The Use of Contextual Teaching and Learning (CTL) in the Reading Course for English Education Students at Universitas Potensi Utama Medan

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ABSTRACT

This study aims to explore the use of the Contextual Teaching and Learning (CTL) approach in teaching the reading course among English Education students at Universitas Potensi Utama Medan. CTL emphasizes the connection between learning materials and real-life contexts, which is expected to enhance students' motivation and understanding of reading texts. The research method employed is descriptive qualitative, involving students and lecturers as respondents. Data were collected through interviews, classroom observations, and document analysis. The findings indicate that the implementation of CTL in reading instruction significantly increases student engagement, conceptual understanding, and their ability to analyze texts. Additionally, students reported feeling more motivated and capable of relating the material to their personal experiences. This study recommends a broader implementation of CTL within the English. Education curriculum to improve the quality of teaching and student learning outcomes.

Keywords: Contextual Teaching and Learning, Reading Course

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi penggunaan pendekatan Contextual Teaching and Learning (CTL) dalam pengajaran mata kuliah membaca di kalangan mahasiswa Pendidikan Bahasa Inggris di Universitas Potensi Utama Medan. CTL menekankan hubungan antara materi pembelajaran dan konteks kehidupan nyata, yang diharapkan dapat meningkatkan motivasi dan pemahaman mahasiswa terhadap teks bacaan. Metode penelitian yang digunakan adalah deskriptif kualitatif, dengan melibatkan mahasiswa dan dosen sebagai responden. Data dikumpulkan melalui wawancara, observasi kelas, dan analisis dokumen. Temuan penelitian menunjukkan bahwa penerapan CTL dalam pengajaran membaca secara signifikan meningkatkan keterlibatan mahasiswa, pemahaman konseptual, dan kemampuan mereka untuk menganalisis teks. Selain itu, mahasiswa melaporkan merasa lebih termotivasi dan mampu menghubungkan materi dengan pengalaman pribadi mereka. Penelitian ini merekomendasikan penerapan CTL yang lebih luas dalam kurikulum Pendidikan Bahasa Inggris untuk meningkatkan kualitas pengajaran dan hasil belajar mahasiswa.

Kata kunci: petunjuk penulisan, jurnal excellence, template artikel

A. Introduction

Contextual Teaching and Learning (CTL) is a learning approach that emphasizes the relationship between learning materials and the context of students' lives in real life. The purpose of this approach is to help students understand and apply the knowledge they learn in everyday life situations.

Contextual Learning involves the use of real contexts, problem situations, and practical applications learned from various concepts in the learning environment. In this case, it can allow students to develop a deeper understanding, relate new knowledge to previous knowledge, and see the relevance of learning materials to their lives.

This approach also emphasizes students in learning to play a more active role. Students are encouraged to participate in learning activities that involve discovery, exploration, and reflection. They are invited to think critically, ask questions, work in groups, and apply their knowledge in real situations.

Contextual Learning also pays attention to individual differences between students. Educators are expected to understand the background, interests, and needs of students so that learning can be adapted to meet their individual needs.

This approach has been recognized as an effective learning approach in order to increase student motivation, engagement, and understanding of the learning material. By connecting learning to real-life contexts, students can see the practical value of what they have learned and develop skills that can be applied both inside and outside the classroom. Contextual teaching and learning (CTL) is a learning approach that emphasizes the process of student involvement as a whole so that they can find the material being studied and connect it to real-life situations.

eir real so that they are able to mobilize students to be able to apply it in their daily lives.

Lately, contextual teaching and learning (CTL) has become one of the most talked about learning methods. CTL is a strategy that fully involves students in learning. Students are encouraged to actively engage with course materials according to the topic of study. Learning with CTL is not just listening and taking notes, learning is a direct experience process. Through this process, the overall development of students will occur, not only cognitively, but also in terms of affective and psychomotor. Learning using CTL can be expected so that students are able to find for themselves the materials that they will and are studying.

