TEACHER'S PERCEPTIONS OF USING CONTEXTUAL TEACHING AND LEARNING (CTL) METHOD IN TEACHING ENGLISH AT SMP NEGERI 4 PANCA RIJANG

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Abstract
This study was conducted to determine the teacher’s perception of the use of the Contextual Teaching and Learning (CTL) method in teaching English. This research was conducted at SMP Negeri 4 Panca Rijang. This research used descriptive qualitative method. The participants are 3 English teachers who teach grades 1, 2, and 3 at SMP Negeri 4 Panca Rijang. The instruments of this research are interviews and questionnaires. The results showed 3 positive perceptions and 3 negative perceptions. As for 3 of the negative perception. Based on the data obtained, the researchers concluded that the results of interviews and questionnaires, positive perceptions where all teachers said that Contextual Teaching and Learning learning was very helpful for teachers in delivering learning material and helping students more easily understand the material presented in the learning process.

1. INTRODUCTION

secondary school education. Education is a system and a way to improve the quality of human life in all aspects of life. As formulated by the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter II article which reads, "National Education functions to develop capabilities and shape the character and civilization of a dignified nation to educate the life of the nation, aiming at developing the potential of students, so that, humans believe and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible.

Based on the above law, improving the quality of education can be pursued in various ways. One effort to change teaching, and learning activities is by applying the CTL (Contextual Teaching and Learning) learning strategy. CTL learning is basically a learning concept that aims to equip students with knowledge that can later be flexibly applied from one problem or from one context to another so that students' understanding is expected to increase.

CTL (Contextual Teaching and Learning) Learning Strategies are learning concepts that help teachers link material taught with real-world situations of students and encourage students to make connections between the knowledge they have and their application in their lives as family and community members. In the CTL Learning strategy is expected to be more meaningful for students, this strategy has begun to be used by various teachers in the
teaching, and learning process. It aims to make students not bored with the activities of the learning process and train students to think more deeply about a problem related to students’ thinking abilities themselves. So, in the CTL Learning strategy, it can encourage students to be active in expressing their opinions.

Contextual Teaching and Learning as a concept that helps the teachers and students relate the meaning through prior and new knowledge to get new understanding. So, it is an expectation that the approach can give benefits for teachers and students in teaching learning process. According to Satriani, Emilia, & Gunawan (2012) Contextual Teaching and Learning motivates the learner to take a charge of their own learning and to relate between knowledge and its application to the various contexts of their lives. The other benefits are it can produce the process of learning of learning more meaningful because the students can enjoy their own learning by doing the practical activity. The last benefits is it can strengthen students’ memory and understanding of the concept because the students are learning through the material that has taken from their experience and knowledge. In other words, they relate their prior and new knowledge to get new understanding. So, the will easily remember, recall, and comprehending the material.

Based on a preliminary study conducted at a school in Sindenreng Rappang, an English learning method is needed that is able to engage students actively and relate learning material to everyday contexts, namely contextual learning methods. One that is appropriate to be applied in overcoming problems in the school is the contextual teaching and learning method, because the CTL method not only presents a material but links learning material with context, events or technology in everyday life. Research (Nur, 2014), learning through the CTL learning model on the subject of the structure and function of plant parts showed very good results.

CTL is a learning concept that helps teachers connect the material taught with students’ situations in the real world and encourages students to make connections between the knowledge they have and applications in their lives as family and community members (Trianto, 2008).

Based on this background, a study was conducted on “Teachers’ Perceptions Of Using Contextual Teaching and Learning (CTL) Method in Teaching English at SMP Negeri 4 Panca Rijang”

2. METHOD

2.1. Research Design

This type of research is descriptive research with a qualitative approach. The main purpose of descriptive research is to provide an accurate description of the condition or characteristics of the subject of a situation or phenomenon based on data obtained in the field.

The research Participant in this study were English teachers in SMP Negeri 4 Panca Rijang selected based on Purposive Sampling. Purposive sampling is a technique of sampling data sources with certain considerations.

