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Contextual Learning Strategies in English Subjects at Bilingual Primary School Muhammadiyah 1 Purwodadi

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Abstract. Learning strategies need to be chosen by the teacher carefully so that the learning strategy chosen is not wrong and is under the conditions and circumstances of the students and the atmosphere of the class where the teacher is conducting the learning process. This research aims to analyze the learning strategies used by English teachers at the Bilingual elementary school Muhammadiyah 1 Purwodadi. This research is a qualitative descriptive study using interviews, questionnaires, and observation data collection methods. The research results show that learning English with contextual learning can run smoothly, and this statement is supported by the results of the triangulation of 3 data. Interview data shows that the teacher succeeded in making learning plans using contextual learning steps. Observation data shows that teachers are successful in carrying out learning using contextual learning. The results of the questionnaire showed that the students liked the contextual learning that the teacher applied in the English class. The conclusion obtained is that the contextual learning strategy to make the English language learning process at the Bilingual elementary school Muhammadiyah 1 Purwokerto run smoothly.

Keywords: bilingual, contextual learning, elementary school, English, strategy

Abstrak. Strategi pembelajaran perlu dipilih oleh guru dengan hati-hati dan cermat agar strategi pembelajaran yang dipilih tidak salah dan sesuai dengan kondisi dan keadaan peserta didik dan suasana kelas tempat guru tersebut mengadakan proses pembelajaran. Penelitian ini bertujuan untuk menganalisis strategi pembelajaran yang digunakan oleh guru bahasa inggris di sekolah dasar Bilingual Muhammadiyah 1 Purwodadi. Penelitian ini merupakan deskriptif kualitatif dengan metode pengumpulan data wawancara, angket atau kuesioner, dan observasi atau pengamatan. Hasil penelitian menunjukkan pembelajaran bahasa inggris dengan contextual learning bisa berjalan dengan lancar dimana pernyataan ini didukung dari hasil triangulasi 3 data. Data hasil wawancara menunjukkan bahwa guru berhasil membuat perencanaan pembelajaran dengan langkah-langkah pembelajaran kontekstual learning. Data pengamatan menunjukkan bahwa guru berhasil menjalankan pembelajaran dengan menggunakan kontekstual learning. Hasil angket mnunjukkan bahwa para siswa menyenangi pembelajaran kontekstual learning yang diaplikasikan guru di dalam kelas bahasa inggris. Kesimpulan yang didapat adalah bahwa strategi pembelajaran kontekstual mampu membuat proses pembelajaran bahasa inggris di sekolah dasar Bilingual Muhammadiyah 1 Purwokerto berjalan lancar.

Kata kunci: bahasa Inggris, dwibahasa, pembelajaran kontekstual, sekolah dasar, strategi

INTRODUCTION

Contextual learning can briefly be interpreted as learning that emphasizes the connection of learning material with life real-life contexts in the field or students' daily lives (Hutagaol, 2013; Kadir, 2013; Ramdani, 2018). By implementing contextual learning, we bring learning in the classroom closer to the real world in students' daily lives. So, the material taught is material taken from students' daily lives. This will make learning feel close and truly useful for the lives of the students. It's different if the teacher provides material that has nothing to do with students' real lives. For example, if a teacher teaches in a remote village, the material provided should be following the reality in the field. For example, regarding types of food, the teacher should give examples of food available in the village, grilled cassava, fried bananas, boiled sweet potatoes, etc. Don't give food that village children have never encountered, for example, pizza, hamburgers, hot dogs, and so on. Although these materials can be provided as additional material to introduce students to the vast outside world. Contextual learning can also be interpreted as learning that emphasizes the relationship between the material being studied and conditions in real life that can be seen and analyzed by students. Under these conditions, students will immediately be able to understand or comprehend the benefits of the learning material they are studying.

The application of contextual learning has several objectives (Amir, 2015; Suhartoyo et al., 2020; Wiradika & Retnawati, 2021), one of which is providing applicable knowledge to students. What this means is that the learning material provided by the teacher is not only theoretical, it is just abstract knowledge learned in the classroom. However, the knowledge conveyed by teachers is applied knowledge where students can apply the knowledge they gain in class to the real life they experience every day.

