**The Implementation of Contextual Teaching And Learning in English Subject at Class XI MIA 2 of SMAN 8 Rejang Lebong**

# THESIS

This Thesis is Submitted to fulfill the requirement for 'sarjana' degree in English Study Program

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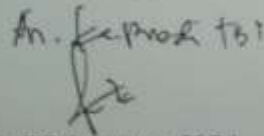Yth, Bapak Dekan Tarbiyah IAIN Curup

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*Asslammu'alaikum Wr,Wb*

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berendapat bahwa skripsi atas nama **Anidia (18551006)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris,yang berjudul **"The Implentation of Contextual Teaching And Learning In English Subject at Class XII MIA 2 of SMAN 8 Rejang Lebong"**. Sudah dapat diajukan dalam sidang munaqasah Institud Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wassalammu'alaikum Wr,Wb

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# PREFACE

All praises to Allah SWT that be writer had finally finishing writing her thesis entited **The Implentation of Contextual Teaching And Learning In English Subject at Class XII MIA 2 of SMAN 8 Rejang Lebong**.

This thesis is submitted as part of the competition for underground degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfice ,therefore thewriter really appreciates some suggestion and critics for being perfect in the future.

Last but not lead , the writer hopes that this thesis will be really useful to those when are interested in this of study.

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# MOTTO

**"Allah tidak membebani seseorang itu melainkan sesuaidengan kesanggupannya (Al-Baqarah:286)"**

# DEDICATION

Allah is only reason why I can finish this thesis. I'm measureable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I would like to dedicate this thesis for:

- ❖ My dearest and beloved family who always support, my Father, Hasbi Najmudin and my Mother, Soleti, who always supports me in all conditions, and always strengthens me when I give up, I want to always make you proud. I dedicate this thesisto my father and mother .

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Finally, the writer needs construction suggestion for being perfect  in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned,  may Allah give them the best reward. Aamiin

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# ABSTRACTS

**Anidia, 2023** : **"The Implementation of Contextual Teaching And Learning in English Subject at Class XI MIA 2 of SMAN 8 Rejang Lebong"**

**Advisor** : **Hadi Suhermanto, M.Pd**

**Co-Advisor** : **Jumatul Hidayah, M.Pd**

The objective of this research was to find out the implementation of Contextual Teaching and Learning and the students' response while the English teacher used CTL in teaching and learning process. This research conducted on SMA N 8 Rejang Lebong. The researcher used qualitative descriptive approach with the subject of XI grade at SMA N 8 Rejang Lebong, especially XI MIA 2. The results of this study are the implementation of contextual teaching and Learning strategy split into three activities, namely introduction activity, main activity, and closing activity. These activities were arranged depend on seven characteristics of CTL, namely constructivism, research, inquiry, discussion, learning communities, modeling, reflection, and authentic assessment. The implementation was focus on students' activities, teacher became the facilitator, teacher directs students to work in group to identify and learn the problems existing, teacher opened discussion, let students asking questions, teacher motivates students, teacher directs students to work in group to identify and learn the problems existing, teacher evaluates the learning, and teacher motivates and encourages students to take ownership of their learning and strive for improvement. CTL made the student more interested, makes the materials

more comfortable for the student, and gives motivation for the student to be more active in the team work discussion. With this method, students feel more inspired to study English, and they feel more comfortable in their study with the team work discussion when the teacher always gives motivation. It means that CTL is good for teaching and learning English subject.

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# CHAPTER I

# INTRODUCTION

### A. Background of Study

One factor that is crucial in determining how one would go about accomplishing their goals is education. Education is an interaction between educators and students that involves providing, instilling, and growing the potential values that exist in students so that they have intelligence, skills, and noble character. Besides, students' achievement in all subject areas is greatly influenced by their proficiency in language, which plays a crucial part in their intellectual, social, and emotional growth.

The goal of language education is to help students better understand who they are, their culture, and other cultures. Additionally, language learning aids students in communicating their thoughts and feelings and participating in society. English is a language that has been recognized by the world as an international language whose existence has now become an important need for residents in almost all parts of the world. English is also a life skill that must be mastered.

English is a subject that has been studied at all levels of education. There have been several studies and research projects on teaching English and acquisition in Indonesia. The success of teaching English is thought to be significantly influenced by a number of factors. Teachers, students, the curriculum, the methodology, the instructional resources, and the learning environments are some of these aspects.

According to Berns and Erickson, learning uses a contextual approach, which is one of the elements thought to be particularly important to the effectiveness of

teaching English. Contextual teaching and learning are described as a conception of teaching and learning that enables teachers to relate subject matter content to real-world situations and inspires students to draw links within understanding and its applications to their lives as family members, citizens, and workers and to put in the effort necessary for learning.[1]

Additionally, Sambada stated that one method for determining how quickly a student can absorb information throughout the teaching and learning process is to use the contextual Teaching and Learning (CTL) approach. According to John Dewey's study, students learn best when new information is connected to what they already know and to the actions or events that are taking place in their immediate environment. This is the foundation of contextual learning.[2]

The CTL approach enables students to uncover and develop their own knowledge through its seven components, which are constructivism, inquiry, questioning, community learning, modeling, reflection, and authentic evaluation. So that it can help students and teachers make the learning process more interesting because, basically, this CTL method has one principle, namely questioning. Questioning is a process where the students can ask questions to the teacher in the learning process, and the teacher can also give different kinds of questions to the students for them to answer.

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[1] Robert G. Berns and Patricia M. Erickson, Highlight Zone Research Work, *Contextual Teaching and Learning:Preparing Students for the New Economy,* 2001 P. 5

[2] Suarni, "Implementation Contextual Teaching And Learning in improving science learning at class IV SDN 010 Kambesko". Jurnal Manajemen dan Tenologi Pendidikan Vol 4, No. 5, (2018) p.636

Then, to find the answers to the questions, there is a question-and-answer process that indirectly makes students more active as recipients, and there is feedback given by students in the learning process. When students are able to indirectly respond to these questions, they are already engaged in the learning process since they are able to respond to the teacher's questions and are also willing to ask the teacher about what they are learning that they are unsure of.

CTL has seven components, namely: "(1) Constructivism, Constructivism is a philosophy, a resource, and a viewpoint for assessing instructional strategies; (2) inquiry, Inquiry is a process to gain information by asking, observing, and experimenting; (3) questioning, questioning in learning is seen as a teacher activity to encourage, guide and assess students' thinking abilities; (4) learning community, the learning community supports a comprehensive strategy for language acquisition since "true" human learning involves both cognitive and emotive processes; (5) modeling, modelling is an example of copying a job or a person to make while teaching and learning English; (6) reflection, reflection is the process of considering all of the prior knowledge; and (7) authentic assessment, authentic assessments are integrated into the teaching or learning process and offer students chances and guidance for growth". The seven elements that make up CTL set it apart from previous approaches. Additionally, CTL makes it quite apparent that participation in class activities is one of the seven components. CTL makes students accountable for their learning while encouraging individual innovation and critical thinking. It is highly beneficial to include these seven elements into the learning process once they have been used in the classroom.

The contextual approach (also known as contextual teaching and learning) is a concept in education that aids teachers in connecting the material being taught to the students' actual circumstances. It also encourages students to make connections between their knowledge and how it might be used in their daily lives as members of their families and communities. Therefore, the style in which the teacher presents lessons is also crucial; students will be more eager to learn if the teacher does it in a way that is entertaining rather than dry and useless. A very fundamental element of good learning will undoubtedly be a sense of enjoyment in the process.

In this case, CTL has been applied in Rejang Lebong, especially at SMAN 8 REJANG LEBONG. The researcher found that SMAN 8 REJANG LEBONG used CTL after conducting pre-observation and pre-interview to the school and the English teachers. The researcher found that the teacher used seven components of CTL are implemented in the teaching and learning process, namely constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. Based on pre-observation and pre-interview, the teacher said that CTL strategy made students more active and enthusiastic during the teaching and learning process. The students were encouraged to show their skill in English when they learned by using this strategy. Additionally, researcher also found that other schools in Rejang Lebong, namely SMAN 1 Rejang Lebong, SMAN 2 Rejang Lebong, and SMAN 4 Rejang Lebong. Both of them are favorite school because the majority of students are from favorite schools, they are active and creative students, and there is a supportive school environment such as a language laboratory that students can use to actively learn English and develop their English skills. Contrary to SMAN 8 REJANG LEBONG,

this school geographically located quite far from the city center, the majority of students who enter this school also live-in local villages, whose educational background and understanding of English are a bit lacking and may lag behind other schools in the city area. Besides, this school has no supporting facilities, such as a language laboratory, which, of course, students can use to learn English.

The researcher found that there was a previous research was conducted by Ismail Manangkari in 2018 in his research entitled "Implementing Contextual Teaching and Learning to Improve Vocabulary and to Raise Students Learning Motivation of The Seventh Grade Students at MTS Negeri 1 Banggai". In this research, the researcher showed the implementation of CTL in teaching and learning vocabulary to see the students' motivation. Then the results showed that the application of the CTL method can increase students' vocabulary and student learning interest.[3]

Accordingly, due to the aforementioned statement, the researcher was wondering about the implementation of CTL and the students' response while the English teacher used CTL in teaching and learning process. Therefore, the researcher proposed research entitled **THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING IN ENGLISH SUBJECT AT XI MIA 2 OF SMA NEGERI 8 REJANG LEBONG**.

**B. Research Question**

Based on the foregoing description, the researcher in this study concentrated on how the problem was phrased, specifically:

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[3] Ismail Manangkari, "*THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING TO IMPROVE VOCABUARY AND TO RAISE STUDENTS LEARNING MOTIVATION OF THE SEVENTH GRADE STUDENTS AT MTS NEGERI 1 BANGAI",* (Palu, Universitas Muhammadiyah Palu, 2018)

1. How is the implementation contextual teaching of and learning in English subject at XI MIA 2 of SMA Negeri 8 Rejang Lebong?

## C. Object of The Research

The goal of the study is to determine how contextual teaching and learning are implemented in the English Subject at XI MIA 2 of SMA Negeri 8 Rejang Lebong.

## D. Definition Of the Key Terms

There are some keys terms to make reader understand about this research, key terms consist of:

1. Contextual Teaching and Learning described by Berns and Erickson as a conception of teaching and learning that enables teachers to connect subject matter content to actual circumstances and inspires students to draw connections between knowledge and its applications to their lives as family members, citizens, and workers and to put in the effort necessary for learning. CTL aids students in making the connection between the material they are studying and the real-world situations in which it may be applied. The learning process then takes on significance for the students. They rely on prior experiences and add to their existing knowledge as they work toward learning objectives. They are able to use their newly gained knowledge and abilities in

relevant circumstances by learning subjects in an integrated, interdisciplinary manner and within appropriate contexts.[4]

Thus, it can be said that CTL is a teaching strategy that seeks to inspire students to comprehend the topic by connecting the information they learn to the context of their everyday life. The CTL approach to learning enables students to investigate and develop their own knowledge. In order to boost student learning motivation, which is what spurs students to learn since they acquire knowledge independently.

### E. Significance of The Research

Theoretically and practically, this research is anticipated to have certain advantages.

1. Theoretically

Theoretically, the advantages of this research are that it encourages students to comprehend the information by placing it in the context of their everyday life. These students therefore possess information or abilities that can be used to solve issues that have already been solved in the past. So that in learning it is not only memorize but need understanding, emphasizes the development of interest in student experience, trains students to be able to think critically and skillfully in processing knowledge. To identify and produce something valuable for himself and others, in order to make learning easier and meaningful. Students should be invited to participate in activities

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[4] Robert G. Berns and Patricia M. Erickson, Highlight Zone Research Work, *Contextual Teaching and Learning:Preparing Students for the New Economy,* 2001 P. 5

that connect academic subject to real-world situations so that they may learn how to discover, transmit, and personalize complicated knowledge.

2. Practically

By doing this research, the researcher will hopefully it can be used and useful for:

a. For the Teacher

Teachers can apply Contextual Teaching and Learning to make the learning process more active and pleasant.

b. For the Researcher

This research will be a significant experience and can help researcher to make CTL as a teaching method in a future in the learning process.

c. For the Collage

The results of this study are expected to be used as a reference for learning materials for future students of the Curup State Islamic Institute, in order to further investigate issues that have not been revealed by researchers.

# CHAPTER II

# LITERATURE REVIEW

**A. Review of Related Theory**

**1. Contextual Teaching And Learning (CTL)**

   **a. Definition of Contextual Teaching And Learning (CTL)**

The definition of contextual teaching and learning, according to Berns and Erickson, is "a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the difficult work that learning require." As a result, CTL assists students in making the connection between the material they are learning and the possible applications in real-world situations. Students then discover significance in the educational process. They rely on prior experiences and build on prior knowledge as they work to achieve learning objectives. They may employ the information and skills they have obtained in useful circumstances by learning subjects in an integrated, interdisciplinary style and in the right contexts.[5]

Adang-Darmajari describes contextual learning as a comprehensive educational process that aims to inspire students to comprehend the significance of the subject matter being studied by relating the subject matter to the context of their

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[5] Robert G. Berns and Patricia M. Erickson, Highlight Zone Research Work, *Contextual Teaching and Learning:Preparing Students for the New Economy,* 2001 P. 5

everyday lives (personal, social, and cultural contexts). so that students possess flexible information or abilities that may be used to solve various problems.[6]

John Dewey's experiential learning traditions, which favored curriculum and instruction based on the experiences and interests of the students, was where contextual learning in American classrooms first emerged. The operational definitions of contextual teaching and learning used by our consortium are informed by Dewey's progressivism as well as research that demonstrates that students learn most effectively when their new knowledge is related to what they already know and when they are actively involved in their own learning.[7] During the process of performing a literature study, it became evident that CTL is a synthesis of several "good teaching practices" and various approaches to educational reform designed to increase the functional value and relevance of education for all students.[8]

CTL refers to the idea of learning through connecting the subject matter studied with the real-world circumstances of the students. Together, the students create a framework that enables them to understand its significance. In other words, the contextual learning approach is a way of looking at teaching and learning that enables educators to connect the material being studied to real-world scenarios and encourages learners to draw connections between their knowledge and how it may be used in their everyday life.

