. Although, English is still become a compulsory subject in this school. In SMA Kristen AbdiWacana, Present Perfect Continuous Tense is taught particularly, because it is hard to explain if the teacher taught about it in a specific text. Similar studies had been done by some researchers. One of them is Ovalina (2010) conducted the research entitled Improving Students' Ability in the Simple Past Tense Through Contextual Teaching Learning (A Classroom Action Research at the Eighth Grade Students of SMPN 17 Tangerang Selatan). She found that using Contextual Teaching Learning can effectively improve students' ability in using simple past tense and the students become more active and participated more in the speaking activities in the classroom.

According to Thornburry (2005) states that speaking is an activity in real life that is carried out by speaker to carry out his/her ideas to interact with listeners. Caroline (2005) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form of social behavior.

In the context of ESL teaching, (Brown, 2004) stated that basic types of speaking is divided into five types, the first one is Imitative, the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. The second is Intensive, is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements- intonation, stress, rhythm, juncture). Then, the third is Responsive, includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings, and small talk, simple request and comments and the like. Next, the fourth, is Interactive. Interactive and Responsive is almost similar, but there is a little difference between these types of speaking. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. The last is Extensive (monologue), includes speeches, oral presentation, and story- telling, during which the opportunity for oral interaction from listener is either highly limited or ruled out altogether.

The structures of the present perfect continuous tense are Positive Form, Negative Form, and Interrogative Form. Contextual Teaching Learning is a learning concept that can help students connect the material with students' real life situation and encourage students to make connection between their knowledge and its application in their live as family members and society(Nurhadi 2002:125). Besides, CTL is a learning model that can emphasize the process of students' involvement in order to find the material and relate it to real life situations that encourage students to apply it in their lives. CTL enables students to connect academic content with contextual experience of everyday life to find meaning. CTL extends the students' personal experience further through providing fresh experiences that will stimulate the brain to discover the new meaning(Reynold 2002:87).According to (Elaine B. Johnson, 2002) Contextual Teaching Learning has eight components, they are making meaningful connection, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standard and using authentic assessment. According to Suprijono (2009:79) CTL is a concept that helps teacher

relates the material between the real life situation and encourage students to make the relationship between them in their lives as a family members and society.In addition Howey R. Keneth (2001: 79) defines CTL is a learning model that in teaching learning process the students can use their academic knowledge to solve the problems as an individual or group. The word context come from the Latin word *contexere*means " to weave together" which it refers to "whole situation, background, or environment" that exists in the relationship to the self that weaves together with it. Each of us exists in various contexts, for examples of neighborhood, family, friends, schools, job, and places. Contextual Teaching Learning in educational aims to help students see meaning in the academic material they are learning about by connecting the academic subject with the context of their daily lives. Furthermore, Nurhadi (2004) said, Contextual Teaching Learning is the concept of learning where the teacher creates the real-world into the class and encourages the students making the connection between their own knowledge with its implementation in their daily life, meanwhile the students get knowledge, and skill from the limited context, little by little, and from the self construction process, as a foundation for solving problems in their life as a member of society. Regarding to the explanation above, the writer concludes that CTL is a conception of teaching learning that helps students to get a better understanding about the knowledge as they relates to the context of real life. According to Nurhadi (2004) the principles of Contextual Teaching and Learning are classified by some aspects, they are Planning, making Independent Learning Group, Preparing an Environment that Supports Self-regulated Learning, Considering the Diversity of Students, Pay Attention to the Students Multiple Intelligences, Using Questioning Technique to Explore the Students Learning, Evaluating an Authentic Assessment.

METHOD

The study of classroom action research indicates as a process in which teachers investigate teaching and learning to improve students' learning problems. To find out students' learning problem, Geoffrey E. Mills stated that action research is any systematic inquiry conducted by teacher researchers, principals, school counselors or other stakeholder in the teaching and learning environment to gather information about how their particular school operate, how they teach, and how well the students learn.The classroom action research design applied in this study was collaborative classroom action research. In conducting this research, the researcher will be assisted by the English teacher of SMA Kristen AbdiWacana Pontianak.. In this study, the writer has some roles. The writer becomes a practitioner who taught the simple present perfect continuous tense. Besides, the writer makes the lesson plan and assessment in each final cycle. Furthermore, the writer also collects and analyze the data then reporting the result of the study. Whereas the collaborator (called the English teacher) becomes the observer who observed the implementation of the action.The design of classroom action research in this study used Kurt Lewin's design. It consists of two cycles in which cycle contains four phases: planning, acting, observing, and reflecting.

