

Teachers' Perspectives on Contextual Teaching and Learning English Approach

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Abstract: This study aims to determine the Teacher's Perspective on Contextual Teaching and learning English Approach. This research is a qualitative research, collect the data using the triangulation method of observation, interviews, and documentation. Analyzing data by making observation sheets of teacher learning activities, to better complement the data from Researcher observations using interviews with the number of questions 5 items. The results of the research from the teacher's perspective on the CTL approach are that the teacher understands the basic concepts and meaning of the CTL approach, by looking at the results of observations and interviews of researchers, the first teacher and the second teacher make a learning approach according to the CTL learning approach method.

Keywords; Teachers' perspectives, Contextual Teaching and Learning

INTRODUCTION

Contextual teaching and learning (CTL) is a learning approach that emphasizes the process of student involvement to find the material in the study and connect and apply it in their lives. Contextual teaching learning is a learning approach that help the teacher to link the material that being taught and encourage students about the knowledge that students have, also the application in their daily live. Contextual approaches place students in meaningful contexts that connect students initial knowledge to the material being studied and at the same time pay attention to students' needs and the role of the teacher. The teacher must be able to become a model on certain competencies, so students get examples or models to develop the concepts obtained. Because CTL in learning to read, speak, write and listen can make learning more creative, and requires students to think more critically. This means that students are encouraged to connect the material taught with everyday life. The perspective teachers in applying the CTL learning approach method will greatly assist teachers in carrying out the learning and teaching process, understand the lessons conveyed. Given the great influence of teachers' on student development in instilling the values of life, student development greatly influences student attitudes and behavior. This study was indeed to described teachers' perspective on contextual teaching and learning approach especially the English teachers' at SMPN 1 Poso Kota Selatan. There are 2 teachers' in this school.

Teaching English

Learn English mean to agree upon the native speaker's language group. English language is a tool of the community English speaking, in joining the cultural life. Regarding learning definition, Brown (2006:6) stated below:

1. Learning mean getting into
2. Learning is a process of keeping information and skills.
3. Retention interpret a strange system, memory, and cognitive framing.
4. Learning implicate active, conscious focus and acting on the events, inside and outside of the organism.
5. Learning is approximately permanent, but easily forgotten.
6. Learning are contain some design of the practice, conceivably reinforced of practice.
7. Learning is a change of attitude.

The approach is the initial step of forming an idea in looking at a problem (sanjaya, 2008: 127). so, the approach is a perspective on the learning process that is still common then strengthened using an appropriate learning model or method. learning approaches can be divided into several sections, namely:

1. Contextual Teaching and Learning (CTL) Approach.
2. Constructivism Approach.
3. Deductive Approach.
4. Inductive Approach.
5. Conceptual Approach.
6. Process Approach.
7. Open Ended Approach.

8. Scientific Approach.
9. Realistic Approach.
10. Approaches to Science, Technology and Society.

In the teaching and Learning process the teachers must be able to understand how the state of the classroom is like, being able to understand the classroom conditions will make the teachers easier to teach, if in the process of teaching there are some student who cannot focus on learning, the teachers must create a pleasant classroom. The teachers must be able to make a class that has fun. The teaching and learning process that must be carried out by a teacher be able to make class fun, by way of approaching learning, so that learning can be implemented well, and more meaningful. The assessing students, it should be seen that each student has a different personality, so that the teachers' can easily take a teaching approach. The teacher must understand clearly how students behave in class. Being a pleasant teacher for students, choosing an effective learning method and having the ability to develop a learning approach. Effective learning is not just sitting, listening and taking notes, and there is no reciprocity between students and teachers.

Contextual Teaching and Learning Approach

According to Zahorik 2006: 219 there are five elements that must be considered in contextual learning, namely: (1) Learning must notice the knowledge that students have. (2) Learning starts from the whole to a certain parts. (3) Learning should be emphasized on understanding, by drafting, temporary concepts, sharing to get input data feedback from the others, revising and developing concept. (4) Learning emphasize efforts directly to practice what they learn. (5) There is a reflection between the learning strategies and development of the knowledge.