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[6] Suarni, "Implementation Contextual Teaching And Learning in improving science learning at class IV SDN 010 Kambesko". Jurnal Manajemen dan Tenologi Pendidikan Vol 4, No. 5, (2018) p.636

[7] Hohr, H. (2013). The concept of experience by John Dewey revisited: Conceiving, feeling and "enliving". Studies in Philosophy and Education, 32, 25-38.

[8] Contextual Teaching and Learning in Pre-service Teacher Education (Exemplary Practices: University of Washington, C-2). 8

Making connections between the classroom and the outside world helps students understand what they are studying. It incorporates the unique talents, passions, life experiences, and cultural backgrounds of students into what they learn, how they learn it, and how they are evaluated. In other words, contextual teaching incorporates not just information, or the "what," of learning, but also the reasons why that learning is significant, placing learning and learning activities in real-life and occupational situations to which students can connect.[9] Interdisciplinary activities between curriculum areas, classes, and grade levels, as well as between students, classrooms, and communities, are a few instances of contextual teaching and learning. For instance, problem-based learning techniques can place student learning.[10]

Many of the skills developed as a result of contextual learning activities in the context of students' communities are transferable skills, meaning they can be used in other subject areas to better prepare students for success in future vocational pursuits as well as for the successful completion of a current project. In order to help students develop into self-regulated learners, contextual learning involves them in engaging, interactive, and collaborative activities. The interdependence between students and their learning groups is also fostered by these learning experiences. Genuine assessment techniques provide complementary outcomes evaluations for students' contextual learning.[11]

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[9] Chen, Peng, and Carsten Schmidtke. (2017). Humanistic Elements in the Educational Practice at a United States Sub-Baccalaureate Technical College. International Journal for Research in Vocational Education and Training, vol. 4, no. 2, pp. 117–45, doi:10.13152/IJRVET.4.2.2.

[10] Faridi, Abdurrachman. (2010). The Development of Context-Based English Learning Resources for Elementary Schools in Central Java. Excellence in Higher Education, vol. 1. pp. 23–30, doi:10.5195/ehe.2010.13.

[11] Nurhadi, and Burhan Yasin. (2004). Pembelajaran Kontekstual (Contextual Teaching and Learning/CTL) Dan Penerapannya Dalam KBK. Pertama, Universitas Negeri Malang (UM) Press.

Thus, it can be said that CTL is a teaching strategy that links the content students are taught to the context of their everyday lives and seeks to inspire students to grasp the subject matter. The CTL approach enables students to investigate and find their own knowledge in the context of learning. So that it can boost students' enthusiasm for studying, which is what encourages them to learn since they pick up knowledge on their own.

**b.  Components of Contextual Teaching and Learning (CTL)**

Bern and Erickson list the following are explanations of how each Contextual Teaching and Learning component is implemented:[12]

1)  Constructivism

Constructivism builds on the student's prior knowledge. Education is student-centered, and students are required to create their own knowledge. Metacognition may be used in explanations to employ metaphor to explain. It is crucial to consider semiotics, or word meanings. Constructivism is a philosophy, a resource, and a viewpoint for assessing instructional strategies.[13]

Humans create knowledge, hence facts, ideas, or rules that have yet to be discovered are not valuable. It is not an entity that exists without knowledge. Humans generate knowledge in an effort to give their experiences significance.

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[12] Robert G. Berns and Patricia M. Erickson, Highlight Zone Research Work, *Contextual Teaching and Learning:Preparing Students for the New Economy,* 2001 P. 5
[13] *http://dougiamas.com/writing/constructivism.html#faces*

Every piece of knowledge we possess was created via exposure. When tested against fresh experiences, understandings grow deeper and stronger.

The hallmark of constructivism learning is engaged students who participate in the learning process according to their aptitude, expertise, and preferred learning method. teachers act as facilitators for students, and if they experience difficulties learning, teachers will assist them.

2) Inquiry

Inquiry requires teachers to plan a lesson using any source to ensure students are proficient in all subject areas. Through inquiry-based learning, students are encouraged to employ scientific methods. They are expected to look at an item, ask questions, seek for information, evaluate the facts, and draw conclusions.

Students are required to take responsibility for their own learning, and teachers may track how far a student's notion or theory has progressed. These are the features of inquiry learning. Students benefit from active and focused learning through inquiry, which teaches them how to solve problems, make decisions, observe things, and provides them the chance to continue learning forever.[14]

3) Questioning

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[14] Michael Prince and Richard Felder, *The Many Faces of Inductive Teaching and Learning,* Journal *of* College SCienCe TeaChing, 2007 ). P.14

Knowledge possessed by a person always starts from questioning. Questioning in learning is seen as a teacher activity to encourage, guide and assess students' thinking abilities. One of the activities in its formal form is initiating, strengthening, and concluding a concept. The form can be done by educators directly to students or even provoke students to ask the teacher, to other students, or to other people in particular. This activity is very supportive of every learning activity. Isn't the knowledge that a person has usually starts from "Questioning".

Due to the fact that information is acquired via questioning, contextual teaching and learning primarily employ this tactic. Teachers consider it part of their duties to support, direct, and assess student performance during the learning process.

The significance of the questioning method in educational activities, such as:[15]

(a) It is possible to use questioning as a generic teaching method across all academic areas.

(b) Students' capacity to learn will be enhanced by using and developing systematic questioning techniques.

(c) Students will learn more quickly and with more ease by using the questioning method.

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[15] [15] Yusyac, R., Muslem, A., Yasin, B. (2021). USING CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH TO IMPROVE STUDENTS' SPEAKING ABILITY. ENGLISH EDUCATION JOURNAL (EEJ), 12(3), 460-476. https://doi.org/10.24815/eej.v12i3.19189

Almost every activity, including those involving students and students, teachers and students, teachers and students, and students and outside guests invited to the class, can benefit from the use of the questioning method. When students converse, study in groups, encounter difficulties, or observe something, they may also engage in questioning activities. These exercises will help the learner who is asking questions.

4) Learning Community

According to Curran, the learning community supports a comprehensive strategy for language acquisition since "true" human learning involves both cognitive and emotive processes.[16] Whole-person learning is what we call this. Such education occurs in a setting of communication where professors and students engage in "an interaction...in which both experience a sense of their own wholeness." The growth of the student's relationship with the teacher is key to this.

The idea of a learning community advises students to work with others, establish communication, assist one another, and minimize rivalry amongst students. Making a cooperative effort to comprehend an English text, share, and draw conclusions is one example of a learning community in an English class. One of learning for social good is cooperative skill.

The following are the guiding principles of a learning community:[17]

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[16] Curran, E. M., Carlson, K., & Celotta, D. L. T. (2013). Changing attitudes and facilitating understanding in the undergraduate statistics classroom: A collaborative learning approach. *Journal of the Scholarship of Teaching and Learning*, 49-71.

[17] Maulidin, N. (2019). *Teaching English as Foreign Language based on Contextual Teaching and Learning. 2116014000020*, 1–197.

(a) Join a study group and interact with one other to exchange ideas.

(b) Work together to find a solution.

(c) each group's responsibility.

(d) Create conditions that will encourage students to learn by studying one another; build their enthusiasm to learn.

(e) The learning process is facilitated by the teacher.

(f) Accept and value other people's opinions voluntarily.

Learning community has many different meanings; in cooperative learning, it should include discussion, service learning, study groups, contextual teaching and learning resources, problem-based learning, becoming who you are, learning what you know, doing it, becoming who you are, learning how to get along with others, task-based learning, school-based management, and collaborative learning.[18]

5) Modeling

In order to master a skill or a particular piece of knowledge, modeling is one of the CTL method's components. It is possible to imitate behavior by modeling it. By providing knowledge and an image that may be recalled by the students and used as a performance benchmark, modeling helps. Students can copy models by imitating actions such as how to use equipment, operate

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[18] Dr. Nurhadi, Burhanuddi, M.Ed, Agus Gerrad S, M.Pd, *Pembelajaran Contextual (Contextual Teaching And Learning) dan penerapannya dalam KBK,* (Malang: Univ. Negeri Malang, 2003). P. 48

machinery, or spell certain phrases. Along with the students, native speakers, doctors, police, and others, the teacher serves as an example.

6) Reflection

One of the key components of the contextual approach is reflection, which is the process of considering all of the prior knowledge. Reflection assesses well implemented programs. The teacher assists the students in bridging their prior knowledge and new information. The students consequently felt as though they had learnt something new.[19]

7) Authentic assessment

In addition to demonstrating that learning has taken place, authentic assessments are integrated into the teaching or learning process and offer students chances and guidance for growth. To keep track of student development and improve teaching strategies, employ authentic assessment.[20]

Data on learning and student progress are gathered during assessments. Knowing the outcome is crucial for the teaching and learning process as a whole, not just for the tests (middle and final tests).

Some traits of genuine assessment include:

(a) Analyze the entire learning process of each learner.

(b) includes practical experience

(c) Information access

(d) Utilize the opened-ended format.

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[19] *Ibid,* Dr. Nurhadi, Burhanuddi, M.Ed, Agus Gerrad S, M.Pd. P. 50
[20] http://www.cew.wisc.edu/teachnet/ctl/default.htm

(e) Promote the use of computers, calculators, and human resources

(f) captivates students with relevancy

(g) Include introspection and self-evaluation

(h) Demanding effort and repetition

(i) Determine strengths so that students may demonstrate what they can do.

(j) Clarify the evaluation criteria for the student.[21]

c. **Characteristics of Contextual Teaching And Learning (CTL)**

Johnson lists the following eight criteria of contextual teaching and learning:[22]

1) Making meaningful connection

Learning is applied to real-world situations, and students actively pursue their interests by studying alone or in groups. In term of this query it is expected that students can organize themselves as learners, who learn actively in improving their interest individually, a person who can work individually or collectively in a group, and a person who can do learning by doing.

2) Doing significant work

Students can make relationship among schools and the various existing contexts in the real world as a business maker and as a citizen.

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[21] *Ibid,* Dr. Nurhadi, Burhanuddi, M.Ed, Agus Gerrad S, M.Pd. P. 54

[22] Elain B. Johnson, PhD, Contextual Teaching and Learning: What it is and why it' here to stay (London: Corwin Press, 2002). 22

3) Self regulated learning

Students are expected to acquire knowledge and skill on their own. Self-regulated learners will have both academic learning skills and skill in self-control that help them to learn more easily. Self-regulated learners know the way they are learning. They are just like expert learners. They understand that they must approach different learning tasks in different ways. School assignment is always interesting, because it is a kind of value learning. Self- regulated learners are always motivated to learn. Even if they are not intrinsically motivated by their school activities, they still attempt to get a benefit from what they are learning. Self-regulated learners are self- disciplined.[23]

4) Collaborating

Collaborating encourages students to be able to work together. Teachers help students in order to work effectively in a group and teachers help them to understand theJoh way to persuade and communicate each other.

5) Critical creative thinking

In this term, students are able to apply higher level thinking critically and effectively. They are able to analyze, tackle the problem, make a decision, and think logically.

[23] Sears, Susan. 1998. Contextual Teaching and Learning. Bloomington: Phi Delta Kappa Educational Foundation.

6) Nurturing the individual

Students nurture their individual by taking care of their private as knowing, giving attention, having high expectations, motivating and straightening themselves. In this characteristic, students need much supporting. They will not be the successful one when their parents or their adult persons do not give any support for them. And the next, to nurture the individual, students have to respect their friends and also the adult people.

7) Reaching high standard

The purpose of this characteristic is that students can know and reach a high standard. The teacher's duty here is identifying the objective and motivating students to achieve their objective of the study. The teacher shows the students a way to get it in the best way called "excellence."

8) Using authentic assessment

Authenticity is part of the underlying foundation of Contextual Teaching and Learning.[24] It is also stated that authenticity in learning is based on the premise that teaching and learning demonstration must be through experiences with and performance in the real world. To have personal value, to generate interest, and to produce functional knowledge

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[24] Sears, Susan. 1998. Contextual Teaching and Learning. Bloomington: Phi Delta Kappa Educational Foundation.

and skills, the act of learning must be in the context of and directly relevant to the knowledge, skills, and performances expected in the real world.

