

THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND LEARNING TO TEACH READING COMPREHENSION FOR STUDENT GRADE EIGHT MTSN 5 JANAPRIA IN ACADEMIC YEAR 2022/2023

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ABSTRACT

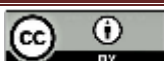
The objective of the research is to know the influence of optimizing of Contextual Teaching and Learning in student reading improvement. This research is quantitative research using experimental method. Subjects of this research are 42 students that are divided into two classes, namely control class (21) and experiment class (21). The researcher used cluster random sampling technique to determine the sample. The researcher collected the data using test and observation. Furthermore, the data was analyzed by using descriptive statistical analysis technique and the hypothesis used t-test. Hypothesis test shows that contextual teaching and learning is more effective to improve students' reading comprehension. This can be seen from the results of test score, it shows that the experimental class which was given treatment using contextual teaching and learning got higher score than control class without contextual teaching and learning. It was obtained that r_{xy} is 0.456 and then r_{xy} is consulted to the critical value for r table of Product Moment to examine whether r_{xy} value is significant or not. The value of r table with $N = 21$ and the 5% significant level is 0.312. Therefore, it can be concluded that r_{xy} is greater than r table in the other words, 0.456 is greater than 0.312. The result of this study is expected to be information and inputs for the institution, teachers, students and all of the circles to improve students' achievement.

Keywords : Contextual Teaching and Learning, Teach Reading Comprehension.

I. INTRODUCTION

The Background of Research

Obstacles experienced in Junior High School MTSN 5 Janapria in learning English is less ability and creativity of teacher in the material with the method of Contextual Teaching and Learning (CTL) and techniques of interest, and fun that affect the reading comprehension of students, and sometimes the teacher in the lesson does not teach the students according to the experience or understanding that the soul is experiencing. According Mulyasa Contextual Teaching and Learning (CTL) is a concept of learning that emphasizes the relationship between subject matter with real life world of learners, so that learners are able to connect and apply the competence of learning in everyday life (Depdiknas, 2002). According to Johnson, CTL is describing as follows: Contextual teaching and learning (CTL) 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 context of their personal, social, and cultural circumstance. To achieve this aim, the system encompasses the following components: making meaningful connections, doing significant work, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment (Johnson, 2002). Contextual teaching and learning (CTL) is teaching methods that provide a constructivist model. This model helps students connect the content they learn to the context in which it can be used. Therefore, students can find meaning in the learning process. They try to achieve learning goals, they make use of their previous experiences and build on existing knowledge. According to Johnson, CTL as a learning approach consists of the following eight essential elements. They Make a meaningful relationship, Do a significant job, Self organize learning, collaborate. think critically and collaboratively, nurture individuals, and achieve high standards and



use authentic assessments. One approach used in teaching and learning using CTL includes bottom-up processing and top-down processing. Reading is a complex activities that uses a large number of separate actions. One must use understanding and imagination, observation, memory. We can not read without moving our 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 activities, people may gain important information that is not presented by teachers in the classroom. According to cognitive psychology and schema theory, the reader is an active participant who has an important interpretive function in the reading process. Readers construct a meaning they can create from a text, so that "what a text means" can differ from reader to reader. Readers construct meaning based not only on the visual cues in the text (the words and format of the page itself) but also based on non-visual information such as all the knowledge readers already have in their heads about the world, their experience with reading as an activity, and, especially, what they know about reading different kinds of writing. However, reading comprehension can help students develop their language skills necessary for success. But it is difficult to implement an effective reading program, especially in countries where English is treated as a foreign language. The successful application of a reading program was depend on student interests. From the beginning of reading the 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. The same conditions also occur in schools. The problem they experience in English is about reading competence. Most students lack English. This is indicated by their graduation rate in English which is below the minimum passing rate required by the curriculum. As more intensive observations are made, the problem is largely in reading comprehension. Students can not understand the reading material in the text.

The Problem of Research

Based on the background above, the problem of research can be stated as follow: is there any influence of Contextual teaching and Learning to teach reading comprehension for student grade eight Junior High School MTSN 5 Janapria can effective.

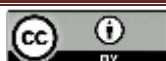
The Objectives of Research

Based on the problem above, the objective of research to know influence of Contextual teaching and Learning to teach reading comprehension for student grade eight Junior High School MTSN 5 Janapria can effective.

