



IMPLEMENTATION OF CONTEXTUAL TEACHING & LEARNING MODEL IN TEACHING PROCEDURE TEXT AT VII GRADE IN SMP PGRI 3 DENPASAR

Mirsa Umiyati Aron Meko Mbeti, Asradi Cerman, Rika Purnama Sari
Program Studi Magister Ilmu Linguistik, Universitas Warmadewa, Denpasar - Bali, Indonesia
Corresponding email: mirsa.umiyati2@gmail.com

Abstrak

This community services program is entitled “Implementation of Contextual Teaching and Learning Model in Teaching Procedure Text at VII Grade in SMP PGRI 3 Denpasar”. The partner of this program is SMP PGRI 3 Denpasar. While the object of the program’s implementation is the students of SMP PGRI 3 Denpasar, especially the VII Grade. It takes place at SMP PGRI 3 Denpasar. This community services program aims to increase understanding and ability in in understanding about Contextual Teaching and Learning Models in Teaching Procedure Texts, Increasing competitiveness (increasing the quality, quantity, and added value of goods, services, product diversification, or other resources), Increase the application of science and technology to society This is a very important and useful program to increase the understanding of the the students of SMP PGRI 3 Denpasar, especially the VII Grade so that they can provide explanations related to Contextual Teaching and Learning Models in Teaching Procedure Texts. The targeted output plan related to the implementation of this PKM activity is the form of publication in the Community Service Journal in the form of ISSN articles and books in the form of teaching and learning documentation to student of SMP PGRI 3 denpasar especially VII grade.

Keywords: Contextual Teaching & Learning Model, Procedure Text

I. INTRODUCTION

1. *Situation Analysis*

Learning is a process that is designed, implemented, and evaluated systematically (Komalasari, 2010), learning is a series of events, events, or conditions that are intentionally designed to influence learners, so that the student learning process can take place easily and learning objectives can be achieved. To achieve the learning objectives, a learning model is needed. Soekamto said that the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning objectives, and serves as a guide for learning designers and teachers in planning teaching and learning activities. The learning model is divided into two types, namely the inquiry model and the expository model. The inquiry model is a teaching model that puts students in a situation where students must participate actively to find something for themselves. While the expository model is a learning model where activities in the teaching and learning process are dominated by the teacher.

One of the innovative learning models in learning is the contextual teaching and learning model. The contextual teaching and learning learning model is a conception that helps teachers connect the content of teaching materials with real-world situations and motivates students to make connections between knowledge and its application in their lives as family members, citizens, and the workforce. In other words, contextual teaching and learning is learning that occurs in close relationship with actual experience (Trianto, 2008) Contextual learning is a learning approach that links the material studied with the real life of everyday students (Susiloningsih, 2016) Contextual learning is a conception that helps

teachers relate subject content to real-world situations and motivates students to make connections between knowledge and its application in their lives (Trianto, 2008). According to (Mundilarto, 2004) contextual teaching and learning is a teaching and learning concept that helps teachers relate the material taught in class to students' real world situations and encourages students to make connections between their knowledge and its application in their lives as individuals, family members and society. In line with that, Contextual Teaching and Learning (CTL) is a learning concept that helps teachers relate the material they learn to students' real-world situations and encourages students to make connections between their knowledge and its application in everyday life by involving seven components of effective learning. (Nurhadi, 2005).

According to Priyatni in (Krisnawati, Yulia. & Swarsih, 2004) learning carried out using contextual methods has the following characteristics:

1. Learning is carried out in an authentic context, meaning that learning is directed so that students have skills in solving real problems they face.
2. Learning provides opportunities for students to do meaningful tasks.
3. Learning is carried out by providing meaningful experiences to students.
4. Learning is carried out through group work, discussion, and mutual correction.
5. Togetherness, cooperation, and understanding each other in depth are aspects of fun learning.
6. Learning is carried out actively, creatively, productively and emphasizes cooperation.
7. Learning is carried out in a fun way.

