TEACHING READING USING CONTEXTUAL TEACHING AND LEARNING APPROACH

(A Case Study at the First Year students of SMP N 2 Ciputat)

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Approved by the Advisor

Nida Husna, M. Pd
NIP. 150 326 919

DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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CHAPTER I
INTRODUCTION

A. Background of Study

English is a widespread language in the world today. As we know, English is used as a medium of communication among people who do not share common language since English is introduced as an international language. Moreover, there are several countries put English as an important subject in their school curriculum.¹

In Indonesia, in fact, English has become compulsory subject taught from Elementary school up to the university levels. The 1994 English curriculum states that “Bahasa Inggris adalah bahasa asing pertama di Indonesia yang dianggap penting untuk tujuan penyerapan dan pengembangan ilmu pengetahuan, teknologi dan seni budaya, serta pembinaan hubungan dengan bangsa-bangsa lain.” (English is the first foreign language in Indonesia which is considered very important for the absorption and development of science, technology and culture, and also the relation establishment with other nations).²

There are four basic language skills to be learnt in learning language, they are listening, speaking, reading and writing. As one of the four basic language skills, reading has its own characteristic. Reading provides us with some activities to help us comprehend the written expressions. Through reading we can get a lot of knowledge, information, enjoyment, or even problem solution.

Mariane Celce Murcia (2000) said that “Reading is very essential for us in order to increase our knowledge. Even in this modern age of multimedia and high-tech environments, it is still case that most of us rely on our reading ability in order to gain information or expand our knowledge.”³

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¹ Kenji Kitao-Doshisa University (Kyoto, Japan) Why do We Teach English? http://www.englishfirst.org
² DEPKDIBUD RI, GBPP Bahasa Inggris (SMP), (Jakarta: DEPKDIBUD RI, 1994) p.1
Reading is one of essential ways in developing our knowledge. It is also one of tools in learning and has been a part of classroom activities that was invented. Therefore, students need a variety of reading skill to understand the books or other reference materials. Jo Mc Donough (1993) states in his book that “…in fact many instances around the world we may argue that reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject, but may never actually have to speak the language.”

However, reading involves many complex skills that have to come together in order for the reader to be successful. One of characteristic of good readers that has been noted in the literature on reading is that they are able to make predictions about the text they are reading while they are reading it. Christine Nuttall (1989) said that “the aim of reading program is to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic text, at appropriate speed, silently with adequate understanding.”

Teaching Reading skill to nonnative speakers of English involves unique problems and challenges. The teacher sometimes finds problems in selecting or choosing the appropriate reading materials for the students. Sometimes, reading material is difficult to comprehend and make the students unenthusiastic in learning material. Many students think that reading is a boring lesson. They lost the spirit to learn. Therefore the teacher should find some strategies to overcome the problem.

The teachers should have a lot of methods to make reading materials become more interesting and making the reading more enjoyable to learn. According to Edward Anthony (1968) as in Approach and Method in Teaching Learning of Jack & Rodger “method is the level at which choices are made about

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4 Jo Mc Donough and Christopher Shaw, Materials and Methods in ELT, (United Kingdom: Black Well, 1993) p.101
6 Christine Nuttall, Teaching Reading Skills in a Foreign Language, (Great Britain: Bath Press, 1989) p.31
the particular skill to be taught, the content to be taught, and the order which the content will be present."7 Thus, appropriate method should be used in order to make the students become more interesting to the material and master the material well.

Nowadays, various methods offered in teaching English. So, it is not easy for a teacher to choose suitable method because each method has advantages and disadvantages. Contextual Teaching and Learning approach is one of the methods used today. The contextual approach recognizes that learning is greatly enhanced when the materials presented was familiar to the student so that students can discover the knowledge themselves.8

“According to contextual learning theory, learning occurs only when students 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).”9 Furthermore, this approach to learning and teaching will be best implemented when the strategy that used by the teacher encouraged the students with some activities that connect to students’ real life, collaborative interaction, and integrated with other science content.10

Contextual teaching and learning (CTL) is a system for teaching that is grounded in brain research. Brain research indicates that we learn best when we see meaning in new tasks and material, and we discover meaning when we are able to connect new information with our existing knowledge and experiences.11 Therefore, students learn best when they can connect the content of academic lessons with their own daily lives.

Contextual learning relates subject matter content to real world situations and motivates students to make connections between knowledge and its applications. It also engages students in significant activities that help them

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8 [http://www.cord.org/about-the-learning-process/](http://www.cord.org/about-the-learning-process/) (taken on December 24, 2007)
connect academic studies to their real-life situation. Moreover, students were encouraged to develop their own skill and given opportunities to practice their skill.

Therefore, the writer would like to apply the Contextual Teaching and Learning in teaching reading at SMP N 2 Ciputat. SMP N 2 Ciputat was considered as a favorite school in Ciputat. This proved by the percentage of the students’ achievement in UN (Ujian Nasional). There are ten classes at the first year (7.1 – 7.10) of SMP N 2 Ciputat year 2008/2009. The writer only applied the Contextual Approach in two classes, 7.6 and 7.8. By using Contextual Teaching and Learning, students expected to consolidate and develop their skill through cooperation and teamwork. Students were motivated to connect the knowledge with their experience and share the knowledge each other. Furthermore they can apply the knowledge and language skills both in and outside school. This is the reason why the writer chooses the title of the skripsi that Teaching Reading Using Contextual Teaching and Learning.

