

THE USE OF CONTEXTUAL MODEL ON READING COMPREHENSION
FOR THE ELEVENTH GRADE STUDENTS AT MADRASAH ALIYAH
PEKUNCEN BANYUMAS IN THE ACADEMIC YEAR 2018/2019

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Abstract

The objective of the study is to describe the use of contextual teaching and learning model on reading comprehension for the eleventh grade students of madrasah aliyah muhammadiyah at pekuncen banyumas in the academic year 2018/2019. This is a descriptive qualitative study. The techniques of data collection were observation, interview and documentation. The writer interviewed the teacher and the eleventh grade students of Madrasah Aliyah at Pekuncen Banyumas. The observation is conducted by the researcher during the teaching and learning process in the class. The researcher could elaborate the use of contextual teaching and learning in teaching reading by the English teacher in eleventh grade. The participants of the study were the students of Madrasah Aliyah at Pekuncen Banyumas. They were purposefully assigned as the sample of the study. The researcher found that the English teacher teach students reading based on contextual teaching and learning model. The students teaching and learning process in using contextual teaching and learning. It made enjoy and feel comfort in studies English especially in reading. It also helped the students to be more active and enthusiast to increase their ability in pronounce the words, so it was easier for them to read many kinds of texts.

Keywords: Contextual teaching and learning, reading comprehension, Madrasah Aliyah Pekuncen

A. Introduction

Elaine B. Johnson in Rusman (2008, 187) says that contextual learning is a system that stimulates the brain to construct patterns that embody meaning. Furthermore, Elaine says that 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 itself.

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 was 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 I took the eleventh grade students for my research, because the eleventh grade students use model in learning English using contextual teaching and learning model. Most of students have difficulties in understanding various texts. The researcher will analyze by several factors. The factor is the students' lack of vocabulary. If the students do not have sufficient vocabulary sufficiently 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 and other. 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.

The majority of students in our schools are unable to make connection between what they are learning and how that knowledge will be used. This is because the way to process information and their motivation for learning are not touched by the traditional methods of classroom teaching. The students have a difficult time in understanding academic concepts as they are commonly taught, but they desperately need to understand the concepts as they relate to the workplace and to the larger society in which they will live and work. Traditionally, students have been expected to make these

connections their own outside the classroom. To facilities comprehension and contextual teaching and learning as one of technique in this researcher.

The research will take place in Madrasah Aliyah, Pekuncen Banyumas. It is the part of central java. Madrasah Aliyah is the religio based on education in Pekuncen Banyumas. There are two schools that I examined the first is madrasah Aliyah Muhammadiyah Pekuncen and the second is Madrasah Aliyah Ar-Ridlo Pekuncen. The research took the data come from the eleventh grade students in each school.

B. Literature Review

This sub part consists of the definition of the definition of the definition of learning models, contextual teaching learning model, the principles of CTL, the component of CTL, the characteristics of CTL, and the definition of reading comprehension.

1. Learning Model

The Soekanto et all (in Nurulwati, 2000: 10) suggests 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.

2. Contextual Teaching and Learning Model

The 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) contextual learning model (contextual teaching and learning- CTL) is the concept to learning which encourages teachers to connect between the material taught and real-word students situation.

3. The Principles of CTL Model

Contextual teaching and learning 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.

d. The Component of CTL Model

Contextual teaching and learning 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 contextual teaching and learning, 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's why they ask to the teacher or others.

d. Learning Community

Contextual teaching and learning is conducted in group because its purpose is 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.

e. The Characteristics of CTL Model

According to Johnson (2002: 24), the contextual Teaching and Learning 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. When learners cannot of an academic subject such as English with their own experience, they 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

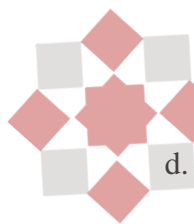
Students are able to be cooperative. Teacher helps them in order to work effectively in group, helps them understanding how do they influence and communicate each other.

