
**ANALYSIS OF CONTEXTUAL TEACHING AND LEARNING METHOD
IN TEACHING ENGLISH LANGUAGE AT ELEVENTH GRADE OF
SMA NEGERI 1 MANIAMOLO**

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Abstract

Contextual Teaching and Learning method is a learning method that emphasize the process of full student involvement to be able to find the material being studied and relate it to real life situation so as to encourage student to be able to apply it in their lives. This research was aimed at analyzing the implementation of contextual teaching and learning method in teaching English based on the principle of CTL method and the obstacle of teacher experienced at eleventh grade of SMA Negeri 1 Maniamolo. This research was designed by using qualitative research with descriptive qualitative approach. The data was obtained from SMA Negeri 1 Maniamolo School. The data were collected through observation, interview and documentation relate to contextual teaching and learning method. In analyzing the data, the researcher used theory of Miles, Huberman, & Saldana (2014:31-33). In this research, the researchers found that CTL make students be more active in teaching and learning process because students learning material related about their life, students also prefer to practice than to memorizing even though there are some students cannot explain their knowledge by their own language because there are so many students lack of vocabulary and the obstacle experienced by the teacher of using CTL is managing. It is expected that this research would give contribution for the English teacher, it can be used as a method in teaching English to students to develop their knowledge about CTL. And also for the readers, for the next researchers, it can be used as a reference in conducting research related to Contextual Teaching and Learning method.

Key words: CTL method; teaching English.

Abstrak

Metode Contextual Teaching and Learning merupakan metode pembelajaran yang menekankan pada proses keterlibatan siswa secara penuh untuk dapat menemukan materi yang dipelajari dan menghubungkannya dengan situasi kehidupan nyata sehingga mendorong siswa untuk mampu menerapkannya dalam kehidupannya. Penelitian ini bertujuan untuk menganalisis penerapan metode pengajaran dan pembelajaran kontekstual dalam pengajaran bahasa Inggris berdasarkan prinsip metode CTL dan kendala yang dialami guru di kelas sebelas SMA Negeri 1 Maniamolo. Penelitian ini dirancang dengan menggunakan penelitian kualitatif dengan pendekatan deskriptif kualitatif. Data diperoleh dari Sekolah SMA Negeri 1 Maniamolo. Pengumpulan data dilakukan melalui observasi, wawancara dan dokumentasi yang berkaitan dengan metode belajar mengajar kontekstual. Dalam menganalisis data, peneliti menggunakan teori Miles, Huberman, & Saldana (2014:31-33). Dalam penelitian ini, peneliti menemukan bahwa CTL menjadikan siswa lebih aktif dalam proses belajar mengajar karena siswa mempelajari materi yang berkaitan dengan kehidupannya, siswa juga lebih suka berlatih daripada menghafal meskipun ada beberapa siswa yang tidak dapat menjelaskan pengetahuannya dengan bahasanya sendiri. karena banyak sekali siswa yang kekurangan kosa kata dan kendala yang dialami guru dalam menggunakan CTL adalah mengelolanya. Diharapkan penelitian ini dapat memberikan kontribusi bagi guru bahasa Inggris, dapat digunakan sebagai metode dalam pengajaran bahasa Inggris kepada siswa untuk mengembangkan pengetahuan mereka tentang CTL. Dan juga bagi para pembaca, bagi peneliti selanjutnya dapat dijadikan referensi dalam melakukan penelitian yang berkaitan dengan metode Contextual Teaching and Learning.

Kata Kunci : *CTL Metode: mengajari bahasa inggris*

A. Introduction

Language is a tool of communication to interact one another. Language has a very important role in carrying out daily activities to prevent misunderstanding, and build the relationship. Language also is implemented to express human's idea, idea and emotion. Language can be expressed in written or spoken form which can be comprehended and accepted by human in their social life.

English language as an international language, makes this language is so interested to be studied. In Indonesia, English language is one of important language to be learnt. It can be seen from English language become one of the subjects in school education starting from elementary school until senior high school and even becoming one of the graduation standards on the national exam.