According to Depdiknas, the authentic assessment is the term used to describe the various alternative models of assessment in achieving the effective teaching and learning process.[25]

CTL differs from other techniques due to these eight features. The primary elements in using CTL are these qualities. The eight traits all call for active participation from students in class activities, according to CTL. Students are held responsible for their learning via collaboration, supporting one another, and thinking critically and creatively. The teacher's job in CTL is to help students discover facts, meanings, concepts, or principles that apply to them. These eight traits may be put into practice in the classroom to enable students and teachers create a positive environment where students are given a lot of responsibility for learning achievement.

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[25] Departemen Pendidikan Nasional. 2002. Pendekatan Kontekstual. Jakarta: Departemen Pendidikan Nasional.

**d. Learning Activities and Strategies of Contextual Teaching and Learning**

Contextual teaching and learning, according to M. Idrus Hasibuan, consists of five different learning activities and strategies.

The following exercises can be used in combination to show contextual learning activities and strategies:

1) Authentic education strengthens the connection between ideas and skills needed to handle significant challenges in students' daily lives by putting what they are learning in a relevant context.

2) Through inquiry-based learning, learning practices are interpreted using scientific techniques to provide learning that is useful.

3) A problem-based learning strategy teaches students how to think critically, solve issues, and grasp the key ideas of a subject by using problems that are present in or related to the actual world as a backdrop.

4) Serve learning is a style of learning that emphasizes the connection between services received and academic learning in schools by fusing community services with classroom institutions.

5) Work-based learning is a method of instruction that uses the setting of the job to explore how topic concepts are applied in practice. The focus of the aforementioned learning exercises is essentially on the practical

application of academic ideas and the use of real-world issues for classroom discussion.[26]

**e. Learning Steps of Contextual Teaching and Learning**

According to M. Idurs Hasibuan, there are learning phases in contextual teaching and learning. The following are the steps for learning contextual teaching and learning:

1) Consider the idea that student would learn more effectively while working independently, finding who they are, and creating their own new information and abilities.

2) Conduct as many inquiry-based activities for all themes as you can.

3) By posing inquiries, you may pique students' interest.

4) building a community for learning.

5) demonstrating the approach as a learning case study.

6) Think about it after the meeting.

7) Apply multiple methods to the evaluation itself.[27]

The following are at least five factors that must be taken into account in contextual learning, according to E. Mulyasa in the journal M. Idrus Hasibuan:

1) Learning must take into account the prior information that students have.

2) Learning begins with the big picture before focusing on its individual elements (from general to specialized).

[26] M. Idrus Hasibuan. "Model Pembelajaran *Contextual Teaching and Learning*". Jurnal Logaritma, Vol. 2 No. 01, (2014) P.9

[27] *Ibid*., P. 10

3) By creating rough drafts of concepts, sharing them with others to gain their opinion and criticism, and then editing and developing those concepts, learning should place an emphasis on comprehension.

4) The emphasis on learning is on actions taken to put what is learnt into practice.

5) There is reflection on the methods used for learning and the growth of the acquired knowledge.[28]

In light of this, contextual learning and learning ought to be:

1) Make the primary learning activities—a summary of students' activities, which combines learning objectives with core competencies, subject content, and accomplishment indicators—more realistic.

2) The overarching goal of the lecture should be made very clear.

3) The media and educational materials that will be used to support the anticipated learning activities should be described in depth.

4) Create step-by-step exercises for scenarios that students must complete in order to complete the learning process.

5) Create and execute an evaluation system that pays attention to the real skills that students possess both while they are learning and after they have finished.

The CTL learning model, which emphasizes developing student interests and experiences in everyday life rather than just rote memorization, can help improve

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[28] *Ibid*., P.11

student learning outcomes and motivation, as can be inferred from the description above. In order to uncover and create something helpful for themselves and others, students are required to be able to think critically and to be adept in processing knowledge via CTL.

## B. Related of Finding

The previous research was conducted by Ismail Manangkari in 2018 in his research entitled "Implementing Contextual Teaching and Learning to Improve Vocabulary and To Raise Students Learning Motiavation of The Seventh Grade Students at MTS Negeri 1 Banggai". Pre-experimental pre-test and post-test designs are used in this kind of study. In this study, a sample of 45 students from class VII A and 45 from class VII C served as the experimental and control groups, respectively. Both exams and questionnaires were employed as study tools. The results of the analysis show that 89.65 percent of students in the experimental class were in high motivation category and this was the opposite of the control class which was only 55.72 percent of students in high motivation category. In other words, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. It is concluded that the application of the CTL method can increase students' vocabulary and student learning interest.[29]

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[29] Ismail Manangkari, *"THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING TO IMPROVE VOCABUARY AND TO RAISE STUDENTS LEARNING MOTIVATION OF THE SEVENTH GRADE STUDENTS AT MTS NEGERI 1 BANGAI",* (Palu, Universitas Muhammadiyah Palu, 2018)

Muharomah Dewi Fatmawati was conducted research in 2010 with the title "The Implementation of Contextual Teaching and Learning (CTL) in the Teaching of English: A Qualitative Study at SMK Negeri 6 Surakarta in 2009/2010". In their research, the researchers sought to understand how teachers perceived CTL as a method for teaching and learning English, as well as the challenges that they encountered when putting it into practice. They also sought to understand how these challenges were resolved. The results of this research are the CTL implementation is closely related to students' real-life and subject learning. CTL has been implemented well during teaching and learning process. Besides, there are some difficulties faced, namely lack of competence in language skills, and students' differences. To solve the problem, the teacher adjusted teaching pattern and enrich the knowledge and teaching competence.[30]

Karina Desy Nur Anggraeni was conducted research in 2012 "The Implementation of Contextual Teaching and Learning (CTL) in Teaching Speaking at The First Year of SMP Negeri 3 Junawa Pati". The purpose of their study was to determine how CTL was used to teach speaking in the first year of SMP Negeri 3 Junawa Pati, as well as to describe its advantages and disadvantages in this regard. The study's findings include the following: (1) CTL is used in five portions to teach speaking. 1.a) The goal of CTL in teaching speaking is to make English the first foreign language that students learn. 1.b) In the classroom, the instructor teaches speaking skills by using modeling and a few visuals from the CTL instructional materials. It aids

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[30] Muharomah Dewi Fatmawati, *"The Implementation of Contextual Teaching and Learning (CTL) in the Teaching of English: A Qualitative Study at SMK Negeri 6 Surakarta in 2009/2010"*, (Surakarta, Sebelas Maret University, 2010)

in the pupils' comprehension of the lesson, (1.c) In teaching-learning processes utilizing CTL, teachers perform the roles of facilitator, controller, transferor, and assessor, while students play the roles of participant and study partner. (1.d) The learning evaluations done serve as additional criteria for assessing the student's progress. 1.e) Initial, central, and final activities are the three phases that make up the instructional process. (2) The teacher's challenges include a lack of time, erratic pupil enthusiasm, and diverse student abilities. 3.a) The teaching-learning process can be made more fascinating, it can offer the students a purpose, the environment will be more productive, and the students will show more bravery. 3.b) certain drawbacks of CTL in teaching speaking include the teacher's increased focus and certain students' unhappiness with classroom conversation.[31]

The similarity of the previous research with this research is the variable. The research discussed about the implementation of CTL in English learning at school. From the previous research, the researcher realized that the differences are in the object and the subject. The previous researches only talked about the implementation of CTL. However, in this research, the researcher tried to find out the result of the implementing and the response of the students after applying this strategy in learning English.

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[31] Karina Desy Nur Anggraeni, *"The Implementation of Contextual Teaching and Learning (CTL) in Teaching Speaking at The First Year of SMP Negeri 3 Junawa Pati"*, (Surakarta, Muhammadiyah Univesity of Surakarta, 2012)

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Design

In this research, the researcher employed a qualitative research that was designed by using descriptive method. Kothari et al. described the qualitative design as interpretative, ethnographic, participant observation, which aims to elucidate the underlying motivations and desires by using in-depth interviews for this purpose with the use of words and language in a scientific context and using different scientific methods, such as phenomenological and constructivist research.[32] It means that the data of qualitative research in the written or oral words form. Moreover, in accordance with LR Gay as cited in Dian's research, descriptive research means collecting data with the attention of answering questions about the opinions of people regarding the issues. It indicates that descriptive research is one of way of research by describing and interpreting subject with reality[33]. Additionally, Brumfit and Mitchell asserted that descriptive research will aim at providing accurately an account as possible of what current practice is, namely the learning process of the students, the teaching process of the teacher, what the classroom looks like, at particular moment in a particular place[34].

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[32] Kothari, C. (2017). research methodology methods and techniques by CR Kothari. *Published by New Age International (P) Ltd., Publishers*, *91*.
[33] Pebrianti, Dian, *An Analysis of Factor Influencing Students' English Speaking Skill,* IAIN Curup, English Study Program, 2019
[34] Brumfit, C & Mitchell, R. *Research in the Language Classroom,* Hong Kong: Vine & Gorfin Ltd, Exmouth, Devon, 1990

This research is presented in qualitative way, as defined by Handcock, qualitative research is pertinent with developing explanations of phenomena. It depicted the social phenomena as they take place naturally[35]. Accordingly, descriptive research is appropriate to apply in this research to answer the questions of the research.

Therefore, in this research, observation and interview methods are suitable to gain information from the students regarding the implementation of Contextual Teaching and Learning in English Subject at XI MIA 2 of SMA Negeri 8 Rejang Lebong. These methods was considered approriate to take the information of the students because the data would be presented in written or oral words form.

In keeping with the definition's relevance to the study's subject, contextual teaching and learning (CTL) is the focus of this study, and it sets out to determine how it is applied in English language instruction classrooms. As a result, it was decided to utilize a qualitative research approach for this research.

## B. Subject of The Research

The subject of this research was all the students at eleventh grade of SMA Negeri 8 Rejang Lebong. In this case, the eleventh-grade students split into two classes, namely MIA 1 and MIA 2 which consisted 20 students of each class. The researcher took the subject by using purposive sampling. Purposive sampling is one of the most common sampling techniques which the participants are selected depending

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[35] Beverley Hancock, *An Introduction to Qualitative Research*, (Britain : Trent Focus, 1998) p 2

on the criteria relevant to research question.[36] It means the researcher took the sample based on the considerations that related to the aim of the research.

The researcher selected students from MIA 2 eleventh grade of SMA Negeri 8 Rejang Lebong. MIA 2 class had more enthusiastic while using CTL strategy in learning English. Besides, the teacher also stated that this class is the most active class when learning English. The amount of eleventh grade students of MIA 2 was 20 students. Then, the researcher conducted the observation to the class to gain the data. After done with observation, the researcher doing interview to strengthen the data. Additionally, the researcher had the advantage of the writer's familiarity with the classroom setting when conducting the inquiry and thinking back on the course of therapy. The researcher was also aware with the circumstance and potential of the MIA 2 eleventh grade, therefore they were included in the study as targeted participants.

### C. Technique of Collecting Data

The following data collection methods were employed in this study:

1. Observation

Certain kind of research question can best be answered by observing how people act or how things look.[37] Besides, according to Hoepfl also describes that the classic form of the data collection in naturalistic or field research is observation of participant in the context of a natural setting.[38]

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[36] Natasha Mack et al. 2015. *Research Method: A data collectors field guide*. US: Agency for International Development (USAID).
[37] Frankel, Jack R and Wallen, Norman E. 2000. How to Design and Evaluate Research in Education. San Fransisco: San Fransisco University.
[38] Hoepfl, Marie C. 1997. Choosing Qualitative Research: A Primer for Technology Education Researchers. Available at http://scholar.lib.vt.edu/ ejounals/ JTE/v9nl/hoepfl.html.

Observational data are used for the purpose of description-of setting, people, and meaning of what is observed from the perspective of the participant.

The observation by the researcher was concentrated on the CTL-based teaching and learning process. The researcher employed observation as a guide to observe the teaching and learning of English from the beginning to the finish of activities. Here, the teacher and the students' actions were closely scrutinized. Because observation gives insight into the setting in which the event takes place and allows the researcher to discover details that participants themselves are unaware of or are reluctant to reveal, it leads to deeper understandings.[39]

2. Interview

According to Edwards & Holland, an interview is a verbal discussion between two persons that is undertaken to gather pertinent data for the study's objectives.[40] After the learning activity employing contextual teaching and learning was completed, the researcher performed the interview.

Researcher employed interviews as a data-gathering tool in this investigation. In this study, there were two interviews used. The first interview was used to gather information from the teacher, who was an English teacher, and the interview with the students was used to look at how the teacher implemented contextual teaching and learning during the instructional process.

[39] *Ibid*
[40] Edwards, R., & Holland, J. (2013). *What is qualitative interviewing?* (p. 128). Bloomsbury Academic.

In this interview phase, the researcher conducted an interview to one English teacher and five students. The researcher interviewed them to fulfill the necessary data of this research. The interview used to make sure that the data of observation was accurate. The students and the teacher chose because the teacher is used CTL in the class. Meanwhile, the students chose because the students have highest score while using CTL strategy.

Researcher interviewed teachers and students in order to gather information. Structured interviews are used in this investigation. That implies that all of the inquiries were duly designed and followed by supervised interviews. This lesson includes an interview with the teacher and students to examine how contextual teaching and learning are included into the educational process.

### D. Instrument of The Research

The researcher utilized an observation checklist and interview guidelines as the tool to help her answer the study question, "How is the Implementation of Contextual Teaching and Learning English Subject?"

