

Tutor Assistance Using The Contextual Teaching And Learning (Ctl) Methods To Improve The Speaking Skills Of Students At The English Language Course Institute Of The Mau Belajar Generation "Gembel" in Samili Village.

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Abstract

This PKM activity aims to help tutors improve students' speaking skills by assisting a Contextual Teaching and Learning (CTL) approach. The wrong approach, which gives a chance to student for active both in the study room and outside (outdoor), is the Contextual Teaching And Learning, or called CTL, contextual Method is a draft Study Which make tutor to associate material Which taught with situation real student, pushing students to associate knowledge Which owned with its implementation deep life daily Of environment of family and public. Through the approach, contextual results are more meaningful for the student. This is in line with the theory of Mansur Musical (2008), every component main CTL, have principles base Which must noticed when will apply deep learning, so that approach This If implemented deep learning language English capable increase Ability Speaking. The results of this PKM activity found that the CTL method can provide a positive response in increasing students' willingness to speak through the rules that set aside language errors in terms of both vocabulary and grammar. This is able to minimize students' anxiety in making speaking mistakes, thereby raising motivation to continue speaking in English with confidence and without fear, so that doubts and reluctance to communicate in English can be minimized. However, guidance is still needed for tutors so that the learning process can run well, systematically, and measurably.

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1. INTRODUCTION

In today's modern era, English is very important to learn and understand not only theory but also communication style and practice. This is very important to do because English is an international language that every country learns and uses. In each country, each has a curriculum on the implementation of the English language teaching system, both through schools and places outside of school (non-formal), This is because language is a symbol system in the form of sounds, arbitrary, used by society to speak, cooperate, communicate, and to identify themselves (Chaer & Keraf, 2006). English as a medium in the form of sound symbols to interact between members of society is produced by human speech organs (Devianty, 2017). Language is the main means of communicating information. Children grow and develop as they communicate their desires, emotions, and feelings through sentences that are said through speech.

According to Wijayanti (2010), when researching that language is the main means for everyone, with language, a person or even a small child can gain knowledge or skills to communicate with others. With the ability to speak English, especially English, children, students, and the younger generation of the nation have a wide opportunity to access various information needed to carry out various positive activities in developing and honing themselves to be better and more useful for the nation and state. The ability and courage to participate in global communication, conveying constructive ideas and ideas, will be a separate capital in the framework of communication to establish cooperation in various matters.

However, the fact in the field today is that there are still many students from various levels of education, both elementary, junior high, and high school, who are not yet able to speak English well. Making students able to speak English is not an easy thing if it is not balanced by a good teaching system. There are still many obstacles faced so that students can speak English well, such as the lack of learning facilities and infrastructure, the socio-economic conditions of the family, and the learning model by educators that is less varied and innovative. Therefore, there needs to be a breakthrough in thinking from educators and parents, especially in how to present interesting learning techniques and methods. This includes finding ways to increase students' confidence in speaking English by following courses at credible institutions so that their skills in communicating globally become provisions for students to prepare themselves to become ready-to-use workers, especially in the field of English language work. Slamet (2012) said that speaking is a series of processes. In speaking, some steps must be mastered well by an English speaker and also become one of the benchmarks for a student in creating his/her ability to master the language, so that this will be a value for a student in front of teachers, the community, and other students. According to Susanti (2017), speaking skills are said to improve when children start to be enthusiastic, and when learning is carried out, children do not experience difficulty speaking, can communicate their feelings, ideas, or thoughts to other people or their playmates.

