

**CONTEXTUAL TEACHING AND LEARNING (CTL) WITH
PICTORIAL BOOK IN TEACHING READING
COMPREHENSION AT MTsN 4 MADIUN**



**Compiled as one of the requirements for completing the Strata 1 Study Program
in the English Department Faculty of Teacher Training and Education**

By:

NYNDA ELVARIANA DHEVI

A320180197

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

2022

APPROVAL

**CONTEXTUAL TEACHING AND LEARNING (CTL) WITH PICTORIAL
BOOK IN TEACHING READING COMPREHENSION AT MTsN 4 MADIUN**

PUBLICATION ARTICLE

by:

NYNDA ELVARIANA DHEVI

A320180197

Checked and approved to be tested by

Consultant,



Mauliy Halwat Hikmat, Ph.D

NIDN. 0613066801

ACCEPTANCE

CONTEXTUAL TEACHING AND LEARNING (CTL) WITH PICTORIAL
BOOK IN TEACHING READING COMPREHENSION AT MTsN 4 MADIUN

BY

NYNDA ELVARIANA DHEVI
A320180197

Accepted by the Board of Examiner
Faculty of Teacher Training and Education
Universitas Muhammadiyah Surakarta
On Tuesday, 16 August 2022
and declared to have met the requirements

The Board of Examiner

1. Mauliy Halwat Hikmat, Ph.D
(Head of Examiner)

1. Dra. Rini Fatmawati, M.Pd
(Member I of Examiner)

2. Aryati Prasetyarini, S.Pd., M.Pd
(Member II of Examiner)

Dean,



Drs. Dr. Sutama, M. Pd.

NIDN. 0007016002

TESTIMONY

I hereby declare that in this scientific publication there is no work that has been submitted for a bachelor's degree at a university and as long as. To my knowledge, there are no works or opinions that have been written or published by anyone otherwise, unless in writing referred to in the manuscript and mentioned in the bibliography.

If later it is proven that there is an untruth in my statement above, then I will fully responsible.

Surakarta, 16 August 2022

The Researcher



NYNDA ELVARIANA DHEVI

A320180197

CONTEXTUAL TEACHING AND LEARNING (CTL) WITH PICTORIAL BOOK IN TEACHING READING COMPREHENSION AT MTsN 4 MADIUN

Abstrak

Penelitian ini bertujuan untuk (1) mendeskripsikan penerapan Contextual Teaching and Learning (CTL) dengan buku bergambar dalam pembelajaran pemahaman membaca di MTsN 4 Madiun, (2) mengetahui permasalahan yang dihadapi guru dalam mengajar pemahaman membaca dengan menggunakan pembelajaran Contextual Teaching and Learning (CTL) dengan buku bergambar di MTsN 4 Madiun, dan (3) mengidentifikasi tanggapan siswa terhadap penerapan Contextual Teaching and Learning (CTL) dengan buku bergambar dalam pengajaran pemahaman membaca di MTsN 4 Madiun. Penelitian ini merupakan penelitian kualitatif deskriptif. Subjek atau informan dalam penelitian ini adalah guru bahasa Inggris dan siswa kelas VII. Dalam mengumpulkan data dalam penelitian ini, peneliti menggunakan wawancara dan analisis dokumen. Analisis data didasarkan pada Miles dan Huberman yang meliputi tiga langkah yaitu reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Kemudian dilakukan validasi data dengan menggunakan teknik triangulasi sumber data. Hasil penelitian menunjukkan bahwa, (1) Proses pembelajaran membaca pemahaman menggunakan Contextual Teaching and Learning (CTL) dengan buku bergambar terdiri dari Inquiry, Questioning, Learning Community, Reflection, dan Modeling. Hal ini sesuai dengan instruksi model Contextual Teaching and Learning (CTL). Buku bergambar berperan sebagai media dalam proses tersebut. (2) Terdapat empat masalah yang dihadapi guru, yaitu memilih teks yang sesuai, sulit mengontrol kelas, sulit mempraktikkan semua materi pembelajaran dalam kehidupan nyata, dan sulit mengatur waktu. (3) Siswa menunjukkan respon positif dan negatif; tanggapan positif menyatakan bahwa siswa merasa belajar membaca menggunakan Contextual Teaching and Learning (CTL) dengan buku bergambar menarik dan menyenangkan, dapat memotivasi mereka dalam belajar, dan mereka dapat secara aktif mengikuti pembelajaran dengan sangat baik. Sedangkan tanggapan negatif menyatakan bahwa siswa merasa agak sulit untuk mengikuti proses pembelajaran membaca pemahaman menggunakan Contextual Teaching and Learning (CTL) dengan buku bergambar.

