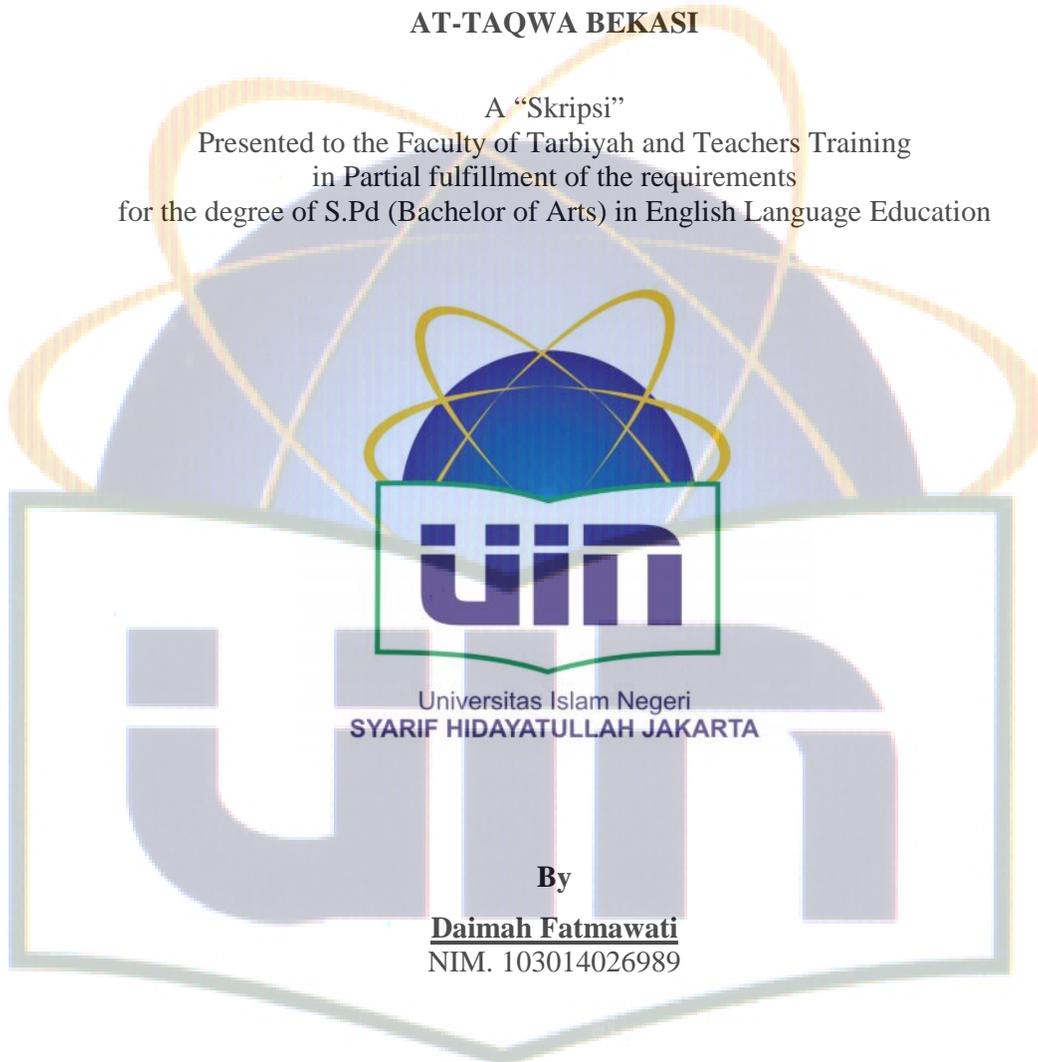**TEACHING READING COMPREHENSION BASED ON CONTEXTUAL**

TEACHING AND LEARNING AT SECOND YEAR STUDENTS OF SMP

AT-TAQWA BEKASI

A "Skripsi"
Presented to the Faculty of Tarbiyah and Teachers Training
in Partial fulfillment of the requirements
for the degree of S.Pd (Bachelor of Arts) in English Language Education

Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA

By

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2009

TEACHING READING COMPREHENSION BASED ON CONTEXTUAL

TEACHING AND LEARNING (CTL)

((A Case Study of Second Year Students at SMP At-taqwa Pusat Bekasi)

A "Skripsi"
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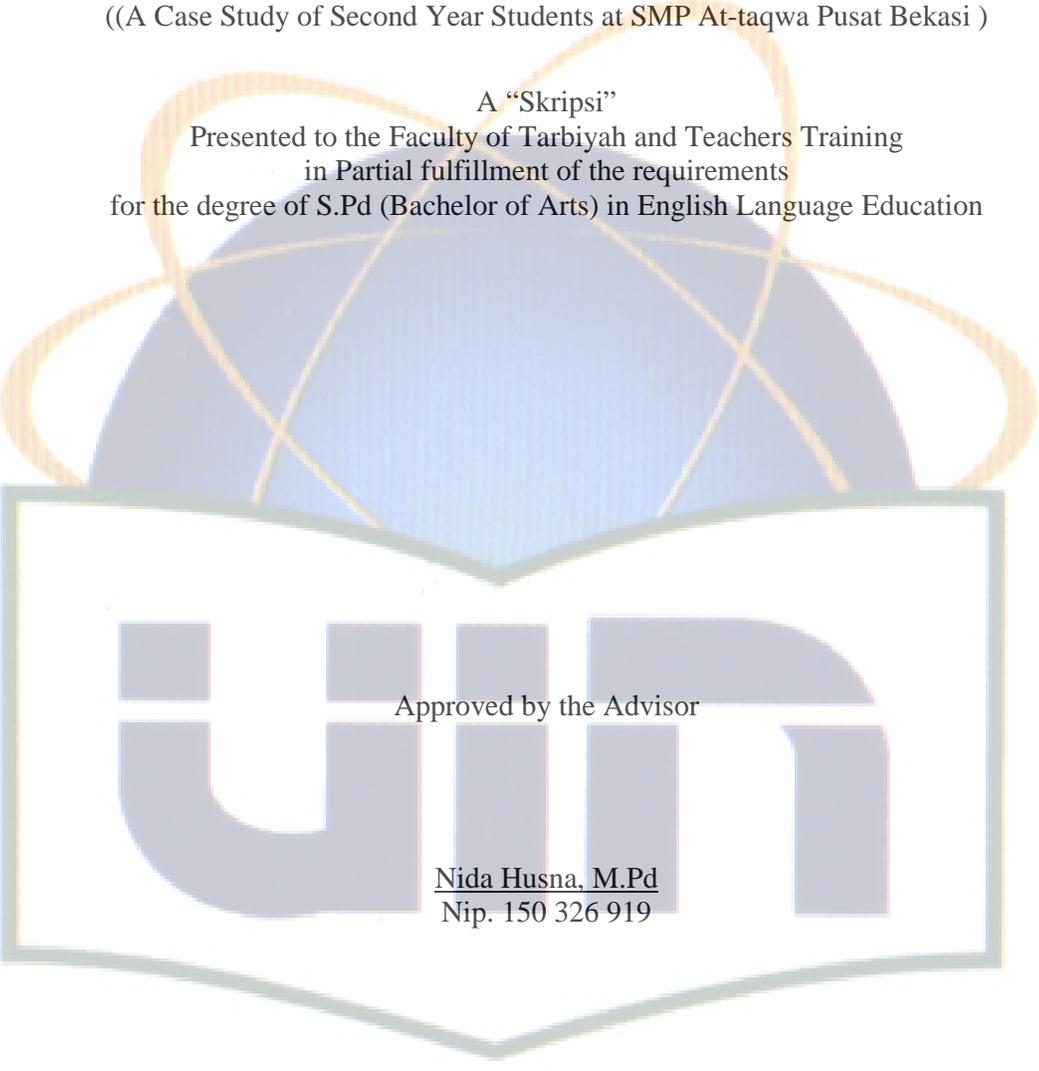for the degree of S.Pd (Bachelor of Arts) in English Language Education

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JAKARTA
2009

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SURAT PERNYATAAN

Yang bertanda tangan di bawah ini :
Nama   : Daimah Fatmawati
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Menyatakan bahwa skripsi yang berjudul Teaching Reading Comprehension Based on Contextual Teaching and Learning (CTL) adalah benar hasil karya sendiri. Saya bertanggung jawab penuh atas skripsi saya ini.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Jakarta, 6 Januari 2009

Daimah Fatmawati

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In the name of Allah the Beneficent The Merciful.

