

IMPLEMENTATION OF ENGLISH LEARNING MODEL WITH CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH TO IMPROVE STUDENTS' COMPREHENSION

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Abstract

This study aims to determine the improvement of English learning outcomes of MTs Negeri 7 Boyolali students through the application of English learning models with the CTL approach. This type of research is Classroom Action Research. The subjects of this study were MTs Negeri 7 Boyolali students with a total of 23 students. The research instruments used were observation, tests and documentation. The result data exposure shows that student learning outcomes experience a significant increase in each cycle which is marked by the sufficient category, the first cycle of student learning completeness is 74% with an average value of 76.4 or 17 students who complete then increases in the second cycle of student learning completeness is 87% with an average value of 85.4 or 20 students who pass to achieve good qualifications. Based on the results obtained, it was concluded that there was a very significant increase in English learning outcomes at MTs Negeri 7 Boyolali through the application of the English language learning model with the CTL approach.

Keywords: *English learning model, CTL approach, learning outcomes*

INTRODUCTION

The essence of English learning is a collection of knowledge containing facts, concepts or principles in the process of discovery (Haerazi, Prayati, & Vikasari, 2019). The purpose of English learning is that a teacher must foster an attitude of gratitude in students to the creation of God Almighty, apply English learning in everyday life, develop curiosity about

English (Al-Mekhlafi, 2017). One of the goals of learning English in junior high school is to develop knowledge and understanding of English concepts that are useful and can be applied in everyday life.

English learning planning in junior high schools has been attempted to achieve the expected goals, but the reality shows that there are still shortcomings in the teaching process,

including problems in class VIII B MTS Negeri 7 Boyolali in English learning. The learning outcomes obtained by students on the material are included in the low category compared to other subjects and slightly exceed the Minimum Completion Criteria (KKM) which is 75. During the learning process, most students do not master the material well (Source: List of Grade VIII B MTS Negeri 7 Boyolali Teacher Scores).

The majority of students have difficulty understanding the learning problem material, it is necessary to make learning innovation efforts that can improve student learning outcomes (Sinaga, et. al., 2019). Therefore, researchers can choose and present an English learning model with the Contextual Teaching and Learning (CTL) approach as a learning model that can overcome low learning outcomes. Choosing an interesting learning model will grow the enthusiasm of students to be more active and like English lessons (Win, 2018).

English Learning Model with Contextual Teaching and Learning (CTL) Approach is used by researchers for various reasons (Munir, 2018), including because the problems that occur in the classroom are quite complex and require researchers to use this learning model. This learning model is a CTL learning model that is centered on students being able to

instill problem-solving habits, critical, creative, and independent thinking (Tobing, 2022). Exploring students' potential based on the experience they have had to be connected with the knowledge to be learned (Wahyuningtyas & Wuryadi, 2018). This is in accordance with contextual learning, students will experience a thinking process that involves experiences that are close to their lives, it is hoped that through this thinking process it can improve students' problem-solving abilities. It is also in accordance with the constructivist theory that in constructing knowledge, students do not start from an "empty mind", students must have knowledge of what they want to know which is called prior knowledge (Bada & Olusegun, 2015).

Effective CTL learning can be achieved if teachers are able to implement CTL components well. Therefore, there are several components that teachers must pay attention to in CTL learning. The seven components or syntax of contextual learning are: (1) constructivism. Knowledge is built by humans little by little (constructing knowledge); (2) discovery (inquiry). It is a core part of theme-based learning activities with a contextual approach; (3) questioning is a strategy that is actively used by students to analyze and explore ideas; (4) learning community. Contextual is

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built on the theory of social interdependence, which assumes that learning is a manifestation of the social process; (5) modeling. Modeling basically expresses ideas that are thought of, demonstrating how teachers want their students to learn; (6) reflection. It is a way of thinking about what has just been learned or thinking back about what we have done in the past; (7) authentic assessment. It is an assessment procedure in contextual learning that provides an overview of the development of student learning. Assessment is the process of collecting various data that can provide an overview of student learning development.

According to Rombepajung (Thobroni, 2015) argues that learning is the acquisition of a subject or the acquisition of a skill through lessons, experience, or teaching. According to Brown (Thobroni, 2015) details the characteristics of learning as follows:

1. Learning is mastering or "acquiring".
2. Learning is remembering information or skills.
3. The process of remembering involves storage systems, memory, and cognitive organization.
4. Learning involves active conscious attention and acting on events outside and inside the organism.
5. Learning is permanent, but subject to forgetting.

