

# The Implementation of CTL Method in teaching English to the students of MAN 1 Enrekang

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## Abstract

This research shows the implementation of contextual teaching and learning conducted by the English teachers of MAN 1 Enrekang in teaching English. MAN 1 Enrekang is senior high school that is located in Enrekang regency, Sulawesi Selatan, as one of the schools where most of the teachers there implement CTL method in teaching, include teaching English. However, sometimes the students still find it difficult to understand the material being taught, especially English. This research employed descriptive qualitative method, in which the data collected and analyzed qualitatively by giving description about the phenomena or facts have been found in the field. The subjects of the research were the English teachers of MAN 1 Enrekang. They are English teachers who have implemented CTL in teaching English. Based on the result, it can be concluded that the implementation of CTL method in teaching English to the students of MAN 1 Enrekang was not totally or fully conducted. There are seven elements should be applied in teaching and learning for implementing CTL. They are constructivism, inquiry, modeling, reflection, learning community, questioning, and authentic assessment. Eventhough the teachers understood and admitted implementing CTL in teaching English, the result of the observation shows that the English teachers applied only five elements of CTL in the classroom, while there were two elements of CTL those have not been applied because of the limited time in teaching and learning process, they are constructivism and inquiry. The element of CTL that was applied frequently is questioning.

**Keywords:** CTL, Teaching English, Elements.

## INTRODUCTION

English as a foreign language is functioning as a tool of expressing ideas, opinions, and feelings. It science, technology, culture and keeping the relationship among countries all over the world. As the foreign language that has many functions, English is taught as a compulsory subject from the first year of junior high school up to the freshman

is the first foreign language, which is very important in acquiring and developing

year of university, even now it is taught start from elementary school as a local content curriculum. Policy makers set a high expectation when English was adopted as a first foreign language to

be taught in secondary schools in Indonesia. Teaching of English in junior high schools was intended to prepare students to enter senior high school and then university.

Furthermore, the facts occur that the majority of the students in the school are unable to apply what they have gained in the classroom to the real world situation. They can't make connections between what they are learning and how that knowledge will be used. It is caused by the process of the information and their motivation in learning that is still conducted by the traditional method. The students have some difficulties to understand the given academic concept (such as language concept). Of course, they desperately need to understand the concept as that is related with their surrounding and their large society activities, or the workplace and the larger society in which they will live and work. Traditionally, students have been expected to make these connections on their own outside classroom.

Beside that, Kasbolah, said for years it has been a teacher-oriented approach-everything comes from the teacher and the students were supposed to sit sweetly and quietly and listen. But then, because of the development of other countries and also this globalization era we have to do something. Our students need to see the real world. Not just from the textbooks and from the teacher's knowledge (Kasbolah K, 2002)

A lot of efforts have been made to improve English teaching: curriculum, methodology, and technical aspects such as classroom, textbooks, and the media. But the result is still unsatisfactory.

What is the best way to convey the many concepts that are taught in a particular course so that all students can use and retain that information? How can the individual lessons be understood as interconnected pieces that build upon each other? How can a teacher communicate effectively with students who wonder about the reason for, the meaning of, and the relevance of what they study? How can we open the minds of a diverse student population so they can learn concepts and techniques that will open doors of opportunity for them throughout their lives?

These are the challenges teachers face every day (Risan & G, 2019)

However, growing numbers of teachers today (especially those frustrated by repeated lack of student success in demonstrating basic proficiency on standard tests) are discovering that most students' interest and achievement in math, science, and language improve dramatically when they are helped to make connections between new information (knowledge) and experiences they have had, or with other knowledge they have already mastered. Students' involvement in their schoolwork increases significantly when they are taught why they are learning the concepts and how those concepts can be used outside the classroom. And most students learn much more efficiently when they are allowed to work cooperatively with other students in groups or teams.

Instructional approaches in Indonesia education system, especially in English teaching and learning have been changed several times, but the optimal result were not shown yet. In this case, it can show the fact in the field that most students could not speak English well and they have low grades in the result of the national leaving examination.

Contextual Teaching and Learning approach represents a concept that involves connecting the content of the students' learning with the context in which that content could be used. Connecting content with context is an important part of bringing meaning to the learning process.

