THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING (CTL) METHOD ON STUDENTS' READING SKILL AT SMPN 34 MAKASSAR

SKRIPSI

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2016

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CHAPTER I

INTRODUCTION

The writer presents this chapter with the backgronud of the research, problem statements, objectives of the research, significance of the research, and the scope of the research.

A. Backgroud of the Research

Language is one of the aspects use in communication English as in internasional language should be learn by people who wants to communicate English effectively. Especially in the four basic skills in language. namely speaking, listening, reading, and writing.

One of the skills of language is reading. In daily activity, whether or not we are conscious, we often do reading. Reading one of the very essential skills in our life and has to be increase. Through reading, we can get a lot of information that will enable us to enlarge our knowledge. Even though we know that there are many ways to get information but reading is the common way to fulfill our need about the recent information, because most of the information, advertisements, scientific books and intructions of things are design in written form. In relation to the learning process, the language skill that mentioned above is reading skill. Students have to be master in reading skill. Because reading is a basic mean of learning in all subjects. It means
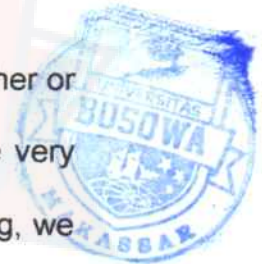
In every subject, students' learning activities involves reading. Through reading student are able to expand their view all of things,such as information, ideas, skill, values, and ways of thinking. Reading is a complex activity deploying a large number of saparate actions. One should use the understanding and imagination, observing, and remembering. We can not without moving the eyes or using our minds. Reading is central to the learning process. By reading activity, people may gain important imformation that is not presented by teachers in the classroom. The teacher is one who gives knowledge to students. Teacher indeed occupy and honorable position in the eyes of society. That authority causes the teacher is respected, so that people do not ask about the teacher features. With the trust given by society, then on the shoulders of teachers are given tasks and heavy responsibilities. Efeective reading is likely to impact on effective writing. As respective skills, reading provides a stimulus to the writing. The effectiveness of learning reading and writing from the view points of the teachers is likely to give optimal results if teachers use the potential efficiently. Learning efficiently of reading is also influenced the use of the facilities available. The use of fasilities available optimally will help students understand the material being taught. Usually students will have an idea when they connect language learning with the surrounding condition and their experiences.

Based on the fact above, it is necessary for language teachers to foster reading on their students. It may be done by selecting proper materials to the students. The reading programs may be useless if it not done properly. Teachers should select reading materials that are relevant to the students' need and interests. Teachers should also select methods that are fun for the students, because selecting the wrong method will hinder the achievement of learning objectives the methods employes by teachers in teaching should convey the method that relate subject matter content to the real word so that the students may construct their knowledge based on the their previous knowledge mastered. such a method is called Contextual Teaching and Learning (CTL). Contextual teaching and learning is a teaching method that the students could find meaningful correlation between abstract thinking and practical aplication in the real context. In such learning experience, facts, concepts, principles, and procedurs as subject materials that are internaized through discovery, reinforcement, interrelationship, and integrated process. Contextual learning is coordination between subject materials or content and intelectual skill that should be possessed by the student in situation. Considering the characteristics of contextual teaching and learning method, thus there is an expectation that this learning method will be able to give a positive contribution

towards English teaching and learning particulary in students reading skill.

It is interesting to study the teachers' strategies in teaching reading employing the above method as implemented in small town school. Based on the backround above, the researcher intended to do further research about teaching reading using CTL.

B. Problem statement

Based on the background above, the problem of this research is there any significant effect of contextual teaching and learning (CTL) method on students' reading skill at SMPN 34 Makassar?.

C. Objectives Of The Research

Based on the problem statement above, the objective of this research is to know the significance effect of contextual teaching and learning (CTL) on students' reading skill at SMPN 34 makassar.

D. Significance of the Research

Based on the objective above, the significance of the research can be stated as follows:

1. English teachers, to give some information about the method to help teachers improve their ability in teaching English

2. Every students, can apply this method in their learning process

3. For further researcher, this study is also expected to be a reference for future researchers who have the same problem and interest in conducting the similar studies.

E. The Scope of the Research

The researcher is focussed to Contextual Teaching and Learning (CTL) method usage that can give good effect towards reading skill, therefore the researcher presents scope as the research as follows.

1. Contextual teaching and Learning (CTL) in helping students

2. The effect of CTL merthod on students' reading skill
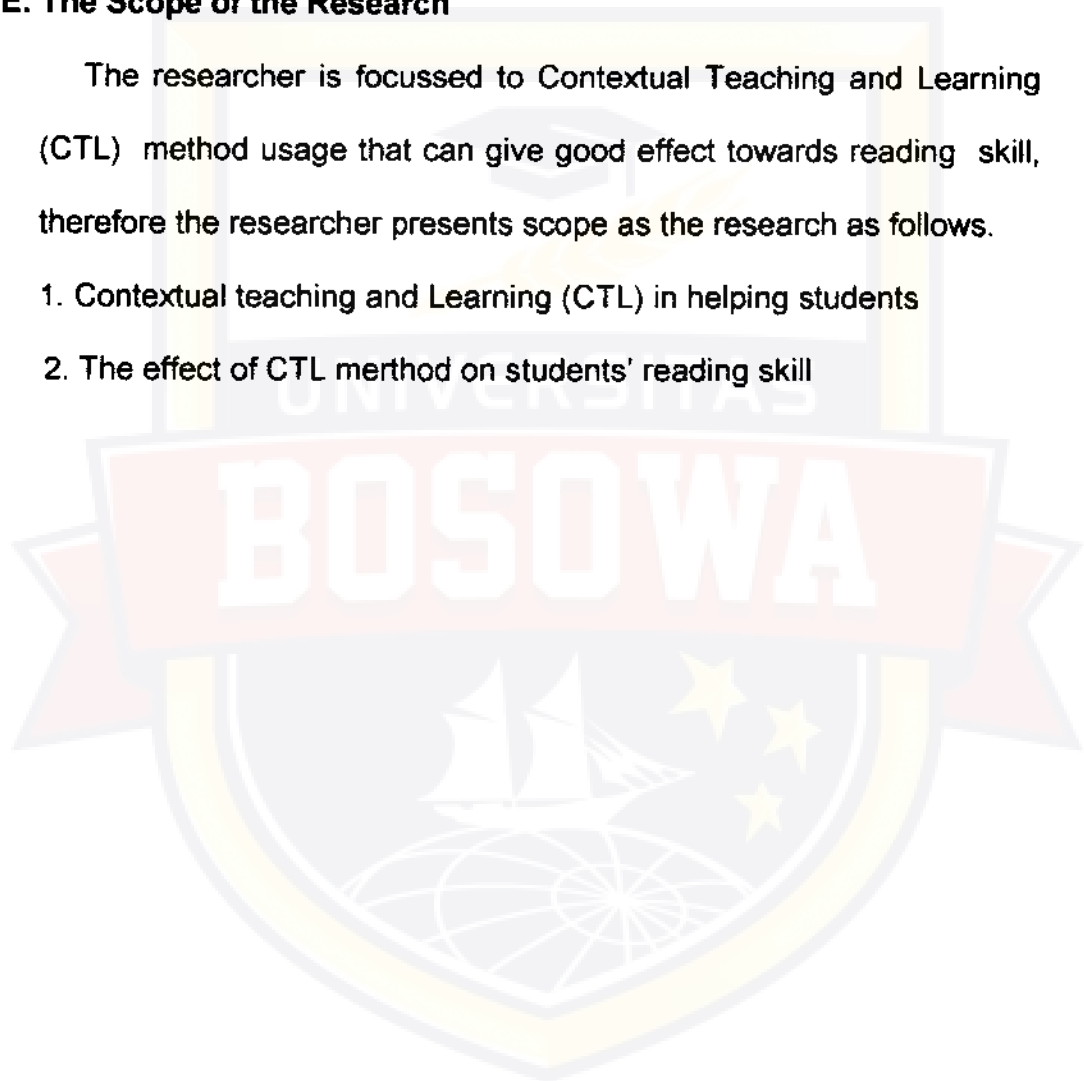
CHAPTER II

REFIEW OF RELATED LITERATURE

This chapter covers some Previous Related Findings, Theoritical Description, Contextual Approach, Theoritical Framework, Conceptual Framework, and Hypothesis.

A. Previous Related Findings

The Researcher takes review of relate literature from other references as comparison that closes relation to the Contextual teaching and Learning. They are:

Yusnaini (Improving Students' Reading Comprehension By Using CTL (Contextual Teaching and Learning) Method At SMP Negeri 35 Makassar by this pre- experimental research the writer used this method in teaching reading comprehension in order to know the effective of CTL method on students reading comprehension. The writer conclude that teaching reading by using contextual teaching and learning can improve students' reading comprehension compare with audio lingual method. It can be conclude that teaching speaking through Contextual Teaching and Learning is quite success.

Wijarwadi Wendi (An Experimental Study at the First Grade Students on SMAN Ciputat English Education Department Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic

University). Jakarta: conduct a title; the effectiveness of contextual teaching and learning in teaching speaking, by this quasyexperimental research the writer would like to use contextual teaching and learning in teaching speaking in order to know the effectiveness in developing student speaking ability as a compare with audio lingual method. It can be conclude that teaching speaking through Contextual Teaching and Learning is quite success.

B. Theoritical Description

1. Definition of Reading

Reading is something that happens to you automatically when you arrive at a certain choronlogical age. In developing reading skill, what must teacher teach? Opinions among educators and psychologists differ as to what should be included in the definition of reading. These opinions may be broadly summarized in three categories.

a. Reading is purely a mechanical process.

b. Reading is a mechanical process the acquisition of meaning

c. Reading is a combanition of mechanics, understanding, retention, and use

Mawar is a researcher also (2014 : 6) reading is active cognitive process of interaction with print and monitoring comprehension of establish meaning, the readers from a preliminary expectation

about the material, the select, the fewest, most productive cues necessary to confirm or reject expectation. This is a sampling process in which the reader takes adventure of this knowledge of vocabulary, syntax, and discourse. Yusnaini (2014:7-8) stated that reading as "....an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed.

The reason for reading depends very much on the purpose for reading. Reading can have three main purpose, for survival, for learning or for pleasure. Reading for survival is consider to be in response to our environment, to find out information and can include street signs, advertising, and timetables. It depends very much on the day-to-day needs of the reader and often involves and immidiate response to a situation. In constract reading for learning is considered to be the type of reading done in the classroom and it is goal orientates. while reading for pleasure is something that does not have to be done. the central ideas behind reading are:

1) The transfer of meaning from one mind to another;

2) The transfer of a message from writer to reader;

3) How we get meaning by reading;

4) How the reader, writer and the text all contribute to the process.