Another goal of contextual learning is that contextual learning helps teachers convey flexible knowledge to students. Flexible here means that the knowledge students receive can not only be applied in one particular case but this knowledge can be flexibly applied to various similar cases that students encounter in their daily lives. This will of course bring benefits to students in carrying out their lives in harmony and balance with the conditions of the society in which they socialize (Nilasari et al., 2016; Sambada, 2012; Suprapto, 2017).

Another element that also has a big influence on contextual learning is students' learning motivation. Research results show that when teachers implement contextual learning in the classroom, students' learning motivation increases (Ariati, 2017; Kahfi et al., 2021; Silalahi, 2011). This can be seen from the students' activeness in participating in the learning process in class, they actively ask questions regarding material they do not yet understand, and they are also active in scrambling to answer questions asked by the teacher when they know the answers.

Contextual learning is also able to improve the cooperative character of students (Simorangkir et al., 2015; Syuhada et al., 2021). Apart from the motivational element, the cooperative element is also an important part of contextual learning. Students are trained to work together to solve the problems they face because it is human nature as social creatures who cannot live alone. Humans as individuals need other individuals in everyday life.

With these various advantages, the English teacher at Bilingual Elementary School Muhammadiyah 1 Purwodadi chose to apply a contextual learning approach to learning English. She did this by considering the various advantages of existing contextual learning. Some of these advantages include

contextual learning being able to connect learning material with the real lives of students because contextual learning to make students understand the material more quickly.

Another thing that is the basis for considering the implementation of contextual learning is that the English teacher gets support from the school principal. The principal stated that learning English was important to teach to elementary school-level students. He also stated that learning English at Bilingual Elementary School Muhammadiyah 1 Purwodadi was following the school's vision and mission. The vision in question is having noble character, excellence in achievement, global perspective, and national culture. while the mission in question is increasing faith and devotion to Allah SWT, instilling and improving habits of commendable behavior, and cultivating and instilling a love for national culture in students. The support of the school principal is important because, without the support of the school principal, learning will not run smoothly, or even not at all. In schools, the principal is the main decision-maker. The learning carried out by each teacher must be following school policy, especially the learning carried out must be following the school's vision and mission. If this is violated by the teacher then of course the learning plan made by the teacher will not be approved so the teacher will not be able to carry out his teaching duties.

This research is done to confirm the two points above: (a) that contextual learning can increase students' learning motivation (Ariati, 2017; Kahfi et al., 2021; Silalahi, 2011) and (b) that contextual learning can improve the cooperative character of the participants (Simorangkir et al., 2015; Syuhada et al., 2021). Based on the various data above, the researcher wants to research the application of contextual learning at Bilingual Elementary School Muhammadiyah 1 Purwodadi. This research aims to analyze the application of contextual learning in English language learning at Bilingual Elementary School Muhammadiyah 1 Purwodadi.

METHOD

This research was carried out at Bilingual Elementary school Muhammadiyah 1 Purwodadi, during the odd semester of the 2022/2023 academic year. The research subject was an English teacher at Bilingual Elementary School Muhammadiyah 1 Purwodadi. Data collection methods were carried out employing observation, documentation, questionnaires, and interviews. Interviews were conducted with school principals and two English teachers. Questionnaires were distributed to 20 students and 20 parents. Observation was done in English class in third grade on 25th April, 2022. Documentation was done by collecting all related documents from teachers (lesson plans, syllabus, teaching material, student lists, test sheets, answer sheets, and others). Questionnaires were given to students to collect data regarding responses and opinions about the English teaching they get in class, and also about their satisfaction level with the process of English teaching they get. Questionnaires also were given to parents to get data regarding their support toward the existence of English lessons in elementary school, and also about their support for their children English learning. An interview was done with the headmaster to get data regarding his support of English learning at Bilingual Elementary school Muhammadiyah 1 Purwodadi. The interview was also done with an English teacher as the main source of the data in this research (the background of choosing the contextual learning method, what kind of learning media she used in teaching to support the contextual learning method, the advantages and disadvantages of using contextual learning method). Then the data was analyzed using the Miles and Huberman theory using four steps: data collection, data reduction, data presentation, and conclusions.

