THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND LEARNING IN IMPROVING STUDENTS' READING COMPREHENSION

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Article Info	Abstract
	Contextual teaching and learning is one of the outstanding approaches that can help students understand the meaning of teaching materials based on personal, social, and cultural contexts. Due to this, students can have the knowledge and skills to actively build their understanding of the materials. Therefore, this study aims to find out the effectiveness of contextual teaching and learning in improving students' reading comprehension at SMP Negeri 2 Mappakasunggu Takalar. This study involved 56 students of seventh-grade students. This study used a quasi-experimental with two classes, the experimental class, and the control class. Data was collected through a reading test that was given to students before and after giving the Contextual Teaching and Learning method. In analyzing the data, the researchers used the SPSS version 22. The results of data analysis showed that the post-test mean value was 26.04 compared to without using CTL or conventional in the control class, the post-test mean value was 23.71. In addition, the calculation results of the SPSS version 22 application showed that the value of the t-count calculation was 2.3. Compared with table df = 54, namely (2.0) the significance level was 5%, t count > t table, then Ha was accepted and Ho was rejected. In other words, accept the alternative hypothesis (Ha) and reject the null hypothesis (Ho) to test both variables. From the results of hypothesis testing, it was proven that There was a significant effect between the use of contextual learning.

INTRODUCTION

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their language and experience. They can get information and ideas which they need to know through reading activities. Moreover, they are able to know what they do not know before (Yulia Ade Saputri, Syamsul Rizal, 2021). Additionally, Sinaga at al. (2020) said that Reading can help students get ease in interpreting language. Reading makes students able to find every message in texts. Reading helps students learn to think. Then, it is a good way to find out new ideas, facts, and experiences (Sinaga et al., 2020).

One of the most difficult tasks of a language teacher in the context of teaching English as a foreign language is to grow students' attitudes toward reading (Dolba et al., 2022; Firman et al., 2021). 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, the role of the teaching method as a tool to create the teaching and learning process, this method is expected to grow various student learning activities in connection with teaching. The teachers act as a driver or mentors, while students act as recipients or those who are guided (Dodi, 2013; Baiq-sumarni

et al., 2022). On the other hand, one of the problems that are often faced in reading is the difficulty for students to understand a reading effectively where this is also influenced by an interest in reading in students who are still low. Based on test data from PIRLS (Progress in International Reading Literacy Study) interest in reading in school children in Indonesia is ranked fourth from the bottom with a total of 45 countries participating in 2006 (Bimrew Sendekie Belay, 2022).

Sianipar (2018) states that 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 situations. While According to Satriani, Emilia, & Gunawan, (2012) Contextual teaching and learning is an approach that aims to help students understand the meaning of teaching materials based on personal, social, and cultural contexts so that they have the knowledge/skills to actively build their understanding of the material provided.

The Contextual Teaching and Learning (CTL) procedures according to Crawford, (2001) consist of Relating, experiencing, applying, cooperating, and transferring (REACT). According to Khaefiatunnisa, (2015) states that These procedures enable students to relate their preexisting knowledge with the new concept, construct new knowledge by experiencing it in the classroom, implement the concept in problem-solving activities, work cooperatively in group or pair work activities, and use the knowledge they get in a new context.

Based on previous research, it has been proven that contextual learning in improving reading skills, speaking ability, listening skills, and writing skills are very effective in using contextual teaching and learning Khaefiatunnisa (2015), Muslem & Yasin (2021), Ghonivita *et al*., (2021), and Madjid et al., (2017). So the researcher is interested in conducting research on conceptual teaching and learning in improving students' reading comprehension at SMP Negeri 2 Mappakasunggu Takalar. Prasetyo, A. (2020) states that reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text. In another word, reading is a process of building up a sense using an intense motivation to understand the text.

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 choices about how to teach. The teachers need to be good friends and good parents to their students to make the reading process in the classroom more effective by using various approaches and suitable strategies. 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 to teaching reading comprehension in the classroom (Sianipar, 2018; Habibi et al., 2022).

