

THE USE OF CONTEXTUAL TEACHING AND LEARNING METHOD IN TEACHING ENGLISH AT THE EIGHTH GRADE OF MTS NEGERI TELUKDALAM

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Abstract

Contextual Teaching and Learning is a learning concept that used by teachers to relate the subject with students real world situation. The main purpose of this study were (1) to describe the use of contextual teaching and learning (CTL) method in teaching English, and (2) to find out the problems that faced by the teacher in implementing Contextual Teaching and Learning (CTL) in teaching English at the eighth grade of MTs Negeri Telukdalam. The research used the qualitative method. From the data analyzed, (1) the implementation of CTL has implemented through some components of CTL: contructivistic, inquiry, questioning, learning community, modelling, reflection and authentic assessment. (2) the problems faced by the teacher were the limitation of textbooks, time allocation and students lack of understanding on materials. Contextual teaching and learning (CTL) method is quite helpful for teacher in explaining the material and also encourage students who are creative to think critically. In contextual teaching and learning (CTL) method it is suggested for teacher that in teaching learning activities, not only provide material theoretically but also relate it with students real-world situations, so that students understandthe material and can apply it in everyday life.

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A. Introduction

Teaching English has a scope and objectives that foster the ability to express thoughts. Hoge (2001:30) "English is a skill to be performed or played". Learning English covers four skills: reading, listening, speaking and writing. The mastery of the four skills is a basic skill that is used as functional assets for self-development for higher education and can be used for social provision for the outside society. Because interactions at this time or this current era are not only done with Indonesian but also done in English or in other languages.

Learning in essence is a process of interaction against all situation that exists around the individual students. Learning can be viewed as a process directed to the achievement of the goals and processes doing through the various experiences created by teachers. According to Mangal (2019:4), learning is a process and not a product. This process is continuous and is carried over through various steps. To achieve success in learning activities, several components that must be developed by teachers, namely the objectives, materials, strategies and learning evaluation. Each of these components is interconnected and affects each other.

The process of teaching and learning is a necessary part of education, it consists of the teacher and students. The teacher holds the central in teaching and

learning process, whereas the students are desired to master the various learning methods.

MTs Negeri Telukdalam is the school that uses the CTL method to help the teacher easily teach the students. The CTL is a method that helps students to understand the material and links students to their daily lives. Using the CTL it will not be directly understood by the students especially in English, because there are many obstacles that students have, for example; most of them do not really learn English, lack of the vocabularies and grammar and most of them also are passive students, while CTL claims the students to be active. So, it makes the researcher want to know the use of CTL in that school.

Contextual teaching and learning (CTL) is the linkage of any material or learning subject for real life. To link it can be done in various ways. In addition, to the lesson material studied is factual, can be precisely with the illustration or example, learning source and media are associated with real-life experience so that students can feel the direct benefit of learning. This CTL learning model aims to motivate students to understand the meaning of the subject matter studied by associating the material with the context of student's lives.

Contextual teaching and learning enables students to connect the content of academic subject with the immediate context of their daily lives to discover

meaning. Based on the observation of the researcher at the eighth grade of MTs Negeri Telukdalam there are some problems in understanding this method: (1) CTL is students center of activities but there are still many of the students who passive and still hoping to the teacher, (2) low-interest students to learn english, (3) difficulties inself-learning, (4) less understand in CTL, and (5) the incompetition of students in conveying the idea, either oral or writing. From the problems above the researcher will find whether these CTL at this school is running well or just as a method only because it is not expected to the result, but the change of behavior of the students to be more active, creative and participate. Grounded as these facts, then the researcher wants to implement scientific research under the title: “ **The Use of Contextual Teaching and Learning Method in Teaching English at the Eighth Grade of MTs Negeri Telukdalam**”

The objectives of the research were:

1. To describe the used of Contextual Teaching and Learning method in teaching English.
2. To find out the problems in implementing Contextual Teaching and Learning method faced by English teacher.

Contextual teaching and learning is a concept that helps teachers relate subjects matter to real-world situations. CTL motivates learners to take change of their own learning and to make connections between knowledge and it applications to the various contexts of their lives: as family members, as citizens, and as workers (Sears, 2003:7).