RESULT AND DISCUSSION

Result

The results of the documentation data show that the English teacher has prepared a syllabus and lesson plans that contain learning using contextual learning strategies. The teaching material shows various kinds of transportation. Regarding the contextual learning method, the teacher chose to put various kinds of transportation that the students often see around the school and their homes. In the second part, she explained all kinds of transportation that the students rarely see around their school and their home. In explaining this material, the teacher used two kinds of learning media. The first learning media is a flashcard which the teacher used in the first part where she explained about various kinds of transportation that the students often see in their daily lives. The second learning media is video which the teacher used in the second part where she explained all kinds of transportation that the students rarely see in their daily life.

Table 1 Observation Result

Criteria of Professional Teacher	Observation result
Always having energy for students (Munawir et al., 2023)	Enthusiast in teaching from beginning to the end of class. In the beginning section: greeting students with cheerful faces. In the core section: helping students who have difficulties enthusiastically. In closing session: encouraging students to always study diligently.
Having clear goals in learning (Perni, 2019)	In the opening session: clearly stating the purpose of the study
Having effective disciplinary skills (Jamilah, 2020)	In the core session: capable of managing students who disturb others
Having good classroom management skills (Yurinda & Widyasari, 2022),	In the core session: capable of reading the class, when students seem bored, the teacher gives ice breaking
Able to communicate well with parents (Suheri et al., 2020),	At the end of school, greeting parents who pick up their children
Having high expectations for students (Yasin, 2022),	In the question and answer session: always believing that students can answer the question. When there is a student who has difficulty in answering the question, the teacher will repeat the question slowly until the students understand the question and are able to give the correct answer.
Having good knowledge about the curriculum (Witarsa & Midani Rizki, 2022),	Teaching the material according to the syllabus given by the school
Having good knowledge regarding the subject being taught (Prastania & Sanoto, 2021),	Teaching the material clearly and orderly
Able to provide the best learning process for students (Alwi, 2009),	Capable of giving contextual learning process in English teaching where the material given is close to the daily life of the students
Able to create quality relationships with students (Sukmawati, 2019),	In the break session, the teacher gives time for students who approach her and ask some questions
Able to teach students to learn how to learn (Al Rasyid, 2015; R. S. Dewi, 2018),	Capable of helping students who have difficulty understanding the material
Able to have good attitudes towards fellow teachers (Rahayu et al., 2019),	In-room teacher, she discusses teaching material with other teachers

Having adequate knowledge regarding social media (Hidayat & Haryati, 2019; Munawir et al., 2023).	Having a WhatsApp group with parents

This is also supported by the results of data from observations where researchers found that English teachers skillfully apply contextual learning strategies in the classroom during class hours. During class, the teacher also applied contextual learning in all parts of the teaching. In the opening part, in the apperception section, the teacher asked the students about transportation in their daily lives. In the core part, the teacher discussed various kinds of transportation that appear in the student's daily lives. In the closing part, in the assignment section, the teacher gave students an assignment to list various kinds of transportation that appear around their home.

Meanwhile, from the interview method, researchers obtained two data. The first data shows the results of interviews with school principals. The principal stated that he supports English language learning at the elementary school level, especially at the Bilingual Elementary School Muhammadiyah 1 Purwodadi.

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"English is an important learning material for children today in an era full of
modernization and globalization, as well as learning English following the vision
and mission of Bilingual Elementary School Muhammadiyah 1 Purwodadi. The vision
in question is having noble character, excellence in achievement, global
perspective, and national culture. Meanwhile, the mission in question is
increasing faith and devotion to Allah SWT, instilling and improving habits of
commendable behavior, cultivating and instilling a love of national culture in
students."
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The support of the school principal is important because, without the support of the school principal, learning will not run smoothly, or even not run at all. In schools, the principal is the main decision-maker. The learning carried out by each teacher must be following school policy, especially the learning carried out must be following the school's vision and mission. If this is violated by the teacher, then of course the learning plan made by the teacher will not be approved so the teacher will not be able to carry out his/her teaching duties. From the results of the interview, it can be seen that the school principal gives full support to the existence of English subjects at Muhammadiyah 1 Purwodadi Bilingual Elementary School. Apart from that, the principal also stated that he also provides support in terms of facilities and infrastructure by providing various equipment that supports English language learning, including projector media and practice media as needed.