2. METHODS

This Community Service Program (PKM) activity was carried out at the English Language Course Foundation of the Generation of People Who Want to Learn 'Gembel' located in Samili Village, Woha District, Bima Regency, targeting 12 tutors and students because this English Language Course institution is very well-known and is even the only course institution in NTB that carries out many activities and programs to improve students' speaking skills. In this service, I used the Contextual Teaching and Learning (CTL) method. This PKM functions to improve students' speaking skills by guiding tutors at the course institution. This activity is a community service program (PKM) with stages of activity starting with a site survey, permit process, preparation of interview materials, and preparation of documentation media. This program will be implemented in several stages, namely:

1. Location determination

This activity was held in Samili Village, Woha District, Bima Regency. Gembels Course is considered suitable as a place of service because it is a well-known course institution and has produced many alumni, up to 5000 (five thousand) people, since its establishment from 2011 to 2026. The English course institution 'Gembel' is a non-formal educational institution in Bima Regency. Moreover, it has opened many branches, including: Bima City (*basecamp* Asi Mbojo page) with the course schedule Tuesday & Thursday, 14:45-17:4, Woha Branch (*basecamp* Samili Village) Friday & Saturday, at 14:45- 17:45, Bolo Branch (*basecamp* Kara Field) Monday & Wednesday,

14:45-17:45, Monta Branch (*Simpasai Village basecamp*) Monday & Wednesday, 2:45 PM - 5:45 PM and there are also in Mataram City and Bali. The Yayasan Generasi Mau Belajar is divided into 3 large sections: Gembels course & private, Gembels Community, and Gembels Business. Each program always includes English lessons so that children can learn English more enjoyably.

2. Coordination with the owners and managers of the Course Institution

At this stage, establishing communication and coordination with the founder of the Gembel's Course *Foundation*, Mr. Akabar Faransyah, was crucial. Based on this coordination, Mr. Akbar directed a meeting with Mr. Ririn, one of the tutors at the course, to discuss the implementation process, from coordinating the implementation time, the event schedule, to the desired output.

3. Activity process

This activity was carried out on June 2-4, 2026. In the process of this activity, providing teaching assistance to tutors, helping to compile learning tools, and creating several questions to be asked to tutors and students in the form of interviews, containing about the learning tools used, learning models, facilities, and infrastructure, and other questions needed to support community service research. Meanwhile, for students, the importance of learning and practicing speaking skills to improve self-confidence. Several techniques to avoid speaking anxiety (*anxiety*) with emotional management and class management techniques, and growing student self-confidence were also conveyed during this socialization.

The scope and achievements of this activity are as follows:

Table 1. Program scope and target targets

Type of activity	Target	Activity Achievement Targets
Delivery of material <i>related to speaking</i>	Gembel's Course Foundation Students	Students understand speaking and reading techniques that are enjoyable.
Teaching with the Contextual Teaching and Learning method	Gembel's Course Foundation Students	Participants have high self-confidence and are accustomed to speaking English.
<i>Practice speaking indoors and outdoors</i>	Gembel's Course Foundation Students	Participants have experience speaking and growing understanding and self-confidence levels.
Evaluation	Gembel's Course Foundation Students	Participants practice speaking English every day.

4. Monitoring and Evaluation

In the monitoring and evaluation activities, as a closing or final activity of this activity, the team will evaluate the final results of the teaching process by asking Gembel's Course participants to contribute and/or practice both in the classroom between friends and outside the room when doing outbound.

3. DISCUSSION

An English Language Course Institute for the Generation of People Who Want to
 301 | **Tutor Assistance Using The Contextual Teaching And Learning (Ctl) Methods To Improve The Speaking Skills Of Students At The English Language Course Institute Of The Mau Belajar Generation "Gembel" in Samili Village.** (Wahyuddin)

Learn 'Gembel' was founded on June 24, 2011, located in Samili village, Woha sub-district, Bima Regency, NTB. Generation Mau Belajar is a community focused on youth education and empowerment. Its membership is recruited through English language training at all levels, from elementary school to university. Initially, this course didn't attract much interest, and its founder almost gave up. With only three students in the first year, the course's founder and mentor, Mr. Akbar, stepped forward and continued to grow. This English language course institute began its expansion by opening branches in various regional capitals at the city and district level of Bima, and to this day also opened a branch in the Bali area. Samili Village, Bima Regency, was chosen as the starting point for this expansion due to the success of the Gembel English course in improving education, especially in English language skills. The English course at the Gembel Kursun Institute is located on Jl. Buya Hamka, precisely to the right of the Samili Village Football Field. The course location utilizes Mr. Akbar's house, which has been arranged and modified to suit the needs and comfort of students. Samili Village has a population of around 9,000 people, of whom some are in various professions, including farmers, traders, and educators.

