IMPLEMENTATION OF THE CONTEXTUAL TEACHING AND LEARNING MODEL IN TEACHING THE ANALYSIS OF ANECDOTAL TEXTS TO STUDENTS OF GRADE X AT SMK NEGERI 1 JATIBARAN IN THE ACADEMIC YEAR 2022/2023

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Abstract

The primary motivation for this study was the inadequate ability of students at SMK Negeri 1 Jatibarang Indramayu to analyze anecdotal texts and the challenges faced by teachers in developing effective learning models. The objectives of the research were to assess the effectiveness of the Contextual Teaching and Learning (CTL) model in teaching Grade X students how to analyze anecdotal texts and to outline the learning process. The study employed an experimental approach with a nonequivalent control group design. The research population consisted of all Grade X students, with Grade X AKL 1 (20 students) as the control group and Grade X AKL 2 (20 students) as the experimental group, selected through purposive sampling. Data collection involved written tests and observations. The t-test results revealed a t-value of 4.727, surpassing the t-table value of 2.024, indicating the acceptance of Ha and the rejection of Ho. This suggests that the Contextual Teaching and Learning model is effective in teaching the analysis of anecdotal texts. Therefore, it can be concluded that the Contextual Teaching and Learning model is successfully implemented in teaching Grade X students at SMK Negeri 1 Jatibarang during the 2022/2023 academic year. The analysis of observation data further demonstrates that the application of the Contextual Teaching and Learning model enhances student engagement in the process of analyzing anecdotal texts for Grade X students at SMK Negeri 1 Jatibarang Indramayu in the 2022/2023 academic year.

Keywords: *Contextual Learning Model, Learning, Anecdotal Texts*

1. INTRODUCTION

Learning the Indonesian language is a crucial component of education, particularly in Indonesia, and is integrated into the curriculum from elementary school through university. The 2013 curriculum emphasizes Indonesian as a foundational subject that supports learning in other areas, prioritizing its importance above all other subjects.

Language skills consist of four essential components: listening skills, speaking skills, reading skills, and writing skills (Ilham & Wijiati, 2020). These four components are interconnected, implying that proficiency in one skill necessitates proficiency in the others. The acquisition of language skills involves a sequential process, starting with learning to listen and subsequently acquiring speaking skills through the assimilation of what has been heard. Listening and speaking skills are categorized as oral language skills, whereas reading and writing skills are classified as written language skills (Mulyati, 2014).

Language is not only in the form of speech, but can be expressed in writing. The point is conveyed by Tarigan (2019), Writing is a language skill that is used to

communicate indirectly, not face-to-face with other people. Tarigan also explained that writing is a productive and expressive activity (G. Tarigan, 2008). In this writing activity, the writer must be skillful in utilizing graphology, language structure and vocabulary (Kuswandi & Putri, 2021). These writing skills will not come automatically, but must go through a lot of practice and regular practice. Tarigan explanation emphasizes the need for writers to continue practicing and practicing in writing, so that we can realize our identity as an educated nation (G. Tarigan, 2008).

Writing learning is a language skill that must be learned continuously and is needed to improve the quality of learning, where students will learn about language more intensively (Abidin et al., 2021). Writing skills are one of the productive and expressive language skills used to communicate indirectly and not face-to-face with other parties (H. G. Tarigan, 2019).

Students' lack of writing ability can be attributed to several factors. Firstly, the general attitude towards the Indonesian language is not supportive, as many individuals are not concerned about using it correctly. Secondly, Indonesian language teachers often have busy schedules outside of their working hours, leaving them with limited time to develop engaging and effective writing lessons. Thirdly, the methods and techniques used for teaching composition are not diverse enough, and there may be a lack of feedback on students' essays. Fourthly, students themselves often view writing lessons as burdensome and uninteresting. Lastly, students tend to poorly complete their writing exercises (H. G. Tarigan, 2019).

