

**THE IMPLEMENTATION OF CONTEXTUAL TEACHING
AND LEARNING IN READING COMPREHENSION AT SMAN
1 KABUN**

© Hak Cipta milik U

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



BY

HERMANIA
SIN. 11910422957

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIEF KASIM RIAU

PEKANBARU

1445H/2023M

THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING IN READING COMPREHENSION AT SMAN

1 KABUN



BY

HERMANIA
SIN. 11910422957

Thesis

Submitted as partial fulfillment of the requirements
For Bachelor Degree of English Education
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIEF KASIM RIAU

PEKANBARU

1445H/2023M

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



STATEMENT OF AUTHENTICITY

Name : Hermania
 Student Number : 11910422957
 Phone Number : 081364021108
 Email : hermania.hadin1108@gmail.com
 Department : English Education
 Faculty : Education and Teacher Training
 University : State Islamic University Sultan Syarif Kasim Riau

I certify that this skripsi entitled “The Implementation of Contextual Teaching and Learning in Reading Comprehension at SMAN 1 Kabun” is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this skripsi. Other’s opinion findings included in this skripsi are quoted in accordance with ethical standards.

Pekanbaru, July 12th, 2023



Hermania
 SIN. 11910422957

UIN SUSKA RIAU

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

SUPERVISOR APPROVAL

The thesis entitled *An Analysis of Contextual teaching and Learning in Reading Comprehension at SMA Negeri 1 Kabun* is written by Hermania, SIN. 119210422957. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.


Pekanbaru, 28 Dzulhijjah, 1444 H


July 17th, 2023 M

Approved by

The Head of
English Education Department

Supervisor


Dr. Faupna Anastasia, S.S., M.Hum
NIP. 198106112008012017


Dr. Riza Amelia, SS., M.Pd.
NIP. 198204152008012017

UIN SUSKA RIAU



EXAMINER APPROVAL

The thesis entitled *The Implementation of Contextual teaching and Learning in Reading Comprehension at SMAN 1 Kabun* was written by Hermania, S.E. 11910422957. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Muharram 6th, 1442 H July 24th, 2023 M. It is submitted as one of the requirements for Bachelor Degree (S.d) at Department of English Education.

Pekanbaru, Muharram 6th, 1445 H
 July 24th, 2023M

Examination Committee

Examiner I

Dr. Faurina Anastasia, S.S. M.Hum
 NIP. 198106112008012017

Examiner II

Dedy Wahyudi, M. Pd
 NIK. 130117117

Examiner III

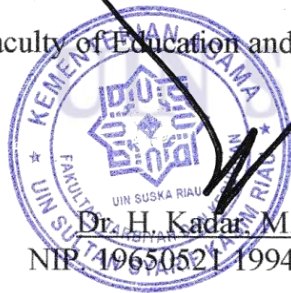
Gut Raudhatul Miski, M.Pd
 NIP. 197901092009012011

Examiner IV

Harum Natasha, M. Pd
 NIP. 198203012009012012

Dean

Faculty of Education and Teacher Training



Dr. H. Kadar, M. Ag.
 NIP. 19650521 199402 1 001

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

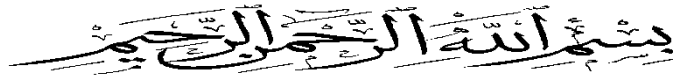


Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Dr. H. Kadar, M. Ag
NIP. 19650521 199402 1 001

ACKNOWLEDGEMENT



In the name of Allah, the most Gracious and Merciful, praise belongs to Allah almighty. By his guidance and blessing, the researcher has accomplished the final research paper entitled “An Analysis of Implementation Contextual Teaching and Learning.” It is a scientific writing to fulfill one of the academic requirements to finish the bachelor degree (S.Pd) at Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau. Then, shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

Appreciation and sincere thanks to my beloved parents, Mr. Hermanto and Mrs. Mariati, who has devoted all love and affection as well as moral and material attention. May Allah SWT always bestow grace, health, and blessings in the world and in the hereafter for the kindness that has given to the researcher. Thank you so much Dad and Mm.