B. Identification of Study

Some problems in teaching reading using Contextual Teaching and Learning approach are:

1. How to apply contextual teaching and learning approach in teaching reading?
2. How to select the text which appropriate to Contextual Teaching and learning characteristics?

C. Limitation of Study

To avoid misunderstanding in interpreting this study, it is necessary to make limitation of the study. The writer limited the problem which will be discussed in

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12 Nur Hadi, *Pembelajaran Kontextual (Contextual Teaching and Learning/CTL) dan Penerapannya Dalam KBK*, (Malang: Penerbit Universitas Malang) p.4
this skripsi is: “Teaching Reading Using Contextual Teaching and Learning at the seventh year of SMPN 2 Ciputat”.

**D. Formulation of Study**

The formulation of the problem studied in this skripsi is: “How to teach reading using Contextual Teaching and Learning approach and what problems are faced in teaching reading activities using Contextual Teaching and Learning approach at seventh year of SMPN 2 Ciputat?

**E. The Use of Study**

The writer hopes this skripsi will be useful for:

1. The writer herself, to know the effectiveness of the application in using Contextual teaching and Learning approach in teaching reading.
2. Every teacher, to give some information about the approach to help them improve their ability in teaching English.
3. Other people and everyone who reads this skripsi can take benefit from this and know the use of Contextual Teaching and Learning in teaching reading.

The writer also wants to get an answer if Contextual Teaching and Learning really work in improving students’ skill in reading and can be an alternative way in teaching English as a foreign language.
CHAPTER II
THEORITICAL FRAMEWORK

A. Reading

1. General Concept of Reading

Each person views reading according to their opinion. Most of us think of reading as a simple, passive process that involves reading words in a linear fashion and internalizing their meaning one at a time. But reading is a very complex process that requires a great deal of active participation on the part of the reader. Reading is not only translating each word but also involves a cognitive process of understanding a printed message. It must be viewed from every angle in order to complete the process of understanding.

Reading may be defined as the meaningful interpretation of printed or written verbal symbols. It is not one skill but large number of highly interrelated skill that develop gradually. It is also about understanding written texts and a complex activity that involves both perception and thought.

Elizabeth (2003) stated that:

“Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.”

Reading is a cognitive process of retrieving and comprehending some form of stored information or ideas. These ideas are usually some sort of representation of language, such as symbols to be examined by sight, or by touch.

1 http://www.indiana.edu/~l517/what_is_reading.html (taken on January 08, 2008)
2 Sukirah Kustaryo, Reading Techniques for Collage Students, (Jakarta: P2LPTK Dirjen Dikti Depdikbud, 1998), p.2
4 http://www.k12academics.com/educational_psychology.htm (retrieved on January 08, 2008)
In addition, reading process is a dynamic activity, requiring, active, meaningful communication between the author and the reader. The interaction between the writer and the reader should result in meaning. While reading is a process to establish a representation of meaning, which involved more than identifying words on page, but what must be achieved is an understanding of the whole sequences.  

Meanwhile, Kenneth (1967) said that:

“……Reading involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time. The ability to anticipate that which has not been seen, of course, is vital in reading, just as the ability to anticipate what has not yet been heard is vital in listening.”

It is known that reading has various abilities which involve some aspects of language such as vocabulary, structure, spelling, pronunciation and meaning. Harris and Smith (1980) stated in his book that “Reading is the reader’s interaction with a printed message across a range of thinking operations as guided by a purpose of reading. Interaction requires the extraction of information and an active response to ideas.”

Based on the opinions given by the experts, the writer can conclude that reading is a kind of activities to understand a written language. It is not only how to get the meaning of each words or sentences but the important one is how the reader can get and conclude the ideas of the writer’s writing. It requires a high level of effort and concentration, also involves many complex skills that have to come together in order for the reader to be a successful reader.

Moreover, reading is more than just an ability to understand the explicit meaning of the passage printed. It is a constructive process which
includes comprehension of explicit and implicit meaning that involves application, analysis, evaluation and imagination in interpreting and understanding the passage printed. The result of reading is constructing the meaning.

2. Kinds of Reading

A person reads for many purposes. If he is reading for pleasure, he may read quickly or slowly based on the way he likes. But if he is reading for information such as news, science or some lines which are parts of his study or assignment, he read slowly and carefully.

Here are four different kinds of reading:\(^8\)

a. Skimming
b. Scanning
c. Intensive reading
d. Extensive reading

Skimming is defined as the ability to identify the main ideas while very rapidly and selectively skipping over the reading material. This is a technique used to find out how a news story, magazine article, or textbook chapter is organized and what is generally about without having to read the entire selection.\(^9\) When skimming, the reader goes through the reading material quickly in order to get the gist of it, to know how it is organized and to get the main idea of the reading material. The purpose of skimming is to gain a quick overview in order to identify the main points.\(^10\)

Scanning is the process of quickly searching material in order to locate the specific bits of information. When scanning, the reader doesn’t start

\(^8\) http://www.learningtolearn.group.shef.ac.uk/read/read_difkind_task.html (taken on April 17, 2008)

\(^9\) Nida Husna, Reading I, (English Department, Faculty of Tarbiyah and Teacher’s Training: 2003). p.1

\(^10\) Peter Mather and Rita McCarthy, Reading and All That Jazz, (MBoston: Mc Graw Hill, 2007) p. 531
at the beginning and read trough to the end. Instead, the reader only jumps around in the text trying to find and locate specific information needed.\textsuperscript{11}

