Implementation Of Contextual Teaching And Learning (CTL) In Learning English For Maritime At Barombong Maritime Polytechnic

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Abstract - This study aimed to find out the implementation of Contextual Teaching and learning (CTL) in learning English for Maritime at Barombong Maritime Polytechnic. The author used descriptive research by applying a qualitative approach. The source of data was taken from observation, recording, and interview. The data was analyzed by using the interactive model of Miles, Huberman and Saldana, namely data collection, data condensation, data display, and drawing and verifying conclusions. The result of this study concluded that the lecturer applied the CTL approach through main steps, namely preparing the material, showing the topic of learning, explaining the topic, and asking some questions. The lecturer developed students' mind through working, finding and constructing knowledge and skills; conducted inquiry activity for all topics; developed the questioning attitude of students; created learning community (learn in group); presented "model" as learning role; conducted reflection in the end of meeting; and conducted authentic assessment in different ways. The lecturer also encouraged and motivated students by giving good feedback to students and connecting the topic of learning to real life.

Keywords : Contextual Teaching and Learning (CTL), Maritime English Learning, Barombong Maritime Polytechnic, Qualitative Approach

Abstrak - Penelitian ini bertujuan untuk mengetahui penerapan Contextual Teaching and Learning (CTL) dalam pembelajaran Bahasa Inggris untuk Maritim di Politeknik Pelayaran Barombong. Penulis menggunakan penelitian deskriptif dengan menerapkan pendekatan kualitatif. Sumber data diambil dari observasi, rekaman, dan wawancara. Data dianalisis dengan menggunakan model interaktif Miles, Huberman dan Saldana, yaitu pengumpulan data, kondensasi data, penyajian data, dan penarikan serta verifikasi kesimpulan. Hasil penelitian ini menyimpulkan bahwa dosen menerapkan pendekatan CTL melalui langkah-langkah utama, yaitu menyiapkan materi, menunjukkan topik pembelajaran, menjelaskan topik, dan mengajukan beberapa pertanyaan. Dosen mengembangkan pikiran mahasiswa melalui bekerja, menemukan dan membangun pengetahuan dan keterampilan; melakukan kegiatan penyelidikan untuk semua topik; mengembangkan sikap bertanya mahasiswa; menciptakan komunitas belajar (belajar dalam kelompok); menyajikan "model" sebagai peran belajar; melakukan refleksi di akhir pertemuan; dan melakukan penilaian autentik dengan berbagai cara. Dosen juga mendorong dan memotivasi mahasiswa dengan memberikan umpan balik yang baik kepada mahasiswa dan menghubungkan topik pembelajaran dengan kehidupan nyata.

Kata Kunci : Contextual Teaching and Learning (CTL), Pembelajaran Bahasa Inggris Maritim, Politeknik Pelayaran Barombong, Pendekatan Kualitatif

1. INTRODUCTION

Learning term is derived from basic word as teaching and learning process which changes someone's attitude after conducting learning process. Moreover, learning is changing process that happens to someone's attitude. In this digital era, English learning still becomes crucial topic to be learned. English lesson has been complexed for all learners. Frequently, learners face problem in learning English, particularly for non-native learners or second language learners.

English learning is not only focused on general schools/institutions, but also on specific schools, such as Maritime polytechnic. In Maritime polytechnic, English becomes specific course which is important to be taught and to be learned. It is reasonable that English words dominate each subject in book materials in every school, either general or vocational school. Knowing the important of English has affected learners' motivation and teaching or learning strategies of the lecturer and learners should overcome the problems that they face in teaching and learning process. Besides as it is known that today's learning paradigm has changed from the old pattern, namely teacher-oriented

learning, lecturer-centered instruction, toward learning that focuses on the learners, learner-centered instruction.

This paradigm shift in direction or learning tendencies ultimately changes the interaction patterns of learning in the classroom. The first pattern of learning places the learner as the only source of learning, in contrast to the second pattern of placing learners as the focus of learning. This change has been inspired by the existence of new theories and approaches in today's learning practice. On the other hand, teaching method has an important role in English teaching-learning process. One application or applied learning, based on this theory is Contextual Teaching and Learning (CTL). According to Munir & Nur (2018), learning based on CTL is a method or way of learning, or perhaps in training, characterized by real experience, a real-world experience, as a context for learners to learn critical thinking and problem-solving skills and gain knowledge. This subject includes both knowledge and action.

