

**TEACHERS' PERCEPTIONS OF USING CONTEXTUAL
TEACHING AND LEARNING (CTL) METHOD IN TEACHING
ENGLISH AT SMA NEGERI 22 MAKASSAR**



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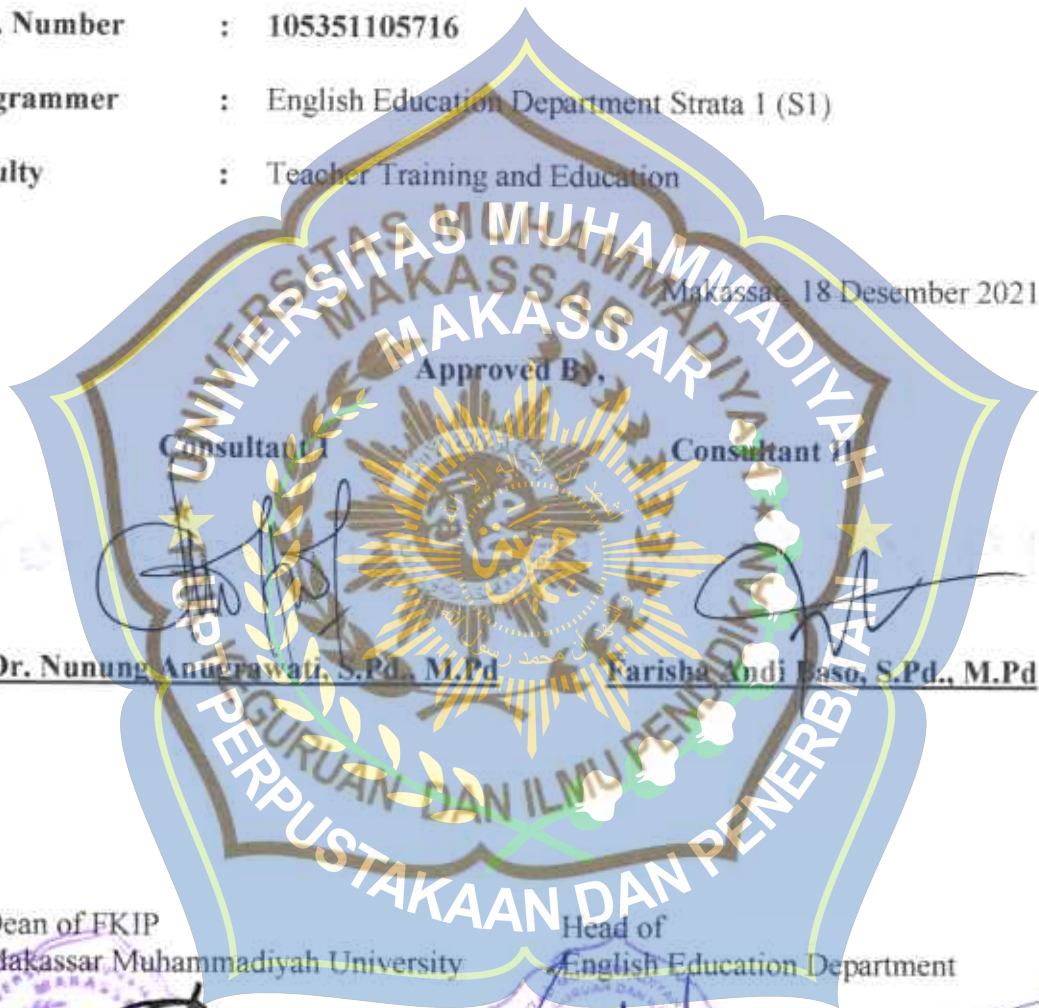
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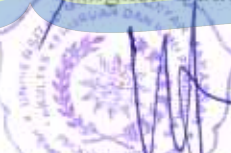
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ABSTRACT

Muh Alif Zulkifli, 2021. Persepsi Guru Tentang Penggunaan Metode Contextual Teaching and Learning (CTL) dalam Pengajaran Bahasa Inggris di SMA Negeri 22 Makassar. Sebuah Tesis Departemen Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dipandu oleh Nunung Anugrawati dan Farisha Andi Baso.

Penelitian ini bertujuan untuk mengetahui persepsi guru tentang penggunaan metode Contextual Teaching and Learning (CTL) dalam pengajaran bahasa Inggris. Penelitian ini dilakukan di SMA Negeri 22 Makassar.

Penelitian ini menggunakan metode deskriptif kualitatif. Pesertanya adalah 3 guru bahasa Inggris yang mengajar kelas 1, 2, dan 3 di SMA Negeri 22 Makassar. Instrumen penelitian ini adalah wawancara dan angket.

Hasil penelitian menunjukkan 3 persepsi positif dan 3 persepsi negatif. Diantara 3 persepsi positif, salah satunya guru mengatakan metode CTL sangat membantu guru untuk mempermudah dalam menyampaikan materi dan juga mempermudah siswa untuk memahami materi yang disampaikan. Adapun 3 diantara persepsi negatif, salah satunya guru mengatakan metode CTL membatasi perkembangan pengetahuan siswa terhadap materi yang diajarkan, karena metode ini menitikberatkan pada dimana kondisi dan situasi dimana siswa berada. Dan dari 3 guru tersebut menyarankan untuk metode CTL kedepannya bahwa guru sebaiknya tetap menggunakan metode CTL dalam pengajaran bahasa Inggris.

Berdasarkan data yang diperoleh, peneliti menyimpulkan bahwa hasil dari wawancara dan kuesioner, persepsi positif dimana semua guru mengatakan bahwa pembelajaran Contextual Teaching and Learning (CTL) sangat membantu guru dalam menyampaikan pembelajaran materi dan membantu siswa lebih mudah memahami materi yang disajikan dalam proses pembelajaran. Selain itu metode Contextual Teaching and Learning (CTL) dapat membangkitkan rasa ingin tahu siswa.

ABSTRACT

Muh Alif Zulkifli, 2021. Teachers' Perceptions About the Use of Contextual Teaching and Learning (CTL) Methods in Teaching English at SMA Negeri 22 Makassar. A Department of English Education Thesis. Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Guided by Nunung Anugrawati and Farisha Andi Baso.

This study aims to determine the teacher's perception of the use of the Contextual Teaching and Learning (CTL) method in teaching English. This research was conducted at SMA Negeri 22 Makassar.

This study used descriptive qualitative method. The participants are 3 English teachers who teach grades 1, 2, and 3 at SMA Negeri 22 Makassar. The instruments of this research are interviews and questionnaires.

The results showed 3 positive perceptions and 3 negative perceptions. Among the 3 positive perceptions, one of the teachers said that the CTL method was very helpful for teachers to make it easier to convey material and also make it easier for students to understand the material presented. As for 3 of the negative perceptions, one of the teachers said the CTL method limited the development of students' knowledge of the material being taught, because this method focuses on where the conditions and situations where students are. And from the 3 teachers suggested for the CTL method in the future that teachers should continue to use the CTL method in teaching English.

Based on the data obtained, the researchers concluded that the results of interviews and questionnaires, positive perceptions where all teachers said that Contextual Teaching and Learning (CTL) learning was very helpful for teachers in delivering learning material and helping students more easily understand the material presented in the learning process. The Contextual Teaching and Learning (CTL) method can arouse students' curiosity.

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CHAPTER I

INTRODUCTION

A. Background

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

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

CTL (Contextual Teaching and Learning) Learning Strategies are learning concepts that help teachers link material taught with real-world situations of students and encourage students to make connections between the knowledge they

have and their application in their lives as family and community members. In the CTL Learning strategy is expected to be more meaningful for students, this strategy has begun to be used by various teachers in the teaching, and learning process. It aims to make students not bored with the activities of the learning process and train students to think more deeply about a problem related to students' thinking abilities themselves. So, in the CTL Learning strategy, it can encourage students to be active in expressing their opinions.