Kata Kunci: Contextual Teaching and Learning (CTL), Buku bergambar, Membaca

Abstract

The purpose of this research is to (1) describe the application of Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension at MTsN 4 Madiun, (2) find out the problems encountered by the teacher in teaching reading comprehension using Contextual Teaching and Learning (CTL) with pictorial book at MTsN 4 Madiun, and (3) identify students' responses to the application of Contextual Teaching and Learning (CTL) with pictorial book at MTsN 4 Madiun. This is descriptive qualitative research. The English teacher and seventh-grade students were the subjects or informants in this research. The researcher used interviews and document analysis to acquire data for this study. Miles and Huberman's data analysis method was used, which consists of three steps: data reduction, data display, and conclusion drawing/verification. The data is then validated using the triangulation technique of data sources. (1) The process of teaching reading comprehension utilizing Contextual Teaching and Learning (CTL) with a graphical book comprises of Inquiry, Questioning, Learning Community, Reflection, and Modeling, according to the findings. It adheres to the Contextual

Teaching and Learning (CTL) approach of instruction. The visual book serves as the process's medium. (2) The teacher faces four challenges: picking the appropriate text, controlling the class, putting all of the learning content into practice in real life, and managing time. (3) Students provide both positive and negative responses; the positive responses state that students believe learning to read using Contextual Teaching and Learning (CTL) with a pictorial book is interesting and fun, that it can motivate them in their learning, and that they can actively follow the learning very well. Meanwhile, negative replies indicated that students found it challenging to follow the reading comprehension learning process combining Contextual Teaching and Learning (CTL) with a pictorial book.

Keywords: Contextual Teaching and Learning (CTL), Pictorial book, Reading

1. INTRODUCTION

Many factors influence the success of teaching reading, including the resources used, the pupils, and the teacher who provides reading content. According to Alderson (as described in Erten and Karakas, 2007: 115), a teacher should be able to activate students' previous knowledge and pique their attention during the pre-reading stage since he or she plays an important role in understanding what is read. A teacher assists students in understanding the writer's purpose and the material from the text in the eleventh step, the while-reading activity. The teacher then reflects on the topics covered in the post-reading stage. In other words, teachers play critical roles in the reading activities process.

According to the preliminary interview with the English teacher of the seventh grade at MTsN 4 Madiun, the English teacher uses Contextual Teaching and Learning in teaching reading comprehension. According to the teacher, Contextual Teaching and Learning can help students consolidate and grow their skills through cooperation and teamwork. Students were encouraged to connect their knowledge to their experiences and to share their expertise with one another. Furthermore, they can use their knowledge and language skills both inside and outside of the classroom.

The usage of Contextual Teaching and Learning (CTL) is developed with various learning media, according to the interview with the English teacher. Pictorial books or picture books are popular learning tools and are frequently utilized by English teachers. According to the teacher, most kids are not interested in reading or do not have the habit of reading. In this scenario, most students are unable to comprehend English texts because they are uninterested in reading and lack drive to read. Students become inactive in the teaching and learning process as a result of this situation. Thus, pictorial books are used in conjunction with Contextual Teaching and Learning to address students' apathy toward reading and stimulate them to learn to read

(CTL). According to the teacher, picture books are wonderful example texts for teaching kids how thoughtful questioning can help them gain a deeper grasp of the book. It works effectively in conjunction with the Contextual Teaching and Learning (CTL) methodology.

According to the findings of the above-mentioned interview with an English instructor, integrating the Contextual Teaching and Learning (CTL) model with various learning media, such as a visual book, is successful for teaching and learning reading comprehension. Contextual teaching and learning is a strategy that seeks to assist students grasp the meaning of instructional materials based on personal, social, and cultural contexts, so that they have the knowledge/skills to actively construct their own understanding of the content provided (Wandasari, 2011; Satriani & Emilia, 2012). As a result, picture books are significant media that combine words, illustration, and design. Based on this observation, the researcher intends to delve deeper into the use of Contextual Teaching and Learning (CTL) with a pictorial book in teaching reading to students in the seventh grade at MTsN 4 Madiun.

Several studies have shown that Contextual Teaching and Learning (CTL) is an effective methodology for teaching and learning foreign languages. Sunarti (2019) discovered that the Contextual Teaching and Learning (CTL) paradigm is more successful in teaching reading comprehension than the Grammar Translation Method (GTM). Indrayadi's (2020) research also discovered that contextual teaching and learning methodologies influenced students' reading comprehension achievement and gain.

