

**TEACHERS' PERCEPTION OF USING CONTEXTUAL TEACHING AND
LEARNING (CTL) IN TEACHING ENGLISH**

THESIS

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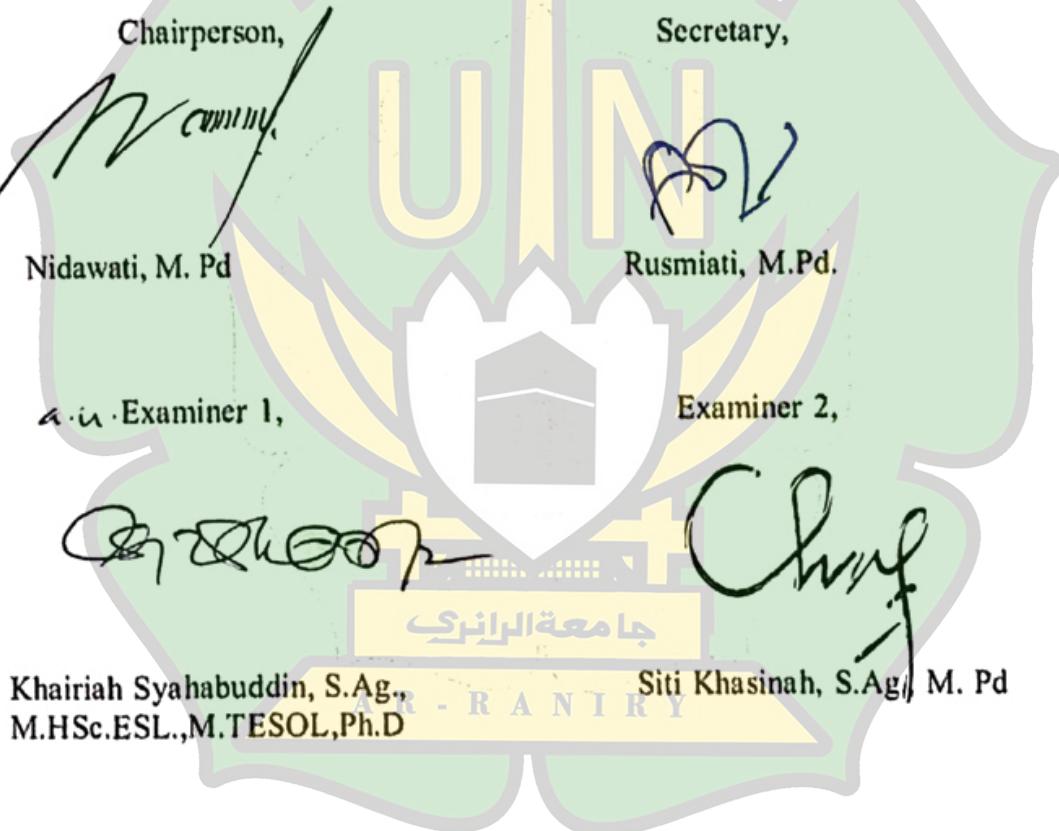
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TEACHERS' PERCEPTION OF USING CONTEXTUAL TEACHING AND LEARNING IN TEACHING ENGLISH