In the mentoring process at the Gembel English Course institution, at least several work stages are carried out for the owner and tutor, including: Planning, Organizing (Organizing/dividing tutor tasks), Actuating (Implementation), and Supervision. According to Umberto Sihombing (2021), planning involves selecting and connecting facts, as well as making and using assumptions for the future to achieve desired results. Organizing is determining, grouping, and arranging necessary activities, including the placement of people and the provision of physical factors, and the appointment of authority. Implementation or mobilization involves inspiring and encouraging all group members to achieve common goals. Finally, supervision and assessment are the processes of setting standards, measuring implementation, assessing differences, and making improvements if necessary to ensure implementation is in accordance with the plan (Umberto Sihombing, 2021).

From the data obtained at the English Language Course Institute 'Gembel' shows that the Contextual Teaching and Learning (CTL) method can be a solution to increase students' willingness to speak English by looking at the following indicators: 1). The mentor emphasized to the tutors that the activity does not take into account grammatical errors and correctness with the consideration of avoiding students' feelings of self-confidence. At the beginning of the activity, the theme was agreed upon, and students were allowed to see and memorize notes in the form of vocabulary and others. When it was their turn to speak (conversation) students were no longer allowed to see them. At first, some students were still disconnected and gave gestures (thinking). However, after mentoring, things like this could be resolved quickly.

In Gardner's motivation theory, Brown (2001) found that motivation gradually has a big influence on the willingness to learn. 2) The building of students' enthusiasm to be involved in communicating in English (Speaking) with the applied method (CTL), which indicates that the students feel comfortable and happy. Josephs et al in Fulmer (2010) stated that "Speak up" or speaking is a form of willingness to communicate whose process occurs when comfort is formed in the speaker due to the results of an evaluation of himself and his environment.

The results of this PKM activity provide information on various factors that influence tutoring at English language course institutions (Gembel) in improving students' speaking skills. This allows students to be more active and improve their speaking skills through tutor mentoring activities. Understanding the conditions and implementing a mentoring system for tutors and students will be the main focus of this discussion. Several important steps taken by mentors to ensure the success of the program and make necessary improvements include the following:

1. English Course Program Planning in Gembel

Amidst today's advancements in science and technology, the ability to master various disciplines is highly necessary, especially the ability to master English. This has become a highly sought-after skill not only in education but also in the workplace, spread across various parts of the world, especially in Indonesia. Therefore, course institutions such as Generasi Mau Belajar (Gembel) are expected to be able to assume a significant responsibility in providing their students with quality learning programs that are relevant to the needs of the times. One of these is planning the provision of learning components. Planning is a basic process in teaching technique management that involves setting goals, ways to achieve them, and determining the facilities and infrastructure needed to support those goals. In the English course at Gembel, program planning is a crucial step in creating an effective and efficient learning environment. Based on the results summarized from interviews and observations, program planning in this English course provides a place to learn English with a concept that is fun and easy to understand and access. In implementing an English course program, thorough preparation and planning are required, both in terms of facilities and infrastructure that support the achievement of goals and in determining the necessary workforce and costs. According to Kotter (2008), he explains that in line with the views of educational management experts, good planning is an important foundation for achieving organizational success.