So from the conclusion of the interview above, the use of the CTL model with pictorial book in teaching reading comprehension at MTsN 4 Madiun is able to make students effective in teaching and learning English and motivate students to understand the content of the text. Then, there are still some students who still cannot understand English lessons even though they have been carried out by English teacher uses the contextual teaching and learning (CTL) with a pictorial book. In other words, the teacher has tried to teach students using the Contextual teaching & learning model with pictorial book in teaching reading comprehension. Here the researcher has research limitations that cannot be studied as a whole.

From the above explanation, this research has purpose to 1) describe the application of Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension at MTsN 4 Madiun, (2) find out the problems faced by the teacher in teaching reading comprehension using Contextual Teaching and Learning (CTL) with pictorial book at MTsN 4

Madiun, and (3) identify the responses of students to the application of Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension at MTsN 4 Madiun.

2. METHOD

This is qualitative research that uses a descriptive method to describe the use of Contextual Teaching and Learning (CTL) using a pictorial book in teaching reading comprehension at MTsN 4 Madiun. This research was carried out at MTsN 4 Madiun, with the English teacher and seventh-grade students serving as subjects or informants. The data in this research came from interviews and documents, and the sources of the data were the English teacher and students. The researcher used interviews and document analysis to acquire data for this study. Miles and Huberman (1994) used Sugiyono (2014: 247-252) for data analysis, which includes three steps: data reduction, data display, and conclusion drawing/verification. The data is then validated using the triangulation technique of data sources.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 The application of Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension at MTsN 4 Madiun

The researcher discovered that the steps in applying Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension are in accordance with the existing Lesson Plan and with the basic instruction of Contextual Teaching and Learning (CTL) model based on the results of an interview with the English teacher for the seventh grade at MTsN 4 Madiun on Wednesday, June 07, 2022. Learning objectives, materials, methods, media, tools, and evaluation are all included in the Lesson Plan. The Lesson Plan plays an important role in guiding the teacher through the teaching and learning process. The teaching and learning process begins with communicating the learning objectives, explaining the learning material, students carrying out tasks assigned by the teacher, students reporting the results of their assignment, students concluding the learning material, and students evaluating the learning material.

Furthermore, the results of the interview with the English instructor revealed that there are numerous activities in teaching reading comprehension using Contextual Teaching and Learning (CTL) using a pictorial book. It follows the Contextual Teaching and Learning (CTL) model's instructions. The pictorial book serves as a modeling and learning medium

during the teaching and learning process. It has purpose to increase the motivation of students in reading text and their understanding about the text. The application of Contextual Teaching and Learning (CTL) with pictorial book consists of (1) Inquiry, (2) Questioning, (3) Learning Community, (3) Reflection, and (3) Modeling.

- a. Inquiry, a process of learning on search and through a systematic thought process. The teacher provides content to the students during this inquiry process. The teacher then encourages students to ponder and link the content to their own experiences. Students are given the opportunity to read and find information from the text on their own, as well as determine the text's basic structure.
- b. Questioning or asking questions demonstrates an individual's curiosity, whereas answering questions demonstrates an individual's cognitive abilities. During this process, the teacher encourages students to ask questions and provide suggestions on objects they frequently see in their environment.
- c. Learning community, in which the teacher splits the students into groups for group discussions. The students can discuss the assignments assigned by the teacher in groups. The teacher also checks the students' performance on tasks; the teacher will assist students who encounter difficulties.
- d. Reflection, refers to a manner of considering the present and the past. It reacts to recently obtained events, actions, or experiences. It is the process of assessing, reviewing, and responding to the processes of learning. The teacher examines the lesson and checks the students' comprehension of the text during the reflection. The teacher also comments on the students' learning process.

3.1.2 The problems faced by the teacher in teaching reading comprehension using Contextual Teaching and Learning (CTL) with pictorial book at MTsN 4 Madiun

The researcher found certain concerns or challenges in using Contextual Teaching and Learning (CTL) with a pictorial book based on the results of an interview with the English teacher of the seventh grade at MTsN 4 Madiun. Some obstacles or challenges encountered while using Contextual Teaching and Learning (CTL) with a pictorial book include (a) picking the appropriate text, (b) controlling the class, (c) practicing all of the learning information in real life, and (d) managing time.

a. Selecting the suitable text

According to the interview, it is difficult to find a good text for learning in the Contextual Teaching and Learning (CTL) with pictorial book. There are numerous pictorial books available; nevertheless, they must correspond to the learning theme or topic and syllabus. It was difficult for the teacher to present readings that were relevant to the student's knowledge. Connecting content with context, on the other hand, is a key component that should be used in the CTL strategy. It was part of making the learning process more meaningful. Learning is substantially increased when information is provided in the context of known relationships to the student.

