Improving Reading Comprehension by Using Contextual Teaching and Learning (CTL) at Secondary School in Jember

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Abstract. The purpose of this research is to know how using contextual teaching and learning (CTL) method can improve the eighth-grade students' reading comprehension at SMP Negeri 2 Mayang Jember. The design of the research is Classroom Action Research: which uses test as the instrument of the research. The research subject is the eighth-grade students is 38 students. The result of reading test data in cycle 1 showed that 12 from 38 students, who have scored ≥ 70 were 31,57%. It means the result did not achieve the target. The researcher needs to revise the plan or technique in cycle 2. All activities done with the partner both defining difficult word and discussion. in cycle 2 there were 30 from 38 of the students who scored ≥ 70 were 78,94%. It means the target score in reading test achieved the target score. The action was stopped because requirement 75% students reading test could achieve the target score. It can be concluded by using contextual teaching and learning (CTL) method could improve the students' reading comprehension at SMP Negeri 2 Mayang

INTRODUCTION

Reading is an active skill which involves guessing, predicting, checking, and asking oneself questions. In this case, when students read a certain reading text, they do not only read the text but they also guess what the writer wants to deliver and find it out through checking and identifying the reading text in order to get the overall meaning of it. In relation to this, Andayani (2009) defines that reading is the interpretation of printed or written symbols. In other words, reading comprehension is a result of the interpretation between the perceptions of graphic symbols that represent language and the reader's

language skill and knowledge of the word. Therefore, a reader always tries to create his own understanding of a meaning intended by the writer.

Reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (RAND Reading Study Group, 2002). This process of interaction and involvement with the text is a function of both reader and text variables that take place within a larger social context (Goldman, Saul, & Cote, 1995; McNamara & Magliano, 2009; RAND Reading Study Group, 2002). When successful, the product of reading comprehension is a coherent mental representation of a text's meaning that is integrated with the reader's prior knowledge. The nature of the model, that is the ideas and the links connecting those ideas, defines what has been learned. Reading comprehension is a complex skill: it requires the successful development and orchestration of a variety of lower- and higher-level processes and skills (Balota, Flores d'Arcais, & Rayner, 1990). As a consequence, there are a number of sources for potential comprehension failure and these sources can vary depending on the skill level and age of the reader (Keenan, Betjemann, & Olson, 2008; RAND, 2002). Theories and models of reading comprehension are necessary to make sense of this complexity.

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding reading text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about (Kintsch 1998; van Dijk and Kintsch 1983).

Reading comprehension is a very complex cognitive activity. Comprehenders are not viewed as merely passive recipients of information but as active constructors of meaning. Skilled comprehends use a wide repertoire of language skills to gain meaning from text by constructing a text-based model while at the same time they draw upon and use their own background knowledge to construct a situation model of the understandings related to the text passage. To be effective, readers need to be actively engaged in the reading process by using their metacognitive skills to monitor and regulate their own meaning making processes.

In this research the problem is "How can improve reading comprehension by using contextual teaching and learning (CTL)?"

The Level of Reading Comprehension

According to Fairbairn and Winch (1996), there are three levels of comprehension is indeed a complex process, and there are many ways to examine comprehension. One helpful way to look at comprehension is through the levels or types of comprehension readers do when reading. Thomas Barrett (Clymer, 1968) developed a simple three-level taxonomy that is useful in understanding how readers comprehend.

The first level is literal or factual comprehension. This refers to the simple understanding of the information that is explicitly stated in the text. In the sentence, The dog chased the three children across the field, the literal comprehension involves knowing that it was a dog that was chasing, that the dog was chasing three children, and that the

chase occurred in a field. Applying the definition of comprehension presented earlier in this chapter, literal comprehension is heavily reliant on the information presented in the text

Barrett's second level, inferential comprehension, refers to information that relies on information that is implied, or not explicitly stated in the text. In the sentence example, inferential comprehension allows the reader to infer or guess what kind of dog was chasing the children, if the dog was barking or not, the ages and gender of the children, and the nature of the field that the children and dog were crossing. These pieces of information were not explicitly stated in the text: however, the reader could call up his or her background knowledge about dogs chasing children to make reasonable guesses about the scene. These are inferences that most readers can agree on. Most readers, for example, would agree that the dog was barking and that the children were running. From the definition of comprehension presented earlier, inferential comprehension can be seen as relying significantly on both the text and the reader.