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

Based on a preliminary study conducted at a school in Makassar, an English learning method is needed that is able to engage students actively and

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

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

Based on this background, a study was conducted on "Teachers' Perceptions Of Using Contextual Teaching and Learning (CTL) Method in Teaching English at SMA Negeri 22 Makassar"

B. Problem Statement

Based on the background, the formulation of the problem raised in this study is "what are the teachers' perceptions on the use of contextual teaching and learning method in learning English at SMA Negeri 22 Makassar?"

C. Objective of the Research

The research objective expected of this research is to find out what are the teachers' perceptions about the contextual teaching and learning method in learning English at SMA Negeri 22 Makassar.

D. Significance of the Research

The usefulness of research expected from the results of this study is as follows.

1. For other researchers, provide insight in education especially in terms of contextual learning and
2. For teachers, contextual teaching and learning as a reference to contextual learning methods that can be applied in English learning activities, because it can create active and interactive English learning and link learning material to a context, event, or technology in everyday life.

E. Scope of the Research

Based on the background, problem statement, the objective of the research, the scope of research only focuses and is limited to the Teachers' perception of contextual teaching and learning methods in Teaching English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research

After researchers conducted a study of several studies, there are some that have relevance to the research that researchers do.

The first research that researchers successfully found was a study conducted by Fathul (2015). The results show that with the implementation of the contextual learning model, learning outcomes are expected to be more meaningful for students. Because the learning process takes place naturally in the form of activities students work and experience, not transferring knowledge from teacher to student. The learning process is more important than student learning outcomes.

The second study that researchers managed to find was a study conducted by (Leon, 2003). The purpose of this study is (1) to get to know the students' perceptions of the five aspects of contextual learning; (2) to get to know students' perceptions of the contextual implementation of the four teaching phases; and (3) to assess whether there are differences in students' perceptions of CSWs based on the type, of course, being attended. The sample of this study was 206 engineering students and 6 MT teachers from SMT. The research instrument is in the form of a Likert scale of student's and teachers' perceptions of the contextual implementation of teaching and learning.

The results showed that SMT students' perceptions of CSW from the aspects of connecting, experiencing, applying, collaborating, and transferring

learning in MT as a whole were positive with a min of 2.71. Among the five aspects of CSW, the most positive perception is the aspect of cooperation. Based on ANOVA analysis results showed a significant difference between the min perceptions of CSW as a whole based on the courses attended by students. $F(3, 202) = 5.03, p < 0.05$. These results indicate the min perception for students who take the PKEE course is positive, that is 2.78, for students who take the PKA course is 2.77, for students who take the PKJ course is 2.68, while students who take the trade course are 2.57. Based on these results, the perceptions of students who took the PKEE course were the most positive of students who took other courses. This shows that CSWs provide positive results for students.

Another study conducted by Soko, Lusia (2017) is aim to investigate *Teachers' Perceptions of using media in English Language Teaching*. The study was classified into three dimensions namely understanding, view and action. The findings showed that the teachers have positive responses towards the two of the dimensions, understanding and view. The score of teachers' understanding is 87 of 100, while the score of view is 88 of 100. The teachers however, do not show positive responses toward the action as its score is 37 of 100. However, in general, the English teachers' perceptions of ELT media in sthis study was categorized as a good perception.

According to Selvianiresa and Prabawanto (2017) who conducted a research about Contextual Teaching and Learning Approach of Mathematics in Primary Schools states that The Contextual Teaching and Learning (CTL) approach is an approach involving active students in the learning process to

discover the concepts learned through to knowledge and experience of the students. Similar to Piaget's opinion that learning gives students an active trying to do new things by relating their experiences and building their own minds. When students connect mathematics with real life, then students can look between a conceptual to be learned with a concept that has been studied. So that, students can develop of mathematical connection ability. This research is quasi experiment with a primary school in the city of Kuningan. The result showed that CTL learning can be successful, when learning used 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. Therefore, CTL learning can be applied by teacher to mathematics learning in primary schools.

Azis and Dewi Yuli (2019) in The implementation of Contextual Teaching and Learning on English Grammar Competence conducted found that average score of pretest was 60,95 for experimental group and 60,00 for control group. The average score of posttest was 85,95 for experimental group and 78,9 for control group. The calculation of ANCOVA found that the value of F is 8.7 and F critical with df 76 at 0.01 level of significance 6.96. it means that F value was higher the F critical. From the result of data analysis showed that Contextual Teaching and Learning (CTL) gave effect on teaching grammar for 7th grade students of junior high school.

Indrilla (2018) conducted a research about The Effectiveness of Scientific Approach and Contextual Teaching and Learning Approach in Teaching Writing. This research used a quasi-experimental design. The population was grade VIII students of SMP XX Yogyakarta that consisted of four classes. The sample consisted of three classes, namely class 8A using CTL approach and class 8B using the scientific approach as the experimental groups, while class 8D used the conventional approach as the control group. The instruments used were tests in the form of writing composition. The hypotheses testing were analyzed using ANCOVA test. The results are (1) there are significant differences in writing achievement among the students taught by using the scientific approach, CTL approach, and conventional approach. (2) The use of the scientific approach and the CTL approach are more effective than that of the conventional approach in teaching writing. (3) The use of the scientific approach is not more effective than that of the CTL approach in teaching writing.

Another research about Practicing Contextual Teaching and Learning (CTL) approach to improve students reading comprehension in relation to motivation conducted by Haerazi, Prayati and Vikasari, (2019), The need to acquire reading skills is increasing along with the needs of students to attain information. Therefore, this study aims at improving students reading comprehension viewed from the motivation level using the contextual teaching and learning (CTL) approach at SMPN 1 Jonggat. To this end, a classroom action research consisting of two cycles was applied. Each cycle consisted of four stages, namely plans, actions, observations, and reflections. The subject of

this study was the second-grader of SMPN 1 Jonggat, while the object of this study was the use of contextual teaching and learning (CTL) approach to improve students reading comprehension in relation to motivation. The observation sheets, questionnaires, and reading tests were employed to collect the data. As result, the study showed that the use of CTL approach was effective to improve students reading comprehension and motivation to learn. Students achievement was 75 meaning that the passing grade enacted in the school was achieved. Meanwhile, the students motivation to learn was at the high level as proven by the percentage of students motivation which was at the standard value. Thus, it can be concluded that Contextual Teaching and Learning (CTL) approach can improve students motivation to learn as well as their reading comprehension.

Some of these studies have similarities and differences with the research to be conducted. The equation of some of the research with the research to be carried out is the research theme, namely contextual teaching and learning. As for the differences between the several studies with the research to be conducted are the object and place of the research. The research to be conducted will focus more on the perception of English teachers about the contextual teaching and learning method in learning English.

B. Some Pertinent Ideas

1. Concept of Perception.

1) Definition of Perception

There are several definitions of perception according to experts, namely:

Perception according to Pride and Ferrel in Fadila and Lestari (2013: 45), perception is the whole process of selecting, organizing and interpreting information input, received sensations through sight, feeling, hearing, smell and touch to produce meaning. According to Boyd, Walker and Larreche in Fadila and Lestari (2013: 45), perception is the process by which a person is select, organize and interpret information.

★ Meanwhile, according to Kotler (2013: 179), ★ perception is where we are select, organize, and translate information input to creates a meaningful world picture. So it can be concluded from the above understanding of the perception that perception is the process of using something that is accepted through the five senses so that each individual can choose, organize and translating information to create a picture world of meaning.