Based on preliminary research conducted at SMP Negeri 2 Mappakasunggu Takalar, the problems obtained from the researchers were that students' reading comprehension was quite low, students were not able to read well, students' pronunciation did not match the content of the text, how to read was still wrong, and poor pronunciation. Still wrong in reading English. have difficulty in reading because they are afraid to make mistakes and are afraid to pronounce or pronounce English, so they still have difficulty in reading English texts.

The researcher found a problem when the researcher taught at SMP Negeri 2 Mappakasunggu Takalar, most of the students did not understand English reading. Several factors can make it difficult for students at SMP Negeri 2 Mappakasunggu Takalar to learn and understand. This is caused by factors such as students' reading comprehension being quite

low, difficulty in pronouncing English, students cannot read well, how to read still wrong, pronunciation still wrong in reading English texts, students lazy to read, bored to reading, and motivation which is quite low in English. Because it is a foreign language for those who are still in junior high school and they feel foreign to pronouncing a different language. To overcome this problem, researchers will use the method of contextual teaching and learning (CTL). In addition, one method that might help both teachers and students to increase their learning is cooperative integrated reading and composition (Sirajuddin et al., 2022).

The researcher is interested in researching contextual teaching and learning (CTL) in improving students' reading comprehension in seventh grade at SMP Negeri 2 Mappakasunggu Takalar. The researcher wants to see whether using contextual teaching and learning methods could solve problems such as students' reading comprehension being quite low, difficulty in pronouncing English, students cannot read well, how to read is still wrong, pronunciation is still wrong in reading English texts, students being lazy to read, bored to read and motivation which is quite low in English is it effective if using contextual teaching and learning methods can improve students' reading comprehension. Due to this, researchers focus on investigating the effectiveness of contextual teaching and learning in improving students reading Comprehension at middle schools.

RESEARCH METHOD
Research Design
This research applied a quasi-experimental design with a nonequivalent control group design. In this design, neither the experimental group nor the control group can be selected randomly. In a quasi-experimental design, one group pre-test and one group post-test. This research aims to determine the effect of increasing students' reading comprehension by using contextual teaching and learning. In this research, there are two variables, namely the independent variable (X) and the dependent variable (Y). The independent variable (X) is contextual teaching and learning (CTL), and the dependent variable (Y) is reading comprehension. The research was conducted on eleventh-grade students of SMP Negeri 2 Mappakasunggu Takalar which is located in Jalan Mangulabbe, Takalar Village, Patani Subdistrict, Mangulabbe District, Takalar Regency, and South Sulawesi Province. The population in this research was 116 students from class VII of SMP Negeri 2 Mappakasunggu Takalar in the 2021/2022 academic year. The sample was two classes, Class VII.3 consists of 28 students as the experimental group taught by the contextual teaching and learning method while class VII.4 consists of 28 students as the control group taught without the contextual teaching and learning method. So the total sample in this study was 56 students.

Instruments
The instrument used to collect data in this research was the test, treatment, and documentation. There are two tests in this research. They were pre-test and post-test. The test was in the form of an essay question consisting of 8 questions with two ratings such as main idea and specific information. The test aimed to test the students' basic competence in comprehending a reading text. While the treatment was given in six meetings. The purpose of this treatment was to apply CTL in training students to understand reading comprehension. Documentation was to get the data about the student's achievement, and data collection pictures of students' pre-test, post-test, and treatment of students.

Data Analysis
In collecting data, the researcher conducted research on seventh-grade students of SMP Negeri 2 Mappakasunggu Takalar. The main procedure of this research was the instrument used consisting of a pre-test, post-test, treatment, and documentation. First, the researcher

gives the pre-test. Furthermore, the researcher was given treatment after being given a pre-test at the first meeting. The treatment was given in six meetings. The purpose of this treatment is to apply CTL in improving students reading comprehension. In the last activity, students did a post-test. In this test, students had done a post-test which contains short story essay questions given by the researcher. The test material was the same as the previous test, which used essay questions containing eight questions but with a different story given by the researcher. Then, the researcher took essay questions to calculate the correct answers. The Dokumentation was to obtain data on student achievement, namely the collection of image data from the results of the pre-test, post-test, and treatment of students.

