

DEVELOPING READING SKILL THROUGH CONTEXTUAL TEACHING AND LEARNING

Abdul Gafur Marzuki
English Education Department, FTIK IAIN Palu

ABSTRACT

This research aims at finding the influence of Contextual Teaching and Learning toward the students' learning achievement. The subject of the study was 25 eighth grade students at SMP Negeri 9 Palu. The research was conducted in two cycles through the steps of planning, acting, observing, and reflecting. The researcher collected the data by using observation sheets, field notes, questionnaire, portfolio, and test. The data were analyzed quantitative and qualitatively. The result of achievement test showed that in cycle 1 there were only 17 students (68%) who got score greater than 65, whereas in cycle 2 there were 21 students (84%) who got score greater than 65. The action was stopped after the third meeting in cycle 2, because the result of students' learning achievement had met the criteria of success. Based on the result of data analysis, the application of Contextual Teaching and Learning was effective to develop the reading skill.

Key terms: Developing, Reading, Contextual Teaching and Learning.

Background

English as a subject matter in school, particularly at junior high school, covers four basic language skills. They are listening, speaking, reading, and writing. The four language skills have to be mastered by students in order to enable them to communicate effectively. In School-Based Curriculum, it is stated that in learning English students are expected to be able to comprehend and produce both oral and written text to reach functional literacy level. In this level, junior high school students are able to accomplish their daily life activities with English knowledge and skill that they have.

One of the four language skills that stipulated in curriculum is reading skill. Reading skill of the students must be developed through teaching activity in which the teacher trains the students to

be active reader, so that they not only can read the text but also understand and gain the information from what they have read. In other words, the students should understand or comprehend what the writer says in his/her writing by using written language. The success in reading will be important to students for getting science and technology, and also for improving students' ability in gathering ideas to communicate. The target of teaching reading to the students is to enable them to cope with or to extract the content of written text. Hence, comprehension is called the main part in reading. Reading without comprehension means nothing.

Based on consideration that reading is important for enhancing the knowledge, and the form of materials presented in National Examination are dominated of reading text, the teaching of reading should be organized better and more interesting. In selecting reading materials, the teacher should consider some factors such as words or vocabulary, kinds of information in a text, and complexities of sentences. In short, the teacher should consider the students' need when selecting the materials. Moreover, teacher of English needs to choose the appropriate teaching method or strategy to be implemented in developing students' reading skill.

In relation to the development of students' reading skill, vocabulary is an important factor in process of comprehending a reading text. Many students find difficulty in comprehending and getting the information from reading text because they lack of vocabulary. Further, the English teachers tend to use textbook only as the media of teaching reading without attempting to find out the other materials that could support reading text more interesting to be learnt and related to the students' real life. For this reason, the students feel bored and uninterested in learning English especially when they faced reading text from textbook were unsuitable with their needs, experiences, social and cultural contexts. These things can also make the students getting frustrated and lose their motivation to learn English. In this case, it is a challenge for the teacher to consider the strategy, method, technique, materials, and media in teaching reading in order to make the students feel

comfortable, curious, and motivated to learn the language enthusiastically.

Based on the researcher's experience in teaching reading at SMP Negeri 9 Palu, the problems encountered by most of the students were the difficulty in comprehending the text and getting the information from the text. When the researcher asked the students to answer the questions based on the text, they could not finish answering all the questions by the time given. The students only spent much time to read the text word by word then found out the meaning of difficult words by looking up from the dictionary. As the result, when the researcher gave evaluation to the students, most of them got the score under the minimum standard.

In relation to the problems above, English teachers have to undertake effort to solve the problems that are faced by students during they learn reading. The teachers should consider the appropriate teaching strategy to be implemented in the classroom to make the teaching reading is effective and to enable the students be active and happy in learning, as a result the students will be successful in their learning.

In conducting Classroom Action Research, the researcher is interested to employ CTL (Contextual Teaching and Learning) to solve the students' difficulties in getting the information from a reading text. In the concept of CTL, the teaching and learning will be meaningful to students if the teachers choose or design the material related to students' real world situation in order to make them feel easy in connecting the knowledge they have and its application in their life as family members, citizens, and workers.

Based on the researcher's experience in teaching reading at SMP Negeri 9 Palu, she found some problems that were faced by the students in developing reading skill. The students got difficult in getting the general information, main idea, and specific information from the text. Therefore, in order to solve reading problems of the seventh grade students at SMP Negeri 9 Palu, the researcher formulated the research question as follows:

How can reading skill be developed through CTL (Contextual Teaching and Learning)?

Reading Skill

Dechant and Smith (1977) state that reading always involved an interaction between the writer and the reader.¹ Reading also requires the communication of the message and it requires a language system, a sign system in which messages are formulated or encoded. It implies that in reading activities, there are two subjects involved in, they are writer and reader. The writer tries to convey his or her message through letters, words, and phrases, while the reader tries to get the message from the written verbal symbol. Furthermore, reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge of the reader (Goodman, 1967). It means that in reading process will be occurred the connection between the reader's and the writer's thought.² In this matter, the writer conveys his/her idea through his/her writing, while the reader tries to comprehend what they are reading by connecting his/her knowledge to the writer's thought.

