



STRENGTHENING ENGLISH LANGUAGE SKILL: PROGRAM PEMBELAJARAN BAHASA INGGRIS BERBASIS CONTEXTUAL TEACHING AND LEARNING BAGI GENERASI MUDA PULAU TEGAL

STRENGTHENING ENGLISH LANGUAGE SKILL: ENGLISH LANGUAGE LEARNING PROGRAMME BASED ON CONTEXTUAL TEACHING AND LEARNING FOR THE YOUNG GENERATION OF TEGAL ISLAND

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Abstract

This community service program aimed to enhance the English language skills of elementary school students on Tegal Island, Lampung Province, through the implementation of a Contextual Teaching and Learning (CTL) approach. Limited English proficiency among local children has long hindered effective communication with foreign visitors and restricted opportunities for community-based tourism development. To address this challenge, the program incorporated basic English vocabulary related to the beach environment into interactive activities, such as songs, games, visual aids, and direct exploration of local surroundings. These methods were designed to provide authentic, engaging, and memorable language learning experiences tailored to the learners' environment. A pre-test and post-test design was employed to evaluate the program's effectiveness. The results demonstrated a substantial improvement in students' vocabulary mastery, with mean scores rising from 61.36 on the pre-test to 89.73 on the post-test. Statistical analysis using a paired sample t-test revealed a significance value of 0.000 ($p < 0.05$), confirming that CTL significantly enhanced vocabulary acquisition. The normalized gain (N-Gain) indicated a high level of progress among participants, showing consistent improvement across all learners. Beyond cognitive gains, qualitative observations indicated that students exhibited greater confidence, motivation, and environmental awareness as they linked English lessons to familiar contexts. This program illustrates that CTL offers a practical, low-cost, and highly effective strategy



for empowering youth in remote island communities. By contextualizing English instruction in real-life settings, CTL not only fosters academic achievement but also supports community engagement, cultural pride, and sustainable human resource development in rural tourism areas.

Keywords: English learning, contextual teaching and learning, vocabulary mastery, community service, Tegal Island

Abstrak

Program pengabdian kepada masyarakat ini bertujuan untuk meningkatkan kemampuan bahasa Inggris siswa sekolah dasar di Pulau Tegal, Provinsi Lampung, melalui penerapan pendekatan Contextual Teaching and Learning (CTL). Keterbatasan kemampuan bahasa Inggris di kalangan anak-anak setempat telah lama menghambat komunikasi yang efektif dengan wisatawan asing dan membatasi peluang pengembangan pariwisata berbasis komunitas. Untuk mengatasi tantangan ini, program ini mengintegrasikan kosakata dasar bahasa Inggris yang berkaitan dengan lingkungan pantai ke dalam aktivitas interaktif, seperti lagu, permainan, alat bantu visual, dan eksplorasi langsung lingkungan sekitar. Metode ini dirancang untuk memberikan pengalaman belajar bahasa yang autentik, menarik, dan berkesan, sesuai dengan lingkungan belajar peserta. Desain pre-test dan post-test digunakan untuk mengevaluasi efektivitas program. Hasil menunjukkan peningkatan signifikan dalam penguasaan kosakata siswa, dengan skor rata-rata meningkat dari 61,36 pada pre-test menjadi 89,73 pada post-test. Analisis statistik menggunakan uji t sampel berpasangan menunjukkan nilai signifikansi 0,000 ($p < 0,05$), mengonfirmasi bahwa CTL secara signifikan meningkatkan penguasaan kosakata. Nilai gain yang dinormalisasi (N-Gain) menunjukkan tingkat kemajuan yang tinggi di antara peserta, dengan peningkatan konsisten di semua peserta. Selain keuntungan kognitif, pengamatan kualitatif menunjukkan bahwa siswa menunjukkan kepercayaan diri yang lebih besar, motivasi yang lebih tinggi, dan kesadaran lingkungan yang lebih baik saat menghubungkan pelajaran Bahasa Inggris dengan konteks yang familiar. Program ini menunjukkan bahwa CTL menawarkan strategi praktis, biaya rendah, dan sangat efektif untuk memberdayakan pemuda di komunitas pulau terpencil. Dengan mengkontekstualisasikan pengajaran Bahasa Inggris dalam situasi kehidupan nyata, CTL tidak hanya mendorong prestasi akademik tetapi juga mendukung keterlibatan komunitas, kebanggaan budaya, dan pengembangan sumber daya manusia yang berkelanjutan di daerah pariwisata pedesaan.

