Analysis of Contextual Teaching and Learning (CTL) learning method in speaking skill of BIPA students

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Abstract. This paper aims to find out the application of Contextual Teaching and Learning (CTL) method in BIPA BINUS 2018 students’ speaking learning. The research method used is a qualitative method with case study technique. The sample of this research is 32 students of BIPA BINUS of academic year 2017/2018. The results showed that: (1) there was an increase of average learning result of BIPA BINUS students’ speaking skill from 68.7 to 76.2 by using CTL learning method; (2) 21 out of 32 BIPA get high rank (istimewa to madya) and 11 low rank (semenjana to terbatas) in their speaking skill outcomes; (3) 22 out of 32 students of BIPA BINUS stated strongly that CTL learning method is motivating, fun, meaningful, and helpful to improve the speaking skill of BIPA students; (4) CTL learning method is done through technique of educational visit, cultural visit, and business visit; (5) education for sustainable development can be done through the application of motivational and student-centered learning methods, one of which is the CTL learning method. CTL learning method has advantages and weaknesses that can be used as input for BIPA teachers as an alternative to be creative in BIPA teaching.

1. Introduction

Educational for Sustainable Development (ESD) is needed at all levels and communities. One of the goals of ESD is to encourage the transformation of education, which is to present innovative learning, student-centered teaching, empower learners and make learners as agents in the education process [1]. For this mission, a variety of innovative and student-centered teaching methods has been invented, one of which is Contextual Teaching and Learning (CTL) learning method. One application example of this CTL method for continuous education development activities is on learning Indonesian as a foreign language or known by the abbreviation of BIPA (Bahasa Indonesia bagi PenuturAsing).

BIPA learning has a lot of potentialsincreasingly as the Era of the ASEAN Economic Community (MEA) continues. Many Foreigners are interested to learn Indonesian. Not only for the benefit of a moment as a tourist in Indonesia, but also for the use of the old such as to research, study, consult, work, or to have a career in ASEAN countries. This is a great opportunity for the development of continuing education in Indonesia. For that, it takes an innovative, creative, and fun teaching method
so that BIPA student's interest is increasing. One such method is Learning Contextual Teaching and Learning (CTL).

The CTL method is a learning concept that helps teachers relate between the materials taught to the student's real situation and encourage students to make connections between their knowledge and application in daily life. The background of applying this CTL method is because BIPA learners in Indonesia can practice directly outside the classroom. Teachers can instantly bring students to the real situation of what they learn in the classroom or called as a contextual learning method. Especially when learning to speak, the meaning of speech in the Indonesian language is very dependent on the context of the conversation. The practice in the classroom will be different when the students talk to the merchant in the market or even on public transportation. Therefore, it takes real learning that students feel directly the desired context. If the topic is about bargaining, then the students are invited to directly bargain with the merchant in the market. If the topic is learning about public transportation, then students are invited directly to feel up and down in public transportation.

The problem formulation in this study is to find out:
1. How can teachers apply Contextual Teaching and Learning (CTL) method in BIPA learning process?
2. Can the CTL method improve BIPA students’ in speaking skill?
3. What are the advantages and disadvantages of CTL learning method in BIPA students’ in terms of speaking skill?

2. Literature Review

2.1. BIPA Learning

Teaching Indonesian for Foreign Speakers or commonly abbreviated as BIPA teaching, is the teaching of Indonesian as a second language (B2) to foreigners who come from various countries. This second language acquisition can be obtained through formal or informal channels. Tarigan [2] states that the activity of obtaining B2 through an informal path is called language acquisition, while the acquisition of language B2 through the formal path is said to be a language learning with features planned, deliberate, and conscious. One example of language learning like this is the BIPA learning.

There are four language skills learned in BIPA: reading, listening, writing, and speaking skills. Speech skills are productive language skills such as answering questions, asking questions, interviewing, asking for something, giving a comment, and telling stories. Abidin [3] points out that the implementation of learning to speak Bahasa will work well if the teacher understands the principles of speech learning, such as (a) speaking should be aimed at shaping the psychological maturity of learners in speaking, (b) involving learners in different contexts, (c) through interactive learning patterns, (e) measured by direct practice, (f) monitored by the teacher on an ongoing basis, and (g) oriented towards the formation of proficiency and shaping the student into a creative speaker. There are things to note in the skills of speaking such as the accuracy of argumentation, the clamor of the delivery of ideas, the accuracy of words, the accuracy of the sentence, fluency, and understanding of the context.

