Investigating the use of CTL in teaching procedure text: The story of two teachers

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ABSTRACT

Innovation in teaching methods is crucial, especially in English language education focused on genre texts. To meet this need, teachers should explore innovative learning model or teaching approaches and use suitable learning models and teachers should be able to engage student's interest and competence in learning English. One effective learning model for teaching English genre texts such as procedure text is Contextual Teaching and Learning (CTL). CTL allows students to relate the material to real-life situations, fostering greater engagement and build student's competences in activities like learning procedure texts. This research, based on a case study design using a qualitative approach, involved two English teachers at SMPN 2 Sumber, Cirebon, in the academic year of 2023/2024. Data collection was conducted through classroom observations and interviews. This study was investigating the implementation of CTL between two teachers in teaching procedure texts at this school and two teacher's strength in using CTL as learning model.

1. Introduction

Nowadays, it is essential for teachers to innovate their teaching and learning methods, particularly in teaching English. Often, teachers concentrate solely on the material being taught without adequately considering their students' comprehension. Effective educators must identify and implement the best learning methods for their classrooms to ensure that all students grasp the content. Reliance on textbooks as the primary source of information is another common issue; as (Bustami et al., 2018) point out, the quality of education is often reflected in the teaching styles of educators. Teachers need to move beyond traditional methods and incorporate diverse, engaging, and interactive strategies that address the varying needs of their students, as emphasized by (Yusmalinda & Astuti, 2020). This approach not only enhances understanding but also fosters a more dynamic and effective learning environment. Nowadays students are required to explore knowledge and information beyond the material provided by teachers and more independent in the learning process as delivered by (Nurcahya & Sugesti, 2020). Teachers also only focus use English textbook for the source of information. As Bustami et al. (2018) stated that the low quality of education can be seen in teacher teaching style. According to Rusman (2010) in Welerubun et al. (2022) the learning model is the pattern of choice to improve learning outcomes. That is, teachers can determine relevant and efficient learning models to achieve learning goals. So that, the teacher should have innovative and creativity to select the good learning model.

One effective approach for teaching English, particularly in the context of genre texts, is the Contextual Teaching and Learning (CTL) model. Johnson (2002) defines CTL as an educational process designed to help students find meaning in academic subjects by connecting them to their daily lives, encompassing personal, social, and cultural contexts. Context-based learning is a student-centered approach that bridges students' real-life into the learning environment to gain knowledge and practical experiences (Ahdhianto et al., 2020). CTL included a collaborative interaction with students, a high level of activity in the lesson, a connection to real-world contexts, and an integration of science content with other content and skill areas (Haryanto & Arty, 2019). By connecting academic content to real-life situations and students' surroundings, CTL can be a highly effective model for teaching genre texts, such as procedural texts, making learning more relevant and engaging for students.

The writers investigated the use of Contextual Teaching and Learning (CTL) in teaching procedural texts. Procedure text is a genre text that shows how to make or operate something. The purpose of this text is to instruct how to do something or to make something in particular structures such as goal, materials, method and conclusion (Lubis & Hasibuan, 2021).

Previous studies highlight the effectiveness of Contextual Teaching and Learning (CTL) in enhancing students' skills and motivation. Bustami et al. (2018) demonstrated in their research on CTL's implementation in biology classes that students' critical thinking skills significantly improved. Before CTL was applied, the average score for critical thinking was very low. However, post-CTL implementation, the scores increased markedly, showing a significant difference compared to those taught through traditional expository methods. Another study by Halik (2016), focusing on CTL in teaching reading to third-year students at MTSN Balang-Balang Gowa Regency, found that the CTL method significantly boosted students' motivation to learn English. The students' mean motivation score was 79.9, indicating a high level of motivation. These findings suggest that CTL not only enhances academic skills but also increases student engagement and motivation in learning.

The writers investigated the use of Contextual Teaching and Learning (CTL) in teaching procedural texts by two English teachers at SMPN 2 Sumber, located in Cirebon, West Java. In This study examined the differences in how the two teachers implemented the CTL model in their instruction and highlighted the strengths of each teacher's approach. By identifying the unique strengths and perceptions of each teacher regarding the learning outcomes achieved through CTL, the research aimed to provide valuable insights into the variation in CTL application in the classroom. As Halik (2016) delivered, to achieve the CTL syntax result, the system encompasses the following components: making meaning full connections, doing significant work, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards and using authentic assessment. This information can help in understanding the effectiveness of different CTL strategies and how they can be optimized to enhance student learning.

