Hana Article

by Eryansyah Eryansyah

ELRISPESWIL - Lembaga Riset dan Pengembangan Sumberdaya Wilayah

JIEPP

Jurnal Inovasi, Evaluasi, dan Pengembangan Pembelajaran

Journal of Innovation, Evaluation and Learning Development

Implementation of CTL Model to improve Students' English Learning Achievement

Hanna Pertiwi[1], Sri Susanti[2], Eryansyah[3]
[1]Program Pendidikan Profesi Guru Prajabatan Gelombang I
[2]SMAN 11 Palembang, Indonesia, [3]Universitas Sriwijaya, Indonesia
E-mail: *hannapertiwi134@gmail.com, srisusanti01@guru.sma.belajar.id, eryansyah@unsri.ac.id*

Abstract

The objective of this research was to improve students' learning achievement after being taught using contextual teaching and learning model by using an assessment media conducted online, namely Google Form. This research was conducted at tenth grade students at SMAN 11 Palembang that consisted 35 students in the academic year 2022/2023. This research was collaborative classroom action research with two cycles. The data were collected through Qualitative and Quantitative analysis. Qualitative data were obtained through observations which was carried out during the learning process in the classroom where teacher and students were observed and interviewed to the English teacher after teaching and learning process was completed. In addition, Quantitative data were obtained through tests carried out by students in each learning cycle. The test was in the form of multiple-choice tests. The findings indicated that the implementation of contextual teaching and learning model could improve students' learning achievement from its average 62,5 in the first cycle to 90,8 in the second cycle. Meanwhile the needs of using technology such as Google Form in the assessment in beneficial factors to support this contextual teaching and learning model.

Keywords: *CTL; English Achievement; Technology.*

Abstrak

Penelitian ini bertujuan untuk meningkatkan prestasi belajar siswa setelah dilakukan intervensi menggunakan model pembelajaran kontekstual dengan menggunakan media penilaian yang dilakukan secara online yaitu Google Form. Penelitian ini dilakukan terhadap peserta didik kelas X.12 di SMAN 11 Palembang yang terdiri dari 35 siswa pada tahun ajaran 2022/2023. Penelitian ini merupakan penelitian tindakan kelas kolaboratif dengan dua siklus. Data dikumpulkan secara kualitatif dan kuantitatif. Data kualitatif diperoleh melalui observasi yang dilakukan selama proses pembelajaran di kelas dan sesi wawancara kepada guru bahasa Inggris setelah proses belajar mengajar selesai dilakukan. Selain itu, data kuantitatif diperoleh melalui tes yang dilakukan kepada peserta didik pada dua siklus pembelajaran. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran kontekstual dapat meningkatkan prestasi belajar peserta didik dilihat dari nilai rata-rata pada siklus pertama 62,5 menjadi 90,8 pada siklus kedua. Sementara itu, kebutuhan penggunaan teknologi seperti Google Form dalam proses penilaian menjadi faktor yang cukup penting dalam mendukung model pembelajaran kontekstual ini.

Kata kunci: *CTL; Prestasi Bahasa Inggris; Teknologi.*

I. INTRODUCTION

Tuladha (as a teacher or an educator must set a good example for all students). Second, Ing Madya Mangun Karsa (a teacher must be able to create ideas for students) and the last, Tut Wuri Handayani (a teacher must be able to provide information and guidance for students). Throughout the year, Indonesian Educational Systems and teaching are always changing in order to adjust with the needs from the society. Otherwise, Indonesian Educational Systems is still the same in its core, but the package has been changed into the new versions. On the other hand, after pandemic is over,

Indonesian Educational Systems must adapt and transform into the new era, especially for the human resources inside of it. They must adapt with technology and its transformation that will affect the process of teaching and learning in the field.

In order to cope with the transformation, Indonesian Government set a new regulation that's implemented into the curricula in teaching and learning after pandemic. As stated previously, the curricula that is implemented is not the new one in its core but it's just a different package that is presented by this regulation. This new born is namely Kurikulum Merdeka. Kurikulum Merdeka is just the same just like the previous curricula which was K-13, but there are some more adjustments on it. Based from Kurikulum Kemendikbud (2021) stated that Kurikulum Merdeka is curricula that give the autonomy to the teacher to create teaching and learning process that support the needs of the students. Through Kurikulum Merdeka, there are several things to be considered such as; First, the development of students' soft skills, Second, essential material, and the last the flexibility of teaching and learning. These kinds of improvement or transformation are not really new for the practitioners in the fields especially for teacher.