6. Learning involves various forms of practice, perhaps practice supported by rewards and laws.
7. Learning is a change in behavior.

Learning requires a conscious process that tends to be permanent and changes behavior (Torbert, et. al., 1972). In this process, information is remembered which is then stored in memory and cognitive organization. Furthermore, these skills are practically manifested in students' activeness in responding and reacting to events that occur in students or their environment. The term model has a double meaning; example, imitation, form, pattern and design, according to Bell (Subur, 2015). Meanwhile, according to Briggs (Subur, 2015) a model is a set of sequential procedures to realize a learning process, or a way to bring students to obtain information, ideas, skills, values, ways of thinking, expressing themselves, so that in the long term they can increase their capabilities to be easier and more effective.

Learning model is a pattern used as a guideline in planning learning in the classroom and usually describes the steps or procedures taken by teachers to create effective, efficient, and interesting learning activities, according to Supriyono (Subur, 2015). Learning model describes the form of activities from beginning to end that are presented in a distinctive way by the

teacher in the classroom. Learning model is a frame or wrapper for the application of an approach, method, and learning technique, according to Sudrajat (Subur, 2015) The learning model itself is usually arranged based on various principles or theories of knowledge. Experts arrange learning models based on learning principles, psychological theories, sociology, system analysis, or other supporting theories. According to Joyce & Weil (Rusman, 2014:132) studied learning models based on learning theories which are grouped into four learning models. The model is a general pattern of learning behavior to achieve the expected learning goals. A learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in class or others, Joyce & Weil added (Rusman, 2014) learning models can be used as a pattern of choice, meaning that teachers may choose a learning model that is appropriate and efficient to achieve their educational goals.

Many learning models have been developed by teachers which are basically to make it easier for students to understand and master a certain knowledge or lesson (Marzano, 1992). The development of learning models is very dependent on the characteristics of the subjects or materials that will be given to students so that there is no

particular learning model that is believed to be the best learning model (Joyce & Calhoun, 2024). It all depends on the situation and conditions.

The function of the learning model is as a guideline for teachers and teachers in implementing learning. This shows that each model that will be used in learning determines the tools used in the learning (Rusman, 2014).

Learning models have other characteristics, as follows:

1. Based on educational theory and learning theory from certain experts. For example, the group research model was compiled by Herbert Thelen and based on John Dewey's theory. This model is designed to train participation in groups democratically.
2. Having a specific educational mission or goal, for example the inductive thinking model is designed to develop the inductive thinking process.
3. It can be used as a guideline for improving teaching and learning activities in the classroom, for example the Synectic model is designed to improve creativity in composition lessons.
4. Has model parts called: (1) sequence of learning steps (syntax); (2) the existence of reaction principles; (3) social system; and (4) support system. These four parts are practical

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guidelines when teachers will implement a learning model.

5. Having an impact as a result of the application of the learning model. The impact includes: (1) Learning impact, namely measurable learning outcomes; (2) Accompanying impact, namely long-term learning outcomes.
6. Making teaching preparations (instructional design) with the guidelines of the chosen learning model.

RESEARCH METHODS

Research Approach and Type

The approaches used in this study are qualitative and quantitative approaches. Qualitative approach, namely research that produces descriptive data in the form of written or spoken words from people and observable behavior. Quantitative research, namely research based on numbers, such as calculating student evaluation results in learning.

This type of research is Classroom Action Research (CAR). Classroom Action Research is a process of scientific investigation in the form of self-reflection involving teachers in certain educational situations with the aim of improving understanding and fairness of educational situations or practices, understanding the practices carried out and the situations in which the practices are implemented. In an

effort to realize these goals, CAR is carried out in the form of a cycle consisting of four stages, namely planning, action, observation/evaluation and reflection (Kunandar, 2013).

This classroom action research was conducted collaboratively between teachers, classes and researchers. This research is characterized by continuous improvement so that the research objectives are achieved. The improvement is carried out in each cycle designed by researchers and class teachers. The characteristic of PTK is the existence of continuous improvement so that researcher satisfaction is the benchmark for the success of each cycle. The research procedure carried out in this study uses classroom action research consisting of two cycles.