2. Method

This study employed a qualitative narrative design, focusing on two English teachers from SMPN 2 Sumber. • Narrative research is a design of inquiry from the humanities in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives (Riessman, 2008) in (Creswell, 2014). The data collection process involved four key steps: observing the teachers' classroom instruction, interviewing the teachers about the implementation of CTL, gathering the resultant data, and explaining the findings. The data analysis technique included three steps: data reduction, data verification, and data presentation. The primary instruments used for data collection were interviews and observations, providing a comprehensive understanding of each teacher's implementation of the CTL model.

3. Findings and Discussion

Table 1. List of Interview with T1 and T2

TEACHER 1
Researcher: What is your name?
Teacher 1: My name is Lina
Researcher: How old are you?
Teacher 1: I'm 43 years

Researcher: How many years you have been a teacher?

Teacher 1: I have been a teacher for 20 years

Researcher: Did you use CTL as learning model in procedure text subject?

Teacher 1: Yes

Researcher: Did you mention the objective before entering the material?

Teacher 1: Yes, in every subject I always mention the material objective

Researcher: How did you motivates students before starting learning activity?

Teacher 1: I gave students a questions that related to the topic

Researcher: How did you instruct students to find an idea based on the procedure text topic?

Teacher 1: Students instructed by me to find an idea that related to their environment and daily lives

Researcher: Did you give students an opportunity to ask?

Teacher 1: Definitely yes.

Researcher: What is your response if no one student asking?

Teacher 1: I encouraged students to ask questions and allowed them to express any concerns they had

Researcher: How did you instruct students to make a group for practice?

Teacher 1: I divided the class into randomly assigned groups

Researcher: Were you a facilitator for students during practice learning?

Teacher 1: yes
Researcher: According to your opinion, was contextual learning effective for fostering student's competencies such as creativity?

Teacher 1: Of course yes, because practice is the best teacher

Researcher: How was the result of student's learning outcomes in practice learning used CTL?

Teacher 1: Definitely students able to try and master the subject given because they used the real things

Researcher: Did you give a reflection at the end of the class?

Teacher 1: Yes
Researcher: How did you give a reflection?

Teacher 1: I gave a questions for students that it'll be the conclusion

Researcher: How did you assessed the student's learning outcomes?

Teacher 1: I evaluated each person's proficiency and delivery of the topic, including pronunciation. When I evaluated the group's learning based on how they practiced presenting the material, did they address the objectives, the steps, and the members who were there to help them

TEACHER 2

Researcher: What is your name?

Teacher 2: My name is Fitri Damayanti

Researcher: How old are you?

Teacher 2: I'm 30 years

Researcher: How many years you have been a teacher?

Teacher 2: About 6 years

Researcher: Did you use CTL as learning model in procedure text subject?

Teacher 2: Yes, since contextual learning is necessary for procedure texts because they have real-world implications.

Researcher: Did you mention the objective before entering the material?

Teacher 2: Yes, I mentioned the material objective in order to students can get what will they do in learning activities

Researcher: How did you motivates students before starting learning activity?

Teacher 2: Before starting learning, I typically advised students to cultivate a spirit in their daily lives.

Researcher: How did you instruct students to find an idea based on the procedure text topic?

Teacher 2: Because procedure text is steps or process of making something, I gave students an example idea that they usually do like how to wash hands, make or arrange something

Researcher: Did you give students an opportunity to ask?

Teacher 2: it is a must, because students always ask something that they do not understand, so they can learn maximally in practice

Researcher: What is your response if no one student asks?

Teacher 2: I will ask them if they have already understood in order to determine whether the students have understood the lessons I have given,
Researcher: How did you instruct students to make a group for practice?

Teacher 2: I grouped students randomly using random methods. So they're not overlapping with the student who's better or the student low so they are grouped in fair

Researcher: Were you a facilitator for students during practice learning?

Teacher 2: Yes, I was a guidance for students and also use a textbook.
Researcher: According to your opinion, was contextual learning effective for fostering student's competencies such as creativity?

Teacher 2: Yes, because contextual is real, so students can easier to find around them and can get used to it. Students can more understood during use contextual learning

Researcher: How was the result of student's learning outcomes in practice learning used CTL?

Teacher 2: Overall, because they are accustomed to it from their daily lives, students are able to understand and catch up with learning activities more quickly.