The teaching and learning process is an activity that is carried out and directed to achieve the learning objectives that have been designed.3 Therefore, to achieve these goals, a reading course learning strategy is needed that can create and make the learning atmosphere of students better and students can learn actively about reading learning materials, so that the values contained in these materials can be embedded in students and can be realized in the form of attitudes, behaviors and applying them in everyday life.

The learning process that occurs during this period, in fact, shows that students are more viewed and only act as objects, while the position of the educator is always made the subject. Thus the center of information and/or learning center is often an educator, while students are in the position of objects being taught, so that it often happens that students will learn if the educator teaches them and vice versa, the educator feels that they have not taught if the students have not learned, as well as the assessment and evaluation that still emphasize the results of the process being learned. The learning process of reading courses in higher education is still limited to the process of delivering material, the process of internalizing the values of the material contained in the reading course in students is still very lacking, this is likely due to the view that education and learning are still dominant that science and knowledge as concrete tools that must be memorized and classes still focus on educators as the main source of knowledge and educator lectures are the main choice of learning strategies. This means

Students only receive reading course materials without any effort to internalize the values contained therein. This certainly has a negative impact on the achievement of reading learning objectives and the provision of students is less than optimal in solving problems in the long term, students will feel bored, not enthusiastic about learning because of monotonous learning and the absence of active student roles in reading learning.

Assessment and evaluation of the teaching and learning process will also often be ignored, or at least this will receive less attention than the results of learning assessments. Education is not only oriented to results, but also oriented to the learning process. Assessment of results and learning processes must be carried out in a balanced manner.

Assessments that are only based on learning outcomes, and do not assess the process, tend to see student factors only as objects of learning failure. In fact, it is not impossible that student failure is due to the weakness of the teaching and learning process, it could be that the educator is responsible for it, on the other hand, learning will be said to be successful if there are several positive changes in students as a result of the teaching and learning process that they have experienced. And at least what has been achieved by the students is the result of the process they have gone through through activities and programs that have been designed and implemented by educators in their teaching process. Because of the evaluation, students will later be able to know the extent of the success they have achieved while following education. Therefore, it is time for the existing educational paradigm to be developed, including the paradigm regarding learning in reading courses, so that a learning approach or strategy is really needed that can be a good choice for an efficient and effective learning process to achieve learning objectives in the reading course, where with the internalization of the values of the material taught easily and the involvement of students in the learning process, so that students do not feel bored and restore the enthusiasm for learning of students, the learning approach in question is contextual teaching and learning or abbreviated as CTL.Contextual teaching and learning is a learning approach that is the same as other learning approaches. CTL was developed with the intention that learning would be more meaningful and productive.

Contextual teaching and learning approach is a learning concept that helps educators link the material they teach with real-world situations of students and encourages students to make connections between the knowledge they have and apply it in their daily lives. In this learning approach, the learning process takes place naturally in the form of student activities working and experiencing, not the transfer of knowledge from educators to students. Student knowledge and skills are obtained from students' efforts to construct their own new knowledge and skills when they learn

This learning approach is a learning that seeks to make students more empowered, and is an approach that does not require students to memorize all teaching materials, but this is an approach that is able to encourage students to construct real knowledge in their own minds. In the CTL class, the educator's job is as a mentor, monitor and supervisor of students to achieve their goals. With the intention that educators will later deal more with learning models and techniques than just providing information. The task of educators is to manage the class as a team that works together to find something new for other members. Something new, both knowledge and skills that emerge from their own discoveries and not from what educators give. Thus, it is expected that from CTL, students will no longer be objects of teaching but they will be able to play an active role as learning subjects with encouragement from educators. And they are expected to be able to construct courses in the form of their own findings. So that students do not just memorize lecture materials but they are able to experience and finally apply the material in real life.