The data analysis technique used was directed to answer the problem formulation or test the hypothesis that has been formulated, because the data was quantitative, the data analysis technique uses statistical methods. Descriptive analysis and inferential analysis using SPSS 22 windows program. The type of data in the form of students' reading comprehension is further classification quantitatively based on the classification technique, namely:

Table 1
Student's Reading Scores

No.	Classification	Score
1.	Very Good	36 - 40
2.	Good	26-35
3.	Fairly	16 – 25
4.	poor	≥ 15

RESEARCH FINDINGS AND DISCUSSION
Research Findings
Descriptive Statistical Analysis

This section shows students' English reading skills before and after learning using the contextual teaching and learning (CTL) method. After the data from the test was collected and then the data was analyzed through descriptive statistics, the results of data analysis are found and explained based on frequency and percentage as shown in this section.

Table 2
Recapitulation of Reading Comprehension

		Pre-Test Experiment	Post-Test Experiment	Pre-Test Control	Post-Test Control
N	Valid	28	28	28	28
	Missing	0	0	0	0
Mean		23.65	26.04	25.14	23.71
Median		22,50	26.25	23.75	22.50
Mode		21.25	23.75	23.75	21.25
Std. Deviation		4.99	4.88	5.67	5.09
Variance		24.92	23.79	32.13	25.94
Range		17.50	20.00	21.25	21.25
Minimum		17.50	25.00	15.00	13.75
Maximum		35.00	35.00	36.25	35.00
Sum		638.50	703.10	678.75	640.25

Table 2 showed the recapitulation of reading comprehension in which 28 students are stated Valid and missing 0 students from the experimental class and the control class. The

mean in the experimental class pre-test was 23.65 and post-test 26.04. While in the control class the pre-test was 25.14 and the post-test was 23.71. Experimental class the median pre-test was 22.50 and the median post-test was 26.25. While in the control class the median pre-test was 23.75 and the median post-test was 22.50. The experimental class Mode pre-test was 21.25 and the post-test was 23.75. While in the control class the pre-test was 23.75 and the post-test was 21.25. Experimental class Std. The deviation pre-test was 4.99 and the post-test was 4.88. While in the control class the pre-test was 5.67 and the post-test was 5.09. The experimental class Variance pre-test was 24.92 post-test was 23.79. While the control class pre-test was 32.13 and the post-test was 25.94. Experimental class. The range of the pre-test was 17.50 and the post-test was 20.00. While the control class pre-test was 21.25 and the post-test was 21.25. An experimental class Minimum pre-test was 17.50 and post-test was 25.00, while the control class pre-test was 15.00 and post-test was 13.75. The experimental class Maximum pre-test was 35.00 and the post-test was 35.00. While the control class pre-test was 36.25 and the post-test was 35.00. The experimental class Sum pre-test was 638.50 and post-test was 703.10, while in the control class pre-test was 678.75 and post-test was 640.25.

Inferential Statistical Analysis

Table 3
Distribution Frequency of the pre-test Experimental class and Control Class

No	Classification	Interval Score	Experimental Class		Control Class	
			F	%	F	%
1.	Very Good	36 – 40	0	0%	1	4%
2.	Good	26 – 35	9	32%	11	39%
3.	Fairly	16 – 25	19	68%	15	54%
4.	Poor	≤ 15	0	0%	1	4%
Total			28	100%	28	100%

Based on the results of excel for windows calculation regarding the percentage of frequency, it shows that there were no students who had a very good category in the experimental pre-test class. There was 1 student (4%) who got the very good category and the score interval was 36-40 in the control class. Besides that, there were 9 students (32%) who got a good category in the experimental class and there were 11 students (39%) who got a good category and the score interval was 26-35 in the control class. Then there were 19 students (68%) who got the fairly category in the experimental class and there were 15 students (54%) who got the fair category and the interval score was 16-25 in the control class. and lastly, there were no students who had a poor category in the experimental class and there is 1 student (4%) who had a poor category with an interval score is ≤ 15.