According to Desiderato in Rahmat (2007: 51), perception is experience about an object, event or the relationships obtained by conclusions information and interpret messages. So perception is give the meaning of sensory stimulation. Yusuf (1991: 108) call perception

the meaning of the results of the observations. Pareek in Sobur (2003: 446) provides more definitions broad on perception, namely the process of receiving, selecting, organizing, interpreting, testing, and giving reactions to sensory stimuli or data. According to Walgito (2010: 99), perception is a process which is preceded by a sensing process, is the process of receiving a stimulus by an individual through the sense organs or also called sensory processes. However the process does not just stop, but a stimulus is forwarded and the next process is perceptual process. Therefore the perceptual process cannot apart from the sensing process, and the sensing process is a precursor to the perceptual process. Process The sensing will take place any time, at any time the individual receives the stimulus through the sense organs, viz through the eye as a means of sight, the ear as a tool the listener, the nose as an instrument of smell, the tongue as an instrument taste, and the skin on the palms as tools touch, all of which are the sense organs used to receive a stimulus from outside the individual. The sensed stimulus is then organized and interpreted so that the individual realizes and understands about what is sensed, and this process is called perception. From the various perceptions above, you can concluded that perception is the way the individual is in view, interpret, interpret, conclude and give a reaction to an object obtained through the process of sensing, organizing, and interpretation of objects.

2) Kinds of Perception.

According to Irwanto (2002: 71) in (Catharina), after the individual interacts with perceived objects, the results of the perception can be divided into two, namely:

1. Positive perception. Perception that describes all knowledge (know whether or not you know) and the response is continued with efforts to use it. It will be continued with activity or accept and support the object in perception.
2. Negative perceptions. Perception that describes all knowledge (whether or not he knows it) and responses that are not consistent with the object being perceived. It will be continued with passivity or rejecting and opposing the object in perception.

Thus it can be said that perception is good positive or negative will always affect person in doing an action. And the emergence of a positive perception or negative perceptions it all depends on how individual describes all his knowledge about an object perceived.

The notion of perception varies according to some experts. Quoting from Budi (2005) that the notion of perception is as follows:

"Perception, according to Rachmat Jalaludin (2007), is: experience about objects, events, or relationships obtained by concluding information and interpreting messages. According to Ruch (1967: 300), perception is a process of sensory cues and relevant experiences

organized to provide us with a structured and meaningful picture of a particular situation. In line with this, Atkinson and Hilgard (1991: 201) suggest that perception is the process by which we interpret and organize stimulus patterns in the environment. Gibson and Donely (1994: 53) explain that perception is the process of giving meaning to the environment by an individual.

From the opinions of the experts above, it can be drawn in a broad outline that perception is a process that is preceded by a sensing process, in which it provides a structured and meaningful picture of a particular situation in its environment.

Factors that play a role in perception. In Walgito (2003: 89), there are 3 factors that play a role in perception. The factors are the perceived object, sensory organs, nerves, and the center of the syraf arrangement, and finally the attention.

1. The object being perceived. In essence, the object gives rise to stimuli concerning the sense of organs or receptors. The stimulus can come from outside the individual who perceives, but can also come from within the individual concerned directly about the recipient nerve that works as a receptor. However, most of the stimulus comes from outside the individual.
2. Sensory organs, nerves, and the central nervous system. Sensors or receptors are devices for receiving stimulus. In addition, there must also be a sensory nerve as a tool to continue the stimulus received by the receptor

to the central nervous system, namely the brain as the center of consciousness. Meanwhile, the motor nerve is needed as a tool to hold a response.

3. Attention. Attention is the first step as a preparation to hold a perception. Attention is the concentration or concentration of all individual activities that are shown to something or a group of objects.

2. Concept of Contextual Teaching and Learning

a. Definition of Contextual Teaching and Learning

The contextual understanding was originally developed by John Dewey from his traditional learning experience. In 1918 Dewey formulated a curriculum and learning methodology related to student experience and interests. Students will learn well if what they learn is related to knowledge and activities that they already know and happen around them.

The word contextual comes from the word context which means "relationship, context, atmosphere and circumstances (context)". The understanding of CTL according to the Ministry of Education's Writer Team is as follows: Contextual learning is a learning concept that helps teachers link material taught with real-world situations and encourage students to make connections between the knowledge they have and their application in their daily lives, involving seven the main components of effective learning, namely: constructivism, asking, finding, learning communities, modeling, reflection, and actual research.

With this concept, learning outcomes are expected to be more meaningful for students. The learning process takes place naturally in the form of activities students work and experience, rather than transferring knowledge from teacher to student, learning strategies are more important than results. Students are encouraged to understand what learning means, what its benefits are, and how to achieve it. Thus, they will position themselves as those who need provisions for their lives later.

Johnson (2008) says contextual learning is a system that stimulates the brain to arrange patterns that embody meaning. Furthermore, Elaine said that contextual learning is a learning system that matches the brain that produces meaning by connecting academic content with the context of students' daily lives.

Meanwhile, Howey, Keneth, (2011) defines CTL is to use understanding and academic abilities in various contexts inside and outside the school to solve problems that are simulative or real, both individually and together.

The word contextual (contextual) comes from the word context which means "relationship, context, atmosphere, and circumstances (context)." (KUBI, 2002: 519). So, that Contextual Teaching and Learning (CTL) can be interpreted as a learning related to a certain atmosphere in the teaching and learning process in school. In general, contextual means: which is pleasing, relevant, there is a relationship or connection straightforward, following context; which carries the meaning, meaning

and importance. In the learning process everyday, students are asked to be able to explore all their abilities in the subject area which they like.

Contextual Teaching and Learning (CTL) is a learning concept that helps teachers link the material they learn to students' real-world situations and encourages students to make connections between their knowledge and its application in everyday life by involving seven components of effective learning (Nurhadi, 2005 : 5).

According to Hosnan (2014: 267), the word contextual comes from word which means "relationship, context, atmosphere or situation". Thus contextual means "related to the atmosphere (context)". Contextual Teaching and Learning (CTL) can be defined as learning related to a certain atmosphere. In this lesson the teacher presents the real world into the classroom and encourages students to make connections between their knowledge and its application in everyday life, and construct themselves as provisions for solving problems in their lives as members of society.

Jauhar (2011: 181) states that Contextual Teaching Learning (CTL) is a learning process holistic and aims at helping students to understand meaning teaching material by relating it to the context of their daily lives (personal, social and cultural context), so that students have dynamic and flexible knowledge / skills to actively construct their own understanding. Students learn through experience not memorizing, remembering that knowledge is not a set of facts and concepts that are readily accepted but something that must be constructed by students.

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Thus, contextual learning prioritizes knowledge and experience or the real world, high-level thinking, student-centered, active students, critical, creative, problem solving, student's learning is fun, exciting, not boring, and uses a variety of learning resources.

b. Characteristics of Contextual Teaching and Learning

According to Johnson in Nurhadi (2002:13), there are 8 components that are characteristic in contextual learning, which are as follows:

1. Making meaningful relationships. Students can organize themselves as people who learn actively in developing their interests individually, people who can work alone or work in groups, and people who can learn while doing.
2. Perform significant activities. Students make connections between schools and various contexts that exist in real life as business people and as members of the community.
3. Self-regulated learning. Students carry out significant activities: there is purpose, there is business with others, it has to do with making choices, and there are products or results that are tangible in nature.
4. Working together. Students can work together. The teacher and students work effectively in groups, the teacher helps students understand how they influence and communicate with one another.



5. Think critically and creatively. Students can use higher levels of thinking critically and creatively: can analyze, synthesize, solve problems, make decisions, and use logic and evidence.
6. Nurture or care for students personally. Students nurture their personality: knowing, paying attention, giving high hopes, motivating and strengthening themselves. Students cannot succeed without adult support.
7. Reach high standards. Students recognize and achieve high standards: identifying goals and motivating students to achieve them. The teacher shows students how to achieve what is called "excellence".
8. Use authentic judgment. Students use academic knowledge in real-world contexts for a meaningful purpose. For example, students may describe academic information that they have learned to publish in real life.

c. Components of Contextual Teaching and Learning Components

There are 7 (seven) components of contextual learning, namely:

1. Constructivism is to develop the thinking of students who will learn more meaningfully by working alone, discovering themselves, and constructing their own new knowledge and skills. According to Sudirman, this theory or flow is the basis of thinking for a contextual approach (CTL). Real knowledge for students is something that is built or discovered by students themselves. So knowledge is not a set of

facts, concepts or rules that students remember, but students must reconstruct that knowledge then give meaning through real experience.

