

ENGLISH FOR TOURISM LECTURES BECOME MORE CREATIVE WITH MODIFIED CONCEPTS OF CTL (CONTEXTUAL TEACHING AND LEARNING)

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Abstract

This research examined the modification of the concept of CTL (Contextual Teaching and Learning) in English for Tourism lectures in English literature studies at the Muslim Nusantara Al-Washliyah University, Medan. English For Tourism lectures involved theoretical and practical training in their implementation. One important theory taught to students was about how to communicate well and correctly in the world of tourism. Students often experienced difficulties in communicating and understanding various very diverse cultures in Indonesia in particular and in foreign countries in general. Language and culture learning not only provided an understanding of the definition but students were required to be able to find their own knowledge. Lecturers must have concepts that spur students to be able to think critically and creatively. One of the appropriate learning concepts for teaching English for Tourism courses was the concept of CTL (Contextual Teaching And Learning). The concept made it easier for students to understand all the theories that were conveyed during the lecture. CTL made innovative, creative and effective learning. CTL modification in English for Tourism lectures could make lectures more creative, and require students to think more critically. This meant they were encouraged to connect between the materials taught with everyday life in the world of tourism.

Keywords: Modification, CTL, English for Tourism

INTRODUCTION

English has a very important and strategic role in the era of globalization. Some multilingual communities use English in various fields of life. One of them is in the field of tourism. Given the importance of the role of English in the field of tourism, the English Literature study program at the Muslim Nusantara Al-Washliyah University included English for Tourism courses as one of the subjects that must be followed by all English literature students. In these courses, students are taught various theories and practices related to English in the field of tourism.

Theory and practice are taught simultaneously so that students are able to easily master and understand every material delivered in the learning process. The learning process to be successful must require serious effort from various parties, both from the students, lecturers, and the environment. Lecturers are expected to be able to choose good and appropriate learning concepts so that the lecture process can run effectively and succeed well. According to (Isjoni, 2013), the concept of learning is a strategy used by educators to improve learning motivation, learning attitudes among students, able to think critically, have social skills, and achieve more optimal learning outcomes. Referring to this, the development of the concept of learning continues to experience changes from traditional models to more modern models. The concept

of learning serves to provide a neatly arranged learning situation to provide an activity for students to achieve learning objectives. However, there are still some lecturers who apply the concept of classical learning in conducting lectures, especially in English for Tourism courses. In English for Tourism lectures the concept of learning applied is considered boring by most English literature students at the Muslim Nusantara Al-Washliyah University Medan. The learning atmosphere is not conducive so that students become passive. Efforts to improve student learning achievement can not be separated from various factors that influence it. In this case, we need creative lecturers who use the right learning concepts. One concept of learning that is deemed appropriate is the concept of CTL (Contextual Teaching and Learning).

According to (Iskandarwassid, 2009), CTL is a learning concept that helps teachers connect subjects with real situations as well as learning that motivates students to connect their applied knowledge and everyday life as family and community members. Teaching using the concept of CTL allows students to strengthen, expand, and apply their academic knowledge and skills in a variety of settings so that students can solve real-world problems or simulated problems. The CTL concept consists of seven important elements, namely inquiry, questions, constructivist, modeling, learning society, authentic assessment, and reflection. The seven elements can be applied throughout the learning process, especially in English for Tourism courses. Modifications to the concept of CTL in English for Tourism lectures are needed. This is adjusted to the needs and characteristics of students who continue to develop. The above description has inspired the implementation of research entitled "Modification of the concept of CTL (Contextual Teaching and Learning) in English For Tourism lectures in the English Literature Study Program at the Muslim Nusantara Al-Washliyah University Medan".

There are several objectives of this research, including for:

- 1) Knowing the meaning of the modification of the concept of CTL (Contextual Teaching and Learning) in teaching English for Tourism courses
- 2) Determine whether the modification of the concept of CTL is appropriate in teaching English for Tourism courses for students of English literature UMN-AW Medan.
- 3) Knowing the difficulties faced by students of English literature UMN-AW Medan in the English for Tourism course.