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Jakarta, 6 January 2009

The writer

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Jakarta, 13 February 2009

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ABSTRACT

The objective of the research is to study the use of Contextual Teaching and Learning (CTL) in teaching reading comprehension. The CTL gives some contributions in teaching learning activities, especially in teaching reading comprehension. This approach makes the students construct their understanding in reading text and in the final of study students can be increase their comprehension in what are the text they read. The writer takes the students of the second grade at SMP At-Taqwa Bekasi as a subject.

There are two elements in efficient reading: speed and comprehension. Speed is very important in reading, but speed alone is not enough. It is possible to read very quickly and yet still not grasp the main points of a passage. Therefore, the teacher must have some objectives at encouraging and teaching the students not only to read more quickly, but at the same time to understand what they are reading and to select the essential parts of a passage.

Reading comprehension is the process of understanding the message that the author is trying to convey. Very simply, it is making meaning from text at hand.[1] Based on that definition, reading comprehension is viewed as a process subject to the same constraints as human memory and problem solving.

In this skripsi discusses about the use of Contextual Teaching and Learning in teaching reading comprehension. By this teaching the students have to construct their understanding what they are reading and they have to know why they read that passage, because CTL helps the students relate subject matter content to real world situations and motivate them to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work. Off course it needs the other components that make this process complete and will be success in teaching and learning activities in the classrooms.

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[1] Pamela J. Farris, Teaching Reading: A Balanced Approach for Today's Classrooms, (New York: McGraw-Hill, 2004), p.321

CHAPTER I
INTRODUCTION

D. Introduction

English as an international language has significant role in the various aspects of life such as economy, politics, education, and etc. It used by most people all over the world and almost all science and literature are written in English too. In Indonesia, English is a foreign language. It is taught at schools start from the kindergarten to university.

Listening, speaking, reading and writing are the basic skills in studying English as a foreign language. Reading is one of the most important skills. Based on English Curriculum, the objective of Reading skill is "understand various meaning (interpersonal, ideational, textual) in various written text which have communicative goal, text structure and certain linguistic".[2] We cannot avoid reading because there are many texts written in English such as newspaper, magazine, traffic direction, advertisement, pamphlets, and scientific books.

Reading is followed by comprehension, because a reader has to comprehend what he or she reads to get information from a text or a book. In the teaching and learning process in the classroom, the teacher's instruction will help the students understand what they read and add their knowledge of the world around them. Reading process in the classroom is complex. There are various processes involved in comprehension that must be coordinated and the one of that process is a comprehending process.[3] The reading process will be meaningful if the reader has a purpose to understand a text. In contrast, reading will be meaningful if the reader does not have any purpose.

To understand the reading process and common characteristics of their students, teachers need to be familiar with various approaches to teaching reading

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[2] *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP & MTs* (Jakarta:Pusat Kurikulum, Balitbang Depdiknas: 2003) p.17

[3] Cristopher N. Candlin & David R. Hall, *Teaching and Researching Reading,...*p. 18-19

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so that they can make wise choice about how to teach.[4] The teachers need to be a good friend and good parents for their students to make the reading process in the classroom more effective by using the various approaches and suitable strategy. Sometimes the teacher becomes a friend to discuss the problems in the classroom, so the students enjoy the class. In another time, the teacher becomes their parents who lead them in teaching learning activity.

To facilitate teaching reading comprehension in the classroom, special and easy to understand approach is needed by the students. Contextual Teaching and Learning may become a suitable approach in teaching reading comprehension in the classroom. According to Nurhadi et.al Contextual Teaching and Learning (CTL) could be one good method in teaching language because the teaching and learning activities in the CTL class not only to transfer the knowledge from the teacher to the students but also to make the students active. It means, after they get some information from their teacher they have to explore their knowledge and try to apply their knowledge in the real life. The final objective of teaching and learning activities in the CTL class is to make the students know what is they have learned and what it is for. Therefore, the teachers' job is helping them to achieve the final objective of their study.

According to the project conducted at the Center on Education and Work at the University of Wisconsin-Madison, called *Teach*Net said that "Contextual Teaching and Learning (CTL) helps students relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires".[5] Therefore, the students have to make connections between what they are learning and how they are applying their knowledge in real life situation. As Johnson (2002) said "Contextual Teaching and Learning engages students in significant activities that help them connect academic

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4 Marianne Celce Murcia, *Teaching English as a Second or Foreign Language: Third Edition,* (USA: Heinle & Heile, Thomson Learning Inc., 2001), p.151

5 www.cew.wisc.edu/teachnet/ctl downloaded 250408 2:56 pm

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studies to their context in real-life situations".[6] The Contextual Teaching and Learning can help the students to make these connections on their own, outside the classroom.

Based on the reasons above, the writer would like to take a research under the title: **"Teaching Reading Comprehension based on Contextual Teaching and Learning (CTL), a case study at the second year of SMP At-Taqwa Bekasi".** In her opinion, teaching English especially in reading comprehension by using Contextual Teaching and Learning (CTL) will help the students to feel enjoy and easy to understand the text. In the final, the students will use the knowledge they get in the real life situation.

B. Scope and Formulation of the Study

5. Scope of the Study

In this "skripsi", the writer would like to find out the influence of Contextual teaching and learning in learning reading comprehension to the students' achievement at SMP At-Taqwa Bekasi.

2. Formulation of the Study

Based on the description above the writer would like to formulate the problem as follows:

"How is the CTL done in the process of teaching reading comprehension?"

The statement of problem in this study is based on the fact of the teacher teach reading comprehension in the classroom. Therefore, the teacher will know the procedures, the techniques and the strategies of implementing Contextual Teaching and Learning (CTL) in teaching reading comprehension.

C. Method of the Study

In collecting data, the writer takes it in two ways. Firstly, library research that is to collect the materials of study: the definitions, the form, the procedure of

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6 Elaine B. Johnson, *Contextual Teaching and Learning; What it is and why it's here to*

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teaching reading comprehension in the classroom and also other references that related to the materials of the study. Secondly, field research; the writer would investigate the real condition in the field by teaching reading comprehension based on CTL in the classroom. After that, she will describe the condition of class and analyze the problems of teaching learning activities and how to solve them.

D. Purpose of the Study

The purpose of the study is to get the empiric data about the implementation of Contextual Teaching and Learning (CTL) in teaching reading comprehension.

