
The Implementation of the Contextual Teaching and Learning in Soppeng Regency

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ABSTRACT

The aim of this research was to find out; how the teachers implemented the CTL in classroom activities. This study employed qualitative research design. The participants of this research were English teachers: one English teacher in SMP Negeri 1 Lilirilau, one teacher in SMA Negeri 2 Soppeng and SMK Negeri 4 Soppeng. The teachers were observed while the data were collected by using video recording and interview. The result of the research showed that (1) The teachers used the CTL in teaching and process that purposed to help the students more understand about the materials. In implementing the CTL, they had similarity and also different ways in applying the components of CTL but overall, they can use CTL as well. In CTL, they have to relate or make the materials appropriated with the students' real word so it can draw out the students' interest in learning process. The implication of this that related with the result of teachers' interview shown that CTL can be facilitated the teachers in implementing the 2013 Curriculum. This might happen because components in CTL and scientific approach have bit similarities in its application

Keywords: Contextual Teaching and Learning

INTRODUCTION

The contextual teaching and learning (CTL) was one of ways that can helped the teachers in delivering the materials in learning process the purposed of CTL was to make a student's more understanding of the learning with make a material real or relate with students' daily life.

In Indonesia, the CTL was the approach of the Competence Based Curriculum (KBK) that was implemented from around 2002 until 2006. As we know, already two curricula were implemented in Indonesia after the KBK. These are the Education Unit Level Curriculum (KTSP) and 2013 curriculum (K13). Related with many resources that the researcher read, there are many teachers who still use CTL in their teaching activities. Especially in 2013 curriculum

that took the Scientific Approach as a guidance, in fact teachers use CTL in their learning process but stand as a method not as an approach.

According to Johnson (2002:25) the CTL is process in teaching activity which aims at bring students to grasp meaning in the given material they are learning, so the teacher makes a connection between academic subjects and the context of the students' real world. Another explanation comes from Sears (2003:9) who says that "CTL is a concept that helps teachers to make academic subject appropriate or suitable with students' real situations."

The aimed of the CTL that helped students to understand about the academic materials. So, the students were able to correlate the materials into their life because CTL gave the chance for them to find out the meaning of the materials and apply it in their daily activity. Learning will be more effective if the students can understand about what they have learnt (Kesuma *et al*, 2010:73).

Teachers also the important factor in implementing the CTL in learning process. There are many types of material that appropriated with the CTL for example, in descriptive text we chose the topic about "Eiffel Tower" but our students never see that. To helped them, the teacher had to creative they could use CTL in learning process they have to make this topic become real. For example, we gave a media like pictures or video that can explained all of about the Eiffel Tower after that we instructed them to describe about it. With using that way, the students easily to write about the text with the different topic but still used the CTL before.

There was large volume of published researches that illustrate the role of CTL in Indonesia and the researcher found out there were many studies shown how the CTL can help the teacher to improve students' skills, knowledge, and ability but almost all of them focus on the experimental terms or quantitative method. There were relatively few previous studies in CTL stand by the teachers as a research object especially EFL teachers' in Soppeng Regency, so the purposed of this research was to know how teachers implemented and their perceived about the implementation of CTL. With observed their perception, the researcher want to know how the teachers' felt when applying CTL in the learning process. So, the researcher would bring up this cased in a research entitled The Implementation of The Contextual Teaching and Learning in Soppeng Regency: Teachers' Perception.

The researcher choses Soppeng Regency because CTL never become as research object and based on the researcher preliminary observation there were several teachers in Soppeng regency who still used CTL in their studying and learning activities. Because of that she took the English teachers in Soppeng regency (SMP, SMA and SMK), she preferred three levels to find out the differences of teachers' ways in implementation of CTL. This research different with the previous study because it observed the English teachers of SMP, SMA and SMK. The teachers that became the object in this research were the teachers that familiar with CTL and also from the preliminary observation she found out there were three teachers who used CTL in learning process that accepted to be observed in this research.

In an effort to evaluated how the teachers implemented about CTL especially in the teaching and learning of English, the researcher formulated research questions as follows:

How does SMP, SMA and SMK English teachers implement CTL in their classrooms?

LITERATURE REVIEW

Previous Related Studies

Previous research about CTL in listening has established by Lestari *et al* (2014), their research was conducted with CAR (Classroom Action Research) and data was collected by open-ended interview, observation, and measurement techniques. The sample of this research was a single classroom of 35 students of grade tenth (X3) of SMAN 1 Sungai Ambawang in academic years 2013/2014. The researcher found that CTL appropriated for the SMAN 1 students' knowledge and the context of meaningful learning.