Research Focus

The focus of this study is as follows:

1. English Learning Model with Contextual Teaching and Learning (CTL) Approach is a learning model that involves students more in learning because students are divided into pairs to check each other's answers, so that it can create a sense of social, cooperation and provide assessments.
2. English learning outcomes are the results of student evaluations in

English learning after the English learning model with the Contextual Teaching and Learning (CTL) approach is applied.

Research Setting and Subjects

This research was conducted in class VIII B semester I of MTS Negeri 7 Boyolali. The research was conducted in two cycles in August-September 2024. The subjects of this classroom action research were class VIII B semester I of MTS Negeri 7 Boyolali, located at Gunung Wijil, Bakulan, Cepogo, Boyolali district. There were 23 students, consisting of 9 boys and 14 girls.

Research Instruments

Research instruments are tools used to measure natural or social phenomena that are observed. Data collection in this study used three types of instruments, namely: 1. Observation Sheet: Observation sheet is a brief statement of activities that occur in learning, observations are carried out to monitor the process and impact of learning that is needed to organize improvement steps to be more effective and efficient. 2. Test Questions: Test questions are instruments used to collect data in this study, the instrument is in the form of English learning outcomes carried out after learning. 3. Documentation: In the form of photos during the study, the curriculum used

by the school is the 2013 Curriculum for class VIII and student learning outcomes will be obtained after the study.

Data Collection Techniques

Through this study, researchers have three data collection techniques, namely tests, observations, and documentation.

- 1) Observation Sheet: observation activities carried out on teachers and students using observation sheets based on the steps of the English Learning Model with the Contextual Teaching and Learning (CTL) Approach.
- 2) Test: Tests are given to students related to the English subject matter taught in each cycle using the English learning model with the Contextual Teaching and Learning (CTL) Approach.
- 3) Documentation: reviewing documents related to research variables such as curriculum, attendance lists, and English subject scores.

Data Analysis Techniques

The data analysis techniques used in this study are qualitative and quantitative descriptive techniques. Qualitative descriptive techniques analyze observations of teacher teaching activities and observations of student learning activities related to the application of learning models.

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Quantitative research, namely research based on numbers, such as calculating student evaluation results in learning.

Success Indicators

The success indicators in this classroom action research are declared successful if there is an increase in learning outcomes in each cycle. This research is declared successful if 80% of students achieve a score of 75 according to the KKM value set at the school which is 75 in English lessons.

RESULT AND DISCUSSION

Research result

Cycle I

Implemented in three meetings with a time of 2 x 45 minutes each meeting. During the learning process, student activities are observed using the observation sheet that has been prepared.

Action Planning

In the planning stage of the research conducted by the researcher are: (1) Reviewing the English learning curriculum for semester 1. (2) Compiling lesson plans using the English learning model with the Contextual Teaching and Learning (CTL) approach. (3) Compiling an observation format for teacher and student teaching activities in English learning using the English learning model with the Contextual Teaching and Learning (CTL) approach. (4) Compiling a research instrument in the

form of a cycle learning outcome test to determine the extent of students' understanding of the material discussed.

Implementation

Cycle I was carried out in three meetings, namely on 21, 22 and 23 August 2024, in which the researcher acted as a teacher, educator and student guide while the teacher acted as an observer.

(1) First Meeting of Cycle I

The first meeting of cycle 1 was held on Wednesday, August 21, 2024 according to the English lesson schedule with reading material. Learning was carried out in the first hour with a time allocation of 2 x 45 minutes. The initial learning activity, the researcher also conditioned the students first so that the students were ready to follow the learning process. The core activity began with the researcher writing the main material on the board and explaining the material and showing pictures to the students. The researcher wrote important things on the board and directed the students to write them in their respective books. The researcher gave students the opportunity to ask questions that were not yet understood from the material that had been explained. The final activity of the students' work results was then discussed together and given an assessment.

(2) Second Meeting of Cycle I

The second meeting of cycle 1 was held on Thursday, August 22, 2024, not according to schedule but by agreement between the teacher and the researcher by discussing reading material. Learning was carried out in the first hour with a time allocation of 2 x 45 minutes. The initial learning activity, the researcher also conditioned the students first so that the students were ready to follow the learning process. The core activity began with the researcher writing the main material on the board and explaining the material and showing pictures to the students. The researcher wrote important things on the board and directed the students to write them in their respective books. The researcher gave students the opportunity to ask questions about things that were not yet understood from the material that had been explained. The final activity of the students' work results was then discussed together and assessed. After the students' work was finished being discussed and assessed, the researcher followed up by asking the students whether there was anything that was still unclear about the material that had just been discussed together or not.

