

Contextual Teaching Learning (CTL) Approach towards Students' Self Confidence in Learning English; does it have any Effect?

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Abstract

In teaching English Language, self-confidence is one psychological aspect that play crucial role for the students. Self-confidence is the positive power or willingness that has a good effect for students during conversation or discussion. Willingness is created when students clearly comprehend what to do and why. Optimism is a mental attitude, optimism is a form of positive thinking that includes the belief that you are responsible for your own happiness (Keller; 2010). To lift the students' self-confidence in learning English, English language materials that based on the context or real world need to be used in the teaching and learning process. This paper is aimed at knowing the effect English language material which is based on contextual teaching learning towards students' self confidence in learning English. To achieve this purpose, the students were taught using English language material which is based on contextual teaching learning before the speaking test was taken at the end. To analyze the data t-test was applied. The data analysis shows that students' self confidence in learning English is improved but it doesn't give significantly affect towards the students' self-confidence.

Key words: *Self-confidence, English Language, Contextual Teaching Learning*

INTRODUCTION

English Language is still categorized into foreign language in Indonesia. Due to this matter, English language is introduced to the students from Elementary school and in certain school or place, it is introduced from kindergarten level. At the level of Junior high school, English Language is a lesson in which it is taught from the first to the third grade. The lesson is very important for the students because by being able to master English language, the students will be able to have an interaction with person using English language, to read any material written in English, to write any assignment in English, to answer and pass the national examination, etc. At SMPN 17 Mataram, English Language is scheduled two times in a week. This lesson is one of the priority lesson to be scheduled early in morning at the first period in order the students

focus to study during the teaching and learning process, pay attention to any instruction given by the teacher because they are still fresh and not hungry so that the student's will not feel sleepy in the classroom.

In teaching English Language, besides concerning to the students' performance such as listening, speaking, reading, writing. Students' psychological aspect such as students' learning motivation, interest, anxiety, self esteem, confidence, etc also need be paid attention by the teacher. One of the psychological aspects that need to be improved by the students is their self confidence. Self confidence is the positive power or willingness that has a good effect for students during conversation or discussion. Willingness is created when students clearly comprehend what to do and why. Optimism is a mental attitude, optimism is a form of positive thinking that includes the belief that you are responsible for your own happiness (Keller; 2010). McIntyre (2004) as cited in Ora, Summarsono, Sugianto (2017) suggested that self confidence significantly contributes to the learner's willingness to communication in a foreign language. Students having high self confidence are ambitious, never feel shy, focus in one point, active in the classroom, and responsible. Mellalieu and Hall (2003) reveal how effective the high level of self confidence is: high self confidence increases in the intensity of thoughts and feelings that you can control and if you are confident you stay in control of your thoughts. However, during the teaching and learning process the students are still not able to perform their confidence. The students are still worried to do some task along with their pair, afraid of being assisted in front of the class, still ignore of being assigned in doing something, prefer using their native language anytime being questioned in English, showing many excuses when they are pointed to read some sentence, etc.

Many factors that makes the students not to be able to lift their self confidence. Teaching approach and material could be one of the causes. Implementing appropriate teaching approach and material in teaching the students might lead the students to be more enthusiastic and not feeling bored to study because approach and instructional materials play crucial role in the teaching learning process. Olayinka (2016: 32)

asserted that instructional materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve students' performance. They make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. For this reason, in order to achieve intended characteristics, teaching materials should be well prepared, considering the context and the needs of the users. [Harding \(200\) as cited in](#)

[Sumarsono, Bagis Arraffi \(2017: 67\)](#) suggested three recommendations to consider while coming up with a set of materials:

1. Use context, texts, and situations from the students' subject area – Whether they are real or stimulated they will naturally involve the language the students need.
2. Exploit authentic materials that students use in their specialism or vocation – Do not be put off by the fact that it may not look like 'normal English'.
3. Make the tasks authentic as well as the tasks – Get the students doing things with the materials that they actually need to do their work (Harding, 2007, p 10 -11).

In the teaching and learning process, sometimes materials used are not appropriate for the students and not based on the context. The material does not provide the students chances to relate their idea with their daily life. In the context of English language teaching in higher education, these processes seem to be neglected. The English materials used sometimes are also inauthentic and irrelevant both for the teaching learning process and assessment to the students' needs. [Rukmini \(2017: 265\)](#) argues that assessments of speaking should focus on student's ability to interpret and

convey meanings for authentic purpose in interactive context. Teachers need to use assessment tasks which are as authentic as possible in a classroom setting.

This means (1) using authentic language in speaking, (2) setting real world task, and (3) giving the students opportunities to use language in situation based on everyday life.