CTL helps students discover meaning in their studies by connecting academic material with the context of their daily lives. They make significant connection that yield meaning by practicing self regulated learning, collaborating, thinking critically and creatively, respecting others, reaching high standards, and participating in authentic assessment task. CTL is a conception of teaching that helps teachers relate subject matter content to real world situations, and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

There are some elements that must be applied in implementing CTL method in teaching or learning. A classroom can be said implement CTL method if the seven elements are applied in the teaching and learning. 1) Constructivism, Kasihani (2007:17) states that constructivism is a learning theory that claims that people construct or build their own sense and meaning from new experiences based on their prior knowledge and belief. A constructivist teacher need to learn his/her culture, life experiences and knowledge and then structure learning experiences that give students new opportunities to deepen that knowledge in a way that challenger his/her exiting beliefs. Deep understanding of a concept is developed where the teacher poses questions to students to challenge their thinking. 2) Inquiry, The term of inquiry is one complex one. There is no definite of certain definition on what inquiry is however as requesting for help or information about something, trying to find out about something, asking, investigating. The cycles of inquiry are: observation → questioning → hypothesis → data gathering → conclusion. 3) Modeling, Modeling is an important component in CTL. The objective of modeling is to make the students able to know, see and do well of what has been shown or demonstrated by the model. By imitating and or following the model, it will be easier for the students to catch or understand what the teacher wants to them to do. In the teaching and learning process not only teacher can be a model but also students. By giving modeling, the teaching and learning process will be more efficient since the students will be able to master the skill or competence being taught. Thus this kind of learning will be more satisfactory and enjoyable, either to the teachers or the students. 4) Reflection, Reflection derives from Greek "refletere" meaning to see real word as flashback. Suriati in Tahasse (2007) says that a teacher who conducts reflection think back what he/she gazes internationally or thinks back. In this case reflection should not misinterpret with the word reflex which connotation of involuntary. Although reflection owns the aspect of

spontaneity and intuition, reflection represents the systematic opinion. Suriati added further that teachers' conducting reflection pay attention to the essentials of their instruction and they will be opened to voice opinion or suggestion from the other. 5) Learning community, Learning community is collaboration between students to solve problem in group. Its concept argues that the result of learning that has been gotten by the students is as the result of cooperating with the others. The result of learning is gotten from sharing among the students or groups. In CTL class, the teachers are suggested to divide the students into groups in learning activity. 6) Questioning, Questioning can motivate the students to train using language function with good grammar, contextual vocabulary based on the certain theme. Questioning can also stimulate other language skills, for example the teacher asks the students to write a short report of their partner's answer or to retell their group's experiences. It is clear that good questioning between teacher and students, among students and students, or between students and other facilitators, the learning process will run better more natural more effective and interesting. Questioning activity is useful for: (a) gathering information, (b) checking the students understanding (c) rising the response of the students (d) identifying the students' need (e) identifying the students' knowledge (f) focusing the students to the teachers' need (g) rising more questions from the students (h) refreshing the students' knowledge. 7) Authentic assessment, Authentic assessment hold great promise for ESL students method although the challenge to modify existing method of assessment and to develop new approaches is not an easy one, benefits for both teachers and students are great. The ideas and models persecuted here are intended to be adoptable, practical, and realistic for teachers who are dedicated to creating meaningful an affective assessment experiences for ESL students. Authentic assessment can give add values and motivate teachers in order to develop the learning materials and to appropriate

assessment especially for the English activities in the classroom.

## **METHOD**

This research employed descriptive qualitative method, in which the data collected and analyzed qualitatively by giving description about the phenomena or facts have been found in the field. The subjects of the research were the English teachers of MAN 1 Enrekang. The researcher chose three English teachers from each grade; first, second, and third grade. They were interviewed and observed in order to know the implementation of CTL in teaching English at MAN 1 Enrekang. They are English teachers who have implemented CTL in teaching English. There were two forms of data source, oral and written data. Oral data was recording interview, while written data was the transcription of the interview and observational field note. In this research, the writer was the main instrument in collecting and analyzing the data supported with the following instruments. 1) Interview guide, in Sugiyono (2009) defines interview as a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. In this research, interview was a purposeful interaction in which the researcher tried to obtain information from the teachers about the implementation of CTL in teaching English. 2) Classroom observation checklist, Classroom observation checklist has been used by the researcher to obtain data by simply watching the subjects, in this case three English teachers, while the teaching and learning process were going on.