Intensive Reading involves approaching the text under the guidance. It often refers to the careful reading (or translation). The aim is to arrive at an understanding, not only of what the text means, but of how the meaning is produced. The how is as important as the what.\textsuperscript{12}

Extensive reading means to read widely and in quantity. It is generally associated with reading large amounts with the aim of getting an overall understanding of the material. Readers are more concerned with the meaning of the text than the meaning of individual words or sentences.\textsuperscript{13}

Besides the kinds of reading listed above, Nasr (1975) divided the two kinds of reading. Those are silent reading and oral reading. In silent reading we use the eyes and our ability to understand the meaning of the written signs. In oral reading we do one more thing; change the written signs into oral signs giving the same meaning. Silent reading is used mainly for understanding and oral reading is used for understanding and expression.\textsuperscript{14}

The each kind of the reading has been explained above requiring different approaches and techniques in achieving the goal. Therefore a reader using different kinds of reading depends on their purpose.

\section*{3. Purpose of Reading}

A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person’s motivation for reading. It will also affect the way a book is read.

The essential purpose of reading generally is to get new information or pleasure. Reading for information is reading that we do not stop to analyze the

\textsuperscript{11} Peter Mather and Rita McCarthy, \textit{Reading and Al ...}, p.526
\textsuperscript{12} Christine Nuttal, \textit{Teaching Reading Skill,} (Great Britain: Heineman, 1996) New Edition p.38
\textsuperscript{14} Raja T. Nasr, \textit{Teaching and Learning English}, (London: Longman, 1972) p. 79
grammatical structures; we understand the structure without thinking about it. Reading for information requires that we understand the meaning of passage.\textsuperscript{15}

Moreover, reading for information may range from the scanning of documents and the reading of letters to in-depth understanding of articles or books. Whether we are reading for pleasure or information, the nature of the reading depends on what we want from the text, as well as situational factors such as time available or constraints relative to place of reading.\textsuperscript{16} Reading for information includes the materials which are classified as non fiction; sciences, social studies, current affair personal opinion, technical matters, news magazine, newspaper, article, etc. Whether reading for pleasure, the reader may read either quickly or slowly based on the way he likes, associated largely with novel, short stories, plays, and poems.

Williams (1984) as in Materials and Method in ELT of Jo McDonough and Christopher Shaw (1993), classifies reading into (a) getting general information from text (b) getting specific information from a text; and (c) for pleasure or for interest.\textsuperscript{17}

Besides, Harris and Smith (1980) stated:

“Purpose for reading are similar for the beginner and mature reader. The level of thought that is required to achieve the same reading purpose varies with the difficulty of selection and the skill of the reader different authorities suggest a variety of purpose for reading. We believe that most of these can be organized into five categories: (1) finding main ideas, (2) finding supporting detail, (3) grasping the author’s plan of organization, (4) following a sequence or event or thought, and (5) critically appraising the author’s work.”\textsuperscript{18}

In addition, Rivers and Temperealy (1987:187) list the following examples of some of the reasons that L2 student may need or want to read.\textsuperscript{19}

a. To obtain information for some purpose or because we are curious about some topic

\textsuperscript{15} Nasrun Mahmud \textit{English for Muslim University}, (Jakarta: Pusat Bahasa dan Budaya UIN, 2004) p.1
\textsuperscript{16} http://findarticles.com/p/articles/mi_qid/is_199812/ai_1790027626 (taken on December 24, 2007)
\textsuperscript{17} Jo Mc Donough and Christopher Shaw, \textit{Materials and Methods in ELT}, (United Kingdom: Black Well, 1993) p. 102
\textsuperscript{18} Harris and Smith, \textit{Reading Instruction}…, p.268
\textsuperscript{19} Jo Mc Donough and Christopher saw, \textit{Materials n method in ELT}…,p. 102-103
b. To obtain instruction how to perform some task for our work or daily life (e.g. knowing how appliance works)
c. To keep in touch with friends by correspondence or to understand business letters
d. To know when or where something will take place or what is available
e. To know what is happening or has happened (as reported in newspapers to magazines, reporters)
f. For enjoyment or excitement

Read with a specific purpose in mind enables us to focus on the relevant parts of a text and to use appropriate reading strategies. Obviously, purposes for reading must establish before a selection is read. Having a purpose for reading will help us to choose the most appropriate method of reading. Through this procedure the reader can properly direct his or her attention during the reading. Afterward, the stated purpose can be used as a basis for discussion to determine whether the reader has achieved the goal or not.

4. The Principles of Teaching Reading

There are several principles in teaching reading suggested by experts in order to achieve the goal or reading program. White (1981) makes some suggestions about stages which may help us to put the skill into a classroom context and to see some of it possible relationship with other language skills.

a. Arouse the students’ interest and motivating by linking the topic of the text to their own experience or existing knowledge. Give some pre-reading/focusing questions to help them to do this.
b. Give them points to search for in the reading text, or ask the students to suggest the points.
c. After reading, encourage discussion of answers
d. Develop into writing by using the information gained for another purpose.

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20 Jo Mc Donough and Christopher Shaw, Materials and Methods in ELT..., page 113
Besides, according to H. Douglas Brown (1994), the principles for designing interactive reading techniques are:21

a. In an interactive curriculum, make sure that you do not overlook the importance of specific instruction in reading skills; make sure that students have ample time for extensive reading.
b. Techniques should be intrinsically motivating; choose material that is relevant to the reading goals.
c. Techniques should be utilized authentic language and contexts; distinguish between simple text and simplified text, and understand source of complexity in reading material.
d. Encourage the development of reading strategies.
e. Include bottom-up and top down techniques; give enough classroom time to focusing on the building blocks of written language-gaered appropriately for each level.
f. Consider subdividing your techniques into pre-reading, during reading, and after reading phrases.
g. Build some evaluative aspect to your techniques.