2.2. Data source research

This research will uses two types of data. As for the data that used are as follows:

Primary Data is a type of data obtained in the field through interviews with several related parties, as well as using or submitting a list of questions in writing to informants to find out more specific information. After the interview, the information that has been obtained will be compiled into a discussion that will become material or data solve a problem. Secondary Data is supporting information in a research. Such as a data collection from various library sources related to the problem to be studied.

2.3. Instrument of the research

The researcher collect the data by using two instruments, those were: Interviews When the researcher wants to conduct a preliminary study to identify problems that need to be investigated, as well as when the researcher wants to learn things from more in-depth respondents and the number of respondents is small, are used as a data collection technique. (Sugiyono, 2013). Documentation in the Indonesian Dictionary (1990, 211) means as a collection of evidence and information, in general we take the limitation of photography as documentation, meaning photos that collect some evidence or information about an event
through photo media, because the problem of documentation often has to do with photos. Talking about documentation is always related to time. In everyday life our existence in this multi-dimensional world is constantly changing in units of seconds and everything is measured by time, as a photographer can do in the recorder of an event in the surroundings is his business.

2.4. Technique of data analysis
Noeng Muhadjir (1998: 104) suggests that analysis data be defined as "a systematic search for and organization of notes from observations, interviews, and other sources in order to increase the researcher's understanding of the case under study and present them as findings to others." Meanwhile, the investigation must be continued in order to improve this understanding by attempting to discover meaning. In Sugiono (2013) Miles and Huberman (1984), argue that qualitative data analysis activities are carried out in an interactive manner and continue until the data is saturated, and that data analysis activities include data reduction, data display, and conclusion. The data analysis steps are shown as follows:

Data reduction is a selection process that focuses on simplification, abstraction, and transformation of raw data derived from field notes. This process continues throughout the research, even before the data is collected, as evidenced by the research conceptual framework, study problems, and data collection approach chosen by the researcher. Data Display Data presentation is an activity in which a collection of information is organized so that it is possible to draw conclusions and take action. Format for presenting data Narrative texts, field notes, matrices, graphs, networks, and charts can all be used to present qualitative data. These forms combine information that is organized coherently and easily accessible, making it easier to see what is going on, determine whether the conclusion is correct, or conduct a re-analysis. Conclusion Drawing/Verification, Efforts to draw conclusions are carried out on a continuous basis by researchers while on the field. The qualitative researcher begins to look for meaning from the beginning of data collection, noting regularities of patterns (in the theoretical record), explanations, possible configurations, causal pathways, and propositions. These conclusions are handled loosely, leaving room for interpretation and skepticism, but they are already provided. It was unclear at first, but it gradually became more detailed.

3. RESULTS AND DISCUSSION
The result of this research is to answer the problem formulation that has been formulated previously. As for the benefits of this study to describe the teacher's perception of the use of the CTL method in teaching English. This study was taken from 3 English teachers who teach in grades 1, 2, and 3 on 30 August - 3 September 2021 at SMP Negeri 4 Panca Rijang. This data is presented based on the results of interviews and the distribution of questionnaires to 3 English teachers.

3.1. Teacher's perception of using Contextual Teaching and Learning (CTL) method in English Teaching

a Based on Interview
Based on interviews, researchers get a dominant positive perception about the use of the Contextual Teaching and Learning (CTL) method in teaching English, namely in the learning process the teacher is greatly assisted in delivering material using the Contextual Teaching and Learning (CTL) method, and students will also more easily understand the material presented by the teacher in the learning process.

b Based on Questionnaire
Based on the questionnaire, the researcher also got a dominant positive perception about the use of the CTL method, including contextual learning that can arouse students' curiosity, as we know that one's knowledge always starts from asking questions, and for teachers asking questions is seen as an activity to encourage, guide, and assessing students' thinking ability. It's designed to help researchers find out more about teachers' perceptions of using CTL method in teaching english. Furthermore, the data obtained as follows:

1. Contextual learning builds students knowledge
1 teachers (33.3%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree. teachers prefer to agree because
contextual learning can build students' knowledge in the material being taught. One teacher also said contextual learning can develop students' speaking and vocabulary.