CTL (Contextual Teaching And Learning) Approach

The approach in English is said to be "come near or closer to something in distance" approaching something within a certain range.6 However, according to the Department of Education, the approach means a starting point or our point of view on the learning process, which refers to the view of the occurrence of a process that is still very general in nature. CTL learning was initially developed by John Dewey from his traditional learning experience. And around 1918, the curriculum and learning methodology were formulated where this was linked to the experience and interests of students. This theory says that students will learn well and correctly when what they learn is related to the knowledge and activities they have experienced and the events are around them. The word contextual comes from the word context which means "relationship and atmosphere and circumstances (or what is called 6contexts)" The definition of CTL according to the Ministry of National Education Writing Team is as follows: Contextual Learning is a learning concept that helps educators relate the material they teach to their real-world situations and is able to encourage them to make connections between the knowledge they have and its application in their daily lives by involving seven main components of effective learning, namely; constructivism, questioning, inquiry, learning community, modeling, reflection and authentic assessment. Teaching and learning contextually consists of three words, two words teaching which mean teaching and learning which means knowledge, while the third word, contextual in the general dictionary means an adjective for the noun "context". Where context means environmental conditions or circumstances and events that form the environment of something. Summary of context is environment, here an initial definition can be formulated that CTL is a learning approach that connects the content of material or courses with the real environment. The word "contextual" comes from the root word "context". "Context" itself comes from the Latin "contextus", which consists from two elements: "con-" meaning "together" or "with", and "texere" meaning "to weave" or "to connect". Literally, "context" means "that which is connected together" or "that which is woven together". In modern usage, "context" refers to the information, environment, or circumstances that accompany or surround an event, situation, or statement, and provide a fuller understanding of the meaning or purpose behind it. Thus, "contextual" is used to describe something that is related to or associated with the context, whether in terms of understanding or explaining something by considering the factors that are around it.

In the context of learning, "contextual learning" refers to an approach that emphasizes the importance of linking concepts and knowledge to real situations and contexts that are relevant to students' daily lives, thereby strengthening their understanding and transfer of knowledge. 10

According to Elaine B. Johnson, contextual learning is a system where the brain is stimulated to compose patterns that can realize meaning. Furthermore, Johnson said that contextual learning is a learning system that synergizes with the brain to produce meaning by connecting academic content with the context of students' daily lives. In other words, contextual learning is intended to be an effort to make students active in improving their abilities without reducing the benefits. Because students try to learn concepts and also apply and relate them to their real world.11

From the several definitions above, it can be concluded that CTL learning is a learning concept that makes educators unite the course material taught with the real world situations of students. and encourage students to connect the knowledge they gain with the application in their daily real lives. Students gain knowledge and skills from the context little by little and from the process of personal formation as provisions to provide solutions to problems in their lives as members of society. It can be said that the CTL Approach as a learning approach that is able to demonstrate knowledge.

Through relationships inside and outside the classroom naturally. This

approach makes the experience more relevant in contextual learning and useful for students in building knowledge which they will later apply in everyday life. Like other learning approaches, contextual is also an approach in a particular learning. The purpose of CTL is developed so that learning can run more productively and meaningfully. Contextual learning can be a good alternative in learning and without having to replace the existing curriculum and order. This Learning Model is a contextual learning strategy that empowers students more and a learning strategy that encourages students to construct knowledge in their own minds.

The task of educators in contextual classes is to help students achieve what they are aiming for. In the sense that educators should use more teaching strategies than just providing information. The task of educators in the classroom is to manage the class as a team that works together to find something that feels new to class members, something new that comes from what they find themselves.

Basic Concepts and Characteristics of CTL

Leadership is an important factor for the success of an organization in achieving the targets that have been set. An organization is a forum for a group of individuals who formally bind themselves and commit together to achieve goals. 13 Within the group, there is an effort on the part of the individuals to manage in a cooperative way, so that what has been envisioned is realized, this process is called management. An organization is characterized as: (a) a system, that is, the existence of a set of interdependent and interrelated elements; (b) a structure, with a degree of formality and division of duties and responsibilities to be performed by members of the group;

(c) conscious planning based on rationality and clear guidelines; (d) good coordination and cooperation among those who cooperate, indicating that the actions of those persons are directed towards a particular responsibility. 14 Context as a basis for learning: CTL emphasizes the importance of connecting lesson material with students' real life contexts. Lesson material is presented in a context that is relevant and meaningful for students, so that they can see he relationship between what is learned with experience and everyday life.