In learning English, there are four basic skill such as speaking, writing, reading and listening. As a foreign language, so many student have difficulties in learning English and it makes many student does not want learning English seriously. To make learning process be interested, the teacher should using the teaching method appropriate with student learning models.

Ideally, English teacher should make more effort in conveying material to students because many student have difficulty in learning English as a foreign language. Furthermore, for the English teachers who teach at the senior high school because students must really be equipped so that they can face the obstacles that exist when they continue to the lecture level, especially when taking test using English language.

SMA Negeri 1 Maniamolo is a senior high school that prepares graduates to have good skills to continue their education or who choose a career in the world of work. So the eleventh grade SMA Negeri 1 Maniamolo have very limited knowledge of English and don't even have the interest to know more about it. One of the things that makes it difficult for student to learn English is the difference in how to read and how to write, moreover the student used by the teacher in teaching is very monotonous and even triggers students' boredom to be higher. With these unsatisfactory learning outcomes, an english teacher at SMA Negeri 1 Maniamolo tried to use the CTL method in teaching because in this method, the teacher relates material to the life experiences of student every day. That way, student will be more interested in learning and will understand more easily because the material discussed is about their own lives.

Furthermore, Contextual teaching and learning method is one method that relate the material with student experienced in their daily life. By using this method, teacher expected students' interest to learning English can be improve and student can comprehend the material easily because in that teaching and learning process, students experienced be a based to explain the material.

According to Riyanto (2010: 159), CTL (Contextual Teaching and Learning) model is a learning concept that helps teachers relate the material they teach to students' real-world situations and encourage the knowledge they have and their application in their lives as members of the family and society. The learning outcomes are more meaningful for students. The learning

~~process takes place naturally in the form of~~
student activities and is not a transfer of knowledge from teacher to student. Besides that, the Contextual Teaching and Learning method have several principles as the basic to apply this method in teaching English. According to Rosalin (2008: 26-27), There are the principles of Contextual Teaching and Learning Method, such as Student centered, knowledge is a meaningful experience in life ,students practice not memorizing, learning outcomes in the form of student work and behavior change ,actual Rating , and learning models.

In other words, learning strategies are more important than results. A teaching method is does not require students to memorize facts, but a method that encourages students to construct knowledge in their own minds. Through the CTL method are expected the students to learn through 'experiencing' not memorizing, so that they can increase students' creativity in learning English and improve learning outcomes.

Based on the background description above, the researcher will do a study entitled **"Analysis of Contextual Teaching and Learning Method in Teaching English Language at Eleventh Grade of SMA Negeri 1 Maniamolo"**.

The objectives of the research were:

1. To know how the English teacher applies the principles of Contextual Teaching and Learning Method in teaching English at the eleventh grade of SMA Negeri 1 Maniamolo
2. To find out what the obstacles experienced by the English teacher in applying the principles of Contextual Teaching and Learning Method at the eleventh grade of SMA Negeri 1 Maniamolo.

B. Research Method

~~This research is conducted~~ to know the implementation of principles of Contextual Teaching and Learning Method in Teaching English Language at the Eleventh Grade of SMA Negeri 1 Maniamolo. This research used qualitative descriptive approach. The qualitative research approach in this study aims to reveal data in the field by describing and interpreting something like what is in the field, and connecting cause and effect to something that happened during the research, with the aim of obtaining an overview of the reality of teaching implementation, Contextual Teaching and Learning Method In Teaching English Language at the Eleventh Grade of SMA Negeri 1 Maniamolo.

This research is conducted at SMA Negeri 1 Maniamolo. The research is conducted using interview, observation, and documentation methods. Interviews are conducted directly with resource persons. Meanwhile, observation was were carried out by following the learning that takes place in the classroom.

This research was conducted on March 2023 at Sekolah Menengah Atas (SMA) Negeri 1 Maniamolo District, South Nias Regency.