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Banda Aceh 14 Juli 2025

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ABSTRACT

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Title	: Teachers' Perception of Using Contextual Teaching and Learning in Teaching English
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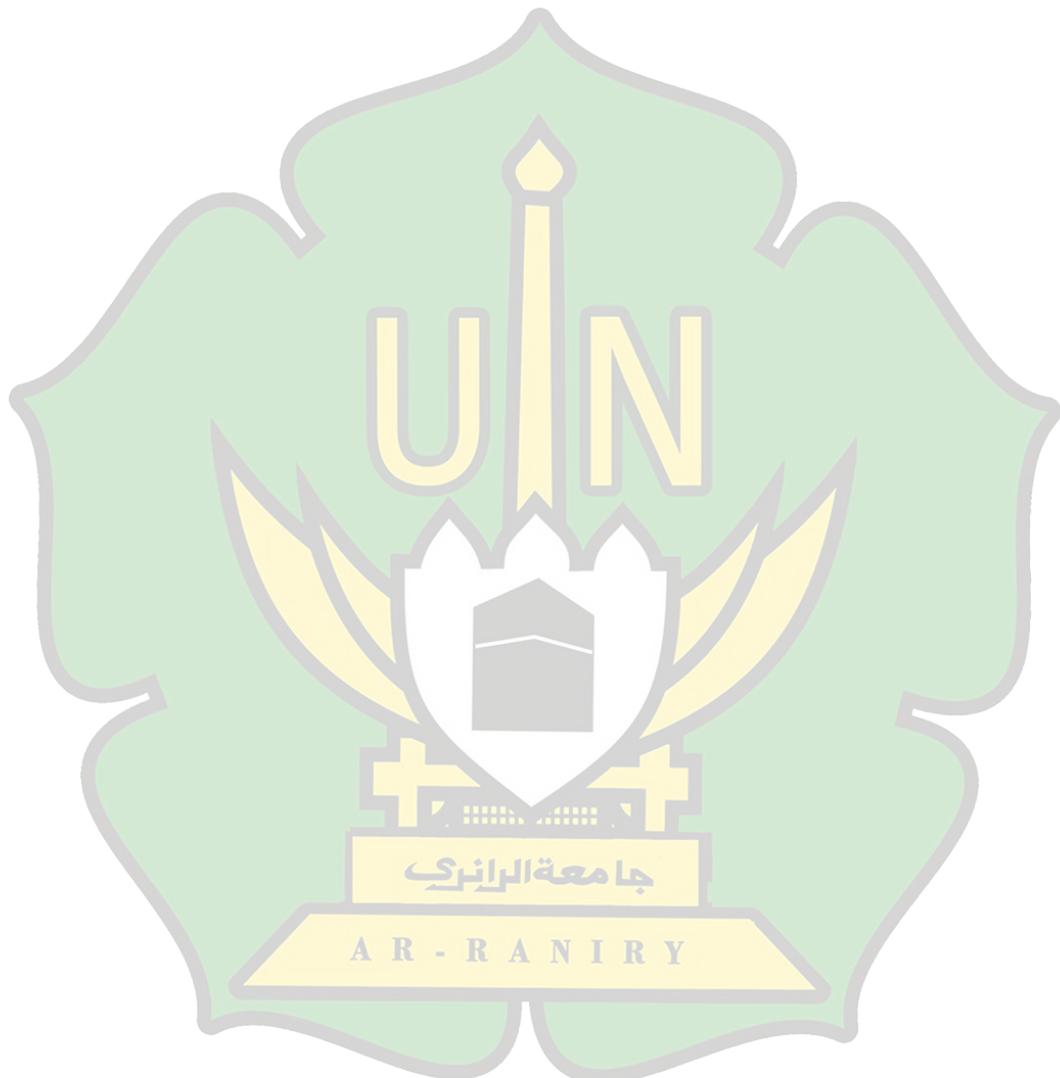
This research aims to explore teachers' perceptions of the use of the Contextual Teaching and Learning (CTL) model in English language teaching, as well as the strategies implemented to maintain its application. This research was conducted at MTsN 1 Bandar Dua Pidie Jaya, involving four English teachers as participants. The research method used is qualitative with semi-structured interview techniques to deeply explore the data. The research results show that teachers have a positive perception of the CTL model. They believe that CTL helps create a more meaningful and engaging learning environment by linking learning materials to students' daily lives. This approach is considered capable of enhancing students' motivation, participation, and ability to use English in real-life contexts. However, teachers also face several challenges such as time constraints, lack of teaching media, and insufficient training. To maintain the implementation of CTL, teachers apply various strategies such as inquiry-based learning, group work, and the development of contextual materials. These strategies support active student engagement and encourage the use of English in real-life situations.

