

## THE USE OF CONTEXTUAL TEACHING AND LEARNING ON ENGLISH SUBJECT

Diah Ayu Novianty<sup>1</sup>, Rahmiati<sup>2\*</sup>, Fadlia<sup>3</sup>, Evi Zulida<sup>4</sup>, Fiza Rauzika Altasa<sup>5</sup>

<sup>12345</sup>English Education Department Universitas Samudra, Indonesia

Email: rahmiati@unsam.ac.id

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**Abstract:** This study aims to determine the teacher's perception of applying contextual teaching and learning in English lessons and the challenges teachers face in applying contextual teaching and learning. This research was conducted at SMPN 6 Langsa. This study uses a qualitative descriptive method. The sample of this study was class IX in English subjects, where the teacher teaches in class IX SMPN 6 Langsa. The instruments of this research are observation, interview and documentation. Therefore, the challenges teachers face when applying contextual teaching and learning are a lack of support for learning English, such as support from parents and the surrounding environment. Students find it difficult to conclude learning material during discussion activities and lack interest and talent in learning English. The teacher provides a solution from contextual teaching and learning in junior high school 6. The teacher must use a contextual teaching and learning model so students understand quickly. Therefore, a teacher does not only bring children to imagine or daydream. Thus, context doesn't have to be real; you can also bring photos.

**Keywords:** *Contextual Teaching and Learning, English Language Teaching*

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### Introduction

English has become a very important medium of communication in the world because of its position as an international language as well as a technology language. With the world becoming increasingly globalized and technological advances increasing rapidly, it is undeniable that mastery of the English language is one of the keys to getting better job opportunities or success.

Based on this, Indonesia, as part of the world community, is aware of the importance of mastering English. Therefore, teaching English has long been implemented in the world of Indonesian education

The application of contextual learning strategies in SMPN 6 Langsa which aims to increase the activity and cooperation of these students has not gone according to what is described in the meaning and purpose of the contextual teaching and learning itself. So far, the teachers are of the view that knowledge is something that must be memorized, it is enough for English lessons to be delivered using lectures like this, the class is always teacher-centered. This approach requires that students are not just objects but are able to act as subjects, with encouragement from the teacher they are expected to be able to construct lessons in their own minds. therefore, students do not just memorize information, but they are required to experience it and are ultimately interested in implementing it.

### **Literature Review**

In line with the application of CTL or a contextual approach, there are several management techniques that teachers use in the classroom There are 5 art of management put forward as follows: In line with the application of CTL or a contextual approach, there are several management techniques that teachers use in the classroom. There are 5 art of management put forward as follows: Relating is the most powerful element in contextual teaching strategies..Experience, In the contextual approach, one strategy relates to another. applying, implementing strategies can be defined as learning by using concepts clearly, students can implement concepts when they are directly involved in problem solving activities, cooperating, this strategy refers to learning in the context of developing, responding to and communicating with other learners Most students feel less confident and can ask questions without feeling embarrassed, when they work with their peers in small group discussions and the last transferring, this strategy refers to learning in the context of developing, responding to, and communicating with other learners. Most students feel less confident and can ask questions without feeling embarrassed, when they work with their peers in small group discussions (Crawford, 2001).

Contextual Teaching and Learning (Nurhadi, 2005:5) "a learning concept that helps teachers in linking the material being studied with students' real-world situations and encouraging students to make connections between the knowledge they have and their application in everyday life involving seven components of effective learning". The characteristics of CTL, as proposed by Trianto 2009, are: cooperation, supportive, fun, comfortable, powerful, integrated learning, and student's active p.110.

Practicing Contextual Teaching And Learning Approach To Improve Students' Reading Comprehension In Relation To Motivation" by Haerazi, H., Prayati, Z., & Vikasari, R. M. (2017). his study aims at improving student's reading comprehension viewed from the motivation level using the contextual teaching and learning approach at SMPN 1 Jonggat.

The Effect of Contextual Teaching and Learning Combined with Peer Tutoring towards Learning Achievement on Human Digestive System Concept" published by Farhah Abadiyah , Nengsih Juanengsih , Dina Rahma Fadlilah ( 2017)" This study aims to determine the effect of contextual learning combined with peer tutoring on learning achievement on the human digestive system draft.

## **Method**

This research used a qualitative method because it was carried out in natural conditions. (Sugiyono, 2009) argues that the qualitative research method The sample of this study were 30 students in class IX at SMP Negeri 6 Langsa, consisting of 20 female students and 10 male students and the population of this study was students in class 9A SMP Negeri 6 Langsa. The instrument used in this study was observation checklist, interview and documentation.

