

**THE USE OF CTL MODEL ON
READING COMPREHENSION FOR
THE ELEVENTH GRADE STUDENTS AT
MA PEKUNCEN BANYUMAS**

Ika Oktiyaningsih ¹
Moh Ilhami Hakim ²

¹ the Graduate of English Education Study Program
Peradaban University Bumiayu – Brebes
Email: oktiyaika@gmail.com
Phone: +62 823 2762 6870

² the Lecturer of English Education Study Program
Peradaban University Bumiayu – Brebes
Email: akulahilam@gmail.com
Phone: +62 857 4275 8900

Abstract

The objective of the study is to describe the use of Contextual Teaching and Learning (CTL) model on reading comprehension for the eleventh grade students of Madrasah Aliyah Muhammadiyah and Madrasah Aliyah Ar-Ridlo in Pekuncen Banyumas in the academic year 2018/2019. This is a descriptive qualitative study. The techniques of data collection are observation, interview, and documentation. The writers interview the English

teachers and the eleventh grade students. The observation is conducted during the teaching and learning process in the classes. The writers find that the English teachers teach the students reading based on contextual teaching and learning model. It makes them enjoy and feel comfort in studying English especially in reading. It also helps the students to be more active and enthusiastic to increase their ability in pronounce the words, so it is easier for them to read many kinds of texts.

Keywords: Contextual Teaching and Learning (CTL) model, reading comprehension, MA Muhammadiyah Pekuncen Banyumas

A. Introduction

Johnson in Rusman (2008: 187) says that contextual learning is a system that stimulates the brain to construct patterns that embody meaning. Furthermore, contextual learning is a learning system that matches the brain that produces meaning by linking the academic content to the context of the students' daily life.

Reading is one of the four language skills necessary to be developed in English teaching. In many foreign and second language teaching, reading gets special attention. This is because most of students consider reading as one of the important goals. Reading allows them to obtain information and entertainment in addition to their career and study goals. Students learn to read by practicing reading itself. Thus, they can understand the text or the reading by themselves.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and

understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independently of the other two elements of the process. Teaching reading comprehension is based on the concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing.

The reason why the writers take the eleventh grade students of both schools, MA Muhammadiyah and MA Ar-Ridlo at Pekuncen Banyumas in the academic year 2018/2019, is because their English teachers use Contextual Teaching and Learning (CTL) model. Most of students have difficulties in understanding various texts. The writers analyze its several factors. The factor is the students’ lack of vocabulary. If the students do not have sufficient vocabulary of course it will be difficult for them to comprehend the reading text. Mastering grammar is also an important problem to understand the text, such as sentence pattern. The students must be familiar with those terms. Then, it is about students’ passiveness toward reading. It can be identified from their attitude toward the text they read, such as they are not curious to read and explore more detail information from the text.

B. Literature Review

This part consists of the definition of Contextual Teaching and Learning (CTL) model, the principles of CTL model, the components of CTL

model, the characteristics of CTL model, and the definition of reading comprehension.

1. Contextual Teaching and Learning (CTL) Model

Soekamto et all (in Nurulwati, 2000: 10) suggest the purpose of the learning model is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals, and serves as a guide for instructional designers and teachers in planning teaching and learning activities.

CTL system is an educational process that aims to help students see meaning in the academic material them studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances, (Johnson, 2002). According to Nurhadi (2003), CTL model is the concept to learning which encourages teachers to connect between the material taught and real-word students' situation.

2. The Principles of CTL Model

CTL as one of approaches for teaching and learning has scientific principles. According to Johnson (2002: 26), there are three principles of it. They are principles of interdependence, the principles of differentiation, and the principles of self-regulation.

- a. Principles of Interdependence

Human being could not establish intimacy with one another (Johnson, 2002: 28). It means that although the approach consists of authentic learning activity that is conducted group, there is no one can intimidate the other's to follow the certain students. It is a sharing and discussing section when it is conducting in group, so the

principle stresses that all of the learners have the interdependence.

b. Principle of Differentiation

When the students are different in their creativity, they could be free to explore their individual talents, cultivate their own learning styles, and progress at their own pace (Johnson, 2002: 31). It means that contextual teaching and learning approach can be conducted to the students with different characters, talents, and ability. The importance of the principle is how the contextual teaching learning helps the students to explore their own talent and can have a big motivation to study based on their life context.

c. Principle of Self-Regulation

Self-regulation means everything is set up, maintained, and recognized by you. The principle motivates the students to show all of their potentials. Moreover, it also explores them to get the new talents. The teacher should give them belief by giving responsibility for taking the decision, behavior, choice, plan, and solution etc.

