

THE USE OF CTL TO IMPROVE THE SPEAKING SKILL ON ENGLISH FOR TOURISM IN THE FIRST SEMESTER OF THE TOURISM STUDY PROGRAM OF UNIVERSITAS HAMZANWADI

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Abstract

English has been taught from elementary school through university, covering all language skills. However, many students, especially those in the research setting, still struggle to use English for spoken communication. This classroom action research applied the Contextual Teaching and Learning (CTL) approach to improve both the teaching and learning process and students' speaking skills, focusing on transactional and interpersonal speech. The study was conducted with students of the Tourism Study Program at Hamzanwadi University over three cycles. The key findings showed that CTL effectively improved the speaking skill lecturing process of English for Tourism in the first semester of the tourism study program of universitas hamzanwadi. Further, it found that students' participation in practicing speaking increased progressively from 49% in cycle I, to 71.44% in cycle II, and 91.4% in cycle III. This study also revealed that students' speaking ability improved, as reflected in their mean scores which rose from 33 in the pre-cycle to 41, 52, and finally 75 in cycles I, II, and III respectively. Additionally, the students' speaking skills advanced to fall within the fairly good, good, and very good categories.

Keywords: Teaching EFL; Contextual Teaching and Learning; Speaking.

INTRODUCTION

English is considered a mandatory foreign language subject in both junior and senior high schools. It is labeled as a foreign language because students do not typically encounter it outside the classroom environment (Brown, 2000; Brown, 2007). Byram (2008) also supports this view, describing a foreign language as one that is not native to the learner and is taught in educational institutions as a language used in a different country. Similarly, Lambelet and Berthele (2015) define a foreign language as one that is learned outside the area where it is naturally spoken, primarily within classroom settings.

In line with the earlier statements, English in Indonesia is primarily used within educational settings such as schools and universities. This limited use reinforces its classification as a foreign language. English instruction covers all four language skills—listening, speaking, reading, and writing—with the goal of providing students opportunities to practice the language. According to Depdiknas (2006), the objective of English education at the junior high school level (SMP/MTs) is to develop functional language skills that enable students to communicate effectively, both in writing and speaking, to address everyday situations. While all four skills are important, spoken language plays a particularly prominent role in daily communication. Nurchintyawati (2023) also emphasizes this, noting that among the four language skills, speaking is often seen as the most essential.

Speaking is considered the most essential skill to master, especially for students actively involved in learning a foreign language. This is because learners are often seen as successful

when they can use the language effectively in spoken communication, aligning with the view of Rahman, Awadh, and Asmari (2015) and Nurul'Ilmi and Nurya (2023) who argued that successful foreign language learning is measured by how well learners develop their communicative abilities, specifically their capacity to use the language proficiently in oral interactions.

At the eighth grade level of the Tourism Study Program, students showed low speaking proficiency. This was largely due to anxiety about speaking, which stemmed from limited vocabulary, a lack of motivation and opportunities to practice speaking during lessons, and a teaching approach focused solely on curriculum-based content without relating it to students' real-life experiences.

To address these issues, the Contextual Teaching and Learning (CTL) approach was applied. CTL is an educational strategy designed to help teachers and students find meaning in academic content by connecting it to students' everyday experiences. This includes personal, social, and cultural contexts (Johnson, 2014; Depdiknas, 2002; Hamdayama, 2014; Sears, 2003). In essence, CTL aims to make the teaching and learning environment more engaging and relevant by linking the material to the students' real-life situations. It supports teachers in relating subject matter to practical situations, helping students connect theoretical knowledge to real-world applications, both as citizens and members of a family.

Imel (2000) also defines CTL as a learning approach grounded in constructivist theory, which holds that knowledge cannot simply be transferred from teacher to student but must be built by each learner individually (Glaserfeld, 2006). The implementation of this theory starts with self-regulation, where students take charge of their own learning, especially in developing communicative competence in English. Corbett (2003) emphasizes that communicative competence should be taught in context. He explains that making the target language relevant to real-life situations increases its authenticity and effectiveness. This means that English, as a target language, should be taught in a way that reflects students' social and personal realities to enhance their communication skills.

