

## CHAPTER II

### THEORETICAL FOUNDATION

#### A. CTL (Contextual Teaching and Learning)

##### 1. Definition of CTL (Contextual Teaching and Learning)

Teaching style is the term used to describe the way a learning experience is conducted. It is derived from the behavior of the teacher and the strategy chosen for learning to take place. The First *Lecturer Behavior* The second *Teaching strategy*<sup>1</sup>.

Contextual word comes from the word Context, which means “Relationship, context, atmosphere, or the circumstances”. Thus, contextual means “Relating to the ambience (context), so that, contextual teaching and learning (CTL) can be interpreted as the learning associated with specific atmosphere<sup>2</sup>.

Contextual teaching and learning is conception of teaching and learning that helps teachers relate subject matter

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<sup>1</sup> Gill Nicholls, *Developing Teaching and Learning in Higher School*, (London : Routledge Falmer 2002), 8.

<sup>2</sup> Hosnan, *Pendekatan Saintific dan Kontekstual dalam Pembelajaran* Abad 21, (Bogor : Ghalia, 2014), 267.

content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires<sup>3</sup>.

According Sumiati and Asra:

Contextual learning was originally developed by John Dewey from traditional learning experience. In 1918 Dewey formulate the curriculum and teaching methodology related to the experience and interests of students. Students will learn well if he had studied the activities associated with the knowledge that he knew and occurred in around him<sup>4</sup>.

Contextual teaching and learning (CTL) is a concept that helps teachers relate subject matter to real world situations. CTL motivates learners to take charge of their own learning and to make connections between knowledge and its applications to

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<sup>3</sup> Robert G. Berns and Patricia M. Erickson, "Contextual Teaching and Learning: Preparing Students for the New Economy"(The HighlightZon@WorkNo.5.(Online).Search.<http://www.nccte.org/publications/infosynthesis/highlightzone/high-light05/index.asp>. (16 Juni 2015),2.

<sup>4</sup> Sumiati & Asra, *Metode Pembelajaran*, (Bandung: CV. Wacana Prima 2009), 14.

the various contexts of their lives: as family members, as citizens, and as workers<sup>5</sup>.

From definition above the writer concludes that CTL is a Learning Model that not only involves teachers and students, as well engaging students and students, so that they can apply it in their personal life. It is shows that in contextual learning, students find meaningful relationships between abstract ideas with practical application in a real-world context.

Students understand the concept through the discovery, empowerment and connectedness. Contextual learning requires working in a team, either in class, lab, work places, as well as banks. Contextual learning requires teachers to make the learning environment is a combination of several forms of experience to achieve the desired results.

## **2. The Strategies of CTL**

General strategies have an understanding as an outline of the bow in the act in order to achieve specific targets. Associated with learning, the strategy could be interpreted as a general pattern of activities of teachers and students' in the

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<sup>5</sup> Sears Susan, *Introduction Contextual Teaching and Learning*, (Indiana: Bloomington 2003), 10.

embodiment of teaching and learning activities to achieve the objectives outlined<sup>6</sup>.

According to Intan, et al. In a Journal:

There are five strategies proposed by Crawford as follows: 1). Relating “is the most powerful element in contextual teaching strategy. It also suggests that students’ learning in the context of one’s life experiences or preexisting knowledge“. 2). Experiencing In contextual approach, one strategy relates to another. The previous statement appears to indicate that relating connects new information to life experiences or prior knowledge that students bring to the classroom. 3). Applying strategy can be defined as learning by putting the concepts to use. Clearly, students can implement the concepts when they are engaged in hands on problem solving activities. 4). Cooperative and 5). Transferring<sup>7</sup>.

The above understanding can be described, that there are five basic strategies CTL. The first is Relating, which means real experience performed by pupils of the surroundings, either in the classroom or outside the classroom. Experiencing the second is that this activity is the process of discovering and creating experienced by students with classmates of new things he learned. The third is an Applying these activities emphasize the process to use the knowledge that he had. The fourth is the

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<sup>6</sup> Abu Ahmadi and Joko tri prasetyo, *Strategi Belajar Mengajar*, (Bandung: CV. Pustaka Setia 2005), 11.

