

**THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING
APPROACH IN ENGLISH TEACHING**

LEARNING PROCESS AT JUNIOR

HIGH SCHOOL 10

PURWOREJO

MANUSCRIPT PUBLICATION

Presented to

Education Management Study Program

Post Graduate Program of Muhammadiyah University of Surakarta

as Partial Fulfillment of the Requirements for the Attainment

of Master Degree in Education Management Knowledge



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GRADUATED SCHOOL

MUHAMMADIYAH UNIVERSITY OF SURAKARTA

2012

APPROVAL PAGE

The manuscript publication under the title of *“The Implementation of Contextual Teaching and Learning Approach in English Teaching Learning Process at Junior High School 10 Purworejo”* has been examined and approved by the consultants to be presented in Thesis Examination Session to fulfill the requirement for attainment of Education Master’s Degree of Post Graduate of Muhammadiyah University of Surakarta

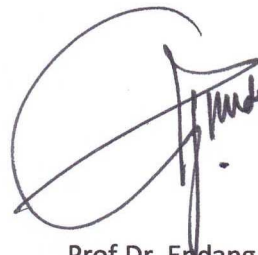
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THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING APPROACH
IN ENGLISH TEACHING LEARNING PROCESS AT JUNIOR
HIGH SCHOOL 10 PURWOREJO

by

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Abstract

Gono. Q. 100.100.274. The Implementation of Contextual Teaching and Learning Approach in English Teaching Learning Process at Junior High School 10 Purworejo. Graduated School of Muhammadiyah University of Surakarta. 2012.

The objective of the study is to describe the implementation of Contextual Teaching and Learning Approach in English Teaching Learning Proses to improve the quality of English learning in Junior High School 10 Purworejo.

It is qualitative research using ethnography approach. The study is conducted at Junior High School 10 Purworejo. The informants of this study are vice of headmaster, English teachers, and related people. The methods of collecting data are in-depth interview, observation, and document. The data are analyzed by interactive model initiated by (1) data reduction, (2) data display, and (3) drawing conclusion.

The result of the study shows that this school has been applying contextual teaching and learning approach correctly so it can improve the students' achievements. It can be seen from the score of the national exam which is always increasingly for every year. In 2008/2009 academic year the score was 5.35, in 2009/2010 was 6.25, and in 2010/2011 was 6.60. The implementation of CTL Approach at Junior High School 10 Purworejo can be described as follows : (1) before implementing 7 main principles (components) of CTL approach, teachers of Junior High School 10 Purworejo take part on education and training of CTL together with partner school of DBE 3 USAID America; (2) The learning objective at Junior High School 10 Purworejo can be achieved namely it can improve the result of National Exam; (3) Syllabus and lesson plan they made is referring to BNSP as well as developing it based on the students' situation and condition; (4) The teachers usually use Let's Talk book, English On Sky, Practise Your English Competence and seldom use internet to be the materials; (5) Media that the teachers use are reality and pictures; (6) In classroom activities, beside follow the CTL procedure (steps), the teachers also use role playing, games, and sing a song; (7) The learning procedure the teachers use is learning cycles; (8) In evaluation the teachers use authentic assessment.

Keywords: implementation, CTL approach, English learning Process

Preface

Act No. 14 article 1 of 2005 concerning teacher and lecturer mentions that teacher is a professional educator having main duties of educating, teaching, guiding, directing, training, assessing, and evaluating learners. On article 4 it is mentioned that teacher functions to improve teacher's value and role as learning agent to improve national education quality. Act of Republic Indonesia No. 20 of 2003 concerning National Education System Chapter I article 6 states that educator is educational personnel qualified as teacher, lecture, counselor, learning facilitator, tutor, instructor, facilitator, and other based on the concentration, and participate in managing education.

Based on Act No. 14 of 2005 above, it is clear that teacher is a great important component in education. Teacher should have made effort maximally in order to get better education quality. By improving quality of learning, it is expected that the learning target can be achieved.

The objective of Learning English at SMP/MTs is the students are able to achieve functional level, which is communicate orally and written daily. It is a general term. Language functions can be broken down into several parts, namely heuristic, manipulative, imaginative, and ideational functions.