Wulandari (2016:193) conducted about CTL in speaking and her research focuses on speaking skill of eleventh grade students, after conducting the research the writer found that the students' creativity score was improved in every cycle.

There are two previous studies on CTL in the teaching of reading. Lubna (2005:83) tried to observed increase the students reading skill with design the material which was appropriate with students' culture and it was success. The second researcher Haryati (2012) also used quantitative method but only chose one group, in my opinion she should choose two group. So, one group as an experimental group and one group as a control group then the end of research she could see the differences of both of group and decides which group that have improvement in their ability.

Satriani *et al* (2012:10) did a case study about contextual teaching and learning approach to teaching writing. The students revealed some significant enhancement in structure, grammar rules and graphic features. Another research also conducted by Tiningsih *et al* (2014:19) the participants of her study were 8 male students and 11 female students, the study shown how the CTL could improve the writing skills of students even when used two different methods.

The last aspect is CTL in implementing by Marsela (2014-II-295) conducted a research about how CTL can help the students in teaching vocabulary, the result of her observation was the vocabulary scores that the students who learn vocabulary through CTL has a significant difference. The last was Arainto (2011:71) did a case study about the Implementation of CTL in Palangkaraya. The findings show that (1) in teaching activity the components that frequently used were questioning, learning community and modelling. (2) The obstacles experienced by the teacher were the class situation in which students still made some noise, the large number of students in the class, little attention from them, and the shyness from the students to speak up.

The research studies above were on the implementation of CTL which is quite the same as the present study. Meanwhile almost them only focus on how to use CTL in improving the students skills, considering the importance of teachers' way in different level as a part of needs analysis in order to developed the implementation of CTL, the implementation of the contextual teaching and learning in Soppeng Regency. The researcher chose the EFL teacher in Soppeng because, this research never conducted in there. To took the research object a research did a preliminary observation to find out the teachers that used CTL in the classroom. Then, to made it different with the previous studied she took teachers from different school and level.

Some Pertinent Ideas

Contextual Teaching and Learning

According to Johnson (2005:25) the CTL is process in teaching activity which aims at bring students to grasp meaning in the given material they are learning, so the teacher makes a connection between academic subjects and the context of the students' real world.

CTL delivers a step for students to connect the material that they learn with real life situations or their environments. By connecting the academic materials with the students' real world, it can help the teachers to enhance the students' comprehension or to create a new knowledge by the students. Understanding, comprehending and applying skill or ability to life situations leads to making good decision skills, creative or critical thinking skills, and problem-solving skills (Berns & Erickson, 2001).

METHOD

Design and Sample

This research used qualitative method. The researcher applied this method to collect and analyze data which appropriate with the aim of this research in order to get information about how the teachers implement CTL in teaching activities. The participants of this research were one English teacher in SMP Negeri 1 Lilirilau, one English Teacher in SMA Negeri 2 Soppeng and one English Teacher in SMK Negeri 4 Soppeng.

Instrument and Procedure of Collecting Data

The data were collected through direct observation and interview. The researcher directly came to the class to see the English learning process by the teachers in order to see how the teachers implemented CTL related with the all components of CTL. After that did an interview to know how the CTL can help them in learning process.

Data Analysis

The researcher used qualitative method and in the data analysis consisting observation and interview based on Miles and Huberman's theory (1994) which is contain three steps: data reduction, data display and conclusion drawing/verification.

RESULT AND DISCUSSION

The implementation of contextual teaching and learning in English learning activity

The findings that are inferred from the video and audio recordings which store the actual classroom interaction and the interview sessions with EFL teachers at SMPN 1 Lilirilau, SMAN 2 Soppeng and SMKN 4 Soppeng. Apart from those instruments while teaching activity was taking place, the writer had initially observed the teaching-learning activity in the class. The data recording was taken on 7th up to 21th December 2020. Since the subjects of the research were three English teachers (there was one teacher in each schools), the writer recorded the classroom interaction two times. The duration of each recording data was approximately 50 minutes. The recording proceeded in accordance with the schedule of the English class at the school. Being collected all the data recordings, then the writer transcribed all the data and observe the ways of teachers implement CTL in the classroom.

Teacher 1 was junior high school (SMP Negeri 1 Liriaja) teacher. In the beginning of teaching activity, he asked his students about the previous study. The purpose of that activity was to make the students recall what the material they have already learnt. At that time, the researcher can see how the students' interest in learning English because almost of the students looked enthusiasm to answer their teacher questions. Moved to the next activity, the teacher showed the material that explaining that day and he chose the description of the body. He made a modification to the materials thus the students can easy to comprehend about the lesson, in practicing activity he was instructing the students to work in a pair group after they prepared the dialog with their friends to presented in front of the other student in this activity all of students performed in the class.