<sup>7</sup> Intan S. et al , “*Contextual Teaching Learning Approach to Teaching Writing*”, Indonesia University of Education, Vol. II, No. 1, (July, 2012), 12.

Cooperative is a group activity that is conducted in cooperation with friends in her class. Transferring this latter is that the process provides knowledge doing by the student to other students with new reasoning.

### **3. The Principles of CTL**

Principles are concepts that can be applied over and over again in similar circumstances as distinct from narrow answers to specific questions. Every game has principle that successful players master to achieve winning result so does life. Principles are ways of successfully dealing with the laws of nature or the laws of life<sup>8</sup>.

From the translation of the book written by Dr. Rusman, M. Pd. it is understood that there are seven principles of contextual learning that must be developed by a teacher in the classroom so that teachers can really understand what should be applied and taught to students in the classroom, as well as for the interaction between the two, thus the establishment of effective learning in the classroom.

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<sup>8</sup> Ray Dalio, "The Principles", <http://www.bwater.com/home/culture--principles.aspx> (30 June 2016), 4.

- 1) *Constructivism* which is a cornerstone of human thinking in real experience. Limitation constructivism emphasis carry concept is not unimportant as a complementary part of the learning experience that should be owned by the students, but how each concept or knowledge of the students were able to provide real guidance to the students to be applied in real conditions.
- 2) *Inquiry* which means finding. In terms of emotional satisfaction, found themselves higher satisfaction scores compared with the results of the provision. Starting from the idea that it seems to be simple enough to have a close relationship when associated with learning approaches.
- 3) *Questioning* of this section is to train students to be in the classroom they are more active again when asking for things they do not understand the teacher on duty. Ask activity this has the advantage that can be gained by the students in the classroom, the first thing they gain more knowledge in academic and non-academic. Secondly, teachers in the classroom can determine the extent to which students who he taught to understand the material that has been learned.

Furthermore, it can determine the extent to which the curiosity of students to instructional material taught in the classroom teacher.

- 4) *Learning Community* which is a group study conducted in the classroom, in these activities students can realize the importance of cooperation in learning, cooperation does not always mean mimic the work of a friend, but take advantage of the learning resources from classmates.
- 5) *Modeling* in this section learning resources the students are taught that they are not just teachers; they can find learning resources in the surrounding nature, source internet, or friends. So they are not only focused on just one goal, it can make them develop their learning.
- 6) *Reflection* at this stage the teacher gives time to students after they study the learning material that has been taught in the classroom teachers, so they can digest also compared between the subject matter with one another.
- 7) *Authentic Assessment* stages lists different types of the final stage is in principle contextual teaching and learning that has been discussed, at this stage the teacher provide an

assessment to the student at the end of the lesson, the teacher can judge from the work of students, either in cooperation or the result of learning from start to finish learning that has been collected. This can help the teacher to know the progress or regress of students towards learning. According Sumiati & Asra have the different opinion about the Principles of CTL: Basic principles of contextual learning is for students to develop their own way of learning and always associated with what is known and what is in society, namely applications and concepts learned<sup>9</sup>.

#### **4. The Effect of CTL for the Students**

Contextual learning in civic education has a positive correlation. The strong relationship between contextual learning with students' competence can be analyzed from several things. The first contextual learning is natural for students. That is, encourage students to act in a way that is natural to human. It is be able with the way the brain functions. Contextual learning

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<sup>9</sup> Sumiati & Asra, *Metode Pembelajaran*, (Bandung : CV. Wacana Prima 2009), 18.



stimulates the brain to construct pattern of knowledge through linkage with the context of the realities of students' life<sup>10</sup>.

Learning CTL certainly have a major effect on the students, in this learning students are taught to be able to connect knowledge between they learned to be in practice. Also students are expected to make that connection with her friends, teachers or only as a guide that provides the tools they need.

