



ISSN 2080 9628

a  
triannual  
publication  
on the study of  
English Language Teaching

Volume 4, Number 1, February 2018

**The Effect of Using Contextual Teaching and Learning to Eighth Graders' Reading Comprehension at SMP 3 PSKD Jakarta**

**Fransisca Lafayette Sianipar**  
[fransisca.lafayette@yahoo.com](mailto:fransisca.lafayette@yahoo.com)  
SMP 3 PSKD Jakarta

---

**Abstract**

This research was an experimental research. It aimed to investigate the effect of using Contextual Teaching and Learning method on students' reading comprehension to the eighth graders at SMP 3 PSKD Jakarta. To meet the aim, this research was conducted in two classes. Each class consisted of 30 students. The experimental group (VIII A) was taught using CTL method and control group (VIII B) was taught using drilling method. The classes were held twice a week and the research was conducted over a period of one months. Pre-test and post-test were employed to collect data. Both the pre-test and the post-test were administered in the two groups. The data were analyzed using SPSS version 19.0 software. These data analysis were applied for analyzing the data obtained from four sets of tests. Data analysis showed that there is a significant effect of using Contextual Teaching and Learning Method toward students' reading comprehension. It can be seen through the mean scores of post-test in the experimental group is 16.10 and the mean score of post-test in the control group is 15.95. Based on the result it can be said that Contextual Teaching and Learning significantly affected the eighth graders' reading comprehension at SMP 3 PSKD Jakarta.

**Keywords:** *experimental research, contextual teaching and learning, reading comprehension*

---

## **Introduction**

Reading is a complex activity deploying a large number of separate actions. One should use the understanding and imagination, observing, and remembering. We cannot read without moving the eyes or using our minds. Comprehension and reading speed become very dependent on proficiency in performing all the necessary organs for it. Reading is central to the learning process. By reading activity, people may gain important information that is not presented by teachers in the classroom. Dakhi (2009) defined reading is the interaction between reader and the text. In this case, the degree of reader's understanding is determined by the readers' power of thinking analyzing any ideas narrated in the text. His or her critical thinking to look at messages is his or her interaction towards the text itself.

To understand the reading process and common characteristics of their students, teachers need to be familiar with various approaches to teaching reading so that they can make wise choice about how to teach. 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. To facilitate teaching reading comprehension in the classroom, the students need to understand the approach. Contextual Teaching and Learning may become a suitable approach in teaching reading comprehension in the classroom.

One of the most difficult tasks of a language teacher in the context of teaching English as a foreign language is to grow students' attitude toward reading. It is caused by the limited time and other obstacles they face during the teaching and learning process. Teachers are often unable to encourage students to find entertaining and interesting information in reading materials. Therefore it often creates a negative mind-set in students who consider the effort to interact with reading materials as an unattractive activity compared to the process they may get from visual electronic media.

However, reading programs may help students develop their language skills necessary for success. But it is hard to implement an effective reading program, especially in countries where English is treated as foreign language. The success of implementing reading programs will depend on the students' interest. Since the beginning of reading material, reading must be

comprehensive and meaningful. That is the teaching of early reading; children should be given material in a complete form, such as stories and poems.

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. Therefore, the students have to make connections between what they are learning and how they are applying their knowledge in real life situation.

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 connect academic studies to their real-life situation. Moreover, students were encouraged to develop their own skill and given opportunities to practice their skill.

Before conducting the research, the researcher did a pre observation at SMP 3 PSKD, it is found out that the students still get difficulties in comprehending the English text. It is indicated by their low score of reading comprehension. Commonly, the students face the difficulty in finding the main idea and supporting details, in getting meaning of word, phrase, and sentences in understanding text organization and in answering the question dealing with the text. In addition, the students are not enthusiastic and interested in learning reading. They find it difficult in comprehending a text when finding many new vocabularies and look sleepy and bored during the lesson. The students are not actively engaged in learning activities.

In order to help students' problems to enhance their reading ability, the researcher would like to use the contextual teaching and learning to make it easier. This approach assumes that learning process would be actually occurring if the students could find meaningful correlation between abstract thinking and practical application in the real context. In such learning experience, facts, concepts, principles and procedures as subject materials that are internalized through discovery, reinforcement, interrelationship, and integrated processes. Contextual learning is coordination between subject materials or content and intellectual skills that should be possessed by students in a situation which is suitable with the students' cognitive psychology and environmental needs.

There has been a plethora of Contextual Teaching and Learning research. The researcher take review of related literature from other references as comparison that closes relation to the Contextual Teaching and Learning. Ningrum's (2004), in her research, she analyzed about how to overcome student learning difficulties. The mean score of post test in the experimental group is 81,75 and the mean score of post test in the control group is 75,75. She revealed that teaching and learning at school is only focus grammar instruction and less gave chance to students to practice speak English. So the teacher should choose other teaching methods like Contextual Teaching and Learning that can emphasize in active learning student. So that it will build interaction in teaching and learning.