The source of data in this study is the subject from which the data can be obtained. The data sources used by this researcher are divided into two, namely:

1. Primary

Data Primary sources are data sources that directly provide data to data collectors. Primary data sources are the main data sources that indicate the problems to be discussed in the research. They are the result of interview, observation and documentation that has been done by researcher directly in the class.

~~2. Secondary~~

Secondary sources are sources that do not directly provide data to data collectors, for example through other people or through documents.

There are several data collections techniques used in conducting research. However, in this research the author only uses data collection techniques that are adapted based on the types of data to be collected in order to find answers or solve research problems. The data collections techniques used are as follows:

1. Observation

The researcher observed directly in the class when the teacher is teaching English by using contextual teaching and learning method.

As for some observed by researchers, namely:

- a. The researcher observed whether the application of CTL at eleventh grade in SMA Negeri 1 Maniamolo is accordance with principles of CTL.
- b. The researcher observed the students respond after CTL method is applied
- c. The researcher observed the obstacles in applying CTL method at eleventh grade in SMA Negeri 1 Maniamolo.

2. Interview

An interview refers to verbal interaction between an interviewer and one more respondents. Interviews can be conducted in person, on the phone, or through video chat. But, in each case they are more direct and personal interactions between the interviewer and the respondent than, for example questionnaires.

In addition to observation, researchers use semi structured interviews. Semi structured interviews

~~are a blend of structure and unstructured interviews.~~ While, the interviewer has a general plan for what they want to ask, the questions do not have to follow a particular phrasing or order. Semi structured interviews are often in that, allowing for flexibility, but follow a predetermined thematic framework, giving a sense of order. They are often closed In this case, the resource persons in this study are English teachers at the SMA Negeri 1 Maniomolo who are knowledgeable and professional about the subject being studied. The use of the interview method is expected to be able to reveal in-depth data or information related to the contextual teaching and learning model in English subjects, the data that will be interviewed by researchers in this technique are:

1. What is the English teacher perception of CTL as a method in teaching English English?
2. How the implementation of CTL in the process of Teaching English at SMA N 1 Maniamolo?
3. What are the obstacles that you experience when using the teaching and learning in English lesson?
4. How the teacher of SMA N 1 Maniamolo overcome the obstacles I implementing CTL in the process teaching English?
5. How the teachers makes the student as a centered in learning process by using CTL?
6. How the teacher make the knowledge is a meaningful experience in life of students?
7. Does this method require students to practice more not memorizing?

8. How the teachers makes students more creative in developing their knowledge?
9. Is the actual rating effectively used in contextual teaching and learning method to assessed students achievement?
10. What are the improvement of students learning by using CTL method?

3. Documentation

Documentation method is a method of collecting data from written sources. This method is used to collect data related to studies derived from documents. Through this documentation technique, the researcher collects the necessary data at the research site. The author uses the documentation method to get the data. The data taken from this technique are as follows:

- a. Lesson plan.
- b. Syllabus
- c. Students homework
- d. Students worksheet

After collecting the data, the writer was use the theory of Miles, Huberman, & Saldaria (2014:31-33). There are 3 activities in analyzing qualitative data:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying abstracting, and/or transforming the data that appear in the full corpus (body) of written-up fields, interview transcripts, documents and other empirical material.

At this stage the researchers collected data from teachers and students, especially in the eleventh grade of SMA Negeri 1 Maniamolo. In selecting the data, the researcher tried to find the obstacles of teachers and

students in learning English. Then the researchers made the data simpler or easier to do and understand by knowing the constraints of teachers and students in learning English by making observation in the classroom so that researchers knew what were the obstacles experienced by teacher and students in learning English at eleventh grade of SMA Negeri 1 Maniamolo. Finally, the purpose of this stage is to assist researchers in organizing and compiling data in the next steps.