2. The Goals of the Reading

Muhlison in Jeremy Harmer (2011- 21) He said that there are some goals of reading as follows:

a. There are multiple principle goals of reading, which are determine by the end the reader has ordained the activity to obtain. The general goals of reading are the acquistion of meaning from the ordered arrengement of symbols. For example in an alphabet writing system each word is collection of symbols that expresses a term or some meaning. Which taken in conjuction with other words ordered to each other in a predetermines syntax,conveys some general meaning that the author intends the reader to acquire.

b. The second goals of reading is the reading to obtain understanding. The reader wishes to receive illumination of some discipliner or set of facts from the author. The reader ususally approach a given work with dissimulates of understanding compare to that of the author. He wishes to increase his understanding by coming to terms with the author of a give book and subsequently reach an equal level of understanding.

3. The Factor Influence of Reading

There are many factors that affect the ability to read. Generally the ability to read directed by someone on reading skill. Factors that include:

a. The Internal Factor

The internal factor means the factor which come from the reader or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self motivation and interest.

b. Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something from the text. the motivation theory into two kinds. they are : intrinsic and extrinsic motivation.

The intrinsic motivation as follow, Intrinsically motivated activities are ones from which there is no apparent reward exept the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. it is aimed at bringing about curtaining internally rewarding consequence, namely, feelings of competence and self – determination.

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of
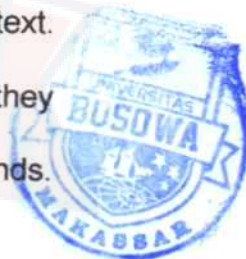
a reward from outside and beyond the self. Such as : money, prizes, grades, and even certain of positive feedback. Interest is being one of the important factors in order to increasing the students' comprehension achievement in reading. If one has interst to read, it means that he or she will get a good achevement. On the other side, if the reader has no any interest to read, it can influence his or her achievement. In the line with the explanation of motivation and interest above, in this study the writer interest to use pre – questioning to build up the students' motivation an interest, and also want to see the effect of using re – questioning in relationship with the students' reading comprehension a chievements. Because, it is impossible for the students to understand the text if he or she has not interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

c. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are relate one another.

d. Reading Material

The students' achievements in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievements in the text is given is not at the right level of the difficulty of the readers of the students.

e. Teach of reading

The teaching of reading should be careful in choosing the text and giving the tasks because they are relate to the students' comprehensions achievement.

4. Types Of Reading

Muhlison in Jeremy Harmer (2011:10-11) stated that to help students develop communicative effeiciency in reading. There are some activities are used in the classroom to promote the development of reading skill in our learners. The discussions below centers on the major types of reading activities that be implemented as follows:

a. Discussion

Discussion is probably the most commenly used in the speaking skills classroom activity. It is a common fact that discussion really usfull activity for the teaher in order to activate and involve student in classroom teaching. Typically, student are introduce to a topic via reading, listening passage, or a video tape and are then ask to get into pair or group to discuss a related topic in order to come up with a solution, a response, or the like. Normally, people need time to assemble their thought before any discussion and that is something needs to consider. So, teacher must take care in planning and setting up a discussion activity. There are several steps that should be

done by the teacher before starting the discussion activity, that are: First planned (versus random) groupping or pairing of students may be necesarry to ensure a sucessful discussion outcome.

Second, student need to remended that each person should have a specific responsibility in the discussion, whether it is kept on time, take note or report result. And finally, students need to be clear about what they are to discuss, why they are discussing it, and what outcome is expected. In order to manage a good discussion activity.

b. Scanning

When we need to read something to find spesific information, we move our eyes very quickly across the text. When we scan like this, we don't read every word or stop when we see a word we don't understand; we read quickly and pause only to find the particular information we are looking for.. You search for key words or ideas. In most cases we know what we're looking for, so we're concentracting on finding a particular answer. Scanning involves moving our eyes quickly down the page meaning is also use when we first find a resource to determine whether it will answer our questions.

C. Skimming

Skimming for content is a useful skill that can help we read and comprehend faster. We can get a good idea of the content of a passage without reading every word or sentence. By skimming quickly over the text we can pick up on the main point of the passage as well as the main idea of what the reading is about. Skimming is a process of speed reading that involves visually searching the sentences of page. Skimming is usually seen more in adults than in children. It is conducted at a higher rate (700 words per minute and above).

C. Contextual Approach

1. Contextual Approach Definition

Contextual teaching and learning approach helps us relate learning material to the real world situation and motivate the students to relate knowledge and its application to their daily activities as a part of family. CTL are system for teaching based on brain reserach, brain research indicates that when we study by understanding the meaning of purpose of the subject and new assigment is better. we find meaning or purpose when we relate new information with our knowledge and experience.

Blanchard, (2002: 4-5) contextual approach is a concept that helps the teacher ti find relation between reading material to the

real world and to motivate the students to make relation both science and application in daily activity, family society and wide context.

Learning contextual is a learning concept that connects subject material with the real world. Learning contextual supports the students to relate their knowledge with its application in daily, the students will study better if what they learn relate with what they know and with activities occurrence that they face every day. CTL is a conseption of pedagogy whereby educators use instructional approches to relate subject matter content to real – world situation that, presumbably, will helps stud. Gents relate this knowledge to their current and futures roles as students, citizines, family members, and workers.

Johnson (2005: 25) also expresses that an educational process that aims to help students see meaning in academic material they are studying by connecting academic subjects with the context or their personal, social and cultural circumstance. To achieve this aim, the system encompasses the following eight components making meaningful connections, doing significat works self regulated meaning, collaborating, critical and creative thinking, nurturing the individual, reaching high standars, using authentic assigment.

This contextual approach focuses to the capability in giving material to take approach in the student real words students, to although the learn is so difficult, it can solve by making contextual about that problem than transfer it to the student real word. Therefore both the teacher and parents must be able to have the capability to give contextual in learning for simulating the students brain well. This learning can spur the students' capability in the long-term memory.

The teacher is very important in determining efficacy education to the students. The teacher has to understand his responsibility and position in teaching. Besides the teacher is as one of the subject source, He also as a friend for the students. The teachers' position in teaching contextual are:

a. As a facilitator, guide and consultant

b. As partner in teaching/ learning process

c. Real world, principle reflection and survey

d. Investigation and planning

e. Discovery and creation

f. Variety of creative

The Importance of Contextual Learning

The main naturally seeks meening in context. That is in the enviromnemt where the students is located. Therefore this learning should occur in a number of places, in the classroom, laboratory, or

work place. This way of learning encourages teachers to design learning environments that incorporate as many different forms of experience as possible, including social, culture, physical, and physocological. So, Contextual Learning

1) gives meaning, relevance and usefulness to learning;

2) allows change to occur in the classroom;

3) allows teaching to become more fun; and

4) allows students to become more interest in learning

2. The Charateristic of Contextual Teaching and Learning

Johnson (2002 :24) describes the characteristrics of Contextual Teaching and Learning. There eight main components in the Contextual Teaching and Learning, they are:

a. Making meaningful connections

The students can make themselves, as the learners who learn and develop their needs actively and individually. They can work individually or in group and they can do learning by doing.

b. Doing significant

The students can make relationship between schools and society.

c. Self regulated learning

The students do significant works that related to the purpose, another people, choices, and real products.

d. Collaborating

The students can work together. The teacher help them to work in group effectively, and help them to understand how they interfere and communicate each other.

e. Critical and creative thinking

The students can use their thinking critically and creatively. They can analyze, make synthesis, solve the problem, and make decision by using logical facts.

a. Nurturing the individual

The students keep, motivate, and encourage themselves. They respect to their friends and the adults.

b. Reading high standard

The students know and reach the high standard. The teacher shows them the way to get the 'excellence'.

c. Using authentic assessment

The students use the academic knowledge to get the meaningful purpose in the real contextual world.

3. Strategies of Contextual Teaching and Learning

Therefore, Zakiyah Siti in Johnson (2011: 26) stated that there are five strategies of the contextual teaching and learning that called a REACT.

1. Relating (Learning is relate to the real living experiential context).

2. Experiencing (Learning is focused on the exploration, discovery, and invention)

3. Applying (Learning is about the knowledge which present in the utilization of the context).

4. Cooperating (Learning is about the knowledge shich present in the utilization of the context).

5. Transfering (Learning is through interpersonal communicative context, and the collective using).

4. The Application of Contextual Teaching and Learning in the Class

There are seven main components of the contextual teaching and learning that become the foundation of the contextual learning in the classroom. They are constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment.

a. Constructivism

Constructivism is a basic philosophy of contextual learning. It means that knowledge is built by the human beings less more less, and the result is enlarged through the limited context. Knowledge is not a set of facts, concept, or the pattern which is not ready to be taken or reminded.

The human must construct the knowledge and give the meaning by his new experiences. The students must understand and apply their

knowledge. They have to work to solve the problem, find something by themselves, and develop the ideas.The teacher does not only give the information to the students' mind but also can transfer the important and useful concepts to them.

The meaningful knowledge and relevant to the students. He gives the chance to the students to find and apply their ideas themselves. He also asks the students to apply their strategies in the learning.

b. Inquiry

Inquiry is a complex idea that means many things to many people in many contexts. Inquiry is an asking. Inquiry can be appllied in all subjects. The key word of the inquiry strategy is the student can find himself. An inquiry activity is a cycle.The cycle consists of some steps. They are formulating the problem, collecting the data, analyzing and providing the result, communicating and presenting the result to the reader, classmaters, or another audiences. The inquiry cycle consists of observation, questioning, hypothesis, data gathering, and conclusion.

c. Questioning

Questioning is the main strategy of the contextual learning. It is the beginning of the knowledge, the heart of the knowledge, and the important aspects of learning. Questioning is a strategy which used by the students to analyze and explore the ideas actively.

Questioning can be used for some purpose, some forms, and some answers. Questioning well is to teach well. In productive learn, question activity is useful for:

1) Getting the students to learn.

2) Motivating the students to learn.

3) Stimulating the students' curious to something.

4) students to find or conclude something that want

5) Guiding students to find or conclude something.

Yusnani (2014 : 23) for convenience to the teacher, all questioning strategies may be classified into three convenient categories: 1) Convergent; 2) Divergent; 3) Evaluative. If the teacher assigns value of the types of questions that are being asked of the students, then it becomes necessary to have a method by which to verify that the teacher is utilizing specified questioning patterns. Thus some type classification scheme is needed. The studies previously cited indicated that the three categories would be an effecient method by which to tabulate the kinds of questions being used in the classroom.

d. Learning Community

In the learning community, the result of learning can be take from cooperate with another people. The result of learning can be accepted by the sharing from friends, groups, and among those who know to those who don't know. Learning community has a

multi dimension meaning. There are learning community, sharing ideas, discussion, service learning, group learning, contextual learning, learning to do, learning how to live together, task-based learning, school-based management, and collaborative learning in cooperative learning.

e. Modeling

Modeling is to translate the ideas that thouht, to demonstarte how the teacher asks the students to study, asks them to do what the way how operate something. The teacher as modeling gives the or the way how to study effectively.

f. Reflection

Reflection is a description of the activity or knowledge that just accept.