The other research is done by Mudhofar (2005), in his research, he analyzed about how to improve the concept of linear programming. The mean score of post test in the experimental group is 85,75 and the mean score of post test in the control group is 80,75. He revealed that CTL has a purpose to give students the skills connecting mathematics with daily life and apply them in the questions. The use of CTL model needs to be given by teachers in teaching and learning, in order to achieve better learning results.

The similarities with these researches are the research uses contextual learning strategies. This approach involves students fully in the learning process. Learning Contextual is not only listen, and record, but learning is a process experienced directly. This strategy focuses on students' full engagement process in order to find material to learn and connect it with real life situations, encouraging students to be able to apply it to their lives. Essentially, this research has no difference with the researches above. The only difference is the subject, application, and the media that used of the research. In this research, the application of CTL method in teaching reading comprehension is to read the text using various media such as magazine, newspaper, tabloids, etc.

Considering how important the method is, the researcher tries to know the use of Contextual Teaching and Learning to make the students more comprehend and be interested in reading subject and also to find out whether or not the method is effective in reading comprehension. The statement of the problem is then formulated as follows: "is there any significant effect of using Contextual Teaching and Learning toward the eighth grade students of SMP 3 PSKD?"

## Method

This research was an experimental research aiming to investigate the effect of Contextual Teaching and Learning on students' reading comprehension at SMP 3 PSKD Jakarta in academic year 2016/2017. The data were quantitative. The researcher used VIII A, consisting 30 students, as the experimental class; and VIII B consisting 30 students, as the control class. This research use two variables: Contextual Teaching and Learning Method as the independent variable and reading comprehension as the dependent variable.

## Findings and Discussions

In order to find out the initial competences of the participants in degrees of comparison, the researcher analyzed the pre-test scores of both groups, the control and experiment groups. The process of analysis used descriptive statistic analysis technique, the analysis results of data were described Table 1.

Table 1:  
*The Participants' Pre-Test Competences in Reading Comprehension*

|            | n  | Minimum | Maximum | Mean   |
|------------|----|---------|---------|--------|
| Experiment | 30 | 5.00    | 20.00   | 13.60  |
| Control    | 30 | 7.00    | 18.00   | 13.27  |
| X          |    | 6.00    | 19.00   | 13.435 |

Table 1 shows that the mean score of the experimental group was 13.60 points; while the mean score of control group was 13.27 points. It indicated that the averages of the scores of both groups were 13.435 points. The average minimum score of both groups were 6 and the average maximum score were 19.

The analysis output of the post-test and pre-test scores of experimental group are shown Table 2.

Table 2:  
*The Participants Development on Reading Comprehension Experimental Group*

| Groups       | Test      | Mean  | Minimum | Maximum |
|--------------|-----------|-------|---------|---------|
| Experimental | Post-test | 16.10 | 9.00    | 20.00   |
|              | Pre-test  | 13.60 | 5.00    | 20.00   |
|              | Gains     | 2.50  | 4.00    | 0.00    |

Table 2 shows that in the experiment group, there were increases of scores in post-test compared to those in the pre-test. In pre-test, the mean was 13.60 points, while in the post-test mean was 16.10 points. The analysis output of the pre-test and post-test scores of control group are shows as in the following table:

Table 3  
*The Participants' Development on Reading Comprehension in Control Group*

| Groups  | Test      | Mean  | Minimum | Maximum |
|---------|-----------|-------|---------|---------|
| Control | Post-test | 15.97 | 8.00    | 20.00   |
|         | Pre-test  | 13.27 | 7.00    | 18.00   |
|         | Gains     | 2.70  | 1.00    | 2.00    |

Table 3 shows that in control group, there were increases of scores in post-test compared to those in the pre-test. It is displayed the gained scores of the pre-test the mean score was 13,27 points while in the post-test the score was 15.97 points. To sum up, this finding supports a concept that language is not biologically inherited, but it is mastered through some efforts (Dakhi, 2016). The teaching method and students' learning attitude made it happen.

## Conclusion

Based on the findings and discussions, the researcher concluded that there is a significant effect of Contextual Teaching and Learning method on reading comprehension. This conclusion was based on 2 evidences. First, the differences between the post-test and pre-test mean scores of the experimental and control group (2.50 points and 2.70 points). Then, based on the research hypotheses test, it shows that the Sig. value  $2 (.000) < 0.05$  the sig  $\alpha (0.05)$ .