This study conducted at SMA Kristen AbdiWacana Pontianak. The writer has selected tenth grade of social science students which consist of 22 students in academic year 2018/2019 as the subject of the study. It is chosen based on the writer's experience during teaching English in this school. Based on the result of the preliminary study, the tenth grade of social sciencestudents have the lowest achievement score among the other class. Therefore, the subject of this study is tenth grade social science students of SMA Kristen AbdiWacanaPontianak.As mentioned before that this study followed Kurt Lewin's design. Kurt Lewin Suggest four phases for classroom action research. Those are planning, Acting, Observing and Reflecting. To collect data during the implementation of CAR, the writer will prepare some instruments such as, interview guidelines, observation note, and test of for each cycle.

Tools of data collecting of this research used qualitative and quantitative data, they are observation, interview, field note, and test.. Then those data will be used to supports question problem. The researcher judged the students achievement by using scoring table which is described below:

Table 1. Scoring Table for Speaking

Aspects	Score	Explanation
Grammar	5	The speaker makes few noticeable errors of grammar or word order
	4	Occasional makes grammatical errors and/or word order errors which do not obscure meaning
	3	Make frequent errors of grammar and words order which occasionally obscure meaning.
	2	Grammar and word-order errors make comprehension difficult, most often rephrase sentence and/or restrict himself to basic pattern.
	1	Error in grammar and words order to severe as to make conversation virtually unintelligible.
Pronunciation	5	Pronunciation is only very slightly influenced by the mother-tongue
	4	Pronunciation is only slightly influenced by the mother-tongue
	3	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors.
	2	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors.
	1	Pronunciation is seriously influenced by the mother-tongue with errors causing a breakdown in communication

(Modified from Heaton (1988:100)

After getting the score of students, the writer computed the class performance. Students' individual score was quantified by using the following formula:

$$X = \frac{\Sigma S}{Max\ Score} \times 100$$

Note: X = Students' individual score

s   = Sum of students score

Max Score   = Maximal Score (=10)

Then, the writer used the formula of mean score. All individual score summed and divided by number of students in the class.

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

Note: M= the students average score

x= the sum of student's score

N= the number of students being observed

Table 2.Table of Qualification

The Score	Qualification
80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

Meanwhile, to answer the research question the writer will analyzes the data from the test and questionnaire. After knowing students' individual score the writer will analyze the average of students' score per action within one cycle, the writer uses the formula:

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

X = Mean

x = Individual Score

N= Number of Students

In order to determine the student's individual score whether the students passed or

N = Number of students

Then to get the class percentage which passes the KKM 75, the writer uses the formula:

$$P=\frac{F}{N} \text{ X 100 \%}$$

P=The class percentage

F= Total Percentage Score

not passed, the writer provides standard of minimum score is used in the school as follow:

Table 3. Standard of Minimum Score of English Subject of SMA Kristen AbdiWacana Pontianak

Total Individual Score	Category
0-69	Not passed
70-100	Passed

(Standard of minimum score for English subject of SMA Kristen AbdiWacana Pontianak)

Based on the standard of minimum score of English subject in this school, the students pass the subject when the students get score   70. It means that students can pass this subject in the average to good and good to excellent category.

RESEARCH RESULTS AND DISCUSSION
Results

The research findings and the discussions based on analysis of the data collected from the implementation of Contextual Teaching and Learning to improve students' ability in using present perfect continuous tense in two cycles.

In the first cycle, the students still did not give a good result. It could be seen from scoring table. The mean score of students' ability was 48,40 point which is categorized as poor. The result of scoring table could be seen on the table below.