II. THE REVIEW OF LITERATURE

The Definition of Contextual Teaching and Learning

According Mulyasa Contextual Teaching and Learning (CTL) is a concept of learning that emphasizes the relationship between subject matter with real life world of learners, so that learners are able to connect and apply the competence of learning in everyday life. CTL philosophy rooted in the progressiveness of John Dewey, a classical educator advancing curriculum theory and teaching methodology relating to student experience and interests. In principle, students was learn effectively if they can make connections between what they learn and their experiences, and they are also actively involved in the learning process in the classroom. John Dewey, as quoted by Donald Freeman, says that what a person has learned in knowledge and skills in one situation becomes an instrument to understand and deal effectively with the following situations. The process continues throughout life and learning continues. The word 'contextual' naturally displaces 'applied' academics because the word 'applied' is too small to include the startling innovations achieved by this grassroots reform movement. Johnson defines CTL as follows: CTL is an educational process aimed at helping students sees meaning in academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this goal, the system includes the following eight components: making meaningful connections, doing significant work, independent learning, and collaborating, critical and creative thinking, caring for individuals, achieving high standards, and using authentic judgments. In addition, Berns and Erickson stated that, Contextual learning and learning is the conception of teaching and learning that helps teachers connect subject matter with real-world situations and motivate students to make connections between Mean while, the Washington State Consortium for Contextual Learning, as cited in Vienna, formulates the following definition of CTL, contextual teaching is a teaching that enables students to strengthen, extend, and apply their academic

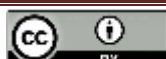


knowledge and skills in various schools. and out-of-school arrangements to address the arousal or real world problems. Johnson, as quoted by Wina, characterizes CTL into eight important elements as follows:

- a. **Making Meaningful Connections**
Students can organize themselves as learners, who learn actively in improving their interest individually, person who can work individually or collectively in a group, and a person who can do learning by doing.
- b. **Doing Significant Work**
Student can make relationship among schools and the various existing contexts in the real world as business maker and as a citizen.
- c. **Self-Regulated Learning**
Students do the significant work; it has purpose, it has connection with others, it has connection with decision making and it has the concrete results or products.
- d. **Collaborating**
Students are able to work together. The teacher helps students in order to work effectively in a group and teacher helps them to understand the way how to persuade and communicate each other's.
- e. **Critical and Creative Thinking**
Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.
- f. **Nurturing the Individual**
Students carry on themselves, understand, give attention, possess high wishes, motivate and empower themselves. Students can't get the success without the support from adult people. Students should respect their companion and adult person.
- g. **Reaching High Standards**
Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teacher shows to students how to reach what called 'excellent
- h. **Using Authentic Assessments**
Students use academic knowledge in the real world context to the meaningful purposes. For example, students may describe the academic.

The Principles of Contextual Teaching and Learning (CTL)

- a. **Constructivism.**
Constructivism is an activity that develops the idea that learning was be more meaningful if the students are self-employed, discovering, and building their own new knowledge and skills. In the classroom teaching learning process, the application of constructivism are applied in five step of learning that are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge and reflecting on knowledge. The constructivism paradigm has led us to understand how learning can be facilitated through certain types of engaging, constructive activities. This model of learning emphasizes meaning making through active participation in situated context socially, culturally, historically, and politically.
- b. **Inquiry.**
Basically, inquiry is a complex idea that means many things to many people in any contexts. Inquiry is asking, asking something valuable that related to the topic discussed. Inquiry is defined as seeking for truth, information or knowledge-seeking information by questioning. In applying inquiry activity in the classroom teaching, there are several steps that should be followed that are formulating problem, collecting data through observation, analyzing and presenting.
- c. **Questioning.**
Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and the important aspect of learning. Sometimes, the teacher asks to the students before, during and after the lesson.
- d. **Learning Community.**
In learning community, the result of learning can be gotten from gathering others and also can be taken from sharing with friends, other groups, and between people.
- e. **Modeling**



Basically, modeling is verbalization of ideas, teacher demonstrates to students to study and acting what the teacher need to be implemented by students. Modeling activity can be summarized into demonstrates the teacher's opinion and demonstrates how does the teacher want the student to learn.