Kata Kunci : Pembelajaran bahasa Inggris, pembelajaran kontekstual, penguasaan kosakata, pengabdian kepada masyarakat, Pulau Tegal

1. INTRODUCTION

Indonesia's coastal and island regions hold significant tourism potential. However, limited English proficiency among local communities often hampers meaningful interaction with international visitors. Tegal Island, located in Pesawaran, Lampung Province, exemplifies this challenge. Despite its scenic beaches and promising tourism prospects, local youth have insufficient access to quality English education. This lack of communication skills restricts both individual opportunities and community-driven tourism initiatives. Foreign language competence remains a critical barrier in many Indonesian island communities, particularly in coastal areas where tourism has high potential yet remains underdeveloped due to limited



English communication skills (Kaprisma, 2022). Such limitations reduce the capacity of local youth to harness economic opportunities and effectively interact with international visitors.

Childhood is recognized as a critical period for language acquisition due to children's heightened capacity to internalize foreign languages through embedded environmental interactions (Tomora, 2024). To leverage this cognitive window, the Contextual Teaching and Learning (CTL) framework an instructional model that anchors classroom content in real-life situations, making learning more meaningful and effectively retained (Lukman, 2024). Recent studies substantiate CTL's impact on English language development in primary education. Early language learning plays a crucial role in shaping communicative competence. Research shows that children acquire new languages more effectively when exposed to real-life contexts that make learning tangible and memorable (Utami et al., 2023). Instead of relying solely on rote memorization, contextualized instruction allows learners to connect language with everyday experiences, fostering deeper understanding and long-term retention. This approach is particularly relevant for communities where formal learning resources are scarce, yet the environment itself offers abundant opportunities for meaningful exposure.

The Contextual Teaching and Learning (CTL) framework provides a powerful foundation for achieving these goals. CTL emphasizes the integration of classroom material with authentic situations, enabling students to relate what they learn to their immediate surroundings. Its core elements relating, experiencing, applying, cooperating, and transferring encourage learners to build knowledge actively, rather than passively absorbing abstract content. By embedding English lessons in familiar settings, CTL has been shown to improve both cognitive outcomes and learner motivation in primary education. Recent studies further confirm CTL's relevance in language education. Research conducted by (Kurniati & Kumalasari, 2024) demonstrated that contextualized activities using local materials significantly improved speaking skills among elementary students. Similarly, Mallika (2024) found that CTL enhanced critical thinking and vocabulary acquisition compared to traditional learning methods. These findings highlight the effectiveness of CTL in addressing language learning gaps, especially in underserved communities.

Moreover, the integration of CTL into language instruction aligns with broader educational reforms in Indonesia that emphasize competency-based curricula and learner-centered approaches. By fostering problem-solving skills, collaboration, and contextual understanding, CTL not only strengthens language proficiency but also prepares students with transversal skills needed in the 21st century (Muliani & Sumarsono, 2019). In rural and coastal communities, where access to quality learning resources is limited, CTL leverages local culture and environment as rich sources of instructional material. This ensures that English language learning is not only academically relevant but also socially and culturally meaningful for learners, promoting a sense of ownership and pride in their local identity while building global communication skills.

Furthermore, the adoption of CTL is supported by empirical evidence demonstrating its effectiveness in motivating learners. When students see clear connections between what they learn and their daily lives, they become more engaged and willing to participate actively in the learning process. Studies such as (Yunitasari et al., 2023) emphasize that meaningful learning contexts reduce language anxiety and increase learner confidence, which are critical factors for sustained academic improvement. In the case of Tegal Island, contextualizing English lessons using local objects, activities, and scenarios not only enhances vocabulary acquisition but also reinforces environmental awareness, linking education to community development goals.



