Effectiveness of Contextual Teaching and Learning through REACT Strategy in Teaching Physics to Grade Ten Students

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Abstract

The main purpose of this study is to investigate the effectiveness of contextual teaching and learning through REACT strategy on students' achievement in learning physics. This study was accompanied by quasi-experimental design. The research instruments were pretest, posttest, materials including unit plans and lesson plans. By using the simple random sampling method, two basic education high schools from Yangon Region were selected. REACT strategy was implemented on experimental groups. The control groups were exposed to formal instruction. The achievement test was distributed to 100 experimental group students and 101 control group students, which makes 201students in total. Learning materials were selected from Grade Ten Physics Textbook. The data were analyzed with one-way analysis of covariance to test the hypotheses of this study. The results of this study shows that there was a significant difference in the achievement of physics learning between those who were taught by using contextual teaching and learning through REACT strategy and those who were not. Therefore, the research findings proved that the contextual teaching and learning through REACT strategy brings positive contributions to the physics teaching and learning at the high school level. In addition, it can be suggested that the contextual teaching and learning through REACT strategy should be used in physics teaching and learning.

Key words: Effectiveness, Contextual Teaching and Learning, REACT Strategy, Achievement, Physics.

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