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stay, (Thousand Oaks, California: Corwin Press, Inc., 2002), p. 3
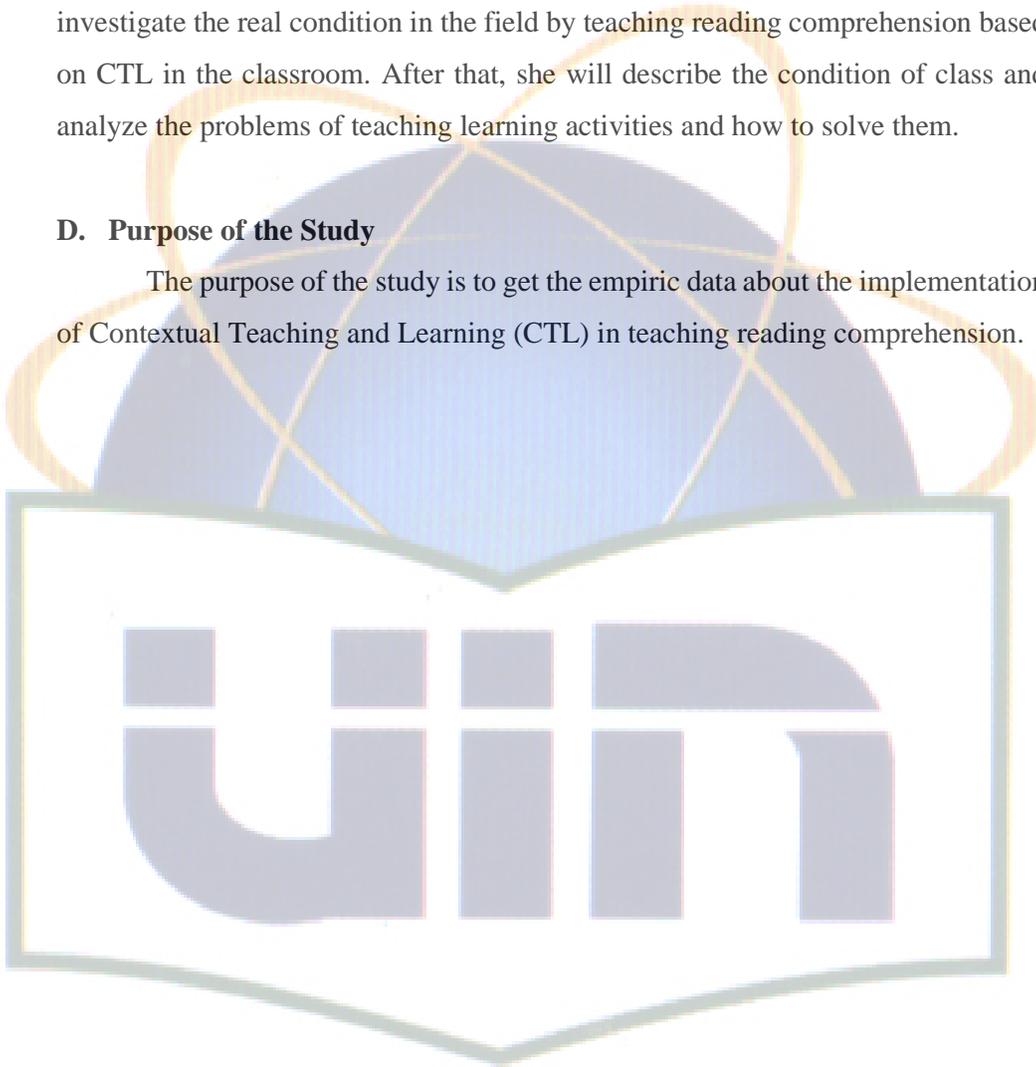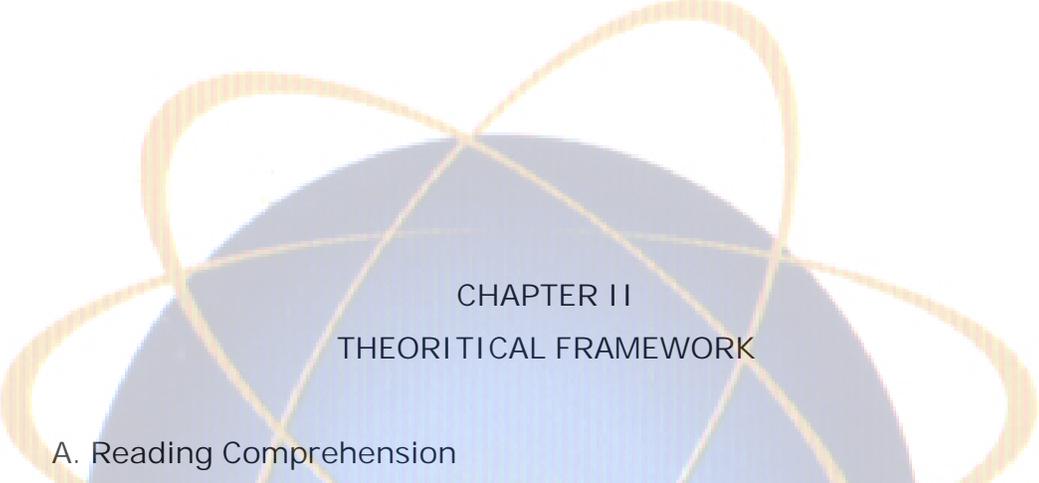
CHAPTER II
THEORITICAL FRAMEWORK

A. Reading Comprehension
1. The Definition of Reading Comprehension

Reading is a form of communication between reader and the author. In the process of reading, a reader has to understand and catch the meaning of the text. At the same time, the author tries to give understanding through the words. As Farris (2004) said that reading comprehension is the process of understanding the message that the author tries to convey.[7] In short, there is an interaction between a reader and an author. The result of this interaction, the readers should understand what the author means. While reading, a reader tries to understand the information from the text they read. Understanding a written text means extracting the required information from it as efficiently as possible.[8] Therefore, there is no meaning if a reader just reads without comprehending and catching the information from it.

Reading is related to the cognitive process[9]. In this process the

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[7] Farris, Teaching Reading: A Balanced Approach for today's Classrooms ... p. 321

[8] Françoise Grellet, Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises... p. 3

[9] Pearson and Johnson, Teaching Reading Comprehension, (USA: Holt, Rinehart and Winston, 1978), p. 8

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readers must be active to use their mind to understand what they are reading. They also try to solve a problem by using their intelligence. Beside that, reading is an active skill.[10] In the reading process, a reader must be active in guessing, predicting, checking, and asking oneself questions. At the same time, a reader can use the knowledge of the text they read as efficiently as possible. Ronald Wardhaugh describes reading this way:

> When a person reads a text, he is attempting to discover the meaning of what he is reading by using the visual clues of spelling, his knowledge of probabilities of occurrence, his contextual-pragmatic knowledge, and his syntactic and semantic competence to give a meaningful interpretation to the text. Reading is not a passive process, in which a reader takes something out of the text without any effort or merely recognizes what is on the page and then interprets it, a process in which a stage of decoding precedes a stage of involvement with meaning. There is little reason to suppose that there are two such discrete, non-overlapping stages. Reading is instead an active process, in which the reader must make an active contribution by drawing upon and using concurrently various abilities that he has acquired.[11]

A reader and the author are the subjects in reading process. There is a connection among them. An author tries to explain his/her idea through the words and the readers also tries to understand the text they read. Zemelman, Daniels & Hyde (1998) stated, that the essence of reading is a transaction between the words of an author and the mind of a reader, during which meaning is constructed[12]. In short, there is a construction of understanding concept. The readers have to construct their own understanding about the text they read.