In applying CTL in the classroom, the researcher adopted strategies proposed by Crawford (2001), which include: relating, experiencing, applying, cooperating, and transferring. The first, relating, involves teaching new concepts by linking them to students' prior knowledge or life experiences, which helps deepen their understanding (Crawford, 2001). Since not all students may have relevant prior experiences, teachers can support learning through direct involvement or "learning by doing," which Crawford (2001) refers to as the experiencing strategy.

Another key strategy in CTL is applying. Crawford (2001) describes this as the process of learning through the practical use of concepts taught in class. It involves encouraging students to use what they've learned by engaging them in realistic and meaningful activities that reinforce their understanding. Teachers can enhance this process by providing exercises that reflect real-life situations.

The next strategy, cooperating, involves learning through interaction—sharing ideas, responding to peers, and communicating with others (Crawford, 2001). Finally, transferring refers to the ability to apply acquired knowledge to new or unfamiliar situations, including contexts outside the classroom (Crawford, 2001).

Among the four language skills, speaking is the most directly connected to students' daily interactions, making it a central focus for implementing these CTL strategies. Cameron (2005) defines speaking as the active use of language to convey meaning to others in an attempt to express one's thoughts. McDonough, Shaw, and Masuhara (2013) add that speaking is a purposeful activity driven by the desire to communicate something meaningful.

Richards and Renandya (2002) further elaborate on speaking by categorizing its functions into three main types: (1) speaking for casual conversation, which helps build social bonds and allows for light, informal exchanges; (2) speaking for discussion, which involves expressing and seeking opinions; and (3) speaking as a means of giving instructions or making polite requests.

In the context of communication, speaking can be classified into two main types: informal and formal. According to Nation and Newton (2009), informal speaking generally focuses on maintaining friendly relationships rather than delivering important information. In contrast, formal speaking demands careful control of content, awareness of the mostly passive role of the listener, and the ability to handle being the center of attention.

Similarly, Harmer (2007) describes informal and formal speaking as interactional and transactional, respectively. Interactional speaking serves to maintain social relationships between the speaker and the listener, while transactional speaking is intended to convey specific information. Harmer also categorizes speaking based on its delivery: interactive versus non-interactive, and planned versus unplanned.

Interactive speaking occurs when communication takes place directly between the speaker and the listener in real time. On the other hand, non-interactive speaking happens when the listener receives the message at a different time, such as through written notes or recorded audio. Additionally, when a speech has a specific purpose and is prepared in advance—such as a lecture or formal address—it is considered planned speaking. In contrast, unplanned speaking refers to spontaneous, impromptu communication.

Speaking skills can only be effectively mastered once learners have acquired certain foundational elements. Pachler et al. (2014) highlight key prerequisites for developing speaking ability, including vocabulary and pronunciation. They describe vocabulary as the knowledge of words and their meanings—central to producing and using language. Pronunciation, often overlooked in foreign language classrooms, involves both the correct production of individual sounds (segmental features) and the use of intonation and rhythm (suprasegmental features).

Additionally, Hughes (2002) outlines various genres of speaking, including:

Narrative – telling everyday stories with the aim of entertaining the listener;

Identifying – encouraging individuals to talk about themselves, such as their background, job, hobbies, or personal experiences;

Language-in-action – capturing speech as people engage in activities like cooking, packing, or moving items;

Comment-elaboration – expressing casual opinions or thoughts about people, events, or situations;

Debate and argument – encouraging individuals to take positions, express opinions, and engage in persuasive dialogue;

Decision-making and negotiating outcomes – showcasing how people reach agreements or solve problems collaboratively.