2. **Contextual learning can help students explore both academic and administrative information**
   
   2 teachers' (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree. All teachers chose to agree with this statement, because as we know according to the Ministry of National Education (2002, 10-17) there are 7 basic components in contextual learning, as well as principles that need to be considered by teachers, one of which is “Questioning” therefore contextual learning can help students explore information, both academically and administratively.

3. **Contextual learning arouses students curiosity**
   
   2 teachers' (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree. Two out of three teachers chose to agree with this statement because the teacher said that contextual learning could generate more questions from students or students' curiosity about the material presented.

4. **Contextual learning can generate responses in students**
   
   2 teachers' (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree. In this statement, the dominant teacher chose to agree because the teacher said the CTL method aroused students' curiosity so that they gave lots of examples or ideas during the learning process.

5. **Help students express opinions about the learning that has taken place**
   
   2 teachers' (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree. Two out of three teachers chose to agree with this statement, because they think this statement is very true if contextual learning really helps students express their opinions about the material presented by the teachers.

6. **With contextual learning students are more responsive in teaching and learning activities**
   
   2 teachers’ (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree. One of the teachers said that when using the CTL method students understood the material more quickly, because as we know the CTL method is a learning that relates to the surrounding situation.

7. **Contextual learning doesn't help students explore information independently**
   
   0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) choose strongly disagree. All teachers chose not to agree because contextual learning really helps students in digging up information about the material presented by the teachers.

8. **Doesn't build the social character of students socializing in the community**
   
   0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) choose strongly disagree. In this statement is the same as the previous statement, all teachers chose not to agree because this statement was not true. Learning with a contextual approach with various models and methods, can be used as a tool to build / shape student character. Learning models with a contextual approach emphasize the active involvement of students in learning. Both in independent and group tasks.

9. **Student understanding cannot be monitored with contextual learning**
   
   0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) choose strongly disagree. Similar to the previous statement in this statement, all teachers chose not to agree because CTL learning really monitors students' understanding through the material the teacher provides.

10. **Contextual learning cannot increase students enthusiasm for learning**
    
    0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) choose strongly disagree. All teachers chose not to agree with this statement on the grounds that
contextual learning really made students more enthusiastic about the material given because it was related to the surrounding situation and conditions.

11. **Contextual learning cannot provide new knowledge to students**

0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) choose strongly disagree. All teachers chose not to agree because contextual learning can provide new knowledge to students through several components of CTL.

12. **Students don’t focus on the subject being delivered**

0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) choose strongly disagree. All teachers chose not to agree with this statement because contextual learning made students more focused on the material presented.

From the results of interviews and questionnaires, researchers found teacher perceptions of the use of the Contextual Teaching and Learning (CTL) method in teaching English, positive perceptions where all teachers said that Contextual Teaching and Learning (CTL) learning really helped teachers in delivering learning material and helped students more easily understand the material presented. In addition, the Contextual Teaching and Learning (CTL) method can arouse students’ curiosity.

4. **CONCLUSION AND RECOMMENDATIONS**

Based on the data collected and analyzed from interviews and questionnaires, the researcher concluded that the teachers’ perception of using the CTL method in teaching English strongly agreed and was applied by the teachers to deliver the material. Teachers’ perception of using Contextual Teaching and Learning (CTL) in teaching English. there are two perceptions, namely positive perceptions and negative perceptions. there are 6 points of positive perception. First, almost all teachers strongly agree with contextual learning that builds students’ knowledge. second, almost all teachers agree that contextual learning can help students explore information both academically and administratively. third, almost all teachers agree that contextual learning arouses students’ curiosity. fourth, almost all teachers agree that contextual learning can generate responses in students. fifth, almost all teachers agree that contextual learning helps students express opinions about the learning that has taken place. sixth, almost all teachers agree with contextual learning that students are more responsive in teaching and learning activities. while there are 6 points of negative perception, all teachers strongly disagree that contextual learning does not help students explore information independently, does not build the social character of students socializing in the community, student understanding cannot be monitored by contextual learning, contextual learning cannot increase student learning enthusiasm, Contextual learning cannot provide new knowledge to students, students do not focus on the subjects presented.

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REFERENCES