However, reading cannot be separated from other skills like writing, listening and speaking. There is a relationship among them, especially in

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[10] Grellet, Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises... p. 8

[11] Betty Wallace Robinett in Readings on English as a Second Language; For Teachers and Teacher Trainees, p.355

[12] Farris, Teaching Reading: A Balanced Approach for today's Classrooms... p. 321

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writing. According to Stephanie Harvey and Anne Goodies as cited in Farris (2004), "Like writing, reading is an act of composition. When we write, we compose thoughts on paper. When we read, we compose meaning in our minds. Thoughtful, active readers use the text to stimulate their own thinking and to engage with the mind of the writer.[13]

Based on the theories above, reading is a kind of activity to understand the text. When a reader reads, s/he interprets written text and comprehends the meaning. It is not only find the meaning of each word or sentence, but the significant one is how the readers construct their understanding about what they read and understand an author's ideas.

2. The Factors Influencing Reading Comprehension

There are many factors influencing reading comprehension. According to Anderson (1977) and Rumelhart (1980), a major factor in reading comprehension, which has been documented in recent years, is the background knowledge or "schemata" of the reader.[14] It is clear that understanding reading depends on the knowledge of the reader because during the process of understanding reading, one tries to comprehend the text they read. In the reading process, the readers construct various interpretations for the text by connecting the new knowledge with their background knowledge.

Furthermore, Adams & Bruce (1982) state, background knowledge consists of several components including conceptual knowledge, social knowledge, and story knowledge.[15] The less familiar readers are with the concepts of the text make them more difficult to construct a meaning in their

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[13] Farris, Teaching Reading: A Balanced Approach for today's Classrooms... p. 320

[14] John G. Barnitz, Reading Development of Nonnative Speakers of English, (USA: Harcourt Brace Jovanovich, Inc., 1985), p.14

[15] John G. Barnitz, Reading Development of Nonnative Speakers of English... p.14

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mind. They have to understand the content of the text specifically. While, if the readers do not have attention in the social relationship and how language functions in various settings, comprehension can be affected. Likewise, readers who do not have the story knowledge such as the general story of the world and how they are memorized will influence their reading. The relationship between knowledge and reading comprehension was realized long ago, but the new research has greatly increased our understanding of how background knowledge functions in the reading process.[16] Therefore, background knowledge is very important factor in reading comprehension because it helps the reader get the meaning by connecting what they have with the new information they have learn.

David Pearson (1978) explains the factors influencing reading comprehension into two categories, inside factors and outside factors.[17] Each category will be divided into some components related to them.

Inside factor is divided into four components. The first is linguistic competence. It explains what the readers know about the language. When students learn language, they learn three systems[18] they are:

a. Phonological knowledge

   The phonological system includes knowledge of the different phonemes (individual sounds) in the language, knowledge of how they are blended together to create words, as well as knowledge of things like stress, juncture, and pitch.

b. Syntactic knowledge

   The syntactic system refers to the orderly arrangement among words in sentences. A child's knowledge of syntax is remarkably sophisticated by the time he or she enters school.

c. Semantic knowledge

   Semantic knowledge refers to our knowledge of words meanings.

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[16] Isabel L. Beck, "Reading Education: Foundation for a literate America" in Jean Osborn, et.al. (Canada: Lexington books D.C. Heath and company, 1985), p.247

[17] Pearson and Johnson, Teaching Reading Comprehension, (USA: Holt, Rinehart and Winston, 1978), p. 9

[18] Pearson and Johnson, Teaching Reading Comprehension, …p. 10

It also includes our knowledge of the relationship among words. We believe that semantic system is most important.

Second category of the factor influencing reading comprehension is interest. It is an important thing in reading comprehension. If the students interested in the topic presented in their class they will understand more about that topic. In contrast, as Whitehead (1967) said, "There can be no mental development without interest. Interest is the sine qua non for attention and apprehension".[19] As a facilitator, the teacher has to give the explanation about the material in many ways. One way to improve comprehension of a given topic is generate student interest in that topic through a variety means; filmstrips, movies, field strips, other book, community resources person.[20] Therefore, the teacher has to use any resources relate to the topic to make the students are more interested into the topic they study. Another way to capitalize on interest is to allow students to read selections of high interest. The teacher gives opportunity to their students   to read everything from any resources such as magazine, books, journal, etc. Their interesting in reading can influence their comprehension.

The third category is Motivation. Most of the readers usually read what they want to read and what they have to read. According to Grellet (1981) the reader start reading the text to find a number of things in it, such as expecting to find answers to a number of questions and specific information or ideas we are interested in it.[21] Therefore, the different reasons of the readers also influence their comprehension because each reason has different power to make the reader try to understand more what they read. Motivation can influence the students' comprehension. There are

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[19] Johnson, Contextual Teaching and Learning; What it is and why it's here to stay…p. 4

[20] Pearson and Johnson, Teaching Reading Comprehension… p.13

[21] Grellet, Developing Reading Skills: A Practical Guide to Reading

two kinds of motivation, intrinsic and extrinsic motivation. Intrinsic motivation is in the reader, it comes from the learner itself. As teacher we try to give the extrinsic motivation so that they will be more motivated. We offer incentives, reinforces, feedback, and other stimuli to try to alter a student's level of motivation.[22]

The last category of the factor influencing reading comprehension is reading ability. It is one of the factors influencing reading comprehension that explains how well the reader can read. It is almost tautological to say that the more reading ability one possess, the better one will comprehend.[23] The readers have to read everything and try to understand the message of what they read. Therefore, the reading ability has to become a habit in everyday life.

The outside factor influencing reading comprehension is divided into two categories. The first is the Written Message such as books, magazine, pamphlet, newspaper and etc. Each written message has different level of difficulty and ease. The reader has to classify it in order to comprehend it. There are some factors in the written message which could affect comprehension such as word frequency, word abstractness, sentence complexity, story structure, thematic information, and visual displays can all be manipulated to increase or decrease comprehension.[24]

The second outside factor of influencing reading is in the environment which could affect comprehension. According to Pearson (1978) there are two factors in reading environment; home environment and school environment.[25] In the home environment, the parents have significant role to improve the reading skill of their children. For example, if the parents read

Comprehension Exercises … p.18

[22] Pearson and Johnson, Teaching Reading Comprehension… p.14

[23] Pearson and Johnson, Teaching Reading Comprehension… p.14

[24] Pearson and Johnson, Teaching Reading Comprehension… p.20

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some books everyday, their children will be influenced by the parents' activity. The significant influence of the home environment in reading comprehension based on the base of language and the background knowledge that children bring to school.[26]

School environment is another important factor to develop students' reading ability. Reading environment will be constructed if the teachers motivate their student to read and make students want to read more. Beside that, school environment especially teachers, peers, and the "classroom ecology," all influence the reading comprehension of students[27]. Peers can be positive or negative. The positive influence will appear when there is friendly competition among the students. Therefore, it can be develop their reading ability. Beside, there is a cooperative venture among the students. In this activity there is a group problem solving and help each other. Therefore, it will be positive influence for students to increase their comprehension in reading. The negative influence of peers related with their psychology as teenagers. But one's peers can be mean. They can belittle scholarship to the point where a student learns that it is best not to try very hard to do well.[28] The teacher can minimize it by giving them the strong motivation and understanding that peers can become good partner to improve their knowledge.