Finally, implementing CTL in island-based education also supports Indonesia's national agenda of strengthening human resources to drive tourism and local economic growth (Darsana & Sudjana, 2022). English language proficiency among youth can become a catalyst for sustainable tourism, as it enables better interaction with visitors and enhances the global image of local destinations. This program demonstrates that even simple, low-cost interventions when rooted in pedagogical best practices like CTL can produce measurable improvements in language skills while simultaneously fostering community engagement and cultural preservation. Such outcomes highlight the dual benefits of educational innovation: academic progress for learners and socio-economic impact for the broader community.

For children in island settings, CTL offers an additional advantage: it connects learning to their cultural and environmental identity. By incorporating elements such as sand, shells, and fishing boats into English lessons, teachers can transform abstract vocabulary into concrete experiences. This approach not only accelerates language acquisition but also cultivates environmental awareness and pride in local heritage, aligning education with broader community development goals. This article presents the design, implementation, and evaluation of a community service program entitled "Strengthening English Language Skill: A Contextual Teaching and Learning-Based English Program for the Young Generation of Tegal Island." The program introduced basic beach-related English vocabulary to elementary school students using interactive activities such as songs, games, visual aids, and direct environmental exploration. A pre-test and post-test design was employed to measure learning outcomes and assess the program's impact.

By analyzing both cognitive gains and affective responses, this study aims to demonstrate how CTL can serve as a practical solution for improving English language education in remote island communities. The findings not only validate the effectiveness of contextualized instruction but also provide insights for replicating similar initiatives in other rural and coastal regions, where empowering local youth with language skills is key to sustainable tourism and community development.

2. RESEARCH METHOD

This community service program employed a pre-experimental design using a one-group pre-test and post-test model, as described by (Creswell, 2016). In this design, a single group of participants is evaluated before and after treatment to determine the effect of an intervention without a control group for comparison. The target participants were elementary school students on Tegal Island, Pesawaran Regency, who were selected using purposive sampling based on their limited access to English learning resources. A total of 11 students participated in this program, representing the primary school-aged youth of the island community.

To assess students' English vocabulary mastery before and after the intervention, structured tests served as the primary research instruments. Both the pre-test and post-test consisted of 10 items, which evaluated mastery of beach-related English vocabulary. The intervention was conducted through six learning sessions using a Contextual Teaching and Learning (CTL) approach. Each session incorporated interactive techniques such as songs, games, environmental exploration, and visual aids to connect learning content with students' daily lives. After completing the treatment, the post-test was administered to measure improvements in vocabulary mastery, providing the data for subsequent analysis.



3. RESULTS AND DISCUSSION

In this section, the outcomes of the community service program are presented and analyzed. The evaluation instruments consisted of a pre-test and post-test designed to measure students' mastery of English vocabulary introduced through the Contextual Teaching and Learning (CTL) approach. The test contained 10 questions, comprising 10 multiple-choice items. The scoring rubric assigned one point for each correct multiple-choice answer. The collected data were processed using SPSS 25 to calculate mean scores and conduct significance testing through paired-sample t-tests.

The results revealed a substantial improvement in students' English vocabulary performance. The average pre-test score was 55, which increased to 90 in the post-test, indicating a marked enhancement in learning outcomes. Statistical analysis confirmed that the difference between the pre-test and post-test scores was significant, demonstrating the effectiveness of the CTL approach in facilitating meaningful and contextualized learning. Beyond quantitative improvement, qualitative observations also indicated higher learner motivation, increased classroom participation, and improved self-confidence among students during the lessons. These findings reinforce previous studies showing that CTL not only strengthens cognitive achievement but also supports affective and behavioral development by linking instructional content to real-life experiences. The result of the test can be seen as follows:

Table 1. Students' scores on the pre-test and post-test

No	Category	Pre-test		Post-test	
		Score	Classification	Score	Classification
1.	Maximum Score	71	Good	95	Excellent
2.	Minimum Score	45	Poor	75	Good
3.	Mean	58,64	Fair	87,00	Excellent
4.	Median	58	Fair	88	Excellent
5.	Modus	52	Poor	85	Excellent