2. Finding is a learning process that is based on the process of finding discovery through a systematic thinking process, namely the process of moving from observation to understanding so that students learn to use critical thinking skills. According to Hakiim, the teacher must plan the situation in such a way that students work using procedures to identify problems, answer questions, use research / investigation procedures, and prepare thinking frameworks, hypotheses, and explanations that are relevant to real-world experience.
3. Asking questions, namely developing students' curiosity through interactive dialogue through question and answer by all elements involved in the learning community. By applying asking questions, learning will be more lively, will encourage broader and deeper learning processes and outcomes. By asking questions, encourage students to always be not accepting an opinion, idea or theory in a raw manner. This can encourage an attitude of always wanting to know and explore various theories, and can encourage to learn more.
4. Learning societies, are learning outcomes obtained from collaboration with others. Teachers in contextual learning (CTL) always carry out learning in groups whose members are heterogeneous. Students who are good at teaching the weak, who already know tell, who don't know, and so on. In practice "learning communities" manifest in the

formation of small groups, large groups, bringing experts to the class, working with parallel classes, working groups with the classes above, working with the community.

5. Modeling, in learning certain skills or knowledge, there needs to be a model that students can emulate. This inner model can be a way to operate, how to throw or kick a ball in sports, how to pronounce in a foreign language, or the teacher gives an example of how to do something. The teacher becomes a model and provides examples to be seen and emulated. Whatever the teacher does, the teacher will act as a model for students. When the teacher is able to do something, students will think alike that he can do it too.
6. Reflection is an effort to see, organize, analyze, clarify, and evaluate things that have been learned. The realization of practice in the classroom is designed at the end of each lesson, by means of the teacher leaving time to provide opportunities for students to reflect in the form of: direct statements of students about what is obtained after learning, notes or journals in student books, student impressions and suggestions regarding the day's learning, discussion, and work.
7. Authentic assessment, student achievement is not enough just to be measured by tests alone, learning outcomes should be measured by authentic assessments that can provide true and accurate information about what students really know and can do or about the quality of educational programs. Authentic assessment is the process of

collecting various data to provide an overview of student learning development. This data can be in the form of written tests, projects (activity reports), student work, performance (presentation appearance) summarized in student portfolios.

d. Principles of Contextual Teaching and Learning

The contextual learning model refers to a number of basic principles of learning. According to the Directorate General of Primary and Secondary Education of the Ministry of National Education in 2002, Gafur (2003:2) states that curriculum and contextual learning need to be based on the following principles

1. Relation, relevance. The learning process should be related to the knowledge that already exists in students.
2. Direct experience. Direct experience can be obtained through exploration, discovery, inventory, investigation, research and so on. Experiencing is seen as the heart of contextual learning. The learning process will take place quickly if students are given the opportunity to manipulate equipment, utilize learning resources, and carry out other forms of research activities actively.
3. Application. Applying facts, concepts, principles and procedures that are learned in class with the teacher, between students and resource persons, solving problems and doing joint assignments are the main learning strategies in contextual learning.

4. Transfer of knowledge. Contextual learning emphasizes the ability of students to transfer situations and other contexts that are high-level learning, more than just memorizing.
5. Cooperation. Cooperation in the context of exchanging ideas, asking and answering questions, interactive communication between fellow students, between students.
6. Knowledge, skills, values and attitudes that have been held in other situations.

e. Steps for Contextual Teaching and Learning

According to Hasibuan, CTA learning steps include:

1. Develop the idea that children will learn more meaningfully by working alone, finding themselves, and constructing their own new knowledge and skills.
2. Carry out as far as possible the inquiry activities for all topics.
3. Develop students' curious nature by asking questions.
4. Creating a learning community.
5. Presenting models as examples of learning.
6. Reflect at the end of the meeting.
7. Conduct actual assessments in various ways.

According to Mulyasa (2013) there are at least five elements that must be considered in contextual learning, as follows:

1. Learning must pay attention to the knowledge that is already owned by students.

2. Learning starts from the whole (global) to the parts specifically (from general to specific).
3. Learning must be emphasized on understanding, by: arranging temporary concepts, sharing to get input and responses from others, and revising and developing concepts.
4. Learning emphasizes direct effort to practice what is learned.
5. There is a reflection on learning strategies and the development of knowledge learned.

Therefore, contextual learning programs should:

1. State the main learning activity, which is a statement of student activities which is a combination of basic competencies, subject matter, and indicators of achievement of learning outcomes.
2. Define clearly the general objectives of the learning.
3. Describe in detail the media and learning resources that will be used to support the expected learning activities.
4. Formulate step-by-step scenarios of activities that students must carry out in their learning process.
5. Formulate and implement an assessment system by focusing on the actual abilities possessed by students both during the process and after the student has finished learning.

C. Conceptual Frameworks



The Description of the Conceptual Framework

This study focuses on the CTL method used by teachers in teaching English. This study aims to find out the teacher's opinion / view of the CTL method. To get the results of this research objective, researchers used interview techniques and questionnaires.

The first stage is conducting interviews with teachers regarding their experiences using CTL in teaching English. Furthermore, the second stage the researcher gave a questioner to be filled in by the teacher in question. The researcher will give eight questions for interview, the questions about perceptions of the teacher since use the CTL method. And the researcher will give ten questions for the questioner, the question is close ended question. The question about how agree and disagree the teacher about the CTL method. Finally the researcher will get the teachers perceptions of using contextual teaching and learning (CTL) method in teaching English at SMA Negeri 22 Makassar.



CHAPTER III

RESEARCH METHOD

A. Research Design

This type of research is descriptive research with a qualitative approach. The main purpose of descriptive research is to provide an accurate description of the condition or characteristics of the subject of a situation or phenomenon based on data obtained in the field. (Johnson, 2004).

According to Sugiyono (2014: 9) qualitative method is a research method based on the philosophy of post-positivism, used to examine natural conditions of objects, where researchers are as key instruments, data collection techniques are carried out by triangulation (combined), data analysis is inductive / qualitative, and the results emphasize the meaning of generalization.

B. Research Focus

The focus of this research is intended to limit qualitative studies while limiting research to choose which data are relevant and which are not relevant (Moleong, 2004). Limitations in research are based more on the importance/urgency of the problems encountered in this study, including the formulation of the problem. This study is about "Teachers' Perceptions of the Use of Contextual Teaching and Learning (CTL) Methods in Teaching English at SMA Negeri 22 Makassar".

C. Research Participant

The research Participant in this study were English teachers in SMA Negeri 22 Makassar selected based on Purposive Sampling. Purposive sampling is a technique of sampling data sources with certain considerations (Sugiyono, 2016:85).

The criteria for the research subject are English teachers at SMA Negeri 22 Makassar who are or are currently using the CTL method or have been in the learning process, and know how little or how much Contextual Teaching and Learning (CTL) method is.

D. Research Instrument

The research instrument is a tool used to measure natural and social phenomena observed (Sugiyono, 2016: 148). The instruments in this study were only measurement instruments. Measurement instrument is a tool used to measure research variables. This measurement instrument in the form of interviews (interview protocol guidelines) and questionnaires (questionnaire perception of English teachers about contextual teaching and learning methods in learning English).



E. Technique of Data Collection

Data collection in this experimental research was carried out through three stages, as follows.

1. Interview

The researcher asked several questions to the teacher about the use of CTL in teaching, there were eight questions.

2. Questionnaire

The researcher distributed a questionnaires containing several questions about the CTL method and the teacher chose one option in the questionnaire based on his experience.