The knowledge that each individual is always evolving in accordance with the experience that happened, so every student could occur differences in defining the nature of knowledge he had. In the conventional learning this is not possible. Truth is not owned limited, therefore knowledge is built by others.

In contextual learning, every teacher needs to understand the type of student learning in the world, which means that teachers need to adjust teaching style to the student's learning style. In the process of learning as a process not unlike

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<sup>10</sup> Kokom Komalasari, *Pembelajaran Kontekstual Konsep dan Aplikasi*, (Bandung : PT. Refika Aditama 2014), 207- 208.

the imposition of the will, which according to Paulo Freire as suppression systems<sup>11</sup>.

## 5. Components of learning CTL

Component is each of two or more forces, velocities, or other vectors acting in different directions which are together equivalent to a given vector: '*he resolved the motion into horizontal and vertical components*'<sup>12</sup>.

According to Elaine B. Johnson, Ph. D in his Contextual Teaching and Learning said that the system CTL is composed of eight parts: the first is to make linkages or relationships that are meaningful, do meaningful work, do a self-regulated learning, cooperate, think critically and creatively, helps students to grow and developing, achieving high standards, and the use of authentic assessment.

CTL is a different approach from other approach. Other approaches only lead students only, while CTL lead students to do practice in and outside the classroom<sup>13</sup>.

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<sup>11</sup> Wina Sanjaya, *Strategi Pembelajaran*, (Jakarta : Kencana, 2006), 262.

<sup>12</sup> Oxford Learner's Pocket Dictionary.

<sup>13</sup> Elaine B. Johnson, *Contextual Teaching and Learning*, (California: Corwin press, 2002), 65-66.

Based on the above understanding can be explained that the concept of contextual learning is learning practice the material studied by real situation of students. Students collectively form a system that lets them see the meaning in it. Through the integration of the material studied by students' everyday experience will produce the foundations of deep knowledge. Students will be able to use his knowledge to solve new problems that have never been faced with increased experience and knowledge.

## **B. Teaching**

### **1. Definition of Teaching**

Teaching is a systematic enquiry about the ultimate realities in the universe. It is a study of general principles and understanding of all that comes in the range of human experiences<sup>14</sup>.

English language teaching (ELT), that is, the teaching of English as a second or foreign language, is usually portrayed in

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<sup>14</sup> K. Mohan, Learn to Earn, Earn to Learn, 19 June 2016,  
<http://www.indiastudychannel.com/forum/79268-What-definition-Teaching.aspx>

the professional literature as being primarily concerned with the mental acquisition of a language<sup>15</sup>.

Teaching is a practical activity in which a ‘learned’ person (to use an archaism) ‘learns’ his pupils. No doubt one may properly be said to learn from books, from gazing at the sky or from listening to the waves (so long as one’s disposition is that mixture of activity and submission we call curiosity), but to say that the book, the sky or the sea has taught us anything, or that we have taught ourselves, is to speak in the language of unfortunate metaphor. The counterpart of the teacher is not the learner in general, but the pupil<sup>16</sup>.

Teaching is doing by the teachers, The teacher is one who works with students day to day, it’s vital that we know whether our students are forced to be in class, are paying for themselves, have a very specific aim in mind, or for example, have heard very positive or negative things from past generations of students about our institution ourselves<sup>17</sup>.

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<sup>15</sup> Bill Jhonson, *Values In Language Teaching*, (London: Lawrence Erlbaum Associates, 2008), 1.

<sup>16</sup> R. S. Peters, *The Concept of Education*, (London: Routledge 2010), 108.

<sup>17</sup> Tessa Woodward, *Planning Lesson and Courses*, (United Kingdom: Cambridge 2001), 18.

Teachers are concerned about whether teaching emphasis is placed primarily on course context, interpersonal relationship, or on classroom discipline and control. They take into consideration the kind of learning being promoted, i.e. whether the emphasis, is on the acquisition of skill, facts or understanding. They look at the pattern of communication in the classroom. Student communication, teacher's keep an eyes on the way in which educational tasks are organized i.e. whether students are working on the same task, to see all students at all times. Teaching materials and supplies are readily available. Students should be able to see instructional presentations.