The researcher would like to show her gratitude to all beloved people that have encouraged. Motivated even helped the researcher in finishing the paper. They are:



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Prof. Dr. Hairunas, M. Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau. Prof. Dr. Hj, Helmiati, M. Ag., as Vice Rector I, Dr. H. Mas'ud Zein, M. Pd., as Vice Rector II, Prof. Edi Erwan, S. Pt., M. Sc., Ph. D, as Vice Rector III, and all staff. Thanks for the kindness and the encouragement.
2. Dr. H. Kadar, M. Ag., the Dean of Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. H. Zarkasih, M. Ag., as the Vice Dean I, Dr. Zubaidah Amir, MZ, M. Pd., as iv the Vice Dean II, Dr. Amirah Diniaty, M. Pd. Kons., as the Vice Dean III, and all the staff. Thanks for the kindness and the encouragement.
3. Dr. Faurina Anastasia, S.S., M. Hum., the Head of the Department of English Education, has given me corrections, suggestions, support, advice, and guidance in completing the thesis.
4. Dr. Nur Aisyah Zulkifli, M. Pd., the Secretary of Department of English Education, for her guidance to the students.
5. Nelvia Ibrahim, S.Pd.I.,M. Pd., the Academic Supervisor for her guidance to the students.
6. Dr. Riza Amelia, S.S., M.Pd., as my beloved supervisor who has given me correction, suggestion, support, advice, and guidance in accomplished this thesis.
7. All lecturers of the English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge and

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

information of this project paper and thanks for their contributions and support during the courses.

8. The researcher's young brothers, Apri Alkahfi and Rahman Ramadhan, and my only one young sister Cahya Arrahmi also all of researcher's family who always give support to finish this study.
9. Special thanks to my beloved friends, Aulia Faraz Tantia, S.Pd., and Erza Fitri Ani, S.K.M., who always give emotional support even from a distance. Fighting always for you two guys!
10. Thanks to my "close friends", Elvita Sari, Novica Rahmadhani, Ardiansyah, Yuandira, Windasari, Elisya Febrianti, Celine Nenda F and Vivi Puspita S who have accompanied the researcher for more than 3 years with love, support as like a family. Fighting for you guys!
11. The researcher good friend, classmate from the beginning of the semester and my boarding house friend in the last semester, Febria Rahmanika, S.Pd., thank you for being a friend who is always willing to provide solutions, directions and is ready to be questioned at any time. Feel proud to be your good friend. All good wishes for you ibi!
12. The researcher good friend for about 1 year, Suci Rahma Hanifa, who has helped a lot in the process of making a thesis, if there is no her I don't know if I will be able to finish this thesis smoothly or not. Thank you very much cici. Fighting!
13. "Crown Class", C Class of 2019, gratitude for all colorful memories and experiences for more than 3 years together as English Education students.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

14. The English teacher and students the tenth grade of Mipa 2 SMAN 1 Kabun, whose had participated and helped the researcher in collecting data process.

15. The researcher partners in teaching practice at SMAN 10 Pekanbaru for 3 month togetherness sharing complaints, supporting each other, thank you for giving color. Also to all teachers and students of SMAN 10 Pekanbaru who provide extraordinary stories for the researcher.

16. The researcher's friends of Kabun District, for the extraordinary experience, story, good memories and supports.

17. For all people that can't be mentioned one by one who had given the researcher great support in carrying out finishing this thesis.

18. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for, for never quitting, so proud of me.

Finally, the researcher realized that this thesis is still far from perfections.

Therefore, constructive comments, critiques, suggestions, and recommendations are kindly appreciated. May Allah bless you all. Aamiin ya rabbal' alamin.

Pekanbaru, 17th July, 2023

The Researcher,

Hermania



SIN. 11910422957

ABSTRAK

Hermania, (2023): Penerapan Pengajaran dan Pembelajaran Kontekstual dalam Pemahaman Membaca di SMA Negeri 1 Kabun.