When it comes to registering new students, this institution implements a manual registration system without strict selection. The head of the English language course institution *of Gembel*, explained that this manual registration was carried out with the aim of providing breadth for students who have interests, talents, and hobbies in the field of English. Providing an open space to avoid disappointment from interested parties. In addition, this rule is also implemented to be a solution for those who have problems in English by instilling commitment and trust that the English Course at Gembel can be a solution to their English problems. In terms of approach, Gembel's Course applies an inclusive approach with the aim that the institution strives to reach as many students as possible from various backgrounds. In the process of recruiting tutors, this English course applies several strict selection stages to ensure the quality of teaching. Selection is carried out through written tests, interviews, and microteaching as part of the selection process to ensure that tutors not only have academic knowledge but also good teaching skills. This strict selection is in line with human resource management theory, which states that the quality of teachers greatly affects student learning outcomes (Darling-Hammond, 2020). In addition, the learning design in the English Course is prepared based on a clear and structured lesson plan (RPP). Ms. Ririn, a tutor, explained that the learning process design in English courses includes important components such as learning materials and teaching guides. With the lesson plan, tutors can ensure that each learning session is systematic and focused. This approach aligns with the principles of constructivist pedagogy, which emphasizes the need for structure in the teaching and learning process so that students can construct their knowledge effectively (Bruner, 1996).

2. Implementation of the English Course teaching in Gembel

According to Umberto Sihombing (2000), implementation as one of the management functions is not only managing the implementation of teaching but also covers a broad aspect, including people, money, materials, and time. In theory, implementation can be interpreted as motivation. Motivation is a person's ability to provide enthusiasm, activity, and understanding so that others are willing to support and work voluntarily to achieve the goals of the course institution in accordance with the tasks assigned to them. The implementation of the program in the English course is the implementation related to the activities of the English course program. The implementation of the English course program in **Gembel** is a crucial stage that connects planning with student learning outcomes. In this PKM, implementation covers various aspects, starting from student registration, tutor recruitment, and the learning process that

takes place in class and outside the classroom (outdoor). With a systematic and structured approach, outside the classroom or room, the English Language Course Institution Supervisor makes good and effective breakthroughs in supporting the ability of **students**. Namely, once a year, they conduct a study tour and provide rewards (awards) for students who pass the test based on their abilities by sending them abroad, such as to Malaysia and Singapore.



Figure 1.
Implementation of the Study Tour



Figure 2. Homeless Students Currently
in Malaysia

3. Tutor Teaching Assistance

As discussed earlier, tutoring at the Gembel English Course Institute plays a crucial role and significantly impacts the quality of its students and the progress of the institution. This is reflected in the high number of graduates who have found employment. Furthermore, the high level of enthusiasm from children in the community who are interested in joining the institute suggests that the Gembel Course Institute has an undeniable track record, both in terms of institutional management and the quality of its tutors. The tutoring process at this English course institute is carried out in stages that have been structured by considering the conditions and needs. For example, the material taught varies according to the level of the students. At the Gembel Course Institute, there are 3 (three) levels of classes, namely: 1. Regular class type, this class uses basic English material such as letter recognition, place names, object names, and others. 2. Platinum class, this class type has entered the learning development stage such as pronunciation, making sentences, field practice, and working on problems. 3. Private Class. This type of class is filled by selected students who have passed the Exclusive Class selection stage to be prepared to become tutoring assistants and exchange students at the national and international levels. In addition to teaching in the classroom, we also implement a learning system. **Outdoor** Also Playing in rice fields, mountains, beaches, and open fields. According to the founder and manager of Lembaga Gembel English Course, Dari, despite often getting caught in the rain and being scorched by the hot sun, without realizing it, this kind of learning process is what children really enjoy, and it is also what makes it unique and a strength for students because it is much more enjoyable and stress-free. According to David Kolb (2014) in his book entitled *Theory of Experiential Learning*, emphasizing that the best learning occurs through a cyclical process of direct experience (*concrete experience*), reflective observation, abstract concept formation, and active testing in new situations. The environment outside the classroom provides a concrete stage for this cycle.



Figure 3. Researchers are providing teaching assistance to tutors.