Teachers plays a strategic role, especially in efforts to form a national character through the development of the personality and values of the dimension are wanted difficult role of teachers replaced by other. Seen from the dimensions of learning, the role of teachers in Indonesian society remains dominants even if the technology can be utilized in the process of developing very fast learning<sup>18</sup>.

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<sup>18</sup> Ali Mudlofir, *Pendidik Profesional Konsep, Strategi, dan Aplikasinya dalam meningkatkan mutu Pendidikan di Indonesia*, (Jakarta : PT. Rajagrafindo Persada 2012), 62.

According Jones A. Majid:

Teaching is one way how to prepare a learning experience for learners. In other words, teaching is a process conducted by the teachers in guiding, helping and directing students to have the experience of learning.

Teaching English as a Foreign or Second Language is for Volunteers who are currently teaching or who are about to teach English. It is a practical guide for the classroom teacher.

## **2. Philosophical models of teaching**

Teaching may be characterized as an activity aimed at the achievement of learning, and practiced in such manner as to respect the student's intellectual integrity and capacity for independent judgment. Such a characterization is important for at least two reasons: First, it brings out the intentional nature of teaching, the fact that teaching is a distinctive goal-oriented activity, rather than a distinctively patterned sequence of behavioral steps executed by the teacher. Secondly, it differentiates the activity of teaching from such other activities as propaganda, conditioning, suggestion, and indoctrination, which are aimed at modifying the person but strive at all costs

to avoid a genuine engagement of his judgment on underlying issues<sup>19</sup> .

### 3. The Effectiveness Teaching Practice

Teacher preparation or knowledge of teaching and learning, subject matter knowledge, experience, and the combined set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness<sup>20</sup>. According James Strong in her Article:

The positive and negative behaviors exhibited by teachers determine, to a great extent, their effectiveness in the classroom and, ultimately, the impact they have on student achievement. Several specific characteristics of teacher responsibilities and behaviors that contribute directly to effective teaching are listed for each of the following categories:

- 1.The teacher as a person
- 2.Classroom management and organization
3. Organizing and orienting for instruction

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<sup>19</sup> Petters, *The Concept of Education*, (New York : Routledge, 2010), 83.

<sup>20</sup>Darling-Hammond,L.*PowerfulTeacher Education: Lessons from Exemplary Programs.*(2006). San Francisco: John Wiley and Sons, Inc. 21.

4.Implementing instruction 5.Monitoring student progress and potential 6.Professionalism<sup>21</sup>.

Preparing teachers for the 21<sup>st</sup> century requires a close look at what it means to teach and learn in increasingly networked, technology-rich, digital classrooms. Schools and teachers need to thoughtfully and intentionally design learning environments and tasks in which teachers can explore issues that are relevant and develop pedagogies that are effective for a knowledge era. They need to develop new images and acquire new expertise to design and facilitate meaningful learning with technology. Given this shift in our world, and the new research from the learning sciences, one can see the complexity that teachers face in working with learners in the 21st century. Based on a selective examination of the research literature, this paper presents a set of principles and strategies about effective teaching and learning in light of these new conditions.

According Sharon Friesen:

Five core principles, described below and in the Effective Teaching Practices Rubric (Appendix), provide a

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<sup>21</sup> James H Stronge, *Qualities Effective Teachers*, [http://www.google.com/url?q=hunter.cuny.edu/shp/centers/nycnect/greanteam/docs/qualities\\_of\\_effective\\_teachers](http://www.google.com/url?q=hunter.cuny.edu/shp/centers/nycnect/greanteam/docs/qualities_of_effective_teachers). (30 June 2015).



foundation for an effective teaching practices framework: 1. Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. 2. The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. 3. Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. 4. Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. 5. Teachers improve their practice in the company of peers. Surrounding these five core principles, and infused into each of them, is the effective use of the technologies of our time for both teaching and learning<sup>22</sup>.

