TEACHERS' PERCEPTIONS OF IMPLEMENTING CONTEXTUAL TEACHING AND LEARNING (CTL) METHOD IN TEACHING ENGLISH

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ABSTRACT
This study aims to determine the teacher's perception of the use of the Contextual Teaching and Learning (CTL) method in teaching English. This research is conducted at IAIN BONE. This study uses descriptive qualitative method. The participants are 2 English teachers who teach students who semester 5 at IAIN BONE. The instruments of this research are interviews and questionnaires. CTL method is very helpful for teachers to make it easier to convey material and also make it easier for students to understand the material presented. Because this method focuses on where the conditions and situations where students are. And from the 2 teachers will suggest for the CTL method in the future that teachers should continue to use the CTL method in teaching English. Based on the data obtained, the researchers conclude that the results of interviews and questionnaires, Contextual Teaching and Learning (CTL) learning is very helpful for teachers in delivering learning material and helping students more easily understand the material presented in the learning process. The Contextual Teaching and Learning (CTL) method can arouse students' curiosity.
Keywords: Teacher's perception, CTL, Teaching English

INTRODUCTION
Education in Indonesia has received great attention, especially at the level of secondary school education. Education is a system and a way to improve the quality of human life in all aspects of life. As formulated by the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter II article which reads, "National Education functions to develop capabilities and shape the character and civilization of a dignified nation to educate the life of the nation, aiming at developing the potential of students, so that, humans believe and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible.

CTL learning is basically a learning concept that aims to equip students with knowledge that can later be flexibly applied from one problem or from one context to another so that students' understanding is expected to increase. The formulation of the problem raised in this study is "what are the teachers' perceptions on the use of contextual teaching and learning method in learning English. The research objective expected of this research is to find out what are the teachers' perceptions about the contextual teaching and learning method in learning English.

CTL (Contextual Teaching and Learning) Learning Strategies are learning concepts that help teachers link material taught with real-world situations of students and encourage students to make connections between the knowledge they have and their application in their lives as family and community members. In the CTL Learning strategy is expected to be more

meaningful for students, this strategy has begun to be used by various teachers in the teaching, and learning process. It aims to make students not be bored with the activities of the learning process and train students to think more deeply about a problem related to students' thinking abilities themselves. So, in the CTL Learning strategy, it can encourage students to be active in expressing their opinions.

Contextual Teaching and Learning as a concept that helps the teachers and students relate the meaning through prior and new knowledge to get new understanding. So, it is an expectation that the approach can give benefits for teachers and students in teaching learning process. According to Satriani, Emilia, & Gunawan (2012) Contextual Teaching and Learning motivates the learner to take a charge of their own learning and to relate between knowledge and its application to the various contexts of their lives. The other benefits are it can produce the process of learning of learning more meaningful because the students can enjoy their own learning by doing the practical activity. The last benefits is it can strengthen students' memory and understanding of the concept because the students are learning through the material that has taken from their experience and knowledge. In other words, they relate their prior and new knowledge to get new understanding. So, the will easily remember, recall, and comprehending the material.

Additional, CTL method will be very helpful for teachers to make it easier to convey material and also make it easier for students to understand the material presented. Because this method focuses on where the conditions and situations where students are. And the CTL method in the future that teachers should continue to use the CTL method in teaching English.

Based on a preliminary study conducted at a IAIN BONE, an English learning method is needed that is able to engage students actively and relate learning material to everyday contexts, namely contextual learning methods. One that is appropriate to be applied in overcoming problems in the school is the contextual teaching and learning method, because the CTL method not only presents a material but links learning material with context, events or technology in everyday life. Research (Nur, 2014), learning through the CTL learning model on the subject of the structure and function of plant parts showed very good results.

METHOD

This type of research is descriptive research with a qualitative approach. The main purpose of descriptive research is to provide an accurate description of the condition or characteristics of the subject of a situation or phenomenon based on data obtained in the field. (Johnson, 2004).

According to Sugiyono (2014: 9) qualitative method is a research method based on the philosophy of post-positivism, used to examine natural conditions of objects, where researchers are as key instruments, data collection techniques are carried out by triangulation (combined), data analysis is inductive / qualitative, and the results emphasize the meaning of generalization.