Through Kurikulum Merdeka or KuMer, the development of students' soft skills can be built through a project called Projek Penguatan Profil Pelajar Pancasila (P5) that needs the active participation from students in the field. The students are not just absorbing the knowledge or matters, they must have to practice and implement it in the field. On the other hand, Kurikulum Merdeka helps teacher to be more creatively to create and modify the essential materials for the students. It helps because all this time, teacher just fulfilled the needs of curricula without considering the students' needs of learning. Another benefit from Kurikulum Merdeka is teaching and learning process can be more simplified, meaningful and efficient than the previous one because of the technology that is implemented through teaching and learning process. Thus, Kurikulum Merdeka is really helping both sides (teacher and students) because it's simplified and efficient to be implemented in the process of teaching and learning practice.

English is as a compulsory subject that is taught at the secondary school in Indonesia has played important roles before and after Kurikulum Merdeka. Before this Kurikulum Merdeka, English is a subject that is included in the final examination for junior high school and senior high school but after this Kurikulum Merdeka implemented, the needs of practicing English as a spoken Language is increasing. Meanwhile, teaching of English in Indonesia has objectives. For example, teaching of English for senior high school students based on Curriculum 2013 aims to enable the students to understand, apply and analyze the factual, conceptual, procedural and metacogitive information or knowledge related to Science, Technology, Arts and Culture. In contrary Kurikulum Merdeka or KuMer aims to enable the students needs of learning in soft skills and its practice at field (Indonesian Ministry of Education, 2021).

In learning English, there are four language skills that students learn: Listening, Speaking, Reading and Writing and these four language skills should be learnt integratedly. However, during the writer's teaching practice at SMAN 11 Palembang as PPG Prajabatan students, the writer found that students have a low performance in English achievement, especially constructing simple sentences in English. The writer assumes that at first, it is likely that the students did not realize that other language skills such as Bahasa Indonesia can support this constructing simple sentences in English. For example, in constructing simple sentences in English, the students have to decide the meaningful sentence in Bahasa Indonesia and they try to compose and transform it into English by looking at the syntax, verb, plural forms, tenses, and passive or active sentence. Then secondly, teaching and learning activities in the classroom was not really interesting enough for the students. It is in addition with the tendency of the teacher to use the same method or strategies to learn English in the classroom just like the daily basis without implementing the use of technology.

Referring to the facts that happened during the first and second phase of teaching practice at SMAN 11 Palembang, English teachers are being challenged to find appropriate English teaching and learning model to improve students' English achievement. Thus, the writer proposes to use Contextual Teaching and Learning (CTL) to improve students' English Achievement. This is in line with the findings from (Brown, 2007 as cited in Mubarok et al., 2022) that described about the use of this teaching model can enhance students learning because it applied meaningful learning. The

concept of meaningful learning implied that learning could be regarded as meaningful only if it was linked to the previous life experiences of the learner, which are present in the cognitive structure of the learner, and the learning content was compatible with that structure (Huang & Chiu, 2015 as cited in Mubarok et al., 2022).

Meaningful learning theory (MLT) is a strategy in a formal teaching situation that consists of non-arbitrary and non-literal interaction of the newest knowledge with the relevant prior knowledge (Agra et al, 2019 as cited in Mubarok et al. (2022). If it is applied with CTL, a meaningful learning will be achieved as well, because CTL is a learning approach that involved learning process related to the real situations. Similarly stated by Haerazi et al. (2019) as cited in Mubarok et al. (2022) students may get a deeper comprehension because the learning process is related to the real situation of students. Additionally, through meaningful learning, students can expand their emotional development, intelligence and high order thinking skills. In implementing this contextual teaching and learning model (CTL) must be along with meaningful learning model because CTL itself emphasize on the real-life context of the students. It is similarly stated in Lan & Grant (2021) as cited in Mubarok et al. (2022) that explained about in order to achieve successful foreign language, there're several components to be considered. First, learners' active involvement; second, teaching and learning materials must be authentic; third, involving learners' meaningful and social interaction. If a learner has an actively, meaningful participation and being exposed to the social interactions in authentic contexts, the foreign language acquisition will happen and also through authentic contexts and social interactions, the learner needs to be exposed to foreign language will be increased and higher (Lan & Grant, 2021 as cited in Mubarok et al., 2022). On the other hand, the transformation of technology during and after pandemic was really vast, so it affects the implementation of Kurikulum Merdeka in the field especially after pandemic.