1. Observation Checklist

A list of items that an observer will look at while watching a class is known as an observation checklist. The observer, the teacher, or both may have created this list. In addition to providing a structure and framework for an observation, observation checklists also operate as an agreement between the observer and the teacher, who may feel more at ease as a consequence. An

observation checklist served as the study's primary observation tool. An observation checklist was employed by the researcher in the study to monitor the use of contextual teaching and learning. The researcher employed this tool to ascertain how contextual teaching and learning in the English subject were being implemented. Based on the hypothesis put out by Robert G. Berns and Patricia M. Erickson, the researcher created the design for the observation checklist. The table below shows the blueprint:

**Tabel 3.1**
**Observation Blueprint of The Implementation of Contextual Teaching and Learning in English Subject**

| No | Aspects | Theory | Indicators | Observation | |
|---|---|---|---|---|---|
| | | | | Yes | No |
| 1. | Constructivism | Constructivism is building on knowledge known by students. | 1. The teacher involves students to be active in the teaching and learning process.<br>2. The teacher acts as a facilitator in helping students with learning difficulties. | | |
| 2. | Inquiry | Inquiry is a learning design which guides students to be scientists. In this case, students are guided to observe problems, formulate questions, finding information and data, analyze information and | 1. The teacher directs students to work in group to identify and learn the problems existing in the topics shared. | | |

| | | data, and drawing a comprehensive conclusion to solve the inquired problems. | | | |
|---|---|---|---|---|---|
| 3. | Questioning | Questioning is an activity that the teacher does to encourage, guide and assess students' thinking abilities | 1. The teacher opens a discussion in class and involves students to ask questions between groups.<br>2. The teacher invites students to ask if there is a material that is not clear. | | |
| 4. | Learning Community | Learning Community is an activity carried out in the classroom where teachers and students are involved in working together in solving problems. | 1. The teacher motivates students to get involved and participate in the Learning Community activity. | | |
| 5. | Modeling | Modeling is an activity that the teacher does such as exemplifying the pronunciation of vocabulary. | 1. The teacher serves as an example for students in performing an activity or task, including demonstrating the correct pronunciation of vocabulary. | | |
| 6. | Reflection | Reflection is an activity where the teacher evaluates the learning process in class | 1. The teacher evaluates the learning that has been carried out in the classroom. | | |
| 7. | Authentic Assessment | Authentic Assessment is an activity that is used to monitor or assess students' progress during | 1. The teacher motivates and encourages students to take ownership of their learning and strive for | | |

| | | the learning process from an academic and attitudinal point of view | improvement, by setting high expectations, recognizing progress, and celebrating success. | | |
|---|---|---|---|---|---|

2. Interview Guide Line

Interviewing is the process of asking questions orally in order to obtain the necessary information, viewpoint, or justification for the study's findings. The researcher used an interview guide when the researcher interviewed English teacher and the students ,the interview guide served to facilitate interviews. Researchers use interviews as one of the instruments to gain data. The interview was made from theory proposed by Robert G. Berns and Patricia M. Erickson tabel below showed the blueprint of Interview.

**a. Interview Guidance to English Teacher**

The teacher was given the first blueprint to research how Contextual Teaching and Learning is being implemented. The statistics made it evident how Contextual Teaching and Learning was being used in the English course.

**Table 3.2**

**Blueprint of Interview Guideline with the Teacher**

| No | Aspects | Theory | Questions |
|---|---|---|---|
| 1. | Constructivism | Constructivism is building on knowledge known by students. | 1. How do you involve students to be active in the learning process? |
| 2. | Inquiry | Inquiry is a learning design which guides students to be scientists. In this case, students are guided to observe problems, formulate questions, finding information and data, analyze information and data, and drawing a comprehensive conclusion to solve the inquired problems. | 1. Can you describe how you lead students to work in groups to identify and learn about the problems existing in the shared topics? Please explain!" |
| 3. | Questioning | Questioning is an activity that the teacher does to encourage, guide and assess students' thinking abilities | 1. How do you open a discussion in class and involve students to ask questions between groups? Can you provide an example?<br>2. In what situations do you invite students to ask questions when a material is unclear? Can you give an example? |
| 4. | Learning Community | Learning Community is an activity carried out in the classroom where teachers and students are involved in working together in solving problems. | 1. How do you motivate students to get involved and participate in the learning community |
| 5. | Modeling | Modeling is an activity that the teacher does such as exemplifying the pronunciation of vocabulary. | 1. How do you serve as an example for students in performing an activity or task, especially in demonstrating the correct |

| No | Theory | Description | Questions |
|----|--------|-------------|-----------|
|    |        |             | pronunciation of vocabulary |
| 6. | Reflection | Reflection is an activity where the teacher evaluates the learning process in class | 1. How do you evaluate the learning that has taken place in your classroom? |
| 7. | Authentic Assessment | Authentic Assessment is an activity that is used to monitor or assess students' progress during the learning process from an academic and attitudinal point of view | 1. How do you motivate and encourage students to take ownership of their learning and strive for improvement in learning? |

**b. Interview Guidance to Student**

The second interview was used to students who followed English Club actively. The researcher investigated from students' view about "how is the implementation of Contextual Teaching and Learning in English subject". Table below showed the blueprint of interview.

**Table 3.3**
**Blueprint of Interview Guideline with the Teacher**

| No | Theory | Description | Questions |
|----|--------|-------------|-----------|
| 1. | Constructivism | Constructivism is building on knowledge known by students. | 1. How did you feel about being an active participant in your own learning? |
| 2. | Inquiry | Inquiry is a learning design which guides students to be scientists. In this case, students are guided to observe problems, formulate questions, finding information and data, analyze information and data, and drawing a comprehensive | 1. How does your teacher direct you and your group to identify and learn the problems existing in the topics shared |

| | | conclusion to solve the inquired problems. | |
|---|---|---|---|
| 3. | Questioning | Questioning is an activity that the teacher does to encourage, guide and assess students' thinking abilities | 1. Does your teacher opened a class discussion and involved students to ask questions among groups? <br> 2. Does your teacher often invite students to ask if there is any unclear material? |
| 4. | Learning Community | Learning Community is an activity carried out in the classroom where teachers and students are involved in working together in solving problems. | 1. Does your teacher provide feedback on your performance in the Learning Community activity?" |
| 5. | Modeling | Modeling is an activity that the teacher does such as exemplifying the pronunciation of vocabulary. | 1. How does your teacher serve as an example for students in performing an activity or task? |
| 6. | Reflection | Reflection is an activity where the teacher evaluates the learning process in class | 1. How does your teacher evaluate which aspects of learning have been completed and which ones have not during the learning process in class |
| 7. | Authentic Assessment | Authentic Assessment is an activity that is used to monitor or assess students' progress during the learning process from an academic and attitudinal point of view | 1. How does the teacher motivate you to learn and improve your skills? What does the teacher do to motivate you?" |

**E. Technique of Analysis Data**

In this research, the data analysis used was qualitative method. The characteristic of qualitative research is generative data. It means that the researcher presented the problem specifically then make the conclusion generally.

The data were analyzed by using the procedures from Miles and Huberman[41]:

1. Data Reduction

It was the process whereby the mass of qualitative data is reduced and organized. At this phase, the researcher attempts and gets rid of all irrelevant information. The procedures used to do analysis the data in this research were: (a) the researcher gathered the data through observation and interview, (b) the researcher transcribed, selected and focused on the data by referring to the research problems based on the implementation of Contextual Teaching and Learning in English Subject at XI MIA 2 of SMA Negeri 8 Rejang Lebong. It was needed for the next phase that was data display thus there was no displayed recurred data.

2. Data Display

After reducing the data, the next phase in analyzing data were displaying data. Data display was an organized, compressed assembly of information that permitted conclusion drawing and action. The process of showing data simply in the form of narration, table, and graphic. In this study, the data displayed were the result of observation and interview.

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[41] Miles, B. Matthew & Huberman, Michael A. *Qualitative Data Analysis*. USA: Sage Publications, 1994

The researcher displayed data based on the research problems. Accordingly, this study displayed the data descriptively. By displaying data, the researcher could understand the phenomenon that were occurred easily and the researcher could make the decision and take the action depended on the circumstance that was understood.

In the data display aspect, the researcher presented the results of the data findings using tables. And then, detailed data is presented using explanatory excerpts supported by interview excerpts and portraits of observations that have been described. The raw data that has been displayed is then interpreted. At the end, after all the data has been interpreted, the data is discussed by colliding the current findings with previous findings.

3. Drawing Conclusion

The last phase of analyzing the data of the research is conclusion. Making conclusion is the process of drawing the content of data collected in the form of statement. The conclusion of descriptive qualitative research is the new finding one. It can be the clear description from the unclear one. The conclusion of this research was the description about the implementation of Contextual Teaching and Learning in English Subject at XI MIA 2 of SMA Negeri 8 Rejang Lebong.

# CHAPTER IV

# FINDINGS AND DISSCUSSION

The researcher discusses the findings from the interviews and observations in this chapter. The purpose of this study was to look at "the implementation of contextual English teaching and learning in SMAN 8 Rejang Lebong's class XI MIA 2". The researcher utilized an observation checklist for observations and interview guidelines for interview questions for gathering the data. The study findings and discussion are included in this chapter.

## A. Finding

The researcher delivers the findings and analysis from the interviews and observations in this chapter. The purpose of this study is to look into the contextual teaching and learning strategies used in English in SMAN 8 Rejang Lebong's class XI MIA 2.

### 1. Implementation of Contextual Teaching and Learning in English Subject

To know how is the implementation of contextual teaching and learning in English subject, the researcher used the blue print of observation checklist. There are 7 Characteristics in implementing Contextual Teaching and Learning. Which would be explained in the table below:

**Table 4.1**

**The Characteristic of CTL**

| No | Aspects | Indicators |
|----|---------|-----------|
| 1. | Constructivism | 1. The teacher involves students to be active in the teaching and learning process. <br> 2. The teacher acts as a facilitator in helping students with learning difficulties. |
| 2. | Inquiry | 1. The teacher directs students to work in group to identify and learn the problems existing in the topics shared. |
| 3. | Questioning | 1. The teacher opens a discussion in class and involves students to ask questions between groups. <br> 2. The teacher invites students to ask if there is a material that is not clear. |
| 4. | Learning Community | 1. The teacher motivates students to get involved and participate in the Learning Community activity. |
| 5. | Modeling | 1. The teacher serves as an example for students in performing an activity or task, including demonstrating the correct pronunciation of vocabulary. |
| 6. | Reflection | 1. The teacher evaluates the learning that has been carried out in the classroom. |
| 7. | Authentic Assessment | 1. The teacher motivates and encourages students to take ownership of their learning and strive for improvement, by setting high expectations, recognizing progress, and celebrating success. |

Firstly, the researcher observed the teaching process by attending the classroom, then the researcher interviewed the teacher about this method that used in teaching and learning proccess. The observation and interview in documentation were conducted on 8th May 2023 at 08:30-10:00 am for first observation and on 15th May 2023 at 08:30-10:00 for second observation in the class XI MIA 2 SMAN 8 Rejang Lebong. Based on the finding of the observation and the interview, the researcher found some data which was explained as follows:

The researcher observed to the XI MIA 2 class during teaching and learning process. Then, the researcher found that the teacher used all characteristics of contextual teaching and learning. From seven characteristics, they split into three activities, namely introduction activities, main activities, and closing activities.

1) **Constructivism**

Constructivism learning is engaged students who participate in the learning process according to their aptitude, expertise, and preferred learning method. teachers act as facilitators for students, and if they experience difficulties learning, teachers will assist them. Constructivism ways of thinking help students to connect concepts and practices so that their knowledge is real and practical.

Based on the result of observation, the researcher found that the teacher made the class activity more attractive when the teacher involved the students directly to the teaching and learning process. Additionally, in constructing active class, the teacher only became the facilitator. It means that the teacher just watched and checked if the students needed an assist. It is also supported by the interview result where the teacher stated that:

> "The first thing I did was do literacy or stimulate students so that students asked me questions starting with prayer, question and answer which usually starts with questions from the teacher about what activities they do from waking up to going to school using English. I usually take turns giving the students questions in English, and I usually asking about news or daily activities".

With the activities gave by the teacher, the students also feel that they more active in class when teacher used this strategy. It is supported by the students that they say:

**Respondent 1:** I am so exited and happy to being active participant in my learning process
**Respondent 2:** I am so proud of myself
**Respondent 3:** I am so happy
**Respondent 4:** I enjoy in my learning process
**Respondent 5:** I'm exited and happy

So that, the researcher could take conclusion that constructivism element in CTL can build teaching and learning process in class more active and enjoyable for students. The teacher interacts first with students to stimulate students so that they are ready to take part in the learning process.

2) **Inquiry**

The purpose of this inquiry method is to help students develop their intellectual and skills arising from questions. Inquiry is the core of contextual teaching-learning activities. It is a cycling process of observing, questioning, investigating, analyzing, and concluding. In other words, the students find out something by themselves. In this process, the students have a chance to observe the phenomenon.

According to observation result, the researcher saw that the teacher divided the class into several groups to solve the material or problem that given by the teacher. In each group, the students were

allowed to solve the problem by themselves. So that, the students could learn how to find the solutions of the problem given. As stated by the teacher in interview that:

> "What I do is provide material about what each group will discuss later. Then later they will find out about the material and present it in front of the class and then hold a question-and-answer session to see how far they can understand the material they have learned."