(Mardapi, 2004) explains that there are several basic principles that need to be considered in contextual learning, namely as follows:

1. Emphasis on problem solving
2. Recognize teaching activities occur in various contexts such as home, community, and workplace (multiple contexts)
3. Helping students learn how to monitor their learning so that they become self-regulated individuals
4. Emphasize teaching in the context of student life (life skill education)
5. Encourage students to learn from one another and learn together (cooperative learning)
6. Using authentic assessment

According to (Nurhadi, 2002) a class is said to use a contextual approach, if it applies the following seven main components of contextual teaching and learning among others

1. Constructivism (constructivism), developing the idea that students will learn more meaningfully by working alone, discovering themselves, and constructing their own new knowledge and skills.
2. Finding (inquiry), carry out as far as possible inquiry activities for all topics.
3. Asking (questioning), develop students' curiosity by asking questions.
4. Learning community, create a learning community by forming study groups.
5. Modeling, present the model as an example of learning.
6. Reflection, reflect at the end of the meeting.
7. Real assessment (authentic assessment), do the actual assessment in various ways.



Picture 1. Learning Process based on Contextual Teaching and Learning Model

Contextual learning models are not exclusive but can be combined with other learning models, for example: discovery, process skills, experiments, demonstrations, discussions, and others (Hasnawati, 2006).

Students of SMP PGRI 3 Denpasar, especially grade VII, study procedural texts in English subjects. There are four skills which must be mastered by the students. They consist of speaking, listening, reading, and writing. Writing is a productive skill. Writing a procedure text is one of the writing competence that the students have to produce or performed. Procedure text is used to tell someone how to do or make something. This type of text comes in many forms, such as instruction manuals and recipes (Kurniawan, Sofian, 2016). The generic structure of a procedure text contains (Melinda Prawati, Sofian, 2013)

1. An introductory statement that gives the aim or goal. This maybe the title of the text or an introductory paragraph.
2. A list of the materials that will be needed to complete procedure:
 - a. This may be a list or a paragraph.
 - b. This step may be left out in some procedures.
3. A sequence of steps in the order they need to be done:
 - a. Numbers can be used to show first, second, third, and so on.
 - b. The order is usually important; such word as now, next, and after this can be used.
 - c. Usually the steps begin with a command such as add, stir, or push.

To arrange a good procedure text, we need the common text organization that should be applied in writing procedure text. Derewianka (1995: 27) mentions, the text organization of a procedure text as follows:

- a. The focus of instructional texts is on a sequence of actions
- b. The structure is easily recognized
- c. Each stage serves a particular function
- d. The text may also include comments on the usefulness, significance, danger, fun, etc.
- e. Headings, subheadings, numbers, diagrams, photos are often utilized to make instructions as clear and easy to understand as possible.

2. Partner Problems

Based on student learning outcomes, it can be concluded that there are three problems faced at SMP PGRI 3 Denpasar. These problems include:

- a. There are still student scores that are classified as low or have not reached the Minimum Completeness Criteria for English subjects in procedural text material.
- b. Still implementing a less innovative procedural text learning model.
- c. Still applying result evaluation in evaluating learning

II. PROBLEM SOLUTION

In order to solve the problem that has been described previously, the three solutions below are used to solve the problem. The three solutions are conducting socialization, carrying out the practice of Contextual Teaching and Learning model, and implementing process evaluation. Each of these solutions is described below.

1. Socialization of learning based on Contextual Teaching and Learning model

Socialization is a process of implanting or transferring habits, or values and rules from one generation to another in a group or society. The socialization carried out at SMP PGRI 3 Denpasar was the socialization of the Contextual teaching and learning model. One of the efforts to increase students' grades in English lessons with procedural text material is to apply the Contextual teaching and learning learning model. The student-centered Contextual teaching and learning approach is able to instill the habit of problem solving, critical thinking, creative, and independent. Exploring the potential of students based on the experience

they have had to be associated with the knowledge to be learned. This is in accordance with the opinion of Amir (2015) that in 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.



