

REFLECTIVE TEACHING ON THE USING OF CONTEXTUAL TEACHING AND LEARNING NOTION: CASE IN SECONDARY SCHOOL

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Abstract: *In achieving the objective of learning, teaching needs to shift attention to whatever ways which can grab students' attention contextually and provide activities that involve them in both physically and cognitively in the instructional process. It is Contextual Teaching and Learning which accommodate the value of student-centered activities and rethinking of what has happened in the class through its principles to ensure ways of successful learning goal. This study employed descriptive research that described to which extent of the implementation of contextual teaching and learning in the teaching and learning English in SMAN 1 Banjarmasin. There was one English teacher to be observed as a subject of research. This is also involving 63 students as respondents of the second and third graders in a selected secondary school in Banjarmasin. To get the data, the researcher used observation and interview. The former one was supposed to picture out what was happening during the instructional process, and the latter instrument was used to confirm observed data that were closely correlated to collected data. The finding of the research described the process in which the teacher employed several principles of contextual teaching and learning involving constructivism, questioning, inquiry, learning community, and authentic assessment in the classroom activities. Moreover, this study revealed that considering classroom situations in the CTL process could be one of the means to reflective teaching in creating independent learning.*

Keywords: *Contextual Teaching and Learning, Teaching Approach, Reflective Teaching*

INTRODUCTION

Reflection brings up an activity that involves a process of recalling, considering, and evaluating to achieve a specific purpose. a response to

experience and involves conscious recall as a source for evaluation and decision-making and as a basis for planning and action. Bartlett (1990) emphasized that a reflective teacher can move beyond the main attention

with instructional techniques and “how-to” questions and asking “what” and “why” questions that regard instructions and managerial techniques for the sake of educational purposes.

There are various types of reflections include peer observation, four ways, video recording, keeping a journal, student surveys, student notebooks and tests. In this case, peer observation became the main activity to address collaborative action since reflective teaching, as defined by Cruickshank & Applegate (1981), involves collaborative action.

Meanwhile, teaching and learning is a process that cannot be separated and taken place in forming the comprehension, transferring knowledge to make a desired common behavior to achieve standard goal educational field. Teaching as part of it is well known as the process of transferring and receiving knowledge or skill to its subject taught and learned which is usually done by carefully programmed. In achieving its goals, teaching sometimes is not an easy process to be done since the subject that is being taught as dynamic creatures that have various uniqueness and differences in terms of maturates,

intelligence, and psychologies to absorb the input given.

Basically, the process of teaching is run by a fundamental approach which consists of leading In the history of development in American educational system, a professional educator, Johnson mentioned that “ it is important to see how the new world arising from science shapes our attitude about education... commonly education has emphasized the acquisition and manipulation of content... they have to forcedly memorize every piece of information, facts, figures, names, dates, places, and events; studied subject in isolation from one another by supposing of that they would acquire substantive things by mastering content though seemingly that they found no interest on what they learned about; consequently, many learners fail to activate their working memory to be applied beneficially in their daily lives; they have lack of skills in getting job because they cannot compete to others”(Johnson E. B : P2)

Having Seen this condition, it is also found in the study of the development in the educational field

in America in the 1980s and early 1990s, Johnson in her investigation revealed that educators, parents, businessmen, industry leaders, began to realize that failed to reach its educational goals make the condition worse and saw CTL which courage the motivation of each learner to learn harder to get high academic standard as a way to rectify the deficiency of America's educational system. (Johnson E. B : P7)

From that research study lead by Johnson above we can see that how certain view in teaching field influences the way educators or teachers transfer the knowledge only in parts and do not try to relate to complete things which unite each part that have the meaning as a whole to the learners. It is also strengthened by a statement from Whitehead, a renowned philosopher," There can be no mental development without interest". Clearly it can be seen that if learners do not have any interest to study how come they can participate in the learning process and get their own goal immediately. Even so, due to teachers just overlook that fail them recognize the pattern of a good teaching approach, makes the success

of teaching and learning run slowly or even show a failure to get its final goals.

