

MOTIVATING ENGLISH LEARNING THROUGH CTL METHOD IN MAS AND MTsS HIFZHIL QUR'AN MEDAN SUMATERA UTARA

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ABSTRAK

Kursus pembelajaran membutuhkan metode yang tepat untuk mendapatkan hasil maksimal. Pencapaian tujuan dalam pengabdian masyarakat dalam bentuk mengorganisir kegiatan pelatihan bahasa Inggris adalah untuk meningkatkan motivasi atau kemauan, pemahaman dan kemampuan siswa dalam belajar bahasa. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kemampuan siswa dalam mempelajari tata bahasa Inggris dengan menggunakan metode CTL dan bagaimana pengaruh metode tersebut terhadap semangat proses belajar siswa. Jenis penelitian yang digunakan untuk menentukan hasil dari tujuan penelitian ini peneliti menggunakan pendekatan kualitatif dalam bentuk penelitian lapangan. Hasil penelitian menunjukkan bahwa: 1) Pelatihan Memotivasi Belajar Bahasa Inggris melalui Metode Pembelajaran CTL di MAS Tahfizil Qur'an dan MTs Hifzhil Qur'an Sumatera Utara dilakukan dan hasilnya sangat memuaskan. 2) Metode pembelajaran Contextual Teaching and Learning (CTL) yang telah diterapkan pada siswa MAS Tahfizil Qur'an dan MTs Hifzhil Qur'an Sumatera Utara memberikan hasil yang signifikan di mana siswa termotivasi dan dapat mengikuti metode sehingga memahami struktur tata bahasa siswa. kalimat langsung dan kalimat tidak segera dipahami secara menyeluruh dalam waktu yang relatif singkat. 3) Kemampuan siswa untuk memahami tata bahasa setelah diajarkan dengan menggunakan metode pembelajaran CTL meningkat 75% hasil yang memuaskan dalam MAS Tahfizil Qur'an dan 70% hasil yang memuaskan di MTs Hifzhil Qur'an North Sumatra. 4) Antusiasme siswa terhadap metode yang mereka anggap baru relatif baru.

Kata kunci: Contextual Teaching Learning (CTL), Pembelajaran, Memotivasi

ABSTRACT

A learning course requires an appropriate method to get maximum results. Achieving goals in community service in the form of organizing English language training activities is to increase motivation or self-will, understanding and ability of students in learning a language. The purpose of this study was to find out how students' ability to learn English grammar by using the CTL method and to find out how the influence of the method on the spirit of the student learning process. The type of research used to determine the results of the purpose of this study researchers used a qualitative approach in the form of field research. The conclusions obtained after the study were that: 1) Training Motivating Learning English through Learning Methods CTL in MAS Tahfizil Qur'an and MTs Hifzhil Qur'an North Sumatra were conducted and the results were very satisfying. 2) Learning methods Contextual Teaching and Learning (CTL) that have been applied to students MAS Tahfizil Qur'an and MTs Hifzhil Qur'an of North Sumatra provide significant results where students are motivated and can follow the method so that understanding the grammar structure of sentences directly and the sentence is not immediately understood thoroughly in a relatively short time. 3) Students' ability to understand grammar after being taught using the CTL learning method increased in the percentage of 75% satisfying results in the MAS Tahfizil Qur'an and 70% satisfactory results at MTs Hifzhil Qur'an North Sumatra. 4) The enthusiasm of the students for the method they consider new is relatively new.

Keywords: *Contextual Teaching Learning (CTL), Learning, Motivating*

INTRODUCTION

In Indonesia, English is the main foreign language and is considered a compulsory subject that must be taught from the elementary school level to the university level. Besides that, English is also an international language that can help people interact, communicate and share information with other people in various parts of the world, not even allowing everyone to be able to circle the world and also be able to communicate with other people around the world if someone controls English well. Because of that, the ability to

Speak English is very important for everyone. Plus, most scientific books about new discoveries are written and printed in English.