METHOD

The location of this research was conducted at Muslim Nusantara Al-Washliyah University Jl. Garu II No.93 Medan. The approach used in this research is a quantitative research approach with survey methods. (Margono, 2005) said that survey research is one method of research that generally uses a population sample that aims to make descriptions, generalizations, or predictions about opinions, behaviors, and characteristics that exist in that population. In this research the data collection methods used are:

a. Questionnaire Method

(Sugiyono, 2008) said that questionnaire is a data collection technique that is done by giving a set of written questions to respondents to be answered, can be given in person or by post or internet. There are two types of questionnaires, namely closed and open. The questionnaire used in this case is a closed questionnaire that is a questionnaire whose answers have been provided, so that the respondent simply selects and answers directly. This questionnaire is intended for students of English literature at the Muslim Nusantara Al-Washliyah University Medan to find out how effective the CTL concept has been modified in conducting English for Tourism lectures.

b. Interview Method

According to (Usman, H., & Akbar, 2008) an interview is an oral question and answer between two or more people directly useful for getting data from the first hand (primary), complementing other collection techniques, testing the results of other data collection. This interview is aimed at students and lecturers, as supporters of the questionnaire method in collecting data, if the questionnaire method is not deep enough so that the interview method will obtain more in-depth and more detailed information.

This research uses quantitative data analysis techniques. Analysis of data in quantitative is using a statistical approach. And the statistics used are descriptive statistics. Descriptive statistics are statistics used to analyze data by describing or describing data that has been collected. Included in the descriptive statistics include frequency distribution, percent distribution and measurement of central tendency. Frequency distribution table that describes the regular arrangement of data is in a table. Data is arranged sequentially according to the size of the numbers or classified in classes according to the appropriate level and amount in the class.

RESULTS AND DISCUSSION

Results

Based on the results of the questionnaire, it showed that the majority of English literature students in the English for Tourism class made it easier to understand every material delivered by lecturers. According to them the CTL concept that was modified according to the characteristics of students really helped them in the learning process because the steps in the modification of the CTL concept were easy to follow so students did not feel confused. Based on interviews that have been conducted with lecturers teaching English for Tourism and also students of English literature at UMN-AW Medan, it was found that the modification of the concept of CTL (Contextual Teaching and Learning) was very helpful in the learning process of English for Tourism courses. With the CTL concept, the lecturer becomes easier to explain every topic of material in the English for Tourism course. Students also find it easier to understand every material delivered by the lecturer.

Discussion

The concept of CTL refers to the characteristics that distinguish it from traditional learning. The main difference that appears between CTL and traditional learning is the connection between topics or topics in the classroom with real life (contextual). Students are prepared to solve problems in the real world by using the knowledge that has been built. Before implementing CTL in class, the lecturer must understand the nature of CTL in general and understand the characteristics of the English for Tourism course. The thing to remember is that English must be seen from its function as a communication tool. This understanding will help lecturers realize from the beginning that learning English is not only about knowing the components of English, but also includes how to use it in communication activities, especially in this case is communication activities in the world of tourism.

After understanding the characteristics of the English for Tourism course and the characteristics of the CTL, the lecturer chooses activities that are in line with the objectives of the English for Tourism lecture, especially in accordance with English language activities in the context of real life, in this case the world of tourism. That is what is meant by modifying the concept of CTL in English for Tourism lectures. CTL as a learning approach concept that is relatively considered "new" is a good alternative for learning English in English for Tourism courses based on several reasons for its excellence. First, the necessity to link language skills with their

use in real life, especially in this case in the world of tourism, can make students skilled in speaking English in real communication events. Second, CTL elements that encourage students to think actively can get students able to do problem solving and take responsibility for their own learning processes to achieve success. Third, Authentic assessment can be used as a complement in the process of evaluating student learning outcomes which so far have only been based on formal test results. Thus both the learning process and the learning outcomes of English in the English for Tourism course can be done better.

CONCLUSION

The application of the modification of the concept of CTL (Contextual Teaching and Learning) is felt appropriate in teaching English for Tourism courses for students of English literature at the Muslim Nusantara Al-Washliyah University Medan.

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