Meanwhile, Elizabeth (2006) proposes some principles in teaching reading:22

a. **Oral language.** The ability to attend to the individual sounds within words (phonological and phonemic awareness) is also an oral skill that is closely associated with reading ability.
b. **Phonological Phonemic awareness.** Phonological awareness refers to the ability to attend to the sounds of language as distinct from its meaning.
c. **Fluency.** Fluency is important because it is closely related to comprehension. Fluent readers recognize words quickly, but also know where to place emphasis or pause during reading.
d. **Vocabulary.** Vocabulary is crucial to reading comprehension. In order to understand a text, readers need to know the meanings of individual words.
e. **Prior Knowledge.** Readers use prior knowledge to understand texts. Having more prior knowledge generally aids comprehension.

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22 Elizabeth, *Teaching Reading…*, p 8-22
f. **Comprehension.** Good readers are aware of how well they understand a text while reading. Good readers also take active steps to overcome difficulties in comprehension. Students can be instructed in strategies to improve text comprehension and information use.

g. **Motivation and purposes.** Teachers need to be aware of their students’ learning needs, including their motivation for reading and the purpose that reading has in their lives.

h. **Integrated Reading and Writing.** Developing reading skills through writing is an effective strategy. It helps students to establish the connection between oral and written language.

i. **Text.** Choosing texts of the right difficulty and interest levels will encourage children to read and to enjoy what they are reading.

j. **Assessment.** Two forms of reading assessment are to find out how well children are reading in order to help them improve (diagnosis) and to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction.

k. **Cultural Factors.** Cultural knowledge affects reading comprehension. Having rich but different types of cultural knowledge will affect understanding and appreciation of written text.

l. **Practice.** Readers make progress by reading more

From the principles in teaching reading discussed above, the writer can conclude that the teacher has an important role in teaching reading. The teacher should motivate student by giving the appropriate text that was interested, explain the material clearly, encouraged students to determine the meaning of what they read, give attention to students’ development that involve the students’ abilities to become efficient and skillful reader, evaluate and give the task match with the topic in order to accurately assess students’ comprehension and development skills.

**B. Contextual Teaching and Learning**
1. Contextual Teaching and Learning

We can see most of students in our schools got a lot of material that was not in context. Therefore they were difficult to make connections between what they are learning and how that knowledge will be use in their daily lives. The methods of classroom teaching sometimes not really touch the learning process. The students rarely have an opportunity to experience hands-on learning.

Nowadays, educators find the necessary to think over about how they teach. Recently, they feel that learning occurs only when students process new information or knowledge in such way that it makes sense to them in their own frames or references. Therefore, the appropriate approach should be used in order to make the learning process really work.

Today, there are several approach proposed in order to achieve the goal of the study. Each approach offered many gains. Contextual Teaching and Learning approach is one of approaches proposed. This concept is not new: The application of contextual learning was first proposed (at the turn of the 20th century) by John Dewey, Progressivism, which is believed that the students will best learn if what they have learned the materials which are related with what they have already known and teaching learning process will be productive if the students are active in the process of teaching.

Contextual is a system for teaching that indicates learn best when students see meaning in new tasks and material, and discover meaning when they are able to connect new information with their existing knowledge and experiences. Students learn best, according to neuroscience, when they can connect the content of academic lessons with the context of their own daily lives.

Contextual teaching and learning is defined as a conception of teaching and learning that helps teachers relate subject matter content to real world

23 Nur Hadi, Pembelajaran Kontekstual (Contextual Teaching and Learning/CTL) dan Penerapannya Dalam KBK, (malang: (Penerbit Universitas Malang) p.3
24 Nur Hadi, Pembelajaran Kontekstual (Contextual Teaching and Learning/CTL) …, p.8
situations. Johnson (2002) in “Contextual Teaching and Learning: What It Is and Why It Is Here to Stay” defined that the CTL system is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances.26

Moreover, Nurhadi (2004) said that the contextual teaching learning is the concept of learning where the teacher creates the real-world into the class and encourages the students making the connections between their own knowledge with its implementation in their daily life; meanwhile the students get the knowledge and skill from the limited context, little by little, and from the self-constructed process, as a foundation for solving problems in their life as member of society.27

Contextual teaching and learning is a system of instruction based on the philosophy that students learn when they see meaning in academic material, and they see meaning in schoolwork when they can connect new information with prior knowledge and their own experiences.28 Therefore, the fundamental of contextual teaching and learning is the connection that leads to meaning. Context gives meaning to content. The broader the contexts within which students are able to make connections, the more meaning content will hold for them.29

From the preceding explanations the writer can conclude that contextual teaching and learning occurs when student learn by connecting the material to their own knowledge. Thus, the teacher should create a classroom environment where student are encouraged to the real world situation. It can help students connect the content they are learning to the life contexts in which that content could be used.

