THE INFLUENCE OF *CONTEXTUAL TEACHING AND LEARNING* (CTL) MODELS ON ENGLISH LEARNING OUTCOMES

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Abstract

This research aims to know the influence of Contextual Teaching and Learning (CTL) model on English learning outcome in the Writing Subject of Class VIII at SMP Negeri 19 Makassar (Public Middle School). Quantitative analysis is applied in this study using Experimental Design with pre-forms experiment with design one group pretest-posttest. Sample in this study were students of class VIII SMPN 19 Makassar as much 25 students with 11 males, 14 females. The results of the study show that teacher ability in managing learning obtained average by 85% which means the level of implementation of the Contextual Teaching and Learning (CTL) implemented well while learning outcomes student Class VIII is described on the pretest results 63.40% and posttest results 82.12% which means the success rate of students declared good so that the application of the Contextual Teaching and Learning (CTL) model on the result of English Learning has an influence on the outcome of Writing subject at class VIII SMPN 19 Makassar Public Middle School 19 Makassar

Keywords: *Contextual Models teaching And Learning (CTL), English, Learning Outcomes*

INTRODUCTION

The role of education hold role urgent in the progress of the nation, without a good education impossible something nation will proceed. Succeed or whether an education in a country is wrong only one is because teacher. Teacher has role which very urgent in development and progress child he taught and demanded for could operate Duty with the best. Education Becomes wrong one indicator achievement aim educationnational.

Education in Middle School give contributionbig for achievement aim education national is eye lesson Language English. Process learning more influenced by development results technology which could utilized for need study, student positioned as subject study which hold the main role, so deep *settings* process study teach student demanded activity in a manner full, even individually studied material teach. Learning is basically a process done by teachers and students so that it occurs learning process in the sense of a change in behavior individual student that alone Craving (2017). Globalization has placed English as one of the most dominant global and international languages in various fields of life (McKay, 2012) so that the ability to speak English becomes a tool and weapon to win various kinds of competition in today's world. The status of English as a global and international language is due to its widespread use in various fields including politics, diplomacy, industry and international trade, science and technology, education, media, information technology, and popular culture. Even in the context of school internationalization, English language proficiency is a determining factor for success (Soejatminah, 2009) . Institutional School is one of the educational institutions that is responsible for producing citizens who are reliable, have personality, and have strong competitiveness both academically, politically, strategically, and economically. Because the institution produces experts and professionals who will act as a driving force for national development and even national leaders.

In the current era of globalization, the ability to speak English is not only needed by students after graduating from school for a career in their field. When students are still in school, they need this ability to master the field of knowledge they are studying because English has become a tool of academic communication in the global world at large (McKay, 2012). To be successful in today's world, students need knowledge and understanding of academic subjects, in addition to other skills such as critical thinking and problem solving, creativity and innovation, communication and collaboration (Thaiposri & Wannapiroon, 2015).

English has dominated in the development of science and technology. Most academic reference books on campus or at school are written in English, and even more than 90% of prestigious and most widely referenced scientific journals are also in English (Hyland, 2006). Therefore, the community, students or students are required to master English in order to understand their field of knowledge, develop their careers, and direct their studies appropriately. Recognizing the importance of English in academic life, many schools really care and do a lot to improve the English language skills of all its citizens.

Based on the results of initial observations that done   class VIII SMP Negeri 19 Makassar, foundthat faced by students, obtained data on student circumstances, student abilities, and student desires, as follows: Interviews with students stated that teachers still apply the process of doing conventional learning assignments, namely the teacher giving lectures and students doing assignments. Learning is more centered on the teacher so that students are less active in learning. The teacher only teaches students to read texts in English textbooks and does not use other media that can improve students' reading comprehension skills. Based on the teacher's statement and the results of observations, students' reading ability is still lacking. Based on the teacher's statement, students when given reading lessons seem less interested and less interested in the reading presented.

Approach which used is approach quantitative with type study *experiment*. Because in study this will determine the effect of the *Contextual* learning model *teaching And Learning* (*CTL*) on language learning outcomes in English at State Middle School 19 Makassar. Study *experiment* could do as the model used to seek influence model learning *Contextual teaching And Learning* (*CTL*) to results study Language in English in learning English. Form study *experiment*are *pre -experiments* with *one-group* design *pretest-posttest*.