F. Data Analysis

Analysis of the data in this study consisted by analyzed the results of the interviews and descriptive analysis explained as follows.

1. Interview

Data from interviews in the form of voice recordings. Interviews were conducted face-to-face. After conducting the interview, the researcher changed the voice data into written data. After changing the data, we will then do coding, which is the process of processing the data that has been obtained into the data we need. After coding, we will then classify, namely the data that has been processed will be classified. and after that it is interpreted. This analysis aims to determine the teacher's perception of the Contextual Teaching and Learning (CTL) method in learning English. The answer to each of these questions is the final result of the interview.

2. Questionnaire

The researcher analyzes the questionnaire by using Likert Scale to know Teachers' perception about CTL method in teaching English.

The scale is as follow :

No	Scale	Score
1.	Strongly Angree	4
2.	Angree	3
3.	Disagree	2
4.	Strongly Disagree	1

After scaling the researcher used descriptive percentage to classify the collected data from the questionnaire by using this following formula :

$$P = \frac{f}{N} \times 100 \%$$

P : Percentage

f : Frequency

100% : Content value

N : Number of samples

(Sugiyono, 2016)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The result of this research is to answer the problem formulation that has been formulated previously. As for the benefits of this study to describe the teacher's perception of the use of the CTL method in teaching English. This study was taken from 3 English teachers who teach in grades 1, 2, and 3 on 30 August - 3 September 2021 at SMA Negeri 22 Makassar. This data is presented based on the results of interviews and the distribution of questionnaires to 3 English teachers.

1. Teachers' perceptions of using Contextual Teaching and Learning (CTL) method in English Teaching

a. Based on Interview

Based on the researcher interview with the teachers, the researcher found 3 positive perceptions and 3 negative perceptions. According to Irwanto (1986) in terms of the individual after interacting with the perceived object, the perception results can be divided into 2, namely, Positive perception is a perception that describes all knowledge (know it or not, know it or not) in the response that is continued to be utilized in the use of the Contextual Teaching and Learning (CTL) method, and Negative perception is a perception that describes all knowledge (knowing it or not, knowing it or not) as well as responses that are not aligned or some disadvantages

when using the Contextual Teaching and Learning (CTL) method. their perceptions are based on the conditions and experiences that have been undertaken in the KTSP curriculum. Here are some perceptions:

1.) Positive Perception

Based on interview data with teachers:

Selection 1.

Teacher 1 : " ... the CTL method makes it easier for teachers in the learning process to convey the material and helps students develop their speaking skills and vocabulary development."

Based on what teacher 1 said, that the classroom in contextual learning is not only a place to obtain information, but as a place to test the data they have obtained from the situation around them, as well as describing a vacation spot that is around it. At that time, students no longer think about what a vacation place looks like, but students will think about how to say it.

Selection 2.

Teacher 2 : " ... make it easier for students to understand the learning material with the surrounding situation, and this CTL method must continue to be used by teachers and really be applied in the learning process

because it is very helpful for teachers in the learning process and conveying material.”

Based on what was said by teacher 2, "students understand more easily with the material presented" because as according to Mujahid (2005) one of the benefits of the CTL method is that students can better understand what they are learning because learning is associated with problems of everyday life. therefore the CTL method is very helpful for students in understanding the learning material.

Selection 3.

Teacher 3 : "... the Contextual Teaching and Learning (CTL) method is contextual learning, so here students are really presented with contextual material and they seek and understand the context that we teach the substance of certain material."

Based on what was said by teacher 3, if the Contextual Teaching and Learning (CTL) method really provides contextual material and makes it easier for students to understand what is being conveyed and through it, it raises students' curiosity about the material presented.

2.) Negative Perception

Based on interview data with teachers:

Selection 1.

Teacher 1 : "...the Contextual Teaching and Learning (CTL) method limits the development of students' knowledge of the material being taught, because this method focuses on where the conditions and situations where the student is."

Based on teacher 1's perception, the Contextual Teaching and Learning (CTL) method limits the development of students' knowledge of the material being taught, because this method focuses on where the conditions and situations where students are, so if the material conveyed by the teacher is not in the situation around them, students will have difficulty understanding the material presented.

★ Selection 2.

Teacher 2 : "...the Contextual Teaching and Learning (CTL) method makes students unable to develop the material being taught and also due to the current situation requiring them to be online or during."

Based on what teacher 2 said, the Contextual Teaching and Learning (CTL) method makes students unable to develop the material being taught and also because the current situation requires them to be online" as we know in the current situation the CTL method is very difficult to apply in circumstances that require online

learning because the CTL method is a learning method that relates to the surrounding situation.

Selection 3.

Teacher 3 : "...sometimes students do not understand the context referred to in the learning sub-materials and also add to the laziness of students to ask things they don't understand or understand . what context will actually be discussed or understood in the material taught in Contextual Teaching and Learning (CTL) method."

Based on what teacher 3 said, in the CTL method sometimes students do not understand the context referred to in the sub learning material and also increase students' laziness to ask things that have not been understood or understood. what context will actually be discussed or understood in the material taught in the Contextual Teaching and Learning (CTL) method. So usually the teacher uses several other methods so that the material presented can be understood by students.

b. Questionnaire

The data obtained from the questionnaire that has been given to the teacher. It is designed to help researchers find out more about teachers' perceptions of using the Contextual Teaching and Learning

(CTL) method in teaching English. Furthermore, the data obtained as follows :

Table 4.1 Contextual learning builds students' knowledge.

No	Items	Frequency	Percentage (%)
1.	Strongly Agree	2	66.6 %
2.	Agree	1	33.3 %
3.	Disagree	0	
4.	Strongly Disagree	0	
Total		3	100 %

Table 4.1 shows that 2 teacher (66.6%) chooses strongly agree, 1 teachers (33.3%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree. teachers prefer to agree because contextual learning can build students' knowledge in the material being taught. one teacher also said contextual learning can develop students' speaking and vocabulary.

Table 4.2 Contextual learning can help students explore both academic and administrative information.

No	Items	Frequency	Percentage (%)
1.	Strongly Agree	1	33.3 %
2.	Agree	2	66.6 %
3.	Disagree	0	0

4.	Strongly Disagree	0	0
Total		3	100 %

Table 4.2 shows that 1 teacher (33.3%) chooses strongly agree, 2 teachers' (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree. all teachers chose to agree with this statement, because as we know according to the Ministry of National Education (2002, 10-17) there are 7 basic components in contextual learning, as well as principles that need to be considered by teachers, one of which is "Questioning" therefore contextual learning can help students explore information, both academically and administratively.

Table 4.3 Contextual learning arouses students' curiosity

No	Items	Frequency	Percentage (%)
1.	Strongly Agree	1	33.3 %
2.	Agree	2	66.6 %
3.	Disagree	0	0
4.	Strongly Agree	0	0
Total		3	100 %

Table 4.3 shows that 1 teacher (33.3%) chooses strongly agree, 2 teachers' (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree. two out of three teachers chose to agree with this statement because the teacher said that contextual learning could generate more

questions from students or students' curiosity about the material presented.

Table 4.4 Contextual learning can generate responses in students

No	Items	Frequency	Percentage (%)
1.	Strongly Agree	1	33.3 %
2.	Agree	2	66.6 %
3.	Disagree	0	0
4.	Strongly Disagree	0	0
	Total	3	100 %

Table 4.4 shows that 1 teacher (33.3%) chooses strongly agree, 2 teachers' (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree. In this statement, the dominant teacher chose to agree because the teacher said the CTL method aroused students' curiosity so that they gave lots of examples or ideas during the learning process.