In accordance with the definition above, reading is not merely as an activity to interact between reader and writer, but it also has the purposes. Sofian (2007) states that reading is an activity with a purpose.³ A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. Rivers (1981) also argues that reading is a most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language.⁴ Moreover, Berardo (2006) informs that reading can have three main purposes; they are for survival, for learning, or for

¹Dechant et al., *Psychology in Teaching Reading*, (New Jersey: Prentice-Hall Inc., 1977) p. 8

²Goodman. 1967. *Reading: A Psycholinguistic Guessing Game*. *Journal of the Reading Specialist* 6 (4): 126.

³Sofian, *Various Techniques and Strategies in Teaching English*. Unpublished. Pontianak. FKIP UNTAN., 2007) p. 34

⁴Rivers, W.M., *Teaching Foreign - Language Skills*. (Chicago and London: Chicago University Press, 1981) p. 259

pleasure.⁵ Reading for survival is considered to be in responses to our environment, to find out information and can include street signs, advertising, and timetables. Reading for learning is considered to be the type of reading done in the classroom, while reading for pleasure is something that does not have to be done. It implies that every people have different reasons in reading. It depends on their purpose in reading or what information they want to get.

Components

Concerning to the purpose of reading, it is important for the students to develop reading skill in order to make their reading experiences meaningful. Reading skill can be divided in three components, they are decoding, fluency, and comprehension (Hollowell, 2010).⁶

1) Decoding

Carnine et al. (1990) define that decoding is translating printed words into a representation similar to oral language.

⁷Through the process of decoding students will be able to increase the speed at which they read and will be able to comprehend what they have read.

2) Fluency

Fluency is the ability to read phrases and sentences accurately and expressively while understanding them as expressions of complete ideas. Wolf (2007) emphasizes the current recognition of the impact of fluency on comprehension.⁸

It means that the students can comprehend the text well if they have the ability to read fluently.

3) Comprehension

⁵Berardo, *The use of Authentic Materials in the Teaching of Reading*, 2006) p. 61

⁶Hollowell, K. 2010. *Aspect of Reading Skills*. http://www.ehow.com/list_6604712_aspects-reading_skills.html. Retrieved on January 4th, 2011.

⁷Carnine et al., *Direct Instruction Reading*, (Ohio: Merrill Publishing, Co., 1990) p. 34

⁸Wolf. 2007. *Common Questions about Fluency Scholastic*. Retrieved on January 4th 2011.

Anderson (1994) defines that comprehension is activating or constructing a schema that provides a coherent explanation of objects and events mentioned in the discourse.⁹ Moreover, Snow (2002) defines reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁰ Based on the definitions above, the researcher concludes that reading comprehension is an activity to read and understand the meaning conveyed in written symbols.

Reading comprehension is the heart and goal of reading, since the purpose of all reading is to gather meaning from the printed page. If a student says words in a passage without gathering their meaning, someone would hesitate to call that as reading. Many of the students while decoding do not comprehend what they are reading.

In accordance with the students' problem in reading, Coles (2002) formulates four factors that affect reading comprehension; (1) focus attention span, (2) experience, (3) vocabulary level, and (4) ability to make connection.¹¹ In comprehending the text, the students have to focus their attention to what they are reading and make sense of each word and sentence, have many experiences related to the reading selection, possess an expansive vocabulary, and students should be able to make connection between reading text with their selves, surroundings or environment.

In order to help students in comprehending the reading text, the students have to use some techniques or strategies of reading.

⁹Anderson, R., *Role of the Reader's Schema in Comprehension, Learning, and Memory*. In Ruddell, Ruddell, and Singer 1994, 469-82,1994) p. 493

¹⁰Snow, C.E., *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. Santa Monica: RAND, 2002) p. 11

¹¹Coles, B. *Factors that Effect Reading Comprehension*. <http://www.helium.com/items/2001659-factors-that-effect-reading-comprehension-attention-span-and-vocabulary>. Retrieved on January, 4th 2011

Hollas (2002) informs that a reading technique is a helpful tool that a student practices in order to improve reading.¹²

Reading as receptive skill or passive skill is a process of reading in which the students receive the idea and understanding the meaning. Gabrielatos (in Gika 1998) claims that the objective of a receptive skill is to develop students' ability in understanding and interpreting text using their existing language knowledge.¹³ In other words, the goal of reading for the students is to enable them to comprehend and find the information from the text they are reading.

Gayser (2010) point out that there are two approaches to be adapted to the receptive skills, they are reading for gist and reading for specific information.¹⁴ Reading for gist is to read for an overall or general understanding of a particular text. While reading for specific information is to read for finding a particular piece of information. Receptive skill should involve students in reading in order to enable them to process the meaning in reading text sufficiently such as to extract the information from the text.