Descriptive analysis has been used in analyzing the data, in which the researcher analyzed the data collected through the instruments previously mentioned. Miles and Huberman in Sugiyono (2009) suggest that the data which is gained from instrument will be explained on the basis procedure for qualitative research. Firstly, the researcher collected the data from the result that has been gained by

interviewing the English teacher out side of classroom and next observing teaching and learning activity in the classroom. The researcher tried to get information about the implementation of CTL in teaching English based on the seven elements of CTL. Secondly, the researcher analyzed the data through data reduction in which the researcher summarized, chose the main things, and focused on the important points of the data has been collected. After reducing the data, the next step was data display, in which the researcher gave brief description about the information gained. The last step in analyzing the qualitative research data is conclusion (drawing/verifying) in which the researcher took the conclusion about the information that was got from the collected data. In order to get the information, the researcher observed the activity of teaching and learning process, whether seven elements of CTL applied or not. If the seven elements of CTL were applied in teaching English, it means that the implementation of CTL method in teaching English at MAN 1 Enrekang was fully or totally conducted. In the other hand, if only half or some of the elements were applied, it means that the implementation of CTL was not fully or totally conducted. While if none of the seven elements of CTL applied in teaching English, it means that CTL method has not been implemented yet.

## **RESULT AND DISCUSSION**

The result deal with the data analysis about the implementation of contextual teaching and learning method in teaching English to the students of Madrasah Aliyah Negeri (MAN) Baraka. The discussion presents the detail of the result.

### **Result**

Through classroom observation, there were some elements of CTL applied by the teachers in teaching English to the students of MAN 1 Enrekang, those can be seen in the following tables. The tables are divided into three based on the class or the subject of the research.

**Table 1. Elements of CTL applied in teaching English (subject I)**

Meeting	Elements of CTL						
	Constructivism	Inquiry	Modeling	Reflection	Learning community	Questioning	Authentic assessment
1 <sup>st</sup>						√	√
2 <sup>nd</sup>				√		√	
3 <sup>rd</sup>				√		√	
4 <sup>th</sup>					√	√	
5 <sup>th</sup>				√			
6 <sup>th</sup>			√			√	

Based on the table 1 above, there were five elements of CTL applied in classroom by subject I. The elements are modeling, reflection, learning community, questioning, and authentic assessment. The five elements could be identified by observing the activity being conducted at that time. The activities can be seen as follow:

- Modeling

6<sup>th</sup> meeting: the teacher taught about suffixes of noun. She pronounced some words one by one and then asked the students to follow her.

- Reflection

2<sup>nd</sup> meeting: before starting the lesson, teacher asked the students about material in the previous lesson, whether the students still remembered or understood about that material, about the meaning of some expressions.

3<sup>rd</sup> meeting: as in the second meeting, the students were asked about previous material they have learnt, whatever they understood and didn't understand about *compliment expressions*.

5<sup>th</sup> meeting: the teacher asked the students to recall the expression *how to invite someone to do something* as she assigned in the previous meeting. Most of the students directly expressed it.

- Learning community

4<sup>th</sup> meeting: the teacher divided the students into four groups, there were two groups of men and so were the women. There were two passages, 1<sup>st</sup> group of men and women took passage 1 and 2<sup>nd</sup> group of men and women took passage 2. All of groups were asked to read and try to understand the passage they have, and then

answer the questions of the passage. They worked together to solve the problem they found.

- Questioning

1<sup>st</sup> meeting: after reading and practicing a dialogue, besides being assigned to answer some questions based on the dialogue, the students also asked the teacher about the meaning of some statements in the dialogue: *"I must say it suits you!"*.

2<sup>nd</sup> meeting: the students asked the teacher about the meaning of some *compliment expressions* they learnt at that time.

3<sup>rd</sup> meeting: before starting the lesson, the teacher asked the students about their previous knowledge related to the material would be being taught. They were asked to give some examples of adjective before the teacher told them about *form, position* and *order* of adjective.

4<sup>th</sup> meeting: the teacher asked the students *how to invite someone to do something* by using some expressions based on their own experience. That material would be discussed in the next meeting.