Relating to English as an international language, understanding the structure of language (grammar) has a very important role in understanding a language for all professions from students to professional workers. To keep up with the progress of the development of science and technology in every discipline, scientists and researchers need to understand the structure of language (grammar) to understand scientific journals in English. Other reference sources also mostly speak English. For those who learn English as a second language or a foreign language, literary works in English are a means that opens up their knowledge of literary and native speaker culture.

Unfortunately, English language skills, especially in the field of academic language structure (grammar), are not wholly owned by students of MAS Tahfizil Qur'an and MTs Hifzhil Qur'an Medan Sumatera Utara. Even the principal acknowledged the lack of motivation for learning English for students especially through competency based of learning methods that could keep up with the times.

Although the number of students who passed the national exam was quite encouraging, the number of student graduation scores was very low, plus students who attended and passed the state college entrance examination were very low. The initial survey conducted by the team by asking students the reasons why they were reluctant to take the state entrance examination was answered with their reluctance and concern to face exam questions especially those related to English, although the desire to study at state college or university was very large. This is because there are types of questions in the form of reading texts and grammar where students then acknowledge that their ability to understand texts and grammar quickly according to the time of the test provided is very weak.

The location of school is at MAS Tahfizil Qur'an and MTs Hifzhil Qur'an Medan, Sumatera Utara is quite representative, making the school a favorite school for teenagers in Medan and also from outside the city of Medan. Additionally the school is a private school which is very entrusted by parents so that their children can study well. Besides that, their parents also really hope that by sending their children to school, the children can later study in religion and continue their studies to higher education or work in one of the

government agencies as civil servants or other private institutions. This is the underlying reason why the team from the Department of English Literature chose this school to be a place to increase motivation to learn English, primarily through competency-based on learning methods that can keep up with the times, aiming to help increase student motivation in learning English and also to face University entrance exam.

Based on the observations of the research team at MAS Tahfizil Qur'an and MTs Hifzhil Qur'an Medan Sumatera Utara. The team found that grammar teaching was far from what the curriculum expected. This can be seen when students are asked to write sentences after the teacher explains the rules of grammar such as changing sentences directly into indirect sentences or vice versa, it turns out that there are still many students cannot do it correctly.

Many students also say that they have difficulty understanding the structure of the sentence. So that it makes them less motivated to learn English well. Therefore, it can be concluded that clearly students have very low motivation to learn English, especially about grammar, especially regarding understanding direct sentences and indirect sentences. Even though we know for ourselves that the sentence grammar material is always present both in national examinations faced by students every year. Likewise in the entrance examination questions to state universities such as the SBMPTN one of the form of state entrance university, we are always faced with various questions in the form of grammar as well as direct sentences and indirect sentences. Even in an English conversation we always use sentences that have nuances of direct sentences and indirect sentences.

The research team also found that there was a lot of English learning, especially those that smelled of grammar where teaching was done by lecturing or explanatory methods by the teacher, monotonous learning or just one direction, thus making the learning process activities students become easily bored and unmotivated at all. In the case of learning, there is actually a good learning method that must be known by a teacher so that these things can be avoided and handled properly. One method that is intended by the writing team is to use the Contextual Teaching and Learning (CTL) method. Contextual Teaching and Learning (CTL) is a method that

emphasizes the process of involvement of students to know the material and relate it to the actual conditions. Therefore they can apply what they get in their lives.

One component in CTL is group learning. The researcher considers that group learning is the right strategy in teaching direct and indirect speaking, because in group learning students can solve problems with their friends in their groups. Moreover, the teacher is a designer in the learning process that can direct them well. So that students will feel enjoy learning the grammatical structure and can make them easily understand it and use it in a sentence even more in a simple conversation.

RESEARCH METHODOLOGY

The type of research method which is used in this study is the approach of a descriptive qualitative research method in the form of field research. Where the results of research data are obtained by researchers through a field trial practice.

RESEARCH RESULT AND DISCUSSION

Activities that have been carried out

Initial Test Stage

The basic concept that is held in this service is the determination of the causes of the lack of motivation of students in learning English contained in the structure of English at school. This is done by giving a pre-test before applying CTL, a pre-test will be given to students. This was done to find out how much motivation and ability of students in mastering grammar "direct and indirect speech". After giving a pre-test, students will be given a treatment about grammar "direct and indirect speech" with the CTL method for 4 visits. The time allocated for class activities is 90 minutes for each meeting.