This contextual learning this allows the learning process to be calm and pleasant, because learning is done naturally, so students can practice directly what they have learned. Contextual learning encourages students to understand the nature, meaning, and benefits of learning, thus enabling them to persevere, and be motivated to keep learning, even addicted to learning.. This condition will be realized, when students realize about what they need to live, and how to achieve it.

At present, there are still many teachers who still use ceramic techniques which have a dominant role compared to students. Students only listen to explanations and do assignments from the teacher. As a result, students are not enthusiastic in the learning provided by the teacher. according to Ketter and Arnold (2003:34) if the teacher does not get the students' attention, then the teacher will not be able

to teach students. For the reasons above, teachers should use techniques or approaches that can create students' interest and they can enjoy the teaching and learning process. As well as teachers must use an approach that can seek and gather information by using media to enrich the experience of managing information, interacting directly with students so students are active in class. One approach is contextual teaching and learning which helps teachers relate subject matter content to real-world situations and motivates students to learn. CTL in learning to read, speak, write and listen can make learning more creative, and require students to think more critically. This means that students are encouraged to connect the material being taught with everyday life. The teacher must be able to become a model on certain competencies, so students get examples or models to develop the concepts obtained.

Hull's and sounders, 2013: 6 explain that in Contextual Learning, students find a significant connection between abstract and practical ideas that apply in the daily life. Students embrace approach over discovery, reinforcement, and connectedness. Contextual Learning requires the work of a group such as at school, at work, or at home.

Contextual learning teachers must design learning that is a combination of several forms of experience to achieve the desired results. In this learning approach, the teacher associates the material that has been learned with the real life that is experienced daily by students, both in the family, school, and community, which aims to find the meaning or meaning of the material being studied for students' daily lives.

Contextual Teaching and Learning (CTL) or Contextual Learning is a learning concept that links the material taught with the reality of the student world so that students can make connections between the knowledge they have and their application. Language learning not only provides understanding in the form of but students are required to be able to find their own knowledge. Teachers must have strategies that encourage students to be able to think critically and creatively. Contextual approach is an approach that conducts student learning activities to find, and find learning experiences with the involvement of student activities try, do it, and experience it yourself. so there is a process in Learning. Contextual learning also consists of several components that must be carried out as part of its implementation. There are seven components of contextual learning that are useful for achieving success in implementing it (Vijarwadi, 2008:27).

a. Constructivism

Constructivism is the process of building or compiling new knowledge in students' cognitive structures based on experience. According to the developer of constructivism philosophy Mark Baldwin (1913: 01-06), knowledge is formed not only from objects, but also from the ability of individuals as subjects to capture every object they observe. The basis of this learning is that students build their own understanding of new experiences based on prior knowledge. Learning must be packaged into a process of "constructing" rather than receiving knowledge. Therefore teachers should facilitate the process by:

- 1). Make knowledge meaningful and relevant to students
- 2). Give students the opportunity to find and organize their own ideas
- 3). Make students aware of their own strategies for learning

b. Inquiry

Inquiry is a learning process based on achievement and discovery through a systematic thought process. Knowledge is not a number of facts that result from remembering, but the result of the process of discovering itself. The steps of the inquiry activity are as follows:

- 1). Formulate the problem
- 2). Observing or making observations
- 3). Analyze and present the results in the form of writing, pictures, reports, charts, tables, and other works.
- 4). Communicating or presenting the work to readers, classmates, teachers or other audiences.

c. Questioning

Learning is basically asking questions and answering questions. Asking can be seen as a reflection of each individual's curiosity. While answering questions reflects one's thinking ability. In productive learning, asking questions is useful for