3. Teaching Reading Comprehension in the Classroom

There are many procedures that offered by expert of language teaching. Balla Konare (1994) in English Teaching Forum stated that the classroom procedures in teaching reading divided into six steps, they are:

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[25] Pearson and Johnson, Teaching Reading Comprehension… p.18-19

[26] Pearson and Johnson, Teaching Reading Comprehension… p.18

[27] Pearson and Johnson, Teaching Reading Comprehension… p.19

[28] Pearson and Johnson, Teaching Reading Comprehension… p.19

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a. The teacher presents new vocabulary, often at length.

b. The teacher reads the text aloud to the class (who has not yet seen it). S/he asks them what it is about.

c. S/he reads it aloud again while the students follow it in their books. Then s/he may ask them one or two more questions.

d. Individual students read the text aloud ("reading around the class") and the teacher interrupts to correct pronunciation.

e. The students read the text silently and try to remember as much as they can for the questions the teacher may ask afterwards.

f. The teacher asks oral questions on the text (among which literal, direct reference *wh-* questions predominate) and students answer orally. [29]

Jeremy Harmer (1983) sets out guidelines for classroom procedures in teaching reading in the form of a five-stage model, they are:

a. The teacher introduces the topic and explores the students' previous knowledge of it.

b. S/he sets the tasks that the students will have to perform during or after reading. (The nature of the task determines which specific sub skills of reading are practiced.)

6. The students read silently and perform the task, e.g., answer the questions set beforehand.

7. The teacher gives feedback on the students' performance of the task. (Stages 2 to 4 can be repeated.)

8. The teacher gives follow-up tasks. Stage 2 ensures that the learners have a reason for reading—that they know, before they even begin to read, what they will have to get out of the text. This means that they read in a certain way, i.e., practice a particular sub skill of reading.

According to Grellet (1981), the first point to be noted when practicing reading in the classroom is that it is a silent activity. In this activity students should

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[29] Balla Konaré, *Reading Comprehension in Large Classes: A Practical Classroom Procedure* . English Teaching Forum, October 1994, p. 6

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not read aloud, but the teacher may sometimes need to read the text aloud. Therefore the students know the right pronunciation. It also can be develop the students' understanding and they will become efficient readers.

There is another classroom procedure can consist of helping the students to time himself and increase his reading speed little by little.[30] This can be done by showing the students how to record their reading speed systematically on a chart and to try to improve it each time they read a new text.

B. Contextual Teaching and Learning

E. The Definition of CTL

The implementation of CTL in America has begun from the idea of classical education expert John Dewey in 1916. He offered the curriculum theory and learning methodology related to students' experience and their interest. CTL is come from progressivism and cognitive theory. The main point of progressivism is students will be study well if the subject they learned related with their background knowledge. Besides, in the cognitive theory students will be study well if they have an active participation in the classroom and they have opportunity to construct their own understanding. Based on both perspectives, there was a constructivism philosophy. In this philosophy, the students' knowledge and their skills can be developed from the limited context. They have to construct their own knowledge. Based on the constructivism philosophy, CTL was promoted as an alternative learning strategy[31].

Approach such CTL is not just an innovative approach to be used as alternative means of teaching learning activity. CTL helps us relate subject matter content to real world situation and motivate students to make

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[30] Grellet, Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises … p.11

[31] Nurhadi, dkk, Pembelajaran Kontekstual (Contextual teaching and Learning/CTL) dan Penerapannya Dalam KBK, (Malang :Universitas Negeri Malang

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connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.[32] In the CTL concept, students have to aware that the subjects they learn are useful for them and have the benefit for their daily life. Therefore, the teacher in CTL class have to give the explanation that the subject they will be learn is very important for them and answer the question like "Why do we have to learn this?"

When using CTL in the classroom, students connect academic content to the context of life's situations and at the same time they discover meaning because when students find meaning in their lessons, they will learn and remember what they study. As Johnson (2002) has stated, Contextual Teaching and Learning is a system that stimulates the brain to weave patterns that express meaning. Therefore, the CTL is a system, it is more than a usual approach. In this system, the brain is a part of process of thinking not only express meaning. There is a solving problem activity that related with another aspect of student's life. CTL is a brain-compatible system of instruction that generates meaning by linking academic content with the context of a student's daily life.[33] Thus, students are able to connect their academic lessons to the context, the more meaning they will derive from these lessons. Johnson has also proposed the definition of CTL. She said:

> The CTL system is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subject with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.[34]

Contextual teaching and learning makes students know their position in real life situation. They can develop their knowledge by applying and experiencing

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2003) hal 8-9

[32] www.cew.wisc.edu/teachnet/ctl download 250408 at 2:56 pm

[33] Johnson, Contextual Teaching and Learning; What it is and why it's here to stay...p. 16

[34] Johnson, Contextual Teaching and Learning; What it is and why it's here

them. In the CTL class, a teacher has to give the real problem as a simulation. It can be various aspect of life. Therefore, the teachers not only explain a material in the classroom, they also explain more in real problem context. It makes students easy to understand and they will do their experience in the classroom in real life condition. As The Washington State Consortium for Contextual Teaching and Learning stated,

> Contextual Teaching is teaching that enables students to reinforce, expand, and apply their academic knowledge and skills in a variety of in school and out-of-school settings in order to solve simulated or real-world problems. Contextual learning occurs when students apply and experience what is being taught referencing real problem associated with their roles and responsibilities as family members, citizens, students, and workers. Contextual teaching and learning emphasizes higher-level thinking, knowledge transfer across academic disciplines, and collecting, analyzing and synthesizing information and data from multiple sources and viewpoints.[35]

In another words, there is implementation of material that they study in the classroom. The students can solve their real problems based on the knowledge they get in the classroom.

2. The Aim of CTL

Every concept has a purpose to achieve in the end of implementation of that concept. CTL has many purposes in the teaching learning process. The central aim of contextual teaching and learning is properly to help students attach meaning to academic lessons.[36] It is the main point of CTL concept. By connecting the knowledge they are study to the context of real situation, students should be able to apply their knowledge in real life situation and in the final contextual teaching and learning enables students to connect the content of academic subject with the immediate context of their daily life to discover meaning.[37]

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to stay...p. 25

[35] Nurhadi, dkk, Pembelajaran Kontekstual (Contextual teaching and Learning/CTL) dan Penerapannya Dalam KBK ... hal. 12

[36] Johnson, Contextual Teaching and Learning; What it is and why it's here to stay...p. 23

[37] Johnson, Contextual Teaching and Learning; What it is and why it's here

In fact, the real life situations sometimes different from what the students study at school. Thus, the teachers have to construct their own objective of the study based on the curriculum and share it to their students in the first meeting of the class. The students will be more responsible and interested in to what they will study in the classroom. In the end of the classroom process, students will use what they get in the classroom out of school automatically.

3. The strategies of CTL[38]

a. Problem based

Problem based learning is a learning that uses the real problem as a simulation to make students use their critical thinking to solve the problem. Therefore the students get the knowledge and the way to solve their problems based on the real concept of subject they learn in the classroom.

b. Using multiple contexts

This strategy leads the students to see the knowledge they get in multiple context perspective. The reason is the knowledge can be physical and social context in everyday life. Therefore, the teacher has to make the students create knowledge and develop their experiences in multiple contexts.

c. Drawing upon student diversity

As a facilitator, the teacher in the CTL class has to see his/her students' diversity. She/he has to recognize the background of students, especially their ethnic group social and economical status and their diversity of language. Therefore, the teacher can help them to achieve the learning process. These differences can be the impetus for learning and can add complexity to the CTL experience. The teacher may use collaboration and group learning activities to make the students have self-awareness that they different each other but they can collaboration each other in the classroom.

d. Supporting self-regulated learning

The students do the significant in CTL class. It means they have the

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to stay…p. 24

objective of study, therefore they aware how they process information from their teacher. They also use background knowledge in teaching learning activities. In the final, it hoped they can move from dependent to independent learning.

  e. Using interdependent learning groups

In this activity, students cooperate each other to share the knowledge in order to achieve the learning goals. Learning groups, or learning communities, are established in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are established in schools, educators act as coaches, facilitators, and mentors.