Table 4. The result of Scoring Table on the First Cycle
The First Cycle was Held on October 10th-11th, 2018

No	Students' Name	Aspects		Students' score	Final Score	Category
		Grammar	Pronunciation			
1	Bembi	2	2	4	73,3	Average to good
2	Veter	2	2	4	66,6	Average to good
3	Lira	3	2	5	86,6	Good to excellent
4	Elvira	3	2	5	80	Good to excellent
5	Erik	3	3	6	53,3	Poor to average
6	Adi	3	2	5	66,6	Average to good
7	Ira	2	2	4	26,6	Poor
8	Rosa	3	2	5	33,3	Poor
9	Doni	2	2	4	26,6	Poor
10	Yerikho	2	2	4	73,3	Average to good
11	Ari	2	2	4	0	Poor
12	Okta	3	3	6	73,3	Average to good
13	Faskalis	2	2	4	0	Poor
14	Friska	3	2	5	60	Average to good
15	Susi	2	2	4	0	Poor
16	Danel	2	2	4	53,3	Poor to average
17	Rindiani	2	2	4	53,3	Poor to average
18	Apri	3	2	5	66,6	Average to good
19	Hargi	3	1	4	66,6	Average to good
20	Randi	3	2	5	13,3	Poor
21	Siki	2	2	4	13,3	Poor
22	Henoch	3	3	6	80	Good to excellent
Total		**55**	**46**		**1065,9**	
Average		**2,5**	**2,09**		**48,40**	

The Mean score:

$$M = \frac{1065,9}{22} = 48,40$$

The percentage of students who passed the KKM:

$$T = \frac{6}{22} X\ 100\ \% = 27,27\ \%$$

In this cycle, 3 students got 0 (13,63 % students), 2 students got 13,3 (9,09 % students), 2 students got 26,6 (9,09%

students), 1 student got 33,3 (4,54 % students), 3 students got 53,3(13,63 % students), 1 students got 60 (4,54 %), 4 students got 66,6 (18,18% students), 3 students got 73,3 (13,63 %), 2 students got 80 (9,09% students) and 1 student got 86,6(4,54% students). This means, 8 students (36,36 % students) achieved poor category, 3 students (13,63 % students) achieved poor to average, 8 students (36,36% students) achieved average to good category, and 3 students (13,63 % students) achieved good to excellent category. Total students who achieved KKM Score were 6 out to 22 students (27,27%). It means there were 16 students did not pass the KKM Score (72,72 %). As the result,, students' mean score was only 48,40 point which is categorized as poor. Therefore, the average score of this cycle has not achieved yet KKM which is 70 point for each student.

To solve the students speaking, the researcher also analyzed students' score for pronunciation and grammar aspect. The score could be seen on the table 4.1 above.

The mean score of students' ability in grammar aspect:

$$M = \frac{\sum X}{22} = \frac{55}{22} = 2,5$$

The mean score of students' ability in pronunciation aspect:

$$M = \frac{\sum X}{22} = \frac{46}{22} = 2,09$$

Below are the percentages of students' score based on grammar aspect. They can be described as follow:

1. Students who got 2 point = $\frac{11}{22} X\ 100\ \% = 50\ \%$
2. Students who got 3 point = $\frac{11}{22} X\ 100\ \% = 50\ \%$

Below are the percentages of students' score based on pronunciation aspect. They can be described as follow:

1. Students who got 1 point = $\frac{1}{22} X\ 100\ \% = 4,54\%$

2. Students who got 2 point = $\frac{18}{22} X\ 100\ \% = 81,81\%$

3. Students who got 3 point =$\frac{3}{22} X\ 100\ \% = 13,63\%$

Based on the description above, the average score of grammar was 2,5, and pronunciation was 2,09.

In this cycle, the researcher and collaborator also observed students behaviors by analyzing Students' Observation Table. By observing the whole process and students' participation, the researcher tried to identify its strengths and weaknesses. The students participated in the lesson actively and could understand the lesson. In this cycle, the students were rather afraid in speaking but for this was their first experiences doing the technique, they were unconfident. Most of them spoke by using first language during the teaching and learning process.

Before performing their sentences in front of the class, the students were allowed to open use dictionary and they might ask the teacher or discussed with their friends when they found unfamiliar word. Most of the students brought their handout in their performance and they often read the sentences in front of the class. Moreover, they looked nervous, some of them was shaking when they performed in front of the class. They had long paused and not fluent. They had also difficulties in pronouncing the words and had some grammar errors. At the end of the class, only few students who wanted to share their difficulties during the lesson.