- 1). Explore information about students' abilities in mastering the subject matter.
- 2). Checking students' understanding
- 3). Generating student learning motivation
- 4). Stimulate students' curiosity about something.
- 5). Focusing students' attention on something they want.
- 6). Guide students to find or conclude themselves.
- 7). Explores student understanding.
- 8). Refresh student knowledge
- 9). Generating responses to students

d. Learning Community

Contextual learning is carried out in groups because the goal is for students to have a share and discuss without the intimacy of others. Another goal is that students can help others who need their help in a positive way. With the learning

community model students are more active in expressing opinions, communication skills, more enthusiastic, more focused, helping each other. Besides that it is also more concentrated on the material, in issuing opinions more freely and the atmosphere is more pleasing. The role of the teacher in the development of teaching materials and classroom management is crucial for student success. Approaches, methods, techniques, models and teaching materials should look at the conditions and learning styles of students. For that, as a teacher must know various methods, techniques and learning models.

e. Modeling

Modeling comes from the word "model". Model means example. The modeling component means the teacher gives examples to students if they find real difficulties. For example, an English teacher gives examples of how to pronounce certain words.

f. Reflection

Reflection is a way of thinking about what students have learned and thinking about what they have done in the past. In this case, the teacher can do about the information obtained in action.

g. Original Material

Assessment for teachers is important to check whether students have studied the material or not. The assessment is carried out in an authentic form to reduce students from copying and pasting the work of other friends. According to Ketter & Arnold (2003:36) authentic assessment as a means of documenting mastery of content. Authentic assessment when we directly examine students' performance on intellectually appropriate tasks.

Contextual learning is a concept that help the teacher and the students to connect through prior knowledge and new knowledge, to gain a new understanding. This approach can provide some benefit for teacher and students, in the teaching and learning progress.

According to Satriani, Emilia, and Gunawan (2012:11) stated that contextual learning has motivated the learners, to take the responsibility for learning and make connections between knowledge and application in various contexts of their live. Another benefit is that it can produce a more meaningful learning process because students can enjoy their own learning by doing practical activities. The last benefit is that it can strengthen students' memory and understanding of concepts because students learn through material gained from experience and new knowledge. In other words, they connect their previous and new knowledge to gain new understanding. So, they will easily remember, and understand the material.

Teachers' Perspective

The teacher's perspective is how the teacher see something that happens in the classroom and around the school, such as how the teacher makes a learning process that is fun for students and students can understand what the purpose of learning is conveyed by the teacher.

Teachers' as educators are indispensable, given the magnitude of the teachers' influence on students' development in instilling life values, student development greatly influences students' attitudes and behaviors. This is based on the assumption that teachers are an important foundation in determining the success of educator goals, successes that will positive impact, both for students and teachers'.

As educators and teachers, teachers are needed in forming intelligent human characters to build self-quality and the quality of school education, so that schools are able to innovate and have high competitiveness on a local and global scale. To achieve this, organizations must be able to do their jobs better, more effectively, and more efficiently in producing high quality output at competitive prices. In order to produce competitive output, in the future, we will no longer rely solely on comparative advantage, but must also increase competitive advantage. (Umiarso, 2009: 192-193).

METHOD

This study This study used descriptive qualitative method. According to Saryono (2011:56),

qualitative research is research that is used for research, finding, describing, and explaining the quality or features of social interactions that cannot be accessed, discussed or discussed through quantitative research. Qualitative method used to analyzing teacher perspectives' on English teaching approach.

This study site isat SMPN 1 Poso Kota Selatan. The source of the datain this study are 2 teachers in SMP 1 Poso Kota Selatan.The instruments used in collecting the data were observation, interview and documentation.In analyzing the data, the researchers used the theory ofMiles and Huberman (1992:24).

Findings and Discussion

The purpose of this study is to describe the teachers' perspective on contextual teaching and learning of English approaches in SMPN 1 Poso Kota Selatan. The researcher observation while the teacher taught in class, and interviewed two English teachers' and documented the process of observation and interviews adding to the data obtained.

