The Effectiveness of Contextual Teaching and Learning to Improve Achievement in Basic Grammar Class at Kampung Inggris Language Center Pare Kediri

Ahmad Shodiq*, Abdiyana Ihsan
Psychology Department, Faculty of Educational Psychology, State University of Malang Jl. Semarang 5, Malang, 65145, Indonesia

*E-mail: Ahmadshodiiq@gmail.com

Abstract

The purpose of this study is to determine the effectiveness of contextual teaching and learning (CTL) to improve students’ achievement in basic grammar class at Kampung Inggris Language Center, Pare Kediri. Using the purposive sampling method, 40 students from the center participated in this study. The achievement scale to learn English was used for both pre-test and post-test to determine students’ achievement. The data was analyzed using comparative descriptive analysis. The results showed that there was a significant value of 0.00. Which means that CTL was effective to improve students’ achievement at a basic level. CTL makes it easier for students to understand and memorize the material and immediately apply them in their daily activities. Teachers are expected to apply CTL in the learning process at the language institute center.

Keywords— Contextual Teaching and Learning, Grammar Class, Learning Achievement

1. Introduction

Learning achievement is the result of learning achieved in each learning activity. The learning process experienced by students produce changes in knowledge, skills, values and attitudes (Winkel 2004). The learning achievement is a measurement administered by the teacher to know the value or score obtained by the students. Therefore, teachers will be able to determine students’ ability.

Students who are active inside and outside the classroom tend to have higher learning achievement and are more curious to learn new things. These students are more likely to be diligent, use most of their time to learn, and have higher academic achievements. These qualities are important for the students’ success in the future. Conversely, students who have lower educational achievement are more likely to be low achievers, use their time to play more, and watch television. Students who have low achievement are more likely to have substandard value and experience difficulties in the classroom’s learning process.

Teachers have the duty and a responsibility to be both a mentor and an educator. A teacher should know tips or strategies to improve students’ understanding. In the classroom, teacher should encourage students to be actively involved in the process of teaching and learning.

Students are then expected to ask and answer questions. Law of the Republic of Indonesia Number 20 of 2003 on National Education System (Education), states that education is a conscious and deliberate effort to create an atmosphere of learning and learning process, so that learners actively develop their potential to gain spiritual power of religion, self-control, personality, intelligence, character, and skills needed for themselves, society, nation and state.

Learning is the process of someone's effort to obtain a new overall behavior change. The success of learning depends on several factors. Slameto (2010) suggests that there are two factors that affect student's success in learning, which are external and internal factors. External factors are factors that come from outside the individual, such as family, school and community. While internal factors, namely a three-stage part: fatigue, physical and spiritually exhaustion, physical factors, health, disability and psychological factors, intelligence, attention, interests, talents, motives, maturity, skills and readiness to learn.

The use of various learning models will overcome the saturation of students during a lesson. Thus, it can be said that the learning model presented in the lesson materials affect the level of student's understanding. Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes the involvement of students in full process to be able to find the material studied and connect with real
life situations that encourage students to be able to apply it in their lives (Johnson, 2009). The subject matter in CTL is not stacked in the brain and then forgotten, but it equips them to navigate in real life (Sanjaya, 2008).

CTL involves seven major components of effective learning, namely: Constructivism (Constructivism), ask (Questioning), find (Enquiry), community learning (Learning Community), modeling (modeling), and the actual assessment (Authentic Assessment). In this research, component that applied the model of constructivism. This model deemed most appropriate to enhance students understanding, because in this model students actively construct knowledge and understanding. In a constructivist approach, such as Piaget, students construct knowledge by transforming, organizing, and reorganizing previous knowledge and information (Santrock, 2008). Meanwhile Vygostky stressed that students construct knowledge through social interaction with others (Santrock, 2008). Therefore, the teacher's role is to facilitate and guide rather than to control and shape student learning.

According to Helmiyansyah and Hussein (2011) there is significant use of CTL model in the learning achievement of natural sciences. Students become more active in the classroom during the learning process. The student's ability in problem solving and concluding answers became better because students were directly involved in the learning process, for example students were able to prove that a magnet has a repulsive force and attractive force. Due to this effect, students were easier to understand the subject in the teaching and learning activities. This was supported by the research conducted by Qisthy, et al. (2011) that CTL model was more effective than conventional learning. Students who learned using CTL models became more active and had an increase in their academic achievement. While students learning using the conventional model, scored much below standard. Therefore, this research is important to conduct. With this research, we will be able to know the effectiveness of CTL in improving achievement, especially in grammar lessons.

2. Methods

This study used a quantitative approach with a quasi-experimental design. In this study, respondents received treatment and the impact was measured after the experiment was performed. However, this design has lack of randomization. The design used in this research was nonrandomized pretest-posttest control group design. In this study, a lottery was conducted to determine the control group and the experimental group, however it was not conducted by randomizing the members of each group. After determining the experimental group and the control group, the next step was the measurement before treatment (pretest) in the control group and the experimental group. Then a treatment was given to the experimental group, the final stage was to measure (posttest) the experimental group and the control group. The pretest and posttest aims to control the constancy of proactive history.