In this research, the focus was placed on enhancing the identifying genre of speaking. This was chosen because second-year students are expected to be proficient in both transactional and interactional speech. However, the existing issues in the classroom—such as monotonous teaching methods and students' low speaking proficiency—necessitated an improved instructional approach. Therefore, the main objectives of this study were to enhance both the teaching-learning process and the students' speaking skills through the implementation of Contextual Teaching and Learning (CTL).

Contextual Teaching and Learning (CTL) was considered an appropriate approach to achieve the goals of this study, as its effectiveness has been supported by various previous studies. The first study, conducted by Ekowati et al. (2015:81), examined students' motivation

in a CTL-based learning environment. Their findings showed that students' motivation increased significantly when CTL was applied, and their active participation during lessons also improved.

Another study by Wulandari (2016) explored how implementing CTL could enhance students' speaking skills from the perspective of student creativity. Conducted as an action research project with eleventh-grade students at MAN Ngrambe Ngawi, the study demonstrated a notable improvement in students' speaking creativity after two instructional cycles.

Similarly, Annisa (2014) conducted an experimental study with second-grade students at SMKN 3 Lhokseumawe. She compared two groups: one taught using CTL and the other using conventional methods. The results showed that the group taught with the CTL approach experienced greater improvement in speaking skills, confirming its effectiveness.

These findings align with a report from the Occupational Research Group at the University of Georgia (2003:4), which highlighted several benefits of CTL: (1) it increases student enthusiasm during the learning process; (2) it fosters more positive student attitudes toward attending class; (3) it encourages better participation; and (4) through active interaction, it leads to deeper understanding, better retention, and more effective application of knowledge.

Based on this evidence, the researcher believes that CTL can be used to enhance lecture-based learning in the first semester of the Tourism Study Program. It is also expected to positively influence students' speaking abilities.

Therefore, this study aims to examine how the CTL approach can improve student engagement during lectures, increase participation in speaking activities, and determine the extent of improvement in students' speaking skills.

METHOD

This study employs a Classroom Action Research (CAR) approach. As stated by Stenhouse (in Cohen, Manion & Morrison, 2007), this type of research contributes not only to practical improvements in teaching but also to educational theory, making the findings accessible and beneficial for other educators. According to Kemmis and McTaggart (in Burns, 1999), action research involves a dynamic and cyclical process that includes four key phases: planning, acting, observing, and reflecting. These stages are repeated in a spiral cycle—starting with the planning of a strategic action to improve the current situation, implementing the action, observing the results, and reflecting on the outcomes. This cycle is then repeated for continued refinement and improvement.

The data collected in this research consists of both qualitative and quantitative data. The qualitative data were gathered through non-test methods such as observation notes, interviews, and documentation. Since this data is in the form of words and descriptions, it is classified as narrative and analyzed using inductive analysis, which includes organizing, describing, and interpreting the data.

The Quantitative data were collected through speaking tests (dialogue completion and monologue tasks) and questionnaires. The questionnaire results are analyzed using the Likert Scale and calculated with a descriptive percentage technique. Meanwhile, the speaking test results are examined using descriptive statistics, focusing on calculating the mean, median, and mode for each cycle.

FINDINGS AND DISCUSSION

This research was carried out from September 1 to September 30, 2024, with first-semester students in the Tourism Study Program during the 2024/2025 academic year. The study aimed to enhance both the teaching and learning model and the students' speaking skills by applying Crawford's five CTL strategies. To achieve this, the classroom action research was conducted over three cycles, each consisting of planning, acting, observing, and reflecting.

The three cycles successfully met the research objectives by (1) improving teaching and learning activities, and (2) enhancing students' speaking skills. This was evidenced by a gradual increase in student participation and speaking performance from one cycle to the next, although the improvements were not highly significant. In line with the core principles of CAR, the outcomes were evaluated based on both the process and the product. The process focused on factors observed during the teaching and learning activities, such as student attendance, participation in lessons, and involvement in speaking practice. Meanwhile, the product was measured by the students' speaking achievement.