Language has heuristic function meaning that language has function to explain and understand. For instance, language used by teacher in a classroom. It means that language has function to explain and understand. Language is used

as means to explain by teacher and language is used as means to understand the teacher's explanation by the students.

In daily life, language is also used to change or influence the environment. The term is manipulating the environment. For example, we can change our environment by asking someone to do something. We change the environment because in fact he or she has no intention to do that otherwise we ask him or her, such as we ask someone to clean the blackboard. Due to this function relates to our effort to change or manipulate the environment, this function is called manipulative function.

The other function can be seen when someone uses language to compose passage, such as novel, poem, short story and so on. Here, language is used not to explain something but to develop one's imagination. Due to the function of the language to develop one's imagination, this kind of function is called imaginative function.

The last function is shown when we use language to express our experience. We use the language to tell others our experience and ideas. Since this function relates to expressing ideas, it is called ideational function.

To succeed and able to use language function as communication means, it needs teaching learning process motivating learners to learn independently, actively, and creatively. Surely, teacher must be able to facilitate learners by managing learning based on their characteristics, which is meaningful learning. Thus, selecting strategy or approach and model of learning is absolutely needed.

One of the Teaching Learning Approach that is very suitable in English Teaching Learning Process is *Contextual Teaching and Learning Approach*. This approach emphasizes constructivism. Endang Fauziati said that "Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. In other words, it refers to the idea that learners construct knowledge for themselves" (Endang Fauziati, 2009).

Since 2002, the government has introduced the most appropriate learning model of Contextual Teaching and Learning (CTL) Approach. Contextual Teaching and Learning Approach is learning concept helping teacher to relate material taught and the situation around the learners and supporting students to make relation between their knowledge and the application in daily life. Using CTL, the writer expects it can be an effective learning approach focusing on learners' activity in pleasing learning situation. At last, the students are able to master the materials delivered by the teacher so that it can improve the students' learning achievement. Sanjaya in Syamsudin (2005: 118-122) states that there are seven aspects or components of CTL approach, namely: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

In fact, there are still many teachers using conventional approach in teaching students, which use teacher centered approach such as lecturing method. This kind of teaching makes students get bored, less-motivated, and

results in low achievement. Thus, the function of language as means of communication fails.

The implementation of CTL approach in learning English may be used to improve learning quality and to achieve communicative language, because of several reasons, namely (1) in past time dimension, quality of English learning product is indicated by low score of final examination, (2) in present time, the condition of human resource (teacher) in selecting learning strategy and school facility systematically influences English learning quality that is still less-satisfied, and (3) in future time dimension, globalization challenge with free market economy and labor competition needs qualified human resources as result of less-promised learning process.

Based on the above explanation, this research aims as follows (1) to describe the 7 principles or components of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo,(2) to describe the Learning objective of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo,(3) to describe the syllabus model that used in implementing of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo,(4) to describe the material used in implementing of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo ,(5) to describe the media used in implementing of Contextual Teaching and Learning Approach

done in English Teaching learning Process at Junior High School 10 Purworejo,(6) to describe classroom activities done implementing of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo,(7) to describe the learning Procedure used in implementing of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo,(8) to describe the Evaluation model used in implementing of Contextual Teaching and Learning Approach done in English Teaching learning Process at Junior High School 10 Purworejo

Research Method

This research done in Junior High School 10 Purworejo located at Ketawang Street No. 6 Grabag, Grabag sub-district, Purworejo Regency, Central Java. It is chosen as the object of the study because it is one of schools that conducts Contextual Teaching and Learning Approach in every lesson and it is also one of DBE 3 USAID America partner school.. The subject in this research often said "S" is participants in this study (Sutama, 2011:97). The research subjects in this research are Vice principal, English teachers, related people in Teaching Learning Process , and some students of Junior High School 10 Purworejo. In this research, they are as the key persons or competence person. Meanwhile, the object of this research is the implementation of Contextual Teaching and Learning Approach in English Teaching Learning Process at Junior High School 10 Purworejo.

In this study, the researcher is as the research instrument. It is intended that the researcher is as data collector (Moleong, 2006: 168). Data collection is done by (1) interview using the general interview guidance, (2) participant observation to get the complete and detail data, the researcher involves himself in the object activity researched and (3) documentation to get the data related to events occurred in the past namely inexpression data from interview and observation.