Through technology, there are so many things can be happened during teaching and learning process because there are lots of things that can be access as the media or the authentic context for teacher or students. One of them is Google Form that can be acted as supplements in teaching and learning to stimulate learners. This is in line with the findings from Iqbal (2018) stated that through technology such as Google form can help teacher to provide students easily about learning material or learning media. As an alternative, this digital tool also can help teacher to be easily to conduct tests for students because it's accessible for both of them (Sivakumar, 2019). On the other hand, it can also be used for many classroom tasks, such as managing assignments, collecting student feedback, writing book reviews, and collaborating on group projects or taking online assessment (Card, 1999 as cited in Sari et al., 2020).

II. METHOD

The design of this research was collaborative classroom action research. Based from Naughton & Hughes (2009) as cited in Mubarok et al. (2022) implied that classroom action research was a process of think-apply-think to research and create something. This research also involved reflection at the end of the cycle. In conducting classroom action research, the writer used collaborative classroom action research in order to improve students learning achievement, This collaborative classroom action research design refers to Kemmis and McTaggart as cited in Mubarok et al. (2022) includes four main steps, namely 1) plan, 2) act, 3) observe, and 4) reflect. This research was carried out in two cycles in implementing the contextual teaching and learning model. According to Cohen et al. (2007) as cited in Mubarok et al. (2022) the four steps design can be used in the vast areas of research such as relating to teaching method, learning strategies evaluative procedures, attitudes and values, continuing professional development for teachers, and others.

This research was carried out in two cycles. It happened in the even semester of the 2022/2023 academic year at SMAN 11 Palembang. The subjects of this research were tenth grade students. The students consisted of 20 male students and 15 female students. The material that's being taught during conducting this research was about degree of comparison related to adjective, positive and comparative degree in which it's in accordance with the basic competence in Kurikulum Merdeka for English Subjects.

There were two methods of data collections in this research, namely: 1) qualitative data and 2) quantitative data. Qualitative data were obtained through observations which was carried out during the learning process in the classroom where teacher and students were observed and interviewed to the English teacher after teaching and learning process was completed. In addition, Quantitative data were obtained through tests carried out by students in each learning cycle. The test was in the form of multiple-choice tests.

III. RESULT AND DISCUSSION

1. Pre-Cycle

This research began with observations in the classroom to find out the latest material that has been taught to students and also their participation during teaching and learning process. Based on the results of the observations, students were less motivated and enthusiastic in learning English because the learning process that was delivered by the teacher was only based on lecturing and writing notes and also the material that was chosen to be taught only based on the textbooks without applying or implementing teaching model or strategy. In addition, based on the interview that was conducted after teaching and learning process was completed to English teacher; the results of the English scores during the first semester of learning English, it was found out that the students' average learning score was still low which there 65% of students who haven't passed the minimum criterion (KKM) that was set by the school.

2. Cycle 1

Before starting teaching and learning process in this first cycle, the writer planned to prepare a lesson plan, diagnostic test (cognitive), the material delivered by using a meaningful learning model through CTL and assessment consisting of 10 multiple choice questions through google form. At the implementation process, the writer carried out learning activities according to the learning stages consisting of the opening phase, core phase, and closing phase.

In the opening phase, the writer explained the learning objectives, conveyed the material that would be studied by students, related the material to the real situation and built students' learning motivation through ice breaking activities. In addition, diagnostic test (cognitive) was implemented before the teaching and learning process happened because this test was conducted in order to mapping students' cognitive skills, and also this test took less than 10 minutes to conduct.

In the core phase of learning, the writer performed some stages such as grouping the students based on diagnostic tests that was done before the teaching and learning process happened, then the writer tried to link the learning process based on the real-life context of students through contextual teaching and learning in order to get a meaningful learning. At the next stage, the writer tried to urge students to find out about the materials by using their mobile phones, such as about adjective and degree of comparison in group activity. Then, students presented their findings by doing the short presentation about the material in front of the classroom and they tried to construct a simple meaningful sentence and link it into their daily basis so that they can directly implemented the concept that was found out into meaningful learning or real-life situation.

In the closing phase, the writer conducted an evaluation in which the students tried to review the concepts or teaching materials through worksheets that was presented by the writer. The assessment itself was given in the form of multiple choice that consisting 10 questions through google form. The results obtained by students could be seen in table 1.