3. The Components of CTL Model

CTL model also consists of some components that must be conducted as the part of its application. There are seven components of contextual teaching and learning that are useful to gain success in applying it (Wijarwadi, 2008: 27).

a. Constructivism

From the history of CTL, constructivism is a theory that emphasizes the way how the students construct their own knowledge. It has five steps of learning. They

are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting knowledge.

b. Inquiry

The principle shows how learning is conducted by including the process of discovery that needs critical thinking. In this case, knowledge as the part of learning does not get by considering a number of facts but also from stimulating learning that allows the students to find their own material in the real context.

c. Questioning

Questioning is one of the parts in teaching learning process. The students ask something because they want to know something that they do not know. They are curious to get the answer of their problem. That is why they ask the teacher or others.

d. Learning Community

Contextual teaching and learning is conducted in group because it wants the students to have sharing and discussing section without the intimacy of others. The other purpose is the students can help the others who need their help in positive way.

e. Modeling

Modeling is derived from the word “model”. Model means example. The component of modeling means the teacher gives example to the students if they find difficulties in real way. For example the English teacher gives the example to pronounce certain words.

f. Reflection

Reflection is the ways of thinking about what the students have learned and thinking about what they have done in the past. In this case, the teacher can do about the information that acquired in the action.

g. Authentic Materials

It is important to have assessment for the teacher in order to check whether the students have learned the material or not. The assessment is done in authentic form in order to reduce the students do copy paste to the other friends' work.

4. The Characteristics of CTL Model

According to Johnson (2002: 24), CTL system encompasses to the following eight components: making meaningful connection, doing significant works, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessment. They can be explained as follows:

a. Making Meaningful Connection

Connecting learning to one's life makes studies come alive. Students discover meaning and meaning gives them a reason for learning.

b. Doing Significant Works

Students can make relationship between the school with the exist context in the real life as a business and as a citizen.

c. Self-Regulated Learning

Self-regulated learning is a learning process that engages students in independent action involving sometimes one person, usually groups. This independent action is

designed to connect academic knowledge with the context of students' daily lives in ways that achieve a meaningful purpose.

d. Collaborating

Students are able to be cooperative. Teacher helps them in order to work effectively in group, helps them understanding how do they influence and communicate each other.

e. Critical and Creative Thinking

Thinking is an active, purposeful, organized process that we use to make sense of the world. In this sense, Chaffe in Johnson (2002: 50) assumes that critical thinking is thinking to systematically explore the thinking process itself. It means not only reflecting purposefully, but also examining the use and others make of evidence and logic.

f. Nurturing the Individual

Students keep their individuals: understand, give attention, possess the high wishes, motivate and empower their individuals. Students cannot success without the adult people. Therefore, the students need to respect their friends and adults.

g. Reaching High Standard

Students know and reach the high standard: it identifiers their purpose and motivates them to reach it. Teacher shows to the students how to reach called excellent.

h. Using Authentic Assessment

CLT asks students to exhibit their attainment of high standard by doing authentic assessment tasks. These task challenge students to apply their knowledge

and skills to real world situation for significant purposes.

C. Method of Investigation

In this research, the writers use descriptive qualitative method. The aims of this study are to describe how CTL is model applied in reading comprehension and to explain whether CTL model significantly influences the reading comprehension skill or not. The sources of the data are the English teachers and the eleventh grade students of two schools, which are Madrasah Aliyah Muhammadiyah and Madrasah Aliyah Ar-Ridlo in Pekuncen Banyumas in the academic year 2018/2019. The techniques of data collection are carried out through observation, interview, and documentation. The writers use techniques of data analysis namely data reduction, data display, and conclusion.

D. Findings and Discussion

The findings and discussion cover the application of CTL model and the effect on reading comprehension at both schools: MA Muhammadiyah and MA Ar-Ridlo Pekuncen, Banyumas.

1. The Application of CTL Model

The teachers use CTL model for teaching reading comprehension in the eleventh grade students. This learning model is very helpful for teachers discussing the material. The teachers give more real situation because this learning model is contextual.

There are two different applications of CTL in the eleventh grade of each school.