It is relevant what has been stated by Trianto (2008:4) in light with Pishghadam, R., & Navari, S. (2010)that there are several problems faced by learners such as the implementation of common method of teaching which marked by dominance of teacher role in the activities in learning process, the emphasize of mastery content to the students only which lead them only to memorize then fail in testing their comprehension and interest to the significance of subject they have already learned. Moreover, such a teaching and learning also tends to stress materials apart and contrast to the need of educational goal which ensures relevant, actual and contextual to the learners that have been guided by the syllabus in curriculum 2013 in Indonesia.

Moreover, considering the use of authentic material which is perceived of using real text becomes a problematic issue. In one side, it contributes to the avoidance of language transfer, but in another perspective, it is slower the learners'

comprehension due to the fact that words used looks unfamiliar applied for learners' context. Consequently, this contextual mindset can bridge the gap between the need of contextual lexical use and understanding of authentic materials in order that the understanding toward language competence can be obtained at the same time.

Regarding the developing of the syllabus, actually there are some principles of the syllabus as a part curriculum involving scientific, relevant, systematic, consistent, actual and contextual, flexible and comprehensive (Masnur, 2008 : 25). They are as the soul of teaching which has to be taken as guidance in developing the syllabus so that curriculum can exist in any context and situation related to relevancy of the need of the educational field.

Concerning those principles of the syllabus, the writer analyses that actual and contextual, which have vast contrary to the typical style and method of teaching, have an account of enormous effect in deciding the success of the teaching and learning process. This is caused that the learner seems easy to learn and catch what

they have got if the circumstances supported are natural and the matter discussed is actual and contextual. At the same time, by encouraging contextual in the teaching and learning process, the learner will feel that what they are learning is so meaningful for them because material taught is about their lives. Besides, by using contextual, the learner is guided to do every activity by themselves, stimulate them to be active, creative and productive, and they are also pushed to solve the problem together as a sign of cooperation, in order words, it is well-known as student-centered.

In short, contextual teaching and learning is a teaching and learning concept and approach that helps teacher correlates materials or academic subjects with the context of daily lives both in personal and social contexts. The significant thing is contextual teaching and learning also have a role as an approach in applying the material in the syllabus involving one of the English syllabus. Besides, contextual teaching and learning consist of its seven principles involving constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic

assessment, which put the holistic direction to the objective of educational development to learners relevant to the soul of contextualization expected by curriculum 2013.

Considering the close relationship between the need for contextual teaching paradigm, which mingles its principles, the contextual language used, 'here' language themes and the awareness of teaching experience reflection [peer reflection], this research was conducted.

RESEARCH METHOD

This research used a descriptive method. According to Herbert W. Selinger and Elana Shohamy, descriptive research involves a collection of techniques used to specify, delineate or describe the occurring phenomena naturally without experimental manipulation (1989:122). This study employed descriptive research that described to which extent of the implementation of contextual teaching and learning in the teaching and learning English in SMAN 1 Banjarmasin. Subject of research in this study was an English teacher to be observed as a subject of research. Moreover, this is also

involving 63 students as respondents in the process of English teaching in the classroom of the second and third grade of SMAN 1 Banjarmasin. To get the data, the researcher used an observation sheet and an interview guide. The former one was supposed to picture out what was happening during the instructional process and the latter instrument was used to confirm observed data that correlated to expectedly collected data.

Data analysis consists of 3 stages. First, organizing the data which were gained from observation observed sheet and the result of interview. Second, exploring and reviewing the data which corresponded to investigate variable based on research problem of getting to know the process in the instructional situation. Lastly, presenting themes cohesively which depicted the implementation of CTL in the process of teaching and learning occurred. The findings are then discussed qualitatively to retort the research questions.

FINDINGS AND DISCUSSION

The Description of Activities in Class
The Description of Activities and its
Analysis based on Principles of

Contextual Teaching and Learning in Class XII. A 1 (3 IPA 1)

In teaching, there are division in managing class activities based on time management; they are pre activities, while activities and post activities.

▪ Pre Activities

Teacher tried to engage students by stating a topic and asking a question related to their knowledge on it; the question is how do you know about National Exam?

The analysis: teacher is likely using constructivism because teacher tries to build the understanding based on previous knowledge that students already have in their mind.