27 Nur Hadi, Pembelajaran Kontekstual (Contextual Teaching and Learning/CTL)…, p.13
28 Elaine B Johnson, Contextual Teaching and Learning …., p.vii
29 Elaine B Johnson, Contextual Teaching and Learning…, p3
2. Components of Contextual Teaching and Learning

Elaine B Jhonson mentioned that the contextual Teaching and Learning system consist of eight components:30

1. Making Connection that Hold Meaning
Making connection is the heart of contextual teaching and learning. Connecting content with context is an important part of bringing meaning to the learning process. When student can connect the content of academic subject, they discover meaning, and a meaning gives them a reason for them. Making connection to find meaning increases knowledge and deepens insight. Thus, learning content should connect with the context of the student’s daily lives so that they find learning is meaningful.

2. Self Regulated Learning
Self regulated learning is 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 students’ daily lives in ways that achieve a meaningful purpose. Self-regulated learning gives students an extraordinary chance to sharpen their awareness of their context, their environment. Students who are self-regulated learners believe that opportunities to take on challenging tasks, practice their learning, develop a deep understanding of subject matter, and exert effort will give rise to academic success.

3. Doing Significant work
Another component of CTL is doing significant work. It is engaged students actively and responsibly in learning activities.

Collaboration is an essential component of the CTL systems. Students work in small groups to discover personal strengths and weakness, learn to respect others, listen with an open mind, and build consensus. Collaboration

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30 Elaine B Johnson, Contextual Teaching and Learning..., p. viii
removes the mental blinders imposed by limited experience and narrow perceptions.

5. Critical and Creative Thinking

Critical thinking involves thinking well, and thinking well includes thinking about the thinking process. It is engaged students in activities which they have to use reasons in an organized way.

6. Nurturing The Individual

Teacher was asked to know all about the students at school – that students’ interest, talents, learning styles, emotional temperament, and treatment by peers, help student believe in themselves and find their way, inspire them to reach even the most demanding academic standards. It helped student to discover their hidden potential by providing them with an emotionally reassuring and supportive learning environment.

7. Reaching high standards

Setting a high academic mark for student to reach an essential component of the contextual teaching and learning system. Setting high standards helped the students to reach the goals.

8. Using Authentic Assessment.

Authentic assessment challenges students to apply new academic information and skills to a real situation for a significant purpose. It is the tool of a mind ful school.

3. The Principles of contextual teaching and Learning

Contextual learning assumed that students learn best by actively constructing their own understanding. Related with the students individually
needed, to apply the Contextual Teaching and Learning (CTL) a teacher should have these following principles:\textsuperscript{31}

1. **Planning a suitable learning for the students developmentally appropriate.**
   Relationship between curriculum content and methodology that used to teach must based on social condition, emotional and students’ intellectual development.

2. **Making independent learning groups.**
   Through a little group students able to learn and cooperate each others. However, the students are hoped to act actively.

3. **Preparing an environment that supports self-regulated learning.**
   Environment that supports self-regulated learning has three general characteristics, they are: awareness in thinking, the use of strategy, and continuing motivation. The students are encouraged to know their strong and their weakness to organize the learning goal and develop the strategies to achieve the goal. Therefore, the teacher must create an environment where the student can reflect how they learn to help them use their thinking to guide their plans, select their performance; so they can solve problem in a good way.

4. **Considering the diversity of students.**
   In a class, teacher should to teach variety students, for instance background ethnic, social economy status, and mother language that they use in their home, and another weakness they have. However, a teacher is expected to help the students achieve their learning purpose.

5. **Pay attention to the students multiple intelligences.**
   In using Contextual Teaching and Learning approach, the way of students’ participation in a class must be pay attention on the need and the eight orientations learning (special-verbal, linguistic-verbal, interpersonal, musical-rhythm, naturalistic, physic-kinesthetic, intrapersonal and logic mathematic). However, the teacher must serve the students in class with

\textsuperscript{31} Nur Hadi, *Pembelajaran Kontekstual (Contextual Teaching and Learning/CTL)* ..., p 20
integrated learning strategies, so the learning process will be more effective for the students with their intelligence.

6. Using questioning techniques to explore the students learning, problem solving development and high-thinking order.

In order to achieve the goal of Contextual Teaching and Learning, kind and the questions level must be spoken. The question must be selected carefully in order to produce the high-thinking, responses, and the action that need by the students and all of audiences in contextual learning.

7. Applying the authentic assessment.

Authentic assessment evaluates the applying of knowledge and the students' complex thinking, it is better than just memorizing the actual information. An assessment is authentic when it involves students in tasks that are worthwhile, significant, and meaningful. Contextual teaching and learning nature condition needs the interdisciplinary assessment that ca measure knowledge and skills deeply and in variety way than disciplinary measured.

In addition, choosing appropriate and useful contextual examples is quite a complicated problem. The contextual example successful or not of course depends on whether or not the learning objectives laid down at the beginning are achieved successfully. These following principles are helpful to choose contextual examples:32

a. Contextual examples should be interesting and familiar to students. The examples are best easily observed in real life, or are widely reported, like social issues, or examples related to students' lives.

b. Good contextual examples should allow students to observe clearly and concretely the physical phenomena to be learned in an unambiguous manner. Situations that are too complicated or unrealistic explanations that may easily misled students should be avoided whenever possible.

c. Students should have the opportunity to make use of their knowledge in physics to solve certain problems inside a context. If possible, the context should provide some real data for students to do quantitative analysis, through which they can understand the underlying physical principles, and

then move on to solve realistic problems that are related to life or society. Students can participate in a learning activity to obtain the data from a real environment, or perform the analysis and exploration with computer digital videos or data provided by the teacher.

4. Strategies in Contextual Teaching and Learning (CTL)

We can see that contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives. However, the teacher should know the teaching strategies which associated with contextual theory. It is needed in order to make the teaching and learning process in a good guided.