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"Regarding your question about supporting infrastructure, as the principal I have
coordinated with the Vice Headmaster who manages infrastructure to provide several
supporting tools for English learning, including a projector, flashcards, and an
internet network."
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Apart from that, the principal also stated that he always provides moral support and motivation to English teachers to create innovative learning programs according to the times. The principal is always active in inviting discussions with English teachers, as well as teachers of other subjects, to discuss the latest developments that can also influence learning materials.

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"Meanwhile, I provide moral support and motivation during school meetings at the
beginning of the semester, mid-term, and end of the semester. "I provide motivation
and moral support to all teachers and teaching staff in the Bilingual Elementary
School Muhammadiyah 1 Purwodadi environment, including English teachers."
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The results of interviews with English teachers stated that English language learning at the elementary school level is in line with current developments where the millennial generation currently needs English to interact with the international world. According to her, English can be taught either as local content or as extra-curricular.

"The existence of English subjects at Bilingual Elementary School Muhammadiyah 1 Purwodadi is a positive thing. "This is supported by the awareness of various parties that the current generation or millennial generation needs English language skills to socialize in the global arena."

The teacher stated that the students did not like learning English, but this did not stop the teacher's enthusiasm for providing innovative English learning. She creates fun learning using game methods so that students come to like English subjects.

"I can provide and create enjoyable English learning because I get a lot of support from various parties. Some of the supporting factors that I can mention include the curriculum used, the time given, an adequate environment, the condition of the students, and adequate facilities and infrastructure."

The teacher further explained that the school provides various facilities and infrastructure to support the English learning process. The facilities and infrastructure in question are a clear curriculum, supporting books, game media (flashcards), and various gadgets (LCD, wifi, laptop).

"I like using flashcard learning media because this learning media has several advantages. In my opinion, flashcard learning media presents interesting images so that students' attention can focus on the material presented by the teacher."

The results of the questionnaire for students showed that there were differences of opinion among the students, there were students who stated that they liked English subjects (90%) and there were also students who stated that they did not like English subjects (10%). One of the reasons students don't like English subjects is that according to them the English subject material is considered difficult to understand and difficult to comprehend. Meanwhile, one of the reasons students like English subjects is that they like how the English teacher brings fun lessons during the learning process in the classroom.

Table 2 Questionnaire for Students

Indicators	Yes	No
Students like English subjects	19 (95%)	1 (5%)
When the teacher gives an explanation, the students understand easily because the teacher gives an explanation that is easy to understand	20 (100%)	
When the teacher gives a quiz, the students feel happy because quiz activities are considered by students to be a fun game	20 (100%)	
The teacher provides fun reading material	20 (100%)	
The teacher provides speaking material that is easy to understand	20 (100%)	
The teacher provides writing material that the students like	20 (100%)	
Students want teachers to continue using videos as learning media and they want teachers to continue choosing interesting videos to show in the learning process in the classroom	19 (95%)	1 (5%)
Students want teachers to apply game-learning methods to be applied in English language learning	19 (95%)	1 (5%)
Students want jumble word material to be taught in English learning	15 (75%)	5 (25%)

Other students want the classic learning method, namely by using the lecture because students think this method is method	9 (45%)	11 (55%)

The results of the questionnaire for parents show that parents agree (100%) that their children receive English language subjects at the elementary school level. They gave their consent on the basis that English is an important language for their children's future where they will later enter the world of work with competition for workers from various countries where each individual will use English as a language of communication.