Table 4.5 Help students express opinions about the learning that has taken place

No	Items	Frequency	Percentage (%)
1.	Strongly Agree	1	33.3 %
2.	Agree	2	66.6 %

3.	Disagree	0	0
4.	Strongly Agree	0	0
Total		3	100 %

Table 4.5 shows that 1 teacher (33.3%) chooses strongly agree, 2 teachers' (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree. Two out of three teachers chose to agree with this statement, because they think this statement is very true if contextual learning really helps students express their opinions about the material presented by the teachers

Table 4.6 With contextual learning students are more responsive in teaching and learning activities

No	Items	Frequency	Percentage (%)
1.	Strongly Agree	1	33.3 %
2.	Agree	2	66.6 %
3.	Disagree	0	0
4.	Strongly Disagree	0	0
Total		3	100 %

Table 4.6 shows that 1 teacher (33.3%) chooses strongly agree, 2 teachers' (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree. One of the teachers said that when using the CTL method students understood the material more quickly. because as we know

the CTL method is a learning that relates to the surrounding situation.

Table 4.7 Contextual learning does not help students explore information independently

No	Items	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	0	0
3.	Disagree	0	0
4.	Strongly Disagree	3	100 %
Total		3	100 %

Table 4.7 shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) chooses strongly disagree. All teachers chose not to agree because contextual learning really helps students in digging up information about the material presented by the teachers.

Table 4.8 Does not build the social character of students socializing in the community

No	Items	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	0	0
3.	Disagree	0	0

4.	Strongly Disagree	3	100 %
Total		3	100 %

Table 4.8 shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) chooses strongly disagree. In this statement is the same as the previous statement, all teachers chose not to agree because this statement was not true. Learning with a contextual approach with various models and methods, can be used as a tool to build / shape student character. Learning models with a contextual approach emphasize the active involvement of students in learning. Both in independent and group tasks.

Table 4.9 Student understanding cannot be monitored with contextual learning

No	Items	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	0	0
3.	Disagree	0	0
4.	Strongly Disagree	3	100 %
Total		3	100 %

Table 4.9 shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) chooses

strongly disagree. Similar to the previous statement in this statement, all teachers chose not to agree because CTL learning really monitors students' understanding through the material the teacher provides.

Table 4.10 Contextual learning cannot increase students' enthusiasm for learning

No	Items	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	0	0
3.	Disagree	0	0
4.	Strongly Disagree	3	100 %
Total		3	100 %

Table 4.10 shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) chooses strongly disagree. All teachers chose not to agree with this statement on the grounds that contextual learning really made students more enthusiastic about the material given because it was related to the surrounding situation and conditions.

Table 4.11 Contextual learning cannot provide new knowledge to students

No	Items	Frequency	Percentage (%)
1.	Strongly Agree	0	0

2.	Agree	0	0
3.	Disagree	0	0
4.	Strongly Agree	3	100 %
Total		3	100 %

Table 4.11 shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) chooses strongly disagree. All teachers chose not to agree because contextual learning can provide new knowledge to students through several components of CTL.

Table 4.12 Students do not focus on the subject being delivered

No	Items	Frequency	Percentage (%)
1	Strongly Agree	0	0
2	Agree	0	0
3.	Disagree	0	0
4.	Strongly Disagree	3	100 %
Total		3	100 %

Table 4.12 shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) chooses strongly disagree. All teachers chose not to agree with this statement because contextual learning made students more focused on the material presented.

Based on interviews, researchers get a dominant positive perception about the use of the Contextual Teaching and Learning (CTL) method in teaching English, namely in the learning process the teacher is greatly assisted in delivering material using the Contextual Teaching and Learning (CTL) method, and students will also more easily understand the material presented by the teacher in the learning process. Meanwhile, based on the questionnaire, the researcher also got a dominant positive perception about the use of the CTL method, including contextual learning that can arouse students' curiosity, as we know that one's knowledge always starts from asking questions, and for teachers asking questions is seen as an activity to encourage, guide, and assessing students' thinking ability.

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

B. Discussions

From the results of data collection discusses the teachers' perception of using the Contextual Teaching and Learning (CTL) method in teaching

English with interviews and questionnaires. Based on the findings above, there are several perceptions of teachers using the CTL method in teaching English.

Based on the analysis of the data found in this study, the researcher wants to discuss the formulation of the problem in this study showing that teachers really like the process of learning English with the Contextual Teaching and Learning (CTL) method. This is based on the results of interviews with 3 teachers saying that the Contextual Teaching and Learning (CTL) method is easier to use in delivering learning materials and also the teachers who have been interviewed admit that they have used the Contextual Teaching and Learning (CTL) method in learning English for many years until now. According to the teachers, the Contextual Teaching and Learning (CTL) method really helps students improve students' ability to understand the material.

To support the data from previous interviews, the researchers tried to convince the results of this study through questionnaire data processing to teachers who had applied the CTL method in the English learning process. Teacher's perception of using the Contextual Teaching and Learning (CTL) method in teaching English. Based on the analysis of the data found in this study, from 12 statement points, the data results 100% agree.

According to Irwanto (2002: 71) in (Catharina) there are 2 parts of perception, positive perception and negative perception. Positive

statements about the CTL method, including contextual learning builds student knowledge, Contextual learning can help students explore both academic and administrative information, Contextual learning arouses students' curiosity, Contextual learning can generate responses in students, Help students express opinions about the learning that has taken place, With contextual learning students are more responsive in teaching and learning activities. while negative statements, including Contextual learning does not help students explore information independently, Does not build the social character of students socializing in the community, Student understanding cannot be monitored with contextual learning, Contextual learning cannot increase students' enthusiasm for learning, Contextual learning cannot provide new knowledge to students, Students do not focus on the subject being delivered.

Contextual learning builds students' knowledge, shows that 2 teacher (66.6%) chooses strongly agree, 1 teachers (33.3%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree.

Contextual learning can help students explore both academic and administrative information, shows that 1 teacher (33.3%) chooses strongly agree, 2 teachers' (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree.

Contextual learning arouses students' curiosity, shows that 1 teacher (33.3%) chooses strongly agree, 2 teachers' (66.6%) choose agree, 0

teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree.

Contextual learning can generate responses in students, shows that 1 teacher (33.3%) chooses strongly agree, 2 teachers* (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree.

Help students express opinions about the learning that has taken place, shows that 1 teacher (33.3%) chooses strongly agree, 2 teachers* (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree.

With contextual learning students are more responsive in teaching and learning activities, shows that 1 teacher (33.3%) chooses strongly agree, 2 teachers* (66.6%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and no teacher chooses strongly disagree.

Contextual learning does not help students explore information independently, shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) chooses strongly disagree.

Does not build the social character of students socializing in the community, shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) chooses strongly disagree.

Student understanding cannot be monitored with contextual learning, shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) chooses strongly disagree.

Contextual learning cannot increase students' enthusiasm for learning, shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) chooses strongly disagree.

Contextual learning cannot provide new knowledge to students, shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) chooses strongly disagree.

Students do not focus on the subject being delivered, shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 3 teachers (100%) chooses strongly disagree.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data collected and analyzed from interviews and questionnaires, the researcher concluded that the teachers' perception of using the CTL method in teaching English strongly agreed and was applied by the teachers to deliver the material.

Teachers' perception of using Contextual Teaching and Learning (CTL) in teaching English, there are two perceptions, namely positive perceptions and negative perceptions. there are 6 points of positive perception. First, almost all teachers strongly agree with contextual learning that builds students' knowledge. second, almost all teachers agree that contextual learning can help students explore information both academically and administratively. third, almost all teachers agree that contextual learning arouses students' curiosity. fourth, almost all teachers agree that contextual learning can generate responses in students. fifth, almost all teachers agree that contextual learning helps students express opinions about the learning that has taken place. sixth, almost all teachers agree with contextual learning that students are more responsive in teaching and learning activities. while there are 6 points of negative perception, all teachers strongly disagree that contextual learning does not help students explore information independently, does not build the social character of students socializing in the community, student understanding cannot be monitored by contextual learning, contextual

learning cannot increase student learning enthusiasm, Contextual learning cannot provide new knowledge to students, students do not focus on the subjects presented.