Reflection is the way of thinking about something that we have learned or thinking the past about what thing that we have done. The teacher should do reflection at the end of the learning process.

g. Authentic Assessment

Authentic Assessment is the process of gathering data which an give description of the students' learning development. Authentic assessment is the assessment procedure. The characteristic of the authentic assessment are:

1) It must measure all learning aspects: process, activity, and product

2) It's done after teaching learning process or the activity is going

3) It uses some ways and some resources

4) Test is only one of the collector of data assessment

5) The teacher gives the tasks to the students which reflect the real living of the students on every day

Assessment must focus on the students' knowledge and skills not quantity. Authentic assessment is inviting the students to use academic knowledge in real word context for getting important purpose.

Ningrum (2005 : 34) affirm that the characteristics of authentic assessment are:

1) Conducted during and after the learning process lasts.

2) Used for summative formative as well.

3) Continous.

4) Integrated.

5) Can be used as a feed back.

6) Cases that can be used for assessment.

7) Project activities and reports.

8) Homework.

9) Quiz.

10) The work of students.

11) Presentation or appearance of learners.

12) Demonstartion.

13) Report.

14) Journal.

15) Written test result

16) Papers

5. The Procedure of CTL in Teaching Reading

Seven main components of CTL that explained before are the main requirements in classroom teaching learning process. Below are the procedures how to apply CTL, including reading class activity, in the classroom teaching learning process.

a. Improve the understanding that student will learn more effectively through self-learning, self-inquiring, and self-constructing using their own knowledge and experience. First, Teacher need to encourage student to actively involve in learning process and use the students idea and experience to conduct the learning and whole learning unit.

b. Do the inquiring activity to achieve desire competences in reading activity In this step, the teacher presents the reading material in which student need to analyze it by their self. Try to challenge the students with their own idea and conceptions to interpret it. Allow them to present their own idea and encourage them to apply their own ideas, experience and interest to direct learning process.

c. Studying for the students are process to find correlation between the new things has been known.

7. Contextual Teaching and Learning (CTL) startegies

CTL approach help us relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members Contextual Teaching and Learning strategies:

a. Problem-based: CTL can begin with a simulated or real problem. Students use critical thinking skills and a systematic approach to inquiry to address the problem or issue.

b. Using multiple contexts: Theories of situated cognition suggest that knowledge cannot be sapatared from they physical and social context in which it develops. CTL experiences are enriched when students learn skills in multiple contexts: (i.e. school, community, workplace, family).

c. Drawing upon students diversity: on the whole, our students population is becoming more diverse, and with increased diversity comes differences in values, social mores, and perspectives. These differences can be the impetus for learning and add complexity to the social CTL experiences.

d. Supporting self-regulated learning: Ultimately, students must become lifelong learners. Lifelong learners are able to seek out, analyze, and use information with little to no supervision.

e. Using interpendent learning groups: Student will be influence by and will contribute to the knowledge and beliefs of others. Learning groups, or learning communities, are estabilished in workplace and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other.

f. Employing authentic assessment, CTL is intended to build knowledge and skills in meaningful ways by engaging students in real life, or authentic contexts. Assessment of learning should align with the methods and purpose of instruction

D. Theoretical Framework

The theorical framework underlying this research is given the following diagram:

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┌─────────────────────────────────┐
│     CURICULUM  COMPETENCE       │
└─────────────────────────────────┘
                 ⇓
        ┌──────────────────┐
        │  ENGLISH SKILLS  │
        └──────────────────┘
                 ⇓
        ┌──────────────────┐
        │     READING      │
        └──────────────────┘
                 ⇓
        ┌──────────────────┐
        │       CTL        │
        └──────────────────┘
                 ⇓
        ┌──────────────────┐
        │     ANALYZE      │
        └──────────────────┘
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        ┌──────────────────┐
        │     FINDING      │
        └──────────────────┘
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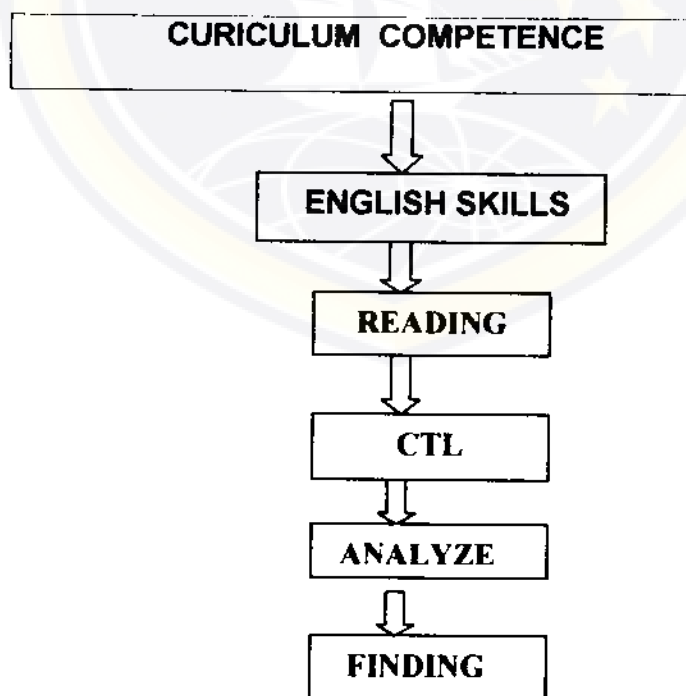
In English there are four skills that we know listening, reading, speaking, and writing. In this research the researcher focuses in reading skill to apply contextual teaching and learning method. After it the researcher wanst to know the the effect of contextual teaching and learning method on students reading skill.

E. Conceptual Framework

In teaching reading some functions should be have any visual material activies. They are:

1. To motivate students to want to read

2. To make the students feel that what they are reading and the way theyare reading is related to the way in which written text is used in real life.

3. To provide a clue to the meaning of detial, either introducing them to the meaning for the first time and remind them of it.

4. To provide them with material by which he may indicate non verbally that they have understood.

5. To provide them with a symbolic analysis of the relation between written language and speak sound.

CTL approach apply for students, with consists seven components, they are : constructivsm, questioning, inquiry, learning community, modelling, reflection, and authentic assement. The

components will have the teacher and students in teaching and learning process.

F. Hypothesis

There are two hypothesis that will be applied in this research. They are Null Hypothesis (H_0) and Alternative Hypothesis (H_1).

(H_0) : There is no significant effect difference between the students reading scores teach by CTL and teach by non CTL method.

(H_1) : There is significant effect difference between the students reading scores teach by CTL and teach by non CTL method

CHAPTER III

RESEARCH METHOD

This chapter consists of location of the research, research design, population and sample, research variable, the instrument of the research, procedure of collection data, and technique of the data analysis.

A. Location of the Research

The location of this research is at SMP Negeri 34 Makassar on JL Torpedo No 3 Makassar. The research on 25 April until 25 Mei 2016.

B. Research Design

The method was used pre-experimental research by applied a test that are pre-test, and post-test. The treatment conducted after the pre-test and before the post-test. The design written as follows:

01	x	02
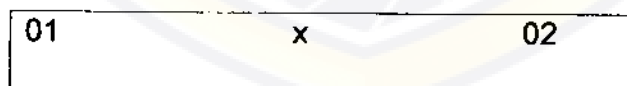
01   : Pre-test

x   : Treatment

02   : Post-test   (Gay L, 2006:127)

C. Population and Sample

1. Population

Population is all data that concerns in a scope and time that we specify. The population of this research was the second year students of SMP Negeri 34 Makassar in academic year 2015/2016 as population.

2. Sample

Sample is part of population, which is chosed to participate in the study the researcher applied simple random sampling. The sample was the eighth grade students. So this reseracher was chosed 20 students that at one class as sample, namely the students of class VIII.E which consists of 30 students. The researcher chosed this sample because their skill in reading test is still low so, the researcher wanted to improve their skill in reading by using contextual teaching and learning (CTL) method.

D. Research Variable

The variable of the research consist of two variables namely dependent variabel and independent variable. Dependent variable was the students' reading skill. Independent variable was effect of contextual teaching and learning method. Reading is something

that happens to you automatically when you arrive at a certain choronlogical age, but it is not easy to do.

E. The Instrument of the Research

The researcher asks the students about the effect on teaching reading by using (CTL) and give a test of reading.

F. Procedure of Data Collection

The data was collected there are some steps as follows:

1. Pre-test

Before doing treatment, pre-test is administrated to be students by spending one hour.

2. Treatment

The next is treatment, the students were treated by using contextual teaching and learning. The researcher explained what is the contextual teaching and learning (CTL). All of the students listening to the researcher explanation. The researcher was invited the students into eight groups to discussed the material.

3. Post-test

After treatment, the researcher gave the post-test with the same the pre-test. It aims to know the score of each items. The total of test divide by the numbers of test.

G. Technique of the Data Analysis

Data analysis was the last step in the procedure of pre-experiment, in this case , processing the data. Data processing was the step to know the result pre- experiment. To find out the result of score in using (CTL) method the researcher uses T-test.

After getting the data from the observation, pre-test and post-test, those were analyzed and processed by using statistic calculation of the t-test formula with SPSS. Classifying the score of the students into the following measurement based on reading skill classifications

1: The Classification of Student's Answer

No	Classification	Score	Indicator
1.	Excellent	96-100	Makes few (if any) able errors of reading
2.	Very Good	86-95	The way to read rather the same with native speaker
3.	Good	76-85	Understand must of what is read
4.	Fair	56-65	Little understand of what is read
5.	Poor	36-55	Has great difficulty following what is read, understand with frequent repetition
6.	Very Poor	00-35	Cannot be read event in simple reading

(Gay,2006:127)

2. The mean score of the students would be found out by means,following the formula :

$$\bar{X} = \frac{\sum X}{N}$$

Which:

$\bar{X}$: mean score

$\sum x$: the total gain of students

N : number of sample

(Gay, 2006 : 320)

3. Finding the significant different between pre-test and post-test by calculating the value of the best. The formula as follows:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Notation :

t   : Test of the significance

D   : the mean of the score

$\sum D^2$: the square of sum of total score of difference

$\sum D$: the sum of total of difference

N   : the total of number of sample

(Gay, 2006 : 322)

CHAPTER IV

FINDING AND DISCUSSION

This chapter elaborates the findings of the research and the discussions of the findings. The findings are correlated with the problem statements stated in the introduction part. The findings presented in this part consists of the data obtained through the test in order to see the effect of students in learning (CTL) method after giving them the treatments, using (CTL) method. In this discussion section, it deals with the descriptions and interpretations of the findings in this research. The findings that the researcher reported in this chapter were based on the analysis of data collection and the application of the technique elaborated in the previous chapter.

A. Findings

1. The Interpretation of the Result of Students' Reading Test.

This section deals with the presentation and the elaboration of data about pre-test and post-test, and the students' improvement in learning reading before and after employing treatments. In addition, mean score of pre-test, pos-ttest, and standard deviation of pre-test and post-test as consideration in this research is also explored further.

The detailed results are provided in the further presentation of the data. The presentation of the data in this part is obtained through the reading test interpretations. The interpretations are taken from mean

score, standard deviation, frequency, and any other supporting source of statistical elements.

a. Scoring classification of the students' pre-test.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into six levels based the following table is the students' pretest score and percentage of pre- experimental.