Barrett's third level, critical or evaluative comprehension, involves the reader making judgments about various aspects of the text literary quality of the text, the competency of the author, the righteousness of the characters and their actions, and so on. This level of comprehension obviously relies on the text, but to an even greater extent, it requires the reader to make personal judgments about the text. In a sense, these are inferences also, but they are highly dependent on the individual and unique background of the reader. One reader may love the passage, and another may have disliked it intensely. Who is correct in their judgment? We'd have to say both readers. A fine example of critical comprehension is the presidential election that we referred to earlier.

Although the positions, back- grounds, and expert opinions may be known by the entire electorate, the decision or judgment made by the voters is usually widely split never unanimous. All three levels of comprehension are important and need to be fostered. In the past, however, literal comprehension was the primary focus of instruction. Perhaps that is because literal comprehension is easier for a teacher to deal with the facts are indisputable, and questions that focus on literal comprehension are simple to develop and evaluate. Literal comprehension, however, requires little in the way of engaged thinking and problem solving on the part of the reader. It is the second and third levels of comprehension, inferential and critical, that challenge the reader to actively engage his or her background knowledge and reasoning skills to construct meaning, meaning that is not simply stated in the written text but meaning that can be discussed and debated. These are the levels that make reading comprehension a thinking task rather than simply a recall task. Research into effective classroom instruction in reading has found that effective teachers are more likely to focus on inferential and critical comprehension, the higher levels of comprehension, than less effective teachers. But the researcher chooses two levels and that is Literal Comprehension and Inferential Comprehension.

Literal Comprehension

The lowest level of reding comprehension is literal comprehension. Literal comprehension is getting the primary, direct, literal meaning of an idea in context. Further, burns et.al (1996) state, "to take in ideas that are directly stated is literal comprehension; this is the basic type". In teaching reading, the type of comprehension that is appropriate

with the students at senior high school is literal comprehension because students are only able to use of information which is stated explicitly in the text.

The readers are only able to use the information which is stated explicitly in the text. The readers can answer such a question that simply demand them to recall from memory what the exact words given in the book. Although it only needs little or no thinking on the part of the readers, it given them opportunity to practice in recalling and reproducing statements of fact and have a place in detailed factual reading.

Further Burns et.al (1996) stated, "Recognizing stated information is the basis of literal comprehension". The specific, explicitly stated parts of paragraph or passage that contain the basic information are the details on which main ideas, cause and effect relationship, inferences an so on are built.

Based the ideas above, in this research, the literal reading comprehension means the abilities of the readers to recognize the explicit message or ideas stated in the text. In this case, the term literal reading comprehension is used because in the text, the students is asked the question based on the explicit information stated in the text.

Inferential Comprehension

Inferential comprehension is described as creating meaning from the text and move beyond the author's purpose by combining the text information with their own though (Block et.al. 2004). It requires the readers to search the implicit or intended meaning of what beyond what is literary stated on the page.

Contextual Teaching and Learning (CTL)

We can see most of students in our school got a lot of material that was not in context. Therefore, they were difficult to make connection between what they are learning and how that knowledge will be use in their daily lives. The method of classroom teaching sometimes not really touches the learning process. The students rarely have an opportunity to experience hand-on learning.

Nowadays, educators find the necessary to think over about how day teach. Recently, learning occurred only when students process new information or knowledge in such way that it makes sense to them in their own frame references. Therefore, the appropriate approach should be used to make the learning process really work. Today, there are several approaches proposed to achieve the goal of study. Each approach offered many gains. Contextual Teaching and Learning (CTL) approach is one of approaches proposed. This concept is not new. The application of contextual learning was first proposed (at the turn of the 20th century) by John Dewey, progressivism, which is believed that the students will best learn if what day have learned the materials which are related with what they have already known, and teaching learning process will be productive if the students are active in the process of teaching.