B. Suggestion

After analyzing the data obtained from interviews and questionnaires, the researcher would like to give suggestions as follows :

1. The Contextual Teaching and Learning (CTL) learning method is not a newly discovered method, this method has been used by teachers for a very long time in the teaching process. Therefore, teachers should continue to apply the Contextual Teaching and Learning (CTL) method in teaching, as well as further optimizing, especially in learning English.
2. It is recommended for future researchers, researchers hope that this research can inspire other researchers to conduct further research on teacher perceptions of using the Contextual Teaching and Learning (CTL) method in teaching English.

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A

P



I

X

APPENDIX 1
INTERVIEW

Nama :
Pengalaman mengajar :
Bahasa Inggris (dalam tahun)
Latar belakang pendidikan :
Kelas yang diampu :
NO. HP/ Alamat email :

Saya bersedia mengikuti sesi wawancara jika ada beberapa informasi lanjutan yang masih dibutuhkan dari saya: Ya/ Tidak

Kuesioner ini bertujuan untuk mengumpulkan data penelitian tentang Teachers' Perceptions of using Contextual Teaching and Learning (CTL) dalam pengajaran Bahasa Inggris.

1. Apakah anda pernah menerapkan metode CTL didalam mengajarkan Bahasa Inggris ?
2. Kapan anda menerapkan CTL dalam mengajarkan Bahasa Inggris ?
3. Selama anda menerapkan CTL, apakah dan menggunakan media mengajar lain?
4. Apa manfaat CTL dalam pengajaran materi Bahasa Inggris ?
5. Apakah saat menerapkan CTL, anda lebih mudah menyampaikan materi pelajaran?
6. Menurut anda, apa-apa saja kekurangan dari penerapan CTL dalam mengajar Bahasa Inggris?

7. Apa pendapat anda tentang penerapan CTL dalam pengajaran Bahasa Inggris?

8. Apakah CTL masih cocok untuk diterapkan kembali pada masa sekarang ini?



APPENDIX 2

Questionier

Beri tanda (√) pada kolom yang menurut anda sesuai dengan pertanyaan berikut!

A. Petunjuk Pengisian

1. Tes ini berisikan pertanyaan tentang metode CTL.
2. Periksalah dan bacalah setiap poin pertanyaan dengan cermat, sebelum menjawab.
3. Isi dan kerjakanlah pertanyaan tersebut dengan argumen yang meyakinkan.
4. Usahakan untuk mengisi seluruh pertanyaan tanpa ada nomor yang terlewatkan.
5. Atas kesediaan dan kerjasamanya, saya ucapkan terima kasih.

B. Identitas

1. Nama :
2. Instansi/Sekolah :
3. No. HP :
4. Hari/Tanggal :

C. Pertanyaan

NO.	PERNYATAAN	SS	S	TS	STS
1.	Pembelajaran kontekstual membangun pengetahuan siswa				
2.	Pembelajaran kontekstual dapat membantu siswa menggali informasi baik akademis dan administrasi				
3.	Pembelajaran kontekstual membangkitkan rasa ingin tahu siswa				
4.	Pembelajaran kontekstual dapat membangkitkan respon pada siswa				

5.	Membantu siswa mengemukakan pendapat mengenai pembelajaran yang telah berlangsung				
6.	Dengan pembelajaran kontekstual siswa lebih cepat tanggap dalam kegiatan belajar mengajar				
7.	Pembelajaran kontekstual tidak membantu siswa menggali informasi secara mandiri				
8.	Tidak membangun karakter sosial siswa bersosialisasi di lingkungan masyarakat				
9.	Pemahaman siswa tidak dapat terpantau dengan pembelajaran kontekstual				
10.	Pembelajaran kontekstual tidak dapat meningkatkan antusias belajar siswa				
11.	Pembelajaran kontekstual tidak dapat memberikan pengetahuan baru kepada siswa				
12.	Siswa tidak fokus pada mata pelajaran yang di sampaikan				



APPENDIX 3

INTERVIEW TRANSCRIPT

People 01 : P1

Initial name of Teachers : K

Me : So, the first question is have you ever applied the CTL method?

P1 : Yes, I have, and every teacher must have applied the CTL method.

Me : Second question, when did you apply the CTL method in teaching English?

P1 : Every learning and usually every English language learning that uses the CTL method is usually carried out at the beginning of learning, the goal is that the material delivered can be connected with students, if it is connected the method can be varied or mixed, there is agreement and understanding in learning.

Me : As long as you apply CTL, do you use other teaching media?

P1 : Yes, the use of CTL learning media is not too difficult, because we only use the environment around us as a tool to understand the material, as I said earlier that the CTL method we teach "how to say in English" not "how do we know" so we are purely on learning vocabulary development no longer directing students what their knowledge is.

Me : So the next question, what are the benefits of the CTL method in teaching English material?

P1 : Yes, there are many, the benefits of the CTL method as I said earlier no longer make it difficult for students to find new knowledge but they are only directed to develop vocabulary. so the material being taught is no longer a problem but we can focus on developing vocabulary or how to speak in English.

Me : The fifth question, is it easier for you to convey the subject matter when you apply the CTL method?

P1 : Yes, it's definitely easier because communication between students and teachers is smooth, because they don't argue anymore about new knowledge because they already understand the material presented.

Me : In your opinion, what are the disadvantages of applying the CTL method in teaching English?

P1 : When talking about deficiencies, there must be, because of the limitations of the development of the knowledge of the material being taught.

Me : Next, what do you think about the application of the CTL method in teaching English?

P1 : Yes, with the CTL method, it can help students develop speaking skills and develop students' vocabulary. it is more dominant in the CTL method.

Me : Okay last question, is the CTL method still suitable for use today?

P1 : The CTL method never dies or disappears, it will live as long as English learning exists, so as long as there is second language learning and not only English, the CTL method will never disappear. because it requires the CTL method because it can facilitate student communication with the teacher.

Me : Ok sir thanks for your time.



INTERVIEW TRANSCRIPT

People 02 : P2

Initial name of Teachers : S

Me : The first question is have you ever applied the CTL method?

P2 : Yes I have.

Me : when did you apply the CTL method in teaching English?

P2 : I don't know exactly, but I used the CTL method, but I don't remember the exact steps.

Me : As long as you apply CTL, do you use other teaching media?

P2 : Yes, I use other teaching media, as we now know online learning, we use power point, with existing platforms, and sometimes also use whatsapp, teams, and also you tube.

Me : So the next question, what are the benefits of the CTL method in teaching English material?

P2 : Yes, the benefits of this CTL method are great, because as far as I know the CTL method is geared towards our context-based learning, students' thinking in accordance with the context in accordance with everyday life. like that expression can be put out according to the situation where he will use that expression.

Me : Is it easier for you to convey the subject matter when you apply the CTL method?

P2 : Obviously it's much easier, but not all material content can be adapted to the CTL method because it depends on the basic competencies we teach.

Me : In your opinion, what are the disadvantages of applying the CTL method in teaching English?

P2 : The drawback, is actually not the drawback of the CTL method, but students' understanding of how to adjust the context that is taught based on context, it's hard how to bring students into that situation, like in real life.

Me : Next, what do you think about the application of the CTL method in teaching English?

P2 : In my opinion, the CTL method continues to need to be used and mastered by teachers, and is really applied in the learning process.

Me : Last question, is the CTL method still suitable for use today?

P2 : Still worth it.

Me : Okay, I think the interview is over, thank you sir.

INTERVIEW TRANSCRIPT

People 03 : P3

Initial name of Teachers : SY

Me : we start from the first question, have you ever applied the CTL method in teaching English?

P3 : Yes I have.

Me : When did you apply the CTL method in teaching English?

P3 : When learning reading, reading means that there is a context in which students are expected to understand a certain context in a reading.

Me : As long as you apply the CTL method, do you use other teaching media?

