

APPLYING CTL MODEL TO ACTIVATE STUDENTS' ISLAMIC WORLD PARTICIPATION IN SPEAKING CLASS AT ENGLISH EDUCATION PROGRAM

(Survey on STKIP Muhammadiyah in Bogor)

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Abstract: *In English Education Program, Speaking Class starts at Semester I until Semester IV. It starts from Speaking for Basic Communication, Speaking for Interpersonal Communication, Discourse Speaking, and Academic Speaking. In semester IV the students are expected to be able to communicate in local, national, or even international settings about enable Islamic world, economic, social, environmental and politic issues. However, speaking skill is not easily obtained. There are some factors that make speaking class is not maximal. It might be caused by class setting, teaching method, teaching materials, students' knowledge or even students' Islamic world sinterest. Further, getting speaking skills for all students in the classroom is not easy as they often face uneven participation Islamic world, little talking time as certain students dominate the class. Thus, it is the lecturer's role to set the speaking activity students' Islamic world that can facilitate both the active speakers and silence speakers. The silence speakers need to practice speaking in low-pressure situation such as in small group before practicing in high-pressure situation like presentation in class. This research aims to describe the way to apply CTL model to activate students' Islamic world participation in Speaking Class. Through CTL the lecturer relates the learning materials and students activities that are relevant to their needs in their real life. The researcher chooses issues on enable Islamic world, economy, social, and environment for the topic of the discussion and he used prolem-solving approach. The population of the research is the fourth semester of English Education Study Program in the academic year 2017/2018. The total number of population is 66 students enable Islamic world which consist of 2 classes. The researcher took population sampling in this research. The instruments used in the research were classroom observation and questionnaire. The data were analyzed through*



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descriptive analysis. Based on the finding and the discussion, the conclusion can be drawn that CTL model is able to activate students' Islamic world participation in Speaking Class of the fourth Semester of English Education Program in academic year of 2017/2018.

Key words: CTL, activate, Islamic world, participation, speaking, education program

A. Introduction

Speaking skill is one of the language skills that must be mastered by English Education Program students. Speaking is taught in eight credits, as compulsory subject that is included as MKK subject (*mata kuliah keilmuan dan keterampilan*) – MKK subjects provide students with basic knowledge and skills. These skills consist of micro skills and macro skills. Micro skills refer to the producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal unit. While, the macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style. Cohesion, nonverbal communication, and strategic option.¹

In English Education Study Program of STKIP Muhammadiyah Bogor, Speaking Class starts at Semester I until Semester IV. In semester IV the students are expected to be able to communicate in local, national, or even international settings about economy, social, environmental and politic issues.

However, getting speaking skills for all students in the classroom is not easy as they often face uneven participation, little talking time as certain students dominate the class. Therefore, it is the lecturer's role to set the speaking activity that can facilitate both the active speakers and silence speakers. The silence speakers need to practice speaking in low-pressure situation such as in small group before practicing in high pressure situation like presentation in class. Seeing these facts the lecturer must try to resolve the problems faced by students. This can be done by changing the teaching approach, teaching technique, teaching activities and teaching strategies in order that the students can obtain the English skills particularly speaking skill maximally. One of the solutions is by applying Contextual Teaching and Learning (CTL) in teaching speaking. Through CTL the lecturer can relate the learning materials and students activities that are relevant to their needs in their real life. The lecturer can apply several teaching models that are suggested by the guidelines (2008) of the application of Competence-based Curriculum in high institution such as Small Group Discussion, Project Based Learning (PjBL), Problem Based Learning (PBL), Discovery

¹ Brown, Douglas. 2000. *Principle of Language Learning and Teaching*. San Fransisco: Longman. P. 146.

Learning, Debate and others. The purpose of this study is to find out whether CTL teaching model can activate students' participation in Speaking class of *the fourth semester students of English Education Study Program of STKIP Muhammadiyah Bogor*.