Table 4.1: The classification, score, and percentage of the students' in pre-test

No	Classification	Score	Frequency	%
1.	Excellent	96-100	0	0%
2.	Very good	86-95	0	0%
3.	Good	76-85	2	10%
4.	Fair	56-65	4	20%
5.	Poor	36-55	8	40%
6.	Very poor	00-35	6	30%
	Total		20	100%

Source: SMPN 34 Makassar

Based on the table 1 above, the pre-test result provided it can be seen that there was a slight in here in the based on table above, before the students are treated by contextual teaching and learning (CTL) method the result of pre-test show none of the studen got excellent, and very good. and there were 2 students (10%) got good classification, 4 students (20 %) got fair classification, 8 students (40%) got poor classification 6

students (30%) got very poor classification. The researcher made conclusion based on the chart above the most of the students at SMPN 34 Makassar low skill in reading test.

b. The mean score and standard deviation of students' pretest.

Before the treatments were performed, the researcher was given pretest to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether the students at the same level or not.

After calculating the result of the students' pretest, the mean score and standard deviation are presented in the following table.

Table 4.2: The Mean Score and Standard Deviation of Students' in Pre-test

Mean Score	Standard Deviation
46,75	14.26

Based on the classification of reading test, the mean score of the pre-test (46,75) was considered poor with the standard deviation 14.26. It indicates that the points of the classification reached by the students are still low.

c. Scoring classification of the students' post-test.

The scores of students' reading skill were classified into five levels. Those score then were tabulated and analyzed into percentage. The following table is the statistical summary of the students' posttest of both groups.

Table 4.3 The Classification, Score and Percentage of Students' in Post-
test Score

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-100	3	15%
2.	Very Good	86-95	1	5%
3.	Good	76-85	8	40%
4.	Fair	56-65	5	25%
5.	Poor	36-55	3	15%
6.	Very poor	00-35	0	0
	Total		20	100%

Source: SMPN 34 Makassar

Based on the table 3 above, after applied (CTL) method there are 3 students, (15%) got excellent classification, 1 student (5%) got very good classification, 8 students (40%) got good classification, 5 students (25%) got fair classification, 3 students (15%) got poor classification, and none of the student got very poor classification.

Based on the description above, it is clear that there was many significant improvement in learning contextual teaching and learning (CTL) method reached out by the students in post-test through treating those students using (CTL) method during the research. The researcher concluded that this method is effective to improve students' reading skill at SMPN 34 Makassar. The reseracher concluded that the students rate percentage in post-test in higher than in pre-test.

The reseacrher made concluded that the students' rate percentage in post-test is higher than pre-test. In proved after applying (CTL) method in reading skill the students' percentage is improves. It means that applied (CTL) method in teaching reading was effective.

d. The mean score and standard deviation of students' post-test.

The result of the pos-ttest was defined to be the way to know the mean score and the standard deviation. The following table presents the mean score and the standard deviation of post-test.

Table 4.4 The Mean Score and Standard Deviation of Students' in Post-test

Mean Score	Standar Deviation
72,00	16.41

It can be observed in the table above that post-test was valued 72,00 for its mean score with the standard deviation obtained 16.41. It can be referred from the description about the mean score and the standard deviation for post-test. Post-test produces a better improvement or a higher skill that turns from 46,75 in pretest to 72,00 in post-test or poor classification to good classification.

e. Test of significance (t-test).

T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pretest and the posttest. By using inferential analysis of t-test or test of

significance run by SPSS Version 16, the significant differences can be easier to analyze. The level of significance is (α) = 0.05 and the degree of freedom (df) = 19, N1– 1, the number of students (each 20) minus 1. The following table illustrates the t-test value result:

Table 4.5 The Paired t-test Value of Students' Skill

Variables	Probability Value	α	Remarks
Pre-test and Post-test	0.00	0.05	Significantly different

Based on the result of data analysis as summarized in table 5 pretest and post-test, the researcher found that the p-value (probability value) was lower than α (0.00 < 0.05) and the degree of freedom was 19. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the effect of contextual teaching and learning (CTL) method on students' reading skill It is more effective, more productive and faster to influence students understanding in reading test.

B. Discussions

The discussion section deals with the interpretation of test result both pre-test and post-test relating to collect data through the pre-test and post-test, the comparison of the influence of students' skill can be proved by analyzing the pre-test and post-test result. It can be stated

that after giving treatment by using (CTL) method, the mean score of the pre-test before the treatment was 46,75 and after the treatment the students gained score 72,00. In the pre-test, that out of 20 students, there none of them in classification excellent and very good. There were 2 (10%) students got good classification, 4 (20%) students got fair classification, there were 8 (40%) students got poor classification, and 6 (30%) students got very poor classification. The result of data analysis show that there was a significance different pre-test and post-test.

The result of post-test indicated that the effect of contextual teaching and learning (CTL) method gives progress significantly in reading test. It means all the students could influence in reading test; it is proved by the students' mean score before and after the treatment gets increase as stated before. The students' reading skill showed better post-test.

The statistical data based on the t-test through SPSS Version 16 to test the hypothesis indicated that the probability value of the pre-experimental group is lower than alpha (α) in which (0.000 < 0.05). It means that the H_1 of the hypothesis was accepted. They have a significant difference. It means that there was a significant effect of Contextual Teaching Learning (CTL) in teaching reading.

Based on the findings of the research above, the researcher may point out that before giving the treatment (pre-test), almost all of the students got poor classification in reading test. Furthermore, from the

researcher observation during the treatments conducted for three meetings in different topics that employed contextual teaching and learning (CTL) method , the students could influence their skill in reading test .

The procedure of the treatment has an important role for the students' in reading test. It is proved by the influence of students' in reading test after giving the treatment by using (CTL) method for three times. In the matter of increase the effect of contextual teaching and learning (CTL) method at SMPN 34 Makassar was effective to increase the students' reading skill. This was proved by that contextual teaching and learning (CTL) method was given to the students' were interested in learning reading. Therefore, the conclusion is that the students' reading scores taught by Contextual Teaching Learning are better than taught by non CTL Method. In other words, the use of Contextual Teaching and Learning in teaching reading has a significant difference to the student's reading skill at SMPN 34 makassar by having method in this research, the situation in this class was very enjoyable, the students freely communicated with each other and they were more enthusiastic when they joining this class. The researcher had observed that skill of research class. Students were higher than those of the students enjoyable the lesson. Thet were focusing on the waht teacher gave to them and of course because of this they skill in reading test better than before.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion and the second deals with suggestion.

A. Conclusion

In English Foreign Language (EFL) reading efficient reading reguires the skill to relate the textual material to one's own knowledge considering the importance of reading process. The teacher should improve the teaching of reading, in this stempt to find out the teaching reading method. The researcher has conducted a study to reveal the difference in reading skill proficiency between the students who are taught using contextual teaching and learning (CTL) method . The method used analyzing the data was one tailed t-test in the level of significance alpha 0.05.

Contextual teaching and learning (CTL) method applied in reading in English Foreign Language (EFL) students could be an effective method, it is proper since there was significance different between pre-test and post-test. When the study was conducted in addition. The data showed that the means of students' proficiency in reading of the pre-test was 46,75, and the mean score of the students proficiency in the post-test was 72,00.

B. Suggestions

Based on the result and the process of research, the researcher would like to give some suggestions as below:

1. To The English Teachers

a) As most people said, that reading is the most complicated skill to master in learning a language. Therefore, teachers do need to encourage students to practice their reading skill in their daily life more and more.It is clear that the more they practice their reading skill, the better they will improve in reading.

b) The teachers need to be a good model in practicing English languages so that the students will follow what the teachers have done, especiallyin practicing reading language

c) It is proved that CTL is the effective way in developing reading skill, thus, the teachers need to create an attractive learning process, by using various technique and media, not monotone, to improve students' reading skill

d) A peer coaching is one of the techniques used in CTL. Therefore, the teachers need to classify the students based on their proficiency in reading in order to create a good atmosphere and make an effective teaching learning process. Also, it will help them in running community learning as one of the basic principles of CTL.

2. To The Students

a) The students need to realize that learning is two way process, not onlyteacher-centered. It means that they play a significant role in achieving their success in study. So, they need to actively involve in that process.

b) Based on the research, the writer found that there are several students who are quite well in expressing their idea in oral but they found difficulty when they are asked to express it in spoken form. Therefore, they do need to have more practice in order to improve their reading skill.
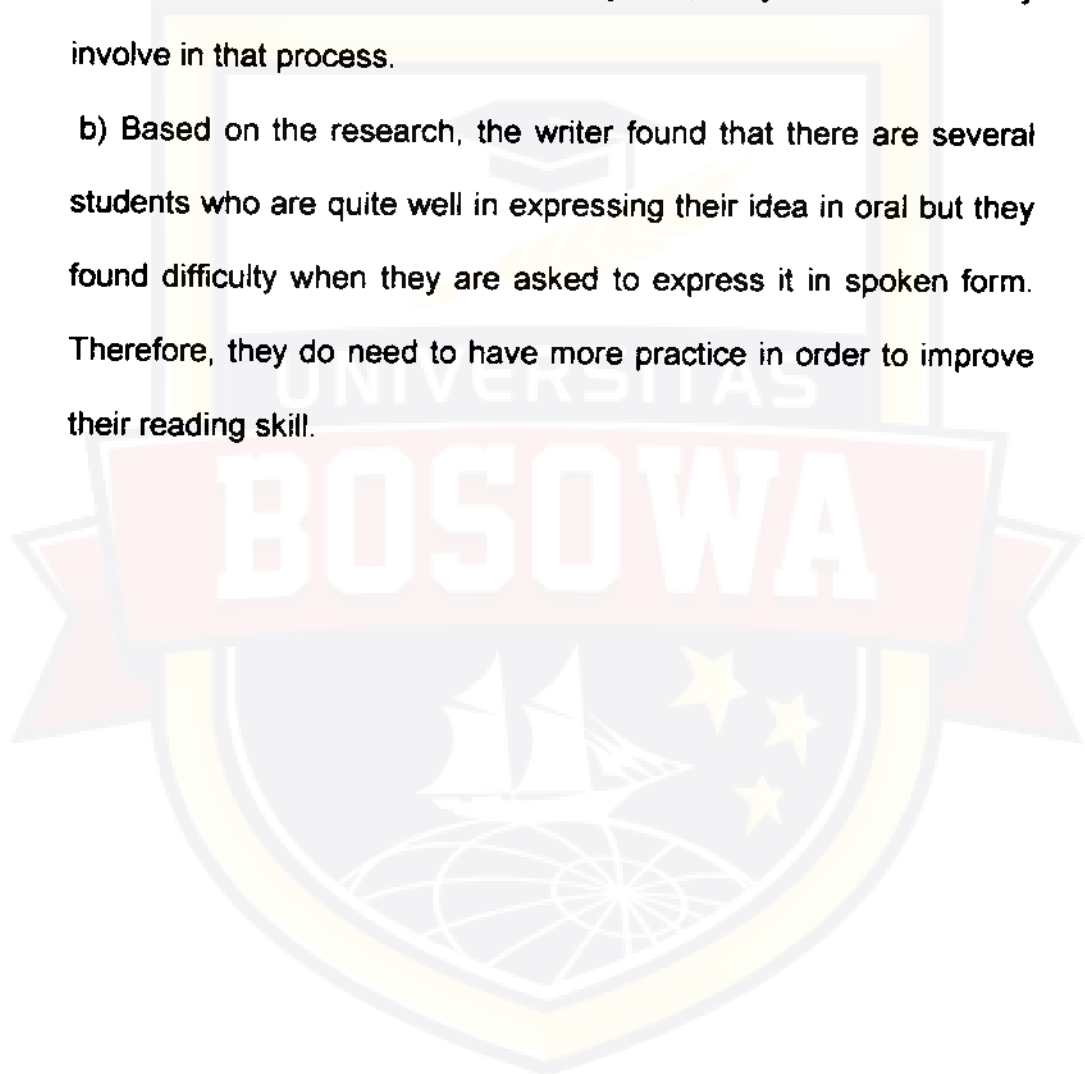
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APPENDIXES

Appendix 1 : RESEARCH INSTRUMENT

Judul   : The Effect of Contextual Teaching and Learning (CTL)
Method on Students' Reading Skill at SMPN 34 Makassar

Keterangan   :

1. Tujuan penilitian ini adalah sebagai bahan untuk menyusun skripsi pada

    program Strata Satu (S1) jurusan Pendidikan bahasa Inggris Fakultas

    Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan

    jujur

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :
Nis   :
Kelas :

Petunujuk Penelitian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.