(3) Third Meeting of Cycle I

The third meeting of cycle I was held on Friday, August 23, 2024, the activities carried out at meeting 3 were the researcher re-explaining learning 1

and learning 2 and evaluating student learning outcomes. The researcher followed up on learning by asking students whether there was anything unclear about the material that had just been discussed together or not and the researcher concluded the material based on relevant sources that had been discussed in the learning.

Observation Results of Cycle I

Observations were conducted to observe the activities of teachers and students during the learning process. Observations were conducted based on the observation sheet that had been created previously. The observations that had been summarized obtained the following results:

(1) Observation of Teacher Teaching Activities

Based on the results of observations of teacher teaching activities using the English learning model with the Contextual Teaching and Learning (CTL) approach in cycle I, meeting 1, there were 2 points of teacher teaching activities that obtained very good criteria, 4 points of teacher teaching activities that obtained good criteria, 5 points of teacher teaching activities that obtained sufficient criteria and 2 points of teacher teaching activities that obtained less criteria. The total score of teacher teaching activities at meeting 1 was 45 and the percentage was 69%. At meeting 2, there were 3 points of

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teacher teaching activities that obtained very good criteria, 6 points of teacher teaching activities that obtained good criteria and 4 points of teacher teaching activities that obtained sufficient criteria. The total score of teacher teaching activities at meeting 2 was 51 and the percentage was 78%. Overall, 48 out of 65 (74%) were included in sufficient qualifications.

(2) Observation of Student Activities

The results of observation of student learning activities using the English learning model with the Contextual Teaching and Learning (CTL) Approach at meeting 1, there were 2 points of student learning activities that obtained very good criteria, 3 points of student learning activities that obtained good criteria, 5 points of student learning activities that obtained sufficient criteria and 3 points of student learning activities that obtained less criteria. The total score of student learning activities at meeting 1 was 45 and the percentage was 68%. At meeting 2, there were 3 points of student learning activities that obtained very good criteria, 5 points of student learning activities that obtained good criteria and 5 points of student learning activities that obtained sufficient criteria. The total score of student learning activities at meeting 2 was 55 and the percentage

was 78%. Overall, 50 out of 70% were included in sufficient qualifications.

(3) Results of Cycle I Evaluation Test

Based on the research that has been conducted on class VIII B students of MTS Negeri 7 Boyolali, the researcher obtained and collected data through the cycle I test instrument with a total of 10 questions based on the evaluation results, the following data were obtained:

Table 1. Frequency Distribution and Percentage of English Learning Scores of Class VIII B Students of MTS Negeri 7 Boyolali

Score	(f)	Percentage	Category
90-100	2	9 %	Very good
80-89	7	30 %	Good
70-79	8	35 %	Enough
60-69	6	26 %	Less
<60	0	0	Very less
Total	32	100 %	

The table above shows that from the frequency there are 2 students who get very good grades with a percentage of 9%, 7 students get good grades with a percentage of 30%, 8 students get sufficient grades with a percentage of 35% and there are 6 students who get poor grades with a percentage of 26%.

1) Reflection

Based on the results of the evaluation questions exercises at the first, second and third meetings and the most used in this study, namely for the final evaluation questions at the third

meeting, the contents of the questions were taken from the material at the first and second meetings by applying the English learning model with the Contextual Teaching and Learning (CTL) Approach. Cycle I still have some things that need to be improved. One way to improve is to approach students one by one and ask where they have not understood because the students' levels of understanding are different and change some of the students' seating positions so that students can focus on the learning process and minimize students from playing with their previous desk mates and balanced with the researcher not being too fast in explaining the material.

2. Cycle II

Cycle II was carried out in three meetings with a time of 2 x 45 minutes for each meeting. During the learning process, student activities were observed using the prepared observation sheet.

1) Action Planning

At this stage, the researcher again carried out:

- (1) Identifying and compiling improvements to activities and learning outcomes according to the results of cycle I reflection.
- (2) Compiling learning tools in the form of lesson plans by implementing an English learning model with the Contextual

Teaching and Learning (CTL) approach.

- (3) Compiling an observation format for teacher and student teaching activities in English learning using an English learning model with the Contextual Teaching and Learning (CTL) approach.
- (4) Compiling research instruments in the form of student learning outcome tests to determine the extent of students' understanding of the material discussed.