2.2. Contextual Teaching and Learning (CTL) Method

CTL was born and promoted as an alternative to a new learning strategy based on the philosophy of constructivism, namely that knowledge is built by humans little by little that the results are expanded through a limited or narrow context. Iskandar&Sunendar [4] stated that when the strategy is used as a language learning term, it is defined as a tactic or pattern conducted by a teacher in the process of learning the language so that learners can think more freely and can develop their cognitive abilities more deeply by using good and correct language. It is on this basis that learning is no longer a fascinating lesson that science should always be poured by teachers without actively involving students, as the dominant learning in our country has been. CTL or contextual learning requires us to "construct" not "receive" knowledge. Knowledge is constructed by studying the real world, in other
words, prioritizing real experiences. Student’s centered learning will demand students to think higher, more active, critical, and creative, so as to gain meaningful knowledge in life. Proximity to real life is expected to change student behavior for the better. Contextual learning is about practice rather than memorizing, learning rather than teaching, and education rather than instruction.

Contextual Teaching and Learning (CTL) method according to Johnson [5] is an educational process that aims to help students see meaning in the academic material they learn by connecting academic subjects to the context in their daily lives, such as with the context of their personal, social and cultural circumstances. The CTL system includes the following eight components: making meaningful connections, doing meaningful work, doing self-directed learning, working together, thinking critically and creatively, helping individuals to grow and develop, attaining high standards, and using authentic judgments [5]. The contextual approach has seven major components of effective learning: constructivism, asking, discovering, learning societies, modeling, reflection, and actual assessment.

3. Method
The research method used in this research is qualitative approach with case study technique. Objects in this study were 32 students BIPA BINUS T.A. 2017/2018. The researcher uses a rubric of judgment assessment to assess the speaking ability of BIPA BINUS students; a questionnaire to find out the influence of CTL learning method to BIPA student learning BINUS, and observation table to know the advantages and disadvantages of CTL learning method.

4. Discussion

Figure 1. Assessment Results of Speaking.

Figure 1 above is aligned with the standard assessment of Indonesian Language Proficiency Test, Language Development and Development Agency, Ministry of Education and Culture of Indonesia. From the result of the research, it is known that there is an improvement of BIPA student speaking skill from grade 68.7 to 76.2. Before the CTL method is applied, there were no students who received istimewa rank. Meanwhile, after the implementation of CTL method, there are 4 BIPA students who acquired excellent rank. The increase also occurred in very superior (from 3 BIPA students to 5 BIPA students) and superior rank (from 3 BIPA students to 6 BIPA students). For low ranks, ranging from semenjana, marginal, to a limited (terbatas) has declined. The lower number of BIPA students who got the lowest rank shows that the CTL method is influential in BIPA speaking lessons.
According to questionnaire and interview conducted on BIPA students about the effect of CTL method in improving speaking skill, it is shown that from 32 students, there are 22.1% of students who strongly agree that CTL method influences BIPA speaking skills; 8.3% of the students agreed that the CTL method influenced BIPA speaking skills; 1.2% of students who stated less agree that the CTL method influences BIPA speaking skills; and 0.4% stated that they do not agree that the CTL method influences BIPA speaking skills.

This percentage is obtained from the questionnaire which contains the indicators: (1) CTL learning method is very helpful for BIPA students' speaking learning; (2) CTL learning method improves students' speaking skills of BIPA; (3) CTL teaching method provides wide opportunity for BIPA students to give argument; (4) the CTL learning method adds BIPA student's vocabulary; (5) the CTL teaching method helps BIPA students understand the topic of conversation; (6) the CTL learning method motivates BIPA students; (7) CTL teaching method helps BIPA students understand the context of the conversation; (8) the CTL learning method involves BIPA students actively; (9) the CTL learning method is fun for BIPA students; and (10) CTL learning method is meaningful for BIPA students.