f. Reflection

Reflection is the ways of thinking about what the students have learned and thinking about what the students have done in the past. Reflection is figuration of activity and knowledge that just have received. Teacher needs to do the reflections in the end of teaching learning process. In the end of teaching learning process, teacher spends a little time and ask student to do the reflection.

g. Authentic Assessment

Authentic assessment is a procedure of achievement in the CTL. Assessments of students' performance can come from the teacher and the students. Authentic assessment is the process of collecting the data that can give the description of student learning development. In the process of learning, not only the teacher that can be placed to provide accurate assessments of students' performance, but also students can be extremely effective at monitoring and judging their own language production

The Definition of Reading

Reading is one of the four basic language abilities, this is a written component or communication component, the language sound symbol is converted into a symbol or written letter. Reading is basically a complex involving many things. Not only reading the text, it also involves visual activity, thinking, psycholinguistics, and metacognitive. As the process of visual reading is the process of translating a written symbol into spoken words. As a process of thinking, reading includes the introduction of words of activity, literal comprehension, interpretation, critical reading, and creative insight. Reading is about understanding written text. This is a complex activity that involves perception and thinking. While reading, there are two main. Stages; They are beginners and advanced stages. In the beginner stage, the child's ability to understand the regularity of the letter was have a prerequisite of psychological and neurological disorders. Psychologically, students must have developed cognitive ability so that they can differentiate forms from other forms. In neurology, students was not be able to begin reading before neuro-biology allows.

In the later stages of the reading comprehension process, emphasizing the importance of the material being read. At this reading stage can be interpreted as a process to analyze input in the form of written materials and produce output in the form of material understanding. Opening is an active skill. It constantly involves guessing, prediction, checking, and self-questioning. This should be considered when planning a reading exercise. Perhaps, for example, to develop the power of student inference through systematic practice, or introduce questions that encourage students to anticipate the text content of the title and illustration or end of a story from the previous paragraph. There are two conflicting views about the reading process, this is between top-down and bottom-up processes. In this metaphorical term can be attributed to the difference between looking down from above - getting an overview - and instead being in the middle of something and understanding where we concentrate on all the individual features. This is the difference between seeing the forest, and studying each tree in it. Learning at school today is not as expected, when it is associated with students' understanding of the subject matter. traditional learning systems that are only given verbal knowledge, so students receive abstract knowledge without experience or see for themselves. abstract knowledge with no experience or see for yourself.

The Factors Affecting Student Reading Ability

There are many factors that affect reading ability. Generally reading ability is directed by a person in reading comprehension and reading speed. Factors that include.

1. The level of intelligence.

Reading itself is in essence the process of thinking and solving problems. Two different people his IQ was bound to different results and the ability to read.

2. Speaking ability.

If someone face readings whose language is not never heard it was be difficult to comprehend the reading text. The cause is not another because of its limited vocabulary.

3. Attitudes and Interests.



The attitude is usually indicated by a sense of happy and unhappy. Attitudes are generally latent or long. While interest is a state in the one who encouraged her to do something. More interest for a moment.

4. Situation Readings.

Level of difficulty is removed, the aspect of appearance of, or design these pages of the books, the size of the letters and the like also can affect the reading process.

5. Reading habits.

The habit in question is whether a person has the tradition of reading or not. The meaning of this tradition is determined by a lot of time or opportunity provided by a person as a necessity.

6. Knowledge About How to Read

Knowledge about such a person, finding the main idea quickly, captures key words quickly, and so forth.

7. Background on Social, Economic and Cultural

Someone was having difficulty in capturing the content of the reading if the reading was reading a cultural background.

8. Emotions.

Emotional state that changes was affect one's reading.

9. Knowledge and Experience Previously Owned

The process of reading the daily accumulation of capital is essentially the knowledge to read next.

III. THEMETHODE OF RESEACH

The Research Design

Thisresearch is quantitative research using experimental method, researcherused quantitative experimental design of the real experiment with the pattern of randomized control-group free test - post test design. In this design, a group of subjects was being taken and certain populations grouped into two groups namely experimental group and control group. The experimental group subjected to certain treatment variables in a certain period, and then both groups are subjected to the same measurements, and then compared the results.