Techniques

Reading is an activity to get information or writer's idea. Most of the students' problem in reading is difficult to identify the information. In order to make the students easy to get the meaning or information from the text, the students should be prepared with techniques to read. By having certain techniques, the students are expected to obtain the information or to answer the common questions correctly as quickly as possible. In relation to the reading techniques, the researcher will discuss two kinds of reading techniques, they are skimming and scanning.

¹²Hollas, B., *Teaching Your Below Grade Level Students How to Become Strategic*. (Cambridge: Cambridge University Press, 2002) p. 34

¹³Gika, A.S. and Berwick, D., *Working with Young Learners: A way ahead*. (Whitstable, Kent: IATEFL., 1998). p. 52

¹⁴Geyser, J. 2010. *The Receptive Skills*.

<http://ezinearticles.com/?The-Receptive-Skills&id=4418370>. Retrieved on January 4th, 2011

1. Skimming

Forrester (1984) states that skimming is a way of reading a text quickly to get a general understanding.¹⁵ It means that to obtain the main points or general information of a text, the students do not need to read the text word by word, however, they just look at the whole text as quick as they can. Through this activity, they can identify the main idea, the purpose of the text, or the topic of the text.

Moreover, Forrester (1984) describes the steps of skimming:

- a. Notice the title or chapter heading.
- b. Read the whole first paragraph.
- c. Read only the first and the last sentences of each of the remaining paragraph as long as they make a sense.
- d. Whenever the first and the sentences of a paragraph do not make a sense, read more of the paragraph to lessen the gap in tough.
- e. Read the whole of the last paragraph carefully.

Skimming has great importance in the learning and one stand out like a strategy in speed of reading in particular to realize the examination. It is used when there is a lot of material to read in a limited amount of time. It is done at a speed three to four times faster than normal reading.

2. Scanning

Scanning is a reading technique to be used to find specific information quickly. According to Forrester (1984), scanning is a way of reading a text to get a piece of information such as data, name, date, etc.¹⁶ In scanning, there must have a question in our mind and read a passage only to find the answer, ignoring unrelated information. Scanning often use when looking up a word in the telephone book, dictionary, or menu in restaurant. Scanning involves moving the eyes quickly down the page seeking specific words and phrases.

¹⁵Forrester, *Reading Resources, Collin ELT*, (London & Glasgow, 1984) p. 18

¹⁶*Ibid.*, p. 32

The following there are some steps proposed by Forrester (1984):

- a. Decide exactly what information you are looking for and think about the form it may take. For example, if you want to know when something happened you look for a date, if you want to find who did something you look for a name.
- b. Move your eyes as quick as possible, down the page until you find the information you need, read it carefully.
- c. Read the text as quick as possible, just looking the information you need. There is no need to stop for words you do not understand because you are looking for a single piece of information.
- d. When you find what you need, do not read further.¹⁷

Teaching

The teaching of reading to junior high school students, particularly for eighth grade students in the second semester is emphasized on understanding the meaning of written text. The standard competence of teaching reading for Junior High School, is understanding the meaning of short simple functional written and essay text related to the surrounding. While, the basic competence that needed to be mastered by students in achieving reading skill is responding the meaning of short simple functional written and essay text accurately, fluently, and understandably related to the surrounding in recount form.

After selecting the text, the teacher conducts reading activity in the classroom in three stages (Carrell et al., 1988) as follows:¹⁸

Pre-reading

This is an important stage in teaching reading in which the teacher have to make sure that pre-reading activity relevant with the type of text being taught. The aims of this stage are to introduce and arouse the students' interest to the topic, to motivate the students, and to provide some language preparation for the text.

¹⁷*Ibid.*

¹⁸Carrell, et al., *Interactive Approach to Second Language Reading*. (Cambridge: Cambridge University Press, 1988) p. 55

Sofian (2000) informs that there are various ways can be done in motivating students to be ready to start the lesson.¹⁹ The teacher might use pictures, maps, graphs or any media that might arouse students' attention and interest toward the topic.

While-reading

In this stage the teacher is required to guide and monitor the interaction between students and the text. The aim of this stage is to help the students to develop their ability to interact and understand the text so that they can be effective and independent readers.

Post-reading

This stage offers the chance to evaluate students' comprehension of the text. In this stage students need to consolidate or reflect upon what they have been read. They need to relate the content or idea of the text to their own knowledge, interest, or views.

Contextual Teaching and Learning

The philosophy of CTL (Contextual Teaching and Learning) was rooted from progressivisms of John Dewey. He is an expert of classical education proposed the theory of curriculum and teaching methodology related to the students' experience and interest.

Berns and Erickson (2001) define that CTL is a conception of teaching and learning that helps teachers relate subject matter content to real world situation; and motivates 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.²⁰

¹⁹Sofian. 2000. *Buku Ajar/Hand-out: Instructional Design Development*. Unpublished. Pontianak. FKIP UNTAN. <http://kumpulan-makalah-dloeds.blogspot.com/2009/07/tesis.html>. Retrieved on November 26th, 2010). p. 18

²⁰Berns, R. and Erickson, P. 2001. *Contextual Teaching and Learning*, The Highlight Zone: Research. <http://www.nccte.com/publication/infosynthesis>. Retrieved on May, 28th 2010.