▪ While Activities

Teacher tried to divide students into 7 groups to make a collaborative discussion by giving them different roles to work for 10 minutes involving words checker, the student who corrects the grammatical error in sentences will be made, timekeeper, the one who keeps warning on discussion whether they have already spent the time 10 minutes for discussion, speaker, the one who conveys the ideas as a form of

sentences to the other groups to the class, and writer, the one who writes all ideas produced in his group in order to jot it down on the blackboard to find out a problem in each group that might be happed in National Examination (UN) topic, afterward each group had to find the solution for another group's problem which had been stated in front of the class.

The analysis: The teacher apparently uses the learning community by making students into groups collaboratively. While at the same time, he also uses questioning and inquiry by instructing the members of each group to think systematically based on problem by ordering them to questioning, investigating, analyzing, and hypnotizing solution as product of discussion.

▪ Post Activities

In the post activities there were no activities because the time had already finished.

The Description of Activities and it analysis based on principles of contextual teaching and learning in Class XI. A 1 (2 IPA 1)

In this teaching process, in doing its activities and managing class

activities teacher classified them into three activities; they are pre activities, while activities and post activities.

- Pre-Activities

Teacher tried to engage students by stating a topic and asking a question related to their knowledge on it; the question is how do you get into science program?

The analysis: teacher is likely using constructivism because teacher tries to build the understanding based on previous knowledge that students already have in their mind.

- While-Activities,

Teacher tried to divide students into 7 groups to make a collaborative discussion by giving them different roles to work for 10 minutes involving words checker, the student who corrects the grammatical error in sentences will be made, time keeper, the one who keeps warning on discussion whether they have already spent the time 10 minutes for discussion, speaker, the one who conveys the ideas as a form of sentences to the other groups to the class, and writer, the one who writes all ideas produced in his group in order to jot it down on the blackboard to find out a problem in each group

that might be happed in National Examination(UN) topic, afterward each group had to find the solution for another group's problem which had been stated in front of the class.

The analysis: The teacher visually uses the learning community by making students into groups collaboratively. While at the same time, he also uses questioning and inquiry by instructing the members of each group to think systematically based on the problem by ordering them to question, investigating, analyzing, and hypnotizing solution as a product of discussion.

- Post- Activities

Teacher instructed students work together in each group to make mini news paper by writing by their own ideas at home classified into some rubrics and themes whether those are based on experiences, activities or everything that make them interesting for them to write then by the time the masterpiece is done, it is going to be evaluated and given a score, and displayed in class board.

Analysis: The teacher seemingly uses authentic assessment by ordering student's real-activities in the kind extended written response in

the form of mini-newspaper where by having these activities, teacher has tried to connect students to their activities with academic material in meaningful ways to the real-world.

The Description of Setting

SMA N 1 Banjarmasin is one of school in Banjarmasin which is situated in Jl. Mulawarman in South Borneo. It currently has 21 classrooms and 653 students. There are approximately equal numbers of boys and girls. The school calendar runs from July to early June.

The school's vision statement is to make international-based school (RSBI) which has strengthened in terms of achievement, religiosity and faith to the God, knowledge and technology in globalization era by having good attitude and behavior as its frontier.

School's mission statement are to grow long-life learning, to implement communication and information technology in school teaching and learning circumstances, to implement participative management by involving all school members and related institution, to grow and promote the habit of

reading, writing, and to produce masterpieces as its result, apply learning and teaching by using various strategies as well as supportive environment by having sufficient facilities, to grow and promote the spirit in terms of achievement, religiosity and faith to the God, knowledge and technology and foreign language for all school members, to grow self-regulated, independent and responsible individual.

The school's activities include a wide variety of sports teams, clubs, and organizations. Based on the vision promoted by this school, it has been stated that this school is trying to be an international school because of its achievement has been achieved the score A+ and chosen by National Educational Department. This stunning mark and its activities make this school different from the other schools in Banjarmasin. Accordingly, this school has some special services such as acceleration classes, and international classes where the number of subjects is taught by using English as an international language and the combination of national and Cambridge curriculum are used in that school.