The Location of Research

The location of the research took a place at Junior High School MTSN 5 Janapria in academic year 2022/2023. Central Lombok West Nusa Tenggara.

The Population and Sample

Population is all data that concerns us in a scope and time that we specify .The population in this research is all students of gradeeighthof Junior High SchoolMTSN 5 Janapria in academic year 2022/2023.The population of the research was distributed as follows: Class VIII A with the number of 21 students. Class VIII B with the number of 21 students.Sample is part of population, which is chosen to participate in the study. The researcher was observing not at all of classes but only a class, that is eight grades. Sampling is the process done to choose and take sample correctly from population so that it can be used as valid representative to the population two. In this research, the researcher was taken the subject of research randomly. The subjects are regarded that each of them has the equal chance to be chosen as the sample. The sample might be categorize in paired sample because there are experimental and control group that are compared. Two classes are chosen randomly, in which the each class consists of 21 students.

The Technique of Data Collecting

The researcher usedtest to collecting the data. The free-test and posttest werereadministered to both classes. The free-test wasdone before the teaching learning process and the post-test was done after teaching learning process. In collecting data, the researcher has designed the item for reading test. The researcher used the interaction with peer technique. In this technique, the researcher divided the students into two groups and then they are asked to discuss a certain topic. Meanwhile, in determining the score gained by student, the researcher used an oral rating scale that proposed by David P. Harris. Table 1.1 below is the frame of Harris's oral English rating scale.

Table 1. The frame of Harris's oral English rating scale.

| No | Criteria | Reading score | Comments |
|----|---------------|---------------|---|
| 1. | Pronunciation | 5 | Has a few of traces of foreign language |
| | | 4 | Always intelligible, thought one is conscious of defined accent |



| | | | |
|---|----------------|---|--|
| | | 3 | Pronunciation problem necessities concentrated listening occasionally lead to misunderstanding |
| | | 2 | Very hard to understand because of pronunciation problem, most frequently be asked to repeat |
| | | 1 | Pronunciation problem to serve as to make speech virtually unintelligible |
| 2 | Grammar | 5 | Make a few (if any) noticeable errors of grammar and words order |
| | | 4 | Occasionally makes grammatical and or words order errors that donot, however obscure meaning |
| | | 3 | Make frequent errors of grammar and word order, whichoccasionally obscure meaning |
| | | 2 | Grammar and word order errors make comfreehension difficult,must often rephrases sentence and or rest rich himself to basicpattern |
| | | 1 | Errors in grammar and word order, so, severe as to make speechvirtually unintelligible |
| 3 | Vocabulary | 5 | Use of vocabulary and idioms is virtually that of native speaker |
| | | 4 | Sometimes uses inappropriate terms and must rephrases ideasbecause of lexical and equities |
| | | 3 | Frequently uses the wrong words conversation somewhat limitedbecause of inadequate vocabulary |
| | | 2 | Misuse of words and very limited vocabulary makescomfreehension quite difficult |
| | | 1 | Vocabulary limitation so extreme as to make conversation virtuallyImpossible |
| 4 | Fluency | 5 | Reading as fluent and efforts less as that of native speaker |
| | | 4 | Speed of reading seems to be slightly affected by language problem |
| | | 3 | Speed and fluency are rather strongly affected by language problem |
| | | 2 | Usually hesitant, often farced into silence by language limitation |
| | | 1 | Reading is so halting and fragmentary as to make conversationvirtually impossible |
| 5 | comfreehension | 5 | Appearsto understand everything without difficulties |
| | | 4 | Understand nearly everything at normalspeed althoughoccasionally repetition may be necessary |
| | | 3 | Understand most of what is said at slower than normal speedwithout repetition |
| | | 2 | Has great difficulty following what is said can comfreehend onlysocial conversation spoken slowly and with frequent repetition |
| | | 1 | Can not be said to understand even simple conversational English |

The oral ability test divided into five elements; pronunciation, grammar, vocabulary, fluency, and comfreehension. Each elements characteristics are then defined into five short behavioral statements as stated in the frames above. This helps to make the test reliable, since itavoids subjectivity because it provides clear, freecise and mutually exclusive behavioral statements for each point of the scale. The researcher was objectively see the characteristics of each student. Reading ability whether they achieve 1,2,3,4 or 5 score. Then, it can easily calculate the score.