f.. Employing authentic assessment

Assessment of learning is the important thing to know the achievement of each student in the classroom. In CTL class, it has a meaningful ways to evaluate the learning process by employing the authentic assessment. It is used to monitor students' progress and inform teaching practices. Therefore, it not only give the students grade based on the final test, but it given from many ways in the teaching and learning process

4. The CTL System

The CTL system encompasses the following eight components:

  a. Making meaningful connections

      People always connect everything in their life to everything else. By making connection, they can increase their knowledge of many aspects in daily life. As Johnson (2002) says "Making connection helps all young people reach high academic standard". In this context, students not only receive the knowledge in the classroom but they are making connection among the knowledge they are study with another reality in their daily life. It also prepares them to weigh the implications of their decisions for others and for the Earth.[39] It means, the students

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38 www.cew.wisc.edu/teachnet/ctl downloaded 250408 2:56 pm

39 Johnson, Contextual Teaching and Learning; What it is and why it's here

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think of everything they do in their daily life.

b. Doing significant work

The student in the CTL class is not only make connections between what they are learning and how that knowledge will be used in real life situation in any learning environment. They also can do the significant work related to their daily life and it is meaningful for them. In such an environment, students discover meaningful relationships between abstract ideas and practical applications in the context of the real world; concepts are internalized through the process of discovering, reinforcing, and relating. [40]

c. Self-regulated learning

Every student has different learning style. S/he studies to get information in many ways. It is the learning process that makes students in self-regulated activity do the assignment in small group or individually. In this system, students in the CTL class free to use their own way of learning. By this activity, they can achieve the purpose of this system. Johnson defines self-regulated learning as follow:

> Self-regulated learning is a learning process that engages students in independent action involving sometimes one person, usually a group. This independent action is designed to connect academic knowledge with the context of student's daily lives in ways that achieve a meaningful purpose. This purpose may yield a tangible or intangible result[41].

d. Collaborating

Working collaboratively in the classroom is related with self-regulated learning. Students work in small group and help each other. There is collaboration among students in the classroom. There are many purposes of this learning, according to Johnson collaboration make it possible to discover personal strengths and weaknesses, learn to respect others, listen with open mind, and build consensus. Working together, members of small groups are able to overcome obstacles, act

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[40] http://www.texascollaborative.org/WhatIsCTL.htm download 170408, 7:40 pm

[41] Johnson, Contextual Teaching and Learning; What it is and why it's here to stay...p. 84

independently and responsibly, rely on the talents of team members, trust others, speak up and make decisions[42].

e.   Critical and creative thinking

Using critical thinking in the CTL class is a significant purpose of study. In this activity, a teacher has to give chance to their students to think. It makes them make their own decision creatively. John Dewey said that schools should above all teach children to think. Besides, students will be more responsible because they think and make their own decision well. In the final, they can solve the real problems of daily life. Vincent Ruggiero (1988) defines thinking as "any mental activity that helps formulate or solve problem, make a decision, or fulfill a desire to understand; it is a searching for meaning." [43]

Critical thinking is important, because it enables one to analyze, evaluate, explain, and restructure our thinking, decreasing thereby the risk of acting on, or thinking with, a false premise.[44] There are many advantages of critical thinking. According to Johnson (2002) critical thinking helps us understand how we regard ourselves, how we view the world, and how we relate to others. Therefore, the critical thinking should be taught in all level of school.

f.   Nurturing the individual

CTL ask teachers to nurture every student, in part because relationships weave a context for personal growth. Only in the last few decades have scientific discoveries explained the profound influence of relationship on every facet of life. CTL teachers cultivate numerous relationships of various kinds. Teachers who know students can do more than seize opportunities to connect learning with their personal interests. One teacher can significantly influence how a student sees herself and relates to others.

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[42] Johnson, Contextual Teaching and Learning; What it is and why it's here to stay...p. 89

[43] Johnson, Contextual Teaching and Learning; What it is and why it's here to stay..., p.102

[44] en.wikipedia.org/wiki/Critical_thinking. Downloaded on August, 04 2008 10:15 am

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g. Reaching high standards

Reaching a high academic mark for students to reach is an essential component of the contextual teaching and learning system. The heart of the educational matter for parents is their child's academic success. The heart of the matter for the contextual teaching and learning system is helping all students reach high academic standards. CTL succeed in part because of its steady focus on high academic standards. It asks students to meet demanding objectives of the sort formulated by national professional associations, departments of education in various states, and the federal government. CTL makes these objectives clear and explicit, invests them with meaning, and infuses them into every task.

h. Using authentic assessment[45]

In this assessment the teacher not only takes a final result of students' activities. It also takes a process of students' activities in the classroom. Authentic assessment challenges students to apply new academic information and skills to real situation for a significant purpose. It is the tool of "a mindful school …clear about what it expects of a student and about how he [or she] can exhibit these qualities.[46]

Authentic assessment invites students to use academic knowledge in a real-world context for a significant purpose. Authentic assessment enhances learning in many important ways. Inclusive where standardized testing is exclusive and narrow, authentic assessment benefits students by letting them. They are:

2. Fully reveal how well they understand academic material

Reveal and strengthen their command of SCANS competencies such as gathering information, using resources, handling technology, and thinking systematically

Connect learning with their own experience, their own world, and he lager community

Sharpen higher order thinking skills as they analyze, synthesize, identify problems,

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[45] Johnson, Contextual Teaching and Learning; What it is and why it's here to stay…, p.24

[46] Johnson, Contextual Teaching and Learning; What it is and why it's here to stay…, p.24

create solutions, and follow cause-effect connections

Accept responsibility and make choices

Relate to others, collaborating on tasks

Learn to evaluate their own level o performance (Newmann & Wehlage, 1993)

Generally educators recognize four kinds of assessment: portfolios, performances, projects, and extended written responses. Within these broad categories, the possibilities for authentic assessment tasks are as rich as one's imagination.

5. The procedures of CTL

When the students process information in the classroom, they try to connect the knowledge they have outside the classroom. According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context—that is, in relation to the person's current environment—and that it does so by searching for relationships that make sense and appear useful. [47]

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[47] www.texascollaborative.org/WhatIsCTL.htm   downloaded 170408 at 7:40 pm

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RESEARCH METHODOLOGY

The Purpose of Study

The purpose of the research is to know the significant difference in the achievement of Contextual Teaching and Learning in teaching reading comprehension at second year students of SMP At-Taqwa Bekasi. The writer hopes it would give a better way in teaching English especially in teaching reading comprehension.

Place and time

The writer did her research at SMP At-taqwa Pusat Bekasi. The research was conducted at 7 and 10 November 2008. The writer made a field research by teaching reading at one of second year students of SMP At-taqwa. In teaching reading comprehension, the writer used Contextual Teaching and Learning (CTL).

C. Population and Sample

The population of this research is all the second year students of SMP At-Taqwa Bekasi. The second year consists of four classes, 8.1 consists of 30 students, 8.2 consists of 30 students, 8.3 consists of 30

students, and 8.4 consists of 30 students. The sample of this research is 30 students of 8.2 class.

Instrument of the Research

The instrument of the research used by the writer is a test given to the students. The test consists of 5 items about reading comprehension.

Techniques of Data Collecting

One important thing in this research is the technique of data collecting that can determine the results of the research. The techniques of collecting data used in this research are:

Pre Test

The pre-test was given by the writer in the beginning of attending class 8.2 to know the students knowledge of material that will be taught.

Post Test

The writer gave the students post-test for the experimental class after the lesson finish.

E. Method of research

This research was held by using experimental research. In this research the writer used the Contextual Teaching and Learning (CTL) approach in teaching reading comprehension.