Based on the view above, that in employing CTL, the subject should be related to the context life of students. It means that teachers should analyze the students' need, social, and cultural contexts in teaching the material. Principally, the students will learn effectively if they can make a connection between what they are learning with the experience they had, and also they actively involved in learning process in the classroom.

CTL was influenced by constructivism philosophy that emphasizes the learning process through constructing not memorizing. Teaching is interpreted as an activity of constructing or inquiring process done by students, not only transferring knowledge from teacher to the students. In CTL, the students are expected to develop their own understanding from their past experience or knowledge.

Principles

1) Constructivism

Constructivism is the philosophy of CTL. According to this philosophy that knowledge is constructed by human beings based on their experience. This concept demands the students to construct the meaning of new experience of knowledge. Resnick and Hall (1998) argue that constructivist activities can be compatible and effective in achievement of learning goals.²¹ However, all advocates of constructivism agree that it is the individuals processing of stimuli from the environment and the resulting cognitive structure that produce adaptive behavior rather than the stimuli themselves. 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

²¹Resnick et al., *Learning Organizations for Sustainable Education Reform*. Daedalus vol. 127, 1998) p. 18

through active participation in situated context socially, culturally, historically, and politically.

2) Inquiry

According to this theory that knowledge do not come from memorizing a set of fact, but it is from their own inquiry. Inquiry is asking something valuable that related to the topic discussed. It is defined as a 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 data (through written form, picture, report and table) and finally, communicating and presenting the result of data to the readers, classmates, and the other audients.

3) Questioning

Questioning is the important aspect of learning. Students can improve their knowledge by questioning. Questioning is the reflection of students to know something, while answering is the capability of students in thinking. In the process of learning through CTL, the teacher not only delivers the information, but also to attract the students to discovery by their selves. In the teaching learning process, the teacher always asks to the students before, during and after the lesson. At other times, they are posed effectively by the students to focus their own lesson, keep them engaged and help them monitor their understanding of what was learned. In a productive teaching learning, questioning activity are useful for checking students comprehension, solving problem faced by students, stimulating responses to the students, measuring students' curiosity, focusing student attention, and refreshing students prior knowledge.

4) Learning Community

The concept of learning community is based on the concept that learning outcome can be obtained from cooperation with others. Vygotsky (in Kesuma et al., 2010) states that students'

knowledge is supported by communicating with the others.²² It means that the result of learning can be obtained from sharing the idea with friends, or other groups. In other words, by learning in group, the students can help one another to solve their problems in learning a subject.

In CTL, the teachers are suggested to employ learning community in learning process. They put the students into groups of learning with heterogeneous members. The recommended size is usually four or five students. It also contains both males and females and students with different ability level (Biehler and Snowman, 1997)²³

5) 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 teachers' opinion and demonstrates how does the teacher want the student to learn.

6) 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 need 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. The realization of reflection can be done by giving direct statement about the information that acquired in the lesson, some notes, some impression and suggestion from students about the learning process and discussion.

7) Authentic Assessment

Authentic assessment is the process of collecting the data that can give the description of student learning development.

²²Kesuma, et al.. *Contextual Teaching and Learning. Sebuah Panduan Awal dalam Pengembangan PBM*. Pusat Pengkajian Pedagogik: Universitas Indonesia, 2010). p. 66

²³Biehler et al., *Psychology Applied to Teaching*, (Boston: Houghton Mifflin Co., 1997) p. 98

Authentic assessment is a strategy where teachers employ real-life context to evaluate specific learning task or behaviors. It means that the success in learning not only determined by the development of students' knowledge but also determined by the development of students' behaviors.

Assessments of students' performance can come from the teacher and the students. In 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. They frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness, we can greatly enhance learning.

Developing Reading Skill through CTL (Contextual Teaching and Learning)

As mentioned in previous chapter that students' problems in reading have difficulty in decoding words and comprehending a reading text. These are the reasons why students are uninterested when face reading text. So, teacher has to find out the way how to solve those problems.

CTL is a learning conception that helps teachers relate subject matter content to real world situation and motivates students to make connections between knowledge and its applications in their daily life (Depdiknas, 2003).²⁴ It means that teachers have to choose or design learning material, particularly for reading based on students' real life context. Moreover, in CTL, students have to know why they learn, what the advantages of learning, and how to achieve the goal. Make sure that they aware what they have learned is avail for their life. Hence, Kesuma (2010) suggests that in classroom contextual teacher makes effort to help students to achieve their learning objectives.²⁵ It implies

²⁴Depdiknas, *Pendekatan Kontekstual; Contextual Teaching and Learning (CTL)*, (Jakarta: Direktorat Pendidikan Dasar dan Menengah, 2003) p. 5

²⁵Kesuma, et al., *Contextual Teaching and Learning. Sebuah Panduan Awal dalam Pengembangan PBM*. Pusat Pengkajian Pedagogik: Universitas Indonesia., 2010). p. 58

that teacher must deal with a lot of strategies rather than mere information.