The amount of maximum scores gained is 25. It is gained from the five elements of reading as stated above.

This amount of score can be described as follows:

Pronunciation : 5
 Grammar : 5
 Vocabulary : 5



Fluency : 5
 Comfrehension : $\frac{5+}{25}$

The Technique of analysing Data

Data analysis is the last step in the procedure of research. In analyzing the data from the free - test and posttest, the researcher used the statistical calculation of T - test. T-test is used in order to find outthe differences of the result/score of student’s achievement in studying reading by using CTL and non CTL.

IV. THE ANALYSIS AND RESEARCH FINDING

The Description of Data

The purpose of this research is to measure the effectiveness of the use of contextual teaching and learning methods to teach reading comprehension in Junior High School MTSN 5 Janapria. This research used quantitative methods and researcher was conducted from 18th April up to 18th june 2022. After conducting the research, the researcher got the data finding that is obtained by using bothclasses the experiment class and control class. The implementation of this study was divided in two classes, namely the experiment class (VIII A) and the control class (VIII B). Before the activities were conducted, the reseacher determines the materials and lesson plan of learning experiment class was conducted by contextual teaching and learning, while in the control class using non contextual teaching andlearning. Test was given before and after the students follow the learning process that was provided by the reseacher. After the data were collected, the reseacher analyzed them to prove the truth of the hypothesis that had been formulated. However, before the analysis was done, first the reseacher scored the results of the test that had been given to the students. The question that was given to students consists of twenty five questions of reading test. Before analyze the data, first the reseacher knew the data from the beginning of control class and experiments class that is taken from the free test score. After the control class and the experiment class conducted the learning processes, both classes were given a post test to obtain the data that will be analyzed.

The steps of this research are as follows:

1. Preparestage

a. Analysis questionsvalidity

Validity test is used to determine the success of the test items. The questions that are not deserve to be scrapped and not to be used. The items that are feasible, it means the item is to present material that is chosen for comparison. The test is carried out test of validity, reliability, analysis about the difficulty level, and the calculation point about the proper use and improperuse. Based on the calculation results obtained results about the validity of the items which are listed in table 2.1 below.

Table 2. Percentage of exercise validity

| No | Criteria | Question Number | Total(Σ) |
|----|----------|--|------------|
| 1 | Valid | 1,2,3,5,6,7,8,9,10,11,12,13,14,16,17,18,19,20,21,22,23,24,25 | 23 |
| 2 | Invalid | 4,15 | 2 |

b. Analysis questionsreliability.

Having done validity test, then performed reliability testing on those instruments. Reliability test used to determine the level of consistency in answers to the instrument. A good instrument accurately has consistent answers to the instrument whenever it is presented. Based on the calculation point about the reliability coefficient obtained by $r_{11} = 0,4615$ and $r_{table} = 0.2973$. Because $r_{11} = 0,4615 > r_{table} = 0.2973$, it can be concluded that the instrument can be trusted to be used as a data collection tool.

c. Analysis degree of testdifficulty

Test questions difficulty level is used to determine the level of difficulty associated with problems that will test the participant’s level of understanding of the matter. Based on calculations about the point about the difficulty level is obtained that the question of the criteria:

- 1. Very difficult :-
- 2. Difficult : 6, 15, 16, 17, 23
- 3. Medium : 2,3,4,5,7,8,12,13,14,20,21,22,24,25
- 4. Easy : 1,9,10,11,18,19

d. Analysis Degree of questiondistinctive



Based on the calculation results obtained by distinguishing about that item about the criteria:

1. Very bad :-
2. Bad : 6, 15, 16, 17, 23
3. Enough : 2,3,4,5,7,8,12,13,14,20,21,22,24,25
4. Good : 1,9,10,11,18,19
5. Excellent :-

From the 25 questions that tested the experimental class of eighth grade A. 23 obtained a valid question. Before the matter to the samples tested a valid question and then look for the suitable and not suitable to be used.

2. Implementationstage

The researcher conducted field research. The researcher held this research by teaching learning process that was done at two classes that are VIII B as control class and VIII A as experiment class. And the writer got the data from pre-test and post-test. The pre-test was given before the lesson began and the post-test was given after the lessonfinished. The result of data analysis can be described as follows:

- a. The experiment class using contextual teaching learning(CTL).