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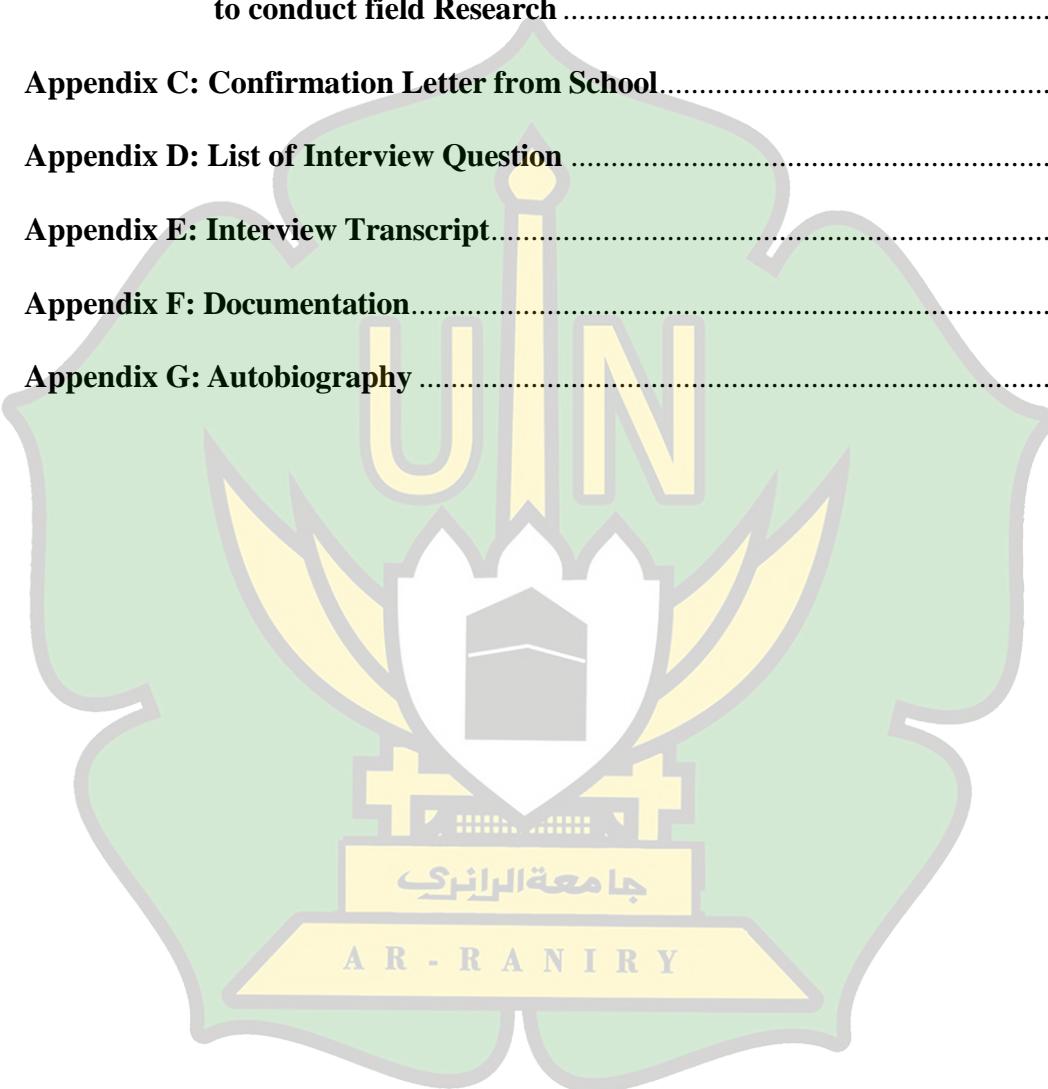
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CHAPTER I

INTRODUCTION

This chapter provides the background of the study, research question, research aims, open significance of study and research terminologies.

A. Background of Study

Education serves as a fundamental pillar in building a strong and developed nation by enhancing the quality of human resources (Nur'aini et al., 2019). It plays a vital role in equipping individuals with the skills and knowledge necessary to thrive in a rapidly changing global environment. In response to global demands, reforms in the education sector are implemented in a systematic, focused, and sustainable manner, aiming to produce individuals who are competitive, adaptive, and innovative. As a key entry point into global competitiveness, education ensures that a nation is not left behind and can advance alongside countries that have already achieved a high standard in human capital development (Beck, 2019; Bowen, 2013)

One of the primary components of education is the teaching and learning process, particularly in the context of language instruction (Rahman et al., 2023).