Table 3 Questionnaires for Parents

Indicator	Yes	No
The first indicator is the statement that parents are happy with the existence of English subjects in elementary schools	20 (100%)	0
The second indicator states that parents feel happy when their children learn English in elementary school	20 (100%)	0
The third indicator states that parents assist their children who have difficulty learning English material	13 (67%)	7 (33%)
The fourth indicator states that parents feel that English language subjects are important for their child's future	14 (73%)	6 (27%)
The fifth indicator states that parents agree with English learning starting early at elementary school age	19 (95%)	1 (5%)

Discussion

English learning can run smoothly at SD Bilingual Muhammadiyah 1 Purwodadi because it has full support from the school principal. He stated that the existence of English language subjects at the elementary school level is something that is considered important because English is an international language that will be needed by students to be able to be involved in the world of work at an international level. Apart from that, he also stated that English can be taught in various portions and domains, it can be taught both in the local content domain and in the extra-curricular domain. He realizes that it is his duty as a school principal, namely to provide full support for all elements of education within his portion of responsibility so that it is hoped that the learning process at Bilingual Muhammadiyah 1 Primary School Purwodadi can run smoothly regardless of any obstacles. Support from the school principal is an important factor in the learning process in a school where the principal is responsible for managing all educational elements in his work area for the smooth running of the learning process in the school he leads (Kadarsih et al., 2020; Wati et al., 2022). The school principal is also responsible for managing harmony between educational elements so that clashes do not occur which will have a negative impact on the learning process in the school he leads.

In implementing English language learning using the contextual method, teachers use various kinds of learning media, three of which are as follows: flashcard learning media, video learning media, and projector learning media. Flashcard learning media is a form of educational media in the form of cards containing pictures and words whose size can be adjusted to suit the students at hand and to obtain them you can make your own or use ready-made ones (Angreany & Saud, 2017; Yantik et al., 2022). The reason English teachers use flashcards as a learning medium is that the material is related to the real world, while the images displayed on the flash cards are also objects that exist in the real world. However, the use of flashcards as a learning medium has a drawback, namely that there are limited flashcards available. The use of flashcards as a learning medium has several advantages, including the following: children become more interested in the material being taught, children do

not get bored in following the learning process, the use of flashcards can increase students' motivation in participating in the learning process, the use of flashcards can increase Student participation in class, as well as the use of flashcards can increase students' interest in studying English material.

Apart from flashcard learning media, English teachers also use video learning media. Video learning media is a learning media that is a combination of audio and visuals that contains learning material and uses a tool to display it (Novita et al., 2019; Pamungkas & Koeswanti, 2022). This video learning media application is supported by school infrastructure in the form of projectors and the Internet. Projectors are used by teachers to show videos in front of the class so that students can see and enjoy the learning material. The internet is used by teachers to display various learning videos that are available online, for example, various kinds of learning videos in YouTube social media. The reason teachers choose video learning media is that this video learning media can increase student enthusiasm in the classroom. In using video learning media, teachers encounter problems in the form of unstable signals and sometimes blackouts. The solution to this problem is that the teacher always ensures the signal is stable, and also the teacher always ensures the laptop battery is fully charged.

English teachers state that the application of video learning media in English classes has several advantages (Nurwahidah et al., 2021; Putri & Dewi, 2020), including the following: video learning media is easy to use, video shows are considered more interesting for students than with the lecture method by the teacher, the use of learning videos can overcome the limitations of distance and time for students to learn, students can watch and replay the videos as needed or until they can remember what they have learned.

Learning English using the contextual learning method is considered to have positive impacts on the students because it can make students like learning English. The results of the questionnaire showed that more than 80 percent of students liked learning English, especially some material that they considered easy (numbers, fruit, bodies, animals, objects, colors, weather, and transportation). However, the students also found some material that they considered difficult (speaking, interpreting words, body parts, fruit, clocks, weather, and thousands). However, these difficulties are overcome by the teacher's demeanor in the classroom when teaching English where the English teacher can show high professionalism. The results of the questionnaire showed that students stated that the English teacher was the teacher they liked. This is caused by several factors, namely: students think that the English teacher has good character, students think that the English teacher has a way of explaining material that is easy to understand, and students also think that they like the way their English teacher speaks which is assessed polite.