#### **4. The Tools of English Language**

The essence of learning that is trying to be something that is taught can be understood by students. Therefore teachers should attempt such a way as to be able to provide the best lessons for their students, so it is important for teachers to master the learning plan of what will be taught to students. If a teacher is already getting a lesson plan, then the teacher is required to make the necessary devices when the teacher in the classroom. To obtain an effective CTL learning process is certainly necessary expertise and preparation by a teacher, the preparation begins with planning what will be written in a

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<sup>22</sup> Sharon Friesen, "What did you in school today" *Teaching Effectiveness: A framework and Rubric*, (Toronto: Canadian Education Association 2009), 4.

learning device. create a learning device that will be applied by teachers in the classroom. In the Big of Indonesian Dictionary, the learning is a process or way of making people learn. Learning plan is designed in the form of syllabus and lesson plans that refers to the content standards. Moreover, in lesson planning also is preparation of media and learning resources, assessment tools, and learning scenarios.

#### 1) Syllabus

Syllabus is a lesson plan to a group of subjects with a particular theme, which include standards of competence, basic competence, learning materials, indicators, assessment, allocation of time, and learning resources developed by each educational unit. Syllabus can be developed according local knowledge of each area.

Syllabus is used to describe a product development curriculum in the form of further elaboration of the basic standards of competence and capability to be achieved, and the points and a description to be achieved and learned that students in achieving the standard of competence and basic competences.

Syllabus is a set of plans and implementation of learning and assessment arrangements are arranged systematically contain components that are interrelated to achieve mastery of basic competencies. The contents of syllabus must design in teaching learning of CTL are:

- a. The Basic of Competence
- b. The material of teaching
- c. Process teaching and learning
- d. The goals of teaching
- e. Assessing of teaching and learning (Technic, types of instrument, and instrument).
- f. The management of time
- g. Source of teaching and learning<sup>23</sup>.

## 2) Learning Implementation Plan (Lesson Plan)

Lesson plan that guides the steps that will be undertaken by teachers in learning activities that are arranged in a scenario of activities. Lesson plan drawn up for each meeting which consists of three lesson plans, each

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<sup>23</sup> Kokom Komalasari, *Pembelajaran Kontekstual*, (Bandung: Refika Aditama 2014), 198.

of which is designed for meeting for 90 minutes or 135 minutes.

The lesson plan components in CTL are: (1) the standard of competence and basic competence, in which case we have to choose from the curriculum; (2) subject matter; (3) indicators; (4) learning models, chosen according suppression and materials competence; (5) learning scenario, contains a sequence of learning activities of students and reflect the preferences of Learning model, which includes the initial, core activities, and the final activity; (6) media, selected and is sorted according learning scenarios; (7) a source of learning; and (8) assessment of learning outcomes<sup>24</sup>.

### 3) Education Calendar

Educational calendar usually contains the dates that have been planned for the learning time, both dated midterms, final exams and the date of the holiday semester.

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<sup>24</sup> Trianto, *Mendesain Model Pembelajaran Inovatif- Progresif*, (Jakarta : Kencana 2009), 255.

School calendars can also be a role model to start or end a lesson in one semester.

## **5. The Role of Teaching EFL (English Foreign Language)**

Teachers can play many roles in the course of teaching. Just as parents are called upon to be many things to their children, teachers can't be satisfied with only one role. Pointed out that the teachers roles often described in the form of metaphor. Teacher as manufacturer, teacher as doctor, teacher as judge, teacher as gardener, and others. Following you find another set of metaphor to describe a spectrum of possibilities of teacher roles some which are more conducive to creating an interactive classroom than others.

### **1) The teachers as controller**

A role that is sometimes expected in traditional educational institution is that of master controller, always in charge of every moment in the classroom. Master controllers determine what the student do, when they should speak, and what language forms they should use. They can often predict many student responses because everything is

mapped out ahead of time, with no leeway for divergent paths.

2) The Teacher as Director

Some interactive classroom time can legitimately be structured in such a way that the teacher, like a conductor of an orchestra or a director of a drama, allows students to engage in either rehearsed or spontaneous language performance, and it is your job to keep the process flowing smoothly and efficiently.