2. Data Display

The second major flow of analysis activity is data display. Generally, a display is an organized compressed assembly of information that allows conclusion drawing and action. Looking at the display helped us to understand what was happening and to do something, either analyze further and takes action based on the understanding. The presentation of the data in the implementing of this research is done by presenting the overall obstacles of teachers and students along with other factors that affect the way students learn in English, especially at eleventh grade of SMA Negeri 1 Maniamolo.

3. Drawing and Verifying Conclusion

The third stream of analysis activity is conclusion drawing and verification. From the start of the data collection, the qualitative analysis interprets what things mean by noting patterns, explanations, casual flows, and proposition. The conclusion will be start after the data collected by making temporary conclusion. In others, it can be said that the conclusion is analyze continuously and verified the validity to get the

perfect conclusion. After analyzing all the worthy data from data condensation and data display, conclusion from the field notes are drawing and some suggestion are given.

C. Research Finding and Discussion

Curriculum 13 lessons plans are structured in such a way as to make students more active in learning and CTL method also aims to make students active in learning by linking material to student life. In other words, this method can be implemented properly because it is supported by the lesson plan and syllabus event though the teacher through the teacher experiences obstacles in managing time. Besides that, CTL give contribution to the development of English teaching and learning both students and teacher. CTL encourages the teachers to develop their knowledge and competence to deliver the knowledge and also to fulfill their roles as motivators, facilitators, guides, managers, and evaluators. In CTL, teaches is one of the main keys to its successful, while for students, CTL encourages them to be self-regulated students, students acquire the four skill of English through practicing the material.

Based on the result analysis related to the problem stated in previous chapter, the summary of research finding based on the observation, interview and document analysis is as follows:

1. Observation

Results of observation of documentation and interviews researchers conducted observations and simultaneously with documentation of RPP and syllabus event though the teacher through the teacher

experiences obstacles in managing time and researchers also conducted interviews with students in January 2023. Researchers found several implementation of contextual teaching and learning method during the teaching learning process from: principles of CTL method students centered active of implementation but no creative, knowledge is meaning in life of students can implementation Material related to student to experience and Solve student learning problem, Student practice not memorizing of implementation Sharing ideas and Explain by using own language, Learning outcomes in the form of student work and behavior change of implementation can't Make the articles but can implementation to Make a paper and Make a scrapbook, Actual rating of of students can implementation Student effort, understanding and improvement of CTL method, Learning models of student can implementation Teacher as a facilitator, Teacher be a model and Students imitate or learn from the facilitator to principles of CTL method.

Based on the observation above, the researcher conclude that Contextual Teaching and Learning Method is helping the teacher to convey the material and also helping the students understanding the material by the teacher. Even though not all of the student can convey their opinions by using their own language, the student have the improvement in every teaching and learning process, they are getting a little knowledge. Besides that, there is a student who need special approach because the catching power of students is different.

2. Interview

After observing the teaching and learning process of English at eleventh grade of SMA N 1 Maniamolo, researcher also conducted interviews by asking several questions related to the Contextual Teaching and Learning

~~method in teaching English to support~~
the validity of the observation result.

There are some several questions that asked to the teacher, such as:

- What is the English teacher perception of CTL as a method in teaching English?

CTL is a very appropriate method to be applied in senior high school because:

- Students learn easily by connecting the material to the concept of daily lives
- Students practice the teaching and learning material
- Students practice the language written and spoken
- There is an active student's involvement
- There is fun learning

The teacher in SMA N 1 Maniamolo see that CTL is the method at aimed helping the students understand the material easily by connecting the material with their daily lives. The teacher Said "materi yang dikaitkan dengan kehidupan mereka sendiri akan lebih mudah dipahami (interview on January). Similarly, according to (Jhonson, 2005). One of appropriate method which empowers students in teaching learning process is contextual teaching and learning method. Contextual teaching and learning is defined as a concept that helps teachers and students relate the meaning and real world situation with the subject matter in the right way.