The Center of Occupational Research Development (CORD) stated that there are five strategies for the teachers in applying the contextual teaching learning, they are called REACT.32

1. Relating
   Learning related with the real world experience context.

2. Experiencing
   Learning focused on the exploration, discovery, and invention.

3. Applying
   Learning should be presented into the context of useful.

4. Cooperating
   Learning through interpersonal communication context, togetherness, etc.

5. Transferring
   Learning through the use of knowledge in the situation or new context.

Moreover, Contextual learning occurs in close relationship with actual experience, allowing students to test academic theories through real world

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32 Nur Hadi, *Pembelajaran Kontextual (CONTEXTUAL TEACHING AND LEARNING/CTL)* ..., p.23
applications. Therefore, the teacher should incorporate the following six strategies:\(^\text{33}\)

- Emphasize problem-solving;
- Recognize the need for teaching and learning to occur in a variety of contexts such as home, community, and work sites;
- Teach students to monitor and direct their own learning so they become self-regulated learners;
- Anchor teaching in students diverse life-contexts;
- Encourage students to learn from each other and together; and
- Employ authentic assessment

In order for the preceding strategies to be used effectively, a teacher should be integrated with other commonly accepted good teaching practices. These other practices include promoting self-regulated learning, addressing student diversity when teaching, designing authentic assessment, and using questioning to develop higher order thinking skills. The effective use of CTL strategies also requires that teachers assume a variety of roles such as facilitator, organizer, coach, referee, and knowledge resource.

C. The Application of Contextual Teaching and Learning in Class

In applying the contextual teaching and learning in a classroom, the teacher should have applied seven components, those are:\(^\text{34}\)

1. Constructivism

Constructivism is the philosophy of contextual teaching and learning approach. The teacher transfer knowledge to the student and students learn step by step from the limited context and construct their own knowledge to find the deep understanding through meaningful learning experience.

The applications:

\(^{33}\) [http://www.phy.cuhk.edu.hk/contextual/approach/term/reflect_e.html](http://www.phy.cuhk.edu.hk/contextual/approach/term/reflect_e.html) (taken on April 24, 2008)

\(^{34}\) Nur Hadi, *Pembelajaran Kontekstual(Contextual Teaching and Learning/CTL)*..., p.31
students learn step by step from the limited context
- students construct their own knowledge
- Student find the deep understanding through meaningful experience

2. Inquiry
Inquiry is fundamental activity of contextual learning. Knowledge and skill got by the students expected not from remembering the facts, but from self inquiry. Inquiry is the regulated activities included observing, asking, analyzing and formulating theory whether individual or in group.
The applications:
- The regulated activities: watching, asking, analyzing and formulating the theory, either individual or group
- It is begun by watching, and then it explores to watch the concept or phenomenon
- It explores and uses the critical thinking

3. Questioning
Questioning is the major of contextual teaching and learning. Actually, this is not a new strategy of teaching. Teachers have already applied this strategy. What is new is that question not monopolized by the teacher but also asked by the students. The teacher lead the students to know something, suggest the students to get information, asses the students’ skill of critical thinking so it teaches the students think critically.
The applications:
- Support the student to know something
- Suggest the students to get information
- It is used to assess students’ skills of critical thinking
- It teaches the students to think critically

4. Learning community
Learning community suggest that the result of teaching and learning is resulted from doing task with other students in group. Grouping can lead the students to share their experiences among friends, solve the problems together, and create better learning than learn alone.

The applications:
- Speak and sharing the experience with the other students
- Working together with other students to create a better learning

5. Modeling
The teachers gave the example before giving the task to the students, and demonstrate what the students must learn. Model is not only from the teacher but also can be designed by the students.

The application:
- Demonstrate the teacher’s opinion
- Demonstrate how the teacher wants the students to learn
- Demonstrate what the teacher want the student can do it too

6. Reflection
Reflection plays an important role in contextual teaching and learning. Reflection is thinking, analyze and response toward what have learnt. It is done at the end of the teaching and learning process by asking about what already been student at the day.

The applications:
- The ways of thinking what have learnt
- Analyzing and response toward creation, activity and experience
- Make a note what heave learnt and how feel about the new ideas
- It can be formed: journal, discussion, and the art creation
7. Authentic Assessment

This is the process of collecting the data that can give the description of students learning development. To know the students developing in learning is not from the test given but from the participation of the students in the learning process whether in or out the class.

The applications:
- Evaluate with various ways and from many sources
- Measure the knowledge and the students skill
- Require of applying the knowledge or experience
- Contextual assignment and relevant
- Process and product can measure
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time

This research was held at SMP N 2 Ciputat which is located at Kampung Utan on May 2008. The writer did the research by teaching and observing the first year student of academic year 2007-2008. The writer taught them using Contextual Teaching and Learning Approach.

B. Method of Research

To get best result in doing the research, the writer prepared everything needed in this research. The writer used field research and library research in completing the research. In field research, the writer taught reading in the class using Contextual Teaching and Learning Approach then analyzed it. And in the library research the writer observed some theories and referential books to get some information concerning with the topic.