3) The teacher as manager

This metaphor captures your role as one who plans lessons, modules, courses, and who structures the larger, longer segments of classroom time, but who then allows each individual player to be creative within those parameters.

4) The teacher as facilitator

A less directive role might be described as facilitating the process of learning, of making learning easier for students: helping them to clear away roadblocks, to find shortcuts, to negotiate rough terrain. The facilitating role requires that you step away from the managerial or directive

role and allow students, with your guidance and gentle prodding, to find their own pathways to success. A facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about language.

5) Teacher as resource

Here you take the least directive role. In fact, the implementation of the resource role is that the students take the initiative to come to you. You are available for advice and counsel when the student seeks it. It is of course not practical to push this metaphor to an extreme where you would simply walk into a classroom and say something like, “well what do you want to learn today?” some degree of control, of planning, of managing the classroom is essential. But there are appropriate times when you can literally take a back seat and allow the students to proceed with their own linguistic development<sup>25</sup>.

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<sup>25</sup> H. Douglas Brown, *Teaching by Principles*, (California: Longman, 2000), 166- 167.

### C. English for Islamic School

Teaching English for Islamic school has a same Learning model. But, in Islamic school the students learning English combined with the sources of Islam. The Muslim people understood clearly the approach of Islam towards education. Therefore they started to gain knowledge, taking the guidance of the Holy Qur'an as a light to show the right way. And therefore they established Islamic civilization which prevailed throughout most of the world, and gave human beings the benefit which they got from the teaching of Holy Qur'an, and the history of Islam is full of famous Muslim thinkers in every branch of knowledge: philosophy, law, science, astronomy and art<sup>26</sup>.

There are at least three categories of students who experience difficulties of using English for academic purposes. Firstly, these are the students who cannot translate words or terms into their own vernacular, perhaps because their English language vocabulary size or their skilled capacity of using the language is scanty. Secondly, it is likely that there are a group of students who can translate words or terms into their native language but cannot

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<sup>26</sup> Darwis Djamaludin, MA., *English for Islamic Studies*, (Jakarta : Rajawali Press, 2014), 181



see the relevance of these terms. Thirdly, there are likely to be some students who have appropriate discrete conceptual knowledge but who are not able to form appropriate connections between concepts<sup>27</sup>.

This can be achieved more successfully if the teachers implemented the following points: (i) Teaching should be attached to students' previous knowledge and their experience. (ii) The extensive understanding of teaching aims and subject matter is giving special consideration. (iii) The lessons build up on meaningful problems. (iv) Even though in the first year of teaching, the teachers are giving work that deals with complex and not 'didactically reduced' aim and content structure that also includes problems which are difficult to define. (v) Classes are taught in action-oriented way to strengthen sensible dealing with tasks and problems in active learning. An active learning is a teaching and learning technique in class which involve with other activities aside from listening to lectures passively<sup>28</sup>.

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<sup>27</sup> Syah Muhibbin, *Islamic English*, (Bandung: PT. Remaja Rosdakarya, 2009), 110.

<sup>28</sup> Maimun Aqsa Lubis. et al, *The Effectiveness of Strategies and Techniques in Teaching and Learning Islamic Education*, (Malaysia : Universitas kebangsaan Malaysia ), 219.

#### **D. Theoretical Framework**

Frameworks describe the dimensions of the main study, factor-the key factors, variables and relationships between the dimensions of which are arranged in the form of a narrative or graphic.

English teacher in providing English language learning required to use the models of learning, According to the subject matter to be delivered, related to this then in every lesson course has a learning model that different vary according to subject matter. In this case the teacher should be carefully in applying possible learning model in accordance with conditions of the students and the material to be taught. In learning English using the learning model, an English teacher not only using model CTL but teachers can develop learning model or other methods, so that the learning activities run interesting and not boring. CTL learning model used by some teachers of English in the teaching of English would not be same, it evokes different students being taught. Frame work in this study can be described in the following scheme