CTL helps the lecturers correlate the material that will be taught with situation in real world and helps the students to make relationship between knowledge and apply it in their daily activities. This method assumes that the mind naturally seeks meaning in context-that is, in relation to the person's current environment-and that it does so by searching for relationship that make sense and appear useful. The students need to understand the concept as they relate to workplace and to larger society in which they will live and work (Sears, 2001:13). CTL leads the students to acquire the knowledge by experiencing meaningful learning and reaching the language competence easily. Almost all of CTL principle fit English teaching and learning process. Therefore, it can be stated that CTL learning model is the learning model that integrates the materials which are taught into real context.

This model also enhances learners to make relation between their prior knowledge and the implementation in their life. CTL has some advantages, namely more meaningful, more real, productive activities, learners can build and develop their own knowledge, as well as learners not only memorize the materials but also have real experience that related to the topic. Learning in the context of CTL is not merely listening or taking note, but learning is the process of acquiring direct experience. The learners feel the experience and develop their cognitive and psychometric.

Additionally, some scholars found that Contextual Teaching and Learning (CTL) approach help students develop their achievement at school, also promote their critical and higher order thinking. In addition, the Washington state consortium for CTL spawned great efforts to construct teaching and learning approach, especially contextual teaching and learning approach (Hermana, 2010).

Some experts state that giving contextual clues is important to help learners to understand unfamiliar words of English in learning. Thus, the implementation of CTL is crucial as one of the choices to help learners to understand the instructions.

Since, this study was conducted in maritime polytechnic, the application of ESP is also important. Based on the consideration above, the implementation of CTL can be related to ESP concept to enhance the learners' skills in English learning. Thus, the author conducted a study to find out the implementation of Contextual Teaching and learning (CTL) in learning English for Maritime at Barombong Maritime Polytechnic.

2. METHOD

In this study, the author used descriptive research by applying a qualitative approach that produces descriptive data in the form of words written or spoken of people and behaviors that can be observed. According to Ary et al. (2002), descriptive research is studies are designed to obtain information concerning the current status phenomena. In qualitative research, there is little or no statistic features. Descriptive research determines and describes the way things are (Gay, Mills & Airasian, 2012). Descriptive research is aimed to comprehend and enlighten the existing phenomena experienced by the subject of the research such as attitude, perception, motivation, action, etc., in holistic way, and by describing it in words and language, on expected particular context and by using

such kinds of accepted method. Descriptive data is usually collected by questionnaire surveys, telephone surveys, interviews, or observation.

This study was conducted at Barombong Maritime Polytechnic which is located at Jl. Permandian Alam No.1, Barombong, Makassar, Sulawesi Selatan, in Indonesia. Research subject is a person who is the objects of research being investigated. Referring to the research subject, Arikunto (2006:200) states that research subjects are objects, things or organizations where research data or variables inherent issue. None of the research conducts in the absence of research subjects, because as it has been known that implementation of the research due to problems that have been solved, the intent and purpose of the research is to solve the problems that arise. This is conducted by collecting data as much as possible from the subjects. The subject in this research is an English lecturer. An English lecturer that became the subject that help the researcher to find out the implementation of CTL in learning English for Maritime at one of the Maritime polytechnic in Makassar. The subject was taken by applying a purposive random sampling technique. The criteria for the prospective subject are the lecturer who taught Maritime English and had been implemented the CTL approach in teaching and learning process. The data were collected from the subject until all the objectives were achieved. The number was considered appropriate, as there was no more new information acquired from subject.

3. RESULT AND DISCUSSION

The author describes the result of data analysis and discusses it based on the result of observation and interview. There are several steps of CTL implementation in the classroom according to Sugianto (2008: 170), they are: develop students' mind through working, finding and constructing knowledge and skills; conducting inquiry activity for all topics; develop questioning attitude of students; create learning community (learn in group); present "model" as learning role; conduct reflection in the end of meeting; and conduct authentic assessment in different ways. It has been stated that CTL requires learners to deal with what they already know and what they do not know yet. This situation invites them to ask questions, do research, and determine what action will be taken. The following steps are one troubleshooting model. In the first stage, to the learner presented the problems or questions unstructured (ill-structure problem). Some experts describe the following stages of problem-solving are: 1) conveying ideas, 2) known facts presentation, 3) learning issues, 4) formulating action plans, and 5) evaluation.