Table 1. Students' Learning Score (Cycle 1)

No.	Initial	Score	No.	Initial	Score
1.	AW	80	19.	MJRA	50
2.	AS	90	20.	MRD	50
3.	ASY	40	21.	MSA	60
4.	DJS	100	22.	MVR	90
5.	DP	50	23.	MAMW	30

6.	DPH	70	24.	M	80
7.	ENK	70	25.	MI	60
8.	FP	50	26.	MC	90
9.	HH	90	27.	NAP	90
10.	HS	20	28.	PAN	50
11.	JDS	70	29.	PJ	80
12.	KRF	90	30.	PEW	50
13.	KAA	60	31.	RAM	40
14.	MRP	60	32.	RP	30
15.	MAS	80	33.	RSA	90
16.	MAP	40	34.	RSD	70
17.	MF	20	35.	SC	60
18.	MGP	40	-	-	-

From table 1, it was found out that there were 23 out of 35 students who haven't passed the minimum criterion standard (KKM) that was set. As an information the minimum criterion standard (KKM) for English Subject was 75. On the other hand, If the writer looked into the average score of all students who participated in this learning activities, it was about 62,5. This indicated that the average score hasn't passed the minimum criterion standard (KKM) for english subject and there were still many students who had not been able to understand the teaching and learning process that including the learning material. So, in order to improve students' English Learning Achievement, the writer tried to revise several steps such as giving an early explanation about the concept of the material and try to analyze the results of diagnostic test (cognitive) was implemented before the teaching and learning process started in the beginning in order to mapping the students' cognitive skills and deciding the meaningful learning model that suited the students in the cycle 2.

3. **Cycle 2**

In the second cycle, the writer did plan by considering the reflection in the first cycle. The plans, which made by the writer, were 1) still preparing learning materials with the same topic about degree of comparison, 2) giving an early explanation about the concept of degree comparison to the students in order to help them, 3) preparing a meaningful learning model with an emphasis on students' daily basis so they can relate the concept about degree of comparison to their real-life contexts. At the implementation stage, the writer conducted learning based on three phases (opening, core and closing) just like the previous cycle.

In the opening phase, the writer explained the learning objectives, conveyed the material that would be studied by students still related to the previous meeting/cycle, related the material to the real situation and built students' learning motivation through ice breaking activities. But diagnostic test (cognitive) was not implemented before the teaching and learning process because the writer has already found out their Cognitive Competency.

In the core phase of learning, the writer performed some stages such as grouping the students based on diagnostic tests just like the previous cycle. Then, the writer tried to explain the material first to the students and asked the students to link the learning process based on the real-life context. At the next stage, the writer presented several pictures and tried to urge students to constructing a simple sentence based on the picture and related in to the concept of degree of comparison and adjective in group activity. After that group activity completed. The writer tried to urge students to make a meaningful sentence and linking it into their daily basis individually so that they can directly implemented the concept that was found out into meaningful learning or real-life situation.

In the closing phase, the writer conducted an evaluation in which the students tried to review the concepts or teaching materials through worksheets that was presented by the writer. The assessment itself was given in the form of multiple choice that consisting 10 questions through google form. The results obtained by students could be seen in table 2.

Table 2. Students' Learning Score (Cycle 2)

No.	Initial	Score	No.	Initial	Score
1.	AW	90	19.	MJRA	60
2.	AS	90	20.	MRD	100
3.	ASY	100	21.	MSA	100
4.	DJS	80	22.	MVR	100
5.	DP	100	23.	MAMW	100
6.	DPH	90	24.	M	100
7.	ENK	100	25.	MI	100
8.	FP	100	26.	MC	100
9.	HH	90	27.	NAP	100
10.	HS	80	28.	PAN	100
11.	JDS	90	29.	PJ	80
12.	KRF	90	30.	PEW	50
13.	KAA	80	31.	RAM	90
14.	MRP	100	32.	RP	100
15.	MAS	90	33.	RSA	100
16.	MAP	80	34.	RSD	100
17.	MF	100	35.	SC	70
18.	MGP	80	-	-	-

From the table 2, it was found out that there were 33 out of 35 students who did pass the minimum criterion standard (KKM) that was set which was 75 for English Subject. On the other hand, if the writer looked into the average score of all students who participated in the learning activities, it was found out that there's an improvement. The average score was about 90,8 in this second cycle. Thus, in order to improve students' English Learning Achievement, the writer found out that mapping the students' cognitive skills and designing the teaching steps or teaching materials were really important to be applied for the students. In this case, through Contextual Teaching and Learning Model, the students were actively involved in teaching and learning process, meanwhile the suitable teaching steps or teachings materials can be useful to support the Contextual Teaching and Learning Model.