Based on the view above, when the students learn to develop reading skill, the teacher has to choose the material related to the real world of the students and encourage them to relate their knowledge to its application in their daily life.

In developing reading skill though CTL, there are four stages should be employed by teacher (Depdiknas, 2005),²⁶ they are:

1. Building Knowledge of Field.

In this stage, the interaction between teacher and students or students and students will be occurred to construct students' knowledge based on their experience and to increase new words that will be used in the text.

2. Modeling of Text.

The teacher introduces reading text to students then gives model how to get the information from the text.

3. Joint Construction of Text.

The students do their task by working together in group or in pairs. The teacher provides some questions then asks students to find out the answer by discussing with their friend in group.

4. Independent Construction of the Text.

The teacher provides a task then asks students to do it individually. Because they have been practiced in their group about how to get the information from the text, thus they are expected to be able to do it by his/herself.

Research Design

The design of this research was CAR (Classroom Action Research). The researcher focused his research on particular

²⁶Depdiknas. *Materi Pelatihan Terintegrasi Bahasa Inggris 1*. Direktorat Jenderal Pendidikan Dasar dan Menengah, Direktorat Pendidikan Lanjutan Pertama. Jakarta: Depdiknas, 2005) p. 24

classroom or group by employing the qualitative approach. Kemmis and McTaggart (1988)²⁷ define action research as follows:

Action Research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social educational practices, their understanding of these practices and the situation in which these practices are carried out.

Based on the definition above, classroom action research is carried out by the teacher in order to improve the situation in teaching and learning process. The situation here refers to the problems faced by the students and the teacher in the classroom during teaching and learning process. Therefore, in action research, the teacher and the students are involved to solve the problems. The teacher designed classroom action research by firstly formulating the problems in her teaching and learning activities then planning the action.

In conducting the action research, the researcher collaborated with classroom English teacher as a collaborator. Cohen and Manion (in Nunan 1989: 12) argue that collaborative action research involves at least two persons as the main actors of the study action and this research team works together to cope with the problem in a single classroom research.²⁸

There were four steps of classroom action research that should be conducted, they are planning, implementing the action, observing, and reflecting. In conducting those steps, the collaborator was involved from beginning to the end of the research.

Subject and Setting of the Study

The research was conducted at SMP Negeri 9 Palu, Central Sulawesi. It is located on Jl. Zebra Number 44, Palu city, Central Sulawesi. The school has 18 classes. There are eight classes for

²⁷Kemmis et al., *The Action Research Planner, Third Edition*, (Victoria: Deakin University, 1988) p. 5

²⁸David Nunan, *Understanding Language Classroom*, (Cambridge: Cambridge University Press, 1989) p. 12

seventh grade, six classes for seventh grades, and five classes for nine grades. The number of the student registered in 2013-2014 academic year is 729 students, 243 students of the seventh grade, 262 students of seventh grade, and 224 students of the ninth grade. Besides the nineteen classrooms, the school has a computer laboratory, a language laboratory, a library, a principal and staff office, teachers' room and a mosque.

The reasons of choosing this class as the subject of the study because the researcher found that most of the students still got difficult in comprehending the reading text and finding the information from the text. It needed the strategy to overcome the problems. The subject was clas VIIA.

Steps of the Research

The researcher conducted this research by adapting the steps as stated by Kemmis and McTaggart (1988) that is plan, act, observe, reflect, and revise plan.²⁹

Planning

Because action research is collaborative research involves at least two people, the researcher asked his collaborator to help his in conducting the research. The collaborator is also an English teacher. In constructing the plan of action research, the researcher and his collaborator worked together in designing lesson plan, preparing instructional reading materials and media, determining the criteria of success, and designing research instruments such as observation sheets, questionnaire, and test.

The collaborator helped the researcher to observe the implementation of Contextual Teaching and Learning in teaching and learning process. The observation was done in order to know whether or not the researcher applied all the activities that he was already planned. The collaborator wrote down whatever the researcher and his students did during the implementation of CTL in the classroom.

²⁹Kemmis et al., *The Action Research Planner, Third Edition*, (Victoria: Deakin University, 1988) p. 10-14

Designing Lesson Plan

It is important for the researcher to design the lesson plan before implementing the teaching of reading skill in the classroom, because it is as guidance for the teacher to conduct her/his activities which is organized well in achieving the goals. The researcher and his collaborator designed lesson plan together.

There are several contents of lesson plan. They are objectives, materials and instruments, method, steps, and evaluation. In teaching reading there are three steps should be employed by the teacher. They are pre-reading, while reading, and post reading.

Preparing Instructional Material and Media

Instructional material and media play an important role in conducting teaching reading. To make teaching and learning to be successful, the teacher should provide the availability and applicability of the instructional material and media, besides some other factors such as strategy, method, or technique of teaching and the teacher's ability of course.