Table 4
Distribution Frequency of the Post-Test Experimental and Control Class

No.	Classification	Interval Score	Experimental Class		Control Class	
			F	%	F	%
1.	Very Good	36 – 40	0	0%	0	0%
2.	Good	26 – 35	15	54%	9	32%
3.	Fairly	16 – 25	12	43%	18	64%
4.	Poor	≤ 15	1	4%	1	4%
Total			28	100%	28	100%

Based on the results of excel for windows calculation regarding the percentage of frequency, it shows that there were no students who have a very good category in the post-test experiment class and there were no students who had a very good category in the post-test control class. there were 15 students (54%) who got a good category in the experimental class and there were 9 students (32%) who got a good category and the interval score was 26-35 in the control class. in addition, there were 12 students (43%) who got the fairly category in the experimental class, and there were 18 students (64%) who got the fair category and the score interval was 16-25. Then there was 1 student (4%) who got the poor category in the experimental class and there was 1 student (4%) who got the poor category and the interval score was ≤ 15.

Normality Test

Table 5
Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Test	Pre Test Eksperimen	.151	28	.103	.920	28	.035
	Post Test Eksperimen	.151	28	.102	.940	28	.107
	Pre Test Kontrol	.124	28	.200*	.957	28	.290
	Post Test Kontrol	.151	28	.102	.942	28	.122

Based on the calculation results of the SPSS 22 application from the Kolmogorov-Smirnov sample table, the Shapiro-Wilk number was obtained. Significant 0.554. This value is greater than 0.05 or using a significance level of 5%, it can be said that the data was normally distributed.

Homogeneity

Table 6
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Test	Based on Mean	1.100	3	108	.352
	Based on Median	.824	3	108	.483
	Based on the Median and with adjusted df	.824	3	99.868	.483
	Based on trimmed mean	1.107	3	108	.349

Based on the calculation results of the SPSS 22 application. From the sample table for the test of homogeneity of variance, the based on the trimmed mean was obtained. Significant 0.40. This value was greater than 0.05 or using a significance level of 5%, it can be said that the data is normally distributed

Hypothesis testing

Table 7
Post-test Hypothesis Testing

Independent Samples Test

		Levene's Test for Equality of Variances								
		t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total Test	Equal variances assumed	.044	.834	2.304	54	.025	2.95	1.28	.383	5.51
	Equal variances not assumed			2.304	53.11	.025	2.95	1.28	.382	5.51

If the t count is greater than the t table then Ha is accepted and Ho is rejected. From the results of the calculation of t - the count is 2.304. Compared with t-table df = 54, namely (2.00488) the significance level is 5%, then t count > t table, Ha is accepted and Ho is rejected. In other words, accept the alternative hypothesis (Ha) and reject the null hypothesis (Ho) to test both variables. Thus, it can be concluded that variable X had a significant effect on variable Y. From the results of hypothesis testing, it is proven that "There is a Significant Effect of students the used of contextual teaching and learning in improving students' reading comprehension". Based on the results of the calculation process, it was found that the post-test experimental class had a mean of 26.09 and the post-test control class had a mean value of 23.71.

Based on the findings of this study, it can be shown that using the contextual teaching and learning method showed significant results. After conducting research and calculating data, it can be said that the use of contextual teaching and learning methods was effective in improving students' reading comprehension. Then students who used the conventional method got lower scores than students who used contextual teaching and learning methods. According to Nurbaeti Halik et al., (2016) contextual teaching and learning is an alternative concept of new learning strategies, and the learning process through constructing and teaching was defined as a questioning activity, not just transferring knowledge to students. In CTL, students are expected to be able to develop their understanding of past experiences or knowledge (assimilation). After receiving treatment in the experimental class, it was easier for students to understand the content of the story text, and were more active in the lesson because they got interesting stories that were linked to the real world so which affected improving students' reading comprehension.

Discussion

This study investigated the effectiveness of contextual teaching-learning approach to improve students' reading comprehension. Based on the research findings, this study showed that there were significant results on students' reading comprehension after using contextual teaching and learning. Students are involved in various reading activities based on their contextual learning activities. In practice, students felt easy to find main ideas of reading texts

as they have background knowledge. It in line with Firman et al. (2021) who argue that students who have background knowledge of the text being read are easier to understand the meaning of the reading texts. Based on the results of the calculation process, it was proven by the mean score of students subjected to contextual teaching and learning activities was 26.09. It means the students' reading comprehension grade was very good.