In this interview, the teacher also said the CTL dapat meningkatkan minat belajar siswa dan akan berdampak baik pada hasil belajarnya yg disebabkan oleh cara belajarnya yang tidak monoton (interview on January). It can be said, CTL is appropriate method in teaching English

~~because the material can be convey and~~
comprehended easily.

- How the implementation of CTL in the process of Teaching English at SMA N 1 Maniamolo?

- The objectives are based ones stated on k 13 curriculum.
- The syllabus is design by based on K13 curriculum.
- The teaching procedures are the steps in the curriculum cycle covering learning element and principles of CTL, and the teacher use various and creative strategies.
- Teaching materials are selected based on the objective of curriculum, integrated to fulfill the objectives of some productive subject matter and taken from different sources.
- Students are regarded as the main subject
- Teachers play as motivators, facilitators, guides, manager, and evaluators

The English teacher at eleventh grade of SMA N 1 Maniamolo, CTL method is apply appropriate K 13 curriculum, but the important things is the teacher apply the principles of CTL such as student centered, the knowledge is meaningful to student life, students practice not memorizing, creative and the teacher assessed by actual rating. The teacher also using various strategies to make the material conveyed well.

As conclusion, researcher has found that CTL is appropriate method to teaching English at eleventh grade of SMA N 1 Maniamolo because by this method, the student can comprehend the material easily and have an improvement every meeting. However, in answering the research interview,

researcher has described the explanation of each questions has been asked to the English teacher at eleventh grade of SMA N 1 Maniamolo.

Discussion

Considering about the result about the result, this section presented the discussion of the research findings. This research aimed to analyze the implementation of CTL method in SMA N 1 Maniamolo of SMA N 1 Maniamolo.

The teacher at SMA N 1 Maniamolo aimed at helping the student understand the material easily by connecting academic subject with the concept of their daily lives. The teacher also see that CTL is a very appropriate to senior high school because they need practice not only theoretically to make they survive in the future. All of the perception of CTL that exist the teachers' mind are in line with the idea of CTL. The student learn environments where the teaching and learning material are closely with students' daily lives.

Furthermore, there is a lesson plan and syllabus that make the implementation CTL method be better. Lesson plan is a teacher's plan for teaching an individual lesson. A lesson plan is an extremely useful tool that serves as a combination guide, resources, and historical document reflecting teaching philosophy and goals for students. Lesson plan are particularly important for newly teachers and beneficial for those teachers who have been teaching for years.

In SMA N 1 Maniamolo, the teacher use lesson plan K 13 curriculum. The teacher has arranged all the activities that will occur in the class at each meeting starting from

greeting students when entering class, guiding students to start all activity by praying (entering the first lesson) until evaluating learning outcomes, drawing conclusion from the material that has been presented and guiding students to end learning activities by praying. In this Lesson plan, teacher as a facilitator. It means, the teacher only give students the material and relate it to student daily lives, teacher also guide them how to solve it, teacher gives time to think and explore their idea about the material for example about the "party time". To explain the material about party time, teacher relate it directly to student daily lives like giving familiar questions such as:

- Have you ever been to a party?
- Have you ever received invitations to a friend's or family wedding or birthday?
- What is the contents of the invitation?

Asking questions related to their life experiences trigger their interest to learn which will make it easier for them to understand the material and will definitely have a good impact on their learning outcomes. Similarly, according to Jhonson (2005), Contextual teaching and learning is defined as a concept that helps teachers and students relate the meaning and real world situation with the subject matter in the right way.

By relate the material to students daily lives, it make the knowledge they got be meaningful to their lives because they can know everything in their life, in this lesson plan also requires students to practice and not memorization because by doing something repeatedly make us remember it without having to memorize it. When they are used to it then, they be able to face some problem especially about the material they have learned, for example they are given a job to make a wedding invitation for one of their

neighbors, they can certainly make it and it is also be a source of fortune for them. It means, learning about real life can make students be creative and realize the results of his works.