This encourages authors to look deeper into how the learning process of analyzing anecdotal text takes place. An anecdote is a short and funny or interesting story that describes an actual event or person (Sikumbang, 2022). Gradually, the meaning of anecdote came to mean any short story used to emphasize or illustrate whatever point the writer wanted. In Indonesian language subjects, students are required to be able to analyze anecdotal text based on the structure and language of anecdotal text. The anecdote text structure consists of abstraction, orientation, crisis, reaction, and coda (Mascita & Rosmayati, 2018). The features of anecdotal text include satire, humor, social criticism, and perspectives from significant individuals or fictional personas. Learners are encouraged to address social, environmental, and public policy issues through the use of anecdotal text. Therefore, it is crucial to conduct research to emphasize the importance of these skills. Educators play a pivotal role in the learning process, as they must develop plans, execute them, and evaluate outcomes based on learning goals. It is essential to present the material in an engaging manner to boost motivation and stimulate students' interest in learning.

The achievement of learning objectives also depends on the ability of teachers as planners, implementers and assessors. In addition, planning, implementation, and assessment must be adjusted to the applicable curriculum so that there is no difference with the learning objectives set by the government.

The Contextual Teaching and Learning (CTL) model is a learning concept that helps teachers link the material taught with the real world situation of students and encourages students to make connections between their knowledge and its application in their lives as members of the family and society (Kistian, 2018). This is in line with the opinion of Trianto & Pd (2007), that the Contextual Teaching and Learning model is an approach that emphasizes the process of student involvement to find the material learned

by connecting and applying it to their lives. Thus, the role of students in learning the Contextual Teaching and Learning model is as learning subjects who discover and build their own concepts.

The 2013 curriculum enables educators to evaluate students' learning achievements while working towards educational goals that demonstrate proficiency and comprehension of the subject matter. Consequently, students must be aware of the criteria for mastering competencies and traits that will serve as benchmarks for assessing their learning outcomes. This knowledge will allow students to adequately prepare themselves by acquiring specific competencies and traits, which are prerequisites for advancing to the next level of mastery. The learning resources for analyzing anecdotal texts can be found in the SMK/MAK class X basic competency 3.6, which focuses on analyzing the structure and language of anecdotal texts.

The problems identified in this study were also observed at SMK Negeri 1 Jatibarang during the 2022/2023 academic year. In an interview with Mrs. Tuty Lestari, S.Pd., the Indonesian language teacher for class X at SMK Negeri 1 Jatibarang, it was revealed that students' ability to analyze anecdotal texts remains challenging to apply, with only a few students demonstrating proficiency. Insufficient reasoning skills and lack of confidence hinder the optimal implementation of the learning process for analyzing anecdotal texts, both in theory and practice. Mrs. Tuty Lestari, S.Pd. emphasized the need to enhance students' ability to analyze the content of anecdotes in order to improve their fundamental understanding of this type of text. Furthermore, she mentioned that she had never utilized the Contextual Teaching and Learning model for teaching anecdote analysis. This research conducted by Mrs. Tuty Lestari, S.Pd. aims to determine the effectiveness of this learning model and provide a valuable reference for her teaching practices.

In the initial survey on understanding the analysis of anecdotal texts, class X students at SMK Negeri 1 Jatibarang identified several obstacles. One major challenge is the difficulty students face in analyzing anecdotal texts. Monotonous learning activities fail to engage students at the adolescent stage. Therefore, it is crucial to employ diverse teaching techniques to cater to the needs of children at this age. The ability to analyze anecdotal texts is pivotal in the Indonesian language curriculum. It significantly contributes to the development of analytical skills among class X students. Hence, teachers must be dedicated and focused on guiding students through the process of analyzing anecdotal texts. To enhance students' analytical skills, teachers can incorporate more models into their teaching methods. Students are more likely to excel in analyzing anecdotal texts when they find joy and interest in the learning process.

