
Integrating Contextual Learning Model and Outcome-Based Education in EFL Classroom of Higher Education

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Abstract

Integrating CTL and OBE in teaching English as a foreign language is possible to apply in the university context since both approaches are based on a student-centered approach and focus on outcomes as authentic assessment. This research was conducted to find out the implementation of integrating CTL and OBE in the English Morphology class. The students of the 3rd semester acted as the subject of the research. The implementation of CTL in the teaching and learning process included the components of constructivism, inquiry, asking, learning community, reflection, and authentic assessment. The OBE result was based on students' projects, which were measured by observing students' knowledge and performance through presentation. The result revealed that integrating CTL and OBE in English Morphology class consequently eases the students to comprehend the concept of morphology as realized from the student project. It can be concluded that integrating CTL and OBE in teaching theoretical subjects in a higher education EFL context affects the students positively. Further research with different approaches to the research is suggested to be conducted.

Keywords: *CTL, OBE, Integrating, English Morphology Course*

Introduction

Teaching English as foreign language in Indonesia is challenging since English is not actively spoken as a second language as in Malaysia. Furthermore, the fact that it has many local languages with many variations of dialects and accents also influence the English teaching and learning process. The development of teaching English as foreign language in Indonesia seems not really affected the student competencies in using English in the spoken or written context, especially for the students in the rural area with limited facilities. Moreover, the method of teaching EFL applied by the teachers also contributed significant results on student skills. It is proven that teachers tend to use traditional methods which are mostly based on behaviorist theory (Rahman, 2019) and use the available textbook as the only sources in teaching their students (Ornstein, 1994). The limited time allocated to EFL class also influenced the teaching and learning process since they do not have enough time to practice the language skills; listening, speaking, reading and writing. As a result, the teaching and learning process become teachers' domination, students do not have a chance to respond to the teachers and express their ideas (Serin, 2018).

Based on the evaluation of Teaching English as Foreign Language (TEFL) and other subjects, the new Curriculum introduced by the government in 2021 which is known as *Kurikulum Merdeka*. Kurikulum Merdeka is designed based on constructivism theory which enables students to construct their knowledge based on their capacities. Students are pushed to understand the material rather than to finish all the material. Teachers are motivated to utilize variation learning sources to trigger students digging deeper, thus they will acquire meaningful knowledge in the teaching and learning process. In other words, this curriculum is designed as student centered learning which motivates teachers to be more creative in teaching and learning process and in using the variation of media and sources in the classroom. Teachers' role in this occasion is as the facilitator who facilitates students in teaching and learning process. One approach or learning model which is in line with the concept of learning in Kurikulum Merdeka is Contextual Teaching and learning (CTL).

The Contextual teaching and learning (CTL) method is one of the methods under the student-centered approach. It is the method which helps students discover meaning by connecting academic material with real life situations (Risan et al, 2021). The students are

triggered to analyze, evaluate and create something through interactive experience of their personal, social, and physical context. By applying this method, the students are expected to get meaningful knowledge that will be attached in their lives and make them to be long life learners. There are seven main concepts of CTL namely; constructive, inquiry, asking, learning community, modeling, reflection and authentic assessment. All the concepts of CTL mitigate the student-centered approach.

There has been some research conducted on CTL application in the classroom from all subjects. Regarding Teaching English as Foreign Language (TEFL), CTL also has become an interest of teachers, educators and researchers in conducting research on this topic. Based on Learning Achievement (learning achievement) proposed by the ministry of education, EFL for pre –tertiary level aims at enabling students to communicate in spoken and written context. Thus, through TEFL students are equipped with language skills (listening, speaking, reading and writing) through text/genre-based approach. There are four steps in this approach which is relevant with CTL namely building knowledge of the text, modeling of the text, joint construction and individual construction. Thus, the research conducted about CTL in EFL classrooms mostly focuses on the effectiveness of CTL in one of language skills. Some research is found about teachers' perspective about applying CTL in EFL Classroom.

The review of several research articles on contextual Teaching and Learning (CTL) models shows the positive impact of implementing this model in the classroom. This model could be applied in all subjects, social sciences such as applied linguistics and language teaching, and hard sciences such as Biology and Civics. Based on the research, the implementation of CTL in the classroom proved to be successful in improving students' competencies, such as high order thinking, as well as students' motivation. However, it is also found that the weakness of implementing this model is in the terms of students' lack of familiarity to the procedures or steps of contextual learning and limited time allocation. It needs to be considered for the teacher to explain about the CTL model before applying it in the classroom activities. Furthermore, the teacher should make perfect preparation about the lesson plan, so that it can maximize the time.