Contextual Teaching and Learning (CTL) is a system for teaching that indicators learn best students see meaning in new task material and discover meaning when they are able to connect new information with their existing knowledge and experiences. Students learn best, according to neuroscience, when they can connect the content of academic lesson with the context of their own daily lives.

METHODS

Research Design

The design of the research is Classroom Action Research (CAR), which is done to solve the instructional problems. Classroom Action Research (CAR) is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation to improve the rationality and justice of: (a) their own social or educational practices; (b) their understanding practices; and (c) the situation in which practices are carried out. CAR is the type of research that could offer a procedure to improve and enhance the professionalism of teachers in teaching and learning in the classroom by looking at various indicators of the success of learning processes and outcomes that occur in the students. In other words, through the CAR teachers can improve learning practices to become more effective.

The research was conducted collaboratively with the English teacher of the VIII E grade students at SMP Negeri 2 Mayang. It was applied to improve the student's reading comprehension by Contextual Teaching and Learning (CTL). According to Arikunto dkk (2008:16) there are as follow: (1) the planning, (2) the implementation, (3) observation, and (4) reflection the action.

Research Procedure

a. Planning

The first step was planning the action, before implementing the action in the class; the researcher had prepared some activities. They were as follows:

1. Choosing the materials of reading
2. Constructing the lessons plans of the first cycle.
3. Preparing the guide of observation in the form of field notes containing the indicators observed in the teaching and learning process.
4. Constructing the reading test materials for materials for the first cycle.
5. Acting

After preparing the action, the research conducted the action in the class that is teaching reading comprehension by using contextual teaching and learning (CTL) method It will be done in each cycle during the school hours. The implementation of the action in the first cycle is based on the lesson plan 1 and 2. Based on the lesson plan the step teaching learning use contextual teaching and learning (CTL) in reading comprehension are as follow:

1. Introduced to the problem. The teacher makes sure students understand the goals and benefits of a problem-based approach for language learning.
2. Exploring what they do and do not know about the problem. The teacher makes sure that students understand the problem and the expectations of them and emphasize that there is no single answer or solution, and that they need to choose what appears to be the most viable solution to them and be prepared to explain why they chose that solution.

3. Generating possible solutions to the problem. The teacher observes students and provide support as needed, but do not attempt to direct their efforts or control their activity in solving the problem.
4. Considering the consequences of each solution and selecting the most viable solution. The teacher provides students with opportunities to present and share the results of their work. Meanwhile, in the third meeting, the students will be given reading test individually. The research will teach the materials to the students using problem-based learning method, while the English teacher observes the students' active participation during the teaching learning process.

b. Observing

Observation conducted by the observer and the English teacher. The observation is done when the researcher teaching reading by using contextual teaching and learning (CTL) method. The activities and applications of action in this research is done by observer. Observer and the English teacher will use field notes in each cycle to note the students' activities in the teaching leaning process through contextual teaching and learning (CTL) method. Observation is focused on the indicators of the participation of the students' involvement active and passive in the teaching learning process of reading.

c. Reflecting

In this research, reflection is conducted to know the results of actions collected from class observation and reading comprehension test in each cycle. The reflection is intended the weakness or the aspects which caused the failure of the action. It is used to reflect the results of class observation and the results of reading comprehension test. The researcher and the teacher would do reflection activity collaboratively. Then, the result of reflection would be used as a guide to revise what are the shortages in the lesson plans in cycle I to get target. To reflect the steps undertaken are as follows:

1. Making observations on the activity of teacher researchers and students
2. Recording the results on the observation sheets
3. Presenting the results of observations of the teacher researchers to analyze its flaws and corrected in the next cycle.
4. Conducting an analysis of the deficiencies and formulate the measures necessary to avoid shortages.