## References

- Bordens, K., & Abbott, B. (2011). *Research design and methods: A process approach, Eighth edition*. New York: The McGraw-Hill Companies, Inc.
- A, P. N. (1991). *Vocabulary development skill*. Yogyakarta: Kanisius.
- Ali, M. (1984). *Penelitian kependidikan prosedur dan strategi*. Bandung: Angkasa.
- Anderson, N. J. (2003). *Active skill for reading, student book 4*. Boston: Henley a Division of Thomson Learning, Inc.
- Armbruster, B. B. (2000). *Put reading first: The research building blocks for teaching* (3rd ed.). USA: National Institute for Literacy.
- Artanti, E. F. (2015). *A classroom action research at the fifth grade of SDN Jatisobo 02 in the academic year of 2014/2015*. (Undergraduate's thesis, Slamet Riyadi University, Surakarta, Indonesia). Retrieved from [jurnal-mahasiswa.unisri.ac.id/index.php/fkiping/article/download/213/156](http://jurnal-mahasiswa.unisri.ac.id/index.php/fkiping/article/download/213/156)
- Cahyono, B. Y. (2001). *The teaching of English as a foreign language*. Malang: Universitas of Malang Press.
- Clark, J., & Paivio, L. (2005). *Dual coding theory and education, Educational psychology review*. Canada: Department of Psychology, University of Winnipeg.
- Dakhi, S. (2016). Foreign Language Acquisition of Souvenir Seller in Bawomataluo Village. *RETORIKA: Jurnal Ilmu Bahasa, Volume 2 (1)* pp. 16-32. doi: 10.22225/jr.2.1.243.16-32
- Dakhi, S. (2009). Students' difficulties in reading English newspaper. *Jurnal Littera, Volume 2 (1)*, pp. 19-27. Retrieved from [https://www.academia.edu/36176373/STUDENTS\\_DIFFICULTIES\\_IN\\_READING\\_ENGLISH\\_NEWSPAPER](https://www.academia.edu/36176373/STUDENTS_DIFFICULTIES_IN_READING_ENGLISH_NEWSPAPER)
- Elaine, B. J. (2002). *Contextual teaching and learning: What it is and why it is here to say*. Thousand Oaks: Corwin Press, Inc.
- Harmer, J. (1998). *How to teach English*. Britain: Addison Medley Longman .
- Harmer, J. (2001). *The practice of English language teaching*. Britain: Pearson Education Limited.
- Harris, D. P. (1969). *Testing English as a second language*. New York: McGraw Hill Book Company.

- Kruidenier, J. (2002). *Research based principles for adult basic education reading instruction*. USA: The National Institute for Literacy.
- Mahwah. (2006). *Fluency in reading synchronization of process*. London: Laurance Erlbaum Associates Publisher.
- Mikulecky,, B., & Jeffries, L. (1992). *Reading power*. New York: Addison Wesley Longman.
- Mudhofar, H. (2005). *Model pembelajaran berbasis contextual teaching and learning untuk peningkatan pemahaman konsep program linear*. (Undergraduate's thesis, University of Muhammadiyah, Surakarta, Indonesia). Retrieved from [eprints.ums.ac.id/2111/1/A410040191.pdf](http://eprints.ums.ac.id/2111/1/A410040191.pdf)
- Murcia, M. C. (2001). *Teaching English as a second or foreign language*. Boston: Heinly and Heinle, a Division of Thomson Learning.
- Ningrum, D. E. (2004). *Efektivitas pendekatan kontekstual dalam mengatasi kesulitan belajar bahasa Inggris siswa kelas VIII semester 1 SMP Negeri 1 Brangsong Kendal*.(Undergraduate's thesis, University of Semarang, Semarang, Indonesia). Retrieved from <https://www.scribd.com/doc/26901339/Efektivitas-Pendekatan-Kontekstual-Contextual-Teaching-and-Learning>
- Nunan, D. (1998). *Designing task for the communicative classroom*. Cambridge: Cambridge University Press.
- Rebat, D. K. (2012). *Make sense and nonsense: Strategy to improve reading comprehension*. Retrieved from <http://www.rbt.dhakal@yahoo.com>.
- Richards, J. C., & Schmidt, R. W. (2002). *Longman dictionary of language teaching and applied linguistics*. Britain: Longman Publishing Group.
- Robinett, B. W. (1972). *Readings on english as a second language: For teachers and teacher trainees*.
- Serravallo, J. (2010). *Teaching reading in small group*. USA: Heinemann.
- Shynta, M. M. (2011). *The effect of using think-pair-share strategy on the eighth graders' reading comprehension at SMPN 7 Bekasi* (Unpublished undergraduate's thesis) Christian University of Indonesia, Jakarta, Indonesia.
- Watson, T., & Irvine. (2002). *Reading comprehension skill and strategy*. New York: Saddle Back Educational Publishing.