2) Implementation

Cycle II was carried out in three meetings, namely on August 28, 29 and 30, 2024, in which the researcher served as a teacher, educator and student guide while the teacher helped the researcher observe the learning steps using the English language learning model with the Contextual Teaching and Learning (CTL) approach.

(1) First Meeting of Cycle II

The first meeting of cycle II was held on Wednesday, August 28, 2024. Learning was carried out in the first hour with a time allocation of 2 x 45 minutes. The material given at the first meeting in cycle II is still related to the material presented at the first meeting in cycle I. The initial learning activity, the researcher opened the lesson with a greeting and asked a student representative to lead a prayer before learning, then checked student

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attendance, gave an apperception to students and the researcher conveyed the learning objectives. The core activity began with the researcher writing the main material on the board and explaining the material and showing pictures to students. The researcher wrote important things on the board and directed students to write them in their respective books. The researcher gave students the opportunity to ask questions that were not yet understood from the material that had been explained. The final activity of the students' work results was then discussed together and the researcher gave an assessment.

(2) Second Meeting of Cycle II

The second meeting of cycle II was held on Thursday, August 29, 2024. Learning was carried out in the first hour with a time allocation of 2 x 45 minutes.

The initial learning activity of the researcher also conditions the students first so that students are ready to follow the learning process. The researcher opens the lesson with a greeting and asks the student representative to lead a prayer before learning then checks student attendance, gives apperception to students and the researcher conveys the learning objectives. The core activity begins with the researcher writing the main material on the board and explaining the material and showing pictures to students. The researcher writes important things on

the board and directs students to write them in their respective books. The researcher gives students the opportunity to ask questions that are not yet understood from the material that has been explained. The final activity of the students' work results is then discussed together and given an assessment.

(3) Third Meeting of Cycle II

The third meeting of cycle II was held on Friday, August 30, 2024, the result of an agreement between the teacher and the researcher which was carried out in the first hour with a time location of 2 x 35 minutes as usual.

The activities carried out at meeting 3 were the researcher re-explaining learning 1 and learning 2 and evaluating student learning outcomes. The researcher followed up on the learning by asking students whether there was anything unclear about the material that had just been discussed together or not and the researcher concluded the material based on relevant sources that had been discussed in the learning

3) Observation Results Cycle II

Observations were carried out simultaneously during the implementation of the action. Observations were carried out by filling out the observation sheet that had been created. Observations were carried out to observe the activities of teachers and students during the learning process.

(1) Observation of Teacher Teaching Activities

The results of the observation of teacher teaching activities using the English learning model with the Contextual Teaching and Learning (CTL) Approach in cycle II meeting 1 there were 4 points of teacher teaching activities that received very good criteria, 5 points of teacher teaching activities received good criteria and 4 points of teacher teaching activities received sufficient criteria. The total score of teacher teaching activities at meeting 1 was 52 and the percentage was 80%. At meeting 2 there were 5 points of teacher teaching activities that received very good criteria, 6 points of teacher teaching activities received good criteria and 2 points of teacher teaching activities received sufficient criteria. The total score of teacher teaching activities at meeting 2 was 55 and the percentage was 86%. Overall, 57 out of 72 (85%) were included in the good qualification.

(2) Observation of Student Learning

The results of the observation of student learning activities above using the English learning model with the Contextual Teaching and Learning (CTL) approach in cycle II meeting 1 there were 4 points of student learning activities getting very good criteria, 4 points of student learning activities getting good criteria, 3 points of student learning activities getting sufficient

criteria and 2 points of student learning activities getting less criteria. The total score of student learning activities at meeting 1 was 50 and the percentage was 75%. At meeting 2 there were 5 points of student learning activities getting very good criteria, 7 points of student learning activities getting good criteria and 1 point of student learning activities getting sufficient criteria. The total score of student learning activities at meeting 2 was 56 and the percentage was 86%. Overall, 53 out of 66 (85%) were included in the good qualification.

(3) Results of Cycle II Evaluation Test
Based on the research that has been conducted on class VIII B students of MTs Negeri 7 Boyolali, the researcher obtained and collected data through the cycle II test instrument with a total of 10 questions based on the evaluation results, the following data were obtained:

Table 2. Evaluation Result Cycle II Test

Score	(f)	Percentage	Category
90-100	8	35 %	Very good
80-89	8	35 %	Good
70-79	4	17 %	Enough
60-69	3	13 %	Less
<60	0	0	Very less
Total	32	100 %	

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The table above shows that from the frequency there are 10 students who get very good grades with a percentage of 35%, 8 students get good grades with a percentage of 45%, 5 students get sufficient grades with a percentage of 17% and there are 3 students who get poor grades with a percentage of 13%.