Besides, the students also said that:

> **Respondent 1:** Usually the teacher divides us into several groups and then distributes the material to be discussed in class. Then we presented the results and asked questions to each other.
> **Respondent 2:** Teacher give the material and we will discuss about it with our friends.
> **Respondent 3:** Make group discussion with friends.
> **Respondent 4:** Teacher divides us into several groups and then distributes the material to be discussed in class.
> **Respondent 5:** Make group discussion with friends.

## 3) Questioning

Questioning activity are useful to check students' comprehension to solve problems faced by students, to stimulate students' responses, to measure students' curiosity, to focus students' attention and to refresh students' prior knowledge.

According to observation result, the researcher found that the teacher opened discussion phase to let students in each group asking questions to another group about the project that the have done. Additionally, the teacher gave students time to ask if the material was not clear. It is supported by the interview result that the teacher stated:

"The first thing I did was create a discussion group which was divided into several students, usually each member of the group was divided into various types of students such as students with medium ability, smart, low. I do that with the aim that students who are smart can motivate other students. Then the second distributed the material to be discussed. After that, my students asked them to find out about the material, or it could be other than that way, usually I asked them to make examples of text material, so I asked them to make a text which they would later present the results of the text they made. After that, to get students from other groups to be active in learning, there is usually a question-and-answer session like that. If later students have difficulty in answering then I will help straighten it out. At the end of the discussion, I just need to summarize the results of that day's learning.the researcher ask too."

The conclusion from what the teacher did was to make students actively ask questions in learning by connecting with the previous aspect, namely by conducting discussions in class. After the group has discussed and asked each other questions, the teacher will conclude the results of the discussion. And the teacher also re-explains the material that students do not understand.

**4) Learning Community**

Students can learn independently through Learning Community flexibly and practically in a real environment. Students is encouraged to interact with two or more directions. In community groups, students can complement each other's concepts and practical knowledge that needs to be learned.

Based on the observation result, the researcher found that by using learning community strategy, teacher motivated the students to

get involved and actively participate in the classroom during teaching and learning process. Like the teacher said:

> "To make students want to participate in my learning, what I usually do is I hold quizzes in between lessons. Because there is a quiz, students want to participate or play an active role in learning. I also give plus points to those who are active, so they are excited to learn."

After conducting learning community strategy, the teacher gave feedback to all students in the classroom to check their result.

## 5) Modelling

In this strategy, teacher demonstrates the lesson to students by acting with a single purpose of implementing the idea of the lesson to students. Modelling can be summarized as demonstrating teachers' opinion and demonstrating how teachers want their students to learn.

It is found in observation result that the teacher provided an example for the students during teaching and learning process. This example was used in in performing an activity or task, including demonstrating the correct pronunciation of vocabulary. In interview, the teacher stated that:

> "I usually do is like pronouncing vocabulary, when students are confused about how to read the vocabulary they just encountered, then I spell out how to read it correctly".

Therefore, modelling is used by the teacher to assist students if they find out difficulties while they teach and learn English in the classroom, such as pronouncing the vocabulary appropriately. Like the students stated that:

**Respondent 1:** When there is a pronunciation of vocabulary that we don't know, the teacher reads it first and then we repeat it

**Respondent 2:** When there is material about reading texts, the teacher usually reads the text first, then after that we repeat it.

**Respondent 3:** For the example when the teacher explains about the material about giving opinions, the teacher exemplifies the pronunciation of the sentence.

**Respondent 4:** Usually when I don't know how is pronunciation of vocabulary, my teacher helps me to know how to pronounce it.

**Respondent 5:** When there is a pronunciation of vocabulary that we don't know.

## 6) Reflection

Reflection is the record of activities and knowledge that have been received. A teacher needs to conduct reflection at the end of teaching and learning process by spending a little time asking students to reflect what they have gone through.

In the observation, the researcher found that the teacher evaluated the material that had been delivered during teaching and learning process. This strategy was used to check how far the students understood the English material. Besides, it was also used to see a part that need an improvement so that the teacher could increase the student skill. In interview, the teacher stated that:

"The way I evaluate the learning process in the class is, I tell students to complete exercises in the LKS book about the material being studied that day, later after being corrected, the score of each student will be calculated. If students have not reached the standard, what I usually do is provide enrichment to these students. Then also occasionally at the end of the lesson I give quizzes for additional evaluation."

To support the teacher statement, the students also stated that they teacher gave a reflection at the end of the class.

**Respondent 1:** Usually we do the exercises in the LKS book, when our grades are not sufficient the teacher usually gives additional assignments in the form of enrichment exercises in the LKS

**Respondent 2:** Quizzes are held at the end of class, but only a few times, we do more exercises in LKS as a form of teacher evaluation

**Respondent 3:** Once at that time held daily tests but once a few months

**Respondent 4:** Work exercise on LKS book

**Respondent 5:** Giving quiz

## 7) Authentic Assessment

Authentic assessment is a procedure of achievement in CTL. Assessing students' performance can come from teacher and students as well. Authentic assessment is the process of collecting data that gives the description of students' learning development. In learning process, not only teachers who are able to provide accurate assessments of their students' performance, but also students are able to monitor and judge their own language productions.

In the observation activity, the researcher found that the teacher was involving real world experience, allowing access to information, encouraging the use of dictionary and human resources, engaging students by relevance, using open-ended format, including self-assessment and reflection, warranting efforts and practices, identifying strength to enable students to show what they can do, making assessment criterions clearer to students. By using this last strategy, teacher gave all feedback to the students, such as what they have

learned, what the students should improve, and how the improve it. It

is also supported in interview result that the teacher said that:

> "To motivate these students to be able to encourage responsibility for their learning, a daily review is held as a form of evaluation of each learning material and so that they can see the results of their process when participating in learning. When the results do not meet the assessment standards, I give them the opportunity to improve so they won't be sad. It is also a form of effort to motivate students to study so that students appreciate every learning process. So, when they get the score below standard and I give opportunities for improvement, so I think that can make them are motivated to learn more. In the other hand, to make students' abilities improve in my learning, I usually give them vocabulary memorization, not much every time in my class, I just told them to memorize 5 vocabularies. So, I think indirectly they want to improve their ability to memorize vocabulary that they don't know."

Then, the students gave the response about this last strategy

that:

> **Respondent 1:** I am motivated to improve my skill when given vocabulary memorization, because I have minimal vocabulary. That was once my teacher gave when learning in class was ended.
> **Respondent 2:** Provide enthusiasm and encouragement to actively learn again. Usually given vocabulary memorization.
> **Respondent 3:** In my opinion, I am motivated to study like when there is a daily test, so I study even better
> **Respondent 4:** When My teacher given vocabulary memorization because I think than can increase my English vocabulary.
> **Respondent 5:** I am motivated to improve my skill when given vocabulary memorization, because I have minimal vocabulary. That was once my teacher gave when learning in class was ended.

So that, it could be concluded by the researcher that CTL has

good implementation at SMA N 8 Rejang Lebong, especially at XI

MIA 2 class. This strategy had been admitted could improve, motivate, and encourage students to learn English. By using this strategy, the students know their weakness, and how to improve their ability in English.

Based on the teacher and student statement above this method made the student more interest, make the materials more comfortable for the student and give motivation for student to be more active in the team work discussion in contextual teaching and learning. With this method, students feel more encourage to study English subject, they feel more comfortable in their study with the team work discussion when the teacher always give the motivation.

The teacher feel easier when used this method because the implementation of contextual teaching and learning made the students more active discussion with the team work in the teaching and learning process. So this method is correct to be implemented for the students in English at class XI MIA 2 SMAN 8 Rejang Lebong because the student can develop the English subject by using contextual teaching and learning.

## B. Discussion

In this section the researcher will discusses about " the implementation of contextual teaching and learning in English subject at class XI MIA 2 of SMAN 8 Rejang Lebong".

Contextual Teaching and Learning is one of the learning strategies that supports English teachers in their lessons of English. According to Chapter II's explanation, contextual teaching and learning is a theory of teaching and learning that aids teachers in connecting course material to practical situations and encourages students to connect knowledge to its practical applications in their lives as family members and citizens. Teachers using this contextual teaching and learning approach must develop engaged, imaginative, and creative students who can learn in the present but also retain what they have learned in the future.[42]

Based on an interview and observation checklist, the English teacher of class XI MIA 2 SMAN 8 Rejang Lebong used contextual teaching and learning in English. In the implementation of CTL used seven characteristics, namely constructivism, inquiry, questioning, learning communities, modeling, reflection, and authentic assessment. Those characteristics were included in each activity which conducted by the teacher.

In the introduction activities, the teacher comes into the class and opens the class by greeting, and before starting the lesson, the teacher ordered the class to pray together. After that, the teacher checked the attendance of students, and the

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[42] Berns, Robert G, *contextual teaching and learning: preparing students for the economy.* (office of vocational a nd adult education (ED),Washington: national dissemination center for career andtechnical education, Columbus, OH, 2001),P.1

teacher asked the student about their daily activities before they went to school. It suits to the first characteristic of CTL, namely constructivism. As Brown states that meaningful learning subsumes new information into existing structures and memory systems and the resulting association links create stronger retention.[43] By building students' motivation, teacher can deliver the material more effectively. The student also can receive the material easily.

In the main activity, the teacher gave an explanation of the material in the reading text, consisting of an introduction, a main idea, and more explanation of the materials, and divides the students into some groups of work to make it easier for them to understand the reading text to discuss with their members of the group discussion. He divides the students into groups, and each group consists of three to four students. Then, he asks them to sit with the group and make a circle with the group that has been formed, and after that, the assignment is to re-explain material by the presentation in front of the class. After the student explains the presentation, the teacher tells the students to ask for the other group and answer the questions. If the student cannot answer those questions, the teacher helped them. In this main activity, the teacher used four characteristics of CTL in a while. Inquiry, Questioning, Learning Community, and Modelling were used in the main activity.

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[43] Brown, H. D. (2001). Teaching by principles: an interactive approach to language pedagogy (2nd Ed). New York: Addison Wesley Longman, Inc.

According to Elaine in Hyun et al., the inquiry encourages students to discover themselves something more meaningful than the knowledge or skills acquired by students by only recalling concepts, facts, and information.[44] Activities in formulating problems, observing, analyzing and presenting really helps students to think critically and be creative so that they find something deeper and optimal meaning and solve problems in real life.[45] Besides inquiry, the teacher also used questioning. Questioning activities help students to dig up information and confirm that has been known or has not been known and direct attention to these unknown aspects.[46] When the students are in group, the teacher try to encourage them to find the solution from another group. Every student learns from other people and they can also be a source of learning for students around him.[47] Additionally, to help students understand, the teacher show modelling. Form modelling, students could get more knowledge. As stated by Clifford, students can get knowledge and experience from various sources.[48]

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[44] Hyun, C. C., Wijayanti, L. M., Asbari, M., Purwanto, A., Santoso, P. B., Igak, W., Bernarto, I., & Pramono, R. (2020). Implementation of contextual teaching and learning (CTL) to improve the concept and practice of love for faith-learning integration. *International Journal of Control and Automation*, *13*(1), 365–383.

[45] Firdausa Fatma Dewib, "Application of Contextual Teaching and Learning (CTL) Components in Telecommunication Network Design and Optimization Course", International Journal of Chemistry Education Research, Vol. 2, V. 1 February, (2018), pp.24-33.

[46] Paijan. (2010). Peningkatan Pemahaman Konsep Belajar IPS Menggunakan Model CTL Siswa Kelas IV SD Negeri 3 Sidomulyo Purworejo. Surakarta: Fakultas Keguruan Dan Ilmu Pendidikan Universitas Sebelas Maret.

[47] Choi Chi Hyun. (2015). Implementasi Contextual Teaching and Learning (CTL) dalam Pengintegrasian Pembelajaran Iman untuk Meningkatkan Konsep dan Praktik Kasih Siswa Kelas IV di Sekolah Minggu Yeollin. Jakarta: Fakultas Ilmu Pendidikan Universitas Pelita Harapan.

[48] Wilson and Clifford. (2000). Contextual Teaching, Professional Learning, and Student Experiences: Lessons Learned from Implementation, Educational Brief No. 2. Madison: Center on Education and Work, University of Wisconsin-Madison.

In closing activities, after all groups have finished the presentation of the material, teacher and students close the learning together, and after that, the teacher gives opportunities for students to ask questions about related materials that are not understood and gives a quiz before the class is over, and then the teacher gives the task for students who do not understand the material. Closing activities include two characteristics of CTL, namely reflection, and authentic assessment. At the end of the class, the teacher give reflection to the students, such as exercises, feedback. Reflection is a process of driving experience and knowledge learned by re-sequencing events or events that have been passed.[49] Students can expand meaningful knowledge through contact and learning previously obtained with real experience in reflection.[50] After giving the reflection, the teacher gave the authentic assessment. The teacher explained to all students about the material that has been delivered that day, told the students what should be improved. The ability of students is also assessed by the results of the display of discovery, questioning, explaining, describing considering, and making decisions.[51] Authentic Assessment measured the ability of various session students objectively during the course of the learning process.[52]

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[49] Ramdani Yani. (2011). Pembelajaran untuk Meningkatkan Kemampuan Berpikir Matematika Tingkat Tinggi Melalui Pendekatan Contextual Teaching and Learning (CTL). Prosiding SNaPP 2011 Sains, Teknologi, dan Kesehatan, Vol. 2, No.1, pp.449-458.