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) assumed 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 identifies their purpose and motivates them to reach it. Teacher shows to the students how to reach called excellent.

h. Using Authentic Assessment

Contextual teaching and learning 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 writer used descriptive qualitative method. The aim of this study was a. To describe how is CTL model applied in reading comprehension and to explain does CTL model significantly influence the reading comprehension skill. The sources of the data were the English teacher, and students of Madrasah Aliyah Pekuncen Banyumas, paper. The technique of data collection was carried out from observation, interview, and documentation. The writers used techniques of data analysis; data reduction, data display, and conclusion.

D. Findings and Discussion

1. The Application of Contextual Teaching and Learning Model on Reading Comprehension in Madrasah Aliyah Muhammadiyah and Madrasah Aliyah Ar-Ridlo Pekuncen Banyumas.

The teacher uses contextual teaching and learning models for teaching reading comprehension in the eleventh grade students. This learning model is very helpful for teacher discussing the material. The teacher gives more real situation because this learning model is contextual.

In this school there are two different applications of CTL in the eleventh grade of each school. Among others:

a. In Madrasah Aliyah Muhammadiyah Pekuncen

The teacher use the contextual teaching and learning model for teaching the reading, sometimes the teacher try to find examples of the pictures, that has release with a title of the text, when the teacher talk about descriptive text of course the teacher try to give a pictures which still has to do with that theme, if we describe the ad version to warm up, for example we mention the physical characteristics in the picture we just show the text.

1. The Obstacle the Teacher During Contextual Teaching and Learning Process Uses CTL Model

When the teacher give the text those who use abstract verbs, such as corruption, sometimes we find it difficult to find real examples to show the students, at least helping students to think more, that's an example of people who commit corruption. Can't be a direct example based on the theme that we will learn.



2. The Advantages of Using Contextual Teaching and Learning Model on Reading Comprehension for Students

The advantages of contextual learning models that teachers use to teach reading in the eleventh class in Madrasah Aliyah Muhammadiyah Pekuncen, some students feel after learning English as the teacher teaches students to be a little more able to understand and understand some vocabulary that students did not know before. With the interesting discussion that the teacher brings at the time of teaching makes students become interested in finding the meaning of the discussion that the teacher brought up during learning.

3. The Disadvantage of Using Contextual Teaching and Learning English on Reading Comprehension for Students

Some students don't understand what the teacher explained, because for some English students it is difficult to understand, because the language is difficult students also do not have a lot of vocabulary. One obstacle that students feel is also about the teacher who at the moment explained her voice softly so that the students could not catch what the teacher was conveying. Of course students become confused and do not understand what the teacher explained.

b. In Madrasah Aliyah Ar-Ridlo Pekuncen

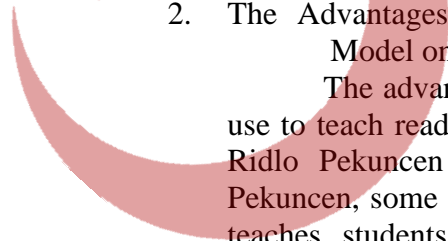
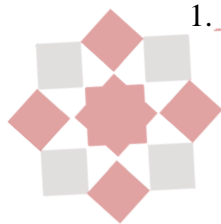
This school has a different way to teach reading using contextual teaching and learning process. From the data obtained from the teacher during the interview, when the teacher teaches in the eleven classes, and then body, the teacher explains the materials and the last one is closing.

1. The Obstacle the Teacher During Contextual Teaching and Learning Process Uses CTL Model

There are some obstacles that's she find during teaching and learning process like the students do not know what she mean, sometimes they do not the meaning of the word and then sometimes they are passive when to give their opinion.

2. The Advantages of Using Contextual Teaching and Learning Model on Reading Comprehension for Students

The advantages of contextual learning models that teachers use to teach reading in the eleventh class in Madrasah Aliyah Ar-Ridlo Pekuncen some with Madrasah Aliyah Muhammadiyah Pekuncen, some students feel after learning English as the teacher teaches students to be a little more able to understand and understand some vocabulary that students did not know before. With the interesting discussion that the teacher brings at the time of teaching makes students become interested in finding the meaning of the discussion that the teacher brought up during learning.



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Some students don't understand what the teacher explained, because for some English students it is difficult to understand, because the language is difficult students also do not have a lot of vocabulary.