Based on the result of students' score it could be concluded that in first cycle, from 22 students about 6 students who passed the KKM (70) that was about 27,27% of the total number of the students, and there were 16 students got score below the criteria KKM of comprehension (<70), that was about 72,72 % from total number of the students. It could be concluded that the first cycle was not satisfying and still needed much effort to accomplish the goal of the technique applied.   The researcher tried to use some new ideas to solve the problems found during the acting stage. This covers following aspects: The researcher had to monitor the students before starting the class to ensure them to keep silent and encourage them to pay attention to the classroom activity and then the researcher should give the students more examples how to pronounce difficult words. Most of students had not mastered the tense well performing their sentences. It influenced their score in grammar. Moreover they looked nervous, most of them felt unconfident to perform their own sentences in front of the class, so in next meeting the researcher tried to build their confidence. Finally, the writer had to manage the time effectively.

In the second cycle, the students gave a good result. It could be seen from scoring table. The mean score of students' ability was 81,81 point which is categorized good to excellent.The Mean score :

M=$\frac{1800}{22}$ = 81,81

The percentage of students who passed the KKM:

Then, below are the percentages of students' score based on pronunciation aspect. They can be described as follow:

1. Students who got 3 point = $\frac{14}{22} X$ 100% = 63,63 %

T=$\frac{22}{22} X$ 100 % = 100%

In this cycle, 6 students got 70 (27,27 % students), 8 students got 80 (36,35% students), 6 students got 90 (27,27 % students) and 2 students got 100 (9,09 % students). This means, there is no students (0% students) achieved poor to average category, 6 students (27,27 % students) achieved average to good category and 16 students (72,72 % students) achieved good to excellent category. As the result, all the students passed the KKM score in the school which was implied that every student achieved 70 point.

Again, the researcher also analyzed students' score pronunciation and grammar aspect. The score could be seen on the table above.

The mean score of students' ability in grammar aspect:

$M = \frac{\sum X}{22} = \frac{82}{22} = 3,72$

The mean score of students' ability in pronunciation aspect:

$M = \frac{\sum X}{22} = \frac{74}{22} = 3,36$

Below are the percentages of students' score based on grammar aspect. They can be described as follow:

1. Students who got 3 point = $\frac{6}{22} X$ 100% = 27,27 5

2. Students who got 4 point = $\frac{16}{22} X$ 100% = 72,72 %

2. Students who got 4 point = $\frac{8}{22} X$ 100% = 36,36 %

Based on the description above, the average score of grammar was 3,72 and pronunciation was 3,36. It means, the score of each aspect is increased than before. The average score of grammar increased from 2,5to

3,72, and the average score of pronunciation increased from 2,09 to 3,36.

Again, in this cycle, observing stage was done by analyzing students' behavior through observation table. While teaching learning process happened, it was found that in the second cycle the students made a progress than the first cycle. Students became more active, they understood about the aspect which will be scored. As the result, they tried to speak better than before. They also were not nervous again. They could pronounce the words appropriately and used the grammar correctly than before. Finally, all the students could reach the standard score of KKM of English subject in this school. It means that 100% of students passed the criteria and students' speaking ability were getting better. As the result, students can improve their speaking ability by using contextual teaching and learning.

In the second cycle, the students showed a good progress. The students had to show their improvement in speaking ability in grammar and pronunciation. As the result, the students could achieve the KKM score. This condition made the researcher satisfied that the students' ability showed a great improvement in their ability in speaking.

This classroom Action Research was conducted in two cycles. The writer applied Contextual Teaching and Learning in order to improve students' speaking ability.

From the research findings above, it could be seen that the students' speaking ability increased from cycle to cycle. Besides the improvement of the score, the individual differences also showed good progress from cycle to cycle. In the first cycle, from 22 students, 8 students were categorized as poor, 3 students were categorized as poor to average, 8 students were categorized as average to good and 3 students were categorized as good to excellent. In the second cycle, there was improvement. By 22 students, no students were categorized as poor, and poor to average, 6 students were categorized as average to good

and 16 students were categorized as good to excellent.

