



THE APPLICATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN TEACHING AND LEARNING READING FOR THE ELEVENTH GRADE STUDENTS OF SMA N 1 JATINOM

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Abstrak

Penelitian ini bertujuan untuk menjawab pertanyaan yang menjadi permasalahan penelitian ini: “Bagaimana penerapan Contextual Teaching and Learning (CTL) dalam pembelajaran membaca pada siswa kelas XI SMA N 1 Jatinom?”. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi dalam proses penerapan metode pembelajaran Contextual Teaching and Learning (CTL). Penelitian ini menggunakan empat langkah untuk menganalisis data, yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Langkah penerapan Contextual Teaching and Learning (CTL) Pada langkah pertama guru menyampaikan materi kepada siswa dan meminta untuk menyimak materi yang sedang dijelaskan. Kedua, guru meminta siswa untuk membacakan beberapa materi yang telah dijelaskan. Ketiga, guru membuat diskusi kelompok dengan membagi siswa menjadi empat kelompok, setiap kelompok terdiri dari delapan siswa. Keempat, siswa melakukan diskusi dengan kelompoknya. Terakhir, siswa menunjukkan hasil diskusinya. Setelah menerapkan model Contextual Teaching and Learning (CTL), siswa menjadi lebih mudah memahami materi dan proses belajar mengajar menjadi lebih aktif dan interaktif.

Kata Kunci: pengajaran membaca; membaca; model Contextual Teaching and Learning (CTL)

Abstract

The study aims to answer the question which becomes problem of this study: “How is the application of the Contextual Teaching and Learning (CTL) in teaching and learning reading for the eleventh grade students of SMA N 1 Jatinom?”. The data are collected through observation, interview, and documentation in the process of the implementation of the Contextual Teaching and Learning (CTL) learning method. This study uses four steps to analyze data, namely data collection, data reduction, data display, and conclusions drawing. The step of application of Contextual Teaching and Learning (CTL) In the first step the teacher conveys the material to students and asks to listen to the material being explained. Secondly, the teacher asks students to read some of the material that has been explained. Thirdly, the teacher makes group discussions by dividing students into four groups, each group consisting of eight students. The fourth, students conducted discussions with their groups. Finally, students show the results of their discussion. After applying the Contextual Teaching and Learning (CTL) model, it becomes easier for students to understand the material and the teaching and learning process becomes more active and interactive.

Keywords: application; reading; Contextual Teaching and Learning (CTL) model

INTRODUCTION

English has four language learning skills that must be understood by students. The four skills are speaking, listening, reading, and writing. Writing and speaking are productive skills, while reading and listening are receptive skills. These four skills must be mastered by students, especially reading skills. They must also be supported by three aspects of language, grammar, vocabulary, and spelling.

Reading is an activity in which a reader searches for meaning and analyzes what is in a text. Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies (Pourhosein Gilakjani & Sabouri, 2016). An influencing process means an interactive process between what the reader knows about the meaning in the text given by the researcher. Effective reading strategies are considered significant skills that have received a special focus on students' reading comprehension.

Reading is useful for language acquisition (Harmer, 2007). Students more or less understand what they read, the more they read, the better they get at it. It means by reading the students will think about how to create the meaning of the text that they have read. Reading comprehension is a crucial component of second language acquisition (Shehu, 2015). As a core part of language learning it is obviously not an effortless process. Students often complain of not understanding a text; therefore, they fail in answering the comprehensive questions.

Reading is an activity to gain information from the content of the reading text, by understanding and interpreting a reading. It could be known that students had some problems with the reading activity. Consequently, a study is needed to increase the student's ability to read, which can be in the form of virtual or online learning and face-to-face learning.

Based on the observations to the

eleventh grade students of SMA N 1 Jatinom, the researcher found that the students have some difficulties in teaching and learning reading. Students have difficulty understanding the material after reading the text individually. The researcher can see this difficulty when students are asked to explain more about what they have read by the teacher.

According to Peraturan Pemerintah Republik Indonesia Nomor 32 (2013), the learning process in educational units is carried out interactively, inspiring, fun, and challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students. So, teaching and learning English should be attractive for the students to make them active in learning activities, especially in learning reading skills.