A.Discussion on research findings of the first Teacher

The researcher began to conduct research on Tuesday august 27th 2019 , at 09.30 pm researcher began to make observation to Mrs.SB in class VII Bakau.

Table of IV.1 Research Findings of the 1st teacher

NO	INDICATOR	ASSESSMENT ASPECT	TEACHER ACTIVITY	YES	NO
I	The first activity	Check the readiness of the room and the readiness of students	Greeting and pray	✓	
II	Core Activities				
A	take control of learning material using CTL	conveying the competencies to be achieved and planned learning activities	The teacher asks questions related to the theme to be learned	✓	
B	Learning approach using CTL	carry out contextual learning	Ask what students encounter when going to school	✓	
		The teacher associates the subject matter with student experience	Do contextual learning : things around me	✓	
		Invite students to observe an object	Ask what objects students encounter when going to school	✓	
		The teacher engages students in the use of student learning resources	Gives students the opportunity to write the name of the object on the board	✓	
		The teacher fosters active student participation	Students are given the opportunity to describe one of the objects known by students	✓	
		The teacher gives a good response for student participation	The teacher gives appreciation to students	✓	

III	The Last Activity				
		Assessment	The teacher assesses students in carrying out individual activities	✓	
		Summary	The teacher does reflection or makes summary	✓	

After the sheet of observations, below are the results of the interview of the

1st Teacher to complete the observation data above.

NO	RESEARCHER	TEACHER
1	when you do the learning and teaching process in class do you use the learning approach?	yes. Of course I take the learning approach that has a function, first as a general guideline in preparing the learning steps used then providing reference lines for the design of learning then assessing the results achieved, diagnosing problems of learning problems that will arise .
2	Do you think the success of students in English language skills really depends on the teaching methods applied by the teacher?	yes of course because the learning method can help develop individual student abilities with the right learning method used by a teacher, the learning process will be more fun and students can absorb lessons more easily.
3	According to teacher, what is CTL?	If CTL is a learning concept that helps teachers relate the material being taught to real-world situations and encourages students to make connections between the knowledge they have and its application in their lives.
a4	What are the advantages in practicing the CTL approach?	Now, the advantage of CTL is that learning becomes more meaningful and real, meaning that students are required to be able to understand the relationship between learning experiences at school and students' daily lives, because this is very important because being able to correlate the material encountered daily is not a subject. for students the material will function functionally but the material in learning will be closely attached to students' memories so it is not easy for students to forget it.
5	What are your future plans to further motivate and improve student achievement through learning models? for example whether you will innovate in the application of these models?	Yes, of course as a teacher, I will apply or apply the most appropriate learning methods in classroom learning, for example with this CTL approach. I will look at the situation of the students and I will choose the right method like this CTL and not just teach by lecture.

The teacher perspective on the CTL learning approach is that in the results of observations and interviews the teacher can understand the meaning and concept of the CTL learning approach for example. The teacher asks questions related to the theme to be studied, Carry out contextual learning, Ask what students encounter when going to school. The teacher links the subject matter to the student's experience Conducting contextual learning (things around me), asking what objects students encounter when going to school, Give students the opportunity to write the name of the object on the board, Students are given the opportunity to draw one of the objects. CTL learning approaches can help develop students' individual abilities, this learning approach is very appropriate for teachers to use because the learning process will be more fun and students can absorb lessons more easily.