2. The Effect of Contextual Teaching and Learning Process on Reading Comprehension

a. In Madrasah Aliyah Muhammadiyah Pekuncen

The contextual teaching and learning helped teacher in Madrasah Aliyah Muhammadiyah Pekuncen for teaching reading. Based on the analysis, the writer found several effects of used contextual teaching and learning model for teaching reading comprehension in Madrasah Aliyah Muhammadiyah Pekuncen.

English is a foreign language that is difficult for students to learn. Students find it difficult to understand each time the teacher explains when the learning process takes place, especially in reading comprehension lessons which sometimes have long texts. The teacher needs a learning model that is interesting and easy to understand by students.

The teacher uses a contextual teaching and learning model to teach reading to eleventh grade students at Madrasah Aliyah Muhammadiyah Pekuncen. The teacher uses this model to teach reading because according to the teacher this model makes it easy for students to understand a little about the discussion material that the teacher provides. Because the teachers teach real situations around students, for example, such as discussing about professions, discussing nature and so on.

b. In Madrasah Aliyah Ar-Ridlo Pekuncen

The contextual teaching and learning some helped teacher in Madrasah Aliyah Ar-Ridlo Pekuncen for teaching reading. Based on the analysis, the writer found several effects of used contextual teaching and learning model for teaching reading comprehension in Madrasah Aliyah Ar-Ridlo Pekuncen.

The teacher uses a contextual teaching and learning model to teach reading to eleventh grade students at Madrasah Aliyah Ar-Ridlo Pekuncen. The teacher uses this model to teach reading because according to the teacher that by using this model students could understand the material that the teacher conveyed, and at the time of learning the teacher would repeat the little material that had been explained. And at the time of question and answer if there are students who can answer will be given additional value by the teacher.

In this study, the authors show that contextual teaching and learning that teachers use to teach reading comprehension is very helpful for students in the learning process. With interesting



discussions, students will not get bored quickly in participating in learning.

E. Conclusion

Based on the research, the result is that (observation, interview or documentation analysis), the researcher conclude that CTL in the students point of view is very interesting and make them fun, it is not bored because the learning activity and the topic based on the real life situation and it is related to students experience. Therefore, she has a positive contribution in learning to read comprehension. In addition, students feel happy because they have the opportunity to discuss and ask some questions about the topic of discussion that the teacher brings.

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

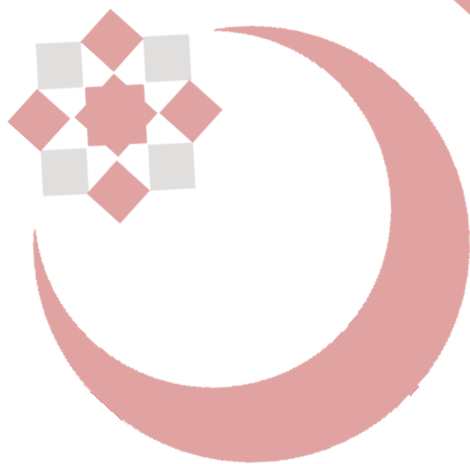
Based on students' response, they were interested during teaching and learning process in using contextual teaching and learning. It made the students enjoy and comfort to study English especially in reading. It also helped the students more active and enthusiastic to increase their ability in pronounce the words, so they easier to read many kinds of texts.

Therefore, contextual teaching and learning model was good to increase students' reading achievement and it was suggested to be used in teaching reading, especially at eleventh grade students of Madrasah Aliyah at Pekuncen Banyumas.



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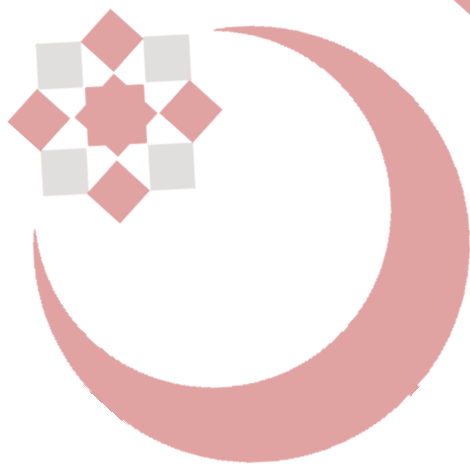
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