The result of data analysis, both data calculation and raw scores, can be described as follows:

Table 3. The score of pre-test and post-test of experiment class.

| No | Simple | Free Test | Post Test | Gained Score(X) |
|----|--------|---------------|-----------------|-----------------|
| 1 | E-1 | 68 | 76 | 8 |
| 2 | E-2 | 60 | 68 | 8 |
| 3 | E-3 | 56 | 64 | 8 |
| 4 | E-4 | 68 | 76 | 12 |
| 5 | E-5 | 64 | 72 | 8 |
| 6 | E-6 | 60 | 64 | 4 |
| 7 | E-7 | 56 | 60 | 4 |
| 8 | E-8 | 64 | 68 | 4 |
| 9 | E-9 | 64 | 76 | 12 |
| 10 | E-10 | 68 | 72 | 4 |
| 11 | E-11 | 62 | 72 | 8 |
| 12 | E-12 | 64 | 76 | 12 |
| 13 | E-13 | 75 | 96 | 21 |
| 14 | E-14 | 68 | 72 | 4 |
| 15 | E-15 | 60 | 68 | 8 |
| 16 | E-16 | 64 | 74 | 10 |
| 17 | E-17 | 75 | 84 | 9 |
| 18 | E-18 | 65 | 80 | 15 |
| 19 | E-19 | 68 | 72 | 4 |
| 20 | E-20 | 72 | 80 | 8 |
| 21 | E-21 | 60 | 64 | 4 |
| | | $\sum x=1361$ | $\sum x^2=1534$ | $\sum x=175$ |
| | | $MX =64, 8$ | $Mx^2 =73,14$ | $MX=8,33$ |

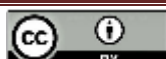
The result of pre-test is gained with range score between 56 and 75 and the mean score is 64.8. Meanwhile in the post-test, the range score is between 60 and 96 and the mean score is 73.14.

- b. The control class using nonCTL

The result of data analysis, both data calculation and raw scores, can be described as follows:

Table 4. The score of pre-test and post-test of Control class

| No | Simple | Pre test | Post test | Gained Score (Y) |
|----|--------|----------|-----------|------------------|
| 1 | C-1 | 65 | 70 | 5 |
| 2 | C-2 | 60 | 64 | 4 |
| 3 | C-3 | 60 | 64 | 4 |
| 4 | C-4 | 60 | 72 | 12 |
| 5 | C-5 | 68 | 72 | 4 |
| 6 | C-6 | 60 | 64 | 4 |
| 7 | C-7 | 65 | 74 | 9 |



| | | | | |
|----|------|------------------|-------------------|-------------|
| 8 | C-8 | 60 | 68 | 8 |
| 9 | C-9 | 65 | 76 | 11 |
| 10 | C-10 | 68 | 72 | 4 |
| 11 | C-11 | 60 | 64 | 4 |
| 12 | C-12 | 68 | 74 | 6 |
| 13 | C-13 | 60 | 64 | 4 |
| 14 | C-14 | 58 | 60 | 2 |
| 15 | C-15 | 60 | 68 | 8 |
| 16 | C-16 | 60 | 72 | 12 |
| 17 | C-17 | 60 | 64 | 4 |
| 18 | C-18 | 65 | 68 | 3 |
| 19 | C-19 | 60 | 64 | 4 |
| 20 | C-20 | 60 | 70 | 10 |
| 21 | C-21 | 62 | 68 | 6 |
| | | $\sum y = 1304$ | $\sum y^2 = 1437$ | $\sum y128$ |
| | | $M\sum y = 62,1$ | $M_y = 68,2$ | $MX = 6,1$ |

The result of pre-test is gained with range score between 58 and 68 and the mean score is 62.1. Meanwhile, the result of post-test is gained with range score between 60 and 74 and the mean score is 68.2.