Discussion of the Process on Cycle I, II and III

Regarding the process aspects of this research, data were gathered through observations made by a collaborator during the teaching and learning activities. The comparison of students' participation across the three cycles is illustrated in Chart 1.

From the chart, it is clear that improvements in students' participation were mainly seen in their involvement in the teaching and learning process and in practicing speaking skills, while student attendance remained stable throughout. Students' engagement in the teaching and learning process increased steadily from Cycle I to Cycle III. This participation was measured through various indicators, including involvement during the lesson's opening, attentiveness to explanations, implementation of the relating and experiencing strategies, and participation in reflecting on the teaching activities. The percentage of students' participation rose from 48.3% in Cycle I to 64.1% in Cycle II, and further to 77.4% in Cycle III.

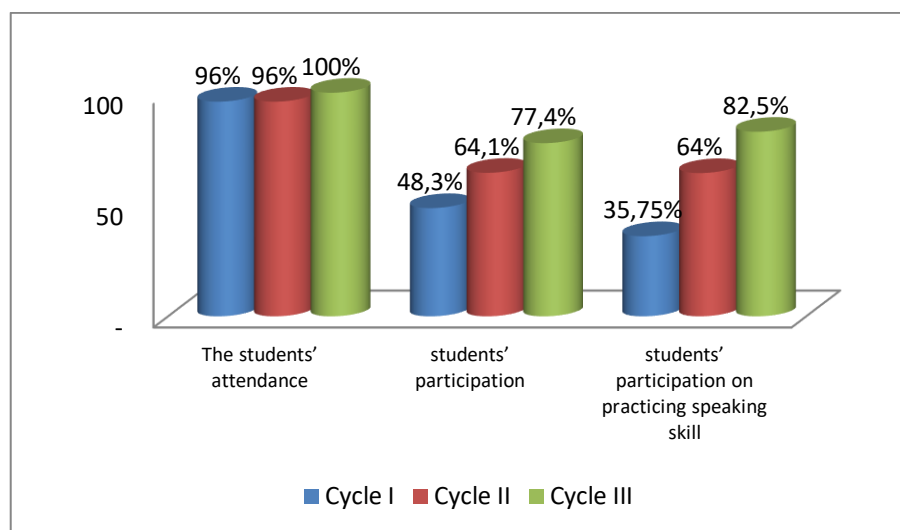


Figure 1. The comparison students' participant in cycle I, cycle II and cycle III.

Additionally, the progress in teaching during this research was reflected in students' participation in practicing their speaking skills, which was measured through the implementation of the applying and transferring strategies. The percentage of students actively practicing speaking increased significantly, from 35.75% in Cycle I to 64% in Cycle II, and

then to 82.5% in Cycle III. This indicates that applying the CTL approach in the teaching process effectively boosted students' engagement both in participating in the lessons and in practicing their speaking skills.

The improvement in students' participation following the use of CTL aligns with findings from the Occupational Research Group at the University of Georgia (2003), which reported that CTL enhances students' enthusiasm and positively influences their attitudes during learning activities. Consequently, students became more involved, especially when the teaching materials were explained. These results also support the study by Ekowati et al. (2015), which found that the CTL approach increases students' motivation and participation in classroom activities.

These results support the views of Johnson (2014) and Depdiknas (2002), highlighting the positive impact of relating teaching materials to students' personal lives. This connection helps students find meaning in the lessons by linking content to their daily experiences, including their personal identity as well as social and cultural contexts.

Regarding Crawford's five strategies, students showed great enthusiasm for participating in the teaching and learning process. This was evident from the increasing levels of student participation across all aspects from Cycle I through Cycle III. Their enthusiasm remained strong throughout the activities, as demonstrated by the rising participation in reflective activities during each cycle. Therefore, this approach to teaching and learning can effectively enhance the lecturing process in the Tourism Study Program. The use of CTL appears to boost students' motivation to actively engage in the learning process, particularly in developing their speaking skills.