Berdasarkan penelitian pendahuluan, peneliti menemukan bahwa guru bahasa Inggris menggunakan Pengajaran dan Pembelajaran Kontekstual dalam mengajar Pemahaman Membaca di SMA Negeri 1 Kabun. Peneliti bertujuan untuk menyelidiki implementasi dan pemahaman guru tentang pengajaran dan pembelajaran kontekstual dalam membaca pemahaman. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan dari guru dan siswa kelas sepuluh MIPA 2 dengan melakukan observasi dan wawancara dengan guru bahasa Inggris sebagai partisipan yang dipilih berdasarkan teknik purposive sampling. Temuan dari penelitian ini menunjukkan bahwa implementasi pengajaran dan pembelajaran kontekstual dalam pemahaman membaca yang diterapkan oleh guru adalah melalui beberapa komponen CTL yang diterapkan lebih sering daripada yang lain. Modeling, questioning, learning community, authentic assessment dan reflection sering diterapkan. Kekurangan dalam implementasi CTL dalam membaca pemahaman adalah siswa terlihat pasif ketika bekerja dalam kelompok dan hanya mengandalkan teman yang aktif disetiap kelompok.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ABSTRACT

Hermania, (2023): The Implementation of Contextual Teaching and Learning in Reading Comprehension at SMA Negeri 1 Kabun.

Based on the preliminary research, the researcher found that the English teacher used Contextual Teaching and Learning in teaching Reading Comprehension at SMA Negeri 1 Kabun. The researcher aimed to investigate the implementation and teacher understanding about contextual teaching and learning in reading comprehension. This research used qualitative descriptive method. The data collected from the teacher and the tenth grade of MIPA 2 by doing observation and interview the English teacher as participant was selected based on purposive sampling technique. The finding of this study show that the implementation of contextual teaching and learning in reading comprehension implemented by the teacher was through some components of CTL which were applied more frequently than others. The modeling, questioning, learning community, authentic assessment and reflection were frequently applied. The advantages in implementation of CTL in reading comprehension there is some students are passive when working in groups, and only rely on friends who are active in each group.

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ملخص

هيرمانيا، (٢٠٢٣): تطبيق التدريس والتعلم السياقي في الفهم القرائي في المدرسة الثانوية الحكومية ١ كابون

بناء على الدراسة التمهيديّة، وجدت الباحثة أن مدرس اللغة الإنجليزيّة استخدمت نموذج التدريس والتعلم السياقي في تدريس الفهم القرائي في المدرسة الثانوية الحكومية ١ كابون. تهدف الباحثة إلى التحقيق في تنفيذ المدرس وفهمه للتدريس السياقي والتعلم في الفهم القرائي. وهذا البحث يستخدم طريقة البحث والصفوي الكيفي. والبيانات تم جمعها من المدرس وتلاميذ الصف العاشر لقسم العلوم والرياضيات ٢ بتنفيذ المقابلة والملاحظة مع مدرس اللغة الإنجليزيّة كالمشارك على أساس أسلوب أخذ العينات الهادف. تشير نتائج البحث إلى أن تنفيذ التدريس السياقي والتعلم في الفهم القرائي المطبق من قبل المدرس يتم من خلال بعض مكونات نموذج التدريس والتعلم السياقي التي يتم تطبيقها بشكل متكرر أكثر من غيرها. غالباً ما يتم تطبيق النمذجة وطرح الأسئلة ومجتمع التعلم والتقييم الحقيقي والتفكير. العيب في تطبيق نموذج التدريس والتعلم السياقي في الفهم القرائي هو أن التلاميذ يبدون سلبين عند العمل في مجموعات ويعتمدون فقط على الأصدقاء النشطين في كل مجموعة.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