The method of the research that is used by the writer is descriptive analysis. According to Suharsimi Arikunto, Descriptive Research is a research that is proposed to gather the information about the status of phenomenon, which is condition when the research was done. Descriptive research does not need administration or controlling to the treatment. Descriptive research is purpose to make description about the situation or event and the phenomenon just the way it is and usually not directed to test the hypothesis, but the first some information which can be used for making an inference. In addition, in case study the researcher tries to pay attention depend to the individual or event.14

C. Unit Analysis

The writer analyzed the teaching and learning process, how to teach reading using Contextual Teaching and Learning Approach and what problems are faced by the teacher and the students during the teaching and learning process.

D. Research Instrument

The instruments used by the writer in doing the research were:

1. Teach
   The writer taught reading to the first year students at SMP N 2 Ciputat using Contextual Teaching and Learning Approach.

2. Interview
   The writer interviewed the first year students at SMP N 2 Ciputat about the teaching learning reading by using Contextual Teaching and Learning Approach. The writer gave interview form consist of several questions and the students were asked to write their own opinion about the teaching and learning activity in using Contextual Teaching and Learning Approach. The writer also asked several questions to their English teacher to support information needed.

E. Techniques of Data Collecting

To get the data about the teaching and learning process in reading, the writer observed and taught reading using Contextual Teaching and Learning Approach. While the teaching and learning process being doing, the writer noted everything happened and effect during the classes. And after, the writer interviewed the student about the learning activity. Then the writer analyzed the result of the interview and teaching learning process to find out the problems and how to solve it.

F. Technique of Data Analysis
In analyzing the data, the writer used descriptive analysis of the teaching and learning reading by using Contextual Teaching and Learning. It described the teaching and learning process and the problems that faced by the students and the teacher and find the solutions of the problems.
CHAPTER IV
RESEARCH FINDINGS

A. Teaching Learning Process

In this research, the writer was a researcher and has a role as a teacher in the classroom. She taught reading by using Contextual Teaching and Learning at the first year students. She taught two classes, 7.6 and 7.8 with the same topic and teaching scenario, each class two-time meeting. Therefore after this paragraph, the writer would like to call her self a teacher.

At the first meeting, firstly, the teacher taught 7.6 class. The teacher taught a descriptive text with the shopping’s theme. The teacher started the learning activity by giving a game, Arranging Words. Student who can arrange the words quickly got a present. It is necessary to make students more focus and have spirit to study. Next, the teacher leads students to the topic will be studied by showing pictures. The teacher asked the student what they had known about the picture and students respond to the teacher’s questions. It is important to connect the students’ knowledge to the material going to be taught. When all the students focused on the topic, teacher grouped the student. Teacher grouped the students based on spelling game; spell the word “SHOPPING”. The students were grouped into seven group based on the letter spelt by them. After that, the teacher distributed a descriptive text about Town Square to the students and asked them to find out the difficult words then share the words to their friends in a group. Each group discussed to find the difficult word’s meaning in the text. When each group finished the discussion, they shared the result of their group discussion with other group. Each group wrote their difficult words on the blackboard and discussed with all the students in the class to find its meaning. When all the difficult words were understood by all the students, the teacher read the text while the students listen carefully. Then the teacher asked the student to read the text loudly with good pronunciation and intonation. After finishing all the activities, the
teacher evaluated the students’ comprehension by giving a task. Each group was asked to answer a question and find the main idea of the text. Students did the task in a group. Then the learning process finished when the time was up.

After the 7.6 class was over, the teacher entered to the next class, 7.8. She taught 7.8 class using the same Teaching Scenario with the previous class, 7.6. All the activities were the same. The difference between the two classes was the duration time of the teaching and learning process. At the 7.6 class, the teacher finished all the activities in 90 minutes, whether at the 7.8 class in 80 minutes. This is because the 7.8 class is more enthusiastic, active and attentive. They did the teacher instruction seriously. It also influenced by the skill ability of 7.8 is higher than 7.6.

At the second meeting, firstly, the teacher taught 7.6 before entering to 7.8 class. She taught a descriptive text. The text was talking about hobbies. Before beginning the activity, the teacher did the brainstorm by giving some question related to the topic will be studied. The teacher use things around them to lead the student into the topic. The teacher asked the students’ hobbies in sport and then grouping the students based on their hobby. Each group consisted of six students. Then the teacher distributed a descriptive text about hobbies. Each group got different text. They were asked to find out what the text about. The students discussed the text in a group. Here, teacher has a role as a controller. While the students discussed the text in a group, the teacher walked around the class to control their activity. When all the group finished the discussion, the teacher asked them to present the result of their group discussion. Each group presented the text to others only by giving a key word, while another group guest what text about. To make the student more attentive and focus on the other group presentation, the teacher gave a point to group who can guess other group text. Group who got majority point will get reward. Each group got competition to reach the points. The activity finished when the time was up. Before closing the class, the teacher gave general conclusion about the material and asked to the students about the student’s difficulties during the learning process.
After the 7.6 class was over, the teacher taught the 7.8 class. As on the previous teaching, she taught 7.8 using the same Teaching Scenario. There is not different activity both of them. The two classes finished all the activities in the same time, 80 minutes. The difference between the two classes was only in the class environment. In 7.6, the students did the activities more attentive and active than 7.8. This is because the entering time of 7.6 earlier than 7.8. The 7.6 begin the English class at the first time whether the 7.8 at last time after they got a lot of subjects.

B. Evaluation

After the writer finished the teaching and learning process, there are some problems that were found by the researcher in teaching reading using contextual teaching and learning approach. The problems were faced during and before the learning process.