Based on the description of the background of the problem, the purpose of this study is to determine whether the Contextual Teaching and Learning model is effective in learning to analyze anecdote text in class X students of SMK Negeri 1 Jatibarang in the 2022/2023 academic year. As well as describing the learning process of analyzing anecdotal text in class X students of SMK Negeri 1 Jatibarang in the 2022/2023 academic year.

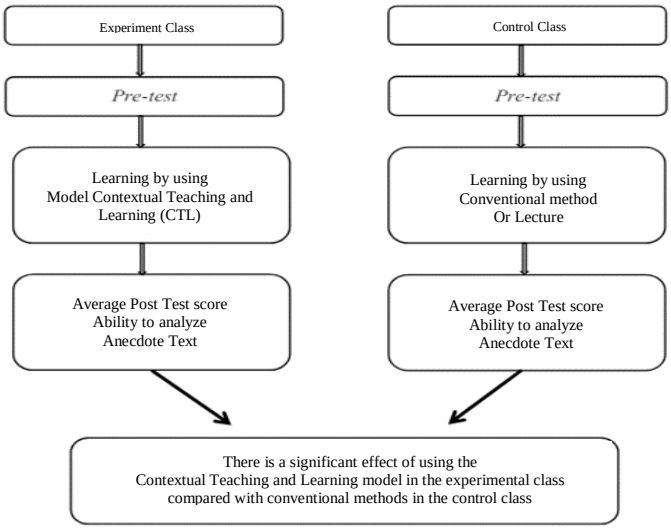

Figure 1. Research Framework

Based on the description above, the hypothesis that the author proposes in this study is as follows:

a) H0: There is no significant effect of using Contextual Teaching and Learning model on the ability to analyze anecdote text.
b) Ha: There is a significant effect of using Contextual Teaching and Learning model on the ability to analyze anecdote text.

2. RESEARCH METHOD

The research conducted in this study utilized an experimental method, specifically an experiment carried out on the students of class X at SMK Negeri 1 Jatibarang during the academic year 2022/2023. The design employed in this research is a quasi-experimental design, known as the nonequivalent control group design or pseudo experimental design. This design involves administering a pretest to both the experimental group and the control group before implementing any treatment, followed by a posttest after the treatment has been administered. It is important to note that the selection of participants for both groups was not done randomly or by chance. Instead, they were first given a pretest, then subjected to the treatment, and finally given a posttest. Based on the aforementioned research design, the following provides a description of the non-equivalent control group design.

Nonequivalent Control Group Design is as follows:

E = O1 X O2
K = O3 X O4

Description:

a) E is the experimental class (class treated with Contextual Teaching and Learning model).

b) K is the control class (class that is not treated with the Contextual Teaching and Learning model).
c) O1 is the initial test or pre-test (before treatment) in the experimental class.
d) O2 is the final test or post-test (after treatment) in the experimental class.
e) O3 is the initial test or pre-test (before treatment) in the control class.
f) O4 is the final test or post-test (after being given treatment) in the control class.
g) X is the learning treatment of analyzing anecdote text using the Contextual Teaching and Learning model.

The research design seeks to assess the students' ability to analyze the structure of anecdotal text before and after learning using the Contextual Teaching and Learning model. The aim was to compare the control class and the experimental class and determine the effectiveness of the model in the learning process, specifically in analyzing the structure of anecdotal text. After conducting the final test for both groups, the results were compared to identify any significant differences. If there is a notable difference between the scores of the experimental group and the control group, it indicates the impact of the treatment provided.

This study incorporates two variables: variable x, which serves as the independent variable or the variable being manipulated, representing learning with the Contextual Teaching and Learning model; and variable y, which acts as the dependent variable or the variable being measured, representing the ability to analyze anecdotal text. The relationship between these two variables is illustrated in the figure below.