The reading content provided in the text book was not always in context. Contextual teaching must eventually connect the subject matter being taught to the students' lives. As a result, the teacher should seek out other texts from various sources. It was difficult to locate a good reading text that was relevant to the student's life. The teacher should be able to give appealing text that is known to the kids. Teachers should also acknowledge student variety and use it to extend students' perspectives and bring out true science. Furthermore, the teacher should align the reading text with the concept supplied by the curriculum.

b. Difficult in controlling the class

According to an interview with a seventh-grade English instructor, controlling the class is also one of the obstacles or hurdles in implementing Contextual Teaching and Learning (CTL) with a pictorial book. Contextual classroom occurred when students learned by doing and actively learned the information. The teacher should guide students in creating their own knowledge by providing teaching that encourages critical thinking. When certain students do not take the teacher's instructions seriously, it is an issue. The classroom setting became chaotic and noisy as a result. When giving instructions, the teacher needed to use a strong voice. And it was difficult to maintain control of the situation in the classroom.

c. Difficult to practice all the learning material in the real life

According to the teacher's interview, practicing all of the learning material in the CTL model is tough. Students require greater learning space, particularly for language acquisition, such as studying outside of the classroom to practice vocabulary and observe

what is going on around them. Contextual Teaching and Learning (CTL) is a learning approach that enables student learning activities to seek, manage, and find more concrete learning experiences that are relevant to students' real lives (Komalasari, 2012). As a result of the limited space and media in the classroom, it is fairly challenging to implement.

d. Difficult in managing time

According to the interview with the English teacher, time management is also one of the issues in implementing Contextual Teaching and Learning (CTL) with a pictorial book. The technique of planning and controlling how much time to spend on various activities is known as time management. It is critical to ensure that the teaching and learning processes function smoothly and successfully.

3.1.3 The responses of students to the application of Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension at MTsN 4 Madiun

Based on the results of interview with fifteen students of the seventh grade students at MTsN 4 Madiun, there were two responses found, positive and negative response. The results of students' responses are as follow.

a. Positive Responses

Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes students' complete engagement in discovering the material they are learning and linking it to real-life situations, so encouraging students to apply it in their lives. Ten of the fifteen students who took part in the interview gave good reactions to the use of Contextual Teaching and Learning (CTL) with a pictorial book in teaching reading comprehension.

According to the interview results, students primarily stated positive responses such as (1) being interested in learning English through the Contextual Teaching and Learning (CTL) model because it can improve students' activity by continuing to find out what is the best solution to problems with the reading material being studied, (2) Students can connect the English vocabularies learned in the text with phenomena that exist in the surrounding environment because the implementation of the vocabularies is frequently encountered in daily life, and (3) learning with the Contextual Teaching and Learning

(CTL) model and pictorial book can encourage students to express their feelings and become active participants in the classroom.

b. Negative Responses

Five of the fifteen students who took part in the interview had negative comments to the use of Contextual Teaching and Learning (CTL) with a pictorial book in teaching reading comprehension.

According to the interview data, students who provide negative responses believe they have trouble following the learning with the Contextual Teaching and Learning (CTL) paradigm, particularly throughout the questioning phase. Furthermore, the students lack a large number of English vocabularies, making it difficult for them to understand the English text presented in the pictorial book.

3.2 Discussion

Based on the finding description above, there are several things that can be noted down. It will be arranged based on the findings of each research problem.

The finding for the first research topic covers the use of Contextual Teaching and Learning (CTL) with a pictorial book in teaching reading comprehension to seventh grade students at MTsN 4 Madiun. The pictorial book serves as a modeling and learning medium in the process of teaching and learning CTL using it. Its goal is to boost students' motivation to read and their comprehension of the text. Contextual Teaching and Learning (CTL) with a picture book includes Inquiry, Questioning, Learning Community, Reflection, and Modeling. So, the application of Contextual Teaching & Learning (CTL) with these components is not necessary to use pictures, because even without pictures Contextual Teaching & Learning (CTL) the model will automatically see and open textbooks according to teacher's orders with pictures according to the topic. It adheres to the Contextual Teaching and Learning (CTL) approach of instruction.

Based on the findings of the second research problem, it is clear that the teacher faces four challenges when teaching reading comprehension using Contextual Teaching and Learning (CTL) with a pictorial book at MTsN 4 Madiun: selecting the appropriate text, controlling the class, practicing all of the learning material in real life, and managing time.