The instructional material was prepared by referring to standard competence and basic competence that were stated in curriculum. The researcher and his collaborator selected the reading material that related to the students' real life context. Also, their participation in learning will be raised. The researcher and his collaborator not only take the material from textbook but also from other recourses that were suitable to the students' level and need.

Meanwhile, the instructional media was prepared to raise the students' motivation and interest in learning. The researcher and his collaborator designed the pictures based on the topic in each meeting. They also prepared laptop and LCD to display the pictures.

Preparing Criteria of Success and Scoring System

1) Criteria of Success

The criteria of success are a parameter to determine whether the students have achieved required achievement of the cycle or not. In gaining the data, the researcher employed some instruments

that were responded by collaborator and students. They were observation sheet, field notes, questionnaire, and portfolio. The students' achievement score which is gained through evaluation should attain equal to or greater than 65 and the classical achievement should be or greater than 75%. So that, the action is considered successful if equal to or over 75% of students have got the standard score of individually achievement. The 65 score is taken from Criteria of Minimal Achievement of English at SMP Negeri 9 Palu.

In computing the students' learning achievement in reading test individually, the researcher employed the following formula:

$$\text{Score} = \frac{\text{Achievement Score}}{\text{Maximum Score}} \times 100$$

2) Scoring System

To assess the students' ability in answering the items of reading text, the researcher and his collaborator decided the scoring system. It was arranged based on the items given to the students. The score of item of essay test might be different. It was depended on the complicated of each item. The scoring system is presented below:

Figure 1: The Scoring system

No.	Remark	Score
MULTIPLE CHOICES		
1	The correct answer	1
2	The wrong and no answer	0
ESSAY		
1	Content and grammar are correct	3
2	Content is correct but grammar is less accurate	2
3	Content and grammar are less accurate	1
4	No answer	0

Implementing of the Action

Implementing the action is to carry out what has been designed in planning. The researcher implemented the plan into real action of teaching and learning activities in the classroom. In implementing the research, the research employed four meetings in

one cycle. Three meetings were for teaching, and one meeting was for testing.

Observing

Observation is a process of recording and collecting data about any aspect or event that is happening in the teaching and learning process. The researcher and his collaborator observed the students' activities or participation in the classroom. The collaborator also observed the teacher's performance in implementing the entire items of CTL (Contextual Teaching and Learning) procedure.

Reflecting

The researcher and his collaborator carried out a reflection based on the data and information that have been collected during the implementation of plan. After employing the first cycle, he and the collaborator made a discussion and reflection about the process in the cycle. The reflection is intended to understand whether the result of the action establish the researcher's belief about the effect of the strategy implemented. The judgment result is reflected to see whether the process of action in a cycle is success or need improvement. When the result of analyzing data of cycle I fulfills the criteria of success, the cycle is categorized successful then the cycle can be stopped. However, if the result is under the minimum standard of criteria of success, the action must be continued to cycle II.

Data Collection Procedures

In order to obtain accurate and reliable data, the researcher employed some instruments. The instruments were applied in the following procedures.

Observation Sheet

Observation sheet was used to observe both teachers' teaching performance and students' learning activities due to the implementation of CTL strategy in developing reading skill of the students. It was conducted during the research and teaching learning process in the classroom. It was filled in by the researcher's collaborator. The purpose of the observation is to

know whether the plans that have been designed are adjusted with the implementation.

Field Notes

Field note is used to gain data from the field. It notes the important things related with the teaching learning process which are not covered through some other instruments. The purpose of this instrument is to anticipate the possibility of losing the necessary data during the implementation of the plan.

Questionnaire

This instrument was used to gather information or data concerning with the students' progress and suggestion toward the application of the CTL strategy in teaching reading. The students were requested to choose one option based on their individual opinion.

Portfolio

Portfolio is the collection of materials compiled for a purpose (Kemmis and McTaggart, 1988).³⁰ It is the actual sample of students' work that used to assess the students' performance. It covers the result of students' individual work and students' group work. The samples of students' report was presented and taken as the content of the students' portfolio.

Test

Test was employed in this research to measure the students' achievement in reading skill through the application of the CTL strategy. It was done to gain the data about the students' achievement in area of reading skill at the end of meeting in cycle.

Data Analysis

Data analysis refers to the researcher's procedure in analyzing the criteria of success. In classroom action research, the researcher analyzed the result of observation checklist, questionnaire, field notes, portfolio, and the result of students' learning achievement test through quantitative and qualitative approach.

³⁰Kemmis, et al., *The Action Research Planner*. Third Edition, (Victoria: Deakin University., 1988). p. 102

The main data of the action was the students' score through reading comprehension test. It was analyzed quantitatively to determine the result of students' learning achievement. Next, the data about teaching and learning process was analyzed qualitatively to improve the use of the strategy in developing students' reading skill. The data were gained from the teacher's performance and the students' behavior during teaching and learning process.