According to the interview result, CTL approach is implemented by lecturer in teaching and learning English. This concludes that the lecturer is not merely good at understanding about CTL approach but lecturer applies this approach in the classroom. It can be seen in the explanation below.

Extract 1:

"Yes, know and apply CTL in my Class" "Fine, first of all what I did was I prepared the material first, for example the Parts of Ship material. This material is what I will bring in class. After everything is ready, I check the attendance list of cadets and make sure they are all ready to learn. I will display the Parts of Ship material on the screen because it will show the cadet a picture of a ship along with the name and parts inside. After that I show and explain to the cadets what parts are on the ship along with their names, after a while I will ask them if there is something unclear, after that I will display the ship again, but this time the picture of the ship that the parts haven't been named yet ... after that I will test cadets to go up and show the part and name of the ship that I mentioned, if this happens usually the class will be a little noisy because they will laugh at their friends who answer wrongly, although I will still appreciate them which is still wrong answer, because at least they have the courage to come forward and this also so that they do not lose their enthusiasm to keep learning, after that I will repeat my explanation briefly from the beginning to them. If I see in class there are some cadets who are bored, usually I will give the game before giving them assignments at the end of the meeting. The assignment I will give is "Match the words on the left with definitions on the right" and be done before the final meeting."

(Interview 1: English lecturer)

The explanation above describes that the implementation of CTL occurs in the teaching and learning process. The lecturer applies CTL process through some steps; they are preparing the material, showing the topic of learning, explaining the topic, encouraging the students by asking some questions. It can be seen through the explanation of the lecturer that encouragement gives good feedback to students. The lecturer also tries to motivate students to make them keep learning and feel enthusiast to study English. The boredom is the obstacle and challenge in learning process but the lecturer anticipates the problem by giving an educative game before doing assignment.

The observation was conducted at Nautica Class second grade at Barombong Maritime Polytechnic. During the observation, the author acted as an observer. The author took part in the teaching and learning process and did any interactions also with the students during the learning and teaching process; the main focus of the observation was to analyze the application of contextual teaching and learning approach in learning English. In the observation, there were 27 students in the second grade A of Nautica Class.

At the beginning of the teaching and learning process, after responding the student's attendance list, and then told the students about the topic that they were going to learn. The students enthusiastically answered the lecturer question, in other side; some students looked shy to express their idea when the lecturer asked them some questions. The lecturer also gave reward such as praising or claps hands to the studding who could answer the question well.

Asking and questioning were strategies to construct student's mind. Although, sometimes some material has been learnt before, but students still were difficult to recall what they have learnt. Therefore, the lecturer gave reinforcement and some review about previous topic. The lecturer applied CTL approach to teach main skill of English (Speaking, Reading, Writing and Listening). In enhancing students' vocabulary, the lecturer allowed the students to look up unfamiliar words to look at the translation of the words.

This CTL approach taught students how to correlate skill of English in every topic with daily life in order that the students will have experience in practicing English in their daily life. In learning and teaching process, lecturer also measured students' knowledge through giving many varieties of task. Occasionally, students got difficulty in doing activity and lecturer gave students opportunity to ask lecturer about their difficulty. The lecturer found some obstacles and challenges in teaching process such as students looked bored, chatted with their friends, made joke, laughed each other, students did not focus on the topic and less concentration. The lecturer walked around the classroom to ensure all the classroom activity run well.

Discussion was also conducted by students during learning process. The lecturer asked students to make a group in order that train the students to work together and to create more responsibility to their work. This group discussion also trained students a learning community.

This learning community is appropriate to be applied because this is one of the CTL components. Learning community taught students could share their experience each other, made decision, listened to each other, supported and helped each other. At the same time, this activity led the students to learn how to main social interactions in reality indirectly.

Involving all students in the discussion was the challenging in group discussion. Some of them just sat in their group. Walking around was conducted by the lecturer to control all the groups that were doing task, frequently, the lecturer explained by giving some examples and finds cut students comprehension. The implementation of CTL approach in learning process, especially in group discussion will create students' motivation. However, the class became noisy but the students were more active.