Figure 4. Outdoor Learning

4. Advantages Of The Gembel Course Institution

Apart from providing English courses, this institution also has other programs, namely:

- a) **Gembel's Business Competition:** This business competition is held annually for all of our students. It lasts for three months and sets specific achievement targets for participants.

The goal of this program is to train entrepreneurial skills, create new opportunities and jobs, and develop the ability to work in a team, train innovation, creativity, responsibility, leadership, and other skills needed in running the wheels of entrepreneurship.

- b) **Complaining Homeless People (counseling).** This is a routine activity held at every event. It aims to provide participants with a forum for sharing their concerns and identifying any issues they are facing. Gembels Ngeluh serves as a counseling platform for teenagers to find solutions to their problems.
- c) **Clean Up Project:** This program serves as an educational platform for the younger generation to love and maintain a clean environment. It features unique, engaging, and fun social media-based challenges and concrete actions that create awareness and multi-faceted action for environmental sustainability.
- d) **Nature and Travel:** The aim is to teach participants to better recognize and

appreciate nature as a form of gratitude for God's creation. Often, these activities include visits to tourist attractions, which also serve as a way for us to introduce the surrounding tourist destinations. After the activity concludes, participants post photos of their activities and write reviews in English about the places they visited on their respective social media platforms.

- e) **Gembels Edu Camp & Fun Outbound**, Camping is a routine activity held by this Foundation. Each camp and outbound activity has its own unique theme. This program is a major draw for attracting new participants to join the Foundation and the Gembels community. Camping and outbound activities are effective means of educating students on a wide range of issues related to youth, social issues, culture, and the environment. Furthermore, camping and outbound activities offer many exciting educational games, each of which is unique.
- f) **Zero Waste Fun Camp** is the largest and most exciting annual program, consistently garnering tremendous enthusiasm from young people. Held every year-end holiday in December, this program serves as a platform for environmental education and awareness of environmental issues for young people, offering a variety of exciting and engaging activities that broaden their horizons and connections.

5. Evaluation

In every activity, project, and endeavor, whether academic or social, evaluation is crucial for achieving desired goals. Evaluation is the process of determining what needs to be done, assessing and improving it to ensure it's in line with the plan. This evaluation process is an effort to scrutinize past and future activities. This is the case at the English language course institution *Generasi Mau Belajar* (Generation Mau Belajar). Evaluation is an important aspect in ensuring that all learning activities run smoothly and in accordance with the established objectives. Through this process, researchers can identify strengths and weaknesses in program implementation and make necessary improvements to enhance the quality of tutors, students, and the institution being built. Evaluation of learning assessments carried out in the English course "Generating Mau Belajar". The evaluation is divided into three main groups: student learning evaluation, teacher evaluation (tutor/teaching staff), and budgeting evaluation (financial budget). Based on interviews and observations that have been conducted, it can be concluded that overall, these three groups complement each other and contribute to the achievement of educational goals that have been set by the institution. With a systematic approach to evaluation, the English Course Institute **is** committed to continuing to improve the quality of education provided to students and maintaining the sustainability of the overall course program.

4. CONCLUSION

Based on the results of community service research (PKM) in the field, it was found that mentoring in teaching speaking at English language course institutions, located in Samili Village, Woha District, Bima Regency, the tutors are 12 people who have been divided into 3 (three) types of classes. The training is good, systematic, and measurable. This can be seen from the progress in the number of participants, starting from the year of its establishment, when only 3 students were registered and has now reached 200 students per year. Furthermore, the implementation of a teaching system that is not monotonous in the classroom but also carried out outdoors provides space for students to freely interact both verbally and in writing with nature. Furthermore, to foster students' enthusiasm for learning, supervisors and tutors provide rewards to students who excel in the form of trophies, certificates, and even trips abroad. This teaching assistance helps tutors at English language course institutions to be more mature in preparing learning tools and targets to be achieved, such as planning, dividing teaching schedules, and

evaluations. In this context, assistance is carried out to ensure that things that support the implementation of teaching and improving students' understanding of speaking can be achieved with maximum results.

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