6<sup>th</sup> meeting: the teacher asked to the students to identify one of three words given suffixes (*power-ful, dust-er, magnet-ic*) which was suffix of noun.

- Authentic assessment

1<sup>st</sup> meeting: the students were assigned to practice a dialogue with their seatmate in order to assess the ability of the students in speaking skill. The teacher assessed the students based on the accuracy, pronunciation, and expression of the students.

Table 2. Elements of CTL applied in teaching English (subject II)

Meeting	Elements of CTL						
	Constructivism	Inquiry	Modeling	Reflection	Learning community	Questioning	Authentic assessment
1 <sup>st</sup>			√	√		√	
2 <sup>nd</sup>					√		
3 <sup>rd</sup>				√		√	
4 <sup>th</sup>				√		√	
5 <sup>th</sup>						√	√
6 <sup>th</sup>					√		

The table 2 above shows that there were also five elements of CTL applied by subject II in the classroom that was resulted by observing teaching and learning activity in class. The five elements are modeling, reflection, learning community, questioning, and authentic assessment.

The activities in the classroom are revealed as follow:

- Modeling

1<sup>st</sup> meeting: the teacher pronounced ten English words and asked the students to repeat what the teacher said. After pronouncing each word, they were asked to find the meaning of the word.

Before observation, the researcher got information about the application of modeling in teaching and learning English by interviewing subject II.

Interview (Subject II): *“Selanjutnya pemodelan dimana saya biasanya membahasakan gagasan saya agar siswa mengerti akan apa yang seharusnya mereka lakukan, terutama dalam speaking dan juga writing”*

- Reflection

1<sup>st</sup> meeting: in the end of the meeting, the teacher asked the students to pronounce the ten words themselves. Besides they were asked to say the meaning of those words.

3<sup>rd</sup> meeting: in the end of the meeting, the teacher gave reflection about personal pronoun the students have learnt at that time. The teacher just mentioned the *subject pronouns* and let the students to mention the *object pronouns, possessive adjective* and *possessive pronoun*.

4<sup>th</sup> meeting: the teacher gave chance to the students to tell about whatever they still didn't understand about lesson in that meeting.

In the result of interview that was conducted before conducting observation, the teacher one of the subjects of the research admitted applying reflection.

Interview (Subject II): *“Disamping itu, elemen lain dari CTL yakni refleksi juga sering saya terapkan dimana siswa dilatih untuk berpikir tentang apa yang telah mereka pelajari serta menelaah dan merespon terhadap kejadian dan pengalaman, bagaimana mereka menuliskan atau bahkan menceritakan aktivitas atau pengalaman mereka, saya rasa itu sering sekali saya lakukan”*

- Learning community

2<sup>nd</sup> meeting: the students were divided into two groups based on gender. Both groups had to read and understand about the passage “The Thirsty Crow” and answer some questions. Members of each group discussed with their friends to answer the given questions.

6<sup>th</sup> meeting: the teacher divided the students into three groups then asked the students to read a passage and discussed with their friends in their group. Each group was given different question to be answer.

In the result of interview, learning community was admitted has been applied.

Interview (Subject II): *“Kemudian selanjutnya masyarakat belajar, saya rasa dikelas sering diterapkan karna siswa diberikan waktu untuk bertukar pikiran satu sama lain”*

- Questioning

1<sup>st</sup> meeting: after studying about expression of love and sadness, one of the students asked the meaning of expression: *"I have crush on you"*.

3<sup>rd</sup> meeting: after explaining about *personal pronouns*, the teacher gave chance to the students to give her question related to *personal pronouns*, after that the teacher had turn to give the students questions.

4<sup>th</sup> meeting: the teacher asked the students about what usually makes them very angry. Every student had different answers based on their experience.

5<sup>th</sup> meeting: one of the students (Rahmad) asked to the teacher about how to pronounce word "research" in different functions (noun and verb).

Result of interview toward subject II.

Interview (Subject II): *".....komponen bertanya juga sering saya terapkan dikelas"*

- Authentic assessment

5<sup>th</sup> meeting: the teacher assigned the students to read and act the dialogue in front of class in pairs. As usual, the teacher assessed the accuracy, pronunciation and the expression of the students in speaking skills.

Subject II said that she used to apply authentic assessment.