Researcher: Did you give a reflection at the end of the class?

Teacher 2: Yes
Researcher: How did you give a reflection?

Teacher 2: I always give a reflection at the last session. What they already got, I also give an extra exercise to do at home for student's understanding

Researcher: How did you assessed the student's learning outcomes?

Teacher 2: When it comes to practical evaluation, I assess the group's activities based on how well they were presented in terms of content and stage, and the group discussion also demonstrates the outcomes. When it comes to individual evaluation, I assess the individuals based on how well they communicated the outcomes in their presentations.

From the data presented, the writers conducted interviews with two English teachers at SMPN 2 Sumber and subsequently collected and transcribed the data regarding their use of the CTL model. The investigation utilized Johnson's (2002) theory as the framework, focusing on key CTL components: modeling, inquiry, questioning, learning community, constructivism, reflection, and authentic assessment. Each activity was meticulously analyzed to understand how these elements were integrated into the teachers' instructional practices.

3.1. Modelling

In the first CTL syntax, teacher 1 used CTL as learning model in procedure text subject, T1 informed students the material objective before start learning and motivated students with topic-related questions.

In order to provide students a purpose of knowing what they will do and to foster the spirits of the students in their daily lives, T2 explained the material objective before lesson began. According to T2, because CTL has practical applications, it is necessary learning model for teaching procedure text.

Teacher 2 mentioned the material objective before start learning in order to deliver the purpose for students to know what will they do and cultivated student's spirit in their daily lives. T2 said that CTL is necessary learning model for teaching procedure text subject because it has real-world implication.

3.2. Inquiry

In inquiry of CTL syntax, student is expected to explore, identify and investigate the theory or concept of material (Johnson, 2002). Teacher 1 (T1) encouraged students to find ideas from their

surroundings, such as their environment and daily lives, when learning procedural texts. This approach helped students connect the lesson to their real-world experiences. Teacher 2 (T2) explained that a procedural text involves steps toward accomplishing or setting up something. To illustrate this, T2 provided examples of typical student actions, such as how to make noodles, making the learning process more relatable and practical for the students.

3.3. Questioning

In the third phase of the CTL model, fostering mutual conversations between students and the teacher is crucial for material discussion and developing students' critical thinking skills. Both T1 and T2 provided opportunities for students to ask relevant questions freely. If no questions were raised, T1 encouraged students to share any concerns they might have. Meanwhile, T2 asked specific questions to ensure that students had comprehended the material. This interactive dialogue helped reinforce understanding and allowed students to engage more deeply with the content.

3.4. Learning Community

Students can learn collaboratively in groups, sharing ideas, thoughts, and opinions to make class activities more dynamic. Both T1 and T2 assigned students to groups randomly, ensuring a fair mix of abilities without overlapping high and low achievers. This approach fostered equitable learning opportunities for all students. Additionally, both teachers served as facilitators during the group practice sessions, guiding and supporting students as they worked together.

3.5. Constructivism

In the constructivist approach, both teachers' opinions on the effectiveness of CTL as a learning model and students' learning outcomes when using CTL were explored. Students were expected not only to receive knowledge passively but also to actively engage with the material and generate new ideas based on their learning experiences. Constructivism emphasizes that learning is a dynamic process where students construct their understanding of concepts through interactions with the environment and their peers. Therefore, both teachers aimed to create an environment where students could develop their knowledge and skills through active participation and critical thinking, rather than simply absorbing information. This approach fosters a deeper understanding of the subject matter and encourages students to become independent learners who can apply their knowledge in various contexts.

Both teachers, T1 and T2, emphasized the effectiveness of CTL in fostering students' competences. T1 noted that "practice is the best teacher," highlighting how CTL allowed students to engage directly with real objects, enabling them to try and master the subject matter effectively. Similarly, T2 expressed that CTL facilitated easier learning by encouraging students to discover concepts in their surroundings. This approach not only helped students comprehend the material but also allowed them to quickly adapt to learning activities as they were accustomed to similar experiences in their daily lives. Both teachers recognized CTL as a powerful tool for promoting active learning and enhancing students' understanding of academic concepts.

3.6. Reflection

During the final session activity in the sixth CTL syntax, both T1 and T2 incorporated reflection as a crucial component. T1 encouraged students not to hesitate in asking questions, taking the lead, and expressing themselves during presentations, fostering a supportive learning environment. T1 further facilitated reflection by providing students with questions that served as the conclusion for the day's class, prompting them to consolidate their learning. Similarly, T2 prompted students to reflect on what they had learned from the day's material and assigned them an additional task to complete before the next class meeting. These reflective practices allowed students to consolidate their understanding, identify areas for improvement, and prepare for future learning activities, enhancing the effectiveness of the CTL model in promoting deep learning and critical thinking skills.