According Wina Sanjaya (2006:264), Contextual Teaching and Learning as an approach have 7 components :

1. Contructivism, develop the thought that students will learn more meaningfully by working on their own, discovering themselves, and constructing their own knowledge and skills.
2. Find (Inquiry), implement as far as possible inquiry activities for all topics.
3. Ask (questioning), developing students curiosity by asking.
4. Learning community, create a community learning by forming learning groups.
5. Modeling, model as an example of learning.
6. Reflection, reflect at the end of meeting.
7. Realistation (Authentic Assessment), perform actual assessment in various ways.

The Roles of Teacher and students in CTL Method

1. The teacher roles in CTL method

In learning with the CTL method, teacher approachs acts as facilitator (guide) so the role of teacher is very different than the learning by using a traditional approach. In traditional approach teacher acts as a transfer of knowledge. Rosalin (2008:36) the roles of teacher in CTL is helping the students to achieve the aims of learning. Than, teacher must do some of this roles:

- a. Review the concept and theory that will be learned by the students.

- b. Understanding the background and experience of the students life through the process of the observations.
 - c. Learn the environment of school and students residence, then relate to the concepts and theories with the material that will be discussed.
 - d. Designing the teaching by linking concepts and theories that is learning by consider the experience and environment that students have.
 - e. Conduct the students assessment of understanding, where's the result will be used as the reflection material on the design of teaching and learning.
2. The student roles in CTL method
According to Wina Sanjaya (2006:262) there are the roles of student in CTL method:
 - a. The students are able to find the material.
 - b. The students able to find the relationship between the material studied with real life situations.
 - c. The students are able to implement in their real life.

B. Research Method

This research used Qualitative research. Sarah (2013:3) qualitative research is about immersing oneself in a scene and trying to make sense of it. Qualitative researchers purposefully

examine and make note of small clues in order to decide how to behave, as well as to make sense of the context and built larger knowledge claims about the culture.

Creswell (2013:14) states that qualitative research is a method exploration and understanding about the meaning, process of qualitative method means involved an important effort, such as asking question and procedurs, collecting specific data from participant, analyzing the data inductively start from specific theme to common theme and interpret the meaning of the data.

From the definitions above, the researcher used qualitative research to described the use of Contextual Teaching and Learning Method in teaching English at eight grade of MTs Negeri Telukdalam.

Qualitative research is concerned with observing and interviewing people to learn about their social and cultural context, recording as much descriptive detail in the process as possible.

Research location at MTs Negeri Telukdalam, addressed in Imam Bonjol street, Telukdalam Nias Selatan. It was conducted on September 2021.

The data of this research is the seven components of CTL and source of the data is the implementation of CTL method at the eighth grade and the problems of the CTL method that used by the teacher.

The technique of collecting the data in this research were observation and interview.

1. Observation, it is the action of investigate somebody or something (directly) carefully to notice thing, it means something written. In this

technique, the researcher directly observed the activities during teaching and learning process.

2. Interview is conducting to obtain the information, which cannot obtained through observation or questionnaire (Conny, 2010:116). This technique was to get the data about teacher difficulties in implementing CTL method in teaching and learning process.

After collect the data, the next step is analyzing data. The data obtained were analyzed by using Miles, Huberman & Saldafia (2014:31). The observation analysis process done simultaneously with the data collection process, they are; data condensation, data display and conclusion drawing/verification.

1. Data Condensation

Data condensation is refer to the process of selecting, focusing, simplifying abstracting, and/or transforming the data that appeared in the full corpus (body) written-up field notes, interview transcripts, documents and other imperical materials. By considering, we're making data stronger.

In data condensation, the researcher selected the data needed. Next, the researcher focused on the data that have been selected whether it contains the implementation CTL or not. Then, the researcher made the data simple or easier to do and understandable by classifying the data which contained the implementation of CTL and difficulties of CTL in teaching English.

Finally, the researcher converted the data in a good formed or structured. The purpose of this stage was helped the

researcher in organizing and classifying the data.