Interview (Subject II): *"selanjutnya penilaian sebenarnya (authentic assessment) juga telah tercakup dalam pembelajaran saya dikelas"*

**Table 3. Elements of CTL applied in teaching English (subject III)**

Meeting	Elements of CTL						
	Constructivism	Inquiry	Modeling	Reflection	Learning community	Questioning	Authentic assessment
1 <sup>st</sup>			√			√	
2 <sup>nd</sup>				√		√	√
3 <sup>rd</sup>						√	
4 <sup>th</sup>				√		√	
5 <sup>th</sup>			√		√		
6 <sup>th</sup>			√				√

In the table 3 above, it can be seen that there were also five elements of CTL applied by subject III in the classroom. The elements are modeling, reflection, learning community, questioning, and authentic assessment. The activity of the teacher has been observed while teaching and learning process were going on. The five elements of CTL applied are shown as follow:

- Modeling

1<sup>st</sup> meeting: the teacher gave example how to stress the word after adding a suffix. For example; a'pply ---> appli'cation, applica'bility, 'applicant. The teacher gave example how to pronounce the words and asked the students to follow her.

5<sup>th</sup> meeting: the teacher taught about the different function of stressing words. There were some words in the same form those have different

functions in the sentences according to whether it is given a full stress. The teacher pronounced each word and explained to the students about the kinds of the words.

6<sup>th</sup> meeting: the teacher practiced a dialogue about expression of making prediction and speculation. After that, the teacher gave chance to the students to do the same thing she has done.

Based on interview, subject III stated the example of modeling she applied.

Interview (Subject III): *"Saya berikan contoh kegiatan pemodelan, biasanya siswa disuruh untuk keluar ruangan kemudian mengambil sebanyak-banyaknya benda-benda yang ada diluar, dan membawanya kedalam kelas, biasanya dalam pembelajaran vocabulary. Disini mereka ditugaskan untuk mengumpulkan benda dari luar kemudian mencari bahasa Inggris dari benda-*

*benda tersebut, menyebutkan setiap kata-kata benda itu dan menunjukkan kepada temannya"*

- Reflection

2<sup>nd</sup> meeting: it was reflection about previous material. When one of the students expressed some expressions of regrets, the teacher found there was passive voice in the sentence uttered by the student (Hasniah). She said: "I regret to announce that tonight's show is canceled". The teacher then asked the students whether or not they still could remember or identify the *passive voice*, in this case the pattern.

4<sup>th</sup> meeting: in the previous meeting, the students have learnt about *adverb of adjective*. While reading the passage in the 4<sup>th</sup> meeting, there were some *adverbs of adjectives* found like *scarcely, instantly, wisely*. The teacher then asked the students about kind of those words.

Through interview, subject III admitted applying reflection in her classroom.

Interview (Subject III): "*Setiap akhir sebuah SK dan KD, saya selalu tanyakan kepada anak-anak, sejauh mana pemahaman mereka tentang apa yang telah saya jelaskan kepada mereka dan mereka biasanya merespon*"

- Learning community

5<sup>th</sup> meeting: the teacher divided the students into some groups; each group consisted of four people. The teacher assigned the students to find some other words of the same form those had different functions as they learnt at that time.

Through interview, subject III also admitted applying learning community.

Interview (Subject III): "*Learning community biasanya saya terapkan karena setiap siswa memiliki perbedaan individu jadi mereka saling sharing jika ada kesulitan yang mereka temukan atau dengan kata lain dalam pemecahan masalah*"

- Questioning

1<sup>st</sup> meeting: after reading and completing the missing words of a passage "Bawang Merah and Bawang Putih", the teacher asked the students about moral value of that story.

2<sup>nd</sup> meeting: the students asked the teacher about some difficult words they found. They found it difficult to understand about some English words that probably have different

meaning as they found in the dictionary, like *temper kid, punctual, stuff, sloppily, etc.*

3<sup>rd</sup> meeting: after studying about *past perfect* that had been explained by the teacher, one of the students asked about the negative form of *past perfect* because at the time the teacher only explained about positive form. Before answering the question, the teacher firstly gave chance to the other students to answer the question. After that, the teacher continued to explain about the negative form of *past perfect*.