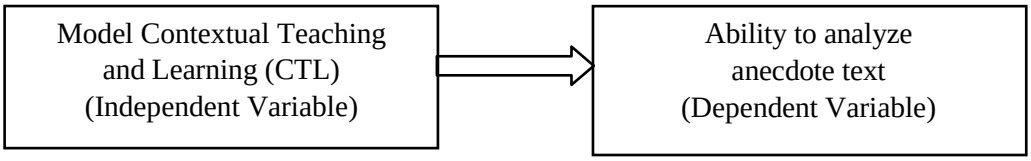

Figure 2. Relationship between Independent and Dependent Variables

Table 1. Class X students of SMK Negeri 1 Jatibarang

No	Class	Number of Learners
1	X AKL 1	20
2	X AKL 2	20
3	X TKRO 1	28
4	X TKRO 2	29
5	X TBSM 1	30
6	X TBSM 2	33
7	X MM	32
8	X TKKR	18
9	X TKJ 1	30
10	X TKJ 2	32
Total		**272**

The study used purposive sampling, with class X AKL 1 as the control group and class X AKL 2 as the experimental group. Both groups were similar in learning abilities, but the experimental group struggled with analyzing anecdotal text structures due to lack of interest and understanding. Interviews with students confirmed this, leading to the selection of class X AKL 1 as the control group and class X AKL 2 as the experimental group. See table below for composition of classes at SMK Negeri 1 Jatibarang for the academic year 2022/2023. The research population included all 40 students from class X at SMKN 1 Jatibarang, with 20 students in each AKL class.

Table 2. Experimental and Control Class Samples

No	Class	Number of students		Total
		Male	Female	
1.	X AKL 1	4	16	20
2.	X AKL 2	-	20	20
Total		4	36	40

The study was conducted at SMK Negeri 1 Jatibarang in November 2022, specifically in classes X AKL 1 and X AKL 2. Data was collected through tests and observations, with class X AKL 1 as the control group and class X AKL 2 as the experimental group. The experimental group utilized the Contextual Teaching and Learning model, while the control group did not. Quantitative data was gathered from pre-tests and post-tests in both groups, along with observations during the teaching process. A post-test was administered to both groups to assess mastery of the material, and statistical analysis was conducted using SPSS 24.

3. RESULT AND DISCUSSION

3.1. Research Result

a. Data Description of Test Results Analyzing Anecdotal Texts

In this study, authors have conducted research at SMK Negeri 1 Jatibarang in the 2022/2023 academic year. This research activity began with giving an initial test to the control class and experimental class in analyzing anecdotal text. After the initial test was given, then the researcher gave treatment to the control class and the experimental class. In the control class in the form of applying conventional methods while the experimental class is in the form of applying the Contextual Teaching and Learning model. After giving treatment, the control class and experimental class were each given a final test in analyzing anecdotal text with the aim of measuring the ability of students in learning to analyze anecdotal text in class X AKL 1 (as a control class) of 20 students and X AKL 2 (as an experimental class) of 20 students.

b. Data Analysis

a) Initial Test Results

In the data description section, it has been stated that the average value of the experimental class is 69.50 and the average value of the control class is 69.50 It turns out that the average value obtained by students in the experimental class and control class is

the same. By looking at the comparison of the average initial test scores, it can be seen that students in the experimental class have the same initial ability as students in the control class. In detail, the initial test scores of the experimental class and control class can be seen in table 3 below.

Table 3. Initial Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Experiment	20	69.50	4.560	60	75
Control	20	69.50	3.204	65	75

In table 3, it can be seen that the mean value of the initial test obtained by students in the experimental class is 69.50 with a standard deviation of 4.560. The largest initial test value is 75 and the smallest is 60. In the control class, the average value (mean) obtained by students is 69.50 with a standard deviation of 3.204. The largest initial test score for the control class was 75 and the smallest was 60.

From this description it can be concluded that the initial test scores produced by students have the same average value. Thus, it can be said that students in the control class and students in the experimental class have the same ability before being given treatment. This is in accordance with the author's expectations because the results that will be obtained by students after treatment will be more objective because the samples have the same ability.

b) Final Test Results

In table 4, it can be seen that the average final test score obtained by students in the experimental class is 82.00 with a standard deviation of 4.974. The largest final test score is 90 and the smallest is 75. In the control class, the average value obtained by students is 74.75 with a standard deviation of 4.723. The largest final test score is 85 and the smallest is 85. It turns out that the average value of the final test of students in the experimental class using the Contextual Teaching and Learning model is higher or better than the average value of the final test of students in the control class using the lecture method.