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Information: NR: Non-Random, O₁: Pretest, EG: Experiment, Group X: Treatment, CG: Control Group, O₂: Posttest

The population in this study was students from Kampung Ingris Language Center Pare. The total number of students studying in this institution was 172 students. The sampling technique used in this research was purposive sampling. According to Sugiyono (2010), purposive sampling data is a sampling technique with certain consideration. The number of subjects used as a sample in this study were 40 people. Sampling was conducted based on the criteria that was established by previous researchers. The criteria are as follows: (A) Students who take basic grammar class (B) 18-25 years old (C) Minimum high school graduates (D) Living in a dorm Language Center (E) Willing to be the subject of research.

3. Research Instruments

This study used two types of instruments, namely the treatment instrument that were learning modules and data collection instruments such as English learning achievement test. 1) CTL Learning Module Treatment, the instrument was developed in the form of modules or guides for the implementation of CTL. These guidelines were developed by researchers and were used when giving treatment. Treatment instrument development procedure was performed through five stages: 1) the planning stage, was to assess and collect learning theories related to CTL. 2) Drafting stage, producing prototypes for preparing a CTL method guide prototype to improve student achievement 3) The process of selecting CTL media 4) The validation phase, was the evaluation of a product, which was CTL and conducted by experts, and 5) The stage of revision and refinement of CTL guides according to descriptive assessment or improvement suggestions from the expert testers. 2) English Learning Achievement Test, is the test method used to measure the ability of learners in learning English or in other words, their achievement. This test contains questions about the objective, which contains materials about subject tenses. The test type used in this study was an objective test with four answer options to determine student's achievement.

4. Results

The study compared two groups, before and after treatments of CTL. From the measurement, the score obtained are as follows: there were four subjects in the low category before being treated. However, after treatment, the number of subjects that were in the low category decreased to two children. Subjects in the high category increased significantly. This can be seen from
the pretest that were given to 5 subjects, and after the treatment it was given to 12 subjects in the high category. The categorization before the treatment was given was 11, and after the treatment there were only 6 subjects. When viewed from the mean of the two groups, the experimental group had a higher mean of 19.55 compared to the control group, which was only of 15.9.

The hypothesis in this study was tested using statistical analysis, which was ANOVA. The test analysis results show that there is a significance value of 0.00, which is below 0.05. Therefore, it can be said that there are differences between English learning achievement in the control group and the experimental group. It can be concluded that Ha is accepted. In other words, CTL is effective to improve learning achievement in basic grammar class at the Institute of Language Center Pare.

5. Discussion

From the descriptive analysis, the pretest score of the experimental group are as follows: 20% of students were categorized as low, 55% moderate, and 25% high. While, the pretest score of the control group were: 20% of students were categorized as low, 55% moderate, and 25% high. Before the treatment was given both groups had the same pretest scores. Therefore, it can be concluded that the student's achievement in both groups were the same and did not have any significant difference.

After receiving treatment in two meetings, student's achievements equally increased. However, the increase was not the same in each group. In the experimental group that has been given special treatment, was a significant increase, namely, as many as 60% of students received high scores, 30% had moderate scores and, 10% received low scores. Thus, the student's achievements in the experimental group received high scores. Whereas, in the control group there were not too many changes, as many as 25% of students received high scores, 60% received moderate scores, and 5% received low scores. Then the average of students in the control class scores being. This suggests that the increase in student achievements occurred after they received the CTL treatment.

The next process was a statistical analysis using ANOVA. This analysis aims to reveal the differences between the scores in the experimental group and control group. The ANOVA result indicated that there was a significant value of 0.00. If the significance value is <0.05, it can be concluded that there is a significant difference in scores between groups that have received treatment and control groups that did not receive treatment.

The statement was supported by the results of Qisthy et al. (2012). Researchers used CTL to improve student learning outcomes on the subject of demand, supply, and the formation of market prices. The result indicated that the CTL effectively improved student learning outcomes than conventional learning. By using CTL approach, students play an active role in the learning process and can apply them in real life.

Some studies above demonstrate that by using innovative instructional strategies, the student achievement will increase. According to Slameto (2010), internal factors are factors that exist in individuals who are learning. While, external factors are factors that come from outside the individual. Research conducted at the institute Language Center shows that these two factors greatly affect the learning achievement of students in the English grammar class. According to Johnson (2014), CTL is a system of learning based on the philosophy that students are able to absorb the lessons if they capture the meaning of the academic material they receive, and they capture the meaning in school assignments if they can relate new information with knowledge and experience they already have. CTL invites students to play an active role in the learning process. Students will learn old construction understanding and rebuild it with more recent information. CTL teachers are facilitators in charge of examining and directing students.

CTL is performed by making students to be active and apply grammar lessons in speaking English. This learning can reduce boredom among students who usually just listen to the teacher's explanation in class and encourages students to practice in the classroom. With applicative learning, students will be better in understanding and learning grammar and were easily able to master it. Thus, CTL can be an alternative for grammar teachers to assist students in linking theory to the real world. Furthermore, CTL is effective in improving student achievement significantly.

6. Conclusions

Based on the overall research on the effectiveness of contextual teaching and learning to improve learning achievement in basic grammar grade in the Kampung Ingriss Language Center Pare, the conclusions are: A) There was a significant increase in the learning achievement in the experimental group as seen from the students in the high category, which was 60%. B) There was no increase in the student achievement in the control group as seen the value of 60% of students in a category. C) CTL effectively improved grammar learning achievement in basic classes at the Institute of Kampung Ingriss Language Center Pare. D) There was a significant difference in learning achievement scores between experimental group and control group.

References