First problem found by researcher in applying CTL in teaching reading was teacher’s problem. The problem faced by teacher was selecting the suitable text. Teacher felt difficult to provide the texts that connect to the student knowledge. Whereas, connecting content with the context is one of the important components should be applied in CTL approach. It was an apart of bringing meaning to the learning process. Learning is greatly enhanced when it was presented in the context of relationships that are familiar to the student. Sometimes, the reading text that provided in the text book was not in context. Eventually, contextual teaching must relate the subject matter being taught with the students’ life. Therefore, teacher should look for another text from other sources. It was not easy to find out the suitable reading text that related to student’s life. Teacher should able to provided attractive text that familiar to the students. Teacher also should recognize student diversity then utilize student differences to broaden the student perspective and bring

15 http://www.texascollaborative.org/WhatWeKnowAboutLP.htm
out real science. Moreover, teacher should adjust the reading text with the theme that was provided by the curriculum.

Other problem that was faced by the teacher in applying CTL in teaching reading was control class. Contextual classroom happened when the students learning by doing, learn the material actively. Teacher should lead the students to construct their own knowledge by giving instruction that promotes critical thinking. It was a problem when some student didn’t follow the teacher’s instruction seriously. It made the classroom environment became chaos and noise. Teacher needed to loud the voice in giving instruction. And it was hard to control the situation in the classroom.

To overcome the problem, teacher divided the class into smaller groups to make easy in giving the instruction and to maximize their own or each others learning. Each group got different text. Albert (1967) stated that if the same materials and methods are used in each group, the main value of grouping is wasted. Therefore, teacher should recognize student diversity in reading skill. If the poor readers were given reading material which is too hard for them, it was not matter much when they try it in a small group. They can share knowledge and discuss their difficulties with other member in a group. Moreover, to make an efficiency in group be achieved, there are several thing should be noticed by the teacher. These are: an easy enough reading material should be provided, plan it carefully, give clear and specifics direction to each group, movable furniture, the length of periods, assign the student who are not join the activity with other activity, find a chairman of each group to control the group, and group instruction should not eliminate the need for individual attention.

Second problem found by researcher in applying CTL in teaching reading was student’s problem. The problem faced by students was type of the learning activities. Students were unusual with the activity and confused about

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16 Albert J Harris, Readings on Reading instruction, (New York: David McKay Company, INC, 1967) p. 140

17 Albert J Harris, Reading on..., p. 142
the roles. This is because the learning types they used before CTL approach was dominated by the teacher. They only listen to the teacher explanation about the theory and had little bit opportunity to practice and to construct their own understanding. So that when the teacher created activities that involve students’ participation they feel shy to express their ideas and unwilling use the target language. They afraid to get false and worried will be laugh by their friends. Therefore, to overcome this problem teacher must create learning activity that engaged the student actively. And give interesting materials that elicit the students’ curiosity. By providing interesting materials, student will be elicited to ask some question to construct their own knowledge, motivated to think critically, and use the target language actively. Teacher was also demanded to become a creative in presenting the material, encouraged the student become active, and give the student opportunity to share their opinion. Creativity and versatility in teaching are the basic requirements for successful teaching.¹⁸

Other problem that was faced by the student was comprehension. They feel difficult to comprehend the text. This is because their skill ability in reading was low. Moreover, lack of vocabulary was one of the reasons why they felt difficult to comprehend the text. To overcome this problem, teacher asked the student to bring dictionary. Rebecca M Vallate as in Reading Technique for Collage Students of Sukirah Kustaryo said that the ability to understand the target language greatly depends on one’s knowledge of vocabulary in the broader sense. This proves that student who didn’t know English vocabulary fairly well will have problems when facing new materials which are more complex than those at high school. To minimize their problem, they should be obligated and rained to use English –English Dictionaries which are rarely useful for them to maintain either the meaning of the words in context or type of sentences in which the words are constructed. This is will strengthen the student willingness to learn not only English, but

also other discipline as well. Moreover, the two elements should be built up in order to develop reading skill are vocabulary proficiency and the reading techniques. These two elements influenced the comprehension. The teacher should build up these to elements in order to make the student read fast and understand rapidly what they read.  

19 Sukirah Kustaryo, *Reading Techniques for Collage Students*, (Jakarta: P2LPTK Dirjen Dikti Depdikbud, 1998), p.3-4
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the preceding explanation, researcher concludes that teaching reading through contextual teaching and learning approach can made the learning in reading more enjoyable. It seems the students were not forced by the teacher to learn the subject matter. The students learn by relating the material to their own frames and then constructing their new knowledge their self. Teacher just encouraged, suggested, and motivated student through interesting learning strategy.

Using contextual Teaching and Learning approach can be one alternative way to increase student skill in reading. By using this approach, students were encouraged increasing their skill by constructing their own understanding. They experienced the knowledge themselves and shared the knowledge with other member in classroom. Moreover, the teacher should prepare the strategies to make this approach really implemented in the classroom.

In conducting this research, the writer also found some problems that faced by the teacher and the student. Selecting the suitable text and control class was a problem that faced by the teacher while types of learning activity and comprehension was problem faced by the student. Both of the problems could be solved by the researcher used some theories provided.

B. Suggestion

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

1. Preparing and selecting the appropriate method should be done by the teacher in order to make the learning process work successfully.
2. In using any teaching approach the teacher should notice some aspect supported.

3. Teacher should give interesting text and creative in developing some teaching strategy to make the learning process more interesting and enjoyable.

4. Teacher should always improve their teaching ability in order to achieve the goal of study. Therefore teacher need to read a lot of books, participating in seminar or maybe sharing information with other teachers.