Table 4. Final Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Experiment	20	82.00	4.974	75	90
Control	20	74.75	4.723	70	85

c. Hypothesis Testing

a) Initial Normality

Data is said to be normally distributed if the significant value is> 0.05, while the data is said to be abnormally distributed if the significant value is <0.05. The results of the normality test can be seen in Table 5 as follows:

Table 5. One-Sample Kolmogorov-Smirnov Test

		Experiment	Control
		20	20
Normal Parameters[a,b]	Mean	82.00	74.75
	Std. Deviation	4.974	4.723
Most Extreme Differences	Absolute	.206	.279
	Positive	.206	.279
	Negative	-.177	-.171
Kolmogorov-Smirnov Z		.922	1.247
Asymp. Sig. (2-tailed)		.363	.089

a. Test distribution is Normal.
b. Calculated from data.

Based on the results of the normality test output using the One-Sample Kolmogorov-Smirnov Test in Table 8, the significance value of the pre-test data for the experimental class is 0.363 and the control class is 0.89. Both significance values are greater than 0.05. This means that the samples from the control class and experimental class come from a normally distributed population.

b) Final Homogeneity

Table 6. Homogeneity of Variances Test Results

Levene Statistic	df1	df2	Sig.
.910	1	38	.346

From the Levenes Statistic seen in table 6, it shows that the significance obtained from the control class and experimental class data is 0.346. It turns out that the significance is greater than 0.05. Thus, the control class final test data and the experimental class initial test data are homogeneous.

d. Final Independent Sample T Test

Table 7. Independent Samples Test Result

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	.910	.346	4.727	38	1.000	7.250	1.534	4.145	10.355
Experiment	Equal variances not assumed			4.727	37.899	1.000	7.250	1.534	4.145	10.355

Based on Table 7 t test above, there is a t-value of 4.727. Because t-value 4.727> t-table 2.024, the Ho hypothesis is rejected and Ha is accepted because t-value> t-table.

3.2. Discussion

a. Test Results Analyzing Anecdotal Texts using the Contextual Teaching and Learning Model

This study aims to determine the effectiveness of using the Contextual Teaching and Learning model in learning to analyze anecdotal text in class X students of SMKN 1 Jatibarang. The following is a discussion of the improvement of each aspect in the analysis of students' anecdotal text.

a) Abstraction

The abstraction aspect that needs to be considered is the students' analysis of the background or overview of the anecdote text. In the pre-test, the average learner in this abstraction aspect scored 67.5, after the post-test increased with an average of 87.5.

b) Orientation

The orientation aspect that needs attention is the learners' analysis of the crisis, conflict of the anecdote text. In the pre-test, the average learner in this orientation aspect scored 72.5, after the post-test it increased with an average of 77.5.

c) Crisis

The crisis aspect that needs attention is the learners' analysis of the ridiculousness and laughter of the anecdote text. In the pretest, the average learner in this crisis aspect scored 65, after the post-test increased with an average of 80.

d) Reaction

The reaction aspect that needs to be considered is the learners' analysis of the attitude of criticizing and laughing at anecdotes. In the pre-test, the average learner in the reaction aspect scored 67.5, after the post-test increased with an average of 87.5.

e) Coda

The coda aspect that needs to be considered is the learners' analysis of the existence of the closing and conclusion of the anecdote text. In the pre-test, the average learner in this aspect of the coda scores 72.5, after the post-test has increased with an average of 80.