Data Collecting Method

In this research, the researcher tries to implementation some data collecting method as follow:

a. Test
1. Pre – test
The pre – test for the students is given to the students some exercises about an invitation to known how far the students know about invitation.
2. Teaching
The writer teaches in VIII E class. One class consist of 38 of students and the researcher teaches in 2 cycle and every cycle consist of 3 meeting, 2 meeting use to teaching learning process and last meeting used to test. And in cycle 2 also consist of 3 meeting.

3. Post – Test

The post – test is given by asking students some exercises about the descriptive text that is an *Invitation.* Post-test was implemented in last meeting of each cycle. The results of pre – test and post – test are collected and compared.

b. Observation

In action research, the observations conducted at each meeting. It aims to record the situation of the class during the teaching of reading comprehension using contextual teaching and learning (CTL) method. The English teachers acted as observers when teaching research study, your observations in the form of a fieldnotes is used to record the indicators that will be observed. Arikunto (2002:204) states that the most effective way would be to implement the observation as an instrument.

c. Interview

One of the ways to get deep and more information in the classroom is by using interview. The writer interviewed the students of the 8E grade at SMP Negeri 2 Mayang. The interview was conducted structurally by using interview guide and it was conducted after finishing teaching and learning process in each of cycle.

Data Analysis Method

Documentation used by the researcher to get the supporting data about the names of the research subject and the students' scores in reading comprehension test. It will be used as a basis for comparing the result of the test will be done in this action research.

The technique of analyzing data in this research was adapted from Miles and Huberman (1994). He confirms that data analysis consists of *data collection period, data reduction, data display, and data verification.* In the data analysis component of flow model that illustrate by Milles and Huberman (1994) as the following chart:

In relation to this research, the data has been collected from the test, observation. And interview. Furthemore, the data which were obtained from test, observation, and interview were analyzed through the process of data reduction which included the process of selecting and organizing the data. The irrelevant data or information from interview, observation, and test with the research question were discarded, and the relevant data were selected and organized. The checklist of observation. The data from test is taken from the mean student's score.

The result of pre-test and post-test in cycle 1 and cycle 2 it could be presented that the result of pre-test, post-test cycle 1 and cycle 2 had developed from 55,78% to be 60,13%.

The researcher gave bold numerical score to students who passed KKM (70), there are 3 students who passed KKM in Pre-test, 4 students in post-test 1 and 20 students in post-test 2. The researcher also concluded the lowest score in pre-test was 40, 50 in post-test 1 and in post-test 2 was 65.

1. Pre – Test

Based on the computation, the mean score of the class in pre-test before implementation the CAR was 49,22 %.

Based on the numerical data, it showed 44,73% of the students who scored more than ≥70 and 55,26% of students scored less than ≤70. The students could achieve the standard score requirement of KKM ≥70.

2. Post – Test 1

After scoring the pre-test in preliminary, the researcher calculated the result of post-test 1 in the second meeting of cycle 1. It was to know the improvement from the pre-test to post-test 1 result.

From the absolute numerical data, it was known that the mean score of the class in the post-test 1 derived 55,78 %. it gained any improvement was 6,56 (55,78 – 49,22) from the pre-test or having % from the pre-test to the post-test 1 result. To know that improvement into percentage, the researcher calculated as following:

In the first cycle of post-test 1, there were 4 students who passed the KKM (70). If it was calculated into class percentage, it was derived 31,57 %.

Based on the numerical data, it showed 12 students who scored ≥70 and 26 students who got score under KKM ≤70. But it has development of percentage's students' score from pretest before implementation of CAR. In another word, the applying Contextual Teaching and Learning method in cycle one is enough effective to be used in student's reading activity at eighth grade at SMP Negeri 2 Mayang, but the researcher must do cycle two because there were many students still got under KKM score (70).

3. Post – Test 2

After conducting action in cycle 2, the researcher has got numerical data from the post-test 2. The researcher again calculated the data of post-test 2 into three parts of calculation. First the researcher calculates the mean score of the class, second students' achievement, or improvement's score into percentage and third the class percentage who passed the KKM (70).