Techniques of Data Analysis

In analyzing the data, the writer used the comparative technique. The writer compared the pre-test and post-test score. To formulate the score, the writer used t-test calculation. It is done to measure the last score of the students' achievement in reading comprehension. The writer used the formula as follows:

$$to = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

The procedure of calculation is as follow:

1. Determining mean variable 1 (Mean of pre-test) with formula:

$$M_1 = M' + i\frac{(\sum fx')}{(N)}$$

2. Determining mean variable 2 (Mean of post-test) with formula:

$$M_2 = M' + i\frac{(\sum fy')}{(N)}$$

3. Determining standard of deviation variable 1 with formula:

$$SD_1 = i\sqrt{\frac{\sum fx'^2}{N} - \frac{(\sum fx')^2}{N}}$$

4. Determining standard of deviation variable 2 with formula:

$$SD_2 = i\sqrt{\frac{\sum fy'^2}{N} - \frac{(\sum fy')^2}{N}}$$

5. Determining standard errors mean variable 1 with formula:

$$SE_{M1} = \frac{SD_1}{\sqrt{N-1}}$$

6. Determining standard errors mean variable 2 with formula:

$$SE_{M2} = \frac{SD_2}{\sqrt{N-1}}$$

7. Determining the differences of mean variable 1 and mean variable 2 with formula:

$$SE_{M1-M2} = \sqrt{SE_{M1^2} + SE_{M2^2}}$$

After all the data are calculated, the last procedure is determining df (degree of freedom) with formula:

$$df = (N_1 + N_2) - 2$$

to $\quad$ = t-observation

Variable 1 = Pre-test

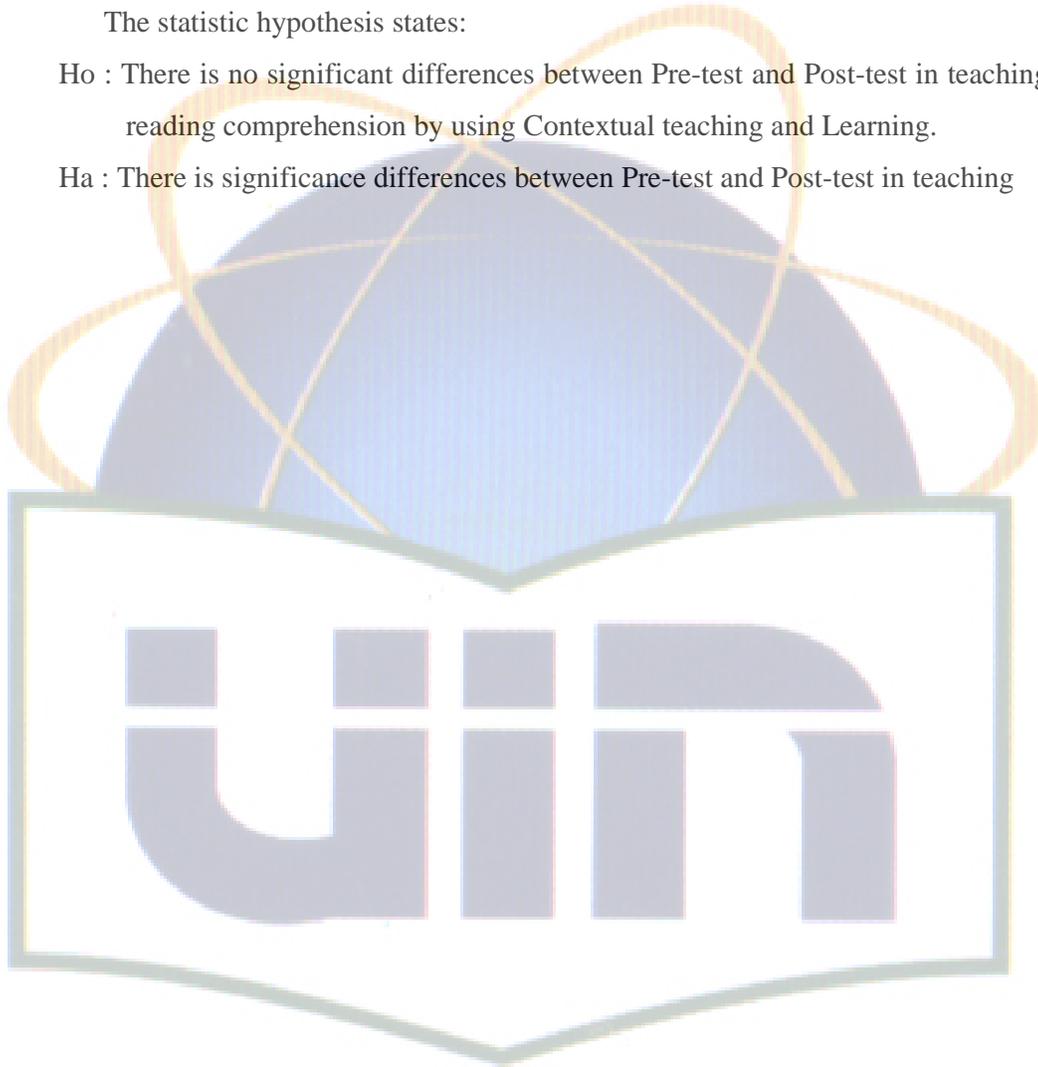Variable 2 = Post-test

N $\quad$ = Total of students

df   = degree of freedom

Hypothesis of Research

The statistic hypothesis states:

Ho : There is no significant differences between Pre-test and Post-test in teaching

reading comprehension by using Contextual teaching and Learning.

Ha : There is significance differences between Pre-test and Post-test in teaching

CHAPTER IV

RESEARCH FINDINGS

A. The Description of Data

To know the result of the test, the writer makes the table of students' score as follow:

Table 1. Score of Pre-test and Post-test

Students	Score	
	Pre-test	Post-test
1	60	80
2	80	100
3	60	80
4	100	100
5	100	100
6	40	80
7	40	80
8	60	80
9	60	60
10	20	40
11	20	80
12	20	80
13	60	100
14	60	60
15	60	100
16	80	100
17	80	100
18	40	80
19	40	60

1

20	60	80
21	60	80
22	40	80
23	40	80
24	40	80
25	40	100
26	80	100
27	80	100
28	40	100
29	40	100
30	20	100

After making the table of the pre-test and post-test, the writer calculated the frequency of the score.

Table 2.

Table of Frequency Score of Pre-Test

Score x	f
91-100	2
81-90	0
71-80	5
61-70	0
51-60	9
41-50	0
31-40	10
21-30	0
11-20	4
	N= 30

Table 3.

Table of Frequency Score of Post-Test

Score y	F
91-100	13
81-90	0
71-80	13
61-70	0
51-60	3
41-50	0
31-40	1
21-30	0
11-20	0
	N= 30

1

B. The Analysis of Data

Data analysis is the step in the procedure of processing data. Data processing is the step to know the result of this research.

From the data description above the writer analyzed the score by making the table of distribution of frequency from the score of the students before and after they was taught reading comprehension trough Contextual Teaching and Learning.

Table 4.