CTL approach engage students to discuss/talk more about their experience in daily life. The lecturer also motivated students intrinsically by giving opportunity to express students' emotions. Some students were active and motivated in learning by using CTL approach because they can express their idea. In other side, few students looked still had less motivation in learning. The lecturer also gives praise to students who were active. At the end of teaching and learning Process, the lecturer gave appreciation, thanked and led the students to understand the lesson.

The lecturer used some steps to implement the CTL method in the teaching and learning process in order that the lecturer could see the impact of the implementation of the method. It is stated in the interview result:

Extract 2:

Interviewer : How do you apply CTL approach in the classroom?

Lecturer : Usually I use this method with some objects to connect between the material and the students.

Interviewer : What are the steps of CTL model in the classroom?

Lecturer : The first, prepare the object relating to material which was to be presented to the students, and explain it. The second explain the benefit of material. The last give reflection to the students.

(Interview 2: English lecturer)

The date from interview indicates that the CTL approach is not unfamiliar for the lecturer but almost frequently applied in teaching English. As stated below:

Extract 3:

"I apply CTL in my class" "I usually use this method with some objects to connect between the material and the Students"

(Interview 1: English lecturer)

Regarding to the statements above, it shows that CTL approach is not used as another option or alternative way to teach but CTL approach eventually become the best strategy to teach English through connecting material and students. Connecting the material to the students is appropriate concept which is stated by some experts that CTL approach. It helps lecturer and students relate the meaning and real situation with the subject matter. Through this concept, the students also are expected to experience not to memorize the subject matter. It can be shown by the explanation from interviewee when asked about the way to connect student's experience.

Extract 4:

"I give opportunity to students to work autonomously, it means that the strategy wants the students more critical and Creative"

(Interview 1: English lecturer)

The statement above describes that learning is not merely memorizing but the student should learn critically and creatively. As can be seen in the philosophy background of CTL approach that is constructivism theory, where the students must construct and build the knowledge and connect the subject matter in their own based on the student's experience. Therefore, the students are more active in the class activity, more critical, lecturers are more creative, and at the end the classrooms are full of creative work, creative learning and creative teaching.

The implementation of CTL approach indicates that the knowledge cannot be separated into separated facts but must reflect applicable skills. In the process of teaching through CTL approach, it is necessary also to consider steps in order that the teaching process can be applied well. Regarding to the steps, the interviewee also used some steps to conduct CTL approach. It can be displayed by statements below:

Extract 5:

"The first, prepare the object relating to material which was presented to the students and explain it." "The second, explain the benefit of material" "The last, give reflection to the students"

(Interview 1: English lecturer)

The statements above show that the lecturer applies CTL approach through three main steps they are preparing, explaining and giving reflection. The first step, preparing object relating to material, this step indicates that object preparation is related to Constructivism component in CTL approach, in this case, the lecturer tries to build and arrange new knowledge in the cognitive structure of students based on the students' experience.

In the preparing step, the subject matter is shaped by the object of observation and the skills of the students to interpret ate the objects. Interpreting object engage students to learn the subject matter based on inquiry learning process. This process shows the process of learning which is concerned to the achievement and finding through systematic thinking process.

Next, in the second step, explaining the material, the lecturer delivers the subject matter to create learning community. Learning community is the component of CTL approach to engage students and teachers/lecturers sharing each other. The explaining material also refers to modeling concept in the CTL Component where the subject matter is delivered through demonstrating examples that can be followed by student.

For the last step that is applied by the lecturer is giving reflection to students, in this step, the knowledge was collected and learned through ordering and evaluating the learning activities to get better comprehension positively. The goal of this step is the interest of reflection/introspection to improve skill and become well prepared for the next lesson.

4. CONCLUSION

Regarding to the result of this study, the author concludes that the lecturer applied the CTL approach through main steps, namely preparing the material, showing the topic of learning, explaining the topic, and asking some questions. The lecturer developed students' mind through working, finding and constructing knowledge and skills; conducted inquiry activity for all topics; developed the questioning attitude of students; created learning community (learn in group); presented "model" as learning role; conducted reflection in the end of meeting; and conducted authentic assessment in different ways. The lecturer also encouraged and motivated students by giving good feedback to students and connecting the topic of learning to real life. In applying CTL, the lecturer motivated students in order that they keep learning and feel enthusiast to study English.

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