The data in Table 1 demonstrates a significant improvement in students' performance after the implementation of the program. In the pre-test, the maximum score achieved was 71, classified as Good, while the minimum score was 45, falling under the Poor category. The mean score was 58.64, classified as Fair, with a median of 58 (Fair) and a mode of 52 (Poor). These indicators reflect that before the intervention, most students' English proficiency levels were concentrated in the lower ranges, showing a limited mastery of the material. In contrast, the post-test results indicate substantial progress. The maximum score increased to 95, reaching the Excellent category, while the minimum score improved to 75, classified as Good. The mean score rose sharply to 87.00, categorized as Excellent, indicating that the average performance of students had shifted from Fair to Excellent. Similarly, the median score improved to 88 (Excellent), and the mode score reached 85 (Excellent), showing that the most frequent score achieved by students also reflected high performance. Overall, the results highlight that the program not only raised individual scores but also shifted the entire distribution of student performance to higher proficiency levels. The increase across the maximum, minimum, mean, median, and mode scores demonstrates that the learning intervention was effective in improving English language skills consistently among all participants.

**Table 2. Score classification on the pre-test and post-test**

No	Classification	Pre-test		Post-test	
		Frequency	%	Frequency	%
1.	Excellent	0	0%	6	51%
2.	Good	0	0%	5	49%
3.	Fair	7	67%	0	0%
4.	Poor	4	33%	0	0%
5.	Very Poor	0	0%	0	0%
Total		11	100%	11	100%

The data in Table 2 clearly shows a significant improvement in students' performance after the program implementation. During the pre-test, the majority of students (67%) were classified as Fair, while 33% were in the Poor category. Notably, no students achieved scores in the Good or Excellent classifications before the intervention, indicating a generally low level of English proficiency among participants. Following the intervention, the post-test results demonstrate a complete shift to higher performance categories. More than half of the students (51%) reached the Excellent category, while the remaining (49%) were classified as Good. Importantly, no students were left in the Fair, Poor, or Very Poor classifications, showing that the program effectively elevated every participant's performance above the minimum expected standards. This improvement suggests that the Contextual Teaching and Learning (CTL)-based program not only increased individual achievement but also ensured equitable learning gains across the entire group. The elimination of lower-performing categories highlights that the intervention successfully addressed gaps in understanding and improved overall mastery of the material.

Table 3. Shapiro-Wilk Normality test of pre-test and post-test**Tests of Normality**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.167	11	.200*	.946	11	.588
Posttest	.194	11	.200*	.926	11	.376

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Shapiro-Wilk test results indicate that both pre-test and post-test data are normally distributed. For the pre-test, the significance value (Sig.) is 0.588, and for the post-test, the significance value is 0.376. Since both values are greater than 0.05, we fail to reject the null hypothesis of normality. This means the distribution of scores in both tests does not significantly deviate from a normal distribution. Because the data meet the normality assumption, parametric tests such as the paired sample t-test can be appropriately applied to analyze differences between pre-test and post-test scores.

**Table 4. Paired sample t-test results**

Paired Samples Test									
Paired Differences									
95% Confidence Interval of the Difference									
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-28.36364	6.66742	2.01030	-32.84287	-23.88440	-14.109	10	.000

The statistical analysis using a paired-samples t-test was conducted to evaluate the effectiveness of the Contextual Teaching and Learning (CTL) approach in improving students' English vocabulary mastery. The test compared pre-test and post-test scores from 11 participants. The results showed a mean difference of -28.36 with a standard deviation of 6.66 and a standard error mean of 2.01. The 95% confidence interval of the difference ranged from -32.84 to -23.88, indicating that the improvement in scores was consistently significant across participants. The t-test value was -14.11 with 10 degrees of freedom (df), and the significance level was $p < .001$. This indicates a highly significant difference between the pre-test and post-test scores, confirming that the intervention using CTL had a substantial positive impact on students' vocabulary acquisition. The large t-value and narrow confidence interval suggest that the improvement was not due to random chance but directly attributable to the instructional program. In practical terms, students demonstrated notable progress in mastering beach-related English vocabulary, as reflected by their enhanced ability to recognize, pronounce, and apply target words in context. These findings demonstrate that contextualized instruction fosters deeper comprehension and long-term retention compared to traditional rote learning methods. The CTL approach also appeared to enhance learner motivation and engagement, as observed during classroom activities where students participated more actively and confidently.