The research on the implementation of CTL in English language teaching in Indonesian context has also been conducted by the practitioners in this field. The research covers all the

skills of language skills, namely, Listening, Speaking, Reading, and Writing. All previous research has shown the positive effect of conducting CTL on improving students' language skills. Since research has been conducted on the implementation of CTL in the EFL classroom, the methods used most often are an experiment with pre- and post-tests, followed by quasi-experiments and Classroom Action Research. The instruments applied in this research ranged from pre- and posttests, observation, a questionnaire, and in-depth interviews. Most research on applying CTL in EFL classrooms was conducted at the preliminary and secondary level (SD, SMP, and SMA), and only a few were conducted in higher education or with university students. One of the noted studies applying CTL to improve university students' writing skills. It seems that the research on applying CTL for university students still needs to be explored, particularly in theoretical courses that aim to yield students' comprehension of a particular concept.

The recent curriculum of higher education in Indonesia is an Outcome-Based Curriculum (OBE). OBE was first proposed by William Spady in the 90's to bring the focus of formal education to what students learn rather than what they were taught (Rao, 2020). This curriculum is regarded as student-centered learning, which measures students' performance through outcomes in terms of knowledge, skill, and attitude (Japee). Moreover, it enables students to apply the theory they get in the classroom to professional practice at the end of the learning process. The learning outcome should be observable and measurable (Gurukkal, 2020). However, students are expected to construct their outcomes based on what they learn from the course. There are some benefits of OBE in the teaching and learning process, namely clarity and flexibility. It is clear what is expected from the students and what the responsibility of the teacher. In terms of flexibility, teachers are free to determine what and how to teach.

After analyzing the CTL model and OBE in higher education, it is found that there are some elements of both approaches that have the same items. First, they are based on student-centered approaches, which focus on what the students learn, not what they were taught in the classroom. Next, both are based on the constructive theory of learning, which expects students to construct knowledge based on what they get from the classroom. CTL ended with an authentic assessment, and OBE ended with students' outcomes, which can be in the form of a presentation, report, etc. Moreover, CTL and OBE enable students to analyze, evaluate, and

create something at the end of the teaching and learning process. Thus, integrating CTL and OBE will offer new insight to the teaching and learning model, specifically in higher education (university context).

Based on the explanation above, this current research is aimed at finding the application of integrating CTL and OBE in the course of English Morphology of 3rd semester students of the English Education Study Program, University of Bengkulu, academic year 2023/2024. The research questions of the research are formulated as follows;

1. How is CTL and OBE applied in the English Morphology course?
2. What is the effect of integrating CTL and OBE on the students' performance?

Research Method

Research Design

This research is designed as descriptive qualitative research. The result of the data analysis is presented based on factual context. A qualitative approach applies in order to prove and explain an event in depth interpretation based on factual data and presented in the form of systematic description. Qualitative research results focus on processes (means) rather than results (Sugiyono, 2013). The other expert argues that qualitative research examines the people around him, deals with them, and tries to learn their language and their environment. Therefore, this study aims to understand and study an event or human personality in an organization or institution (Rukin, 2019).

Subject of the Study

This research is aimed at investigating the application of integrating CTL and OBE in English Morphology courses. The research was conducted in the second half semester of the 2023/2024 academic year. There were 103 students divided into three classes namely class A, B, and C. Based on the researcher assessment in the previous semester, the students from these three classes performed slightly differently in the form of knowledge, spoken presentation and confidence. All the classes were observed as the data source in this research to see the effect of integrating CTL and OBE in English Morphology Course to the students' knowledge, spoken presentation and confidence in each class.

Procedure of the Research

There steps in conducting this research were covered 8 meetings of the course.

1. First, the researcher prepared the material on word formation in terms of derivation and compounds.
2. In the first meeting, the students were given the material about derivation in terms of the concept of the process of word formation called derivation. In the modeling step, the students were given the example of derivation words in the texts and how to analyze the process of word formation found in the text.
3. In the second meeting, students were asked to work in a group to identify the derivation word found in the text, and analyze the process of word formation of each word. The text given was varied from any sources such as news, song lyrics, a piece of a novel, and other sources.
4. In the third meeting, each group has to present their result of the discussion in front of the class. The rest of the students gave comments and questions to the group presenting the material.
5. At the fourth meeting, the topic changed to compounding. Following the same steps in the first topic, this topic ended with a group presentation about compounding in the sixth meeting
6. After finishing the two topics, students were asked to think about designing English course material or mini-research based on the topics that had been discussed. They were free to choose the subtopics based on their understanding.
7. The last meeting is the students' presentation about their project, whether in the form of mini research or teaching material/media

Data Analysis

The analysis of this research was based on the observation of students' participation during the teaching and learning process. The process is described in chronological order, step by step the process of the teaching and learning process in the classroom. The student's assessment is measured based on the outcome of the students at the end of the course. It also assessed the students' understanding of the topic and was chosen from their performance in presenting individual projects.