2. Jawablah dengan jawaban yang benar.

Read each paragraphs and answer the following questions!

TASK 1

DOCTOR

Doctor is a populer job. It takes a great responsibility to work as a doctor. Minor mistakes made by a doctor can bring the lost of a patient. There are a lot of jobs that doctors must do.

They are expected to evaluate symptoms and run a test to determine what is wrong with a patient. If a doctor does not know off handedly what the diagnosis should be, it is his or he responsibility to do the necessary research.

Notes are kept on each patient to ensure that any medical professional can walk into a room and know what has been done in the past. It is also a way to track the patients' progress during recovery.

Writing prescriptions a major part of doctors' jobs. They must know how much medicine to prescribe based on the patients' history; they also need to know how two drugs can interact with one another.

A doctor needs to know not only how to treat the current conditions, but also how to advise the patient on how to prevent another occurrence.

1. What is mainly discussed in the text above?

   a. The duties of a doctor

   b. Getting job as a doctor

   c. Vagancy of a doctor position

   d. The success of being a doctor

2. What does a docter keep a note on their patients?

   a. To know how to prescribe certain drugs to the patients

   b. To track the patients' improvements and complaints

   c. To cure the patients' certain illnesses

   d. To ensure the health of the patients

3. It is about the Doctor, except.....

   a. popular job

   b. Have medical professional

   c. Have a responsibility

   d. Leave and not handling the patients

4. The following are what the Doctor can do, except

   a. Writing prescriptions

   b. Evaluate symptoms

   c. Track the patients' progress during recovery

   d. Makes a bone

5. Writing prescriptions is a <u>major</u> part of doctors' jobs the synonym of the

Underlined words is...

a. Prime

b. The last

c. Middle

d. Second

6. What is a characteristic of a Doctor, expect....

a. Professional

b. Responsibility

c. Patient

d. Possessive

7.......Her <u>responsibility</u> to do the......

The antonym of the underlined word is...

a. Good job

b. Great

c. Run from the job

d. Responsive

8. "It is also a way to <u>track</u> patients' ......(paragraph 3, line 8)

The synonym of the underlined word is....

a. to follow

b. to pursue
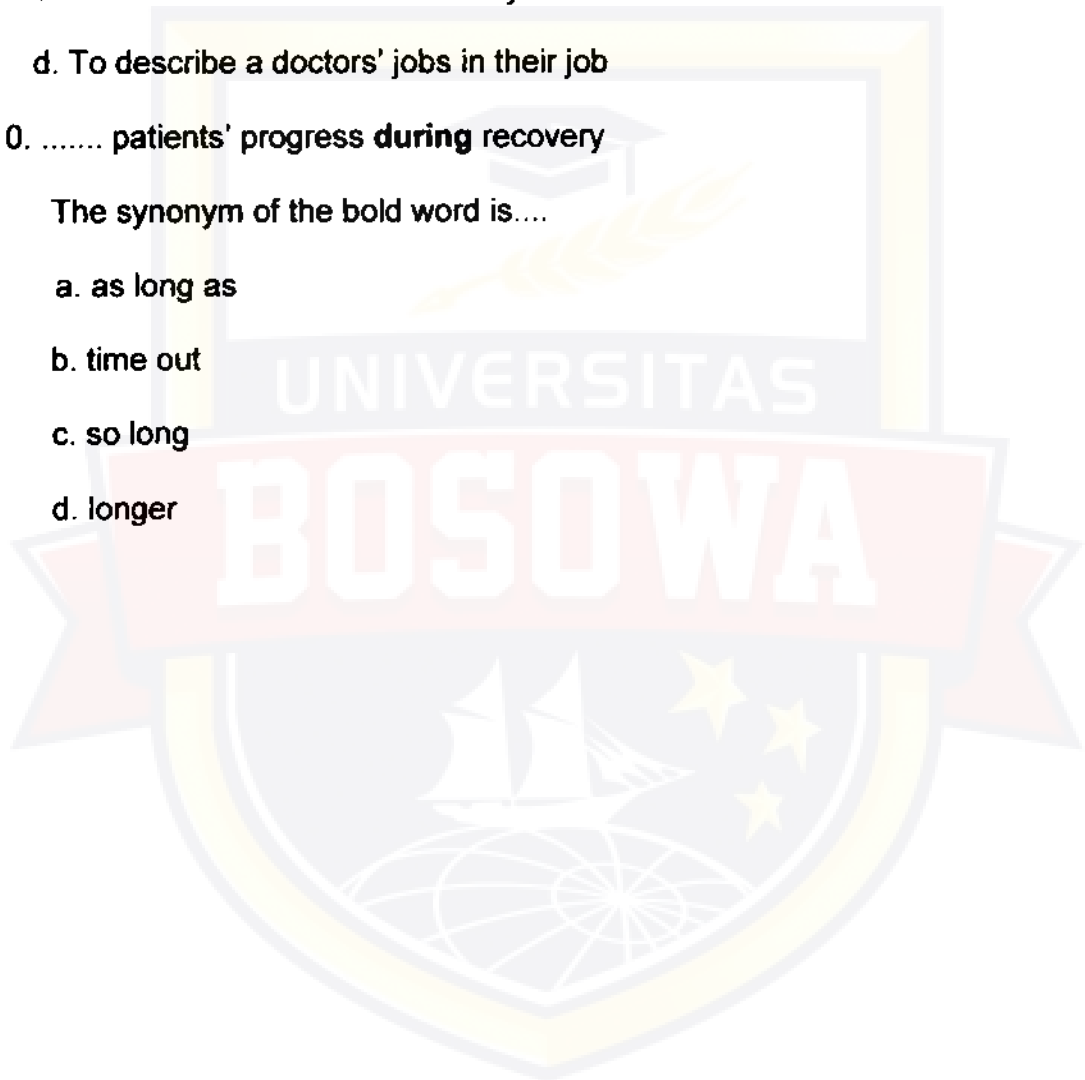
c. to capture

d. to apprehend

9. What is the purpose of this text?

   a. To practice the doctors' job

   b. To explain the doctors' profession

   c. To educate the doctors in their job

   d. To describe a doctors' jobs in their job

10. .... patients' progress **during** recovery

   The synonym of the bold word is....

   a. as long as

   b. time out

   c. so long

   d. longer

TASK 2

Choose the best answer!

A GIRAFFE

Do you know that a giraffe may grow more than six meters tall? Yes, the giraffe is a very tall animal. In fact, it is the tallest animal in the world.

A giraffe has a very long neck. Unfortunately, the giraffe cannot bend its neck easily. Thus, when it wants to drink water at a pool, the giraffe has to spread its front legs apart, so it can reach the water.

A giraffe feeds on plant only. Hence, it can reach the leaves on trees aesily because of its height. Also, a giraffe has a very long tongue about 0.5 meters long. The giraffe uses this long tongue skillfully to pick leaves off plants and trees.

This tall animal can protect itself very well. It has a very good sense of smell and sight. It can hear very well, too. It can also gallop very fast at a speed of 50 km. P.h.

The giraffe's hind legs and long neck are also very useful. For example, a giraffe can kick its enemy with its hind legs or even hit out with its long neck.

11. What is the text about?

    a. A Lion

    b. A snake

    c. A Giraffe

    d. A Tiger

12. What does a giraffe use to kick its enemy?

    a. Front legs

    b. Bent neck

    c. Hind legs

    d. Long tong

13. What does the paragraph three tell us about?

    a. What the giraffe can do lake

    b. The weahter around

    c. The fish in the lake

    d. The water in the river

14. Why was the giraffe use it long neck?

    a. The place was exceptional

    b. The weather around the lake was cold

c. To pick up leaves in a high trees

d. The water was warm

15. Which is CORRECTabout the giraffe?

    a. This tall animal can not protect itself very well

    b. A giraffe hasn't a very long tongue

    c. The giraffe is not a very tall animal

    d. The giraffe's hind legs and long neck are also very useful.

16. What did the giraffe do when it wants to drink?

    a. It have to come down to the water pool

    b. It has to spread its front legs apart safe

    c. It need to sit

    d. It will be standing behind the water pool.

17. Which is INCORRECT about the giraffe?

    a. Has a very long tongue

    b. The tallest animal in the world

    c. It cannot hear very well

    d. It has a vey good sense of smell and sight

18. "It can also gallop very fast (paragraph 4)

    What does the underlined word mean?

    a. Has a very long ride

    b. It can run vey well

    c. It cannot run very well

    d. It has a vey long legs

19. This tall animal can **protect** itself very well

What was the bold word mean?

   a. Run

   b. Hurt

   c. Safe

   d. Guard

20. "The giraffe's hind legs and long neck are also very <u>useful</u>..."

