USING CONTEXTUAL TEACHING AND LEARNING (CTL)

IN READING SKILL

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ABSTRACT


The aims of research are to know whether CTL improve students’ reading skill and to know how far was improvement of students’ reading skill using CTL especially in XI AK grade studentsat SMK PGRI SRAGEN in 2016/2017 academic year. CTL is one of best strategy that is appropriate with students’ characteristic to be more focus and easier in learning reading.

The researcher used Classroom Action Research in class XI AK at SMK PGRI SRAGEN in 2016/2017 Academic Year. There were 30 totals students consisting of 28 girls students and 2 boys student. The research was conducted in two cycles and every cycle consisted of three meetings. The researcher used qualitative and quantitative data analysis. The qualitative data involved interview, documentation, document, and observation. The quantitative data was taken from the reading test before and after cycle were implemented.

Based on score of reading test, the research concludes that CTL could improve students’ reading skill. The improvement in students’ reading skill could be shown by the results of pre-test and post-test. The main score of pre-test was 50, it improved in post-test 1 to 65.53. The main score of post-test 1 was 65.53, and improved in post-test 2 to 79.26. Teaching English reading improv the students’ reading skill but also improve classroom situation and students’ behaviour.

Keywords: reading skill, contextual teaching and learning, classroom action research.
INTRODUCTION

Nowadays, English is used as general language to communicate with other countries. English is the most common language used in international communication. English as an international language; it is obvious that in the developing countries, it has become more and more important. In the education world, the government asks all schools in Indonesia to use English as one of the majors in learning process.

Reading is the most complex and difficult for most students in Indonesia especially for second grade students in vocational. All those students who study reading would agree that reading comprehension is not a simple process. Because English is a second or foreign language, the students’ still find difficulties in comprehending the English text. According to Johnson (2008 : 3), reading is the practice of using text to create meaning. Being a good teacher of reading starts with an understanding of what reading is.

An English teacher must have good responsibility as they are demanded to have teaching strategy in order to solve the problem. They are demanded to motivate the students in order to learn English well. Students often complain that they do not like to read the text because it is not interesting. In many cases this is a true statement, but it does not remove the fact that in many classes if student do not read the text, they will not be able to do the final examination. The difficulties of the reading material can encourage or discourage a student from studying the text.
A preliminary observation in the second years students of SMK PGRI SRAGEN shows that the reading ability of students was unsatisfactory. They had difficulties in mastering the above skills, especially reading. Most of the students did not know the real of reading skill. They read because the teacher wanted them to read. The students were not interested in reading text book. They thought that reading makes them bored and tired, because they tend to read word by word. In other word, the students had less motivation and interest in reading.

The researcher used the method in teaching reading skill that is Contextual Teaching and Learning. This method requires the teachers to be able to make interesting materials for the students in the process of teaching and they have to know how to apply it. The teacher should attract the students’ attention and make them becoming creative and active. The researcher tried to implement Contextual Teaching and Learning Method in teaching reading skill to second grade. Contextual Teaching and Learning is an alternative in terms of reading material. It is an activity which is completely contained in a single worksheet.

The role of each student in Contextual Teaching and Learning is to participate actively, reading the text, writing the questions, and predicting. During the Contextual Teaching and Learning activity the teacher becomes a facilitator. The teacher monitors the students, helping them to clear up the doubt.
METHODOLOGY

This study is Classroom Action Research. It was conducted at SMK PGRI SRAGEN which is located on Jln. Plumbungan Karangmalang Sragen Jawa Tengah 57292. The subject of this study was students of class XIC, consist of 30 students (2 boys) and (28 girls).