Knowledge construction: The CTL approach emphasizes the development of student knowledge through constructive activities. Students are encouraged to actively participate in the learning process, explore and interpret information, and make connections with existing knowledge.

Use of relevant teaching strategies: CTL encourages the use of diverse teaching strategies that are relevant to the learning context. Teachers act as facilitators who help students connect the concepts they learn with real-life situations or problems. Problem solving: The CTL approach encourages students to develop problem-solving skills through the application of the knowledge and skills they learn in meaningful contexts. Students are encouraged to identify problems, formulate problem-solving strategies, and implement appropriate solutions. Collaborative learning: CTL encourages collaboration between students in the learning process. Students are encouraged to work together, discuss, and help each other achieve learning goals. This collaboration can improve students' understanding and broaden their perspectives. In the CTL approach, the main goal is to help students understand the subject matter better, relate it to real-life contexts, and develop skills and in-depth understanding.

According to Rusman, the characteristics of CTL learning have 8 components, namely; (1) meaningful relationships, (2) meaningful learning processes, (3) self-regulated learning, (4) working together, (5) using critical but also creative thinking, (6) providing services independently or individually, (7) high standards, and (8) using authenticity.16

Contextual Learning Objectives

The learning objectives in the Contextual Teaching and Learning (CTL) approach are as follows:17

Increase in-depth understanding: CTL aims to help students understand the subject matter better through close connections

between the concepts learned and the context of students' real lives. By linking

1. Subject matter with real situations and experiences, students can gain a deeper and more relevant understanding.

2. Developing contextual skills: CTL focuses on developing students' skills that are relevant to real-life contexts. These include problem-solving skills, critical thinking skills, collaboration skills, communication skills, and adaptability skills. The main goal is to help students prepare themselves to face the demands and challenges of the real world.

3. Motivating and activating students: By connecting subject matter with the context of students' lives, CTL aims to increase students' motivation and engagement in the learning process. Students will feel more connected to the subject matter because they see its relevance to their own lives, so they are more motivated to learn and participate actively.

4. Applying knowledge in real situations: CTL aims to help students apply the knowledge and skills they learn in real situations. By introducing real-life contexts in learning, students have the opportunity to connect knowledge with experience and experience firsthand how that knowledge can be used in everyday life.

Building knowledge transfer skills: CTL seeks to help students develop knowledge transfer skills, namely the ability to apply the knowledge and skills learned in different contexts. By building connections between the subject matter and the context of the knowledge and skills being learned. Students are encouraged to identify problems, apply problem-solving strategies, think critically, and work together to achieve relevant solutions.

1. Authentic Evaluation: CTL emphasizes the importance of authentic evaluation, which reflects real life and measures students' abilities in relevant contexts. Evaluation can involve projects, problem-based assignments, presentations, or portfolios that demonstrate the application of students' knowledge and skills in contextual situations.

2. Collaborative Learning: This component encourages collaboration and cooperation between students in the learning process. Students are encouraged to work together, discuss, and help each

other in achieving learning goals. This collaboration allows students to build shared understanding, share ideas, and support each other in achieving success.

The application of these components in CTL helps create meaningful, relevant learning experiences that support the development of student competencies in real-life contexts.

B. Research Method

This study uses a qualitative approach, while the type of research conducted by the researcher is descriptive qualitative. The purpose of this descriptive research is to create a description, describe the facts, characteristics and relationships between the phenomena investigated either in writing or words, then conduct a study or analysis.

Based on this, the research method used describes the planning of the implementation of contextual teaching and learning in the reading course for English language education student's semester 3, Potensi Utama University

This study uses data collection methods in the form of observation, interviews and documentation.