P3 : Yes, of course using, such as textbooks, resources or sources from the learning process itself, because without sources or media, students will just float in the learning process, so you have to use other teaching media, at least textbooks.

Me : What are the benefits of the CTL method in teaching English material?

P3 : Yes, it is very useful, why because the CTL method is contextual learning, so here students are really presented with contextual material and they seek and understand the context that we teach the substance of certain material.

Me : Is it easier for you to convey the subject matter when you apply the CTL method?

P3 : Yes, it is almost the same as other sub-materials, only here in the CTL method there is something more special, namely that children can receive material in a contextual way.

Me : In your opinion, what are the disadvantages of applying the CTL method in teaching English?

P3 : Yes, actually, all the sub-subjects have their good and weak points. Likewise, in this CTL method, of course, it also has its own shortcomings, sometimes students do not understand the context referred to in the learning sub-materials and also add to the laziness of students to ask things they don't understand or understand, what context will actually be discussed or understood in the material taught in CTL.

Me : What do you think about the application of CTL in teaching English?

P3 : Yes, my personal opinion is that the learning method using the CTL system is quite good, and according to the times, the CTL method itself is quite good, it's just that in this virtual condition, the CTL method cannot be applied properly.

Me : Is the CTL method still suitable to be applied again at this time?

P3 : Well the name of the learning method and also other learning methods, according to the subject matter to be carried out, of course the CTL

method is also a learning method that is sufficient to help students understand the learning process briefly and clearly, of course it is better understood because here students play a more active role.

Me : thank you very much sir,



APPENDIX 2

Questionier

Beri tanda (√) pada kolom yang menurut anda sesuai dengan pertanyaan berikut!

D. Petunjuk Pengisian

6. Tes ini berisikan pertanyaan tentang metode CTL.
7. Periksalah dan bacalah setiap poin pertanyaan dengan cermat, sebelum menjawab.
8. Isi dan kerjakanlah pertanyaan tersebut dengan argumen yang meyakinkan.
9. Usahakan untuk mengisi seluruh pertanyaan tanpa ada nomor yang terlewatkan.
10. Atas kesediaan dan kerjasamanya, saya ucapkan terima kasih.

E. Identitas

5. Nama : Syamsuddin, S.Pd
6. Instansi/Sekolah : SMA Negeri 22 Makassar
7. No. HP : 0813 4385 2725
8. Hari/Tanggal : 2 September 2021

F. Pertanyaan

NO.	PERNYATAAN	SS	S	TS	STS
1.	Pembelajaran kontekstual membangun pengetahuan siswa	√			
2.	Pembelajaran kontekstual dapat membantu siswa menggali informasi baik akademis dan administrasi	√			
3.	Pembelajaran kontekstual membangkitkan rasa ingin tahu siswa	√			
4.	Pembelajaran kontekstual dapat membangkitkan respon pada siswa	√			
5.	Membantu siswa mengemukakan pendapat mengenai pembelajaran yang telah berlangsung	√			

6.	Dengan pembelajaran kontekstual siswa lebih cepat tanggap dalam kegiatan belajar mengajar	√			
7.	Pembelajaran kontekstual tidak membantu siswa menggali informasi secara mandiri				√
8.	Tidak membangun karakter sosial siswa bersosialisasi di lingkungan masyarakat				√
9.	Pemahaman siswa tidak dapat terpantau dengan pembelajaran kontekstual				√
10.	Pembelajaran kontekstual tidak dapat meningkatkan antusias belajar siswa				√
11.	Pembelajaran kontekstual tidak dapat memberikan pengetahuan baru kepada siswa				√
12.	Siswa tidak fokus pada mata pelajaran yang di sampaikan				√



APPENDIX 2

Questionier

Beri tanda (√) pada kolom yang menurut anda sesuai dengan pertanyaan berikut!

G. Petunjuk Pengisian

11. Tes ini berisikan pertanyaan tentang metode CTL.
12. Periksa dan bacalah setiap poin pertanyaan dengan cermat, sebelum menjawab.
13. Isi dan kerjakanlah pertanyaan tersebut dengan argumen yang meyakinkan.
14. Usahakan untuk mengisi seluruh pertanyaan tanpa ada nomor yang terlewatkan.
15. Atas kesediaan dan kerjasamanya, saya ucapkan terima kasih.

H. Identitas

9. Nama : Kamaruddin S.Pd
 10. Instansi/Sekolah : SMA Negeri 22 Makassar
 11. No. HP : 0813 5546 4626
 12. Hari/Tanggal : 2 September 2021

I. Pertanyaan

NO.	PERNYATAAN	SS	S	TS	STS
1.	Pembelajaran kontekstual membangun pengetahuan siswa	√			
2.	Pembelajaran kontekstual dapat membantu siswa menggali informasi baik akademis dan administrasi		√		
3.	Pembelajaran kontekstual membangkitkan rasa ingin tahu siswa		√		
4.	Pembelajaran kontekstual dapat membangkitkan respon pada siswa		√		
5.	Membantu siswa mengemukakan pendapat mengenai pembelajaran yang telah berlangsung		√		

6.	Dengan pembelajaran kontekstual siswa lebih cepat tanggap dalam kegiatan belajar mengajar		√		
7.	Pembelajaran kontekstual tidak membantu siswa menggali informasi secara mandiri			√	
8.	Tidak membangun karakter sosial siswa bersosialisasi di lingkungan masyarakat			√	
9.	Pemahaman siswa tidak dapat terpantau dengan pembelajaran kontekstual			√	
10.	Pembelajaran kontekstual tidak dapat meningkatkan antusias belajar siswa			√	
11.	Pembelajaran kontekstual tidak dapat memberikan pengetahuan baru kepada siswa			√	
12.	Siswa tidak fokus pada mata pelajaran yang di sampaikan			√	



APPENDIX 2

Questionier

Beri tanda (√) pada kolom yang menurut anda sesuai dengan pertanyaan berikut!

J. Petunjuk Pengisian

16. Tes ini berisikan pertanyaan tentang metode CTL.
17. Periksalah dan bacalah setiap poin pertanyaan dengan cermat, sebelum menjawab.
18. Isi dan kerjakanlah pertanyaan tersebut dengan argumen yang meyakinkan.
19. Usahakan untuk mengisi seluruh pertanyaan tanpa ada nomor yang terlewatkan.
20. Atas kesediaan dan kerjasamanya, saya ucapkan terima kasih.

K. Identitas

13. Nama : Syamsuddin, S.Pd., M.Si
14. Instansi/Sekolah : SMA Negeri 22 Makassar
15. No. HP : 0823 4007 2001
16. Hari/Tanggal : 31 Agustus 2021

L. Pertanyaan

NO.	PERNYATAAN	SS	S	TS	STS
1.	Pembelajaran kontekstual membangun pengetahuan siswa		√		
2.	Pembelajaran kontekstual dapat membantu siswa menggali informasi baik akademis dan administrasi		√		
3.	Pembelajaran kontekstual membangkitkan rasa ingin tahu siswa		√		
4.	Pembelajaran kontekstual dapat membangkitkan respon pada siswa		√		
5.	Membantu siswa mengemukakan pendapat mengenai pembelajaran yang telah berlangsung		√		

6.	Dengan pembelajaran kontekstual siswa lebih cepat tanggap dalam kegiatan belajar mengajar		√		
7.	Pembelajaran kontekstual tidak membantu siswa menggali informasi secara mandiri			√	
8.	Tidak membangun karakter sosial siswa bersosialisasi di lingkungan masyarakat			√	
9.	Pemahaman siswa tidak dapat terpantau dengan pembelajaran kontekstual			√	
10.	Pembelajaran kontekstual tidak dapat meningkatkan antusias belajar siswa			√	
11.	Pembelajaran kontekstual tidak dapat memberikan pengetahuan baru kepada siswa			√	
12.	Siswa tidak fokus pada mata pelajaran yang di sampaikan			√	