Contextual teaching and learning has been differently defined by many experts. Some experts define contextual teaching and learning as a concept that helps teachers and students relate the meaning and real world situations with the subject matter in the right way (Johnson, 2002; Sears, 2002). In line with the implementation of CTL or contextual approach (Satriani, et. al, 2012: 11) suggest some strategies that teachers use in the classroom 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 (Crawford, 2001).
2. Experiencing; in contextual approach, one strategy relates to another. Teachers are able to overcome this obstacle and help students construct new knowledge with hand-on experiences that occur inside the classroom.
3. Applying strategy can be defined as learning by putting the concepts to use. Teachers can also motivate a need for understanding the concepts by assigning realistic and relevant exercises.
4. Cooperating; teachers using student-led groups to complete exercises or hands-on activities are using the strategy of cooperating. This strategy refers to learning in the context of sharing, responding, and communicating with other learners

5. Transferring is a teaching strategy that we define as using knowledge in a new context or novel situation-one that has not been covered in class.

Dealing with the explanation above, the teaching material need to be well prepared to ensure that the students can learn based on the context or real world. According to Johnson and Sears (2002) as cited in Satriani, et. Al (2012: 11) contextual teaching and learning is defied as a concept that helps teachers and students relate the meaning and real world situations with the subject matter in the right way. Materials which are based on the context can attract the students' motivation and interest to study because it can help the students enrich their knowledge and improve critical thinking in speaking. The contextual approach is a learning philosophy that emphasizes students' interests and experiences (Satriani, et. al, 2012: 11). Therefore, this research which is proposed to know the effect of contextual material towards students' self confidence in learning English.

RESEARCH METHOD

The research method used in this study was experimental research. The purpose of an experimental study was to investigate the correlation between cause and effect and how far its correlation is by giving certain treatment to experimental class and to control class as the comparison. This research was a quasi experimental research because random assignment was not used in determining or distributing sample into experiment class or group and control class or group. The population of the study was the students of SMPN 17 Mataram. The sample of the research was one of the first-grade students. The instrument used in collecting the data was questionnaire about the students' self confidence in learning English. The Questionnaire was given before and after

treated the students with contextual teaching and learning (CTL). The questionnaire was arranged based on the indicators at the blueprint, formulated based on construct. The techniques of analyzing data that used for the research was descriptive analysis and inferential analysis. Descriptive analysis is used to know: Mean, Median, Mode, and Standard deviation of the speaking test. Meanwhile, to know its significance t-test is applied.

FINDING AND DISCUSSION

Finding

The result of the study was then focused on the statistical analysis both descriptiv and inferential. This analysis showed how to calculate the data before they are discussed and stated at conclusion. The discussion was continued to the analysis and the interpretation of the investigation.

To find out result of the study, the researcher analyzed the data obtained from students' result. This study was aimed at finding out the research problem that is "Does Contextual Teaching Learning (CTL) have good effect towards students' Self Confidence in Learning English? The descriptive statistics of the students' self confidence

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
score	1,00	29	59.86	8.275	1.537
	2,00	29	60.97	9.275	1.722

The data description of pre-questionnaire showed that the mean score was 59.86, the standard deviation was 8.275, and standrad Error mean was 1.537

and N=29. Meanwhile, for the data description of post-questionnaire showed that mean score was 60.97, the standard deviation was 9.275, and standard Error mean was 1.722 and N=29. The t-test of the students' self confidence

Independent Samples Test

		Levene's Test for Equality of Variances	t-test for Equality of Means							
								Std. Error	95% Confidence Interval of the	
						Sig. (2-	Difference	Difference	Difference	
		F	Sig.	t	df	tailed)	e	ce	Lower	Upper
score	Equal variances	.011	.918	-.478	56	.634	-1.103	2.308	-5.727	3.521

assumed									
Equal variances not			-						
			.478	55.286	.635	-1.103	2.308	-5.729	3.522
assumed									

As the table above shows that the mean score of post-questionnaire (60.97) is higher than that at the pre-questionnaire (59.86), it could be concluded that the students' self confidence was improved after the treatment was given. However, as the sig. 2-tailed is (0.634) is higher than significance level (0.05), it could be concluded that there is no significant difference between the two means of the group.

Discussion

Based on the data finding from the test, it shows that CTL Approach improved the student's self confidence in learning English. On the other hand, the result of sig 2 tail shows that CTL approach doesn't give any significant difference between the two groups of mean. Applying CTL in the teaching and learning process, students will have opportunity to force their brain to deliver some questions towards the the problem they have because through questioning activity, the students will find the information about the material and develop their awareness (Nyndia: 2018). CTL also train to work in group for sharing their ide with their friens without feeling afraid and worried. Johnson *et al* as cited in Muliani, et al (2016) also added that in cooperative groups, students can engage in discussions in which they construct and extend conceptual understanding of what is being learned. Eventually, it is found that by giving teaching material based on students learning the habit, managing the time effectively, and collaboratively paying attention to all students when working could encourage the students to be active, to interact with others and have a motivation in learning. On the other side, CTL approach doesn't give any significant effect toward students' self confidence probably caused by the students' mastery of the skills and the subskills of the language itself (listening, speaking, reading, writing, vocabulary, grammar, and pronunciation) because the studens will not be able to show their confidence if they have no idea what to do or say.

CONCLUSION

Based on the results of the elaboration on the t test, it indicates that Contextual Teaching and Learning Approach increased the students learning

confidence in learning English. However, Contextual Teaching Learning gives no significant difference towards student's self confidence in learning English.

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