Based on the discussion above, it can be seen that there is a change in the score of each aspect in analyzing the structure of the anecdote text of experimental class students who use the Contextual Teaching and Learning model. The output results of the initial normality test using the One-Sample Kolmogorov-Smirnov Test, the significance value of the pre-test data for the experimental class is 0.64 and the control class is 0.41. Both significance values are greater than 0.05. This means that the samples from the control class and experimental class come from a normally distributed population. The initial homogeneity test showed that the significance obtained from the control class and

experimental class data was 0.249. It turns out that the significance is greater than 0.05. Thus, the control class initial test data and the experimental class initial test data are homogeneous.

The initial Independent Sample t Test obtained a significant value of 1,000> 0.05 so it can be concluded that the two data have the same average. Comparison of the ability of students in analyzing anecdotal text in class X AKL 1 and AKL 2 is almost the same. Then the treatment will be given to the experimental class, namely class X AKL 2 with the Contextual Teaching and Learning model during the learning process, while the control class, namely class X AKL 1 with learning that does not use the Contextual Teaching and Learning model during the learning process. The results of the final normality test output, using the One-Sample Kolmogorov-Smirnov Test, the significance value in the experimental class obtained was 0.363 and in the control class 0.083. both significance values are greater than 0.05. This indicates that the samples in the experimental class and control class are normally distributed.

The final homogeneity test shows that the significance obtained from the control class and experimental class data is 0.346. It turns out that the significance is greater than 0.05. Thus, the control class final test data and the experimental class final test data are homogeneous. The final Independent Sample T Test obtained a significant value for the two research groups is 4.727 while the t-table price is 2.024 Thus the price of t-value> t-table, namely 4.727> 2.024 Based on the foregoing, the alternative hypothesis (Ha) which states "The application of the Contextual Teaching and Learning model in learning to analyze anecdotal text in class X students of SMK Negeri 1 Jatibarang in the 2022/2023 academic year" is accepted.

Overall, there is an improvement in the quality of the learning process carried out by teachers and students as well as an increase in the average final score of analyzing anecdotal text by students from the pre-test to the post-test stage. Thus, it is proven that learning to analyze anecdotal text using the Contextual Teaching and Learning learning model is effective.

b. Learning Activities

Based on the learning process of analyzing anecdotal text that has been carried out at SMK Negeri 1 Jatibarang in the experimental class using the Contextual Teaching and Learning model, it brings significant changes to the way students learn: Activities observed include 6 (six) indicators: 1) Attention, 2) Topic, 3) Responsibility, 4) Motivation, 5) Active, 6) Summarize.

The activity of experimental class students who apply the Contextual Teaching and Learning model has gone well, this can be seen from students who already understand their roles and duties in working in groups. At the time of group formation, students look enthusiastic and immediately gather with their group friends, students can determine topics well during group discussions. When analyzing anecdote text, learners actively contribute with their group. This learning can motivate learners to actively ask when they get difficulties (motivate each other). Learners are enthusiastic to present the results of analyzing anecdotal text. Learners are able to conclude the learning that has been carried out.

The results of the assessment of students' activities in learning to analyze anecdotal text using the Contextual Teaching and Learning model were obtained: the percentage of

values with good classification was 17 students or 85%, the value with sufficient classification was 3 students or 15%, while the value of the classification was less none or 0%. Overall, all aspects of student activity in learning to analyze anecdotal text in experimental classes using the Contextual Teaching and Learning model are classified as good.

Based on the results of the activity assessment above, it shows that the activity of experimental class students is high because the experimental class uses the Contextual Teaching and Learning model where the teacher requires students to play an active role in the learning process and the teacher is always a motivator for students in exploring the concepts studied. This is in accordance with the opinion according to Abdurrahman (2003), which states the advantages of the Contextual Teaching and Learning model, namely: a) Students will be able to feel that learning becomes their own because students are given ample opportunities to participate, b) Students have strong motivation to take part in learning activities, c) The growth of a democratic atmosphere in learning so that there will be dialogue and discussion to learn from each other among students and add insight into thoughts and knowledge for educators because something experienced and conveyed by students may not have been previously known by students.