English, as an international language, plays a significance role in global communication, education, technology, and business. In many classroom settings, teachers have not fully utilized strategies that activate students' conceptual understanding. While every student has the potential to grasp concepts, the effectiveness of this depends largely on how that potential is nurtured through appropriate teaching methods and model. As noted by Kasmawati, Latuconsina and Abrar (2017) study many educators tend to focus solely on assessing cognitive

outcomes without giving sufficient attention to the underlying cognitive processes, such as conceptual comprehension and practical application skills. In light of this issue, there is a pressing need for innovation and mindset shifts in teaching approaches to better align with educational objectives (Pucciarelli & Kaplan, 2016).

Effective learning, especially in subjects like English and science, requires the use of diverse instructional models that can tap into students' full potential. Teachers must be proactive in managing and utilizing various teaching variables to support student achievement. Consequently, selecting appropriate model, methods, strategies, and instructional approaches becomes a critical responsibility. Creating an engaging and meaningful learning environment that promotes active participation is a challenge educators must embrace to enhance learning outcomes (Hénard & Roseveare, 2012; Roehl et al., 2013). There are several models in learning environment such as Contextual Teaching and Learning (CTL), Problem-Based Learning, Project-Based learning, Inquiry-Based Learning and so on. This study focused on Contextual Teaching and Learning (CTL) Model.

According to Aliyyah et al. (2020) the Contextual Teaching and Learning (CTL) model is an instructional approach that emphasizes the connection between academic content and students' real-life experiences. This model encourages educators to design lessons that are directly relevant to students' surroundings and daily lives. By applying CTL, teachers help students link theoretical knowledge with practical application, which in turn enhances student motivation and engagement. One common challenge in education is that students often struggle to

see the relevance of what they are learning and how it applies outside the classroom. CTL addresses this issue by making learning more meaningful and applicable.

According to Komalasari (2013) contextual learning occurs when students acquire new knowledge that is processed and understood through their personal experiences. Learning becomes more effective when students can internalize concepts based on what they have encountered or practiced themselves. This approach aligns closely with the principles of constructivist learning theory, which serves as one of the core foundations of modern educational practices, including CTL. Not all teachers have the same understanding of the concept and application of CTL in English language learning. This difference can affect the way they implement CTL in the classroom, which ultimately impacts on teaching effectiveness and student learning outcomes.

CTL is a learning concept where teachers bring the real world into the classroom and encourage students to make connections between the knowledge they have and its application in everyday life. Students gain knowledge and skills in a limited context little by little, from the process of reconstructing themselves as provisions in solving problems in their lives as members of society (Hamdayama, 2015). With this model, student also expected to able to thing more creatively and explore deeper understanding as well can relate the material to real life or everyday life besides students gaining valuable experiences and meaningful. CTL in the student are for communicate thoughts, and share information because language is an essential part of communication. Additionally, Contextual Teaching and

Learning or CTL is an educational theory rooted on constructivism. Behaviourism and constructivism ideas cannot be separated from CTL as an educational model.

According to Tahir (2022) there are two positive perceptions and two negative perceptions. A positive perception is one that characterizes all of the information in the response that is still being used in the context of the Contextual Negative perception of the CTL approach refers to a view that characterizes all knowledge, whether it is known or not, as well as answers that are not in line with the CTL approach or some drawbacks. Their impressions are shaped by their experiences and surroundings.

CTL fosters the positive view that the classroom is more than just a location for information acquisition, it also motivates and inspires students to consider their learning and identify their areas of strength. They will be more successful in school and at university since they will be able to communicate with confidence and clarity. When there is a negative perception, the student needs more time to understand the content, and mistakes must be avoided by repeating the learning process.

There are several previous studies that related to the Contextual Teaching and Learning that focused on method in CTL and written in different places. Previous studies on the perceptions of teachers regarding the application of CTL strategies to English instruction at SMP Negeri 4 Panca Rijang. The purpose of this study, according to Mansyur and Hermansyah (2023), was to ascertain how teachers felt about using CTL techniques when instructing English. CTL is very beneficial for teachers in providing learning materials and allowing students more readily

understand the material offered in the learning process, according to the results, which revealed positive perceptions from all teachers.

An additional study on how educators view the use of the CTL approach in English instruction. Tahir (2022) states that the purpose of this study is to investigate how teachers feel about teaching English using CTL model. The findings showed that both teachers' and students' comprehension of the subject matter were greatly enhanced by the CTL approach. This approach is highly beneficial since it aligns with the contexts and settings of the students' everyday lives. Furthermore, this approach encourages students' interest in and participation in the learning process.