2. Data Display

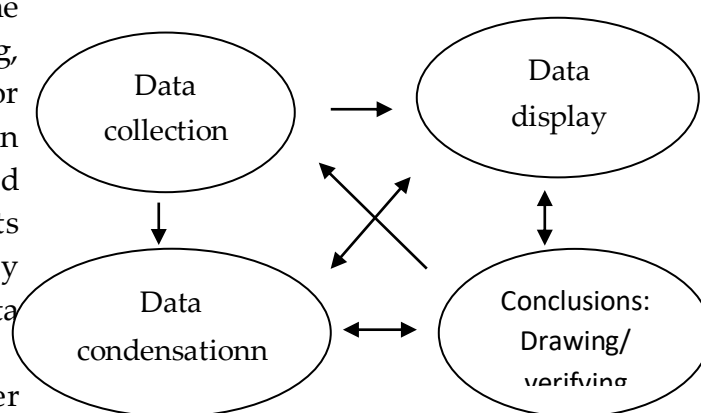
After data condensation the next is data display. Data display is to present a collection of information. And It is a simple process of displaying data, helped the researcher to understand what happening. After getting the data needed, researcher presented the data in a table or essay form to be easier in drawing conclusions.

3. Drawing and Verifying conclusions

The last step is drawing and verifying conclusions. In this part, the researcher took the conclusion with all of the data that collected by the researcher.

Figure 3.1

Components of Data Analysis: Interactive Model



C. Research Finding and Discussion

The result of the data can be seen in the following table.

Table 4.1

The result of the observation and interview and problems in implementing CTL method in teaching English

No.	TheImplementing of CTL Method in Teaching English	The Teacher Problems in Implementing CTL Method

1. Constructivism	➤ Limitation on the textbooks
2. Inquiry	➤ Time allocation
3. Questioning	➤ Students lack understanding on materials (low interest in learning English
4. Learning Community	
5. Modeling	
6. Reflection	
7. Authentic Assessment	

Based on the table, Contextual Teaching and Learning that was used in teaching English at MTs Negeri Telukdalam is using the components of CTL, there are: constructivist, inquiry, questioning, learning community, modelling, reflection and authentic assessment, these components would support the CTL method in teaching and learning English. And also there are teacher problems in implementing CTL method that was found while the researcher did the interview; limitation on the textbooks, time allocation and students lack understanding on materials.

The Implementation of Contextual Teaching and Learning Method in Teaching English at the Eighth Grade of MTs Negeri Telukdalam

Based on the result of the observation on september, 01st to 03rd 2021 it can be explained that the used of contextual teaching and learning (CTL) method is quite helpful for teacher in explaining the material to students. Encourage students who are creative and think critically with the understanding obtained from the teacher explanation. This matter related to CTL learning, namely the concept of learning that helps the teacher relates the learning material

to real-world situation of students, and encourage students to make connections by it's application in their daily lives, by involving 7 components of CTL which included: constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment.

1.1 Constructivism

Constructivism is to developed students idea, in order that the students could learn more meaningfully by working alone, discovering themselves, and constructing their own new knowledge and skills. The role of teacher is to facilitate and direct the implementation of the process learning.

From the results in practice, the teacher start with greetings (checking attendance) to students and created a good situation, then teaching and learning going well. And before the teacher was explained the materials, the teacher conveyed the purpose why this materials are learned. Next, the teacher gives the students an opportunity to explain the materials.

1.2 Inquiry

Inquiry is a learning process based on the process of finding discovery through a systematic thinking process, namely the process of transferring from observation to understanding so that students learn to used critical skills.

As for the implement of inquiry activities in the classroom, where students are asked to read the material before discussed. Then, students can build their knowledge and understanding of the materials that are given. After that, the teacher give assignments to students to analyze the problem include the materials. Next,

students are given the freedom to expressed their ideas according to knowledge that they had.

1.3 Questioning

Questioning is developing students curiosity by interactive through question and answer by all elements involved in the learning community. With the application of questioning, learning will be more alive, will encourage broader also deeper learning processes and outcomes.

From the result, the teacher was giving an example or created a problem relate to the materials being taught to students. In this case, students are given the opportunity to participate in doing Q and A, comment on the opinions of other students regarding the problem being studied. Teacher roles are concluded the result of any answer that was saying by students and aim to trained the students to being critical and dare to express their ideas in learning.

1.4 Learning Community

Learning community was a concept that formed from individual into groups or collaboration with others.

From the result, learning community is the part that always teacher does in learning activity. The teacher directed students into some groups for discussing the materials or topic that related. Then, the students formulate the problems, next they will notes the result they got. The purpose of conducting this learning community also to make students critically and responsability. The teacher as guides to formulated the conclusions of the results.