In phase I of orienting students, the teacher starts learning activities by greeting, praying with a good category. The teacher conveys the basic competencies (KD) and conveys the learning objectives that will be achieved in a good category. The teacher conditioned the students with a good category. Teachers and students conduct questions and answers about the material to be learned to get a good category.

In phase II reviewing the material which includes the teacher providing an understanding of the material obtained a good category score. In phase III examining the context of students' lives which includes the teacher providing an example of anecdotal text in the form of dialog obtains a score in the good category. In phase III, to organize the preparation of teaching and learning activities for students. The teacher explains the structure of the anecdote text and scores well. The teacher assigns students to individually analyze the structure of an anecdote text scoring well. The teacher directs the students to discuss their work in class discussion scoring good. The teacher invites students to discuss the content of each part of the text structure obtaining a good category score.

In phase IV, linking the material with the teacher's knowledge or experience, helping to facilitate students to work well and effectively (the teacher helps students when experiencing difficulties in learning to analyze anecdotal text with the Contextual Teaching and Learning model) obtained a good category score. In this final phase V stage, the teacher conducts the assessment stage. Students complete the task then the task is collected to the teacher to get a good category score. then the teacher assesses the learning outcomes of analyzing student anecdote texts to get a good category score.

Based on the explanation above, it can be concluded that the observations made in the experimental class by Mrs. Tuty Lestari, S.Pd. who acted as an observer of the researcher as a model teacher who applied the Contextual Teaching and Learning model in learning to analyze anecdotal text received a "good" assessment.

4. CONCLUSION

Based on the findings from the research and analysis of pretest and posttest data, along with observations of the implementation of learning to analyze anecdotal text using the Contextual Teaching and Learning model for class X students of SMK Negeri 1 Jatibarang in the academic year 2022/2023, it can be concluded that students actively engage in learning activities to analyze anecdotal text using the Contextual Teaching and Learning model. Students demonstrate active participation in each stage of the learning process, displaying enthusiasm and happiness during the lessons. Through group work and hands-on experiences, students effectively communicate their ideas and thoughts, while also learning from their peers by comparing and contrasting their work. Furthermore, students confidently present their work in front of the class, showcasing their understanding and skills. These observations were derived from the analysis of the learning activities that were well-received by the students.

The effectiveness of using the Contextual Teaching and Learning model in teaching class X students of SMK Negeri 1 Jatibarang to analyze anecdotal text in the 2022/2023 academic year is evident. This is supported by the improvement in students' ability to analyze anecdotal text. Prior to the treatment, the control class had an average pre-test score of 69.50, while the experimental class had an average pre-test score of 69.50 as well. After the treatment, the control class, which used conventional methods, had an average post-test score of 74.75, whereas the experimental class, which was taught using the Contextual Teaching and Learning model, had an average post-test score of 82.00. It is clear that the experimental class achieved a higher average post-test score compared to the control class. The statistical analysis using the final Independent Sample t-test yielded a significant value of 4.727 for both research groups, whereas the t-table value was 2.024. Therefore, the t-value (4.727) is greater than the t-table value (2.024). Based on this, the alternative hypothesis (Ha) states that "the application of the Contextual Teaching and Learning model in teaching students to analyze anecdotal text is effective".

There is a clear distinction in the value of analyzing anecdotal text between the control class and the experimental class. The results improve as the model used becomes more effective. It is evident that utilizing the model in the experimental class yields a more impactful and successful outcome in comparison to the control class.

Further research could focus on several areas to expand our understanding of the Contextual Teaching and Learning (CTL) model. Longitudinal studies could track students' progress over time to assess the lasting impact of CTL implementation. Comparative analyses against traditional methods or alternative models would provide insights into the relative effectiveness of CTL. Investigating teacher training needs and professional development could enhance the successful integration of CTL strategies. Exploring the adaptability of CTL across diverse contexts and subjects would inform its broader applicability. Understanding student perceptions and motivations towards CTL through qualitative research could refine instructional design. Additionally, examining the integration of technology within CTL could enhance learning experiences.

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