Furthermore, lesson plan curriculum 13 is curriculum which prioritizes learning outcomes which prioritizes students learning outcomes at each meeting compared to student paper results. In other words, exam paper result are indeed important but it can be considered and compared with student's daily activities in class. Similarly according to Rosalin, one of principles of Contextual teaching and Learning method is actual rating which consist of three assessment: student effort, student understanding, student improvement.

Besides lesson plan, there are a syllabus which support implementing the CTL method well. A syllabus is an outline or summary of the subject to be covered in a course. It is the document which list these subject and states how the course will be assessed (The data can be seen completely on the appendices).

To make sure, the comprehension of students about the material and to see the improvement of students during teaching English using CTL method, the teacher give students homework and students worksheet. In this research, students homework be are a very important document because from here we can see an increase in student learning outcomes after the teacher teaching by Contextual Teaching and Learning method. Besides that, in this method student progress at each meeting is more important than the paper grades. In other words, the teacher gives assessment of any new knowledge that students get from learning material but from this homework, the teacher can see who is really completing their assignment at home even though there is

no teacher accompanying them while student worksheet is a guide for students in which the worksheets are used to conduct inquiry or problem-solving activities. By this activities, the students are required to be more creative and rely on their own understanding of material provided.

In SMA N 1 Maniamolo, Contextual Teaching and Learning can be said implemented well in teaching English because it supported by the lesson plan and syllabus but sometimes teacher have obstacles experienced when teaching English by this method because in lesson plan the meeting time is only 45 minutes at each meeting while this CTL method can spend many times to learn because in this method, the teacher should able be a good facilitator, a good guide and knowing the background of the students so that the teacher can relate the material to students daily lives, students ask to practice, active and creative. Especially to students at eleventh grade of SMA N 1 Maniamolo, they are lack of vocabulary and have point of view that English is boring. So the teacher must approach each students specifically in order because lack of vocabulary and have a bad point of view about English make the student at SMA N 1 have not interest to knowing about the English.

Based on all forms of documentation above, the researcher concludes that the use of the Contextual Teaching and Learning method in teaching English at eleventh grade of SMA N 1 Maniamolo was in accordance with teaching procedures in general.

D. Conclusion and Suggestion

Based on the research finding and discussion, it can be concluded that Contextual Teaching and Learning method is a method that invites us to get to know everything in our daily

lives and make it useful knowledge for our future. CTL helps the teacher and students relate the material with daily lives to make it easier to understand.

Furthermore, the implementation of Contextual Teaching and Learning method at eleventh grade of SMA N 1 Maniamolo is provide development on students learning outcomes. CTL method is appropriate with the lesson plan and syllabus by teacher used because in lesson plan and syllabus curriculum 13, the teacher becomes a facilitator and requires students to be active in developing their knowledge.

Curriculum 13 lessons plans are structured in such a way as to make students more active in learning and CTL method also aims to make students active in learning by linking material to student life. In other words, this method can be implemented properly because it is supported by the lesson plan and syllabus even though the teacher through the teacher experiences obstacles in managing time.

Besides that, CTL give contribution to the development of English teaching and learning both students and teacher. CTL encourages the teachers to develop their knowledge and competence to deliver the knowledge and also to fulfill their roles as motivators, facilitators, guides, managers, and evaluators. In CTL, teaches is one of the main keys to its successful, while for students, CTL encourages them to be self-regulated students, students acquire the four skill of English through practicing the material.

Lastly, the researcher wants to give some suggestion related to the object of the research. Those suggestion

will be proposed for students, teachers, and the next researcher with the related topic, which are explained below.

For the teachers:

- The teacher should manage the time well in teaching and learning process
- The teacher should make learning activity outside the class
- The teacher should approach the student.

For the student

- Students must dare to try new things related to learning material
- Students must be confident in expressing their opinions according their knowledge
- Students should participate in the learning community guided by the teacher

For the next researcher

- Other researcher are able to use the result of this research as the addition reference for further researcher, especially the researcher related to Contextual Teaching and Learning method

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