The research Participant in this study were 2 English teachers at IAIN BONE selected based on Purposive Sampling. Purposive sampling is a technique of sampling data sources with certain considerations (Sugiyono,

2016:85). The criteria for the research subject were English teachers at IAIN BONE who were currently using the CTL method or have been in the learning process, and know how little or how much Contextual Teaching and Learning (CTL) method.

The research instrument is a tool used to measure natural and social phenomena observed (Sugiyono, 2016: 148). The instruments in this study are only measurement instruments. Measurement instrument is a tool will be used to measure research variables. This measurement instrument in the form of interviews (interview protocol guidelines) and questionnaires (questionnaire perception of English teachers about contextual teaching and learning methods in learning English).

Data collection in this experimental research was carried out through two stages, as follows:

1. Interview
   The researcher asked several questions to the teacher about the use of CTL in teaching, there were eight questions.
2. Questionnaire
   The researcher distributed a questionnaires containing several questions about the CTL method and the teacher chose one option in the questionnaire based on his experience. Analysis of the data in this study consisted by analyzed the results of the interviews and descriptive analysis explained as follows:
   1. Interview
      Data from interviews in the form of voice recordings. interviews conducted face-to-face or online. After conducting the interview, the researcher changed the voice data into written data. After changing the data, we would then do coding, which is the process of processing the data that has been obtained into the data we need, after coding, we would then classify, namely the data that has been processed will be classified. And after that it was interpreted. This analysis aims to determine the teacher's perception of the Contextual Teaching and Learning (CTL) method in learning English. The answer to each of these questions is the final result of the interview.
   2. Questionnaire
      The researcher analyzed the questionnaire by using Likert Scale to know Teachers' perception about CTL method in teaching English. The scale is as follow: Strongly Agree, Agree, Disagree and Strongly Disagree.

FINDINGS AND DISCUSSION

Findings

The result of this research is to answer the research question that has been formulated previously. As for the benefits of this study to describe the teacher's perception of the use of the CTL method in teaching English. This study was taken from 2 English teachers who teach semester 5 at IAIN BONE. This data is presented based on the results of interviews and the distribution of questionnaires to 2 English teachers.

1. Teachers' perceptions of using Contextual Teaching and Learning (CTL) method in English Teaching.

a. Based on interview

Based on the researcher interview with the teachers', the researcher found 2 positive perceptions and 2 negative perceptions. Positive perception is a perception that describes all knowledge (know it or not, know it or not) in the response that is continued to be utilized in the use of the Contextual Teaching and Learning (CTL) method and negative perception is a perception that describes all knowledge (knowing it or not, knowing it or not) as well as responses that are not aligned or some disadvantages when using the Contextual Teaching and Learning (CTL) method. their perceptions are based on the conditions and experiences. Here are some perceptions:

1.) Positive Perception

Selection 1.

Teacher 1: "…It motivates and encourages learners to introspect and explore their talents and learning. They will be able to express themselves appropriately and confidently and will thus achieve high standards in school and university"

Based on what teacher 1 said, that the classroom in contextual learning is not only a place to obtain information, CTL inspires and encourages students to reflect on their learning and explore their strengths. They'll be able to speak clearly and confidently, which will help them succeed in school and at the university.

Section 2

Teacher 2: "…make it easier for students to understand the learning material with the surrounding situation. and this CTL method must continue to be used by teachers and really be applied in the learning process because it is very helpful for teachers in the learning process and conveying material."

Based on what was said by teacher 2, "students understand more easily with the material presented" because as according to Mujahid (2005) one of the benefits of the CTL method is that students can better understand what they are learning because learning is associated with problems of everyday life. Therefore, the CTL method is very helpful for students in understanding the learning material.

2.) Negative Perception

Section 1

Teacher 1: "…Students need more time to understand the material and the learning needs to be repeated so that mistakes do not occur the teacher is more intensive because the teacher is no longer the one who provides information"

Based on teacher 1's perception, Since the teacher is no longer the source of knowledge, the student requires more time to comprehend the material, and the learning process needs to be repeated to prevent errors.

Selection 2.

Teacher 2: "…the Contextual Teaching and Learning (CTL) method makes students unable to develop the material being taught and also due to the current situation requiring them to be online or during."