   What does the underlined word mean?

   a. Create

   b. Duty

   c. Beneficial

   d. Make

×××× *GOOD LUCK* ××××

Answer key

TASK 1 : Doctor   **TASK 2 : Giraffe**

1. A   1. C

2. B   2. C

3. D   3. A

4. D   4. C

5. A   5. C
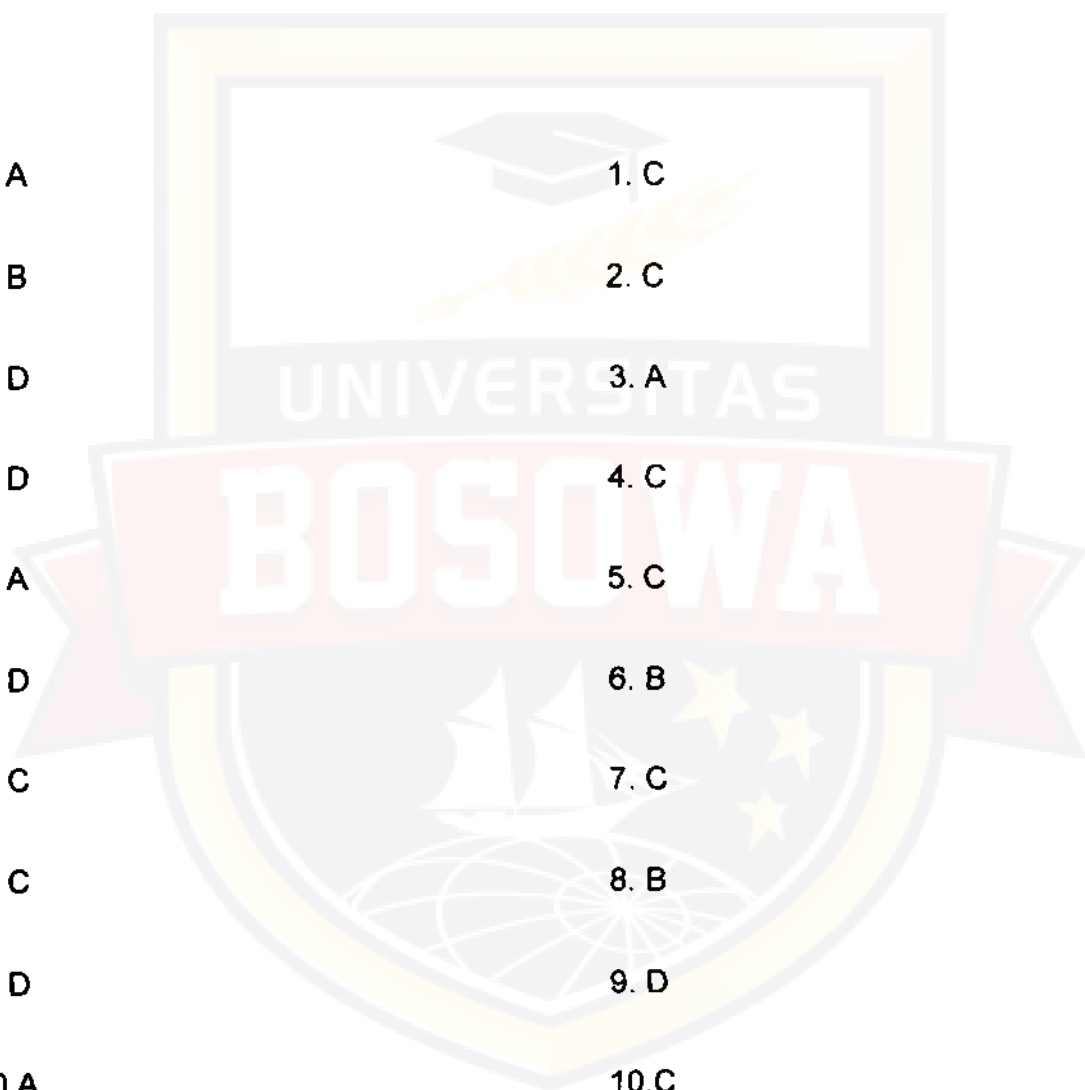
6. D   6. B

7. C   7. C

8. C   8. B

9. D   9. D

10.A   10.C

Appendix 2 : Students' Result in Pre-Test

RESEARCH INSTRUMENT

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Method on Students' Reading Skill at SMPN 34 Makassar

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Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan

jujur

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

task 1 : 8
task 2 : 8

(80)

Nama : A. Riskah Nur. A

Nis :

Kelas : VIII. E

Petunujuk Penelitian

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Read each paragraphs and answer the following questions!

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DOCTOR

Doctor is a populer job. It takes a great responsibility to work as a doctor. Minor mistakes made by a doctor can bring the lost of a patient. There are a lot of jobs that doctors must do.

They are expected to evaluate symptoms and run a test to determine what is wrong with a patient. If a doctor does not know off handedly what the diagnosis should be, it is his or he responsibility to do the necessary research.

Notes are kept on each patient to ensure that any medical professional can walk into a room and know what has been done in the past. It is also a way to track the patients' progress during recovery.

Writing prescriptions a major part of doctors' jobs. They must know how much medicine to prescribe based on the patients' history; they also need to know how two drugs can interact with one another.

A doctor needs to know not only how to treat the current conditions, but also how to advise the patient on how to prevent another occurrence.

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c. Vagancy of a doctor position

d. The success of being a doctor

2. What does a docter keep a note on their patients?

a. To know how to prescribe certain drugs to the patients

b. To track the patients' improvements and complaints

c. To cure the patients' certain illnesses

d. To ensure the health of the patients

3. It is about the Doctor, except.....

a. popular job

b. Have medical professional

c. Have a responsibility

d. Leave and not handling the patients

4. The following are what the Doctor can do, except

a. Writing prescriptions

b. Evaluate symptoms

c. Track the patients' progress during recovery

d. Makes a bone

5. Writing prescriptions is a <u>major</u> part of doctors' jobs the synonym of the

   Underlined words is...

   a. Prime

   b. The last

   c. Middle

   d. Second

6. What is a characteristic of a Doctor, expect....

   a. Professional

   b. Responsibility

   c. Patient

   d. Possessive

7.......Her <u>responsibility</u> to do the......

   The antonym of the underlined word is...

   a. Good job

   b. Great

   c. Run from the job

   d. Responsive

8. "It is also a way to <u>track</u> patients' ......(paragraph 3, line 8)

   The synonym of the underlined word is....

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   b. to pursue

   c. to capture

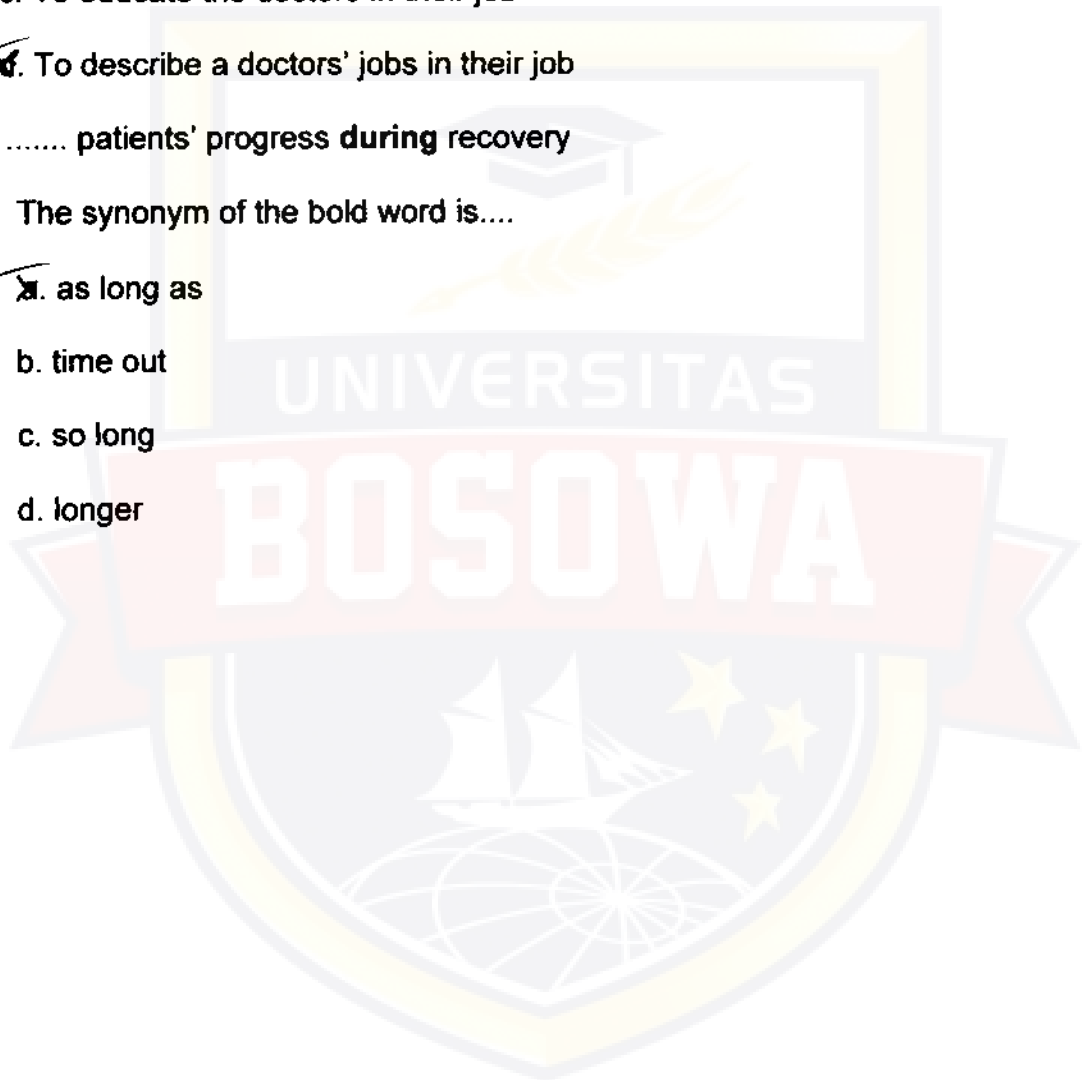   d. to apprehend

9. What is the purpose of this text?

   a. To practice the doctors' job

   b. To explain the doctors' profession

   c. To educate the doctors in their job

   d. To describe a doctors' jobs in their job

10. .... patients' progress **during** recovery

   The synonym of the bold word is....

   a. as long as

   b. time out

   c. so long

   d. longer

TASK 2

Choose the best answer!

A GIRAFFE

Do you know that a giraffe may grow more than six meters tall? Yes, the giraffe is a very tall animal. In fact, it is the tallest animal in the world.

A giraffe has a very long neck. Unfortunately, the giraffe cannot bend its neck easily. Thus, when it wants to drink water at a pool, the giraffe has to spread its front legs apart, so it can reach the water.

A giraffe feeds on plant only. Hence, it can reach the leaves on trees aesily because of its height. Also, a giraffe has a very long tongue about 0.5 meters long. The giraffe uses this long tongue skillfully to pick leaves off plants and trees.

This tall animal can protect itself very well. It has a very good sense of smell and sight. It can hear very well, too. It can also gallop very fast at a speed of 50 km. P.h.

The giraffe's hind legs and long neck are also very useful. For example, a giraffe can kick its enemy with its hind legs or even hit out with its long neck.

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    b. The weather around the lake was cold

c. To pick up leaves in a high trees

d. The water was warm

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b. A giraffe hasn't a very long tongue

c. The giraffe is not a very tall animal

d. The giraffe's hind legs and long neck are also very useful.

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a. It have to come down to the water pool

b. It has to spread its front legs apart safe

c. It need to sit

d. It will be standing behind the water pool.