Table of the Distribution of Frequency from Pre-Test

Score x	f	x	x'	fx'	fx'²
91-100	2		+4	8	32
81-90	0		+3	0	0
71-80	5		+2	10	20
61-70	0		+1	0	0
51-60	9	M'(55,5)	0	0	0
41-50	0		-1	0	0
31-40	10		-2	-20	40
21-30	0		-3	0	0
11-20	4		-4	-16	64
				-18	**156**

Table 5.
Table of the Distribution of Frequency from Post-Test

Score y	F	y	y'	fy'	fy'²
91-100	13		+4	52	208
81-90	0		+3	0	0
71-80	13		+2	26	52
61-70	0		+1	0	0
51-60	3	M'(55,5)	0	0	0
41-50	0		-1	0	0
31-40	1		-2	-2	4
21-30	0		-3	0	0
11-20	0		-4	0	0
				-76	**264**

After making the table of distribution of frequency, the writer calculated the score by using the following steps:

1

a. Determining mean of variable x (pre-test), with formula:

$$M_1 = M' + i\frac{(\sum fx')}{(N)}$$

$$M_1 = 55,5 + 10\frac{(18')}{(30)}$$

$$M_1 = 55,5 + 6$$

$$M_1 = 61,5$$

b. Determining mean of variable y (post-test), with formula:

$$M_2 = M' + i\frac{(\sum fy')}{(N)}$$

$$M_2 = 55,5 + 10\frac{(76)}{(30)}$$

$$M_2 = 80,8$$

c. Determining Standard Deviation of Variable x, with the formula:

$$SD_1 = i\sqrt{\frac{\sum fx'^2}{N} - \frac{(\sum fx')^2}{N}}$$

$$SD_1 = 10\sqrt{\frac{156}{30} - \frac{(18)^2}{30}}$$

$$= 10\sqrt{5,2 - 0,36}$$

$$= 10\sqrt{4,84}$$

$$= 10 \text{ x } 2,2$$

$$= 22$$

d. Determining Standard Deviation of Variable y, with the formula:

$$SD_2 = i\sqrt{\frac{\sum fy'^2}{N} - \frac{(\sum fy')^2}{N}}$$

$$SD_2 = 10\sqrt{\frac{156}{30} - \frac{(18)^2}{30}}$$

$$= 10\sqrt{8,8 - 6,4}$$

$$= 10\sqrt{2,4}$$

$$= 1,549$$

$$= 15,49$$

1

e. Determining mean of standard error of variable x, with formula:

$$SE_{M1} = \frac{SD_1}{\sqrt{N-1}}$$

$$= \frac{22}{\sqrt{29}}$$

$$= \frac{22}{5,385}$$

$$= 4,085$$

f. Determining mean of standard error of variable y, with formula:

$$SE_{M2} = \frac{SD_2}{\sqrt{N-1}}$$

$$= \frac{15,49}{\sqrt{29}}$$

$$= \frac{15,49}{5,385}$$

$$= 2,876$$

g. Determining standard error of the different mean between variable x and variable y, with the formula:

$$SE_{M1-M2} = \sqrt{SE_{M1^2} + SE_{M2^2}}$$

$$= \sqrt{4,085^2 + 2,876^2}$$

$$= \sqrt{16,687 - 8,271}$$

$$= \sqrt{8,416}$$

$$= 2,90$$

h. Determining to with the formula:

$$to = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

$$= \frac{61,5 - 80,8}{2,90}$$

$$= \frac{-19,3}{2,90}$$

$$= 6,655$$

1

i. Determining t-table in significance level 5% and 1% with df:

df $=$ (N1 + N2 –2)

df $=$ (30+30-2)

df $=$ 58

df $=$ 58 (see the table of "t" values at the degree of significance of 5%. Because the value is not mentioned in the table, the writer used the closer value to 58, that is 60 as degree of freedom (df).

df 1% $=$ 2,65

df 5% $=$ 2,00

The comparison between t-score with t-table

t score $= 2.00 < 6.655$

to > tt to is bigger than tt obtained from the result of calculating, so Ha is accepted and Ho is rejected.

C. Hypothesis Testing

To prove the hypothesis, the data obtained from the experimental class. It is calculated by using t-test formula with assumption as follow:

If to > tt the alternative hypothesis is accepted. It means there is significant difference between teaching reading comprehension trough Contextual Teaching and Learning.

If to < tt the alternative hypothesis is rejected. It means there is no significant difference between teaching reading comprehension trough Contextual Teaching and Learning.

According to the data, the writer has known the value of to is higher than tt, to > tt (6.655 > 2.00), so the null hypothesis is rejected. It means the use of Contextual teaching and Learning approach in teaching reading comprehension can increase the students' reading comprehension.

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D. The Interpretation Data

Based on the data collected from showed the mean reading comprehension trough Contextual Teaching and Learning is 6,655. The degree freedom (df) is 58. in this paper, the writer used the degree of significance 5% and 1%. In table of significance, df 5% = 2,00 and df 1% = 2,65 and comparing t_0 with each values of the degree of significance, the result is 2,65 > 2,00 > 6,655. According to the explanation about the analysis of the result on the tables above, we can interpret that there is significance difference in teaching reading comprehension trough Contextual Teaching and Learning.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data that have been collected from the test hypothesis and analysis, the writer concludes that there is significant difference in reading comprehension by using Contextual Teaching and Learning (CTL). It can be show from the value of "to" is 6,655. It is higher than the value of "tt" of the table, the significance 5% is 2,00. The post-test result of the students who learn reading comprehension by using Contextual Teaching and Learning is higher than pre-test. It means that alternative hypothesis (Ha) of the research is accepted and null hypothesis (Ho) is rejected.

B. Suggestion

From the result of research above, the writer would like to give some suggestions as the following:

1. Every teacher in the CTL class has to understand about this approach, the concepts, the strategies, the purpose and the procedure in the classroom.
2. The teacher has to become a creative teacher to make the teaching learning activity more interesting by using this approach. The reason is to make the students enjoy the teaching and learning activity and make them interested in study English, most of them do not like English because they feel bored and think that English is difficult for them to understand.
3. The teacher asks the students to bring the dictionary. It will help them when they found the difficult words.

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CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research result (observation, interview or documentation analysis), the researcher conclude that CTL in the students point of view is very interesting and make them fun, it is not bored because the learning activity and the topic based on the real life situation and it is related to students experience. Therefore, it has positive contribution in learning reading comprehension.

Besides, the students were happy because they have opportunity to discuss and ask some question about the topic to their friends and their teacher. They learned from their friends through work in-group, discussion, and correcting each other. They get knowledge by themselves and the teacher just as a facilitator and lead them the way to solve their problem in the classroom and it hoped they would do the same things in the real life situation.

The CTL opens up our minds about the main of teaching learning activity. It makes the teacher consider how the students get the knowledge and how to make them use their knowledge in real life situation well. So, through this study the teacher creates the nature learning in the teaching learning activity. The students easy to relate what they study to their experience or their knowledge because the topic is suitable for their life, it also can deliver their opinion, and they used their own background knowledge on their factual experiences. They also easy to comprehend the text because they found the meaning of difficult word by themselves and the teacher's modeling by using some pictures made them easy to understand what they are study. Therefore, the Contextual Teaching and Learning

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(CTL) approach may become an alternative approach in teaching reading comprehension. It makes the students more strongly aware that it is not enough to learn and understand about the text in the classroom. They must also develop their knowledge and use it in real situation and real time.

In conducting this study, the writer found some advantages and disadvantages of using Contextual Teaching and Learning (CTL) approach in teaching reading comprehension. The students' weakness in mastering vocabulary and their bad confidences are the problems. But the students' response of using their knowledge and skills in real life situation is one of some advantages.

B. Suggestion

From the result of research above, the writer would like to give some suggestions as the following:

1. Every teacher in the CTL class has to understand about this approach, the concepts, the strategies, the purpose and the procedure in the classroom.
2. The teacher has to become a creative teacher to make the teaching learning activity more interesting by using this approach. The reason is to make the students enjoy the teaching and learning activity and make them interested in study English, most of them do not like English because they feel bored and think that English is difficult for them to understand.
3. The teacher asks the students to bring the dictionary. It will help them when they found the difficult words.

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