4<sup>th</sup> meeting: the material at the time was *past perfect progressive*. After reading some sentences in *past perfect progressive*, the teacher asked the student about the formula of *past perfect progressive*. After finding the formula, there was student who asked about the negative form of *past perfect progressive* just like in the third meeting.

Through interview, the teacher also stated that they used to apply questioning in the classroom to measure to what extent the students' understanding about material being taught at the time.

In interview (Subject III): "*Pada umumnya siswa ditanya tentang materi yang telah diajarkan oleh guru untuk mengetahui sejauh mana pemahaman mereka tentang apa yang telah diajarkan atau dijelaskan sebelumnya. Jadi kegiatan bertanya lebih banyak terjadi dari guru ke siswa. Dari pertanyaan itulah mereka biasanya baru mengerti*"

- Authentic assessment

2<sup>nd</sup> meeting: the teacher assessed the ability of the students in speaking. The students were assigned to study a story of a dialogue and then practice in front of the class in pairs. After that, the students were asked to answer some questions orally. At that time, the teacher assessed the students based on the *accuracy, expression, and intonation* of their way of speaking.

6<sup>th</sup> meeting: after practicing the dialogue, the teacher gave chance to the students to practice the dialogue in pairs. The teacher wanted to see whether the students could suit what they say with the expression.

About authentic assessment, one subject said that it was conducted in her teaching.

Interview (Subject III): *"sebagai guru, kita harus menilai secara total semua aspek dalam pembelajaran, baik itu cognitive, affective dan psychomotoric, semuanya harus dinilai secara keseluruhan. Saya selalu menilai proses, tidak cuma hasil"*

Before observing the activity of English teachers in the classroom, the researcher interviewed them in order to get information about the implementation of CTL in teaching English. Within the twelve meetings observed, there were two elements of CTL those have not been found by the researcher while teaching and learning process were going on, they are constructivism and inquiry. It was probably caused by the limited time of teaching and learning process.

Commonly the three subjects said that they have implemented CTL in teaching English even though there were still many weaknesses in implementing it, which is caused by some factors, include facility. It was stated by one of the subjects, she said that it is hard to implement CTL totally because some factors, especially facility.

In interview (Subject III): *"Pada umumnya CTL telah diterapkan tapi agak sulit untuk menerapkan secara total karena melihat fasilitas sekolah yang kurang memadai"*

While another one said that time is not enough for the effectiveness of the implementation of CTL. Even though they have implemented CTL, it is impossible to complete all elements of it just in one meeting. It needs much time.

In interview (Subject I): *"kalau menurut pengalaman saya dalam pembelajaran, seingat saya semua elemen dari CTL hampir total terlaksana, namun tidak mungkin pada satu pertemuan semuanya teraplikasi sekaligus"*

## DISCUSSION

Based on the result, by interviewing three English teachers as the subjects of the research, it can be said that CTL method has been implemented in teaching English to the students of MAN 1 Enrekang, even though through observation, there were still elements of CTL those have not been applied. The activity of the teacher

and students in the classroom could prove that most elements of CTL were applied in teaching and learning process. The result of classroom observation shows that five elements of CTL have been applied; they are modeling, reflection, learning community, questioning, and authentic assessment. Based on the result, the elements of CTL applied in teaching English to the students of MAN 1 Enrekang will be analyzed and assessed as follows:

### 1. Modeling.

Modeling is an important component in CTL. The objective of modeling is to make the students able to know, see and do well of what has been shown or demonstrated by the model. By imitating and or following the model, it will be easier for the students to catch or understand what the teacher wants to them to do. In the teaching and learning process not only teacher can be a model but also students. By giving modeling, the teaching and learning process will be more efficient since the students will be able to master the skill or competence being taught. Thus this kind of learning will be more satisfactory and enjoyable, either to the teachers or the students. Based on the result, modeling was applied in the classroom, in which the teacher asked the students to do something the teacher wanted for the students to do that. When the teacher practices or acts something and asks the students to follow, it means the teacher is the model, while if the teacher asks a student to do something in front of the class in order that the other students can imitate or follow it, it means that student is the model.

### 2. Reflection

Reflection means seeing real word as flashback. Suriati in Tahasse (2007) says that a teacher who conducts reflection think back what he/she gazes internationally or thinks back. In this case reflection should not misinterpret with the word reflex which connotation of involuntary. Although reflection owns the aspect of spontaneity and intuition, reflection represents the systematic opinion. Suriati added further that teachers' conducting reflection pay attention to the essentials of their instruction and they will be

opened to voice opinion or suggestion from the other.