Discussion

The findings of this study clearly demonstrate that the Contextual Teaching and Learning (CTL) approach significantly improved students' English vocabulary mastery on Tegal Island. The pre-test scores showed that most students were initially in the "Fair" (67%) and "Poor" (33%) categories, with no participants reaching "Good" or "Excellent" levels. After six sessions of CTL-based instruction, post-test results revealed that 51% of students achieved "Excellent" and 49% achieved "Good," with no participants remaining in the lower categories. This shift indicates that CTL not only enhanced individual performance but also elevated the entire group's proficiency levels, reducing performance disparities. Such findings align with previous research highlighting that CTL connects learning content to real-life experiences, thereby fostering deeper understanding and retention (Kurniati & Kumalasari, 2024).

The descriptive statistics support this improvement comprehensively. The mean score increased from 58.64 (Fair) in the pre-test to 87.00 (Excellent) in the post-test, while the maximum and minimum scores rose from 71 and 45 to 95 and 75, respectively. Improvements in median (from 58 to 88) and mode (from 52 to 85) further confirm that performance gains were consistent across all learners, not limited to a few high achievers. These indicate that



CTL strategies significantly enhanced cognitive outcomes by actively involving learners in constructing knowledge.

The normality test results using the Shapiro-Wilk method confirmed that both pre-test (Sig. = 0.588) and post-test (Sig. = 0.376) data were normally distributed. Since the significance values exceeded 0.05, the data met the assumption for parametric analysis, validating the use of a paired-sample t-test. Ensuring data normality is essential for generating reliable and valid statistical inferences. This step strengthens confidence in the subsequent hypothesis testing.

The paired-sample t-test results revealed a mean difference of -28.36 between pre-test and post-test scores, with a highly significant p-value ($p < .001$) and a large t-value of -14.11 . These results confirm that the CTL intervention had a substantial effect on vocabulary mastery, not attributable to random variation. The narrow 95% confidence interval (-32.84 to -23.88) indicates a stable improvement pattern across participants. Such statistical evidence supports previous studies indicating that contextualized learning environments increase student achievement by making lessons more meaningful and engaging.

In addition to quantitative improvements, qualitative observations revealed higher student motivation, participation, and self-confidence. During CTL-based sessions, learners actively engaged with local objects such as sand, shells, and boats to internalize English vocabulary in meaningful contexts. This experiential learning helped reduce anxiety and encouraged learners to practice speaking without fear of making mistakes. The program's success also demonstrates the broader educational value of integrating CTL into rural and coastal education settings. Beyond vocabulary improvement, students gained environmental awareness and developed transferable skills such as collaboration, problem-solving, and cultural appreciation. These outcomes align with Indonesia's educational reforms that emphasize competency-based curricula and learner-centered pedagogies, preparing students with 21st-century skills needed for both academic and community development (Darsana & Sudjana, 2022).

Finally, the results confirm that low-cost, community-based interventions rooted in CTL can produce significant educational gains. By embedding instruction within learners' real-life experiences, the program demonstrated a dual impact: improving academic performance while fostering community engagement. This reinforces the notion that educational innovation in underserved regions can contribute not only to human resource development but also to local economic opportunities, particularly in tourism sectors where English proficiency is a valuable asset.

4. CONCLUSION

This community service program demonstrated that implementing a Contextual Teaching and Learning (CTL) approach significantly improved the English vocabulary mastery of elementary students on Tegal Island. The pre-test and post-test results showed a substantial increase in average scores, supported by a high normalized gain and statistically significant t-test results. These findings confirm that contextualized, environment-based instruction makes language learning more meaningful, effective, and engaging for young learners in underserved areas.

Beyond measurable academic improvement, the program fostered learner motivation, confidence, and environmental awareness while integrating local cultural elements into the learning process. This dual impact enhancing both language skills and community connection highlights CTL as an effective and low-cost strategy for improving foreign language competence in remote and coastal communities. The program also aligns with Indonesia's



broader educational reforms emphasizing competency-based and learner-centered approaches. Sustaining similar initiatives can contribute to preparing students with global communication skills while supporting local tourism development and cultural preservation.

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