Research Results

This section presents the discussion about the research findings dealing with the application of CTL (Contextual Teaching and Learning) in developing reading skill. The researcher implemented the CTL strategy in each meeting of the cycles. She provided the materials that related to the students' real life context and applied the seven components of CTL, namely Constructivism, Inquiry, Questioning, Modeling, Learning Community, Reflection, and Authentic Assessment during teaching and learning process. She also provided lesson plan as guidance to teach, in which all the activities of teaching and learning constructed based on CTL.

CTL emphasizes the learning process through constructing the knowledge not memorizing a set of fact, and in teaching, it is interpreted as an activity of inquiring process not transferring knowledge to the students. In CTL, the students developed their own understanding from their experience.

In relation to the teaching of reading, the researcher applied CTL (Contextual Teaching and Learning) from preparing the materials until conducting the activities that constructed in the lesson plan. In cycle 1, the researcher began his teaching from constructing the students' knowledge by telling the pictures that were given or answering the teacher's questions based on their experience related to the reading material that would be discussed. By having the prior knowledge of the text, the students would be easy to comprehend and get the information from the text. When the students read the text, they were expected to be able to get the information, particularly general information, main idea, and specific information. In order to enable the students to apply the

reading techniques of how to get the information from the text, the researcher gave the model or example before assigning them with some comprehension questions.

Furthermore, the students were divided into group of five. They were grouped randomly. The teacher regulated the students to which group they belonged to, in order to prevent the students from pegging other students as slow or advanced, or to separate them who inactive to work and troublesome students in the same group. The students need to know that by learning in group, they could help one another to solve their problems. Therefore, they should be familiarized to solve the problems together in group discussion. The researcher always controlled the students' activity in getting the answers of the questions. Thus, all the members of group had the ability to get the information from reading text. She also provided the time limitation for the students to do the task, in order to enable students to work seriously, so that they could finish their task punctually.

At the end of teaching and learning process, the teacher gave a little time to the students to do reflection. The students expressed their ideas about the information acquired in the lesson and told their difficulties during teaching and learning process. To assess the students' performance in CTL, the teacher used authentic assessment. The students were assessed through any way such as their participation in group, the result of their tasks, evaluation, and their learning achievement test.

After conducting the meetings as the treatment in cycle 1, the researcher gave the test to the students to measure their capability in getting the information from the reading text. The result of students' learning achievement test in this cycle could not meet the criteria of success, therefore, she continue the action to cycle 2.

In cycle 2, the researcher conducted the meeting in three times. The teaching was conducted as in cycle 1. However, there were some items that stated in reflection in cycle 1 needed to be optimally done by the researcher. In this cycle she paid more attention to the students who got the score under 65 in learning

achievement test in cycle 1. While, the other members of groups asked to help and guide the students who got the low score in the test. All the members of groups should be actively participated in finishing their tasks.

Principally, the students will learn effectively if they can make a connection between what they are learning with the experience they had, and also they look more enthusiast and actively involved in learning process in the classroom. She finds the students' attention and motivation in reading activity is raised. They were also actively participated in group discussion to solve their problems. Meanwhile, the result of questionnaire showed that all the students are interested in learning reading by using CTL strategy. In short, the application of CTL is effective in developing reading skill of the seventh grade students at SMP Negeri 9 Palu.

Conclusion

The students' reading skill could be developed through CTL (Contextual Teaching and Learning) since the researcher related reading material with the students' real word situation and motivates the students to make connections between knowledge and its application in their daily life. The students were also encouraged to learn through self-learning, self-constructing, and self-inquiry in comprehending the text and getting the information after giving the model. Teaching steps were conducted systematically and all the components of CTL: Constructivism, Inquiry, Questioning, Modeling, Learning Community, Reflection, and Authentic Assessment were applied in teaching and learning process. The development of the students' reading skill was measured based on their achievement test. There was a development in the reading skill by applying CTL. From the result of data analysis of achievement test showed that there were 84% of students who got the score equal to or over 65. It implies that the criteria of success had been achieved. In short, the application of CTL in developing students' reading skill was effective.

Suggestions

1. Since the philosophy of Contextual Teaching and Learning is constructivism, the students must acquire their knowledge by

themselves. They are expected to learn through constructing the knowledge not memorizing. So, it is necessary for the students to learn through self-learning, self-constructing, and self-inquiring in developing the reading skill. The students should also apply the knowledge they have got during learning process to their daily life. Thus, the learning will be meaningful for the students.

2. To get the satisfied result in implementing CTL, the teacher should apply the components of CTL evenly in teaching and learning process. They should be also creative in choosing or designing reading material that related to the students' real life situation.