Besides the improvement of the mean score in general, the students also improved their score in grammar and pronunciation aspect.

In the first cycle the mean score for grammar aspect was 2,5 and in the last cycle was 3,72. From the first cycle to the second cycle, the students' mean score for grammar aspect increased 1,22 point. It means that the students' speaking ability in term of grammar improved. Then, the mean score for pronunciation aspect also improved from cycle to cycle.

In the first cycle, the mean score for pronunciation aspect was 2,09, in the second cycle was 3,36. From the first cycle to the second cycle, the students' mean score for pronunciation aspect increased 1,72 point. It means that the students' speaking ability in the term of pronunciation is improved. Besides the improvement of the mean score, the individual scores also showed good progress from cycle to cycle. In the first cycle, from 22 students, there were only 6 students passed the criteria of KKM (70), or about 27,27 %. In the second cycle, all the students passed the KKM or about 100% from the total number of students. It showed that the students had better improvement from cycle to cycle.

Finally each students passes the KKM score in the second cycle that is 70 . In conclusion, students can improve their speaking ability using Contextual Teaching and Learning.

Discussions

From the research findings above, it could be seen that the students' speaking ability increased form cycle to cycle.

In the first cycle, students were interested to learn about present perfect continuous tense. They were enthusiast to make the sentences by their own real life activity.

Moreover, the researcher found some problems during applying the first cycle. In the first time, some students got confused to understand the rule of this technique. They did not know what to do. When the researcher explained about the rule of contextual teaching and learning, they were still talking to each other about the researcher, because they just saw the researcher for the first time. As the result, when they should show their performance, they still looked at their note book, so it looked like reading than speaking. They also did not pay attention to the aspects of speaking which will be scored. They had many fault in pronouncing the words and grammatical errors. They also spent much time to find the group member. Then, they were too nervous or shy to start the sentences. So as the result, from these problems the duration of time was not suitable with the researcher's planning.To overcome these problems, the researcher and collaborator helped students in preparation to present their performance.

Due the students still showed unexpected result and performance in the first cycle, the researcher decided to conduct the second cycle. In this cycle, almost all students were confident. They did not seem as nervous as before. In the second cycle, most of the students could achieve KKM score.

The above description showed that contextual teaching and learning could improve students' speaking ability especially in pronouncing the word appropriately and using the grammar correctly. In addition, this technique could help students to overcome their problem of being nervous and ashamed. However, students were expected to practice speaking English smoothly, not only when they were practicing technique, but also in every daily life. In conclusion, the research finding of classroom action research is satisfying.

CONCLUSION AND SUGGESTIONS
Conclusion

The conclusion of this study are the Students' speaking ability at the tenth grade students of SMA AbdiWacana improved through contextual teaching and learning, and Students' ability in using present perfect continuous tense improved through contextual teaching and learning.Based on this technique, the students' speaking ability improved from the first cycle to the last cycle. The mean score in the first score in the first cycle was 54,50, and in the second cycle was 64,50 and the last cycle was 69,00. Students'speaking ability improvement can be described based on the students' mean score of two aspects namelygrammar and pronunciation.The students' mean score for grammar aspect in the first cycle was 2.55,in the last cycle was 3,50, and the students mean score for pronunciation aspect in the first cycle was 3,00, in the last cycle was 3,50.Contextual Teaching and Learning could positively involve all students in the process of teaching and learning activity. It could maximize students' role and also could increase students' motivation at the same time. It provided opportunity for students to speak. Contextual Teaching and Learning could change the atmosphere of the classroom since the students can be more enjoyable in the teaching and learning activity. The students looked braver and more confident to speak.

Suggestions

Research findings of this writing may suggest something to improve the teaching learning activity especially in teaching speaking. The suggestions of this research writing are defined as follows (1) The students became more active and enjoyed speaking English in group. So, the writer recommends that the English teacher applies Contextual Teaching and Learning to guide students' speaking class; dan (2) The English teacher should be selective in choosing the materials in

teaching speaking through Contextual Teaching and Learning.

3. For the future researcher, Contextual Teaching and Learning can be applied on the other tenses.

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