The impact of CTL on students' speaking skills aligns with Corbett's (2003) view that teaching communicative competence should be contextualized within the students' real-life situations and connected to their social functions. In this context, students were encouraged to discuss real-life topics in the classroom, at home, or about their personal identities. As a result, their speaking abilities improved through the use of the CTL strategies: relating, experiencing, applying, cooperating, and transferring.

Therefore, the current teaching and learning approach can effectively enhance education in the Tourism Study Program. This is because CTL positively influences students' motivation to actively participate in the learning process, particularly in developing their speaking skills. These findings are consistent with studies by Wulandari (2016) and Annisa (2014), which also demonstrated improvements in students' speaking skills through the use of CTL.

The Result of Students' Speaking Achievement on Cycle I, II and III.

According to the principles of Classroom Action Research (CAR) mentioned earlier, the second principle focuses on the product, meaning the students' speaking skills as the outcome of applying the CTL approach in teaching and learning. The students' speaking achievements across all cycles showed variation, and although there was improvement, it was not highly significant.

The maximum, minimum, and mean scores of students' speaking performance for Cycle I, Cycle II, and Cycle III are presented in the following chart.

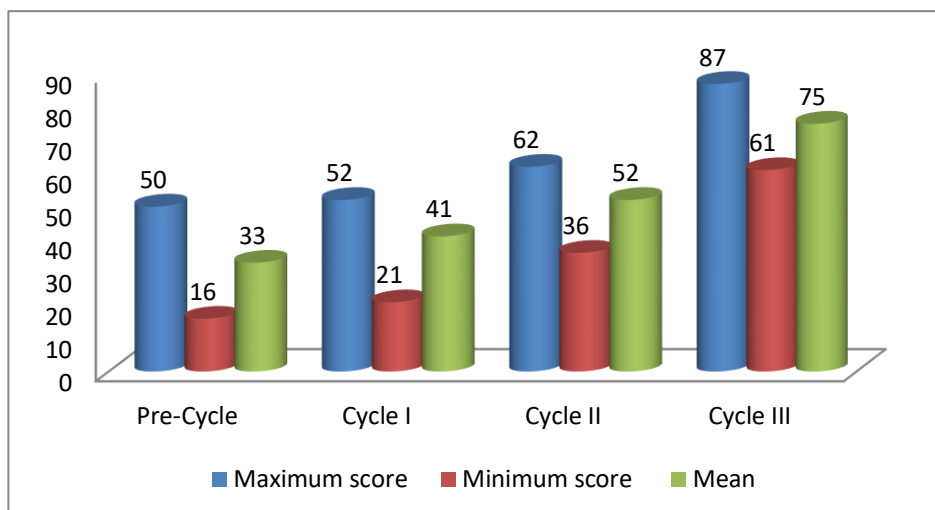


Figure 2. The students' speaking achievement in cycle I, cycle II and cycle III.

Based on the chart above, it can be seen that the maximum score of students' speaking skills improved slightly from Cycle I, increasing by just two points from the initial maximum score to 52. However, the maximum score then rose significantly from Cycle II to Cycle III, reaching 62 and then 87. Similarly, the minimum score also showed improvement, starting at 16 initially and increasing progressively through Cycle I, Cycle II, and Cycle III to 21, 36, and 61, respectively.

The improvement in students' speaking achievement is also reflected in the mean (average) scores. At the pre-cycle stage, the students' mean score was 33, indicating that most students initially scored well below the minimum standard required for speaking competence. This low level persisted through Cycle I and Cycle II, with mean scores of 41 and 52, respectively, as students had little prior opportunity to practice speaking and still found it challenging. However, by Cycle III, there was a notable improvement, with the mean score rising significantly to 75.