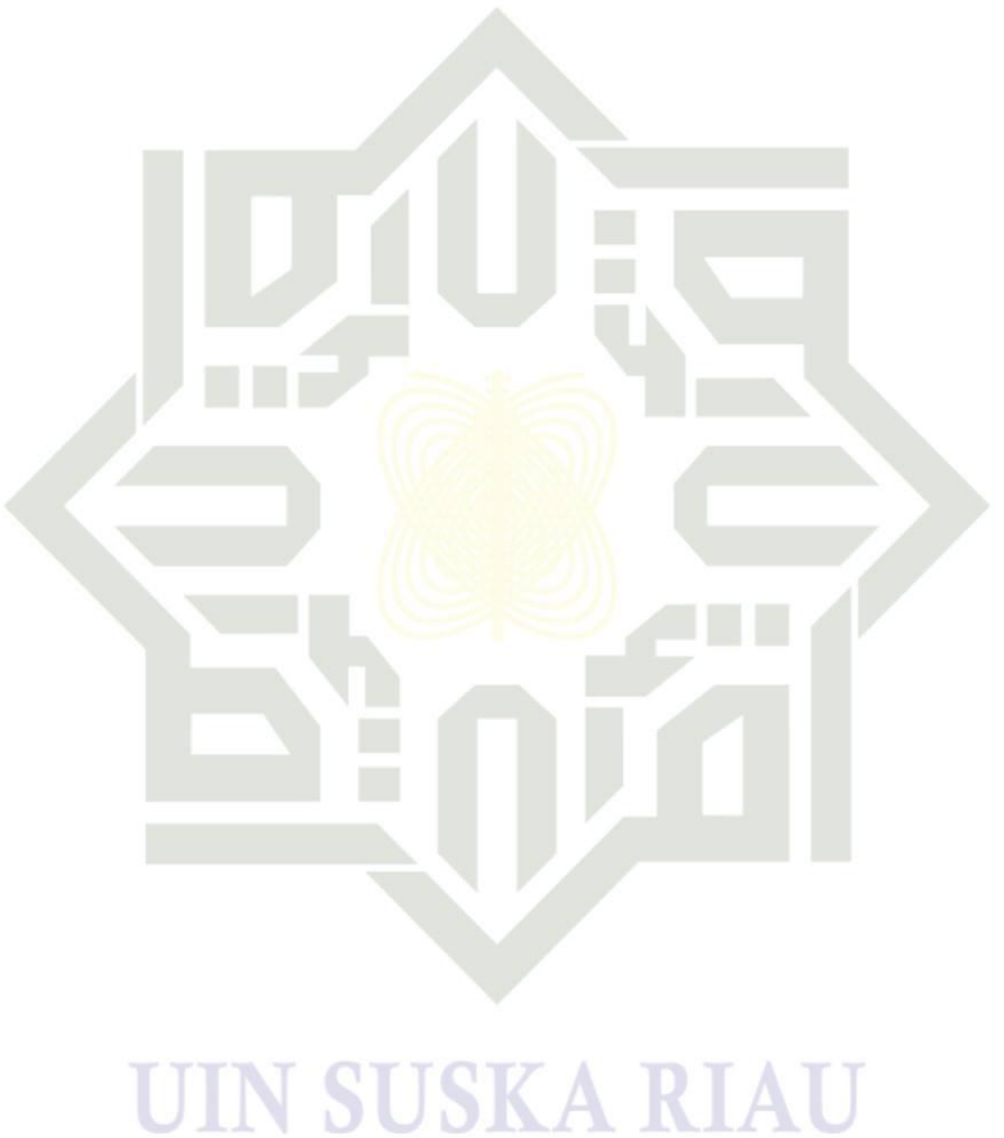
LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ABSTRAK	vii
ABSTRACT	viii
ABSTRAK ARAB (ملخص)	viii
LIST OF CONTENTS	x
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
BAB I INTRODUCTION	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	4
C. Limitation of the Problem.....	5
D. Formulation of the Problem.....	5
E. Objectives of the Research	5
F. Significances of the Research.....	6
G. Definition of Terms	6
BAB II LITERATURE REVIEW	8
A. Theoretical Framework.....	8
B. Relevant Research	19
C. Conceptual Framework	23
BAB III METHOD OF THE RESEARCH	25
A. Research Design	25
B. Setting of the Research.....	26
C. The Participant of the Research	26
D. Technique of Data Collection.....	27
E. Technique of Data Analysis	30
F. Technique of Data Verification (Triangulation)	33
BAB IV FINDINGS AND DISCUSSIONS	34
A. Findings	34
B. Discussions	46

BAB V CONCLUSION AND SUGGESTION	53
A. Conclusion.....	53
B. Suggestion	54
REFERENCES	
APPENDICES	