Result and Discussion

The findings of this research are divided into two sections based on the research questions proposed in this research: the implementation of integrating CTL and OBE in the English Morphology course and the effect of integrating CTL and OBE on students' knowledge and performance based on the individual project of the students at the end of the course.

The Implementation of Integrating CTL and OBE in the English Morphology Course

The implementation of integrating CTL and OBE in the English morphology course was conducted in all classes of 3rd-semester students of the English education study program. The steps of the teaching and learning process were realized in six meetings: 1 meeting for supervision in designing the chosen project, and the last meeting for the presentation of individual projects. The result of the implementation is described based on the observation of the researcher in each class during the process of implementing CTL and OBE in the English Morphology course.

Table 1. The steps of integrating CTL and OBE in the English Morphology class

Meeting	Activities	CTL elements	OBE Elements
1st and 4th	The explanation of derivation (1st meeting) and compounding (3rd meeting) concepts, and provide an example of derivation in text	modeling constructiveness inquiry asking	constructiveness
2nd and 5th	Students were asked to identify, evaluate, and analyze the derivational (2nd meeting) and compounding (5th meeting) words in a chosen text	constructiveness learning community asking inquiry contextual	analyze evaluate student centered
3rd and 6th meeting	Students were presenting their results of the discussion in the previous meeting.	reflection learning community asking inquiry constructiveness	constructiveness learning outcome (group work)
7th meeting	Students were asked to choose one project related to the topics that had been discussed based on their interest, with the assistance of the lecturer.	asking inquiry	analyze evaluate create

8th	Presenting the result of the student's project (performance) and assessing the product	authentic assessment	Students learning outcome
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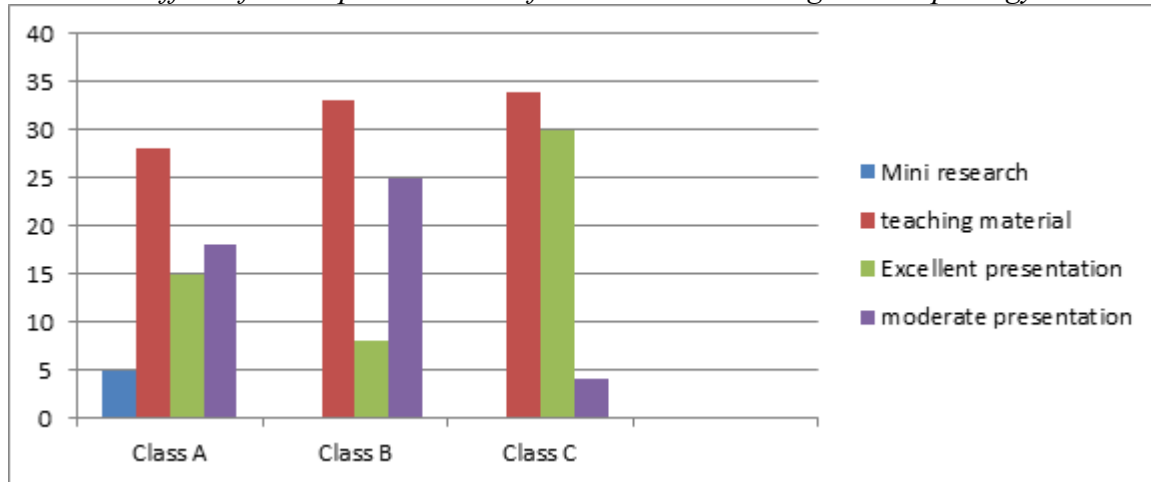
The first step of integrating CTL and OBE in the English Morphology course was presenting the concept of word formation in terms of derivation (1st meeting) and compounding (3rd meeting), and providing examples of derivation and compounding found in different contexts. The next step was conducted in the second and fifth meetings, where the students worked in groups to analyze the process of word formation (derivation and compounding) in different contexts to construct their understanding about the topic. This step is categorized as a learning community where the students can share their understanding with their peers, which is hoped to help them get a deeper understanding of the topics. In the third and sixth meetings, the group had to present their result of the discussion in front of the class. The other students could ask or confirm about the topic with the group who were presenting. This step was regarded as a reflection step where the students could reflect on their understanding of the topic. The next step is supervision by the lecturer for the students in designing the project based on their choice. This step is regarded as asking in the CTL steps, where the students could ask, confirm their project with the lecturer. This step was conducted in the seventh meeting in each class. The last step is a student's presentation of their project as an authentic assessment. In this last step, the student's achievement can be assessed in terms of knowledge and performance.