The teacher 2 was senior high school teacher (SMA Negeri 2 Soppeng), when she was started in teaching she also asked the students about the previous lesson and the feedback of her students was good. The material that the teacher 2 explained that day was present perfect continuous, therefore the students also worked in group and make dialog used the present perfect continuous but dialog talked about the students' daily activity. The teacher 2 gave fifteen minutes of their students to finished their task after the time has run out all of the students performed in front of the class, the students in class also looked excited in class. In the last activity, the teacher 2 asked the students to check their dialog and find out the errors of them then the students had to write the errors in the whiteboard then make a correct answer.

Teacher 3 was vocational high school (SMK Negeri 4 Soppeng) teacher. Same with the both of teachers above, she struck up the lesson with gave a question to her students. Almost the students answered the question but they looked impolite. When she started the lesson, she worked so hard in controlling their students. From the beginning until the end of the lesson, the researcher concluded that the teacher 3 was lacking in organized her students but fortunately the students quite understand of the material because the lesson was modifying fit to the students' culture. The material that she explained that day was narrative text.

Regarding on the observation above, the researcher was noticed the difference and similarity of the teachers in implementing the CTL. One of the difference of three teachers was experiences because the experiences in teaching really affect the teacher way in delivered the lesson, the teacher 1 has taught about 28 years. He was older than the teacher 2 and teacher 3. When he was explaining the material all of students only focus on his explanation so the researcher conclude

that he can controlled the class very well. The teacher 2 and teacher 3 was female young teachers, in controlling the students sometimes they overwhelmed specially the teachers 3 maybe it caused their experiences in teaching still quite bit. The similarity of the teachers that the process in delivering the materials, all of the teachers could implement all of components of CTL in teaching. In their opinions, all of principles can helped them in explaining the lesson to the students moreover they also modified the lesson so it suitable with the students' daily activity, habit and culture.

Based on the interviewed the researcher conducted all the teachers felt that the principles in CTL easy to implemented the students enjoyed in learning process however sometimes the teachers got difficulties in controlling in pair or large groups. Arianto (2011:71) did a research about the implementation of CTL, the finding of his research showed that the obstacles experienced by the teacher were the class situation in which students still made some noise, the large number of students in the class, little attention from them, and the shyness from the students to speak up.

There were many studies about CTL before, but almost them only focused on how to use CTL in improving the students' skills. It was different with this study that make analysis about the teachers' perception about CTL, related with the findings the perception of the teacher about CTL was good. They perceive that CTL was appropriated with the English subject, and all of components of CTL could easy to understand.

CONCLUSION AND SUGGESTIONS

Overall, the way teachers conducted the learning activity based on the components CTL was good. They could implement all of components of CTL in teaching English subject in the other hand in each meeting they already modified the materials suitable with the students' real world.

CTL is a concept in teaching activity that suggested the teachers to modify a material suitable with the students' real world. Considering the theories about CTL the researcher find out the students can easier to comprehend about the lesson if the materials appropriate with their habitual life. Because of that reason so government decides to make CTL as one of method that teachers can use in the 2013 Curriculum.

When the first time that CTL was implemented it was standing as approach (in Curriculum Based Competence) but for this time the CTL become one of the methods in 2013 Curriculum that the teachers can use in teaching. Regarding the interview that the researcher conducted before, she found out the CTL could facilitate the teachers in implementing the 2013 Curriculum moreover the components of this curriculum have a similar point with the components of CTL. Relating with that observation, the implication of this research was the CTL could help the teachers in implementing the 2013 Curriculum in teaching activities.

Based on the conclusion above the researcher provides suggestions as mentioned below: for the teachers, it is suggested to (1) optimize the principle of CTL in convey the materials, (2) be more creative in modify the materials in order to appropriate with students, (3) try another method, technique or strategy in teaching English such as CTL. For the stakeholder, it is suggested to (1) conduct training or workshop which is coached by those who understand well about the learning model, (2) Introduce several methods, techniques or strategies that could be implemented in the 2013 Curriculum. For further researcher, it is recommended to (1) conduct a study about the

revision of CTL. While the research was on going, the researcher got an idea about the research that concern in compare CTL and scientific approach, (2) add the number of the participants (in this case was the teacher who understand well with CTL and scientific approach) to see the differences of implementation of CTL and Scientific approach.

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