[50] Choi Chi Hyun. (2015). Implementasi Contextual Teaching and Learning (CTL) dalam Pengintegrasian Pembelajaran Iman untuk Meningkatkan Konsep dan Praktik Kasih Siswa Kelas IV di Sekolah Minggu Yeollin. Jakarta: Fakultas Ilmu Pendidikan Universitas Pelita Harapan.

[51] Munir Munir, Riola Haya Nur. (2018). The Development of English Learning Model Based on Contextual Teaching And Learning (CTL) in Junior High Schools". International Journal of Language Education, Vol. 2 No. 1, pp.31-39. DOI: https://doi.org/10.26858/ijole.v2i1.4326

[52] Burhan Nurgiyantoro. (2008). "Penilaian Otentik", Cakrawala Pendidikan Th. XXVII, No. 3. pp.251-255.

On the other hand, contextual learning and teaching are developing into something more meaningful and authentic. It implies that teachers want their students to be able to relate classroom lessons to events outside of the classroom. This is crucial because when the student's life experiences are correlated with the materials, both the student and the materials would give a benefit from practical applications and become deeply ingrained in the student's memory, helping the student to retain the information.

The other result of the implementation of Contextual Teaching and Learning in English is that students become more excited to learn, the lessons become more interesting, and they actively participate in group discussions in the classroom. The reading comprehension material that has been learned become easier for students to understand, create more meaningful learning, create teamwork and confidence in themselves to solve the problems, and increase the ability to discuss with other students and share knowledge as a problem solution in the classroom.

According to the justification given, the explanation is appropriate for contextual teaching and learning technique steps and components. The researcher obtained this explanation using interviews and observation in order to locate the data collecting. Contextual teaching and learning have specific features that set them apart from other methods. The seven key components are broken out by Johnson. They are constructivism, research, inquiry, discussion, learning communities, modeling, reflection, and authentic assessment.

From the explanation above of the implementation of contextual teaching and learning in English subject at class XI MIPA 2 SMAN 8 Rejang Lebong, the implementation of contextual teaching and learning in English subject is simply modified. Contextual teaching and learning can make students happy and excited about the learning process. On the other hand, contextual teaching can help teachers make the students more active in the class because the learning process can focus on the students, as we know that K13 requires students to be more active.

# CHAPTER V

# CONCLUSION AND SUGGESTION

The conclusion and suggestions serve as the final component of this research after the analysis and interpretation of the data obtained in the previous chapter. The conclusion that follows provides an answer to the study's research question while also making some recommendations for future researchers who might be interested in this topic.

## A. Conclusions

As aforementioned above, the researcher came to the conclusion regarding the implementation of contextual teaching and Learning strategy in teaching English subject at class XI MIA 2 of SMA Negeri 8 Rejang Lebong. After conducting the research, the researcher found that the implementation of contextual teaching and Learning strategy split into three activities, namely introduction activity, main activity, and closing activity. These activities were arranged depend on seven characteristics of CTL, namely constructivism, research, inquiry, discussion, learning communities, modeling, reflection, and authentic assessment. According to the observation and interview, the results showed that the implementation was in line with the theory. The implementation was focus on students' activities, teacher became the facilitator, teacher directs students to work in group to identify and learn the problems existing, teacher opened discussion, let students asking questions, teacher motivates students, teacher directs students to work in group to identify and learn the problems existing, teacher evaluates the learning, and teacher motivates and encourages students to take ownership of their

learning and strive for improvement. Besides, according to the interview, the researcher found that CTL made the student more interested, makes the materials more comfortable for the student, and gives motivation for the student to be more active in the team work discussion. With this method, students feel more inspired to study English, and they feel more comfortable in their study with the team work discussion when the teacher always gives motivation. It means that CTL is good for teaching and learning English subject.

### B. Suggestions

The suggestions for a brighter future are now offered. Particular suggestions are made as follows:

1. The college

   The K–13 curriculum treats students as engaged (student-centered), thus the teacher can use this study as a guide when selecting a teaching strategy for English.

2. It is difficult work to teach English. The teacher should gather and consider teaching strategies considerably more thoroughly, especially while teaching English, in order to ensure that the students grasp what they are learning.

3. The researcher

   The researcher expects that this study will be improved and inspire further research in the field.

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# A

# APPENDIXES

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI CURUP**
**FAKULTAS TARBIYAH**
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id

**KEPUTUSAN DEKAN FAKULTAS TARBIYAH**
Nomor : 964 Tahun 2022

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

| Menimbang | : | a. | Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; |
| | | b. | Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |
| Mengingat | : | 1. | Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; |
| | | 2. | Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; |
| | | 3. | Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; |
| | | 4. | Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; |
| | | 5. | Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026. |
| | | 6. | Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup |
| | | 7. | Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| Memperhatikan | : | 1. | Surat Rekomendasi dari Ketua Prodi TBI Nomor : 071/FT.2/PP.00.9/TBI/2022 |
| | | 2. | Berita Acara Seminar Proposal Pada Hari Kamis, 7 Juli 2022 |

**M E M U T U S K A N :**

Menetapkan

| Pertama | : | 1. | Hadi Suhermanto, M.Pd | 19741113 199903 1 003 |
| | | 2. | Jumatul Hidayah, M.Pd | 19780224 200212 2 002 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

NAMA : Anida
NIM : 18551006
JUDUL SKRIPSI : **The Implementation of Contextual Teaching and Learning to Enhance Students' Learning Motivation at XI MIA 2 of SMAN 8 Rejang Lebong**

| Kedua | : | Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |
| Ketiga | : | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Keempat | : | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | : | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | : | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | : | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ; |

Ditetapkan di Curup,
Pada tanggal 18 Juli 2022
Dekan,

Hamengkubuwono

Tembusan
1. Rektor
2. Ketua/Ketua IAIN Curup
3. Kabag Akademik kemahasiswaan dan kerja sama
4. Mahasiswa yang bersangkutan

## KEMENTERIAN AGAMA REPUBLIK INDONESIA
### INSTITUT AGAMA ISLAM NEGERI CURUP
### FAKULTAS TARBIYAH
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor          : 451 /In.34/FT/PP.00.9/02/2023          15 Februari 2023
Lampiran       : Proposal dan Instrumen
Hal            : Permohonan Izin Penelitian

Kepada Yth. Kepala Cabang Dinas Pendidikan
           Wilayah II Kab Rejang Lebong

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skipsi S.1 pada Institut Agama Islam Negeri Curup:

Nama             Anida
NIM              18551006
Fakultas/Prodi   Tarbiyah / TBI
Judul Skripsi    The Implementation of Contextual Teaching and Learning in English Subject at XI
                 MIA 2 of SMAN II Rejang Lebong
Waktu Penelitian 15 Februari 2023  s.d 15 Mei 2023
Lokasi Penelitian Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan kirnya diucapkan terimakasih.

a.n Dekan
Wakil Dekan I

Dr. Siswadi Arifchoi, S.PKI, Hum
NIP. 19810620 200604 1 002

Tembusan : disampaikan Yth :
1. Rektor
2. Wapret I
3. Ka. Biro Akatem
4. Arsip

## Table 1

| NO | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing I | Paraf Mahasiswa |
|----|---------|--------------------------|--------------------|-----------------|
| 1 | Rabu, 04 Oktober 2023 | Revisi Bab I, II, III | | |
| 2 | Senin, 1 & Pebruari 2023 | Acc Penelitian | | |
| 3 | Selasa, 14 Pebruari 2023 | Revisi Bab 1-5 | | |
| 4 | Selasa, 07 Pebruari 2023 | Acc Munaqosah | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |

## Table 2

| NO | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing II | Paraf Mahasiswa |
|----|---------|--------------------------|---------------------|-----------------|
| 1 | Selasa, 19 Juli 2022 | Revisi proposal | | |
| 2 | Kamis, 11 Agustus 2022 | Research background | | |
| 3 | Selasa, 04 Oktober 2022 | Acc revisi Bab 1, 2, 3 | | |
| 4 | Kamis, 09 Pebruari 2023 | Acc Penelitian | | |
| 5 | Selasa, 10 Pebruari 2023 | Revisi Bab 4 | | |
| 6 | Rabu, 07 Pebruari 2023 | Revisi Bab 1 | | |
| 7 | | Revisi Bab 5 | | |
| 8 | | Acc Munaqosah | | |

## KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Amelia
NIM : 18551006
FAKULTAS/PRODI : Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I : Hadi Sulistiawato, M.Pd
PEMBIMBING II : Jumatul Hidayah, M.Pd
JUDUL SKRIPSI : The Implementation of Contextual
Teaching And Learning In English Subject
At Class XI MIA II of Speed 8 Rejang Lebong

---

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing II.

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dilakukan dengan kolom yang di sediakan.

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi ini akhir dengan pembimbing, dilakukan paling lambat sebelum ujian skripsi.

## KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Amelia
NIM : 18551006
FAKULTAS/PRODI : Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I : Hadi Sulistiawato, M.Pd
PEMBIMBING II : Jumatul Hidayah, M.Pd
JUDUL SKRIPSI : The Implementation of Contextual Teaching
And Learning In English Subject At
Class XI MIA II of Speed 8 Rejang Lebong

---

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Hadi Sulistiawato, M.Pd
NIP. 19741112 199905 1 002

Pembimbing II,

Jumatul Hidayah, M.Pd
NIP. 19780224 200312 2 002

## SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

| | | |
|---|---|---|
| Judul | : | **The Implementation of Contextual Teaching and Learning in English Subject at XI MIA 2 of SMA Negeri 8 Rejang Lebong** |
| Penulis | : | Anindia |
| NIM | : | 18551006 |

Dengan tingkat kesamaan sebesar 19%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 07 Agustus 2023
Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd

## SURAT IZIN PENELITIAN

Nomor : 421.3/ 7qc /MN/SMAN 8/RL/2023

Yang bertanda tangan di bawah ini

| | | |
|---|---|---|
| Nama | : | **HJ. AMINA TUZZUHRO,S.Pd.MM** |
| NIP | : | 196507031991042001 |
| Pangkat/Gol | : | Pembina, IV/a |
| Jabatan | : | Kepala Sekolah SMA Negeri 8 Rejang Lebong |

Memberikan izin kepada

| | | |
|---|---|---|
| Nama | : | **ANIDIA** |
| NIM | : | 18551006 |
| Fakultas / Program Study | : | Tarbiyah / TBI |
| Judul Penelitian | : | The Implementation of Contextual Teaching and Learning In English Subject at XI MIA 2 Of SMA N 8 Rejang Lebong" |

Untuk Melaksanakan Penelitian Di SMAN 8 Rejang Lebong Pada tanggal :
05 Mei 2023 s/d 15 mei 2023, Dengan Judul Pemanfaatan Kelompok belajar siswa dalam mengatasi kejenuhan belajar siswa di SMA N 8 Rejang Lebong
Demikian Surat Keterangan Ini dibuat, Untuk Dapat Digunakan Sebagaimana Mestinya.

Curup,05 Mei 2023
Kepala Sekolah

HJ.AMINA TUZZUHRO,S.Pd.MM
Pembina,IV/a
NIP.196507031991042001

# DINAS PENDIDIKAN DAN KEBUDAYAAN

### CABANG DINAS PENDIDIKAN WILAYAH II CURUP

Jalan Sidomulyo – Tempel Rejo Kecamatan Curup Selatan
Email : cccabdinwilayahII@gmail.com Kode Pos : 39124

## SURAT REKOMENDASI

Nomor : 420/      /Cabdin II/ 2023

Yang bertandatangan di bawah ini:

| | | |
|---|---|---|
| Nama | : | **Sabirin Absah, S.Pd** |
| NIP | : | 19730825 200312 1 004 |
| Pangkat/golongan | : | Pembina / IV.a |
| Jabatan | : | Kepala Sub Bagian Tata Usaha |
| Asal Instansi | : | Cabang Dinas Pendidikan Wilayah II Curup |

Berdasarkan Surat Dekan Fakultas Tarbiyah, Institut Agama Islam Negeri Curup (IAIN) Curup Nomor: 435/In.34/FT/PP.00.9/02/2023 tanggal 15 Februari 2023 dan Surat Kepala SMAN 8 Rejang Lebong nomor: 421.3/245/MN/SMAN8/RL/2023 tanggal 3 Mei 2023 Perihal Permohonan Izin Penelitian untuk mahasiswi :

| | | |
|---|---|---|
| Nama | : | **Anidia** |
| NIM | : | 18551006 |
| Program Studi | : | Tadris Bahasa Inggris |
| Fakultas | : | Tarbiyah |
| Tempat Penelitian | : | SMA Negeri 8 Rejantg Lebong |
| Waktu | : | 5 Mei s.d 15 Mei 2023 |

Pada prinsipnya kami **Menyetujui** untuk melakukan penelitian dalam rangka memperoleh data penyusunan Disertasi dengan judul " *The Implemantation of Contextural Teaching and Learning In English Subject at XI MIA 2 of* SMAN 8 Rejang Lebong"
Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 3 Mei 2023
A.n.Kepala Cabang Dinas Pendidikan
Wilayah II Curup
Kepala Sub Bagian Tata Usaha

**Sabirin Absah, S.Pd**
NIP.19730825 200312 1 004

Tembusan Yth.
1. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Bengkulu
   Cq. Kepala Bidang Pembinaan SMA
2. Dekan Fakultas Tarbiyah IAIN Curup
3. Kepala SMAN 8 Rejang Lebong

PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
## SMAN 8 REJANG LEBONG
AKREDITASI A
NSS :301260286001    NPSN : 10789667
Website : http://sman1seluparejang.blogspot.com email : sman8rrjanglebong@gmail.com
Alamat : Jl. Desa Air Meles Atas Kec. Selupu Rejang Kab. Rejang Lebong Prop. Bengkulu 39153

## SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 421.3/ 259 /PL/SMAN 8/RL/2023

Yang bertanda tangan di bawah ini :

| | | |
|---|---|---|
| Nama | : | **Hj. AMINA TUZZUHRO,S.Pd.MM** |
| NIP | : | 196507031991042001 |
| Pangkat/Gol | : | Pembina, IV/a |
| Jabatan | : | Kepala Sekolah SMA Negeri 8 Rejang Lebong |

Menerangkan dengan sebenarnya bahwa :

| | | |
|---|---|---|
| Nama | : | **ANIDIA** |
| NIM | : | 18551006 |
| Fakultas / Program Study | : | Tarbiyah / Tadris Bahasa Inggris |
| Judul Penelitian | : | The Implementation of Contextual Teaching and Learning in English Subject at XI MIA 2 of SMAN 8 Rejang Lebong |

Telah selesai melaksanakan penelitian di SMAN 8 Rejang Lebong pada bulan 08 Mei 2023 2023 s/d 15 Mei 2023, dengan Judul The Implementation of Contextual Teaching and Learning in English Subject at XI MIA 2 of SMAN 8 Rejang Lebong .