This study was conducted into two cycles. Each cycle consisted of several stages of Classroom Action Research procedure, they are: planning, Acting, and Reflecting. In planning, the researcher prepared lesson plans, teaching materials, and teaching media to be taught to the students. In acting, the research implemented the lesson plans by using Contextual Teaching and Learning (CTL) in Reading class. In observing, the research observed the weaknesses and strengths during teaching and learning process by using Contextual Teaching and Learning (CTL). In the last step of reflection, the research evaluated the use of Contextual Teaching and Learning (CTL) in reading class to improve students’ reading skill. Thus, the research could continue study to the afterward point. In collecting data, the students were given tests of pre-test 1, post-test 1, and post-test 2. In the pre-test the students were given test to read descriptive text based on the task. In post-test 1, the students were given test of free reading according to their experience by using Contextual Teaching and Learning (CTL). The last, in post-test 2 the students were asked to make a descriptive text according to the task.
RESULT AND DISCUSSION

The action research consisted of two cycles. Each cycle followed the procedures of action research involved planning, acting, observing, and reflecting. Every cycle was conducted in three meetings, the first and the second meeting was implementation of the action, the third meeting was post-test. Every meeting 80 minutes. The topic of this research was people. The timetable of the action research could be presented in the following table:

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Meeting</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Cycle</td>
<td>1</td>
<td>29 September</td>
<td>08.00-09.00</td>
<td>Pre-test</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>6 October 2016</td>
<td>08.09-10.00</td>
<td>Meeting 1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>8 October 2016</td>
<td>07.00-08.20</td>
<td>Meeting 2</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>13 October 2016</td>
<td>08.00-09.10</td>
<td>Post-test1</td>
</tr>
<tr>
<td>Second Cycle</td>
<td>1</td>
<td>20 October 2016</td>
<td>08.00-09.10</td>
<td>Meeting 1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>22 October 2016</td>
<td>07.00-08.20</td>
<td>Meeting 2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>27 October 2016</td>
<td>08.00-09.10</td>
<td>Post-test2</td>
</tr>
</tbody>
</table>

Moreover, CTL was suitable for teaching or learning. The researcher also found some improvements in classroom situation, as follows:

The class situation became more fun and active learning during teaching learning process. The students were more enthusiastic during the teaching learning process. The students were also active in discussing the reading task with their group. It helped them to find their motivation to learn English lesson. The students were not bored anymore during the teaching learning process. The students did their task by themselves. Beside that, the improvement could also be seen from the students mean
score from pre-test until post test two. The improvements are clearly seen on their mean score in every cycle, as follows:

<table>
<thead>
<tr>
<th>Mean of Pre-test</th>
<th>Mean of Post-test 1</th>
<th>Mean of Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>65.53</td>
<td>79.26</td>
</tr>
</tbody>
</table>

Based on the result above, it could be concluded that using CTL could improve the students’ reading skill at the Eleventh grade students of SMK PGRI Sragen in 2016/2017 academic year.

Meanwhile, in collecting qualitative data was collected by the researcher of the students’ scores of the tests. It was included pre-test, post-test 1, and post-test 2. The researcher recorded overall the students’ score used video. It was done by her as evidence of the research. The researcher also conveyed the students’ scores to the transcript in order to assess the students’ reading skill based on the reading elements assessments. From the scores above, it showed the significant improvement in each test. Started average score is pre-test 50, the average score of post-test 1 is 65.53, and post-test 2 is 79.26. It is proven that the students’ reading skill improves and reach the standard.

**CONCLUSION**

Based on the results of the action research, the researcher can conclude that:

CTL can improve students’ reading skill. The students could improve their reading using CTL. The improvement of students’ reading skill can be seen from their ability
as follows: (1) starting main idea of the text, (2) sind the synonym of word, (3) able to find the reference, and (4) able to find the explicit and implicit information. The improvements could be seen on their post-test result in each cycle. CTL is an effective to be applied in reading class. The method involved students’ participation and gained more attention. The students were more active, fun, and interesting in the teaching and learning process. They were also enthusiastic in joining the lesson. They were more confident in sharing their idea to the member of the group and presented their result to the others. The situation of teaching learning became cooperative work.

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