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



LIST OF TABLE

TABLE III.1.....	26
TABLE III.2.....	27
TABLE IV.1.....	36



UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

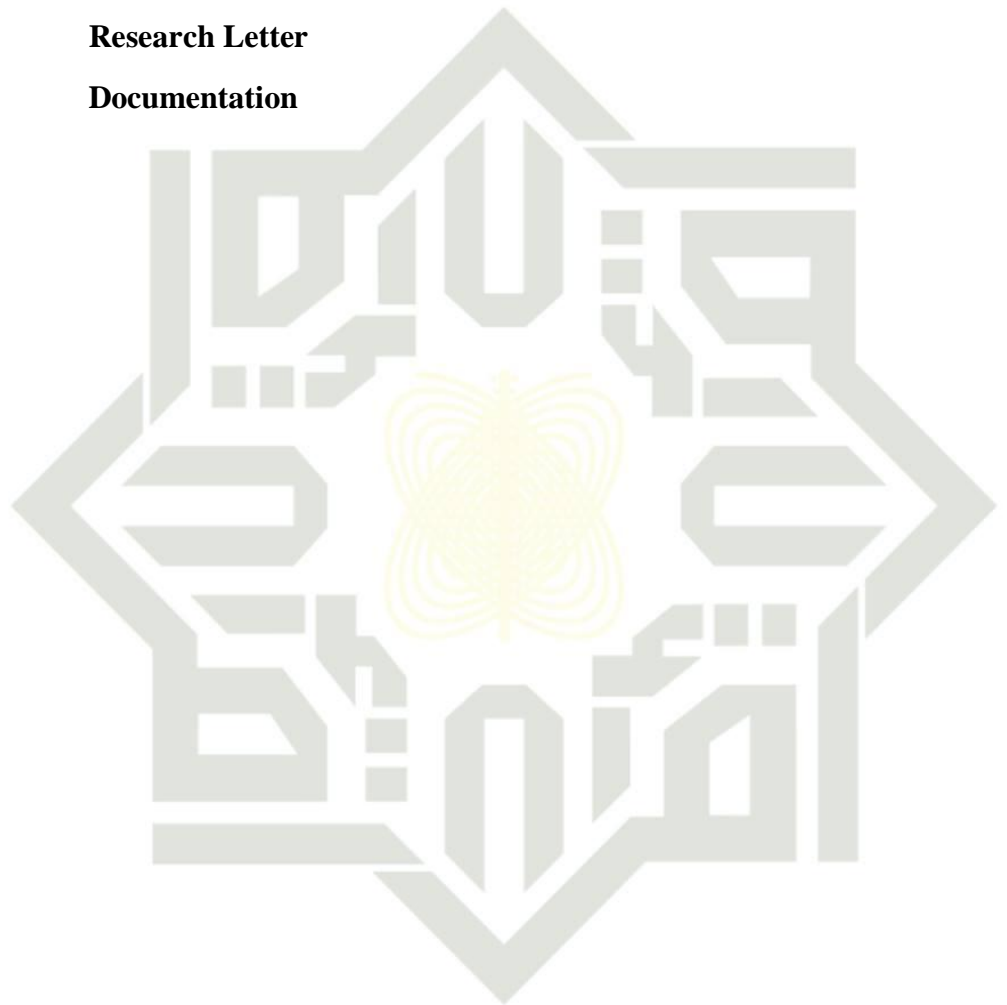
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LIST OF APPENDICES

Appendix I	Research Instruments
Appendix II	Classification of Contextual Teaching and Learning
Appendix III	Transcription of Interview
Appendix IV	Thesis Guidance Letter
Appendix V	Research Letter
Appendix IV	Documentation



UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

BAB I INTRODUCTION

A. Background of the Problem

In this era, there are many kinds of learning model that can be used by teachers in achieving English learning goals. One of them is the Contextual Teaching and Learning, contextual here is an approach in teaching and learning. CTL means teaching learning concept that suggest the students to apply what they have learned in to their real life experience. Contextual teaching and learning is a learning concept which helps teacher to relate learning material to concrete student's world, and support students to connect between knowledge which they have and its application in their daily life (Muslich, 2007).

In summary, Contextual Teaching and Learning is crucial in teaching English as it makes learning more meaningful, authentic, and relevant to real-world contexts. It supports language acquisition, integrated skills development, cultural understanding, and the development of problem-solving and critical thinking abilities. By employing CTL approach, educators can create engaging and effective English language learning experiences for their students.