Based on calculation, it is showed the mean score of the class in post-test cycle 2 is 60,13. It gained any improvement was 4,35 (60,13 – 55,78) from the pretest or having 34.94 % from the pretest to the post-test 2 result.

In the second cycle of post-test cycle 2, there were 30 Students who get score of KKM. if it was calculated into class percentage, it was derived 71.42%

Based on the calculation the data, it is about 78,94 % of students in eighth grade at SMP Negeri 2 Mayang could reach KKM (70). It means, there were 30 students who could reach KKM (70), and only 8 students did not pass KKM. the students' improvement in the reading of descriptive text from the preliminary study to the second cycle was recapped in diagram below:

The result of Pre-Test

This test is used to know the student understands in reading comprehension as the measurement. The pre-test was done on September 11st, 2015. The material pre-test is an invitation because the researcher to know how far the students understand about it.

Students' reading test could be showed that the mean of students' score are 49,22% and the students who got the success score are only 12 students who ≥70. It means that this class got low in reading comprehension.

1. The Result of the Observation in Pre - Test

The result of observation was got from identifying the student's active and passive during teaching learning process of reading comprehension by using CTL in every meeting. The observation consists of the student's attention in learning by answering researcher question, student's serious, student who are joking, student's uninteresting, and students who are sleepy in the class, student's passive, and active voice. There were 38 students who joined in this class and some of them gave their attention to this learning process but some of them still in bed character. But in every meeting, there are more students not come in class because sick, alpha, and license. They could be detailed as bellow: The were 20 or 52,63% students in giving attention and serious during learning process, 10 or 26,31% students in joking, 8 or 21,12% students in uninteresting in learning.

2. Result of Cycle 1

Based on the result of reading test, it was found that there were 12 of 38 students (31,57%) who scored ≥70 in cycle I. As mentioned before, the cycle of this research was successful if 75% students scored ≥70. It means that the action in cycle I was not successful, and it was necessary to continue the action into cycle II. Based on the result of the first cycle, it can be said that the required 75% of students who scored ≥70 in reading subject was not achieved yet. It was because the students had still difficulties in comprehending text. Furthermore, many students were noise and talked because the test was given in the last period. Thus, the action needed to be improved in the second cycle. Here, the researcher needed to improve the reading comprehension.

There were 1 student or 2,63% got in excellent category which show the ranges between 81 – 100. Then, 6 students or 15,7% in satisfied category that got the ranges 71 – 80. Next, there were 9 students or 23,68% in enough category or in ranges between 61 – 70. And the last 22 students or 57,9% in poor category or got the score under 60. Based on the results above, it was known that the action in the first cycle had not achieved the target of this action research yet. As mentioned before in the chapter 3, if the action of cycle 1 had not achieved yet, it would need to conduct the second cycle as the improvement because the students' mean score and the percentage of the students who got at least > 70 had not fulfilled the criteria of success.

Based on the level it was knew that the action in the first cycle had not achieved the target standard score of this action research yet. if the action of cycle 1 had not achieved yet, it would need to conduct the second cycle as the improvement because the students' mean score and the percentage of the students who got at least ≥ 70 had not fulfilled the criteria of success. So, the researcher continued in cycle 2 to improve reading comprehension by using contextual teaching and learning (CTL) method.

3. The Result of Reading Comprehension Test Cycle2

Cycle 2 is started since the result of cycle 1 had not get the target of research. In this cycle, the English teacher and the researcher did the action that was teaching reading an

invitation. The allocation time was 2 x 40 minutes in each meeting. The teaching procedure was the same with the cycle 1. The action of this cycle was done in three meetings including the test.

The stages activities were same as in the first cycle, as planning of the action, implementation of the action, observation and evaluation, data analysis and reflection. The implementation based on the lesson plan which is revised. The researcher as the teacher and the English teacher as the observer in each meeting.