Demikian Surat Keterangan Ini dibuat, Untuk Dapat Digunakan Sebagaimana Mestinya.

Rejang Lebong, 15 Mei 2023
Kepala Sekolah

**Hj.AMINA TUZZUHRO,S.Pd.MM**
**Pembina,IV/a**
**NIP.196507031991042001**

Tebusan Yth:
1. Kepala Dinas Pendidikan Dan Kebudayaan Privinsi Bengkulu
2. Kepala Bidang Pembinaan SMA Dinas Dikbud Provinsi Bengkulu
3. Yang Bersangkutan
4. Arsip

**Blueprint of Observation Sheet**
**The Implementation of Contextual Teaching and Learning in English Subject**

| No | Theory | Description | Indicators | Observation | |
|---|---|---|---|---|---|
| | | | | Yes | No |
| 1. | Constructivism | Constructivism is building on knowledge known by students. | 3. The teacher involves students to be active in the teaching and learning process.<br>4. The teacher acts as a facilitator in helping students with learning difficulties. | | |
| 2. | Inquiry | Inquiry is a learning design which guides students to be scientists. In this case, students are guided to observe problems, formulate questions, finding information and data, analyze information and data, and drawing a comprehensive conclusion to solve the inquired problems. | 2. The teacher directs students to work in group to identify and learn the problems existing in the topics shared. | | |
| 3. | Questioning | Questioning is an activity that the teacher does to encourage, guide and assess students' thinking abilities | 3. The teacher opens a discussion in class and involves students to ask questions between groups.<br>4. The teacher invites students to ask if | | |

| | | | there is a material that is not clear. | | |
|---|---|---|---|---|---|
| 4. | Learning Community | Learning Community is an activity carried out in the classroom where teachers and students are involved in working together in solving problems. | 2. The teacher motivates students to get involved and participate in the Learning Community activity. | | |
| 5. | Modeling | Modeling is an activity that the teacher does such as exemplifying the pronunciation of vocabulary. | 2. The teacher serves as an example for students in performing an activity or task, including demonstrating the correct pronunciation of vocabulary. | | |
| 6. | Reflection | Reflection is an activity where the teacher evaluates the learning process in class | 2. The teacher evaluates the learning that has been carried out in the classroom. | | |
| 7. | Authentic Assessment | Authentic Assessment is an activity that is used to monitor or assess students' progress during the learning process from an academic and attitudinal point of view | 2. The teacher motivates and encourages students to take ownership of their learning and strive for improvement, by setting high expectations, recognizing progress, and celebrating success. | | |

Catatan Validator

1. Instrumen observasi ini awalnya masih memiliki indicator-indikator yang belum tepat sasaran. Validator membantu mensinkronisasi indicator dengan teori dan menambah indicator yang dipertimbangkan ideal. Semua yang validator edit diwarnai biru.

2. Validator membantu mengecek grammar tiap tulisan. Semua yang validator edit diwarnai biru

3. Validator membantu menuliskan item-item observasi ke dalam versi Bahasa Indonesia untuk mempermudah peneliti mengonstruksi informasi kontekstual terkait dengan data lapangan nanti.

4. Menurut validator, instrument ini sekarang sudah valid secara konten. Silahkan peneliti gunakan instrument versi yang sudah diedit ini untuk mengambil data.

Curup, 2 April 2023

Validator

Ruly Morganna, M.Pd

**Blueprint of Interview Guideline with the Teacher**

| No | Aspects | Theory | Questions |
|----|---------|--------|-----------|
| 1. | Constructivism | Constructivism is building on knowledge known by students. | 2. How do you involve students to be active in the learning process? |
| 2. | Inquiry | Inquiry is a learning design which guides students to be scientists. In this case, students are guided to observe problems, formulate questions, finding information and data, analyze information and data, and drawing a comprehensive conclusion to solve the inquired problems. | 2. Can you describe how you lead students to work in groups to identify and learn about the problems existing in the shared topics? Please explain!" |
| 3. | Questioning | Questioning is an activity that the teacher does to encourage, guide and assess students' thinking abilities | 3. How do you open a discussion in class and involve students to ask questions between groups? Can you provide an example? <br> 4. In what situations do you invite students to ask questions when a material is unclear? Can you give an example? |
| 4. | Learning Community | Learning Community is an activity carried out in the classroom where teachers and students are involved in working together in solving problems. | 2. How do you motivate students to get involved and participate in the learning community |
| 5. | Modeling | Modeling is an activity that the teacher does such as exemplifying the pronunciation of vocabulary. | 2. How do you serve as an example for students in performing an activity or task, especially in |

| | | | demonstrating the correct pronunciation of vocabulary |
|---|---|---|---|
| 6. | Reflection | Reflection is an activity where the teacher evaluates the learning process in class | 2. How do you evaluate the learning that has taken place in your classroom? |
| 7. | Authentic Assessment | Authentic Assessment is an activity that is used to monitor or assess students' progress during the learning process from an academic and attitudinal point of view | 2. How do you motivate and encourage students to take ownership of their learning and strive for improvement in learning? |

**Blueprint of Interview Guideline with the Teacher**

| No | Theory | Description | Questions |
|---|---|---|---|
| 1. | Constructivism | Constructivism is building on knowledge known by students. | 2. How did you feel about being an active participant in your own learning? |
| 2. | Inquiry | Inquiry is a learning design which guides students to be scientists. In this case, students are guided to observe problems, formulate questions, finding information and data, analyze information and data, and drawing a comprehensive conclusion to solve the inquired problems. | 2. How does your teacher direct you and your group to identify and learn the problems existing in the topics shared |
| 3. | Questioning | Questioning is an activity that the teacher does to encourage, guide and assess students' thinking abilities | 3. Does your teacher opened a class discussion and involved students to ask questions among groups? <br> 4. Does your teacher often invite students to ask if there is any unclear material? |
| 4. | Learning Community | Learning Community is an activity carried out in the classroom where teachers and students are involved in working together in solving problems. | 2. Does your teacher provide feedback on your performance in the Learning Community activity?" |
| 5. | Modeling | Modeling is an activity that the teacher does such as exemplifying the pronunciation of vocabulary. | 2. How does your teacher serve as an example for students in performing an activity or task? |
| 6. | Reflection | Reflection is an activity where the teacher evaluates the learning process in class | 2. How does your teacher evaluate which aspects of learning have been completed and which ones have not during |

| | | | the learning process in class |
|---|---|---|---|
| 7. | Authentic Assessment | Authentic Assessment is an activity that is used to monitor or assess students' progress during the learning process from an academic and attitudinal point of view | 2. How does the teacher motivate you to learn and improve your skills? What does the teacher do to motivate you?" |

Catatan Validator

1. Karena sebagian besar indicator berubah seperti pada instrument sebelumnya, maka otomatis semua pertanyaan wawancara juga berebah sesuai dengan singkronisasi dan sasaran indicator.
2. Validator membantu merumuskan item wawancara sesuai dengan indicator
3. Menurut validator pertanyaan-pertanyaan wawancara dengan guru dan siswa ini sudah valid secara konten. Silahkan peneliti tinggal mengikuti versi yang sudah diedit oleh validator.
4. Selanjutnya, silahkan peneliti mengambil data menggunakan instrument ini

Curup, 2 April 2023

Validator

Ruly Morganna, M.Pd

# TRANSKIP WAWANCARA GURU

Hari/Tanggal  : Jumat, 12 Mei 2023

Tempat        : Lingkungan Sekolah

Narasumber    : Bapak Efri Wijayanto, S.Pd

1. How do you involve students to be active in the learning process?

**Answer: The first thing I did was do literacy or stimulate students so that students asked me questions starting with prayer, question and answer which usually starts with questions from the teacher about what activities they do from waking up to going to school using English. I usually take turns giving the students questions in English, and I usually asking about news or daily activities.**

2. Can you describe how you lead students to work in groups to identify and learn about the problems existing in the shared topics? Please explain!"

**Answer: What I do is provide material about what each group will discuss later. Then later they will find out about the material and present it in front of the class and then hold a question and answer session to see how far they can understand the material they have learned.**

3. How do you open a discussion in class and involve students to ask questions between groups? Can you provide an example?

**Answer: The first thing I did was create a discussion group which was divided into several students, usually each member of the group was divided into various types of students such as students with medium ability, smart, low. I do that with the aim that students who are smart can motivate other students. Then the second distributed the material to be discussed. After that, my students asked them to find out about the material, or it could be other than that way, usually I asked them to make examples of text material, so I asked them to make a text which they would later present the results of the text they**

made. After that, to get students from other groups to be active in learning, there is usually a question and answer session like that. If later students have difficulty in answering then I will help straighten it out. At the end of the discussion, I just need to summarize the results of that day's learning.the researcher ask too.

4. In what situations do you invite students to ask questions when a material is unclear? Can you give an example?

**Answer: Usually after I explain all the material, I give students the opportunity to ask questions about material they don't understand, then I re-explain it briefly and use language that students can easily understand.**

5. How do you motivate students to get involved and participate in the learning community?"

**Answer: To make students want to participate in my learning, what I usually do is I hold quizzes in between lessons. Because there is a quiz, students want to participate or play an active role in learning. I also give plus points to those who are active, so they are excited to learn.**

6. How do you serve as an example for students in performing an activity or task, especially in demonstrating the correct pronunciation of vocabulary?

**Answer: What I usually do is like pronouncing vocabulary, when students are confused about how to read the vocabulary they just encountered, then I spell out how to read it correctly.**

7. How do you evaluate the learning that has taken place in your classroom?

**Answer: The way I evaluate the learning process in the class is, I tell students to complete exercises in the LKS book about the material being studied that day, later after being corrected, the score of each students will be calculated. If students have not reached the standard, what I usually do is provide**

**enrichment to these students. Then also occasionally at the end of the lesson I give quizzes for additional evaluation.**

8. How do you motivate and encourage students to take ownership of their learning and strive for improvement in learning?

**Answer: "To motivate these students to be able to encourage responsibility for their learning, a daily review is held as a form of evaluation of each learning material and so that they can see the results of their process when participating in learning. When the results do not meet the assessment standards, I give them the opportunity to improve so they won't be sad. It is also a form of effort to motivate students to study so that students appreciate every learning process. So, when they get the score below standard and I give opportunities for improvement, so I think that can make them are motivated to learn more. In the other hand, to make students' abilities improve in my learning, I usually give them vocabulary memorization, not much every time in my class, I just told them to memorize 5 vocabularies. So, I think indirectly they want to improve their ability to memorize vocabulary that they don't know."**

**TRASNKIP WAWANCARA SISWA**

Hari/Tanggal : Senin-Selasa, 08-09 Mei 2023

Tempat : Lingkungan Sekolah

1. How did you feel about being an active participant in your own learning?

**Answer :**

a. **Respondent 1: I am so exited and happy to being active participant in my learning process**

2. How does your teacher direct you and your group to identify and learn the problems existing in the topics shared?

**Answer :**

a. **Respondent 1: Usually the teacher divides us into several groups and then distributes the material to be discussed in class. Then we presented the results and asked questions to each other.**

3. Does your teacher opened a class discussion and involved students to ask questions among groups?

**Answer :**

a. **Respondent 1:  Yes, My teacher Does**

4. Does your teacher often invite students to ask if there is any unclear material?

**Answer :**

a. **Responden 1: Yes, He Does**

5. Does your teacher provide feedback on your performance in the Learning Community activity?

**Answer :**

a. **Responden 1: Of Course**

6. How does your teacher serve as an example for students in performing an activity or task?

**Answer :**

a. **Responden 1: When there is a pronunciation of vocabulary that we don't know, the teacher reads it first and then we repeat it**

7. How does your teacher evaluate which aspects of learning have been completed and which ones have not during the learning process in class?