B. Methodology

This research is an experimental research because the writer did experiment and gave treatment to find out whether the CTL model can activate the fourth semester of English Education Program of STKIP Muhammadiyah Bogor in the academic year 2017/2018. , the population is the fourth semester students of English Education Study Program of STKIP Muhammadiyah Bogor in the academic year 2017/2018. The total number of population is 66 students. The writer took all of the population as the sample. The sample is 66 students.

Mean while, the writer used pre-experimental design using one group pretest-posttest design. During the treatment the researcher apply CTL model by relating the teaching materials to the problems which appear in the society like regional, national or international problems related to social, economic and environmental issues. The Speaking Class start with brain storming vocabulary related to the topic of the discussion, then assigning the students to find the cause, effect and solution that they discussed in groups and followed by class discussion.

To find the data ,the writer worked with a test, questionnaire and observation as the instrument. A Speaking test was given after treatment. There are 11 items of questionnaire related to the students' Islamic world participation in Speaking Class. Classroom observation was also done to know the number of student who are active during the class.

Descriptive Analysis is used to analyze the data by describing the data that has been collected. The statistics used are mean analysis and standard deviation analysis. Additionally, the mode, and median, SD, the lowest and the highest scores are also used to analyze the data. To classify the students' Islamic world achievement in Speaking Class, the writer based on the criterion referenced scales.²

² (Arikunto, 2009:245).

C. Result and Discussion

1. Definition of CTL

Contextual teaching and learning (CTL) is the concept of learning that help teacher's link between the subjects with the real world situation of student and encourage students to make relationship between knowledge by implementation in their society. From the description above it can be concluded that contextual teaching and learning process that uses an approach which is able to help teachers/lecturers to relate the material of the lesson to the real situation this approach motivate students to relate their knowledge which gathered in the class to application in their life as a member of family, society and as an employer of an intention later. According to M. Kadar Yusuf Many verses of the Qur'an talk about attitudes and Prophet's behavior when interacting with the Companions in order educate them. This includes surah At-Taubah verse 128-129, namely:³

لَقَدْ جَاءَكُمْ رَسُولٌ مِّنْ أَنْفُسِكُمْ عَزِيزٌ عَلَيْهِ مَا عَنِتُّمْ حَرِيصٌ عَلَيْكُمْ بِالْمُؤْمِنِينَ
رَءُوفٌ رَّحِيمٌ ١٢٨ فَإِنْ تَوَلَّوْا فَقُلْ حَسْبِيَ اللَّهُ لَا إِلَهَ إِلَّا هُوَ عَلَيْهِ تَوَكَّلْتُ وَهُوَ رَبُّ
الْعَرْشِ الْعَظِيمِ ١٢٩

"Truly there has come to you an Apostle from your own people, the weight of your suffering, very heavy want (faith and safety) for you, very merciful more compassionate to the believers. If they turn away (from faith), then say: "Allah is sufficient for me; there is no god but Him. Only in Him I put my trust and He is God who has a great Throne." (Q.S At Taubah/9:128-129)

same match This is as explained in the word of Allah Al-Baqarah verse 256:

لَا إِكْرَاهَ فِي الدِّينِ قَدْ تَبَيَّنَ الرُّشْدُ مِنَ الْغَيِّ فَمَنْ يَكْفُرْ بِالطَّاغُوتِ وَيُؤْمِنْ بِاللَّهِ
فَقَدْ اسْتَمْسَكَ بِالْعُرْوَةِ الْوُثْقَىٰ لَا انْفِصَامَ لَهَا وَاللَّهُ سَمِيعٌ عَلِيمٌ ٢٥٦

"There is no compulsion to (enter) the religion (Islam); Verily, the true path is clear from the wrong path. Therefore whoever disbelieves in Thaghut and believes to Allah, then verily he has held on to a knot so strong that it will not break. And Allah is All-Hearing again All-Knowing." (Q.S Al-Baqarah / 2: 256)