## **Result and Discussion**

### **Observation results**

In the core activity, the teacher invites students to open the material being taught, namely procedure text. According to (Crawford, 2001), there are several applications of contextual teaching and learning in English lessons such as connecting, relating,experiencing, applying, , transferring. At SMPN 6 Langsa the teacher only uses 4 to apply contextual learning such as connecting, experiencing working together and transferring

#### **1.Relating**

The teacher entered the classroom, all students announced in front of their respective classes while waiting for the teacher to enter the class. After the teacher and students enter the classroom, the class leader leads a prayer for study. Then the teacher takes students one by one until they are finished. Before starting the lesson the teacher first asks about the previous subject matter. If there are still those who don't understand, the teacher explains again briefly. After that the new teacher starts a new material which will then become a training teacher. The material taught at that time was about procedural text, in which procedural text material could be said to be

contextual teaching and learning. First, the teacher explained what procedure text was, how to make procedural text and what was included in the procedure itself. Then after a long time the teacher explained about the procedure text, the teacher appointed several student representatives to re-read what I had explained by the teacher then here the teacher gave the opportunity for students to express their own opinions or something related to the procedure text. After students express their own opinions, then the teacher can monitor the progress of the student learning process with what has been conveyed. The teacher gives a video about the procedure text and observes it. Then the students are independent by making text in the form of pictures or photos. submit a lesson plan for the next material. From the theme of procedure text, the teacher assigns students assignments by making texts based on their cooking experiences or making something they do at home and pouring it in written or drawing form, so that students get their own knowledge - knowledge from what they find. The benefits of learning Procedure text in contextual learning is able to show instructions to readers and help in carrying out certain activities correctly.

## 2. Experiencing

The teacher must connect students' real experiences with the material to be taught, which is related to contextual learning. as explained above regarding procedure text material using contextual learning. So, students are asked to learn to make culinary or drinks that they often make at their place of residence, then the teacher connects them using procedural text material related to contextual learning. therefore the teacher is obliged to make learning media whose learning media is related to other procedural texts designed by students, for example how to make fried rice. then the teacher mentions the steps for making fried rice after that the teacher asks students to rewrite what the teacher has explained about how to make fried rice. So the teacher's ability to regulate the teaching and learning process or student interaction in learning activities is related to the use of procedural texts with communication between students, the teacher's efforts in dealing with students and students' difficulties which disturb and maintain students' good attitudes. student. So that all students can participate and interact optimally, the teacher regulates interaction not only in one direction, namely from teacher to student and vice versa, but strives for multi-directional interactions, namely from teacher to student, from student to teacher and from student to student.

## 3. Applying

The teacher can also motivate the need to understand concepts by assigning realistic and relevant exercises and creating a variety of learning experiences with a focus on understanding rather than memorizing. In this section the teacher does not apply it in the classroom when learning takes place because it has nothing to do with procedure text material in contextual teaching and learning. Why doesn't the teacher use applying in contextual teaching and learning because in the

applying component it is rather difficult to apply it to contextual teaching and learning because students are less capable in that learning. Therefore English teachers don't use it in learning .. this component may be used in other materials that are compatible with the component.

#### 4. Cooperating

The teacher opened the lesson by greeting all students in the class and asking how they were doing after that the teacher started the lesson, namely about procedure text. . then teacher divides students into several groups and teacher also helps students to make these groups. Before getting into making orange juice, first explain how to make orange juice and what are the tools and ingredients. Prepare a blender first then squeeze oranges into the blender using a filter. The goal is that the seeds don't get into the blender then add sugar, ice cubes, and enough water. then blender all ingredients until smooth. and put it in a glass and ready to serve. then after finishing explaining how to make orange juice the teacher asked each group that was distributed earlier to practice orange juice directly. in making orange juice, students are not only assisted by the teacher where the teacher and students work together in making orange juice. The purpose of the collaboration here is that the teacher also helps students in making juz, where the teacher helps make sugar water which will be put into the juice, while students clean the oranges which will be made juz.. therefore this procedure text learning material, is included in contextual learning because it relates with his life or real life then the teacher asks the lesson that has been taught whether it is reviewed or not. So here the procedure text related to contextual teaching and learning is not only about how to make orange juice, fried rice or something else but by becoming a YouTuber it is also included in procedure text related to contextual teaching and learning.

#### 5. Transferring

The teacher teaches using learning media such as books, infocus, the internet and so on. In this section the teacher uses printed books and the internet in learning. The printed book is used by the teacher to explain material about procedure text which almost all students have in the printed book. So the teacher explains the material from the printed book and if there are students who don't understand, they can read it again in the printed book and if they still don't understand, they can also ask the English subject teacher again. In addition to printed books, the English teacher also uses the internet as a learning medium in which the teacher opens a YouTube link about procedure text material in contextual teaching and learning which will be shown to students, so that students better understand what procedure text is. After they finished watching the video about procedure

text, then the teacher asked students to rewrite or conclude the results of the video they saw, namely about procedure text.