The progress in students' speaking achievement can also be evaluated based on speaking categories such as excellent, very good, good, fairly good, poor, and very poor. These categories correspond to specific ranges of students' speaking scores. A detailed breakdown of these categories and their respective score ranges across all cycles is presented in the following table:

Table 1. The students' speaking achievement category

Interval of score	Category	Pre-cycle	cycle I	cycle II	cycle III
≥ 91	Excellent	-	-	-	-
81 – 90	very good	-	-	-	17%
71 – 80	Good	-	-	-	48%
61 - 70	fairly	-	-	4%	35%
51 - 60	Poor	-	4%	57%	-
≤ 50	very poor	100%	96%	39%	-

The table above shows that at the beginning, students' speaking skills were mostly in the "very poor" category, with all students scoring below 50 on the speaking test. This was due to their limited opportunities to practice English speaking. After implementing the CTL approach in Cycle I, the percentage of students in the very poor category decreased slightly to 96%, a 4% improvement. In Cycle II, this percentage dropped further to 39%, and by Cycle III, no students remained in the very poor category.

Additionally, there was noticeable improvement in Cycle II, with 4% of students reaching the "fairly good" category, although 57% were still categorized as "poor." By Cycle III, the students' speaking categories had improved significantly, with no one achieving an "excellent" rating yet. Instead, the distribution ranged from "fairly good" (35%) to "good" (48%) and "very good" (17%).

These results suggest that applying Crawford's five CTL strategies in teaching and learning effectively achieved the goals of this research. Previous studies have demonstrated that the implementation of Contextual Teaching and Learning (CTL) strategies significantly enhances students' engagement and performance in language learning. Crawford's five CTL strategies—relating, experiencing, applying, cooperating, and transferring—provide a solid framework that connects academic content with real-life situations. For instance, Johnson (2014) found that students exposed to contextualized learning environments were more confident and articulate in speaking tasks due to increased opportunities to connect learning to their personal experiences and interests.

The strategy of relating, where learning is linked to students' prior knowledge, has been particularly effective in improving speaking fluency. According to Santosa and Wahyuni (2021), when students are encouraged to draw on their own life experiences during speaking activities, they demonstrate a higher degree of vocabulary usage and narrative coherence. This aligns with the results of this study, which observed notable improvements in students' ability to express ideas when the speaking tasks were personally meaningful.

The cooperating strategy, which emphasizes collaborative learning, also plays a vital role. Research by Nasution, Fitriani, and Lubis (2019) showed that students who engaged in peer discussion and group speaking activities developed greater confidence and reduced anxiety in using English. The current study reflects similar findings, as students showed increased participation and interaction during speaking sessions, indicating that cooperative activities can significantly boost oral communication.

Moreover, the applying and transferring strategies help students use language in real-world contexts, making learning more functional and motivating. Liu and Zhang (2020) reported that learners who practiced speaking through role plays and simulations based on daily life situations exhibited significant improvements in oral proficiency. These results support the findings of this research, where students improved their speaking abilities through meaningful communicative tasks.

Lastly, the strategy of experiencing—learning through active participation—has been associated with deeper language acquisition. Putri, Rahmawati, and Sari (2022) found that experiential learning tasks such as storytelling and project presentations enhanced students' fluency, pronunciation, and engagement in English speaking activities. The alignment between these past findings and the current study reinforces the conclusion that Crawford's CTL approach is effective in fostering meaningful and sustained improvement in students' speaking performance.

CONCLUSION

Based on the research findings above, it can be concluded that the CTL approach effectively changes students' attitudes toward participating in the teaching and learning process, leading to more active involvement in classroom activities. Students' participation in practicing speaking also improved when teaching materials were connected to their own experiences. Consequently, the students' speaking achievement increased progressively across cycles, as they were gradually empowered through Crawford's five CTL strategies: relating, experiencing, applying, cooperating, and transferring.

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