The qualitative data analyst used in this study is arranged data in website for description. Data are in the form of word description and sentences collected by interview, interpretation from observation, and document research. Data obtained in this study are in the written form and analyst. The data are analyzed by four steps. (1) Data Reduction by selection, simplified, and focus the data so it will be obtained. (2) Synthesis by looking for the relationship among the data including one category to another category.(3) Data Presentation is intended to find the meaning pattern and give the possible conclusion making and follow up. And (4) Making conclusion.

Result and Discussion

The Implementation of Contextual Teaching and Learning Approach Main Principles in English Learning at Class IX of Junior High School 10 Purworejo has been begun Since 2009 when this school has built partnership with DBE 3 USAID America and there have been many teachers following BTL (Better Teaching and Learning) training from BTL 1 to BTL 4. The activities in this training used CTL

learning model and the result was very good. It, therefore, was implemented in the school and the result was quite significant. This success can be seen from the achievements of the National Examination, in which there was always significant improvement, in 2008/2009 academic year the score was 6.45, in 2009/2010 was 7.12, and in 2010/2011 was 7.26. Since that time CTL learning model has been being used in this school. The teachers agree that the better learning process, the better students' learning achievement.

CTL approach has seven main components, namely constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. In implementing the seven components above Junior High School 10 Purworejo were not in order, it is suited to the situation and condition but the components were still applied in each teaching learning process.

Preceding the implementation of CTL in the instructional process, teachers of Junior High School 10 Purworejo took part on BTL training through DBE 3, including English teacher. The activities of this training were quite contextual and the participants acted as students of an instructional process. They, therefore, become highly capable of understanding students' characteristics. The more capable in understanding students' characteristic, the easier the teacher determines learning method. It needs to be performed because in taking part on the teaching learning process, the students will be happy, active, creative, and

aspirated, who finally they are able to build their own knowledge and self-inquiry.

Compared to the present study, there are several previous studies conducted by : (1) Eunjung Chang (2006) entitles “Interactive Experiences and Contextual Learning in Museums”; it shows that to create meaningful learning experiences, understanding various contexts of museum visitors is great important. In short, meaningful museum education lies in how the museum is able to understand the visitors. Thus, a success museum in 21st century should communicate effectively to the visitors, and inherently in the communication is museum’s ability and availability to be better listener.

The similarity of the present study and the previous study is that in order to succeed it needs to understand clients’ characteristics. The difference lies in the context. In Eunjung Chang’s study it is limited on the context of museum; otherwise, in the present study it is not limited on any context, meaning that it is used for all topics.

Brian M. Harmer (2009) entitles “Teaching in A Contextual Vacuum: Lack of Prior Workplace Knowledge as A Barrier to Sense making in the Learning and Teaching of Business Courses”. The result of the study shows that there is general arrangement among the participants that the students, who are situated by the previous working experience, is more ready to understand the materials discussed in the business course. Even, some suggest that if the description of

workplace lies in different domain compared to the course materials, the students will be more capable of assimilating the material taught.

The similarity of the present study and the previous study above is that in order to succeed, last experience is very important and supports students in understanding their learning materials. The difference is that Brian M. Harmer's study is limited on the business course context, while the present study is not limited on any context. It is not only certain topics, but it is for all topics learnt.

The learning objectives at Junior High Schools graduate are expected to be able to communicate or to participate in the creation of texts that serves their daily needs to entertain themselves, to read manuals, to carry out transactional exchanges and to write simple narratives, descriptions, reports, and recounts. Functional level is the literacy target for our junior high school graduates. Agustien (in Drs.Imam Gozali,M.Sc.:2009) concludes that Junior High School graduates are able to use English to get things done and use English for survival purposes (buying and selling, asking and giving permission, making and canceling appointments, read and write simple text, read popular science, etc.)

In short, at junior high level, learners are expected to learn daily expressions especially fixed expressions and idioms that are needed in daily lives to accompany their actions when playing at the school yards, when attending classes, when interacting with the friends etc. They should be

encouraged to read English for fun and to collect English texts that they like from different sources such as fairy tales, jokes etc.