The Effect of the Implementation of CTL and OBE in English Morphology Course

The effect of the implementation of integrating CTL and OBE is described based on the class, namely classes A, B, and C. The result revealed that each class was different in terms of the project chosen. The detailed result of each class is described as follows;

Chart 1. Student's achievements based on the learning output

The Effect of the Implementation of CTL and OBE in English Morphology Course



From the chart above, it can be seen that most of the students chose to design learning materials. There were only a few students who chose to conduct mini-research. In the terms of students' presentations, most of the students from class C performed excellent presentations by delivering it in English and clear and systematic way. While most of the students from class B presented the material in Bahasa Indonesia, which is categorized as moderate, since the course is in English Morphology. Overall, class A shows the variety of learning outcomes.

Class A

Class A consists of 35 students, and most of the students have a good motivation for teaching and learning English. It can be seen from their enthusiasm to participate in the teaching and learning process by giving responses, asking questions, and actively participating in class discussions. Thus, in the process of implementing CTL and OBE, such as group work and presenting the topic in front of the class, the students show good knowledge and good performance. Furthermore, most of the rest of the students also actively participated in asking the question or commenting on the presenter. So that the process of constructive inquiry, asking, and learning could be observed in this class. Furthermore, the students' project also showed a variety of ideas in the class. Most of the students chose to design teaching materials in terms of word formation, which is related to vocabulary learning in ELT. They creatively designed the teaching materials in the form of slide shows, which apply audiovisual and include activities such as games and simulations, which makes it more interesting. Some other students conduct

mini research on word formation in different contexts such as song lyrics, novel, news, and any other forms of text.

Class B

Class B consists of 33 students with a variety of English language skills and motivation. Compared to class A, students with good English skills and high motivation in learning English in class B is less than half. Thus, it did not really affect the whole class to participate in the teaching and learning process. There were some students who showed good English skills and motivation, which could be seen from their performance in the class during the teaching and learning process. All the students chose to design teaching material as their project.

Among 33 students, fewer than 10 students created an interesting slide with audiovisual and used games or simulations as the media in teaching word formation. Unfortunately, most of the students presented the material in uninteresting ways that which makes the material they delivered boring. However, a few students show a good result in designing and presenting the teaching material, which shows their understanding of the topic.

Class C

Class C consists of 34 students. The students in this class have good competence and performance, but less motivation. In the class discussion, the students were not actively participating; only a few students responded and participated during the teaching and learning process. Considering this condition, the individual project of this class was to choose one of the topics to be presented in front of the class. Surprisingly, the students' performance in general was really good. Most of the students could re-explain the material clearly and interestingly, which shows their understanding of the topic as well as their performance in delivering the material in good English.

Discussion

This current research is designed to investigate the implementation of integrating CTL and OBE in English Morphology courses and its effect on the students' knowledge and performance. Based on the result of observation during the teaching and learning process, the steps of CTL could be applied in the English Morphology class in higher education context.

This finding supports some previous research which stated that CTL could be applied in any courses and level of education. The CTL steps applied in this course involved constructive inquiry where students construct their understanding by doing group work and actively discuss their understanding in the form of group presentation. These activities also include asking, learning community and reflection components. From OBE point of view, the steps in applying CTL categorized as analyzing, evaluating and creating.

Based on the observation during the teaching and learning process, it can be revealed that integrating CTL and OBE in English Morphology Class is possible to be applied since both are based on a student-centered approach and focus on the process of students in creating authentic learning outcomes. As Ginting and Zaim (2023) proved that CTL can be applied in higher education context, this finding also proves that CTL is applicable in ELT at a higher education context by integrating the CTL and OBE.

The result of students learning outcomes based on individual projects emphasizes the students' understanding about a specific topic which is regarded as authentic assessment. By giving the students freedom to choose the design of their project based on their interest, the result is satisfying. The students did their project well which can be seen from the outcome of the project and the students' performances in presenting their learning outcomes. This result proves that when students were asked to create learning outcomes based on their understanding and experiences, they will perform better. This finding is relevant with some previous studies which revealed that CTL could also improve students HOTS and self-efficacy, (Haryanto and Arty 2019), critical thinking (Tobing 2022).

Conclusion

This research is conducted to know the implementation of integrating CTL and OBE in English Morphology Course. It is also designed to see the effect of Integrating CTL and OBE to the students' knowledge and performance. Generally speaking, it can be concluded that CTL is applicable in university context and it is in line with OBE as the curriculum of higher education. Even though the result reveals different achievements of the students from different classes, this integrating approach shows a positive effect on the students' performance and motivation. However, since this research approach was a descriptive qualitative approach which presents the result descriptively based on the factual situation, different approaches of research

are suggested to conduct. Moreover, the further research might also be able to investigate students' perception about integrating CTL and OBE in the teaching and learning process in higher education.

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