- a. At MA Muhammadiyah Pekuncen, Banyumas

The teacher uses CTL model for teaching reading. Sometimes the teacher tries to find examples of the pictures that have relation to a title of the text. When the teacher talks about descriptive text of course the teacher tries to give pictures which still have to do with that theme. If we describe to warm up, for example, we mention the physical characteristics in the picture we just show.

1) The Obstacle the Teacher Faces during Teaching and Learning Process by Using CTL Model

When the teacher gives the text which uses abstract nouns, such as corruption, sometimes we find it difficult to find real examples to show the students, at least helping students to think more, that is an example of people who commit corruption. It cannot be a direct example based on the theme that we learn.

2) The Advantages of Using CTL Model on Reading Comprehension

After learning English, some students feel a little more able to understand some vocabularies that they did not know before. An interesting discussion that the teacher brings at the time of teaching makes the students become interested in finding the meaning.

3) The Disdvantages of Using CTL Model on Reading Comprehension

Some students do not understand what the teacher explains. For some

students it is difficult to understand, because the language is difficult. They also do not have a lot of vocabulary. One obstacle that students feel is also about the teacher who at the moment explains with her soft voice so that the students cannot catch what the teacher conveys. Of course students become confused and do not understand what the teacher explains.

b. At MA Ar-Ridlo Pekuncen, Banyumas

This school has a different way to teach reading by using CTL model, based on the data obtained from the teacher during interview.

1) The Obstacle the Teacher Faces during Teaching and Learning Process by Using CTL Model

There are some obstacles found during teaching and learning process like the students do not know what the teacher means. Sometimes they do not understand the meaning of the word and then sometimes they are passive when they have to give their opinion.

2) The Advantages of Using CTL Model on Reading Comprehension

The advantage is similar to previous school, i.e. some students feel a little more able to understand some vocabularies that they did not know before, due to an interesting discussion that the teacher brings at the time of teaching.

3) The Disadvantages of Using CTL Model on Reading Comprehension

Some students do not understand what the teacher explains. For some students it is difficult to understand, because the language is difficult. They also do not have a lot of vocabulary.

2. The Effect of CTL Model on Reading Comprehension

There are some differences of the effect of CTL model on reading comprehension between both schools.

a. At MA Muhammadiyah Pekuncen, Banyumas

CTL model helps the teacher for teaching reading. The writers find there is the most dominant effect. According to the teacher, this model makes it easy for the students to understand a little about the discussion material that the teacher provides, because the teacher teaches real situations around students, for example, such as discussing about professions, nature, and so on.

b. At MA Ar-Ridlo Pekuncen, Banyumas

CTL model is very helpful for the students in the learning process. With interesting discussions, the students are not getting bored quickly in participating in the learning process.

E. Conclusion

The writers conclude that CTL model in the students' point of view is very interesting and makes them fun. It is not boring because the learning activity and the topic are based on the real life situation and it is related to the students' experience as well. Therefore, it has a positive contribution in reading

comprehension. In addition, the students feel happy because they have the opportunity to discuss and ask some questions about the topic of discussion that the teachers bring.

CTL opens up our minds about the main activity in teaching and learning process. It makes the teachers consider how the students get the knowledge and how to make them use their knowledge in real life situation well. Thus, through this study the teachers create the physical characteristic learning in the teaching and learning activity. The students are easy to relate what they study to their experience or their knowledge because the topic is suitable for their lives. It also can deliver their opinion.

Based on the students' response, they are interested during teaching and learning process in using CTL model. It makes them enjoy and comfortable to study English especially in reading comprehension. It also helps the students more active and enthusiastic to increase their ability in pronounce the words, so it is easier for them to read many kinds of texts.

Acknowledgement

The writers would like to express the deepest gratitude to Prof. Dr. Yahya A. Muhaimin as the Rector of Peradaban University, the English teachers, and the eleventh grade students of MA Muhammadiyah and MA Ar-Ridlo Pekuncen, Banyumas.

Bibliography

- Johnson, E. B. 2002. Contextual Teaching and Learning: What It Is and Why It Is Here to Stay. London: Routledge Falmer.
- Nurhadi, dkk. 2003. Pembelajaran Kontekstual dan Penerapannya dalam KBK. Malang: Universitas Negeri Malang.
- Wijarwadi, W. 2008. The Effectiveness of Contextual Teaching and Learning in Teaching Speaking. Online Available on <http://wikispaces.com/file/view/rc18>. (Accessed on September 22nd at 9.00am).