4.1 CTL Method Application on BIPA Speaking

BIPA speaking CTL learning method consists of three techniques such as education visit, culture visit, and business visit which are aligned with the topic of the study.

4.1.1. Educational Visit. Educational visits are conducted with various activities such as studying with BIPA students at different universities. In this method, BIPA BINUS students study with BIPA UI students. Students get to know each other and exchange experiences. The contextual approach found through this technique is the learning community. Communication is two-way, all learners are open, free to speak, and active. In this case, the teacher functions as a facilitator. Education visits were also made through a visit to the Bina Nusantara University's Laboratory of Engineering. In this activity, learners apply CTL principles: ask and find. BIPA learner asks and finds direct vocabulary related to technique. In addition, educational visits are conducted by presenting informants into the classroom. Learners listen and speak directly with Indonesian teak speakers. The theme conveyed by the resource persons aligned with the topic of learning is about advertising, so through this technique, students build their own understanding of advertising. Students find vocabularies related to advertising.

4.1.2. Cultural visit. CTL learning method through cultural visit can be done in various ways. In this research, it is conducted through the technique of watching the drama in Gedung Kesenian Jakarta. The direct watch-watching technique was chosen because the theme of BIPA's learning is about Indonesian literature. This method is considered appropriate because it can improve BIPA students' speaking skills through modeling techniques. Students listen directly to the intonation, emphasis, and rhythm of
teak speakers when dialogue in drama. With this, indirectly BIPA students gain experience and knowledge of how teen speakers express sentences in Indonesian dialogue.

4.1.3. Business visit. CTL learning methods through business visits conducted in this study are to visit the paper company in Jakarta. The choice of visits to paper companies due to BIPA’s learning topics is about business in Indonesia. Through this technique, students can find terms and vocabulary in the field of business. Through this method, students also apply the principles of CTL such as ask, community learning, and modeling.

4.2 Advantages and Disadvantages of CTL Learning Method in BIPA Speaking Learning

The application of CTL learning methods to BIPA speaking has advantages and disadvantages. The advantages are BIPA students can practice their speaking skill directly with Indonesian native speakers. BIPA students can apply the principles of CTL learning methods such as constructivism, asking, discovering, community learning, modeling, reflection, and true assessment. These principles can improve the speaking ability of BIPA students. BIPA students understand the use of words in different contexts of speech. BIPA students find that intonation, gestures, dialect can affect the meaning of the word in speaking Indonesian. Students can construct their own linguistic knowledge based on what is found during the visit. Students can also find vocabulary in certain scientific fields without memorizing and assigned by teachers.

Besides the advantages, CTL method has several weaknesses such as confusion between speaking concept which is understood by students with the speaking in reality. Students find many of the vocabulary slang which they do not learn in the classroom and the meaning of diverse words. Especially the dialogue that influenced the regional elements, making students more confused learning Indonesian. Lack of adequate facilities and infrastructure may also hinder the application of this CTL method.

5. Conclusion and Recommendation

5.1 Conclusion

According to the research results, it can be concluded that:

a. CTL learning method can improve BIPA BINUS students’ speaking skill.

b. 22 out of 32 BIPA BINUS students agreed that CTL learning method motivated them and supported their speaking skill in Bahasa.

c. CTL learning method can be conducted by the educational visit, cultural visit, and business visit.

d. The advantages of CTL learning method are students can build their own knowledge independently, have many opportunities to ask, learn their own vocabularies, community learning, speaking modeling with native speakers, self-reflection, and true judgment. The disadvantages are the confusion between speaking concept which is understood by students with the speaking in reality, as well as the learning of slangs in Bahasa Indonesia.

5.2 Recommendation

This research recommends the future BIPA teachers to apply CTL learning method while teaching Bahasa Indonesia to foreigners. Unfortunately, the limitations of this study are the lack of variety of skills applied in CTL learning method. The researcher only applied CTL learning method in speaking skills and by conducting visits. Hopefully, this method can also be applied in reading, writing, and grammar skills. Other varieties of methods such as inviting guest speaker into the classroom, field practice, or even study tour are recommended for further study.

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