Stage of Student training

Furthermore, the results of the initial test are decrypted and classified for the next team to make a strategy to motivate students more effectively according to the needs of students by providing learning material which includes:

- a. First Material: Increased motivation of students 'or students' willingness to carry out daily conversations using English

which is focused on the field of daily life so that participants are confident in following the learning program through a CTL learning method.

- b. Second Material: Increasing students' understanding in using English which is focused on the field of direct sentence structure and indirect sentences as a form of grammar in order for the participants to pass the national final examination and state college entrance examination.
- c. Third Material: Improving the ability of students to use English which is focused on the field of direct sentence structure and indirect sentences as a form of grammar so that participants can successfully pass the national final examination and state college entrance examination.

The first activity carried out at the implementation stage of learning is preparation for the implementation of learning. In this session an explanation of English daily conversations was focused on the areas of daily life. The second activity is a learning session that focuses on the ability of students in using English which is focused on the field of direct sentence structure and indirect sentences as a form of grammar. Giving this ability is done by simulation techniques so that students get direct experience and enrichment from their friends also from the teaching team. It is expected that the learning participants can truly understand the teaching material provided, be able to apply the material provided during learning on technical activities to carry out daily conversations in English that are focused on the field of daily life in the form of direct sentence structure and indirect sentences and then identify the difficulties if there are to be solved later.

In this training activity, the school management of MAS Tahfizil Qur'an and MTs Hifzhil Qur'an Medan Sumatera Utara also participated in preparing space, facilities and students who will join the English learning program. Evaluation of activities is carried out on aspects of achieving objectives and also implementing learning during the process and the end of the training. Evaluation during the learning process is an evaluation during the implementation of learning which includes the involvement and ability of participants at each stage of learning.

In the final stage of learning, participants are expected to be

able to carry out technical activities in daily conversations using English that is focused on daily life. Evaluation of the process and achievement of learning objectives is carried out using a question and answer and observation questionnaire.

The indicators for the success of this training process are, (1) more than 90% of the participants students understand the structure of direct sentences and indirect sentences and are able to carry out daily conversations using English that is focused on real life, (2) more than 90% of students after graduation so that participants successfully pass the state college entrance examination.

The Community Service Implementation Team would conduct an evaluation by examining the results of learning tests and listening to conversational activities using English focused on real life or daily conversations conducted by students in MAS Tahfizil Qur'an and MTs Hifzhil Qur'an Medan Sumatra Utara. The sustainability of the program after completion activities is carried out by partners or both schools will include English language learning material in the school curriculum.

Motivating Learning English through CTL Learning Method at MAS Tahfizil Qur'an Medan.

Motivating Learning English through Learning Methods CTL in MAS Tahfizil Qur'an and MTs Hifzhil Qur'an Sumatera Utara conducted in these two locations where each location has 35 students per school and the total number of students present in total is 70 people. In the implementation of this training, the activity begins with the provision of a pre-test phase containing grammar questions or grammar of direct sentences and indirect sentences in English in the form of multiple choices. This is done in order to see the abilities of students before the training is carried out which will be compared with the abilities of students after the training is completed. In completing the Pre-test, students are given 45 minutes to complete the Pre-test stage.

After completing the Pre-test, the next stage is the implementation of the training phase. The training phase begins with lectures delivering material by the material deliverers. In addition to delivering the material, the instructor also asked students to take

part in applying the CTL method directly. The results obtained directly are the enthusiasm of the students in the CTL method that they had never known before. With this method, they can feel a significant change in the motivation of students to learn grammar in a simple way with a small working group that can help each other. Students feel more eager to learn the structure of English with their group mates with guidance from the trainers.

After lecturing on the material delivered by the first trainer, the training continued with the delivery of material by the second and third trainers collaboratively. The second and third trainers change positions to convey and supervise the course of the training accompanied by the application of the method. In addition to the three presenters there was also a student who participated in the training to provide assistance for the smooth running of the training. The results obtained are higher levels of motivation and overall curiosity of students about the material given because the application of learning methods to the structure of language provided is carried out continuously – increased understanding by proving the correct answer in answering the higher questions.