17. Which is INCORRECT about the giraffe?

a. Has a very long tongue

b. The tallest animal in the world

c. It cannot hear very well

d. It has a vey good sense of smell and sight

18. "It can also gallop very fast (paragraph 4)

What does the underlined word mean?

a. Has a very long ride

b. It can run vey well

c. It cannot run very well

d. It has a vey long legs

19. This tall animal can **protect** itself very well

What was the bold word mean?

a. Run

b. Hurt

c. Safe

d. Guard

20. "The giraffe's hind legs and long neck are also very <u>useful</u>..."

What does the underlined word mean?

a. Create

b. Duty

c. Beneficial

d. Make

××××GOOD LUCK××××

Appendix 3 : Students' Result in Post-Test

RESEARCH INSTRUMENT

Judul : The Effect of Contextual Teaching and Learning (CTL)
Method on Students' Reading Skill at SMPN 34 Makassar

Keterangan :

1. Tujuan penilitian ini adalah sebagai bahan untuk menyusun skripsi pada

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2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan

jujur

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

task 1: 10
task 2: 10

(100)

Nama : A. kiskah Nur. A

Nis :

Kelas : VIII. E

Petunujuk Penelitian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.

2. Jawablah dengan jawaban yang benar.

Read each paragraphs and answer the following questions!

TASK 1

DOCTOR

Doctor is a populer job. It takes a great responsibility to work as a doctor. Minor mistakes made by a doctor can bring the lost of a patient. There are a lot of jobs that doctors must do.

They are expected to evaluate symptoms and run a test to determine what is wrong with a patient. If a doctor does not know off handedly what the diagnosis should be, it is his or he responsibility to do the necessary research.

Notes are kept on each patient to ensure that any medical professional can walk into a room and know what has been done in the past. It is also a way to track the patients' progress during recovery.

Writing prescriptions a major part of doctors' jobs. They must know how much medicine to prescribe based on the patients' history; they also need to know how two drugs can interact with one another.

A doctor needs to know not only how to treat the current conditions, but also how to advise the patient on how to prevent another occurrence.

1. What is mainly discussed in the text above?

   a. The duties of a doctor

   b. Getting job as a doctor

   c. Vagancy of a doctor position

   d. The success of being a doctor

2. What does a docter keep a note on their patients?

   a. To know how to prescribe certain drugs to the patients

   b. To track the patients' improvements and complaints

   c. To cure the patients' certain illnesses

   d. To ensure the health of the patients

3. It is about the Doctor, except.....

   a. popular job

   b. Have medical professional

   c. Have a responsibility

   d. Leave and not handling the patients

4. The following are what the Doctor can do, except

   a. Writing prescriptions

   b. Evaluate symptoms

   c. Track the patients' progress during recovery

   d. Makes a bone

5. Writing prescriptions is a <u>major</u> part of doctors' jobs the synonym of the

   Underlined words is...

✗a. Prime

   b. The last

   c. Middle

   d. Second

6. What is a characteristic of a Doctor, expect....

   a. Professional

   b. Responsibility

   c. Patient

✗d. Possessive

7.......Her <u>responsibility</u> to do the......

   The antonym of the underlined word is...

   a. Good job

   b. Great

✗c. Run from the job

   d. Responsive

8. "It is also a way to <u>track</u> patients' ......(paragraph 3, line 8)

   The synonym of the underlined word is....

   a. to follow

   b. to pursue

✗c. to capture

   d. to apprehend

9. What is the purpose of this text?

   a. To practice the doctors' job

   b. To explain the doctors' profession

   c. To educate the doctors in their job

   d. To describe a doctors' jobs in their job
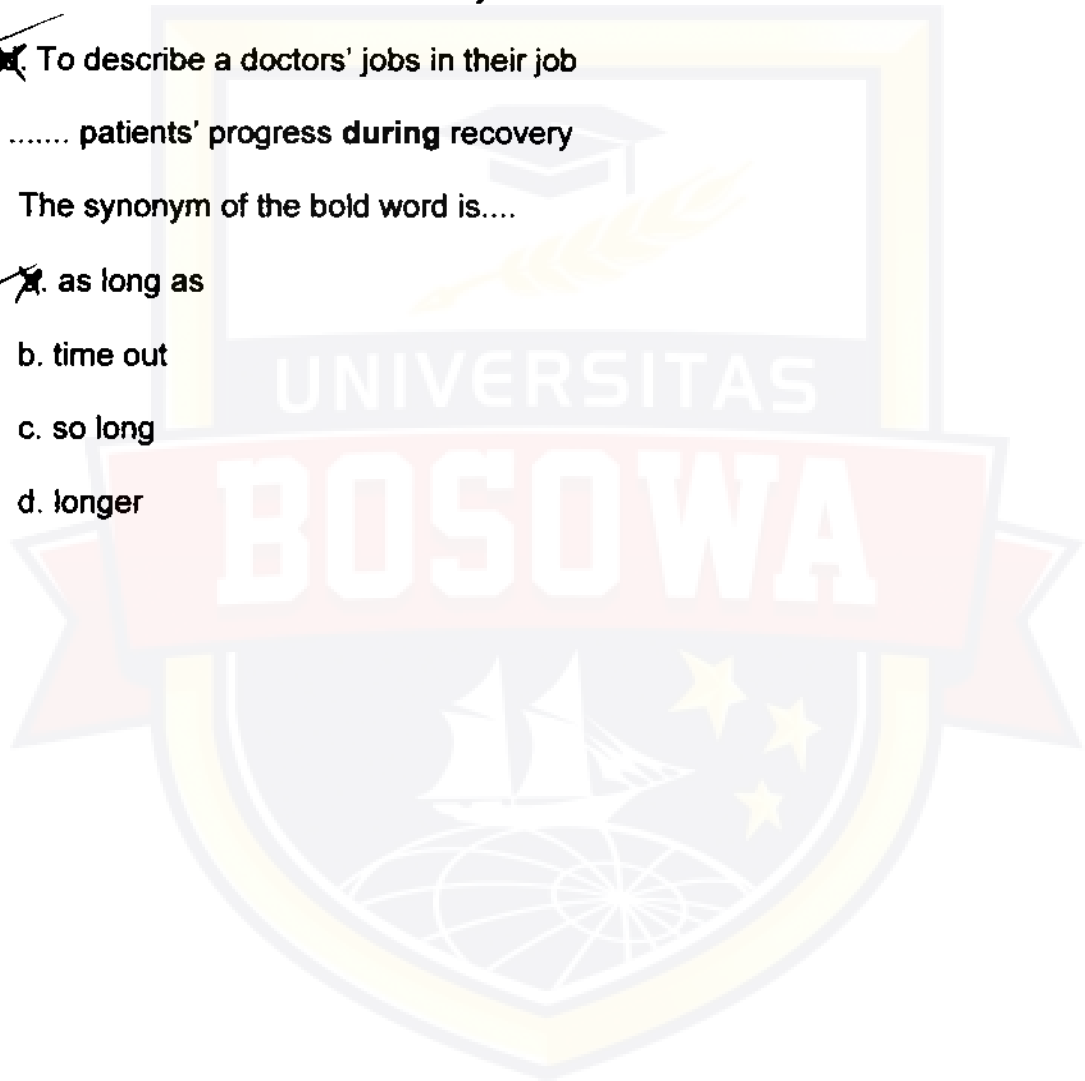
10. .... patients' progress **during** recovery

   The synonym of the bold word is....
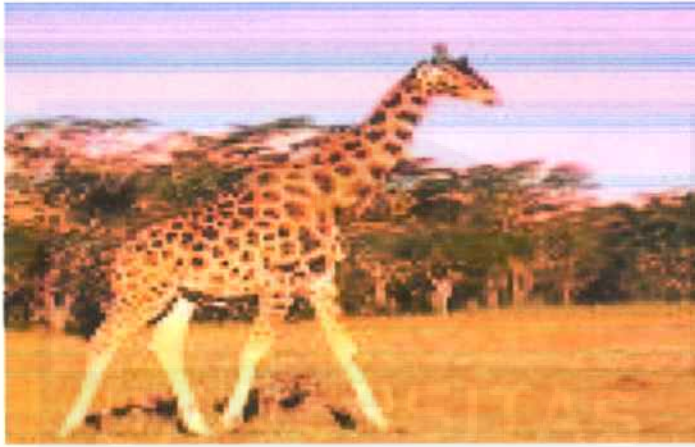
   a. as long as

   b. time out

   c. so long

   d. longer

TASK 2

Choose the best answer!

A GIRAFFE

Do you know that a giraffe may grow more than six meters tall? Yes, the giraffe is a very tall animal. In fact, it is the tallest animal in the world.

A giraffe has a very long neck. Unfortunately, the giraffe cannot bend its neck easily. Thus, when it wants to drink water at a pool, the giraffe has to spread its front legs apart, so it can reach the water.

A giraffe feeds on plant only. Hence, it can reach the leaves on trees aesily because of its height. Also, a giraffe has a very long tongue about 0.5 meters long. The giraffe uses this long tongue skillfully to pick leaves off plants and trees.

This tall animal can protect itself very well. It has a very good sense of smell and sight. It can hear very well, too. It can also gallop very fast at a speed of 50 km. P.h.

The giraffe's hind legs and long neck are also very useful. For example, a giraffe can kick its enemy with its hind legs or even hit out with its long neck.

11. What is the text about?

    a. A Lion

    b. A snake

    c. A Giraffe

    d. A Tiger

12. What does a giraffe use to kick its enemy?

    a. Front legs

    b. Bent neck

    c. Hind legs

    d. Long tong

13. What does the paragraph three tell us about?

    a. What the giraffe can do lake

    b. The weahter around

    c. The fish in the lake

    d. The water in the river

14. Why was the giraffe use it long neck?

    a. The place was exceptional

    b. The weather around the lake was cold

✓ ✗ To pick up leaves in a high trees

d. The water was warm

15. Which is CORRECTabout the giraffe?

a. This tall animal can not protect itself very well

b. A giraffe hasn't a very long tongue

✗ The giraffe is not a very tall animal

d. The giraffe's hind legs and long neck are also very useful.

16. What did the giraffe do when it wants to drink?

a. It have to come down to the water pool

✗ It has to spread its front legs apart safe

c. It need to sit

d. It will be standing behind the water pool.

17. Which is INCORRECT about the giraffe?

a. Has a very long tongue

b. The tallest animal in the world

✓ ✗ It cannot hear very well

d. It has a vey good sense of smell and sight

18. "It can also gallop very fast (paragraph 4)

What does the underlined word mean?

a. Has a very long ride

✗ It can run vey well

c. It cannot run very well

d. It has a vey long legs

19. This tall animal can **protect** itself very well

What was the bold word mean?

a. Run

b. Hurt

c. Safe

d. Guard

20. "The giraffe's hind legs and long neck are also very <u>useful</u>..."