References

- Anderson, R. 1994. *Role of the reader's schema in comprehension, learning, and memory*. In Ruddell, Ruddell, and Singer 1994, 469-82.
- Berardo, A.S. 2006. *The use of Authentic Materials in the Teaching of Reading*.
- Berns, R. and Erickson, P. 2001. *Contextual Teaching and Learning*, The Highlight Zone: Research.
<http://www.nccte.com/publication/infosynthesis>. Retrieved on May, 28th 2010.
- Biehler, R.F. and Snowman, J. 1997. *Psychology Applied to teaching*. Boston: Houghton Mifflin Co.
- Bogdan, R.C. and Biklen, S.K. 1998. *Qualitative Research for Education*. Boston: Allyn and Bacon
- Carrell, P.L., Denive, J., and Eskey, D.E. 1988. *Interactive Approach to second language Reading*. Cambridge: Cambridge University Press.
- Carnine, D. J., Silbert., and Kameenui, E.J. 1990. *Direct Instruction Reading*. Ohio: Merril Publishing, Co.
- Coles, B. *Factors that Effect Reading Comprehension*. <http://www.helium.com/items/2001659-factors-that-effect-reading-comprehension-attention-span-and-vocabulary>. Retrieved on January, 4th 2011
- Dechant, E.V. and Smith, H.P. 1977. *Psychology in Teaching Reading*. New Jersey: Prentice-Hall Inc.
- Depdiknas. 2001. *Kurikulum Berbasis Kompetensi*. Pusat Kurikulum Badan Penelitian dan Pengembangan. Jakarta.
- Depdiknas. 2005. *Materi Pelatihan Terintegrasi Bahasa Inggris 1*. Direktorat Jendral Pendidikan Dasar dan Menengah, Direktorat Pendidikan Lanjutan Pertama.
- Depdiknas. 2007. *Kurikulum 2007 Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP/MTs*. Jakarta.
- Depdiknas. 2003. *Pendekatan Kontekstual; Contextual Teaching and Learning (CTL)*. Jakarta: Direktorat Pendidikan Dasar dan Menengah.

- Fraze, B. 2001. "Questioning". *A web-based System for the Professional Development of Teachers in Contextual Teaching and Learning Project*. Bowling Green, OH: Bowling Green State University.
- Forrester, A. 1984. *Reading Resources, Collin ELT*. London & Glasgow.
- Geysler, J. 2010. *The Receptive Skills*. <http://ezinearticles.com/?The-Receptive-Skills&id=4418370>. Retrieved on January 4th, 2011
- Gika, A.S. and Berwick, D. 1998. *Working with Young Learners: A way ahead*. Whitstable, Kent: IATEFL
- Goodman, K. 1967. *Reading: A psycholinguistic guessing game*. *Journal of the Reading Specialist* 6 (4): 126-35.
- Hollowell, K. 2010. *Aspect of Reading Skills*. http://www.ehow.com/list_6604712_aspects-reading_skills.html. Retrieved on January 4th, 2011.
- Hollas, B. 2002. *Teaching Your Below Grade level students how to become strategic*. Cambridge; Cambridge University Press.
- Kesuma, D., Hermana, D., Supardan, D., and Undang, G. 2010. *Contextual Teaching and Learning. Sebuah Panduan Awal dalam Pengembangan PBM*. Pusat Pengkajian Pedagogik: Universitas Indonesia.
- Kasihani, E.S. 2002. *Contextual Teaching and Learning (Pembelajaran Kontektual)*. <http://www.scribd.com/doc/24360771/Contextual-Learning-and-Teaching-CTL-Pengajaran-Dan-Pembelajaran-Konstektual-Kasihani-KE>. Retrieved on January, 5th 2011
- Kemmis, S. and McTaggart R. 1988. *The Action Research Planner*. Third Edition. Victoria: Deakin University
- Margono, S. 1996. *Metodology Penelitian Pendidikan*. Jakarta: Rineka Cipta
- Nunan, D. 1989. *Understanding Language Classroom*. Cambridge: Cambridge University Press.
- Nurhadi, 2002. *Contextual Teaching and Learning*. Jakarta. Depdiknas Dirjen Dikdasmen Direktorat Pendidikan Lanjutan Pertama.

- Nuttall, C. 1996. *Teaching Reading Skills in a foreign language (New Edition)* Oxford, Heinemann
- Resnick, L.B. and Hall, M.W. 1998. *Learning Organizations for Sustainable Education Reform*. Daedalus vol. 127
- Rivers, W.M. 1981. *Teaching Foreign - Language Skills*. Chicago and London: Chicago University Press.
- Snow, C.E. 2002. *Reading for Understanding: Toward a Research and Development Program in Reading comprehension*. Santa Monica: RAND
- Sofian. 2000. *Buku Ajar / Hand-out: Instructional Design Development*. Unpublished. Pontianak. FKIP UNTAN.
<http://kumpulan-makalah-dloeds.blogspot.com/2009/07/tesis.html>. Retrieved on November 26th, 2010
- Sofian. 2007. *Various Techniques and Strategies in Teaching English*. Unpublished. Pontianak. FKIP UNTAN
- Wadirman, A., Jahur, M.B., and Djusma, M.S. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Depdiknas.
- Wolf, M. 2007. *Common Questions about Fluency Scholastic*. Retrieved on January 4th 2011.
<http://www.content.scholastic.com/browser/article.jsp?id=4470>