In addition to the knowledge mentioned above the teacher must also cultivate at least basic knowledge of methodologies to systematically monitor and analyze their own practice, as well as introduce their work in their professional papers (Podgornik & Vogrinc, 2017). The statement above is a problem that may affect the students uninterested in the teaching and learning process. So, the teacher should try another model in the process of teaching and learning to make the students more interested in reading activities.

After understanding the reading problems faced by students, the researcher needs an appropriate model that can make students interested in the teaching and learning process of reading. One of the innovative models that makes students more active and creative in learning to read is Contextual Teaching and Learning (CTL). Contextual Teaching and Learning (CTL) is a learning model that demands teacher creativity in linking subject matter with students' real lives in order to help students interpret the material more easily.

The application of the CTL model involves students in important activities that help them relate academic lessons to the real-life context they face. Based on the explanation above, the researcher wants to conduct a study entitled “The Application of Contextual Teaching and Learning (CTL) in Teaching and Learning Reading for the Eleventh Grade Students of SMA N 1 Jatinom.

RESEARCH METHOD

Qualitative methods are not as fast in analyzing data as quantitative research but data in qualitative studies requires a deeper systematic process. This is because qualitative researchers tend to use the non-positivist reality model (Silverman, D., and Marvasti, 2008). The subjects of this study were XI IPS 3 students at SMA Negeri 1 Jatinom in the academic year 2022/2023, with 21 students consisting of 16 male students and 19 female students.

In this study, data were the results of classroom observation, interview, and documentation of learning to read by applying the Contextual Teaching and Learning (CTL) model of the eleventh grade students of SMA N 1 Jatinom. The obstacles found by the English teacher, and the solutions by the English teacher. The data came from teaching writing events, and the informants consisted of teachers and students.

The data were collected using observation, interviews, and documentation techniques (Creswell, 2014). The data were dubious was validated with a triangulation technique (Hussein, 2009; Honorene, 2017). The collected data were analyzed using descriptive analysis refers to the theory of Miles, Huberman, consisting of data collection (Creswell, 2014), data reduction (Miles et al., 2014), data display (Miles et al., 2014), and drawing and verifying conclusions (Miles et al., 2014).

RESULTS AND DISCUSSION

In learning English the students are active. Students listen well to what is explained by the teacher. In addition, the students also ask questions actively when they have difficulties. When students feel difficult, the teacher tells them by giving the answer

and giving simple and interesting hints. With this strategy, a teacher has built a communicative classroom. It is in accordance with the quote that learning in the classroom must be interactive, inspiring, and fun and motivate students to play an active role in learning (*Peraturan Menteri Pendidikan Nomor 16, Pasal 9, Ayat 1, 2022*).

Before teaching, the teacher must prepare the material according to the syllabus so that the teacher can make a lesson plan easily. Lesson plan must correlate with the curriculum, curriculum is a subject in schools, colleges, etc. (Hornby, 2006). Curriculum is a process of teaching and learning in schools that is influenced by the environment. In addition, teacher must also increase the sense of relevance of curriculum outcomes to improve academic achievement and help create lesson plans for teaching and learning.

Based on the results of interviews with students, they argue that the process of learning to read in class is very fun, interesting, and easy. In learning to read, the benefits are that it is easier for students to understand the material more deeply and by reading they are not bored with the text they are reading. In learning English, especially in reading, they experience some difficulties including poor pronunciation, lack of vocabulary, and understanding and interpreting the meaning of what they read. However, by applying the CTL model, they argue that this model makes it easier for them to improve their reading skills and they feel involved in learning both individually and in groups. Most students feel more active in learning to read, for example in individual reading activities and group discussions. From the results of the interview above, it can be said that the selection of the material suited well. The students felt it a lot easier to read using Contextual Teaching and Learning (CTL) learning model that had been adapted to the students.

As stated by Nurgiyantoro students can understand the text well and can read it correctly. The success of reading can be seen from the detailed understanding of the content of the text, the fluency of expression, the accuracy of diction, the accuracy of sentence structure, and the meaningfulness of the narrative (Nurgiyantoro, 2013). Students can

succeed in reading by working together with their group mates. Students help each other, they solve problems together. They help each other in understanding the contents of the reading and also how to read it.