The other study also supported by Yulianti et al. (2024) on the title **Implementing the CTL Method to enhance English Proficiency in early Chilhood: As Study in Indonesian and Malaysian Kindergartens**. This study concludes that in including CTL method, Children were proficient in English speaking after implementing the CTL method. After discussing about the method of CTL, there are previous study about model. According to Mubarok et al. (2022) in their study titled **Meaningful Learning Model through CTL; The Implementation in English Subject**. The finding indicated that the implementation of the meaningful learning model through CTL could 1) improve the students learning completeness from 44% in the first cycle to 89% in the second cycle, 2) improve the learning process carried out by teachers in the aspects of advance organizer, progressive differential, contextualization and constructivism, meaningful learning development, and evaluation, and 3) improve students learning outcomes in each cycle.

Based on previous research, on teacher perceptions of the use of contextual teaching and learning methods is still limited, this is very important to be studied and understood among teachers. Therefore, the researcher wants to know what are the obstacles faced by teachers in applying CTL in English language learning, so the researcher feels it is important to conduct a study entitled “Teacher’s Perceptions of using CTL in learning English”.

B. Research Question

To investigate further about this issue, the researcher attempted to investigate

1. What are teachers perception in using contextual teaching and learning in teaching English?
2. What strategies do teachers apply to maintain the use of contextual teaching and learning in teaching English?
3. What are the challenges in implementing contextual teaching and learning in teaching English?

C. Research Aims

Related to the research question, the aims of this study are:

1. To explore teachers perception of the use of CTL in teaching English.
2. To explore the strategies that teachers apply to maintain the use of Contextual Teaching and Learning in teaching English.
3. To explore the challenges in implementing contextual teaching and learning in teaching English?

D. Significance of the Study

1. For EFL Students

This research is very important and useful for student and can use in real life by practicing the learning outcomes in class in everyday life, for example, after they get new vocabulary in class then they can use that vocabulary in interacting with their friends every day.

2. For EFL Teachers

The findings of this study can be a valuable resource for the knowledge of CTL in classroom models.

3. For other Researchers

This research is very useful and can help provide knowledge about the contextual teaching and learning method to other researchers who want to research about this

E. Terminologies

a. Teacher perception

Perception is an essential part of learning which provides an opportunity for individuals or groups to collect information about the topic of study, claim Tecumseh et al. (2012). Teachers' experiences, expertise, and principles form the basis of these interpretations. This research focused on teachers' perceptions on the use of CTL model in teaching English.

b. CTL

The term “CTL” refers to a style of teaching that strongly emphasizes student participation. Students should not only learn the material, but they should also make connections between the material and actual events in their families and communities to assess its relevance to their lives. CTL is one of the educational concepts that can be applied as a terms of teaching approaches, methods, and even techniques in English language learning. It has a student-oriented learning paradigm that aims to help students get meaningful learning experiences that are related to real-life situations in which pedagogical techniques are interrelated so as to present an active, innovative, creative, and fun learning atmosphere in the process of teaching and learning activities.

c. Teaching English

According to Harmer (2007), teaching English is not only about delivering linguistic knowledge but also about facilitating student engagement through meaningful and interactive learning experiences. In line with the principles of CTL, effective English instruction involves integrating the four essential language skills listening, speaking, reading, and writing with real-life situations that are relevant to students' daily experiences. Harmer emphasizes the importance of using appropriate teaching methods that meet learners' needs and help them connect academic content with its practical use. Within the CTL framework, English teachers play a vital role as facilitators who motivate students and guide them to actively participate in constructing their own understanding. Therefore, teaching English through CTL

encourages students to become more involved, confident, and capable of applying the language meaningfully in everyday communication.

Setiyadi (2006) states that language teaching is formed by views on the nature of language and the learning conditions that facilitate language acquisition. Variations in language theory can affect the selection of teaching materials, while differences in learning theory can affect the methods used. Therefore, language teaching can be understood as a process of guiding learners to acquire and master a new language. From the explanation above, it can be concluded that English language teaching aims to enable students to use the language to communicate effectively. As is well known, English serves as a global language used in an international context.