In the finding, it can be seen that reflection has been done by the teacher in order to identify about the material has been taught. The teacher used to do reflection in the end of the lesson to know whatever the students got in that lesson and reflection is also used to be done in the beginning of lesson to know whether or not the students still could remember about the material in the previous meeting. However, reflection is the activity that used to be conducted frequently besides questioning.

### 3. Learning community

Learning community is collaboration between students to solve problem in group. Its concept argues that the result of learning that has been gotten by the students is as the result of cooperating with the others. The result of learning is gotten from sharing among the students or groups. In CTL class, the teachers are suggested to divide the students into groups in learning activity. Another word of learning community can be cooperative learning that refers to an approach that organizes instruction using small learning groups in which students work together to achieve learning goals (Holubec, 2001).

Based on the result, learning community was used to be conducted in learning activity. The students need to share with their friends in study, especially in solving problem. They usually need friends to discuss in order to get more information. After interviewing one of the English teachers as the subject of the research, it can not be denied that students are different individual so they need friends to complete what the thing they need while they don't have. Students will be influenced by and will contribute to the knowledge and beliefs of others. Learning groups, or learning communities, are established in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are established in schools, educators act as coaches, facilitators, and mentors.

### 4. Questioning

Questioning activity between teacher and students, among students, or between students

and other facilitators, will make the learning process run better, more natural, effective, and interesting. Questioning activity is useful for: (1) gathering information, (2) checking the students understanding (3) rising the response of the students (4) identifying the students' need (5) identifying the students' knowledge (6) focusing the students to the teachers' need (7) rising more questions from the students (8) refreshing the students' knowledge.

Orlich in Nurhadi et.al., (2003) stated that questioning is the common teaching strategy and it can be applied in every subject. Through systematic questioning technique, the teacher can decide the previous knowledge of the students in certain subjects. In the result, just like reflection, questioning is the element of CTL that mostly applied in every meeting. It was conducted frequently between teachers toward students, students toward teachers, even among the students.

### 5. Authentic assessment.

Authentic assessment hold great promise for ESL students method although the challenge to modify existing method of assessment and to develop new approaches is not an easy one, benefits for both teachers and students are great. The ideas and models persecuted here are intended to be adoptable, practical, and realistic for teachers who are dedicated to creating meaningful an affective assessment experiences for ESL students. Authentic assessment can give add values and motivate teachers in order to develop the learning materials and to appropriate assessment especially for the English activities in the classroom.

In foreign language learning, in this case English, the student who has good ability in speaking skill is the student who will get good score, it is not based the result of written test or grammar (Nurhadi et.al., 2003). Based on the result, it can be seen that the teachers conducted authentic assessment because they didn't only assess the students ability in writing but tended to assess the students ability in speaking skill as the real assessment in learning foreign language (English).

The other elements of CTL, in this case constructivism and inquiry, were not applied in teaching and learning activity. It was caused by the limited time, while the implementation of CTL needs much time and probably facility. Based on the result, the teachers as the subjects of the research said that the implementation of CTL couldn't be fully or totally conducted because teaching and learning activity is limited by the time. Even though they understood and admitted implementing CTL, but in another hand they also realized that it couldn't be fully or totally conducted.

## CONCLUSION

Based on the result, it can be concluded that the implementation of CTL method in teaching English to the students of MAN 1 Enrekang was not totally or fully conducted. There are seven elements should be applied in teaching and learning for implementing CTL. They are constructivism, inquiry, modeling, reflection, learning community, questioning, and authentic assessment. Based on the result in the previous chapter, there were still elements of CTL those were not applied in teaching and learning English in MAN 1 Enrekang. Even though the teachers understood and admitted implementing CTL in teaching English, the result of the observation shows that the English teachers applied only five elements of CTL in the classroom, while there were two elements of CTL those have not been applied because of the limited time in teaching and learning process, they are constructivism and inquiry. The element of CTL that was applied frequently is questioning. In every meeting, the questioning activity was used to be done by the teacher and also by the students. Besides questioning, reflection used to be conducted by the teacher, either in the beginning or the end of the lesson.

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