Then, based on the discovery of the third research problem, positive and negative responses from students might be identified. The positive replies indicate that students are enthusiastic about learning English through Contextual Teaching and Learning (CTL) with a pictorial book. It was because the CTL strategy may drive pupils to learn reading comprehension. Furthermore, it may encourage kids to express themselves and become more engaged in the classroom. Meanwhile, the negative replies indicate that students find it challenging to follow the learning process when using Contextual Teaching and Learning (CTL) with a pictorial book.

This research's findings are important to the Contextual Teaching and Learning (CTL) theory. The contextual teaching and learning method (CTL) is a learning paradigm that helps teachers connect material taught to students' experiences by utilizing some successful components that work together to form a network. Students can construct meaning and remember material more effectively (Johnson, 2002). According to Johnson (2002), the following eight CTL approach characteristics have become important principles: making a meaningful connection, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching a high standard, and using authentic assessment. Nurhadi et al. (2004) split contextual teaching and learning (CTL) into seven components that teachers can employ in their classrooms: constructivism, inquiry, questioning, modeling, learning community, reflection, and genuine assessment.

Furthermore, the outcomes of this research complement Rahmad Risan's (2021) research, which found that seven aspects should be used in teaching and learning to adopt CTL. Constructivism, inquiry, modeling, reflection, learning community, questioning, and authentic assessment are some of them. Oktiyaningsih (2019) discovered that contextual teaching and learning models make students like and feel at ease when studying English, particularly when reading. It also encourages kids to be more energetic and passionate in order to improve their ability to pronounce words, making it easier for them to read a variety of books.

4. CLOSING

Based on the findings and discussion, the researcher made three main conclusions, as follow. According to the findings of the application of Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension at MTsN 4 Madiun, the process of teaching reading comprehension using Contextual Teaching and Learning (CTL) with pictorial book

consists of Inquiry, Questioning, Learning Community, Reflection, and Modeling. It adheres to the Contextual Teaching and Learning (CTL) approach of instruction. The findings on the teacher's problems in teaching reading comprehension using Contextual Teaching and Learning (CTL) with a pictorial book show that there are four problems identified, which are difficult in controlling the class, difficult in practicing all of the learning material in real life, and difficult in managing time. The findings on student responses to the use of Contextual Teaching and Learning (CTL) with a pictorial book in teaching reading comprehension indicate both good and negative responses from the students. According to the favorable replies, students believe that learning to read utilizing Contextual Teaching and Learning (CTL) with a pictorial book is engaging and fun, that it may motivate them to learn, and that they can actively follow the learning very well. Meanwhile, negative replies indicated that students found it challenging to follow the reading comprehension learning process combining Contextual Teaching and Learning (CTL) with a pictorial book. So out of 31 students in the class, only 25 students answered on the google form. And also only 15 students who answered according to the question. 10 students answered positive responses and 5 students answered negative responses.

BIBLIOGRAPHY

- Creswell, W. Jhon. (2008). Educational research: planning, conducting, and evaluating quantitative and qualitative research. USA: Pearson Education.
- Farris, Pamela J., (2004). Teaching Reading: A Balanced Approach for today' s Classrooms, New York: McGraw Hill, 2004.
- Fatmawati, Daimah. (2009). Teaching Reading Comprehension Based on Contextual Teaching and Learning at Second Year of SMP AT-TAQWA Bekasi. Jakarta University.
- Husna, Nida. (2009). Teaching Reading Using Contextual Teaching and Learning Approach (A Case Study at the First-Year students of SMP N 2 Ciputat). Jakarta.
- Johnson, Elaine B., (2002). Contextual Teaching and Learning; What it is and why it's here to stay, Thousand Oaks, California: Corwin Press, Inc., 2002.
- Larsen-Freeman, Diane. (2000). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Lexy, J Moleong. (2008) Metodologi Penelitian Kualitatif, Bandung: PT Remaja. Rosdakarya.
- Nurhadi, dkk, (2003). Pembelajaran Kontekstual (Contextual teaching and Learning/CTL) dan Penerapannya Dalam KBK (Malang: Universitas Negeri Malang).

- Nurhadi & Senduk, A. G. (2003). Pembelajaran Kontekstual dan Penerapannya dalam KBK. Malang: Penerbit Universitas Negeri Malang.
- Nunan, David. (1998). *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Miles, Mathew B., dan A. Michael Huberman. (1994). *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications.
- Pamela J. Farris, (2004). *Teaching Reading: A Balanced Approach for Today's Classrooms*, (New York: McGraw Hill, 2004). New York.
- Smith, Nila B and Robinson, H Alan. (1980). *Reading Instruction for Today's Children*. Englewood Cliffs: Prentice Hall, Inc.
- Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP & MTs (Jakarta: Pusat Kurikulum, Balitbang Depdiknas: 2003).
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.