The Profile of the Observed English Teacher

Muhammad Yasin has taught English for six years since 2003. He was teaching in Uniska, one of the Colleges in Banjarmasin for 1 year and at SMA N 1 Banjarmasin up to now. He is 36 years old, white, and married. Even though he was born in Malang, one of the provinces in Java, he grew up in Banjarmasin and attended local elementary, middle, and high schools. School teaching is somewhat a tradition in his family and education is highly valued. His father had been a teacher at elementary school for a couple of years and moved to the educational department then.

Muhammad Yasin attended the state university where he received an undergraduate degree in English educational program. At the state university, he was trained to teach middle school, consistent with the state curriculum standards. He also serves in an after-school tutoring program.

Even though he had been finishing his master degree in management and policy in education at Birmingham University in England,

he remained choosing Senior high school in devoting himself to be a conscientious and dedicated teacher while others which usually had the same degree usually devoted themselves in college.

Yasin's school day begins at 8:00 a.m. and he arrives at least a half hour early to prepare. His day officially ends at 4:00 p.m., although he often remains later to participate in after-school activities. He teaches three classes each day, with student enrollments ranging from 30-35 in the classes. He has only 20 minutes per day for lunch and that is spent with the students; however, he has two planning periods, so he usually eats his own lunch during the planning periods.

The researcher observed Pa Yasin to be a conscientious and dedicated teacher. In our opinion, he is committed to his students, his school, and the community at large. He is interested in his students' well being, their home lives, and their lives in the community. He also is keenly interested in preparing them for continued education, adult roles, and careers.

Pa Yasin's teaching style was calm and warm, but firm when students' behavior moved well off task. If several students were inattentive or disruptive, he would patiently and smiling but firmly, remind them of the goals of the lesson and bring them back on task. He is committed to helping his students achieve in the area of life purpose, mastering ideas and skills, with positive attitudes toward the area.

Pa Yasin was confident about his teaching skills. He appeared at ease when teaching, even though observers were seated at the back of his classroom. When interviewed after class about the decisions he made during lessons, he answered questions freely, providing sound rationales for his decisions. He said he understood that the purpose of the study was to describe strategies in teaching English. Because the emphasis was on the implementation and CTL practice, rather than on his personal characteristics, he was forth coming in interviews and his observed behavior was likely representative of his typical behavior.

The Description of Data Analysis

Findings

The implementation of approaches and strategies in class essentially considers the condition of the teaching object in class in terms of their origin, characteristics, the degree of learners' level and style of learning that those learners have; some are visual learners, some are auditory learners, and some learn when hands-on methods are used, otherwise, the purpose of lesson which is brought by the teacher sometimes hesitantly can be achieved as it has been planned. That is caused that the essences of teaching which reveal transferring knowledge and skills should be likely embracing the holistically developed objectives which consist of cognitive, affective and pshycomotoric nurturing their development toward learners. Consequently, findings which are based on multiple sources described in the literature section reveal the implementation of a number of principles of contextual teaching and learning as an effective approach and strategy as a primary consideration to pursuing the objectives of the study in class are involving two main categories: an approach to teaching and teaching strategies.

Approach to Reflective Teaching

Reflective teaching is a process where teachers think over teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes

Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and “how to” questions and asking “what” and “why” questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes. Asking “what and why” questions give us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life. (Bartlett, 1990. 267)

As was observed in class, it seemed that the teacher tent to use the collaborative technique. It is a mark that the teacher held student-centered and he placed himself as a facilitator

who helps students to connect their own idea with the theme was being discussed. In addition, he also played a role as a primary source of knowledge who helped the students when they didn’t understand the concept of getting stagnant in finding ideas while the discussion among them was taking place.

He shared decision making with them and respected the decisions they made. The teacher also ensured that his students learned in an active, hands-on fashion, and he encouraged them to discover knowledge through their own initiatives. Often, these initiatives were group initiatives because, he said, he valued social interaction during the learning process. He discouraged rote learning in his students and used questioning to stimulate higher-order thinking and problem-solving.

The description of the teaching technique was happening to raise the warm atmosphere in class as the teacher started a topic on the title “why do you choose science program and why not a social program?”

Through this topic, teacher tried to divide students into groups and arranged them collaboratively and at

the same time, he ensured that each student would be responsible for a meaningful share of problems and solution come out and showed in front of the class by having various roles such as there is one who plays word checker, the other played vocabulary finder, other played as presenter and the writer in front of class to introduce ideas.