What does the underlined word mean?

a. Create

b. Duty

c. Beneficial

d. Make

****GOOD LUCK****

Appendix 4. Students Scores of Pre-Test (01) and Post-Test (02) of the Students' Reading Skill

No	Name	Pre-Test	Post-Test
1.	M. Nurfarah	30	80
2.	Rezky M. Suharto	45	80
3.	M. Nur Ardani	55	80
4.	M. Taufiqul Hidayat	70	100
5.	A. Riskah Nur A.	80	100
6.	Salsabilah Muliyawati	40	90
7.	Ashar Al Aidin	55	50
8.	Anna Fitria	30	60
9.	Prisca Oktavia. T	40	100
10.	Shakiah Syahwatul, S	30	50
11.	M. fadly	35	70
12.	Ghina Naura	60	50
13.	Nurul Inayah	40	60
14.	Nur Mila	45	60
15.	Nur Hikmah M.	30	70

16.	Vina Anggitia	50	60	
17.	Andi Siti Nurhalizah	35	70	
18.	Wanda Yanti	45	60	
19.	Sabina Anggiani	60	80	
20.	M. Syahrullah R.	60	70	

Total : 935   1.440

Appendix 5. Students' Score Classification of Pre-Test (01) and Post-Test (02) of the Students' Reading Skill

No	Name of Student	Pre-Test	Post- Test
1.	M. Nurfarah	Very poor	Good
2.	Rezky M. Suharto	Poor	Good
3.	M. Nur Ardani	Fair	Good
4.	M. Taufiqul Hidayat	Good	Excellent
5.	A. Riskah Nur A.	Good	Excellent
6.	Salsabilah Muliyawati	Poor	Very Good
7.	Ashar Al Aidin	Poor	Poor
8.	Anna Fitria	Very poor	Fair
9.	Prisca Oktavia. T	Poor	Excellent
10.	Shakiah Syahwatul, S	Very poor	Poor
11.	M. fadly	Very poor	Good
12.	Ghina Naura	Fair	Poor
13.	Nurul Inayah	Poor	Fair
14.	Nur Mila	Poor	Fair
15.	Nur Hikmah M.	Very poor	Good

16.	Vina Anggitia	Poor	Fair
17.	Andi Siti Nurhalizah	Very poor	Good
18.	Wanda Yanti	Poor	Fair
19.	Sabina Anggiani	Fair	Good
20.	M. Syahrullah R.	Fair	Good

Appendix 6 .The Rate Percentage of the Pre-Test and Post-Test of Students' Reading Skill

No	Classification	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1.	Excellent	96-100	0	0%	3	15%
2.	Very Good	86-95	0	0%	1	5%
3.	Good	76-85	2	10%	8	40%
4.	Fair	56-65	4	20%	5	25%
5	Poor	36-55	8	40%	3	15%
6	Very Poor	00-35	6	30%	0	0%
	Total		20	100%	20	100%

Appendix 7: The calculation of the t-test formula with SPSS

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	46.75	20	14.260	3.189
	PostTest	72.00	20	16.416	3.671

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	20	.344	.000

Paired Samples Test

	Pair Differences					T	df	Sig. (2-tailed
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of The Differences				
				Lower	Upper			
Pair 1 preTest and postTest	-25.250	17.657	3.948	-33.514	-16.986	--6.395	19	.000

Appendix 8: Pictures

Picture 1: Students were doing pre-test

Picture 2: Students were answering pre-test

Picture 3: The researcher was explaining about (CTL) method to students

Picture 4: Students were discussed about the materi with their group

Picture 5: Students were doing treatment in front of the class

Picture 6: Students were doing post-test

BIOGRAPHY

Sumiati Tomari was born in Bara Namlea on March 22 1994 from the marriage of her parents M.Saleh Tomari and Sitti S. Rumkel. She is the second child in her family. She started her study in 2000 at SD Alhilaal Bara, Buru and graduated in 2006. In the same year she continued her study at MTS Unggulan Alhilaal Namlea and she graduated in 2009. After that, she continued her study in SMA Negeri 1 Namlea and graduated in 2012. In 2012, she continued her study in University 45 Makassar. It becomes Bosowa University now. She took English Education Department Faculty of Teacher Training and Education S1 program and finished in 2016.

PEMERINTAH PROVINSI SULAWESI SELATAN

BADAN KOORDINASI PENANAMAN MODAL DAERAH
UNIT PELAKSANA TEKNIS - PELAYANAN PERIZINAN TERPADU
(UPT - P2T)

Nomor : **4260/S.01.P/P2T/04/2016**
Lampiran :
Perihal : Izin Penelitian

KepadaYth.
Walikota Makassar

di-
Tempat

Berdasarkan surat Dekan Fak. Keguruan dan Ilmu Pendidikan Univ. Bosowa Makassar Nomor : A.334/FKIP/UNIBOS/IV/2016 tanggal 18 April 2016 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **SUMIATI TOMARI**
Nomor Pokok : 4512101121
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Urip Sumoharjo Km. 04, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" **THE EFFECK OF CONTEXTUAL TEACHING AND LEARNING (CTL) METHOD ON STUDENTS" READING SKILL AT SMPN 34 MAKASSAR** "

Yang akan dilaksanakan dari : Tgl. *25 April s/d 25 Mei 2016*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 19 April 2016

A.n. GUBERNUR SULAWESI SELATAN
KEPALA BADAN KOORDINASI PENANAMAN MODAL DAERAH
PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu
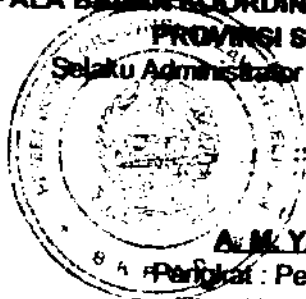
A. M. YAMIN, SE., MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth.
1. Dekan Fak. Keguruan dan Ilmu Pendidikan Univ. Bosowa Makassar;
2. Pertinggal.

PEMERINTAH KOTA MAKASSAR
BADAN KESATUAN BANGSA DAN POLITIK
Jalan Ahmad Yani No 2 Makassar 90111
Telp +62411 – 3615867 Fax +62411 – 3615867
Email : Kesbang@makassar.go.id Home page : http.www.makassar.go.id

MC

Makassar 20 April 2016

Nomor   : 070 / /498-II/BKBP/IV/2016
Sifat   :
Perihal   : **Izin Penelitian**

Kepada

Yth. **KEPALA DINAS PENDIDIKAN DAN – KEBUDAYAAN KOTA MAKASSAR**

Di -

     MAKASSAR

Dengan Hormat,

     Menunjuk Surat dari Kepala Badan Koordinasi Penanaman Modal Daerah Provinsi Sulawesi Selatan Nomor : 4260/S.01.P/P2T/03/2016, Tanggal 19 April 2016, Perihal tersebut di atas, maka bersama ini disampaikan kepada Bapak bahwa :

Nama	:	**SUMIATI TOMARI**
NIM / Jurusan	:	4512101121 / Pend. Bahasa Inggris
Pekerjaan	:	Mahasiswa (SI) Univ. Bosowa
Alamat	:	Jl. U. Sumoharjo Km 04. Makassar
Judul	:	*"THE EFFECK OF CONTEXTUAL TEACHING AND LEARNING (CTL) METHOD ON STUDENTS" READING SKILL AT SMPN 34 MAKASSAR"*

Bermaksud mengadakan *Penelitian* pada Instansi / Wilayah Bapak, dalam rangka *Penyusunan Skripsi* sesuai dengan judul di atas, yang akan dilaksanakan mulai tanggal **25 April s/d 25 Mei 2016.**

     Sehubungan dengan hal tersebut, pada prinsipnya kami dapat **menyetujui** dan harap diberikan bantuan dan fasilitas seperlunya.

     Demikian disampaikan kepada Bapak untuk dimaklumi dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota Makassar Cq. Kepala Badan Kesatuan Bangsa dan Politik.

A.n.WALIKOTA MAKASSAR
KEPALA BADAN KESBANG DAN POLITIK
Ub. KABID. HUBUNGAN ANTAR LEMBAGA

Drs. AKHMAD NAMSUM, MM.
Pangkat : Penata
NIP   : 196705242006041004

Tembusan :
1. Kepala Badan Kesatuan Bangsa dan Politik Prop. Sul – Sel. di Makassar;
2. Kepala Unit Pelaksana Teknis P2T Badan Koordinasi Penanaman Modal Daerah Prop. Sul Sel di Makassar;
3. Dekan Fak. Keguruan dan Ilmu Pendidikan Univ. Bosowa makassar di Makassar;
4. *Mahasiswa yang bersangkutan;*
5. Arsip

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jl. Letjen Hertasning No. 8 Telp. (0411) 868073 Faks. 869256 Makassar 90222
Website:http/www.dikbud-makassar.info ; e-mail:dikbud.makassar@yahoo.com

IZIN PENELITIAN
NOMOR :070/0604/IV/2016

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar
Nomor : 070/1498-II/BKBP/IV/2016 Tanggal 18 April 2016
Maka Kepala Dinas Pendidikan Dan Kebudayaan Kota
Makassar

MENGIZINKAN

Kepada

Nama : **SUMIATI TOMARI**
NIM / Jurusan : 4512101121/ Pend. Bahasa Inggris
Pekerjaan : Mahasiswa (S1)
Alamat : Jl. Urip Sumoarjo Km 04. Makassar

Untuk : Mengadakan *Penelitian* di *SMPN 34 Makassar* dalam rangka
Penyusunan Skripsi di *Univ. Bosowa* Makassar dengan judul penelitian

*"THE EFFECK OF CONTEXTUAL TEACHING AND LEARNING
(CTL) METHOD ON STUDENTS' READING SKILL AT SMPN 34
MAKASSAR"*

Dengan Ketentuan sebagai berikut :

Harus melapor pada Kepala Sekolah yang bersangkutan
1 Tidak mengganggu proses kegiatan belajar mengajar di Sekolah
2 Harus mematuhi tata tertib dan peraturan di Sekolah yang berlaku
3 Hasil penelitian 1 (satu) examplar di laporkan kepada Kepala Dinas Pendidikan dan
Kebudayaan Kota Makassar

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya

Dikeluarkan di : Makassar
Pada Tanggal : 21 April 2016

**An. Kepala Dinas Pendidikan Dan
Kebudayaan**
Kasubag Umum Dan Kepegawaian

N A S I R. L
Pangkat Penata Tk. I
NIP   : 196212311986031258

SURAT KETERANGAN PENELITIAN
Nomor. 421.3/106/SMPN.34/V/2016

Yang bertanda tangan dibawah ini Kepala SMP Negeri 34 Makassar menerangkan bahwa :

Nama	:	**SUMIATI TOMARI**
Nim	:	4512101121
Jurusan	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa (S1)
Alamat	:	Jl. Urip Sumoharjo km.04, Makassar

Telah melaksanakan penelitian di SMP Negeri 34 Makassar mulai tanggal 25 April s/d 25 Mei 2016 yang berjudul "*The Effect Contextual Teaching And Learning (CTL) Method On Students" Reading Skill At SMPN 34 Makassar*". Dalam rangka penyusunan Skripsi S1 di FKIP Univ. Bosowa Makassar.

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Makassar, 30 Mei 2016
Kepala Sekolah

Drs. Rusdin, MM
Pangkat : Pembina Tk.1
NIP. 19670717 199412 1 001