2. Characteristics of CTL

Johnson (2002) presents characteristics of CTL into important elements as follows:

³ M. Kadar Yusuf, Tafsir Tarbawi Pesan-pesan Al-Qur'an tentang Pendidikan Ed. 1, cet. 3 Jakarta: Amzah, 2017.

a. Making Meaningful Connections

The heart of CTL is the connection that leads to meaning. Connecting learning to one's life makes studies come alive. According to Abdul Majid Then Qabil imitated the crow's behavior to bury the corpse of his brother Abel. The Quran has been sent down in style language as interesting as possible, so that it can be a concern for the Ummah of Muhammad saw when he was sent down.⁴ In addition, God has said:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدْلُهُمْ بِأَلْسِنَةٍ حَسَنَةٍ
إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ١٢٥

"Call (people) to the way of your Lord with wisdom and good lesson and argue them in a good way. Verily, your Lord is He who knows best about whom who stray from His path and He knows better those who are guided." (An-Nahl/16:125)

b. Doing Significant Work

Work that has a purpose, matters to others, involves making choices, and result in product, tangible or intangible. This is as explained in Surah Al-Qalam verses 34-38 namely:

إِنَّ لِلْمُتَّقِينَ عِنْدَ رَبِّهِمْ جَنَّاتٍ النَّعِيمِ (٣٤) أَفَنَجْعَلُ الْمُسْلِمِينَ كَالْمُجْرِمِينَ
(٣٥) مَا لَكُمْ كَيْفَ تَحْكُمُونَ (٣٦) أَمْ لَكُمْ كِتَابٌ فِيهِ تَدْرُسُونَ (٣٧) إِنَّ لَكُمْ
فِيهِ لَمَّا تَخَيَّرُونَ (٣٨)

"Verily, for those who fear Allah (provided) heavens full of pleasure with their Lord. So should We make those Muslims the same as those who sin (unbelievers)? Or are you (doing so): how are you make decisions? Or do you have a book (which was sent down Allah) did you read it? that in it you really get to choose what is you like for you." (Al-Qalam/68: 34-38)

c. Self-Regulated Learning

It is a learning process that engages students in independent action involving sometimes one person, usually a group. This independent action is designed to connect academic knowledge with the context of students' daily lives in ways that achieve a meaningful purpose. As Allah SWT in the Qur'an surah at-Tauba verse 122 namely as follows:

⁴ Abdul Majid, Strategi Pembelajaran. Bandung: PT Remaja Rosdakarya. 2014.

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِن كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ ١٢٢

"It is not appropriate for the believer to go all (to Medan war). Why not go from each class in between them some people to deepen their knowledge about religion and to warn his people when they have returned to him, that they may take care of himself." (At-Taubah/9:122)

3. Teaching models based on CTL

According to Nurhadi (2002:4) Contextual teaching and learning (CTL) is a learning concept that helps teachers relate the material being taught to situations students' real world and encourage students to make connections between knowledge with its application in life daily. Modeling is a fairly important principle in CTL (Contextual Teaching and Learning) learning, because through modeling students can avoid learning that is theoretical-abstract that can make it happen verbalism. Modeling has been applied by Allah which is explained in the Qur'an surah al-Maidah verse 31 as follows:

فَبَعَثَ اللَّهُ غُرَابًا يَبْحَثُ فِي الْأَرْضِ لِيُرِيَهُ كَيْفَ يُورِي سَوْءَةَ أَخِيهِ قَالَ يُؤَيِّلَتِي أَعَجَزْتُ أَنْ أَكُونَ مِثْلَ هَذَا الْغُرَابِ فَأُورِيَ سَوْءَةَ أَخِي فَأَصْبَحَ مِنَ النَّادِمِينَ ٣١

"Then Allah ordered a crow to dig in the earth to show him (Qabil) how should bury the body of his brother. Qabil said: "Oh, woe to me, why can't I do like this crow, then I can bury my brother's corpse?" So he was one of them those who repent." (Al-Maidah / 5: 31)

a. Problem based-learning (PBL)