Based on what teacher 2 said, "the Contextual Teaching and Learning (CTL) method makes students unable to develop the material being taught and also because the current situation requires them to be online" as we know in the current situation the CTL method is very difficult to apply in circumstances that require online learning. because the CTL method is a learning method that relates to the surrounding situation.

Based on interviews, researchers get a dominant positive perception about the use of the Contextual Teaching and Learning (CTL) method in teaching English, namely in the learning process the teacher is greatly assisted in delivering material using the Contextual Teaching and Learning (CTL) method, and students will also more easily understand the material presented by the teacher in the learning process.

From the results of interviews and questionnaires, researchers found teacher perceptions of the use of the Contextual Teaching and Learning (CTL) method in teaching English, positive perceptions where all teachers said that Contextual Teaching and Learning (CTL) learning really helped teachers in delivering learning material and helped students more easily understand the material presented in the learning process, In addition, the Contextual Teaching and Learning (CTL) method can arouse students' curiosity.

Discussions

From the results of data collection discusses the teachers' perception of using the Contextual Teaching and Learning (CTL) method in teaching English with interviews and questionnaires. Based on the findings above, there are several perceptions of teachers using the CTL method in teaching English.

Based on the analysis of the data found in this study, the researcher wants to discuss the formulation of the problem in this study showing that teachers really like the process of learning English with the Contextual Teaching and Learning (CTL) method. this is based on the results of interviews with 3 teachers saying that the Contextual Teaching and Learning (CTL) method is easier to use in delivering learning materials and also the teachers who have been interviewed admit that they have used the Contextual Teaching and Learning (CTL) method in learning English for many years until now. According to the teachers, the Contextual Teaching and Learning (CTL) method really helps students improve students' ability to understand the material.

According to irwanto (2002: 71) in (catharina) there are 2 parts of perception, positive perception and negative perception. positive statements about the CTL method, including contextual learning builds student knowledge, Contextual learning can help students explore both academic and administrative information, Contextual learning arouses students' curiosity, Contextual learning can generate responses in students, help student express opinions about the learning that has taken place, with contextual learning

students are more responsive in teaching and learning activities. while negative statements, including Contextual learning does not help students explore information independently, does not build the social character of students socializing in the community, Student understanding cannot be monitored with contextual learning, Contextual learning cannot increase students' enthusiasm for learning, Contextual learning cannot provide new knowledge to students, Students do not focus on the subject being delivered.

Contextual learning does not help students explore information independently, shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 2 teachers (100%) chooses strongly disagree.

Does not build the social character of students socializing in the community, shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 2 teachers (100%) chooses strongly disagree.

Student understanding cannot be monitored with contextual learning, shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 2 teachers (100%) chooses strongly disagree.

Contextual learning cannot increase students' enthusiasm for learning, shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 2 teachers (100%) chooses strongly disagree.

Contextual learning cannot provide new knowledge to students, shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 2 teachers (100%) chooses strongly disagree. Students do not focus on the subject being delivered, shows that 0 teacher (0%) chooses strongly agree, 0 teacher (0%) choose agree, 0 teachers (0%) choose disagree, 0 teacher (0%) choose disagree, and 2 teachers (100%) chooses strongly disagree.

CONCLUSION

Based on the data collected and analyzed from interviews and questionnaires, the researcher concluded that the teachers' perception of using the CTL method in teaching English strongly agreed and was applied by the teachers to deliver the material.

Teachers' perception of using Contextual Teaching and Learning (CTL) in teaching English. there are two perceptions, namely positive perceptions and negative perceptions. there are 6 points of positive perception. First, almost all teachers strongly agree with contextual learning that builds students' knowledge. second, almost all teachers agree that contextual learning can help students explore information both academically and administratively. third, almost all teachers agree that contextual learning arouses students' curiosity. fourth, almost all teachers agree that contextual learning can generate responses in students. fifth, almost all teachers agree that contextual learning helps student express opinions about the learning that has taken place. sixth, almost all teachers agree with contextual learning that students are more responsive in teaching and learning activities. while there are 6 points of negative perception, all teachers strongly disagree that

contextual learning does not help students explore information independently, does not build the social character of students socializing in the community, student understanding cannot be monitored by contextual learning, contextual learning cannot increase student learning enthusiasm, Contextual learning cannot provide new knowledge to students, students do not focus on the subjects presented.

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