From the results of observations, the researcher assessed that the English teacher was able to demonstrate her professionalism as a teacher. This is following several criteria for professional teachers. Some of these criteria are as follows: always having energy for students (Munawir et al., 2023), having clear goals in learning (Perni, 2019), having effective disciplinary skills (Jamilah, 2020), having good classroom management skills (Yurinda & Widyasari, 2022), able to communicate well with parents (Suheri et al., 2020), have high expectations for students (Yasin, 2022), have good knowledge about the curriculum (Witarsa & Midani Rizki, 2022), have good knowledge regarding the subject being taught (Prastania & Sanoto, 2021), able to provide the best learning process for students (Alwi, 2009), able to create quality relationships with students (Sukmawati, 2019), able to teach students to learn how to learn (Al Rasyid, 2015; R. S. Dewi, 2018), able to have good attitudes towards fellow teachers (Rahayu et al., 2019), and have adequate knowledge regarding social media (Hidayat & Haryati, 2019; Munawir et al., 2023).

This professional teacher's performance can give a good impression to the students. The students mentioned several things that gave a positive impression in learning English, some of which are as follows: when the teacher explains the students understand easily because the teacher gives an explanation that is easy to understand(Rachmah, 2023), when the teacher gives a quiz the students feel happy because quiz activities are considered by students to be a fun game(E. R. Dewi, 2017) when the teacher provides fun reading material (Rofii & Susilo, 2022) when the teacher provides speaking material that is easy to understand (Sintadewi et al., 2020), as well as when the teacher provides writing material where the writing material provided by the teacher is material that the students like (Akmalia et al., 2022).

Fun English learning activities make students want to continue being taught English by the teacher. They expressed several things they wanted in learning English. Some of these things include the following: students want teachers to continue using videos as learning media and they want teachers to continue choosing interesting videos to show in the learning process in the classroom (Handayani, 2020), some students want teachers to apply game learning methods to be applied in English language learning (Yanti & Amri, 2013), some students want jumble word material to be taught in English learning (Viomeika, 2022), while some students want the classic learning method, namely by using the lecture because students think this method is easy (Wihartanti, 2022).

Learning English using this contextual method also received a positive response from parents. This is proven by five indicators. The first indicator is the statement that parents are happy with the existence of English subjects in elementary schools (100%)(Hanifa, 2021). The second indicator states that parents feel happy when their children learn English in elementary school (100%) (Padmadewi et al., 2018). The third indicator states that parents assistto assist their children who have difficulty learning English material (67%) (Setyowati, 2015). The fourth indicator states that parents feel that English language subjects are important for their child's future (73%) (Zurriyati & Mudjiran, 2021). Meanwhile, the fifth indicator states that parents agree with English learning starting early at elementary school age (95%) (Oktavia et al., 2023).

CONCLUSION

English learning at SD Bilingual Muhammadiyah 1 Purwodadi is carried out using contextual learning methods. This received support from the school principal because contextual learning supports the school's vision and mission which states that SD Bilingual Muhammadiyah 1 Purwodadi has a vision to create graduates who are superior in achievement and have a global perspective. Contextual learning in English subjects can run smoothly also because of the availability of adequate facilities and infrastructure (clear curriculum, supporting books, learning media (flashcards), technological media (LCD, wifi, laptop). Teachers choose contextual learning because this learning provides many benefits, one of which is that by connecting the lesson material with the real world, it becomes easier for students to understand the lesson material. The learning media used in contextual English learning is video media because with this media the teacher gets the advantage of visual appearances accompanied by audio making it easier for students to better understand the lesson material. The results of the questionnaire showed that students enjoyed contextual learning assisted by video media, and parents agreed that English language learning using contextual learning methods took place at Muhammadiyah 1 Purwodadi Bilingual Elementary School.

This research implies that it found out that the application of contextual learning in English teaching has positive impacts. Thus, the researchers recommend that elementary school teachers apply

contextual learning in their classes, especially for English teachers in elementary school. The suggestion for other researchers is that they may conduct more research on the application of contextual learning in class other than English teaching, such as religion teaching, citizenship teaching, natural science teaching, etc. Another suggestion is that the research can be done to analyse the application of contextual learning other than in elementary school, such as the application of contextual learning in junior high school, in senior high school, in higher education, etc.

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