Barrows in Ong (2006: 69) defines PBL as educational process that requires the learner to go through the same activities during learning that valued in practice both as a stimulus for learning and, a focus for organizing what has been learned for later recall and application to future work. According to Ong (2006:70) teacher/lecturer takes on a supportive role, much like coach, offering assistance when needed and providing guidance in strategy building and strategy testing. As a coach the teacher/lecturer bring out the best in his students by:

- 1) Asking leading and open-ended questions that challenge their thinking and lead them to consider the next steps and processes in solving the problem
- 2) Monitoring progress and providing timely feedback

- 3) Encouraging and helping them to reflect on the experience that they currently going through
- 4) Providing stimulating and safe environment for students to ask the questions as they seek clarification.

The goals of PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor (known as the tutor in PBL) is that of facilitator of learning who provides appropriate scaffolding and support of the process, modeling of the process, and monitoring the learning.

b. Project-based learning

Project-based learning can be defined briefly as “a model that organizes learning around projects”.⁵ Even though assigning projects to students in traditional classrooms is not a new phenomenon, project-based learning is quite different from the usual application. He also (2000) states that Project-based learning is a complex task based on challenging questions or problems that involve students in design, problem solving, decision making or investigative activities. It gives students the opportunity to work in a relatively independent manner over extended periods of time and resulting in realistic products and presentations.

Projects which focus on questions or problems that drive the students to connect the conceptual knowledge with the project tasks are another feature of PBL. The projects may focus on activities, products, performances and presentations that challenge the cognitive and learning skills of the students. There must be connectivity between academic work, life and the work skills of the students in completing the project.⁶ Further, Klein defines that Project-based learning is the instructional strategy of empowering learners to pursue content knowledge on

⁵ Thomas, W. J. 2000. *A review of research on project-based learning*. California: The Autodesk Foundation. Retrieved May 1. P. 1

⁶ (Railsback, 2002).

their own and demonstrate their new understandings through a variety of presentation modes.⁷

c. Discussion

Dale and Wolf stated that discussion is an argument for the sake of arriving at decision. Discussion is one of the most effective teaching strategies that encourage greater classroom participation. But the discussion is best used only during certain situation, for example finding solution for certain problem which appear in society.⁸

4. Speaking

Speaking is the process of building and sharing meaning contexts.⁹ Speaking is a crucial part of foreign language teaching and learning. Despite its importance, for many years teaching speaking has been undervalued and English language teachers often teach speaking just as a repetition of drills or memorization of dialogue. The goal of learning is to enable students to communicate with other people by using the language being learned. The communication here means to talk to others orally or in spoken form. It the process of using a language that is done by speaker by combining both codes and messages. Speaking is considered as productive skill just like writing.¹⁰ The other language skills are listening and reading. These skills are closely related. To able to speak well students must listen to English a lot. And to be able to write well students need to read often.

5. Classification of students' Achievement

a. Students' Achievement of Speaking

In this part the writer would present the research finding and analysis. He applied CTL model to teach Speaking, then observed and gave the students Islamic world speaking test and questionnaire to know whether CTL model can activate students in the class of the fourth semester of English Education Study Program in the academic year 2013/2014. He applied descriptive analysis. Before discussing students' Islamic world achievement, the writer determined the category of scores of the students' achievement.

⁷ Klein, Joel. L. 2009. *Project-Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning* 52 Chambers Street New York, New York 10007. P. 8

⁸ Dale and Wolf.2000. *Speech Communication Mode Simple A Multicultural Perspective*. New York: Longman.

⁹ Chaney, A.L. 1998. *Teaching Oral Communication in Grade K8*. Boston: Allyn & Bacon. P. 13.

¹⁰ Brown, Douglas. 2000. *Principle of Language Learning and Teaching*. San Fransisco: Longman.