3.7. Authentic Assessment

In the final stage of the CTL syntax, authentic assessment played a pivotal role in evaluating students' abilities and competencies in understanding the subject matter. T1 and T2 employed distinct but equally valuable assessment approaches tailored to their teaching styles. T1 focused on individual student performance, assessing their ability to effectively convey the material and pronounce it

accurately. In contrast, T2 emphasized both group and individual assessments. T1 evaluated groups based on their rehearsal of delivering the topic, their grasp of the procedural text's structure, and the level of supportiveness among group members. On the other hand, T2 assessed students' English communication skills individually and evaluated each group member's presentation, group discussion, and practice results. These authentic assessment methods provided students with valuable feedback to improve their skills and competencies, ensuring a comprehensive evaluation of their understanding and progress in the subject matter.

In addition to discuss about how T1 and T2 use CTL differently, the writers also discussed about each teacher's level of proficiency with CTL.

Strength to CTL:

a. T1's strength

In the modeling syntax of the CTL approach, teachers aim to instill enthusiasm and motivation in students before beginning the learning process. While typically encouraged at the start of a session, T1 deviated from this convention by integrating motivational activities into the reflection stage, specifically during the last session's reflection activity. Here, T1 focused on empowering students by instilling courage and confidence, particularly in public speaking scenarios. This strategic placement of motivation within the reflection stage highlights its versatility and effectiveness in enhancing student engagement and self-confidence.

During interviews regarding perceptions of CTL for student competencies, T1 emphasized the value of practical learning experiences, asserting that "practice is the best teacher." This statement underscores T1's belief in the efficacy of CTL as a teaching model for procedural texts, which inherently involve practical application. By prioritizing hands-on learning and real-world relevance, T1 sought to expedite student comprehension and provide them with valuable experiential learning opportunities within the classroom.

Furthermore, T1 demonstrated adeptness in classroom management, displaying empathy and wisdom in guiding students through challenges such as pronunciation difficulties and nervousness during presentations. T1's supportive and attentive approach fostered a safe learning environment where students felt comfortable seeking assistance and overcoming obstacles. This proactive guidance contributed to a positive and inclusive classroom culture, enabling students to thrive academically and personally under T1's mentorship.

b. T2's strength

In the inquiry syntax activity, students were tasked with finding ideas and concepts related to the topic at hand. T1 facilitated this process by offering specific categories of ideas for each group to choose from, such as food groups, drink groups, and tutorial groups. This approach streamlined the selection process, preventing confusion and allowing students to focus on preparing for learning practice effectively. T2 similarly underscored the necessity of using CTL as a learning model in teaching procedural texts. T2 emphasized that procedural text inherently involves practical creation, making the contextual learning model essential for helping students grasp the material quickly and easily find ideas within their surroundings. Throughout classroom activities, T2 consistently provided rationale for her actions, ensuring clarity and purpose in every instructional decision.

During the reflection stage, T2 not only reviewed the material delivered but also instructed students to complete an extra task for the next class meeting to further enhance their understanding. This additional assignment demonstrated T2's commitment to reinforcing student learning beyond the classroom session, promoting deeper comprehension and retention of the material. T2's adeptness in classroom management was marked by her friendly demeanor towards students, coupled with explicit explanations of the material. This combination of approachability and clarity endeared T2 to her students, fostering a positive and supportive learning environment where students felt valued and motivated to excel.

4. Conclusion

Upon analyzing the results and discussions, it became evident that the reflection syntax served as the primary point of differentiation between T1 and T2 in their implementation of CTL. According to Johnson's theory, reflection involves reviewing the content presented by the teacher. However, T1 diverged from this conventional approach by utilizing reflection as a platform to encourage and motivate students. T1 emphasized the importance of learning without fear of mistakes, urging students to be courageous and bold in their academic pursuits. In contrast, T2 incorporated elements of the inquiry syntax by providing students with a diverse array of themes to choose from for group practice learning. These themes included tutorial, drink, and food groups, allowing students to form groups based on their interests and preferences. This approach facilitated a more varied and engaging learning experience, enhancing student participation and comprehension in the classroom.

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