To get the results of students learned achievement, the teacher gave assignments to find out the extent to which students understand what had been learned through the model that had been applied by the teacher. Students' assignments were used to find out whether the strategy could improve students' ability in reading comprehension.

In this study, the researcher acts as an observer. The teacher collected students' assignments and then analyzed them. Based on the student's assignments, they can answer all the questions. However, students still have some mistakes in answering the questions. The students completed the task easily by discussing it with their own groups. Then the teacher also assesses students from all aspects, especially from the aspect of reading skills. The results of the teacher's assessment of students before and after using the Contextual Teaching and Learning (CTL) model in reading skills.

From the students' scores, it is hoped that the CTL model can help and can be applied to future situations. When the teaching and learning process with the CTL model begins, the atmosphere in the classroom becomes better, because communication between students is established. The CTL model can help them develop ideas for reading and improve learning activities for students. Many students' responses gave a positive impression of using the CTL model. The teacher also gives the impression that the CTL model needs to be applied so that students don't get bored easily in teaching and learning activities. This can be used to motivate students and make it easier for students to read the text. According to the teacher, the CTL model can be applied at all levels because with this CTL model students are more active in capturing material.

Below are the results of the teacher's assessment of students before and after using the Contextual Teaching and Learning (CTL) model in reading skills.

Table 1. Student's Scores before and after Using CTL

No.	Name	Before Using CTL	After Using CTL
1.	AAF	80	83
2.	APW	80	81
3.	AF	77	90
4.	AAD	78	80
5.	AS	80	82
6.	AANC	78	81
7.	ACF	75	85
8.	BPN	74	90
9.	DPP	82	85
10.	EF	80	81
11.	EEA	81	83
12.	EAA	72	90
13.	FGNH	83	85
14.	FES	82	78
15.	FAR	83	84
16.	GAS	76	90
17.	IDS	80	82
18.	KPM	81	83
19.	LS	74	78
20.	LH	73	75
21.	MICP	81	84
22.	MR	78	80
23.	OPIR	80	82
24.	ODS	81	83
25.	RW	73	75
26.	RM	81	82
27.	RTA	75	80
28.	RRO	78	80
29.	SKA	81	85
30.	SFN	78	80
31.	SNS	74	85
32.	S	76	80
33.	TPS	75	90
34.	VNT	75	80
35.	WS	77	82
Average		78.20	82.69

Based on Table 1 above, shows that the use of the CTL model can increase students' reading scores. This can be proven in the average value of students before using the CTL model the students' average was 78.20 and after using the CTL model the students' average increased to 82.69.

In this case, reading success can also be seen from the score given by the teacher before and after using the CTL model. Students' scores indicate that students are successful in using the CTL model. Students' scores after using the CTL model were greater than before using it. This means that the use of the CTL model succeeded in increasing students' scores, especially in reading.

In addition, the students' score also increases. Before the CTL model was applied, their mean score is 78.20, and after it was applied, their mean score is 82.69.