Basically that activities reflected creative, collaborative problem solving, inquiry and learning community where each other was switching ideas whether the effect can influence others to change their mindset about the topic or remain to the same ideas which were more reasons to stand. Because the CTL program utilizes teaching techniques such as problem-solving, self-motivation, and cooperative learning, apparently the teacher has already adopted the basic concept of contextual teaching and learning.

The interviews conducted with the teacher as checking process from observation was being held explained that by having such kind of activities students would be able to have a reason why they are choosing science program for their studying related to a

real goal lives-context in the future so that their motivation will come up and their engagement to study would promote significantly then finally it affects to their high achievement of the lesson they are studying.

As the topic on title “why do you choose science program and why not a social program?” lesson illustrates, teacher’s teaching differs considerably from what is usually labeled “common.” In this lesson, which is typical of those researchers observed, he effectively applied many of the CTL principles. His application of the CTL principles was consistent with his expressed opinion of CTL and its effectiveness relative to common approaches to teaching. He said: “In my opinion, teaching them by collaborative groups will be a way to trigger their higher-order thinking which reveal critical and creative to establish the meaning in comprehending certain concept while at the same time it embraces several skills of learning English: listening, reading, speaking and writing (how to correct grammar well together in front of class)”.

From that interview on the teaching has been done by the teacher

in class can be concluded that CTL teaching practices are far more interesting and helpful than common teaching practices. Students have the opportunity to learn concepts through hands-on methods that bring concrete understanding to them. Also, students are more engaged in their learning when they are taught through CTL methods.

As the researcher was observed the teacher exhibits a number of behaviors associated with the practice of CTL principles. For example, one such behavior is questioning the learning process for students. The teacher did this during the why do you choose science rather than a social lesson in the second grade class of science program by asking students questions out loud to guide their thinking and stimulate them to come to ideas as a response of the topic and enthusiastically discussing issues with the students.

Teaching Strategies

In the first observation, how do we succeed the National examination by recognizing the problems in it? In it, he applied several of the strategies that are associated with CTL. The lesson posed the following problem:

“what kind of problem do we have in National examination?” In order to solve the problem, the students used brainstorming, and concept mapping to address and develop the problem might be raised on the topic. The students analyzed various combinations and proportions to solve the problem. The students worked in small groups. They were enthusiastic because the problem was relevant to them.

He believed it is best for the teacher and student when a variety of strategies are used. CTL strategies, such as group learning, allow me to broaden horizons in my classroom.”

The teacher used three CTL strategies (problem-solving, cooperative learning, and authentic assessment) much more often than others. When the researcher asked him about this, he admitted that he did not think that all CTL strategies are equally useful. According to him, their relative usefulness depended upon the subject matter. In his opinion, problem-solving, cooperative learning, and classroom inquiry and authentic assessment were the most useful when teaching English.

Students Monitoring and Directing their Learning

From the interview it is derived the number of students is somewhat bigger; it's around 30-35 students. Thus, the teacher believes it is important for students to learn to achieve their own goals. It creates responsibility. He, for one, does not want his students to grow up to think that things must always be handed to them when they do not feel like getting it themselves. Therefore, he encouraged his students to be self-motivators and to achieve their own goals in finding meaning and use the expression in English and in school in general appropriately. When teaching a class of 30 students, it is extremely difficult to monitor each student's learning and comprehension. Therefore, students must learn to direct their learning in the classroom...if students do not understand a particular concept, they must recognize the difficulty and ask for help. The ability to recognize an area of difficulty is a requirement to be a self-regulated learner."

Encouraging Students to Learn Cooperatively

He tried to create a lot of group work in his classroom. That teaches the students that they have to learn to work with other people. It is very important to him that his students learn this is coming and have experiences in the classroom dealing with this issue. Along the same lines, it is important that the students break up a task into portions so that each student is responsible for a part of the workload. This way, students are not only held accountable for their learning but for others' learning also. Not only this is a great method of teaching, but also it is a great method of helping kids learn responsibility."

Employ Authentic Assessment

CTL plays a vital role in implementing the authentic assessment. As the teacher instructed the students to make their small report assembly with mini-newspaper reflected that not only it is important that students learn and comprehend various concepts we teach in the classroom, but also it is even more important that they can apply it to real-life situations. Therefore, when it is appropriate, he tried to have his students apply various concepts to everyday life.