The results of students' reading test in the Second cycle are presented in the following table:

Table 5 The Students Reading Score in Cycle 2

No	Name	Criteria of Scoring				Score of Test	Category
		Pronunciation	Accuracy	Intonation	Fluency		
1	A M F	15	15	13	15	60	N / A
2	A T J	20	20	17	20	80	Achieved
3	A C W	17	15	12	11	55	N / A
4	A S	19	23	20	18	80	Achieved
5	A P R	12	11	15	17	55	N / A
6	A F	2	23	18	18	80	Achieved
7	A F S	21	25	22	22	90	Achieved
8	D S N	20	25	20	20	85	Achieved
9	D Y	23	25	20	22	90	Achieved
10	D P	17	19	19	20	75	Achieved
11	F T C	20	18	18	19	75	Achieved
12	F W	22	24	18	21	85	Achieved
13	F F	18	20	17	20	75	Achieved
14	F A S	20	20	18	22	80	Achieved
15	I AL H	15	17	13	15	60	N / A
16	K A	18	20	18	19	75	Achieved
17	K M R	23	25	20	22	90	Achieved
18	L N A	20	25	23	22	90	Achieved
19	M A M	23	23	19	20	85	Achieved
20	M.R	15	17	13	15	60	N / A
21	MF	22	25	23	20	90	Achieved
22	M A	5	7	3	5	20	N / A
23	M M	23	23	17	22	85	Achieved
24	M. A F	18	17	16	19	70	Achieved
25	M. F	25	25	20	25	95	Achieved
26	M R	5	9	7	9	30	N / A
27	M A S	22	25	23	20	90	Achieved
28	M A A	17	19	19	20	75	Achieved
29	M R R	25	25	20	25	95	Achieved
30	R R S	22	24	18	21	85	Achieved
31	R A	23	23	17	22	85	Achieved
32	R E	15	17	13	15	60	N / A
33	SR	22	24	18	21	85	Achieved
34	S N	20	25	23	22	90	Achieved

35	S D	20	18	13	19	70	Achieved
36	S R	20	25	22	23	90	Achieved
37	Y P	17	19	19	20	75	Achieved
38	Y H	22	25	23	20	90	Achieved
∑x =		722	790	667	726	2905	
$M = \dfrac{\sum x}{N}$		19 %	20,8 %	17,55 %	19,25 %	76,44 %	**Achieved**
$E = \dfrac{n \ x \ 100}{N}$						79,57 %	**Achieved**

Resources: The Eight Grade Students at SMP Negeri 2 Mayang

The reading test in cycle II was conducted on 26th September 2015. Based on the result of reading test in cycle II, it was found that there were 30 of 38 students (79,57%) who scored ≥ 70. The result of cycle 2 the researcher also enclosed o appendix 16. It means that the target percentage requirement in this research had already been achieved. In addition, it was found 8 of 38 students (21,05%) who scored ≤ 70. Based on the result of the second cycle, it can be said that the standard requirement of the mean score of the student in reading subject has already been achieved. In the result of cycle 2 the researcher also on closed the highest score and the lower score to explanation that about the target percentage requirement in the cycle 2 had already been achieved.

Table 6 Score Level in Cycle 2

Category	Ranges of Score	Frequency
Excellent	81 – 100	18
Satisfied	71 – 80	9
Enough	61 – 70	9
Poor	≤ 60	2
Total		38

Sources: The Eight Grade Students at SMP Negeri 2 Mayang

There were 18 students or 47,36% got in excellent category which show the ranges between 81 – 100. Then, 9 students or 23,68% in satisfied category that got the ranges 71 – 80. Next, there were 9 students or 23,68% in enough category or in ranges between 61 – 70. And the last 2 students or 5,26% in poor category or got the score under 60. Based on the results above, it was known that the action in the cycle 2 had achieved the target of this action research, in cycle 2 the score had fulfilled the criteria of success.