The teacher will apply or apply the learning approach to learning in the classroom, for example with this CTL learning approach. That way the learning process will feel pleasant, because the student learning process is not just explained but directly gives assignments, without explaining the learning objectives. . So the material learned will be firmly embedded in student memory so that it will not be easy to forget by the student. The results of observations with the interview are relevant. In the learning process when the teacher does the first activity that is the teacher checks the readiness of the room and the readiness of students, the teacher greets and invites students to pray, students are not focused on the teacher in front. after that the teacher enters the core learning, the teacher conveys the competence to be achieved and plans for learning

activities, student responses are very good, by the way the teacher asks questions related to the theme to be learned, the response of some students is very enthusiastic, but some students are not too enthusiastic, but when the teacher starts doing contextual learning by asking what students encounter when going to school, the response of all students is interested in paying attention to the teacher in front. The teacher associates subject matter with student experience, student responses begin to focus with the lesson delivered, by seeing students who begin to focus the teacher then invites students to observe an object, students begin to say what objects they encounter when going to school.

The teacher then engages students in the use of learning resources, students are given the opportunity to write the name of the object on the board, students are very eager to come forward and write down the objects that students encounter when going to school. The teacher gives active participation of students, students who are shy to write on the blackboard are given the opportunity to write in the book and check with the teacher, the response of these students is very good. When doing an assessment the teacher tells students that there will be an assessment, students are very excited. students are very enthusiastic about writing a summary given by the teacher.

B. Discussion on research findings of the second teacher

The researcher began to conduct research on Tuesday August 27th 2019, at 11.00 pm researcher began to make observation to Mrs. YN in class VII Antorium.

Table of IV.2 Research Findings result on the 2nd teacher

NO	INDICATOR	ASSESSMENT ASPECT	TEACHER ACTIVITY	YES	NO
I	The first activity	Check the readiness of the room and the readiness of students	Greeting and pray	✓	
II	Core Activities				
A	take control of learning material using CTL	conveying the competencies to be achieved and planned learning activities	The teacher asks questions related to the theme to be learned		✓
B	Learning approach using	carry out contextual learning	Ask what students encounter when going to school	✓	
		The teacher associates the subject matter with student experience	Do contextual learning : study outside	✓	
		Invite students to observation an object	Ask what objects are in the school environment	✓	
		The teacher engages students	Gives students the opportunity to		

	CTL	in the use of student learning resources	observation an object that is in the school environment	✓	
		The teacher fosters active student participation	Students are given the opportunity to describe one of the objects observed by students	✓	
		The teacher gives a good responoon for student participation	The teacher gives appreciation to students	✓	
III	The Last Activity				
		Assessment	The teacher assesses students in carrying out individual activities	✓	
		Summary	The teacher does reflection or makes a summary		✓

After the sheet of observations, below are the results of the interview of the 2nd Teacher to complete the observation data above

NO	RESEARCHER	TEACHER
1	when you do the learning and teaching process in class do you use the learning approach?	Yes, of course, because in the teaching and learning process it is a learning activity that makes it easy for the teacher to manage the class so that students will get the easy of learning.
2	Do you think the success of students in English language skills really depends on the teaching methods applied by the teacher?	Yes because the choice of methods must be in line with the learning objectives. in the implementation of English learning methods correctly not only improve the quality of learning but also the learning achievement of students. Use direct methods in learning English especially in teaching language skills such as, grammatical aspects and speaking verbally and even written. The application of direct methods in the learning process should pay attention to the characteristics of students and the teaching material that is to be given.
3	According to teacher, what is CTL?	In my opinion, the CTL approach is the direct involvement of students in the learning process to be able to find the material being studied and relate it to students' daily lives so as to encourage students to be able to apply it in students' lives.
4	What are the advantages in practicing the CTL approach?	Yes, the benefits of applying or practicing CTL learning will be More productive and able to foster concept strengthening for students, because students are required to find their own knowledge, students are expected to learn through experience rather than memorizing.
5	What are your future plans to further motivate and improve student achievement through learning models? for example whether you will innovate in the application of these models?	My plan going forward is to pay more attention to what learning approaches can attract students to participate in learning, and I will also innovate to apply the CTL approach.