CONCLUSION

Since constructivism, questioning, inquiry, learning community, authentic assessment seems to be the most frequent principles of contextual teaching and learning adopted by teacher in SMA N 1 Banjarmasin in teaching English, the implementation through contextual as if has new breathing life in the role of succeeding the process of teaching and learning particularly teaching English in class recently; though it is not fully applied. Afterward, it is expected that the entire principles of contextual teaching and learning can be manifested by teachers for the sake of its perfectness to give the full meaningful experiences to the learners.

The teacher used the principles of contextual teaching and learning in SMA N 1 BANJARMASIN were taken place in when the teacher taught in the second and third grade of in science program started since the teacher starts the teaching process to the end of class activities as it can be seen in this study.

Basically as what the implementation of contextual teaching and learning applied by English

teacher in this school observed is an effort to improve the quality of teaching and learning by applying an appropriate strategy to face the various characteristic of learners in terms of their needs, the level of absorption, and styles of learning through emphasizing to see meaning is the best and strategic way to foster high academic standard, and nurture the holistic development on behalf of affective, intelligence (cognitive) and the skills of lives which is useful and beneficial for learners' lives in the future.

RECOMMENDATION

The implementation of contextual teaching and learning needs severe and hard work to do especially for educators. In addition to broad knowledge, educators should be able to be creative and innovative to develop the way they teach in order for students can feel and see the meaning from what they have learned in school, and it can be beneficial to apply in their daily lives. Moreover, not only teachers or educators who is account for this responsibility to make contextual teaching and learning success but also the following sides involving government within its

educational department in national or even local institution, society to provide the real experiences, educational institution embracing formal or informal institution: from pre-school to colleges, and learners' first educational side; that is learners' family.

The government within the education department who is realizing and responsible for the quality of education as a whole should provide the complete sources of the best way strategy-contextual teaching and learn by providing the direct instruction of how to teach contextualized through its experts, and educational researchers either by seminars or training for teachers continually.

In addition to government, society is also holding a role in succeeding educational process, or even this side is accounted for an important role to help the learners mastering the material. In other words, the society within its business workplace could be one of the real sources for learners to learn the real matter which someday in which the company that provides the learners who have specific skills required can

be recruited as future iron stocks by providing apprenticed workshop and job training for learners.

The other prominent institution which is responsible for the most success in the educational field is Educational institution either owned by private or government. This institution should be able to provide the best teachers training who fulfill contemporary and up to date to global and local educational needs by supplying sufficient insight, knowledge and tested skills to teach the learners; for instance, if the popular strategy, method and approach in teaching in immediate time are communicative and contextual teaching, therefore, the institution should be able to provide the skills and knowledge to be mastered by them sufficiently so that, after all, as the teachers are ready to teach in real life, they have already had the ability to transfer the knowledge and skills as what is needed today through that strategy, method, and approach.

After all, the learners' family is also accounted for the success of the learning process for learners. Even though they have already offered the responsibility to teach their children at

school or formal institutions, however, the process of learning is still running at home in the context of personal, social learning interaction.

Having been supported by parents or family, whether as a form of motivation or routine evaluation toward their children's development, they have already run the educational process in nurturing learners' development.

Besides, the supportive environment holds a big success in the learning process of learners in the contextual teaching and learning process.

Contextual teaching and learning can be applied in the way if all sides cooperate to make it a success. The need of innovative and creative teachers should be supported by best preparation to make the learning and teaching process meet its goal and place the center of learning to the learners, not the teachers, afterward, it is also supported school environment which can sustain the hold this approach in helping to see meaning in their study. Moreover, all sides should be able to comprehend that the success of the study of learners is our responsibility so that it

is expected the sources of learning can be derived wherever the learners need for the sake of the comprehensive development of learners.

In summary, this present study is aimed at being guidance and comparison for the enrichment and improvement in this modern teaching field, which more contextualized. Although the revealing of this present study is in the form of a descriptive study, it is expected through the qualitative exposure in the developing of teaching methods and strategy will be able to give a huge contribution for the sake of the future society needs in the educational field.

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