### **Interview Result**

Based on the results of interviews conducted by researchers with English teachers, there are 2 aspects that become challenges in applying contextual teaching and learning. The challenges faced by teachers when applying contextual teaching and learning to aspects in the classroom are: Students find it difficult to conclude learning material, lack of interest and talent of students in learning English, and students often play in class with their friends so that it interferes with the concentration of the teacher's delivery. Whereas the challenges faced by teachers when applying contextual teaching and learning to aspects outside the classroom are: Lack of support for learning English such as support from parents and the surrounding environment and The minimum cost of parents for their children to take private lessons.

### **DISCUSSIONS**

Based on the findings of the results of the researchers found from the results of observations that have been made by researchers about applying contextual teaching and learning to English lessons the teacher uses 4 ways in applying contextual teaching and learning to English lessons such as relating, experiencing cooperation transferring. The teacher is able to make students investigate their opinions and explore critical thinking of a person. students who are included in motivating students to think, usually with lighter questions in which the answer is not with the word "yes" but there requires a process from students. Then teacher monitors the progress of student learning. the teacher also presents learning materials that manage the learning process in order to create a more learning atmosphere and involve students to be active in training logical, critical and analytical thinking, as well as developing the potential that exists in students. Therefore, here the teacher provides subject matter about procedure text. which is related to contextual teaching and learning such as making orange juice, where making orange juice the tools and materials are easy to find and obtain in everyday life and this is included in contextual teaching and learning then the teacher must relate the students' real experiences with the material to be taught. teach, which relates to contextual teaching and learning. as explained above the material related to contextual teaching and learning. So, students are asked to learn to make a food or drink that they often make at home, then the teacher relates it to procedure text material related to contextual teaching and learning. So the teacher must make a learning media in which the learning media is related to other procedure texts made by students, for example such as how to make fried rice. Then the teacher explains the steps for making fried rice after that the teacher asks students to rewrite anything which has been

explained by the teacher about how to make fried rice. If there are students who do not understand what was asked, the teacher gives the opportunity to ask again after that the teacher and students work together effectively and groups where the teacher divides students into several groups to make a procedure text in which students are expected to make orange juice in groups which tools and materials are easy to find in everyday life

This research was conducted to find out what obstacles teachers face in implementing contextual learning in learning English. The teacher cannot force all students to understand all the material being taught. Teaching English to young students is very difficult because it is not their first language, students lack motivation and study time is limited. Furthermore, from the results of interviews with teachers, he said that there were obstacles faced by teachers when carrying out contextual learning in learning English, namely the lack of support in learning English such as support from parents and the surrounding environment, students found it difficult. the difficulty of concluding learning material, the lack of interest and talent of students in learning English, the lack of parental fees for their children to take private lessons and students more often play in class with their friends so that it interferes with concentration in teacher delivery .

Teachers cannot force all students to understand all the material being taught. In learning, students still have difficulty understanding the material given by the teacher, let alone being asked at the end of the meeting. In learning English, students must master four skills, namely listening, reading, and reading. reading), writing (writing), and speaking (speaking). These four skills must be applied thoroughly. With the hope that students can use language to communicate orally and in writing. So here the lack of interest and talent of students in learning English, namely in speaking. memorization, vocabulary will make students more difficult to learn English. So as a teacher must overcome the talents and interests of students in learning English, must master the class so that it is interesting and fun while learning. For example, by giving a game that sharpens the brain that forces students to think, so that students do not feel bored.

Therefore, the third challenge in using the contextual learning method, the teacher provides a solution from contextual learning at SMP Negeri 6, namely the teacher must use a contextual learning model so that students understand and understand quickly. Therefore a teacher does not only bring children to imagine or daydream.

## **Conclusion**

The use of contextual teaching and learning methods in this study were analyzed, compared, and discussed based on their respective journals. In this study, the researcher chose contextual teaching and learning in English lessons. In addition, this research was conducted by junior high school students. This is done in accordance with contextual learning that is currently being carried out. Depending on that, all journals that have been collected are using the contextual teaching and learning method in English lessons. Based on the analysis of previous literature research, the findings generated are based on the research questions posed, the conclusions can be presented as follows The applying contextual teaching and learning to English subjects, it can answer the first research question of this research, that the use of contextual teaching and learning methods in English subjects has several points, namely relating, experiencing cooperation and transferring

Based on interviews conducted by research, it can be concluded that there are 5 challenges faced by teachers when using contextual teaching and learning in English subjects, namely the lack of support for learning English such as support from parents and the surrounding environment, students find it difficult to conclude material learning during discussion activities, lack of interest and talent of students in learning English, lack of parental fees for their children to take private lessons and students often play in class with their friends so that it interferes with concentration in teacher delivery.

Therefore, the three challenges in using contextual learning methods, the teacher provides a solution from contextual learning at SMPN 6 Langsa, namely the teacher must use a contextual learning model so that students quickly understand and understand. So a teacher doesn't just invite children to imagine or daydream. So contextual here doesn't have to be real, you can also bring photos.

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