The Teacher perspective on the learning approach is in the interview the teacher understands the theory in the CTL approach, that is the CTL approach is the direct involvement of students in the learning process to be able to find the material to be learned and connect with students' lives so that it encourages students to be able to apply it in students' daily lives. the advantage of applying the CTL approach, learning will be more productive and able to foster reinforcement of concepts to students, because students are required to find their own knowledge, students are expected to learn through experience rather than memorizing. and on observations in the learning process, in the initial learning activities the teacher gives greetings and invites students to pray, but after that the teacher does not convey the competence to be achieved and the plan of learning activities, for example the teacher does not ask questions related to the theme to be learned. The teacher immediately invites students to divide several groups and invites students to study outside. After that the teacher starts inviting students to observe any objects that are around the school environment, after finishing students then describe it in front of other groups and other groups guess what the friend described in front. The teacher then responds well to students who dare to come forward and describe the results of their observations. after all groups have finished describing the results, the teacher gives a grade and immediately closes the learning without giving reflection or summary. but in the future the teacher will pay more attention to the learning approach and will also innovate to apply this CTL learning approach. The results of the observation and the interview are irrelevant because the interview is in accordance with the theory but the observation is not in accordance with the theory.

In the learning process when the teacher does the first activity that is the teacher checks the readiness of the room and the readiness of students, the teacher greets and invites students to pray, students are not focused on the teacher in front. after that the teacher enters the core learning, the teacher does not convey the competence that will be achieved and the plan of learning activities, the teacher directly asks questions related to the theme to be studied, the response of some students is very enthusiastic, but some students are not too excited, but when the teacher start doing contextual learning by asking what objects students encounter at school, the response of all students interested in paying attention to the teacher in front.

The teacher associates subject matter with student experience, student responses begin to focus with the lesson delivered, by seeing students begin to focus the teacher then invites students to divide groups and learn outside the classroom

observing an object, the teacher then engages students in the use of learning resources, students given the opportunity to observe an object that is around the school and then describe the object in groups after that other groups guess what objects are described by the group who are presenting, the response of the students is very eager to describe or guess the object. The teacher gives active participation of students, students who are ashamed to describe the subject will not get good grades from the teacher, the response of these students is very enthusiastic. After doing this assessment the teacher immediately ends without giving a summary.

CONCLUSION

The teacher's first perspective on the CTL learning approach is that the teacher can understand the meaning and concepts of the CTL learning approach, for example. The teacher asks questions related to the theme to be studied. From the results of interviews with teachers, researchers found that in the teaching and learning process in the classroom the teacher took a learning approach. The function of the learning approach is as a guide in compiling the learning steps used, then providing a reference line for learning design and diagnosing learning problems. will appear. The advantage of CTL is that learning becomes more meaningful and real, meaning that students are required to be able to understand the relationship between learning experiences at school and students' daily lives. So that the material learned will be firmly entrenched in students' memories so that it is not easily forgotten by students. The results of observations with relevant interviews. The Perspective second teacher on the learning approach is that in understanding the concept of the CTL approach, the teacher understands the basic concepts and meanings of the CTL approach, but in the application in the learning process it is still lacking, the teacher is more inclined to only explain the material after that directly giving the assignment, when conducting learning in the first activities the teacher directly gives a theme without inviting students to pray, the teacher also does not convey to students the competence to be achieved and the learning activity plan, for example the teacher asks questions related to the theme to be studied, the teacher directly enters the material to conduct contextual learning with the theme of learning in outside, so students can interact directly with the surrounding environment, then students are divided into groups, the goal is that students more easily interact with friends and then students are given the opportunity to observe an object, after which students draw the objects they observe, and other groups guess what their friends describe. This learning will greatly help students connect learning with students' daily lives so that it encourages

students to be able to apply it in everyday life. when the final activity of learning the teacher makes an assessment of students in doing group activities, but after that the teacher does not reflect or summarize.

the results of the second teacher interview are in accordance with the theory but when making observations it is not in accordance with the theory.

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