Picture 2. Socialization of learning based on Contextual Teaching and Learning model

2. Practice of learning based on Contextual Teaching and Learning model

Contextual-based learning by itself will bring certain implications when the teacher applies it in the classroom. According to (Yulaelawati, 2004) in the contextual learning process, students will go through one or more forms of learning, among others

1. Relating (linking)
Learning in the context of connecting or relating new knowledge to life experiences.
2. Experience
Learning in the context of discovery (discovery), and creation (invention).
3. Applying
Learn in the context of how knowledge or information can be used in various situations.
4. Cooperating
Learning in the context of connecting or relating new knowledge to life experiences, in a shared way.
5. Transferring
Learning in the context of existing knowledge or building on what is already known.

According to Zahorik in (Nurhadi, 2002) there are five important elements that must be considered by teachers in the practice of contextual learning, namely:

1. Activating existing knowledge
2. Acquiring new knowledge (acquiring knowledge), namely by studying the whole first, then paying attention to the details.
3. Understanding knowledge, namely by compiling temporary concepts or hypotheses, sharing with others in order to get feedback or validation and on the basis of these responses the concept is revised or developed.
4. Putting this knowledge and experience into practice (applying knowledge).
5. Reflecting knowledge on the knowledge development strategy.



Picture 3. Practice of learning based on Contextual Teaching and Learning model

3. Implementation of evaluation based on process evaluation

In relation to the contextual learning process, the evaluation system used is authentic assessment, namely evaluating student abilities in the context of the real world, performance assessment, portfolio assessment (collection of student work), systematic observation (impact of learning activities on student attitudes), and journals (response books). (Enoh, 2004), it is explained that evaluation in contextual learning is not limited to evaluating results (daily tests, cawu, but also in the form of quizzes, group assignments, individual assignments, and end-of-semester tests) but also process evaluation. Thus, it will be known the speed of student learning, although in the end it will be compared with the standards that must be achieved.

The assessment methods used in the contextual approach learning are

1. Discussion: students' ability to speak, express ideas, etc.
2. Interview: students' ability to understand the concept and its depth.
3. Paper & Pencil Test: various types of tests with a high level of thinking.
4. Observation: assessing students' attitudes and behavior.
5. Demonstration: the ability to transform ideas into something concrete and observable through sight, hearing, art, drama, movement, and/or music.



Picture 4. Implementation of evaluation based on process evaluation

Based on the description above, thus the solutions given to the problems above are summarized as follows.

Table 1. Problem Solution

No.	Problems	Solutions	Result Target
1.	There are still student scores that are classified as low or have not reached the KKM for English subjects in procedural text material.	Carry out socialization of the Contextual teaching and learning model	Students' grades increase and reach KKM in English subjects on procedural text materials
2.	Still implementing a less innovative procedural text learning model.	Implementing the Contextual teaching and learning model practice	Implementing an innovative procedural text learning model
3.	Still applying result evaluation in evaluating learning.	Implementing process evaluation in evaluating learning	Application of process evaluation in evaluating learning

III. IMPLEMENTATION METHOD

As previously explained, the solution to the problems faced by partners is in the form of socialization, practice, and evaluation. One of the main targets in this activity is the students of SMP PGRI 3 Denpasar, especially the VII grade. The role of the students is very important to create a sustainable phenomenon.

This PKM partner is the SMP PGRI 3 Denpasar. The contribution of partners in this PKM activity is in terms of assigning and assisting the students of SMP PGRI 3 Denpasar, especially the class VII, to take part in this program so that they can increase their understanding of the Class VII about Contextual Teaching and Learning Models in Teaching Procedure Texts.

The method implemented in this Community Service activity is the face-to-face method. The learning model applied to teaching and learning procedural texts is the inquiry model. The inquiry model is a teaching model that puts students in a situation where students must participate actively to find something for themselves. One of the inquiry models applied to learning activities is the Contextual Teaching and Learning model. Contextual Teaching and Learning is a learning concept that helps teachers relate the material being taught to students' real-world situations and encourages students to make connections between their knowledge and their application in everyday life.

After the methods and models are implemented, the research report is written in a descriptive form with an in-depth explanation of community service activities.