The literacy target for senior high school is the third level or Informational level meaning that senior high school graduates are expected to be able to access the accumulated knowledge because they are expected to communicate for academic lives. In other words, learners can use English to access accumulated knowledge and use English in informal and formal contexts English Teaching Learning Process at Junior High School 10 Purworejo Besides aims to reach Functional level it also like explanation above it also aims to improve the students' achievement especially the result of National Examination.

Syllabus and Lesson Plan at Junior High School 10 Purworejo, the strategy applied is design deeply preceding new academic year. It is done by holding in house training of KTSP. The instructional materials includes syllabus and lesson plan are designed for a year (two semesters). The objective is that when learning runs, the instructional materials have been ready containing annual program, semester program, syllabus, lesson plan, and passing grade. It, therefore, will not be time consuming, which disturbs teaching time. Thus, the instructional materials have been prepared totally and the teachers later determine method to apply CTL principles maximally to achieve learning objectives as stated in the lesson plan. The teachers of SMP Negeri 10 Purworejo, especially the English teachers, believe in good preparation results in good results.

Debby Deal and C. Stephen White in their study which entitled “Voices from the Classroom: Literacy Beliefs and Practices of Two Novice Elementary Teachers”; it shows that the researchers note that influencing and effective teacher has high expectation for all the students, understands and knows students’ instructional level and ability, monitors students’ development, and motivating sustainable revision and development. There are also three factors determining success, namely teacher’s preparation, school context, and personal disposition.

The similarity is that in order to achieve success, the both studies regards that good preparation highly determines success in delivering learning materials. The difference lies in the subject of the study. Debby Deal and C. Stephen White’s study subject is junior teachers and the subject of the present study is senior teachers.

Fred Spooner, Christopher J. Rivera, Diane M. Browder, Joshua N. Baker, and Spencer Salas (2009) in their study which entitled “Teaching Emergent Literacy Skills Using Cultural Contextual Story-Based Lessons”; the result shows that it is important for teachers prepared to teach students having various culture and language background. It means that before teaching teachers should prepare their selves to succeed in teaching. Teachers should be able to select proper method to teach students having not only different culture but also different intellectual ability including students with mental disorders.

The similarity of the study above and the present study is that before teaching, teachers' preparation must be suitable with students' characteristics having different cultures. The difference of the studies lies in the students. The students of the previous study are students having mental disorders, while the present study is all students.

The materials used by English teachers in learning process at Junior High School 10 Purworejo are in accordance with the content of competence standard and basic competence. In grade IX they are Short Functional Text, Report Text, Procedure Text, and Narrative Text. They also choose the materials that have been understood by their students. Compared with Brian M. Harmer (2009) entitles "Teaching in A Contextual Vacuum: Lack of Prior Workplace Knowledge as A Barrier to Sense making in the Learning and Teaching of Business Courses". The result of the study shows that there is general arrangement among the participants that the students, who are situated by the previous working experience, is more ready to understand the materials discussed in the business course. Even, some suggest that if the description of workplace lies in different domain compared to the course materials, the students will be more capable of assimilating the material taught.

The media that the English teachers used in Teaching and Learning Process at Junior High School 10 Purworejo used are around the school. It means they are easy to find , because they can use real things around school.

In implementing CTL approach in the classroom, it needs not to be in order from constructivism to authentic assessment. The seven CTL main components, however, must be applied. The implementations of CTL in English classroom of Junior High School 10 Purworejo are: questioning, constructivism, and modeling, learning community, inquiry, authentic assessment and reflection. It, however, is not in order; sometimes it is applied based on the situation and condition.

Modeling in English learning in SMP Negeri 10 Purworejo uses effective and efficient principles. It uses resource around the school based on the material being learnt. Learning community applied by teacher dividing students into groups consisting of one high level student (smart), two medium level students, and one lower level student. It is based on the test taken from eight students having highest score as high level students, sixteen students as medium level students, and eight students getting lowest score as lower level. Grouping is aimed to make group members be active and learning will be meaningful either in group or individually. Among group, the students compete fairly, while individually the students cooperates each other exchanging information.