1.5 Modeling

Modeling is a learning process by demonstrating something as an example

that can be imitated by every student. This way of learning understood more quickly by students rather than just telling stories or giving explanations without being shown an example or a model. The modeling component that the teacher does is to described or show students examples related to the material. With a model like this students are given the opportunity to show their potential, so that students become creative in learning.

1.6 Reflection

Reflection is a response to events, activities, or knowledge of what has just been received. The teacher helps students make connections between previous knowledge and new knowledge. That way, students feel they have gained something useful for themselves about what they have just learned. Based on the research that has been done, reflection activities in English lessons are carried out by the teacher at the beginning, at the end of giving the material and also carried out at every meeting and before the test.

Reflection is done with the goal that students would recall the subject matter or things that have been studied previously. So, later can used by students during tests or assessments.

1.7 Authentic Assessment

Based on the research that has been done, the assessment carried out by the English teacher includes the process of assessing learning outcomes. In the assessment process the English teacher emphasizes 4 aspects: speaking, reading, writing and listening.

Teachers Problems in Implementing Contextual Teaching and Learning at

the Eighth Grade of MTs Negeri Telukdalam

2.1 Limitation on the textbooks

The limitation on textbooks is one of the obstacle faced by teacher at the problems to teach, because without it students would not be able to know or understood what the teacher said. The used of textbooks in each lesson also support the material or topic being taught. In this school based on the reseach, there are available 5 textbooks. For this reason, teacher often prefer to divided students into group to minimize, so others can see or read and do the tasks that teacher explaining or giving. The used of textbooks in each lesson also support the material being taught. For example the teacher was reading a dialogue but some students do not understand or know what is saying. So, textbooks are very useful in terms of supporting the teaching and learning activities in classroom.

2.2 Time allocation

Regarding the time allocation, the available time is fairly ineffectve, based on the result of the researcher interview with the English teacher, revealing that the time usually used for each meeting or 2 lesson is 80 minutes which every 1 lesson is divided into 40 minutes. However, at this time the headmaster of the school has set it to 30 minutes per lesson. So, every meeting of 2 subject lesson is 60 minutes. Which according to her is not effective to teach.

2.3 Students lack understanding on materials

In this problem, according to the result of the research bassically the most reason that present English language is the hardest subject to learn. So, when the

teacher explained the material it would be diffculted to understand quickly. The students would take time to understanding.

Discussion

Based on the result, the use of CTL method is quite helpful for teacher in explaining the material students. Also suggested to the students more active than the teacher. Encourage students who creative to think critically with understanding obtained from the teacher explanation. Related to this, according to Wina Sanjaya (2006:65), CTL has seven components such as: constrativism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. Similar with the result of the observation from the researcher that the seven components always applied in every meeting.

Then, the teacher difficulties in implementing CTL method while teaching English. There are some problems that faced by the teacher: limitation on the textbooks, time allocation and students lack understanding on materials (low interest in learning English). This was gotten from the result of teacher interview.

Moreover, based on the related previous research by Harsiani and Maemuna Muhayyang (2021:125), it was differnt from the result that obtained by the researcher. The result states that the use of CTL components only use five components. The other components in this case constrativistic and inquiry, were not applied it was caused by the limited time.

D. Closing

Based on the findings, it is concluded that the use of CTL method there are seven components of CTL that will be applied in teaching English, they are: constructivism, inquiry, question, learning community, modelling, reflection and authentic assessment. Then, there are some problems that facing by teacher while implementing CTL method they are: limitation on the textbooks, time allocation and students lack understanding on materials (low interest in learning English). In other words, CTL will be run smoothly if the teacher teach by use all of the seven components. Because each one of components are support others.

After concluding the reseacher, provided some suggestions are addressed:

1. Schools are expected to improve facilities to support the learning process such as the textbooks and the time allocation for the teacher .
2. For teachers, it is expected that in teaching learning activities, not only provide material theoretically but also relate it with students' real-world situations, so that students more easily understand the material and can apply it in everyday life.
3. Students are expected to be more active in the teaching and learning process by pay attention to the material presented by the teacher, so that later they are able to face and solve their daily problems in society.

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