The Result of Observation
1. The Result Observation in Cycle 1

In this class there were 38 students and for the first meeting until the last meeting all the students present. In lesson plan at first meeting discussed about the video an invitation and give to the students about material an invitation and in last meeting ask the students to make an invitation individually. The observation consists of some aspects as, students, Students' attainment, Students' result, material, and teacher. As in students consist of Students' work hard, students on time in finishing their work, students hearing the teacher, students' active to answer the teacher questions, and students' late.

The observation guides the form of check list which consist of five indicators, as in students consist of Students' work hard, students on time in finishing their work, students hearing the teacher, students' active to answer the teacher question, and students' late. These criteria were taken from Douglas brown' book that the title "Teaching by Principles" (2000:432).

The observation result in the cycle 1 could be showed as bellow:

Table 7 Result of Observation in Cycle 1

Criteria	Never	Seldom	Sometimes	Often	Usually	Always
Works Hard	5 / 13%	8 / 21%	6 / 15%	6 / 15%	7 / 18%	6 / 15%
On time finishing their work	9 / 23%	7/ 18%	8 / 21%	5 / 13%	4 / 10%	4 / 10%
Hearing the teacher	4 / 10%	8 / 21%	10 / 26%	8 / 21%	3 / 7%	5 / 13%
Active	9 / 23%	8/ 21%	10/ 26%	3 / 7%	3 / 7%	5 / 13%
Late or Absent	12 / 31%	7 / 18%	8 / 21%	2 / 5%	3 / 7%	4 / 10%

Sources: The Eight Grade Students at SMP Negeri 2 Mayang

The table above showed that the result of class observations there were 5 students or 13 % never work hard, 9 or 23 % students never finishing their work on time, 4 student or 10% in never hearing the teacher explanation or instructions. 9 or 23 % students in passive during teaching learning process and there were 12 or 31% students late in joining the class. It was mean that the target was not completed yet. The target of students' result in this research was about 70 % in good attitude so it was needed to do the cycle 2.

2. The Result Observation in Cycle 2

The steps of teaching learning process of reading in the cycle 2 were basically same as the cycle 1 but were the activities in each steps little bit different. It because the researcher tried to give some revisions. In cycle 2 the researcher discussed about example of invitation and asks the students to read high-pitched about their invitation in turns. These criteria were taken from Douglas brown' book that the title "Teaching by Principles" (2000). Result in the cycle 1 could be showed as bellow:

Table 8 Result Observation in Cycle 2

Criteria	Never	Seldom	Sometimes	Often	Usually	Always
Works Hard	4 / 10 %	2 / 5%	10 / 26 %	12 / 31%	7 / 18%	3 / 7%
On time finishing their work	3 / 7 %	5 / 13%	9 / 23 %	10 /26 %	8 / 21%	3 / 7%
Hearing the teacher	4 / 10 %	5 / 13 %	8 / 21 %	13 / 34%	3 / 7%	5 / 13%
Active	4/ 10 %	6 / 15 %	11 / 28 %	10 / 26%	4 / 10%	3 / 7%
Late or Absent	4 / 10 %	7 / 18 %	6 / 15	5 / 13%	9 / 23%	7 / 18%

Sources: The Eight Grade Students at SMP Negeri 2 Mayang

The table above showed that the result of class observations there were 4 students or 10 % never work hard, 3 or 7 % students never finishing their work on time, 4 student or 10 % in never hearing the teacher explanation or instructions. 4 or 10 % students in passive during teaching learning process and there were 4 or 10 % students late in joining

the class. It was mean that the target was not completed yet. The target of students' result in this research was about 70 % in good attitude so it was needed to do the cycle 2.

The Result of interview

The result of interview with the student's at SMP Negeri 2 Mayang in VIII E class of this reading comprehension test, she felt so enthusiastic during learning process because she had never got study with new teacher by using LCD projector. The other hand, the students who got the low score said that they did not understand the meaning well because uninteresting during learning process. Based on the most students' opinion about study reading a invitation text by using CTL, the students get enjoying because they study as while waste the time in the spare time in reading an invitation. And the researcher also enclosed the result of interview on appendix 21.