IV. OUTCOMES TARGET

Community Service has an output target which is differentiated into mandatory output and additional output with different achievement indicators. The output targets for this Community Service are as follows:

Table 2. Outcomes Target

No.	Outcomes	Achievement Indicators
Mandatory Output		
1.	Scientific publication in ISSN/ Proceedings National journal	Available
2.	Publications in the mass media	Draft

	print/online/repository PT	
3.	Increased competitiveness (improving quality, quantity, as well as added value of goods, services, product diversification, or other resources)	Not Available
4.	Increasing the application of science and technology to community	Available
5.	Documentation during activities dedication in the form of photos published	Available
6.	The final results of the service published in the media Print	Not available
Additional Output		
1.	Publication in International Journals	Not Available
2.	The new innovation TTG	Not Available
3.	Intellectual property rights (trademarks, secrets trade, Industrial Product Design)	Not Available
4.	MOU	Not Available

Based on table 2. above, it can be explained that the mandatory outputs planned from this Community Service activity consist of Scientific publications in ISSN, Publications in the college repository, increasing the application of science and technology to community, and documentation during activities dedication in the form of photos published. While additional output is not yet available.

V. CONCLUSIONS AND RECOMMENDATIONS

1. Benefits

Improving Community Understanding of Contextual Teaching and Learning Models in Teaching Procedure Texts

To improving community understanding of contextual teaching and learning models in Teaching Procedure Texts of SMP PGRI 3 Denpasar. The fundamental contribution targeted in implementing this PKM is to increase understanding and ability in understanding about Contextual Teaching and Learning Models in Teaching Procedure Texts. This is a very important and useful program to increase the understanding of the the students of SMP PGRI 3 Denpasar, especially the class VII so that they can provide explanations related to Contextual Teaching and Learning Models in Teaching Procedure Texts. Because Contextualized teaching and learning (CTL), or the concept of relating subject matter content to meaningful situations that are relevant to students' lives, offers one promising approach to helping students learn more effectively.

2. Contribution of Partners to Implementation

As a partner, the senior high school student of PGRI 3 Denpasar enthusiastically appreciates the activities of implementing the community partnership program. Because Contextualized teaching and learning (CTL), or the concept of relating subject matter content to meaningful situations relevant to students' lives, offers one promising approach to helping students learn more effectively. This is also very beneficial for partners because this activity can encourage students' interest in knowing Contextual Teaching and Learning Models in Teaching Procedure Texts.

VI. CONSTRAINTS & SUPPORTING FACTORS

This section discusses the constraints faced by partners, supporting factors, solutions to obstacles and subsequent actions, and strategic steps. The descriptions of each of these sections are as follows.

1. Constraints

The Community Partnership Program activities encountered several obstacles. However, these obstacles

can be overcome by the existence of supporting factors that have been provided by the implementers of the Community Partnership Program activities. The obstacles experienced in carrying out these PKM activities include:

- 1) Lack of socialization about the Contextual Teaching and Learning model
- 2) Lack of knowledge about innovative learning models
- 3) Lack of partner knowledge about process evaluation

2. Supporting factors

Although it was found that the lack of socialization about the Contextual Teaching and Learning learning model, the lack of knowledge about what innovative learning models are, and the lack of knowledge of partners about process evaluation, but with socialization and practice these obstacles can be overcome.

3. Solution and Next Action

The solutions given to the obstacles faced by partners in Community Partnership Program activities are:

- 1) Provide continuous socialization of the Contextual Teaching and Learning model
- 2) Provide practice on innovative learning models and their application
- 3) Provide socialization about process evaluation

4. The next plan

The next plan of this Community Partnership Program activity is to implement the solutions and follow-ups that have been planned as described above to increase teacher and student understanding and increase student grades.

5. Strategic Steps for Further Realization

The strategic step for further realization is to approach partners to be able to carry out the next plan. The approach can be done by means of socialization.

VII. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the community service activities that have been carried out as described above, it can be concluded that the solutions provided are well received and provide significant influence and changes. This influence can be seen through the teacher's ability after socialization of the Contextual Teaching and Learning model is held, students can apply the Contextual Teaching and Learning model in learning activities, and students get good grades based on the results. Process evaluation. However

2. Suggestion

the author is of course still aware that the above report contains many errors and is far from perfect. Suggestions are highly expected in order to make this report a good report by referring to many sources as well as constructive criticism from readers

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