Observations were conducted to observe several contextual teaching and learning planning activities in the reading course for English language education student's semester 3, Potensi Utama University, Medan. This observation is used to digging data on the situation and conditions in the field and how the application of CTL learning is carried out by students. Interviews/interviews were conducted by researchers with reading course educators and several English language education students in semester 3 of Universitas Potensi Utama Medan. In this study, researchers used unstructured interviews to dig data, this was considered easier for researchers to carry out. And the documentation that researchers took was in the form of written data in the form of

Semester Learning Plans (RPS), books, references and student learning outcomes.

The analysis in this study used the theory put forward by Miles and Huberman, where descriptive data analysis in qualitative research was carried out in three ways, namely, data reduction, data display and drawing conclusions or verification

C. Result and Discussion

The application of CTL (Contextual Teaching and Learning) at the student level has great potential to increase the effectiveness of learning and the development of student skills. The application of CTL at the student level has several significant results, including:

Increasing student involvement

By implementing CTL, students become more active and involved in the learning process. They have the opportunity to participate in discussions, group projects, and practical activities, which allow them to apply knowledge in real contexts. In the context of implementing CTL, this includes inviting students to participate, interact, and contribute to learning activities.

Student engagement is a condition in which they are actively involved in the teaching and learning process, not just as passive recipients of information. When students are engaged, they are actively involved in discussions, reflections, collaborations, problem solving, and the application of concepts in real contexts.

Increasing student engagement has several benefits, including:

Higher motivation: By involving students in learning activities that are interesting and relevant to them, they become more motivated to learn.

tudent engagement helps maintain interest in learning and reduces the likelihood of boredom.

2. Development of social and collaborative skills: Student engagement through collaborative activities, such as group projects or discussions, helps them develop social, communication, cooperation, and leadership skills. They learn to work in teams, listen to each other, respect others' opinions, and achieve common goals.

3. Creativity and critical thinking: When students engage in problem solving or tasks that require critical thinking, they are faced with intellectual challenges that stimulate creativity and analytical thinking. They can generate new ideas, explore alternative solutions, and make informed decisions.

Enhanced conceptual understanding

Through the student-centered CTL approach, students are encouraged to make connections between the learning material and their personal experiences, daily life, or real-world situations. This helps them understand concepts in a deeper and more relevant way. This refers to a deeper and more relevant understanding that includes the ability of students to relate the concepts to their personal experiences, daily life, or real-world situations.

Improving conceptual understanding has several important meanings, namely:

1. Relevance to real life: Through the application of CTL, students can see the relevance of learning concepts in the context of their lives. They can identify how the concept relates to personal experiences, events in society, or real-world situations. This helps students see the value and usefulness of the concepts.

2. Better problem solving: Better conceptual understanding helps students in problem solving. They can apply the concepts in real situations, identify problems, analyze relevant information, and formulate appropriate solutions. Deep conceptual understanding provides a strong foundation for creative problem solving and critical thinking.

3. Further understanding in the field of study: Increasing conceptual understanding also contributes to the development of students' understanding in a particular field of study. By understanding basic concepts well, students can build further understanding, explore more complex topics, and develop higher analytical skills.

Adequate skill development

CTL emphasizes the development of adequate modern skills, such as critical thinking, collaboration, communication, creativity, and problem-solving skills. Students have the opportunity to collaborate with classmates, think critically about problems, and generate innovative solutions.

Adequate skill development has several meanings and importance:

1. Relevance to the real world: Adequate skill development aims to prepare students to face real-world challenges. By developing relevant skills, students can face the demands and changes in their work, social, and personal environments.

2. Increased competitiveness: By having adequate skills, students have a competitive advantage in finding jobs or entering the job market. 21st-century skills such as critical thinking, effective communication, and collaboration can be the determining factors that differentiate students from their competitors.

3. Adaptability: Today's world continues to change rapidly, both in technology, economy, and society. Learners need to have adequate skills to adapt to these changes. Lifelong learning skills, flexibility, and the ability to face challenges are important in dealing with unexpected changes.

In implementing CTL, educators or instructors need to design learning experiences that support adequate skill development. This includes collaborative learning, problem-based projects, reflection, use of relevant technology, and targeted feedback to develop learners' skills effectively.

D. References

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