4) Reflection

In general, the implementation of cycle II experienced an increase in both learning outcomes and the learning process. The increase indicates that the actions in this study were successful. Increased learning outcomes from cycle I to cycle II. Learning outcomes from the initial conditions to the implementation of English learning by implementing the English learning model with the Contextual Teaching and Learning (CTL) approach from cycle I to cycle II and have reached and even exceeded the research success criteria. Based on the results of the implementation of actions in cycles I and II, it can be stated that there has been an increase in English learning through the application of the English learning model with the Contextual Teaching and Learning (CTL) approach in cycles I and II. This can be seen from the following table:

Table 3. Success of Cycle I and II

Aspect	Cycle I		Cycle II	
	%	Qualification	%	Qualification
Teacher teaching observation	74	Enough	83	Good
Student teaching observation	72	Enough	82	Good
Student learning outcomes	74	Enough	87	Good

Based on the table above, teacher teaching observations in cycle I were 74% included in sufficient qualifications and in cycle II there was an increase of 83% in good qualifications. Student learning observations in cycle I were 72% included in sufficient qualifications and increased in cycle II, namely 82% included in good qualifications. The completion of student learning outcomes in cycle I was 74% or 17 students who completed included in sufficient qualifications and in cycle II there was an increase of 88% or 25 students who completed in good qualifications.

Discussion

This research was conducted in two cycles. It can be seen from the research on students' English learning outcomes in cycle I in the background of the research that there were several problems that emerged in class VIII B MTS Negeri 7 Boyolali in English subjects, namely the low learning outcomes of students with learning completeness of only 58%. This is because teachers are less able to activate students in the learning process. This indicates the need for improved learning outcomes using the English learning model with the Contextual Teaching and Learning (CTL) approach. This research was conducted in two cycles or 6 meetings. Cycle I was carried out as an effort to improve the English learning outcomes of class VIII B students by implementing the English learning model with the Contextual Teaching and Learning (CTL) approach.

This model applies cooperative learning that demands independence and students' ability to solve problems. This model also trains students' social responsibility, cooperation and assessment skills. Before the action was taken, students' learning completion only reached 57% or 10 students who did not complete it. After the first and second actions were carried out in cycle I, a significant increase in results was obtained, namely the completion of

learning outcomes was 75% and the average student score reached 77.5 or 18 students who completed it. The research continued in cycle II where after the first and second actions there was an increase, namely the completion of learning outcomes was 88% and the average student score reached 86, or 20 students who completed it. The increase in English learning outcomes in students using the English learning model with the Contextual Teaching and Learning (CTL) approach and the percentage of English learning outcomes in class VIII B MTS Negeri 7 Boyolali students, then the learning/research is considered successful.

Based on the data above, it can be concluded that the application of the English learning model with the Contextual Teaching and Learning (CTL) approach, the success of the action from cycle I to cycle II is because the research can implement the learning plan well in accordance with the steps of the English learning model with the Contextual Teaching and Learning (CTL) approach, improving English learning outcomes for students regarding the material taught and have been able to find meaningful relationship patterns between the material and the context of students' daily lives in their environment.

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CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of the research conducted, several things can be concluded, namely there is an increase in English learning outcomes using the English learning model with the Contextual Teaching and Learning (CTL) approach which is active learning and this model can improve student learning outcomes by dividing students into pairs during the learning process in cycle I, researchers apply the English learning model with the Contextual Teaching and Learning (CTL) approach so that there is an increase in learning outcomes at the end of cycle I and in the category of less. There are still obstacles that cause learning outcomes to not reach the success criteria. After these obstacles are fixed, there is an increase in student learning outcomes.

Suggestions

Based on the conclusions above, several suggestions can be put forward as follows:

1. The principal should always provide guidance and supervision on the implementation of teachers' teaching duties, including in implementing meaningful learning for students.
2. Teachers can apply the English learning model with the Contextual Teaching and Learning (CTL) approach in learning that can

encourage students to be more active and more enthusiastic in participating in learning, more enjoyable and effective and can improve student learning outcomes.

3. The next researchers should develop this research further in order to obtain better results.

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