Table 5. The Square and multiplied of X and Y

| Student Number | X | Y | X ² | Y ² | XY |
|----------------|-----|-----|----------------|----------------|------|
| 1 | 8 | 5 | 64 | 25 | 40 |
| 2 | 8 | 4 | 64 | 16 | 32 |
| 3 | 8 | 4 | 64 | 16 | 32 |
| 4 | 12 | 12 | 144 | 144 | 144 |
| 5 | 8 | 4 | 64 | 16 | 32 |
| 6 | 4 | 4 | 16 | 16 | 16 |
| 7 | 4 | 9 | 16 | 81 | 36 |
| 8 | 4 | 8 | 16 | 64 | 32 |
| 9 | 12 | 11 | 144 | 121 | 132 |
| 10 | 4 | 4 | 16 | 16 | 16 |
| 11 | 8 | 4 | 64 | 16 | 32 |
| 12 | 12 | 6 | 144 | 36 | 72 |
| 13 | 21 | 4 | 441 | 16 | 84 |
| 14 | 4 | 2 | 16 | 4 | 8 |
| 15 | 8 | 8 | 64 | 64 | 64 |
| 16 | 10 | 12 | 100 | 144 | 120 |
| 17 | 9 | 4 | 81 | 16 | 36 |
| 18 | 15 | 3 | 225 | 9 | 45 |
| 19 | 4 | 4 | 16 | 16 | 16 |
| 20 | 8 | 10 | 64 | 100 | 80 |
| 21 | 4 | 3 | 16 | 9 | 12 |
| TOTAL | 175 | 125 | 1839 | 945 | 1081 |

Based on the table above there is the total experimental value, $x=175$ and the total control classvalue $y=125$ and multiple of $x^2=1839$ and $y^2=945$ and $X.Y=1081$. To interpret the research findings, I use the Pearson Product Moment Correlation.

Formula to compute the data that have been obtained as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{\sum N \sum X^2 - (\sum X)^2\} \{\sum N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{21.(1081) - (175)(125)}{\sqrt{\{21(1839) - (175)^2\} \{21(945) - (125)^2\}}}$$



$$r_{xy} = \frac{(22701) - (21875)}{\sqrt{\{(38619) - (30625)\} \{(19845) - (15625)\}}}$$
$$r_{xy} = \frac{826}{1808}$$
$$r_{xy} = 0,456$$

From the computation above, it was obtained that r_{xy} is 0.456 and then r_{xy} is consulted to the critical value for r table of Product Moment to examine whether r_{xy} value is significant or not. The value of r table with $N = 21$ and the 5% significant level is 0.312. Therefore, it can be concluded that r_{xy} is greater than r table in the other words, 0.456 is greater than 0.312.

V. CONCLUSION AND SUGGESTION

Conclusion

It can be concluded that teaching reading through Contextual Teaching Learning is quite success. It can be seen on the table of the students' reading scores that the students who learn reading through Contextual Teaching Learning, the average score is 60.00 and Non CTL, the average score is 56.80. They have a significant difference. It means that there is a significant influence of using Contextual Teaching Learning in teaching reading. It was obtained that r_{xy} is 0.456 and then r_{xy} is consulted to the critical value for r_{table} of Product Moment to examine whether r_{xy} value is significant or not. The value of r_{table} with $N = 21$ and the 5% significant level is 0.312. Therefore, it can be concluded that r_{xy} is greater than r table in the other words, 0.456 is greater than 0.312.

Suggestion

For English Teacher

The teachers need to be a good model in practicing English languages so that the students will follow what the teachers have done, especially in practicing reading language. It is proved that CTL is the effective way in developing reading skill, thus, the teachers need to create an attractive learning process, by using various technique and media, not monotone, to improve students' reading skill. peer coaching is one of the techniques used in CTL. Therefore, the teachers need to classify the students based on their proficiency in reading in order to create a good atmosphere and make an effective teaching learning process. Also, it will help them in running community learning as one of the basic principles of CTL.

FOR STUDENTS

The students need to realize that learning is two way process, not only teacher-centered. It means that they play a significant role in achieving their success in study. So, they need to actively involved in that process. Based on the research, the researcher found that there are several students who are quite well in expressing their idea in oral but they found difficulty when they are asked to express it in spoken form. Therefore, they do need to have more practice in order to improve their reading ability.

For Further Researcher

The next researcher is expected to develop the method contextual teaching and learning. For future researcher interested in this research is expected to conduct further research as well as more effective in contextual teaching and learning method. For researcher who will carry out the same research with this research, it is suggested that student in any learning activities more effective again because the characteristics and condition of student when the research needs to be considered so that students do not feel confused during the learning took place.

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