Here, the writer would present the scores of students' Islamic world achievement in Speaking Class. From the data, it is found that the highest score (H) is 87.50 the lowest score (L) is 69.80 the median (Me) is 76, the mode (Mo) is 73.47 the range (R) is 17.70, and the total score of pre-test (T) is 5064.30. After finding the mean score, the writer calculated the variance (s^2) and the standard deviation (SD) by using SPSS. From the result, the writer got the mean score of post-test (M) is 76.73 and the standard deviation (SD) is 4.84. Variance is the total square of deviation standard divided by N-1. It is 23.47. The mean score is 76.73. It belongs to good category. According to Arikunto¹¹ the criteria of assessment of the students achievement are shown in the following table.

Table 5.1 Frequency and Percentage of Students' Achievement in Speaking Class

Interval	Interpretation	Grade	Frequency	Percentage
80-100	Excellent	A	16	24.25
66-79	Good	B	50	75.75
56-65	Sufficient	C	0	0
40-55	Fairly-Sufficient	D	0	0
30-39	Sufficient	E	0	0
Total			66	100

The table above shows that there are 16 students belong to excellent category and they get A grade. And there are 50 students belong to good category and they get B grade. There is no student belongs to sufficient, fairly sufficient nor low category. To present the finding clearer it can be seen in chart below.

¹¹ (Arikunto, 2009: 245)

b. Students' Participation in Teaching Class

Table 5.2 The Results of Questionnaire in Speaking Class

No.	Statement	Yes	No	Yes (%)	No (%)
1	I like speaking class more than other classes	59	7	89.39	10.60
2	I feel braver to participate in the speaking class than before	64	2	96.96	3.03
3	The topics in the speaking class are relevant to the problems in the society	65	1	98.48	1.51
4	I can use my knowledge about today issue to be engaged in the speaking class	61	5	92.42	27.57
5	I often find source and read it before class so that I can participate in the speaking class	50	16	75.75	25.25

After describing the analysis in previous section, the writer would discuss the interpretation of students' Islamic world achievement of Speaking Class. The highest score achieved by the students is 87.50 and the lowest score is 69.80. The mean score is 76.73. It means that the students' Islamic world achievement of Speaking class belongs to good category as the mean is in the range score 66 – 79. This achievement as the proof that most students Islamic feel that CTL method is a good method for teaching speaking and they become more active in the Speaking Class. This active participation is supported by the questionnaire result. For more detail response in the questionnaire for the students' Islamic world can be seen below:

- 1) *I like speaking class more than other classes.* Based on the students' response, 89.39% students like speaking class. This fact was indicated by students' involvement during the class.
- 2) *I feel braver to participate in the speaking class than before.* Based on the students' response, 96.96% students feel braver to participate in the speaking class than before.

This fact can be seen from the number of students who participated in the class during the class discussion, debate or panel discussion.

- 3) *The topics in the speaking class are relevant to the problems in the society.* The topics in the speaking class are relevant to the problems in the society. Based on the students' response, 98.48 agree that the topics in the class are relevant to the problems in the society. It is because the lecturer always presents the topics that related to social, economy and environment that are concerned by all of us.
- 4) *I can use my knowledge about today issue to be engaged in the speaking class.* Based on the students' response, 92.42 students think that they can use their knowledge about today issue to take a part in the class either by expressing opinion or expressing disagreement.
- 5) *SI often find source and read it before class so that I can participate in the speaking class.* Few students (24.24%) do not often find source and read it before class but more students (75.75%) often find source and read it before class so that they can participate in the class to express their opinion, express agreement or disagreement.

D. Conclusion

Contextual Teaching and Learning model is able to activate the students Islamic world participation in the Speaking Class. This can be proved by the students' Islamic world responses in the questionnaire and the students' achievement in Speaking Class as the mean scores is 76.73 belongs to good category. There are 16 students get A and 50 students get B. There is no student gets C, D or E.

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