After delivering the material, the last step is giving Post-test as a benchmark to see the results obtained before and after the training. The post-test given contains direct grammar questions and indirect sentences (Reported Speech) of 20 questions in the form of multiple choices. The time given to answer the Post-test is 45 minutes. The results achieved were a significant increase in post-test results compared to the Pre-test. The results achieved are an increase in Post-test results as much as 75% of students can answer questions with satisfactory results. Therefore, it can be said that this training has provided significant benefits to the students of the Mas Tahfizil Qur'an in Sumatera Utara significantly.

Table 1 Percentage of Pre test and Post test

	PRE TEST	POST TEST
TOTAL	2375	2565
PERCENTAGE %	68	75

Motivating Learning English through CTL Learning Methods at MTs Hifzhil Qur'an Medan

Motivating Learning English Through CTL Learning Methods At MTs Hifzhil Qur'an Sumatera Utara conducted in this second

location there were 35 students. In the implementation of this training, the activity begins with the provision of a pre-test phase containing grammar questions or grammar of direct sentences and indirect sentences in English in the form of multiple choices. This is done in order to see the abilities of students before the training is carried out which will be compared with the abilities of students after the training is completed. In completing the Pre-test, students are given 45 minutes to complete the Pre-test stage.

After completing the Pre-test, the next stage is the implementation of the training phase. The training phase begins with lectures delivering material by the material deliverers. In addition to delivering the material, the instructor also asked students to take part in applying the CTL method directly. The results obtained directly are the enthusiasm of the students in the CTL method that they had never known before. With this method, they can feel a significant change in the motivation of students to learn grammar in a simple way with a small working group that can help each other. Students feel more eager to learn the structure of English with their group mates with guidance from the trainers.

After lecturing on the material delivered by the first trainer, the training continued with the delivery of material by the second and third trainers collaboratively. The second and third trainers change positions to convey and supervise the course of the training accompanied by the application of the method. In addition to the three presenters there was also a student who participated in the training to provide assistance for the smooth running of the training. The results obtained are higher levels of motivation and overall curiosity of students about the material given due to the application of learning methods to the structure of language given repeatedly in groups. Increased understanding by proving the correct answer in answering the higher questions.

After delivering the material, the last step is giving Post-test as a benchmark to see the results obtained before and after the training. The post-test given contains direct grammar questions and indirect sentences (Reported Speech) of 20 questions in the form of multiple choices. The time given to answer the Post-test is 45 minutes. The results achieved were a significant increase in post-test results compared to the Pre-test. The results achieved are an increase in Post-test results as much as 70% of students can answer questions with satisfactory results. Therefore, it can be said that this

training has provided significant benefits to the MTs Hifzhil Qur'an Medan North Sumatra students significantly.

Table 2. Percentage of Pre test and Post test

	PRE TEST	POST TEST
TOTAL	2240	2510
PERCENTAGE %	64	70

CLOSSING

Conclusions obtained after community service in the form of training Motivating Learning English Through Learning Methods CTL in MAS Tahfizil Qur'an and MTs Hifzhil Qur'an North Sumatera Utara are as follows:

1. Training Motivating Learning English through Learning Methods CTL Di MAS Tahfizil Qur'an and MTs Hifzhil Qur'an Sumatera Utara have been conducted and the results are very satisfying.
2. Learning methods Contextual Teaching and Learning (CTL) that have been applied to students MAS Tahfizil Qur'an and MTs Hifzhil Qur'an Sumatera Utara provide significant results where the students are motivated and can follow the method so that understanding the grammar structure of sentences directly and the sentence is not immediately understood thoroughly in a relatively short time.
3. Students' ability to understand grammar after being taught using the CTL learning method increased in the percentage of 75% satisfying results in the MAS Tahfizil Qur'an and 70% satisfactory results at MTs Hifzhil Qur'an Sumatera Utara.
4. The enthusiasm of the students for the method they consider it is relatively new.

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