Besides conducting test to the students, the researcher also observed the teaching and learning process. These were the results of the observations: First, the students were lack of motivation and enthusiasm in learning English. Second, the material that was taught by teacher in the classroom was based textbook without having variation. Third, The English teacher also did some kind of lecturing during the teaching and learning process, so the students did not involve too much in the learning process. On the other side, the use of technology was really minimized during teaching and learning process, the students can't access more information related to the material that was taught at that time using their mobile phones. Lastly, based from the interview that was conducted after teaching and learning was completed to English teacher, it was found out that the English score of X.12 in the first semester was low and half of the students did not pass the minimum criterion standard (KKM) that was set.

IV. CONCLUSION AND SUGGESTIONS
A. Conclusion
The implementation of contextual teaching and learning can help to improve students learning outcomes in English subjects. This improvement is seen from 1) the students' learning score after the implementation of contextual teaching and learning, 2) the needs of using technology such as Google Form in the assessment is beneficial, 3) the average score obtained by students increased from the first cycle to second cycle. This kind of improvements can be happened because contextualteaching and learning can help the students to build a meaningful learning by

connecting theconcepts into real-life context and the usage of Google Form can be helpful to be used for teacher and students to do the assessment.

B. Suggestions

This research offers two suggestions. First, the teacher who teach English subject should apply strategies that can help to improve students' learning achievement. Contextual Teaching and Learning model can also serve as the alternative strategy in teaching English in the classroom. Second, the needs of using technology as in Google Form to do the assessment is really important in order to get more objective assessment. Not only making the assessment lot easier to teacher but also giving the impact to the student to be more independently in doing the tasks or tests. In addition, for those who are interested in conducting a similar research in the future, it is suggested that they have to focus on research related to conducting contextual teaching and learning through some kinds of interactive games and technology.

REFERENCES

Agra, G., Formiga, N. S., Oliveira, P. S. de, Costa, M. M. L., Fernandes, M. das G. M., & Nóbrega, M. M. L. da. (2019). Analysis of the Concept of Meaningful Learning in Light of the Ausubel's Theory. *Revista Brasileira De Enfermagem*, *72*(1), 248–255. https://doi.org/10.1590/0034- 7167-2017-0691

Haerazi, H., Prayati, Z., & Vikasari, R. M. (2019). Practicing Contextual Teaching and Learning (CTL) Approach To Improve Students' Reading Comprehension in Relation To Motivation. English Review: Journal of English Education, 8(1),139. https://doi.org/10.25134/erjee.v8i1.2011

Iqbal, M., Rosramadhana, R., Amal, B. K., & Rumapea, M. E. (2018). Penggunaan Google Forms Sebagai Media Pemberian Tugas Mata Kuliah Pengantar Ilmu Sosial. Jupiis: Jurnal Pendidikan Ilmu-Ilmu Sosial, 10(1), 120-127.

(n.d.). Kurikulum Merdeka: Keleluasaan Pendidik dan Pembelajaran Berkualitas. Kurikulum Merdeka. Retrieved June 16, 2023, from https://kurikulum.kemdikbud.go.id/kurikulum- merdeka/

Lan, Y., & Grant, S. (2021). Contextual Language Learning; Real Language Learning on the Continuum from Virtuality to Reality. Springer.

Merawan, C. T., Hajidin, & Duskri, M. (2021). Self-Regulated Learning Through Contextual Teaching and Learning (CTL) Approach. Journal of Physics: Conference Series, 1882(1), 5–7. https://doi.org/10.1088/1742-6596/1882/1/012087

Mubarok, H., Sofiana, N., Kristina, D., & Rochsantiningsih, D. (2022). Meaningful learning model through contextual teaching and learning; the implementation in English Subject. Jurnal Linguistics Terapan dan Pendidikan Bahasa Inggris, 9(1), 26-34. https://doi.org/10.34001/edulingua.v9i1.3159

Sari, Angela. I.B.P. (2020). Google form as an EFL assessment tool: Positive features and limitations. Premise: Journal of English Education and Applied linguistics.

Sivakumar, R. (2019). Google forms in education. Journal of Contemporary Educational Research and Innovations, 9(1), 35-39.

Hana Article