**Answer :**

a. **Responden 1: Usually we do the exercises in the LKS book, when our grades are not sufficient the teacher usually gives additional assignments in the form of enrichment exercises in the LKS**

8. How does the teacher motivate you to learn and improve your skills? What does the teacher do to motivate you?

**Answer :**

a. **Responden 1: I am motivated to improve my skill when given vocabulary memorization, because I have minimal vocabulary. That was once my teacher gave when learning in class was ended.**

**TRASNKIP WAWANCARA SISWA**

Hari/Tanggal : Senin-Selasa, 08-09 Mei 2023

Tempat : Lingkungan Sekolah

1. How did you feel about being an active participant in your own learning

**Answer :**

a. **Respondent 2: I am so proud of myself**

2. How does your teacher direct you and your group to identify and learn the problems existing in the topics shared?

**Answer :**

a. **Respondent 2: Teacher give the material and we will discuss about it with our friends.**

3. Does your teacher opened a class discussion and involved students to ask questions among groups?

**Answer :**

a. **Responden 2: Yes of Course**

4. Does your teacher often invite students to ask if there is any unclear material?

**Answer :**

a. **Responden 2: That's Right**

5. Does your teacher provide feedback on your performance in the Learning Community activity?

**Answer :**

a. **Responden 2: Yes, He Does**

6. How does your teacher serve as an example for students in performing an activity or task?

**Answer :**

a. **Responden 2: When there is material about reading texts, the teacher usually reads the text first, then after that we repeat it.**

7. How does your teacher evaluate which aspects of learning have been completed and which ones have not during the learning process in class?

**Answer :**

a. **Responden 2: Quizzes are held at the end of class, but only a few times, we do more exercises in LKS as a form of teacher evaluation**

8. In your opinion, does the feedback provide by the teacher after conducting authentic assessment help your learning? Could you give an example?

**Answer:**

a. **Respondent 2: Yes, with the final exam being feedback to find out my abilities in learning English**

**TRASNKIP WAWANCARA SISWA**

Hari/Tanggal  : Senin-Selasa, 08-09 Mei 2023

Tempat        : Lingkungan Sekolah

1. How did you feel about being an active participant in your own learning

**Answer :**

a. **Respondent 3: I am so happy**

2. How does your teacher direct you and your group to identify and learn the problems existing in the topics shared?

**Answer :**

a. **Respondent 3: Make group discussion with friends.**

3. Does your teacher opened a class discussion and involved students to ask questions among groups?
b. **Responden 3: Yes, He Does**

4. Does your teacher often invite students to ask if there is any unclear material?

**Answer :**

a. **Responden 3: Yes, My teacher Does**

5. Does your teacher provide feedback on your performance in the Learning Community activity?

**Answer :**

a. **Responden 3: That's Right**

6. How does your teacher serve as an example for students in performing an activity or task?

**Answer :**

a. **Responden 3: For the example when the teacher explain about the material about giving opinions, the teacher exemplifies the pronunciation of the sentence.**

**7.** How does your teacher evaluate which aspects of learning have been completed and which ones have not during the learning process in class?

**Answer :**

a. **Responden 3 : Work exercise on LKS book**

8. In your opinion, does the feedback provide by the teacher after conducting authentic assessment help your learning? Could you give an example?

Answer:

a. Respondent 3: **Of Course, an example is during the midterm exams. That way I can learn and know my abilities if my score is not well, then the next I have to be even better at studying**

# TRASNKIP WAWANCARA SISWA

Hari/Tanggal   : Senin-Selasa, 08-09 Mei 2023

Tempat           : Lingkungan Sekolah

1. How did you feel about being an active participant in your own learning

**Answer :**

a. **Respondent 4: I enjoy in my learning process**

2. How does your teacher direct you and your group to identify and learn the problems existing in the topics shared?

**Answer :**

a. **Respondent 4: Teacher divides us into several groups and then distributes the material to be discussed in class.**

3. Does your teacher opened a class discussion and involved students to ask questions among groups?

**Answer :**

a. **Responden 4:  That's Right**

4. Does your teacher often invite students to ask if there is any unclear material?

**Answer :**

a. **Responden 4: Of Course**

5. Does your teacher provide feedback on your performance in the Learning Community activity?

**Answer :**

a. **Responden 4: My teacher does**

6. How does your teacher serve as an example for students in performing an activity or task?

**Answer :**

a. **Responden 4: Usually when I don't know how is pronunciation of vocabulary, my teacher help me to know how to pronounce it.**

7. How does your teacher evaluate which aspects of learning have been completed and which ones have not during the learning process in class?

**Answer :**

a. **Responden 4: Work exercise on LKS book**

8. In your opinion, does the feedback provide by the teacher after conducting authentic assessment help your learning? Could you give an example?

Answer:

a. Respondent 4: **Yes, with the final exam being feedback to find out my abilities in learning English**

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**TRASNKIP WAWANCARA SISWA**

Hari/Tanggal  : Senin-Selasa, 08-09 Mei 2023

Tempat          : Lingkungan Sekolah

1.  How did you feel about being an active participant in your own learning

**Answer :**

**a.  Respondent 5: I'm exited and happy**

2.  How does your teacher direct you and your group to identify and learn the problems existing in the topics shared?

**Answer :**

**a.  Respondent 5: Make group discussion with friends.**

3.  Does your teacher opened a class discussion and involved students to ask questions among groups?

**Answer :**

**a.  Responden 5: Of Course**

4.  Does your teacher often invite students to ask if there is any unclear material?

**Answer :**

**a.  Responden 5: Yes, He Does**

5.  Does your teacher provide feedback on your performance in the Learning Community activity?

**Answer :**

**a.  Responden 5: Yes, He Does**

6.  How does your teacher serve as an example for students in performing an activity or task?

**Answer :**

a. **Responden 5: When there is a pronunciation of vocabulary that we don't know.**

7. How does your teacher evaluate which aspects of learning have been completed and which ones have not during the learning process in class?

**Answer :**

a. **Responden 5: Giving quiz and giving work exercise on LKS book**

8. In your opinion, does the feedback provide by the teacher after conducting authentic assessment help your learning? Could you give an example?

Answer:

a. **Respondent 5: Of Course, an example is during the midterm exams. That way I can learn and know my abilities if my score is not well, then the next I have to be even better at studying**

# OBSERVASTION SHEET

Meeting : 1

Date : Senin 8 mei 2023

| No | Theory | Description | Indicators | Observation | | Note |
|----|--------|-------------|------------|-----|-----|------|
| | | | | Yes | No | |
| 1. | Constructivism | Constructivism is building on knowledge known by students. | 1. The teacher involves students to be active in the teaching and learning process.<br>2. The teacher acts as a facilitator in helping students with learning difficulties. | ✓ | | |
| 2. | Inquiry | Inquiry is a learning design which guides students to be scientists. In this case, students are guided to observe problems, formulate questions, finding information and data, analyze information and data, and drawing a comprehensive conclusion to solve the inquired problems. | 1. The teacher directs students to work in group to identify and learn the problems existing in the topics shared. | ✓ | | |
| 3. | Questioning | Questioning is an activity that the | 1. The teacher opens a | ✓ | | |

| | | teacher does to encourage, guide and assess students' thinking abilities | discussion in class and involves students to ask questions between groups.<br>2. The teacher invites students to ask if there is a material that is not clear. | | | |
|---|---|---|---|---|---|---|
| 4. | Learning Community | Learning Community is an activity carried out in the classroom where teachers and students are involved in working together in solving problems. | 1. The teacher motivates students to get involved and participate in the Learning Community activity. | ∨ | | |
| 5. | Modeling | Modeling is an activity that the teacher does such as exemplifying the pronunciation of vocabulary. | 1. The teacher serves as an example for students in performing an activity or task, including demonstrating the correct pronunciation of vocabulary. | ∨ | | |
| 6. | Reflection | Reflection is an activity where the teacher evaluates the learning process in class | 1. The teacher evaluates the learning that has been carried out in the classroom. | · | ✕ | |
| 7. | Authentic Assessment | Authentic Assessment is an activity that is used to monitor or assess students' progress during the learning process from an | 1. The teacher motivates and encourages students to take ownership of their learning and strive for improvement. | | ✕ | |

# OBSERVASTION SHEET

Meeting : 2

Date : Senin, 15 Mei 2023

| No | Theory | Description | Indicators | Observation | | Note |
|----|--------|-------------|------------|-----|-----|------|
| | | | | Yes | No | |
| 1. | Constructivism | Constructivism is building on knowledge known by students. | 1. The teacher involves students to be active in the teaching and learning process. <br> 2. The teacher acts as a facilitator in helping students with learning difficulties. | ✓ | | |
| 2. | Inquiry | Inquiry is a learning design which guides students to be scientists. In this case, students are guided to observe problems, formulate questions, finding information and data, analyze information and data, and drawing a comprehensive conclusion to solve the inquired problems. | 1. The teacher directs students to work in group to identify and learn the problems existing in the topics shared. | ✓ | | |
| 3. | Questioning | Questioning is an activity that the | 1. The teacher opens a | ✓ | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | teacher does to encourage, guide and assess students' thinking abilities | discussion in class and involves students to ask questions between groups. 2. The teacher invites students to ask if there is a material that is not clear. | | | |
| 4. | Learning Community | Learning Community is an activity carried out in the classroom where teachers and students are involved in working together in solving problems. | 1. The teacher motivates students to get involved and participate in the Learning Community activity. | ⌄ | | |
| 5. | Modeling | Modeling is an activity that the teacher does such as exemplifying the pronunciation of vocabulary. | 1. The teacher serves as an example for students in performing an activity or task, including demonstrating the correct pronunciation of vocabulary | ⌄ | | |
| 6. | Reflection | Reflection is an activity where the teacher evaluates the learning process in class | 1. The teacher evaluates the learning that has been carried out in the classroom. | ⌄ | | |
| 7. | Authentic Assessment | Authentic Assessment is an activity that is used to monitor or assess students' progress during the learning process from an | 1. The teacher motivates and encourages students to take ownership of their learning and strive for improvement, | ⌄ | | |

# SURAT KETERANGAN TELAH MELAKUKAN WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Efri Wijayanti, S.Pd

Jabatan : Guru

Menyatakan bahwa saudara :

Nama : Anidia

NIM : 18551006

Prodi : Tadris Bahasa Inggris

Perguruan Tinggi : Institut Agama Islam Negeri Curup

Benar-benar telah melakukan wawancara dengan saya sebagai responden penelitian dengan judul :

**The Implementation of Contextual Teaching And Learning in English Subject at Class XI MIA 2 of SMAN 8 Rejang Lebong**

Demikian pernyataan ini dibuat dengan sebenar-benarnya untuk dipegunakan sebagaimana mestinya.

Curup, Mei 2023

( Efri Wijayanti, S.Pd

# SURAT KETERANGAN TELAH MELAKUKAN WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama            : *Agnes Bleski*

Jabatan         : *Siswi*

Menyatakan bahwa saudara :

Nama            : Anidia

NIM             : 18551006

Prodi           : Tadris Bahasa Inggris

Perguruan Tinggi : Institut Agama Islam Negeri Curup

Benar-benar telah melakukan wawancara dengan saya sebagai responden penelitian dengan judul :

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Demikian pernyataan ini dibuat dengan sebenar-benarnya untuk dipegunakan sebagaimana mestinya.

Curup,    Mei 2023

( *Agnes Bleski* )

# SURAT KETERANGAN TELAH MELAKUKAN WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Nova Febriani

Jabatan : Siswi

Menyatakan bahwa saudara :

Nama : Anidia

NIM : 18551006

Prodi : Tadris Bahasa Inggris

Perguruan Tinggi : Institut Agama Islam Negeri Curup

     Benar-benar telah melakukan wawancara dengan saya sebagai responden penelitian dengan judul :

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Curup,    Mei 2023

( Nova Febriyani )

# SURAT KETERANGAN TELAH MELAKUKAN WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama            : Wulan Agustin

Jabatan         : Siswi

Menyatakan bahwa saudara :

Nama                  : Anidia

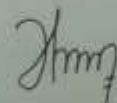NIM                   : 18551006

Prodi               : Tadris Bahasa Inggris

Perguruan Tinggi   : Institut Agama Islam Negeri Curup

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Curup,     Mei 2023

( Wulan Agustin )

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## SURAT KETERANGAN TELAH MELAKUKAN WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama      Suci wulandari

Jabatan      : Siswi

Menyatakan bahwa saudara :

Nama      : Anidia

NIM      : 18551006

Prodi      : Tadris Bahasa Inggris

Perguruan Tinggi      : Institut Agama Islam Negeri Curup

Benar-benar telah melakukan wawancara dengan saya sebagai responden penelitian dengan judul :

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Demikian pernyataan ini dibuat dengan sebenar-benarnya untuk dipegunakan sebagaimana mestinya.

Curup,    Mei 2023

( Suci wulandari )

# SURAT KETERANGAN TELAH MELAKUKAN WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Kartika Aprilani

Jabatan : Siswa

Menyatakan bahwa saudara :

Nama : Anidia
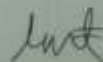
NIM : 18551006

Prodi : Tadris Bahasa Inggris

Perguruan Tinggi : Institut Agama Islam Negeri Curup

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Curup, Mei 2023

( Kartika Aprilani