The results of the study show that the application of contextual teaching and learning has a positive effect on students' reading comprehension. This was proven by the acquisition of increased vocabulary and synonym-antonym vocabulary through various reading tasks, and students' reading comprehension tests. Not surprisingly, the use of the CTL method leads students to carry out reading activities more effectively and efficiently. In reading activities, students do vocabulary synonyms and then analyze them. By doing this activity, students are able to enhance the acquisition of new vocabulary. Besides, students get some English expressions and colocation. It helps them comprehend some reading sentences containing some colocation. This finding is in line with Habibi et al. (2022) who state that reading is an important skill because the more students read, the wider their knowledge they get. Reading can lead students to acquire other skills at school (Zano, 2022; Herwanis et al., 2021). Reading can help students understand the content of reading texts so that students can get information from reading activities. There are types of reading that are taught in schools, beginning reading, reading aloud/technique, reading silently, reading comprehension, and reading language.

In the contextual approach (CTL), the teacher's role is to control and administer the reading class to work together in discovering new information for students. The new knowledge, information, and reading strategies are obtained by self-discovery, not obtained from the teacher (Firdaus & Mayasari, 2022; Khonamri et al., 2021). This can be seen in the reading activities in class where students use the English dictionary to find the meaning of vocabulary that they do not understand. This activity also helps students to get to know and know how to pronounce the new vocabulary they get (Putri et al., 2021; Rafi et al., 2021). Thus, the application of CTL in reading directs students to apply several important components in learning such as questioning and inquiry activities. In this study, students were trained to construct and discover their own knowledge and experience directly from the model exemplified by the teacher, to communicate in groups, then to reflect on the knowledge gained based on what was read in reading activities. The various background of students certainly affects the course of learning (Rokhayati & Alvionita, 2022; Selim & Islam, 2022). In applying this contextual approach, students with high affective and cognitive levels will be able to construct, find their own knowledge, always ask questions to dig up information, imitate the model from the teacher, and reflect on what they get, then students expand their knowledge with the learning context. With this application, CTL can develop students' reading skills. In contextual teaching-learning activities, students provided the wide chances to recognize and analyze the generic structure of the text being read. It facilitates students to find out the ideas from the texts (Firman et al., 2021; Habibi et al., 2022).

Based on the findings of this research, it can be shown that using the contextual teaching and learning method shows significant results. After conducting research and calculating data, it can be said that the use of contextual teaching and learning methods is effective in improving students' reading comprehension. Then students who used the conventional method got lower scores than students who use contextual teaching and learning methods. According to Nurbaeti Halik et al., (2016) contextual teaching and learning is an alternative concept of new learning strategies, and the learning process through constructing and teaching is defined as a questioning activity, not just transferring knowledge to students. In CTL, students are expected to be able to develop their understanding of past experiences or knowledge (assimilation) (Pebriantika & Aristia, 2021). After receiving treatment in the

experimental class, it was easier for students to understand the content of the story text, and were more active in the lesson because they got interesting stories that were linked to the real world so which affected improving students' reading comprehension.

The researchers discussed the effectiveness of contextual teaching and learning in improving students' reading comprehension and the results obtained from this study were effective and significant results using contextual teaching and learning methods in improving students' reading comprehension, especially for seventh-grade students of SMP Negeri 2 Mappakasunggu Takalar.

CONCLUSION

The use of CTL can improve students' reading comprehension or it can be said that the use of contextual teaching and learning has a significant effect on students reading comprehension of seventh-grade students of SMP Negeri 2 Mappakasunggu Takalar. The result of statistical analysis using the SPSS version 22 application, shows that the reading comprehension of the experimental class increased from the pre-test mean score of 23.65 and the post-test mean score of 26.04. The hypothesis testing shows that the value of t-count (2.304) > 0.05. Which indicates the result is significant. Thus, it can be concluded that variable X has a significant effect on variable Y. In other words, using contextual teaching and learning affects improving students' reading comprehension.

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