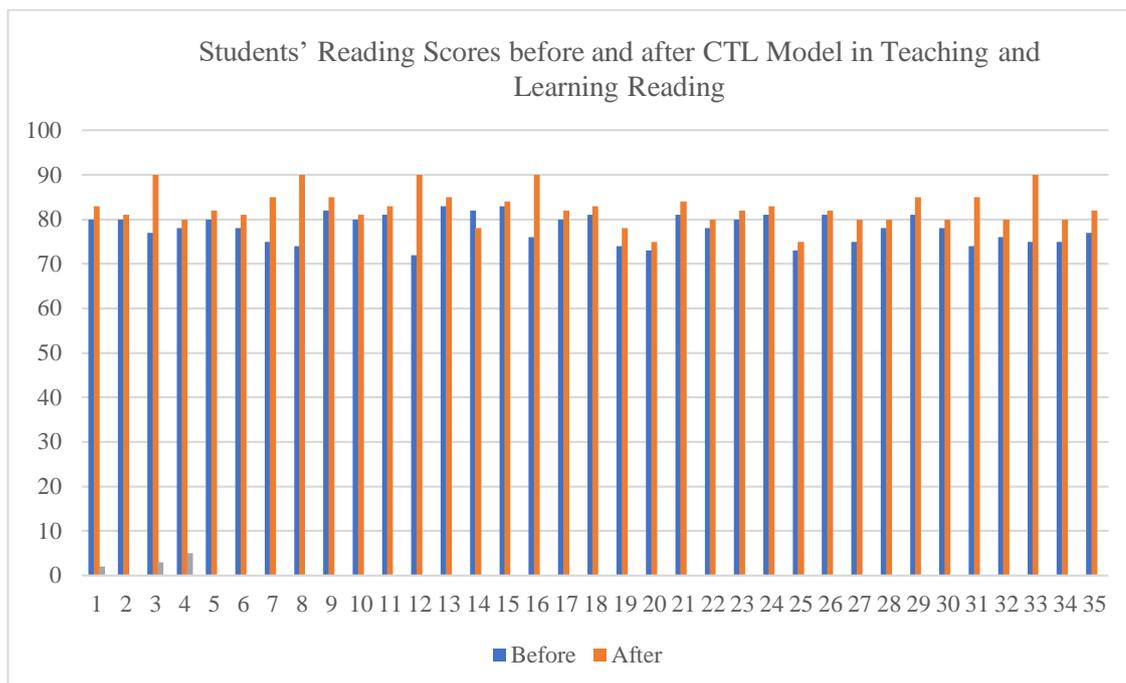


Chart 1. The Students' Reading Scores before and after CTL Model in Teaching and Learning Reading

Based on the chart above, it was found that there was an increase in each students' reading achievement between before and after applying the CTL model. Before the application of the CTL model, the students' highest scores were 83 and the students' lowest scores were 72. It was very different after the teacher applied the CTL model in teaching reading, the students' scores increased with the highest score of 90 and the lowest score of 75.

Table 2. Intervals Value

No	Criteria	Score	Frequency
1.	Very Good	86-100	5
2.	Good	71-85	30
3.	Sufficient	56-70	0
4.	Poor	<55	0
Total			35

Based on Table 2 above, if it is made in the form of a percentage, a percentage of 85.72% is obtained for students who get good criteria, and the remaining 14.28% is included in the very good criteria. Besides that, the researcher sees that there are no students who get sufficient and poor scores. This means that

the CTL model is successfully used to increase students' reading scores.

CONCLUSION

Based on the results of the study conducted in XI IPS 3 of SMA Negeri 1 Jatinom by applying of the Contextual Teaching and Learning (CTL) in teaching reading, it can be concluded as follows.

1. The process of teaching reading by applying of the Contextual Teaching and Learning (CTL) for the eleventh grade students of IPS 3 at SMA Negeri 1 Jatinom, the teacher has applied the four stages of the CTL model well. In addition, two-way communication was established between the teacher and the students, which can be seen from the students' responsiveness to the questions posed by the teacher. Then, in learning activities, the teacher not only explained the material and asked students to did the assignments, but also provided assistance and acted as a facilitator for the students. It can be seen from the teachers' actions in accompanied,

- supervised, controlled, and motivated the students during the learning process in the classroom.
2. The students' reading achievement of the eleventh grade students of IPS 3 at SMA Negeri 1 Jatinom were 5 students in the very good criteria for the highest criteria, and 30 students in the good criteria. The data was obtained and analyzed from 35 student worksheets.
 3. The obstacles were found by the English teacher in teaching reading by applying a Contextual Teaching and Learning (CTL) were as follows.
 - a. The teacher had a problem managing teaching time, the students lacked time to do the assignments given. It caused the teacher to be unable to give feedback on the results of the students' discussions to the fullest.
 - b. The students' lacked vocabulary in English, so they could not read their ideas in reading English.
 - c. The students were not confident about the results of their reading. It was because the students were afraid that their reading did not match what the teacher meant and explained before.
 4. The solutions of the obstacles found by the English teacher in teaching reading by applying a Contextual Teaching and Learning (CTL) was the teacher asked the students to read frequently so that their vocabulary was honed, and the teacher also forced them to start reading and put aside their insecurities just because the rules in reading for the results were not as expected. Then, the teacher also made the students aware that reading could not be done all at once, so reading must be trained and developed continuously, slowly, and carefully, that can make them confident.

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