Reflection

The reflection was done after calculating the students' score of reading test by using contextual teaching and learning (CTL) method. Reflection was done to analyze the result of students' reading score and the result of class observation, then conclude whether the cycle II was successful or not. After implementation the action in cycle 2, the teacher in teaching learning process only 3 notes while teaching or implement the action those were:

1. The interaction to the students is good enough. So, the students more active to have interaction in the class.
2. Try to make the students more motive to do the task. So, the teacher must be developing the idea to motive the students to do the task
3. The explanation of the material is good enough. The teacher must be good enough in explanation the material.

The reading test in cycle II was conducted on 26th September 2015. Based on the result of reading test in cycle II, it was found that there were 30 of 38 students (79,57%) who scored ≥ 70. The result of cycle 2 the researcher also enclosed on appendix 16. It means that the target percentage requirement in this research had already been achieved. In addition, it was found 8 of 38 students (21,05%) who scored ≤ 70. Based on the result of the second cycle, it can be said that the standard requirement of the mean score of the student in reading subject has already been achieved. In the result of cycle 2 the researcher also on closed the highest score and the lower score to explanation that about the target percentage requirement in the cycle 2 had already been achieved.

DISCUSSION

This research was intended to increase the students' participation of VIII E class in the teaching learning process of reading and to improve the student's reading comprehension. To fulfil the objectives, this classroom action research was done by applying the contextual teaching and learning (CTL) method.

The result percentage of the students who got score ≥ 70 in Cycle 1 increased to be 31,57% (12 of 38 students), but it did not achieve the minimum requirement percentage (75%). Since Cycle 1 was not successful, Cycle 2 was conducted by revising the action in

Cycle 1. The result of reading comprehension test in Cycle 2 improved to be 78,94% (30 of 38 students) who got score ≥ 70 and it achieved the minimum requirement percentage (75%). The improvement of the students' participation and their reading comprehension from Cycle 1 to Cycle 2.

Based on the table above, it could be concluded that the percentage of improvement of both the students' participation and reading comprehension in this research increased in Cycle 1 and Cycle 2. However, the improvement of reading comprehension in Cycle 1 did not achieve the research target, thus the action research was continued to Cycle 2. After conducting the action research in Cycle 2, the results of the students' participation and their reading comprehension achieved all research targets. Teaching reading by using contextual teaching and learning (CTL) method could improve the students' participation and their reading comprehension. The students also more enthusiastic in teaching learning process in reading class.

Based on the statements above, the students' participation and their reading comprehension of VIII E class improved consistently from Cycle 1 to Cycle 2. Thus, it could be concluded that the results of this action research in two cycles proved hypotheses as follows: The use of Contextual Teaching and Learning (CTL) method in the teaching learning of reading comprehension can improve VIII E class students' participation at SMP Negeri 2 Mayang.

CONCLUSIONS

Using Contextual Teaching and Learning (CTL) method can improve the grade VIII E students' reading comprehension at SMP Negeri 2 Mayang in the academic year 2015 / 2016. The present study was administered to investigate the advantages of using contextual teaching and learning approach in teaching writing, especially descriptive text and the way CTL approach improves the second-grade students at junior high school writing ability. The data in this study were obtained through observations, students' interviews, and written documents. It was found that this approach was beneficial for the second-grade students at junior high school in learning writing. It was proven from the teaching strategies used in the classroom that are based on contextual teaching and learning (CTL) theory.

These teaching strategies are relating, experiencing, applying, cooperating, and transferring. In addition, authentic material was also used to assess the students' writing. There were some benefits of using contextual teaching and learning approach in reading class is Based on the department of Natural Education CTL is the concept of learning that aim to help teacher to make connection between the teaching materials with the context of students' real world and encourages students to make connection between their knowledge with its applications in their daily lives.

Based on the definitions above, CTL is a learning concept that help teacher relate subject matter content to real world situations to their daily life, and then students can gain knowledge and skills more and more by construct and solve a problem by their self in their community as a citizen.

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