RESULTS AND DISCUSSIONS

Process study this implemented in 5 time meeting with sample 25 student, which The first meeting consisted of a *pretest* or before applying the learning model *Contextual teaching And Learning* (CTL) and the second meeting third and fourth apply/treat with using the *Contextual* learning model *teaching And Learning* (*CTL*) and the fifth meeting is the *posttest* for look there is influence or no with using the *Contextual* learning model *teaching And Learning* (*CTL*). learning *Contextual teaching And Learning* (CTL) there isinfluence to results learn English. Nafi'ah (2018) argue that model learning *Contextual teaching And Learning* (*CTL*) is something model learning for practice Skills participant educate in emphasized writing necessity participant educate communicate results his thoughts. Huinker and laughing mention that activity which could done for grow develop ability understanding draft and communication with application *Contextual teaching and Learning* (*CTL*). Inquiry process answer between teachers and students that could support the learning process specifically in work task and discussion process (solving problem)(Jansson et al., 2021).

One of the advantages of model learning *Contextual teaching and Learning* (CTL) is to interact and discuss among groups that will involve students actively in learning process. The function of the learning model is as a guide for teaching designers and teachers in carrying out learning (Amaliyah, 2019).

Student get used to think and communicate with friend, teacher, even with themselves alone. In such a way that could sharpen whole skills think visually student. Whereas f the actors that affect learning outcomes where the factors are in the teacher, students, and their environment (Amaliyah, 2022). Results study after use model

learning *Contextual teaching And Learning* (*CTL*) show that student start has influence which significant to results study English. As for the results of the data obtained using software *spss* 20, inserve as following:

Table Descriptive *Statistics Pretest* and *Posttest*

Statistics

	Pretest	Posttest
N	25	25
Means	63.4000	82.1200
Median	60,0000	82.0000
Mode	60.00	85.00
Std . Deviation	7.73520	5.35662
Variances	59,833	28,693
Range	30.00	18.00
Minimum	50.00	72.00
Maximum	80.00	90.00
sum	1585.00	2053.00

Based on the chart, we could know the *pretest* and *posttest* results study. The whole learning process with *Contextual teaching and Learning* (*CTL*) goes well. This is indicated by an increase in the result achieved by student. So that, this study could conclude that the result of the study is the data test in the beginning (*pretest*) before applying *Contextual teaching and Learning* (*CTL*) model and final test data (*posttest*) after applying *Contextual teaching and Learning* (*CTL*) model based on learning outcomes of English test in class VIII SMP Negeri 19 Makassar that can be seen on table the following:

Table *pretest* and *posttest* results of the study

intervals	Pretest		Posttest		Category
	Frequency	Percentage (%)	Frequency	Percentage (%)	
86 -100	0	0	5	20	Well Very
76–85	1	4	16	60	Well
70–75	7	28	5	20	Enough
55–69	15	60	0	0	Not enough
< 55	2	8	0	0	Very Not enough

Test of normality is done for the data about students' writing with aims for understanding whether the data are normally distributed or not. Test normality is done with program *spss 20.*

Test Normality

	Shapiro-Wilk		
	Statistics	Df	Sig.
Pretest	.952	25	.278
Posttest	.927	25	075

Next, homogeneity test was carried out with the help of the application *spss 20* with using *leven's test for variances*. Homogeneity test is useful to know whether the data fulfill variance constant (homogeneous).

Test of Data Homogeneity

Pretest

Levene Statistics	df1	df2	Sig.
.420	3	17	.741

After conducting the test of homogeneity, the hypothesis is tested with the help computer *spss 20* using the T-test. To test the hypothesis aims to determine the average value test results of learning to write poetry. Homogeneous test will be showed as following:

One- Sample test

	Test Value = 70					
	Q	Df	Sig. (2-tailed)	Means Differrence	95% Confidence intervals of thedifference	
					Lower	Upper
Pre-test	4.266	24	.000	6,600 00	9,7929	3.4071
Post-test	11.313	24	.000	12.12 000	9,9089	14,3311

Independent data analysis sample test sig (2-tailed) is done with *rates significance* 0,00 ≤ 0.05 which means that *Contextual teaching and Learning* (*CTL*) influence the result of writing poetry in English Class thereby H1 is accepted. The application model of *Contextual teaching and Learning* (*CTL*) predict the English learning outcome of students in Class VIII SMP Negeri 19 Makassar.

CONCLUSION

The *Contextual teaching and Learning* (*CTL*) model on the English Subject of Class VIII SMP Negeri 19 Makassar can be applied in the learning process because it can influence learning outcome which is significant to enhance quality of learning in junior high school based on the research in Class VIII SMP Negeri 19 Makassar.

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