Compared to this result, the previous relevant study conducted by Malik Behlol (2011) entitled "Comparative Effectiveness of Contextual and Structural Method of Teaching Vocabulary" shows that a) the study examines significant differences between students' performance taught by contextual and structural method. The students having higher achievement taught using contextual

approach is better than students having higher achievement taught using structural method in vocabulary. b) Students having average and lower achievement taught using structural approach have better score in post test compared to the students having lower achievement taught using contextual method. c) Better performance of the students having higher achievement is caused by the role of the students and the teacher as partner and peers in learning process. d) Higher achievement retention level students taught using contextual method in vocabulary teaching is better than the other taught using structural method. It is reflected from better performance of the students taught using contextual method that they have greater interest and involvement in learning process. e) Students taught using contextual method have reflected greater oral and spoken language ability because words are difficult to explain by using that summary. Vocabulary learnt is in oral and written forms. The students are able to associate and use them in different context, use them in correct grammar, spell them correctly, pronounce them in known and conscious connotation and association. f) There are several vocabularies having different meaning from their same spelling and pronunciation, which can only be learnt using contextual method.

The similarity lies in teaching vocabulary for higher achieved students using CTL and the better result. The difference is that the lower achieved students are more suitable taught using structural approach, but in the present study both higher and lower achieved students are suitable taught using contextual model.

The learning procedure that done in Teaching and Learning Process at Junior High School 10 Purworejo is Learning cycle (Building Knowledge of the field, Modeling, Joint Construction of, Independent Construction). This method is very suitable in teaching using Contextual Teaching and learning Approach.

The Evaluation that used by Junior High School 10 Purworejo is authentic assessment. It means that the teacher evaluate their students not only from their test result but also from the learning process. several things which can be used as base to evaluate students' achievements are: 1) project/activity and the report, 2) homework, 3) presentation or students' performance, and 4) written test result.

Conclusion

1. The Implementation of Contextual Teaching and Learning Approach

Main Principles in English Learning at Class IX of Junior High School 10 Purworejo

The implementation of main principles that often called seven main components of CTL approach in English learning at class IX of Junior High School 10 Purworejo is initiated by conducting training of CTL to the teachers and school support and facilities to implement CTL model. The better the teacher competences in CTL materials, the better the implementation of the seven main component of CTL and the better the

learning process to the students. The weakness is that it needs much time to do them.

2. The learning objectives.

The learning objective is the goal that will be achieved by students in English Teaching Learning Process. It means that the students must be able to master all of the materials that are taught to them finally they can improve their achievements. The learning objective at Junior High School 10 Purworejo can be achieved namely it can improve the result of National Exam.

4. Syllabus and Lesson Plan

Syllabus and lesson plan at Junior High School 10 Purworejo are made together in school teacher association initially in the activity of in house training . Syllabus and lesson plan they made is referring to BNSP as well as developing it based on the students' situation and condition in order that the objectives stated in the syllabus and lesson plan are truly achieved. The more contextual syllabus and lesson plan implemented the more contextual the learning process done.

4. Materials

Choosing good and appropriate learning materials that referring to competence standard and basic competence which are in accordance with students characters make the students easy to understand. The

teachers usually use Let's Talk book, English On Sky, Practise Your English Competence and seldom use internet to be the materials.

5. Media

Choosing media which has been known and found by students make the learning process more attractive. They use media in reality and pictures.

6. Classroom Activities

Classroom activities using contextual teaching and learning approach make the students feel happy, creative, motivated and the learning process more lively. Junior High School 10 Purworejo in English Teaching Learning speaking use role playing, games, and sing a song.

7. Learning Procedure

Learning procedure in English Teaching learning at class IX at Junior High School 10 Purworejo is based on student-centered learning, teacher acts as facilitator and motivate the students to have curiosity, build and relate knowledge they have already had and the knowledge being learnt that finally they will find their knowledge by themselves to be applied in real life. The more qualified the learning the more improved the students' learning achievement.

8. Evaluation

In order to know the students' achievement, the teachers give evaluation to their students either in learning process or test results. The teachers use authentic assessment.

Based on the explanation above concerning the implementation of Contextual Teaching and Learning approach in English Teaching learning Process at class IX of Junior High School 10 Purworejo, it can be concluded that this school has been applying contextual teaching and learning approach correctly so it can improve the students' achievements. It can be seen from the improved results of National Examination in 2008/2009 academic year of 5,35, in 2009/2010 academic year of 6,25, and in 2010/2011 academic year of 6,60.

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