Accordingly, to the previous research about CTL in teaching English proposed by Arianto (2011) entitled the implementation of Contextual Teaching and Learning in teaching English, with the purposes



of study: First, to describe the implementation of CTL in teaching English. Second, to investigate the teacher's difficulties in implementing CTL in teaching English at the seventh grade students of SMPN-1 Palangkaraya. The findings show that: First, the implementation of CTL implemented by the teacher was through some components of CTL which were applied more frequently than others. The questioning, learning community, and modeling were frequently applied. Second, made some noise, the large amount of students in the class, little attention from the students, and the shyness identify from the students to speak up. Based on findings in this study the researcher found that not all of the component use by the teacher in that school, and found some weaknesses from the implementation CTL in the classroom.

To create learning process as effective are very difficult especially in English. More students can't improve and develop their skills because many learning given by written texts. So, if the teachers ask the students to read, they will be difficult to arrange the vocabularies to a good oral sentence. So it needs a method that triggers reading habit in learning. When the English teacher teach the student about reading text, the English teacher demanded to find a suitable learning approach to develop reading comprehension. One of the methods that implemented by the teacher in attaining the learning goals is with Contextual Teaching and Learning approach. The CTL model is considered to be used in teaching English, especially in teaching reading comprehension. According to Beare (2014),

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



giving Contextual clues is important to help students understand unfamiliar words that they find in the text, thus the context clues can help students to increase their existing vocabulary knowledge. When students know the meaning of the vocabulary in a reading text that can makes easy to understand text they have been studying.

Based on pre-observation conducted in February 2022 at SMAN 1 Kabun by interviewing the English teacher Reni Rahmadani Siahah, S.Pd. the information gotten that the school really applies CTL. The teacher implements CTL as teaching and learning model, especially at tenth class students. SMAN 1 Kabun which implement the curriculum 2013, it has acquired “A” accreditation, It made the anxiety to prove it, the researcher come to the teacher to ask some question. Although, CTL is appropriate for developing reading comprehension as describe above, the problem is whether or not the teachers who implement CTL do so in accordance with CTL’s components. Researcher want to know how the teachers implementation components of CTL in reading comprehension, are there the difficulties are encountered when implementation CTL, and whether it can achieve English learning objectives.

There are many researcher who research about Contextual Teaching and Learning (CTL). The first has done by Yulia Agustin. According to Yulia Agustin’s research is in SMPN 1 Larangan the students dislike to study English, when the teacher utilize Contextual Teaching and Learning the student interest to study English. Learning

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



strategy is more overlooked than the results, in contextual teaching and learning students active in the class and the students comfortable to study English because make questioning method and this method help the students to correct and unmistaken to speak in the class. The differences with this research are Yulia Agustin focus on Speaking Skill. The second has done by Nuzzul Imamiyah and the research focus on how the teacher utilize the contextual teaching and learning in writing descriptive text and shows that the teacher utilizes Contextual Teaching and Learning in teaching descriptive text and shows the student respond in their writing skill. The differences with this research is Nuzzul Imamiyah focus on writing descriptive text.

Based on the explanation above, the researcher interested in conducting a research entitled “**The Implementation of Contextual Teaching and Learning in Reading Comprehension at SMAN 1 Kabun**”.

B. Identification of the Problem

As of reading comprehension is one of the important skills that must be mastered by English students, the English teachers are demanded to find a suitable learning method to develop reading comprehension. One of the learning method that can be applied in attaining the learning goals is Contextual Teaching and Learning. There are many ways that English teachers improve their teaching skills in the classroom. As an English teacher who is required to be able to create effective and interesting

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

learning methods to be applied to students in order to achieve learning objectives, English teachers must have their own ways to implement this. For example, in learning reading comprehension, English teachers can use the contextual teaching and learning method and implement the components of it in the teaching and learning process.

C. Limitation of the Problem

From the researcher's limited resources, researcher focus the problems in this research into particular problem. Because of limited researcher ability and limited time so that the researcher conduct this research. Researcher focus to analyze the implementation of Contextual Teaching and Learning in reading comprehension at SMAN 1 Kabun.

D. Formulation of the Problem

Based on the problem depicted in the background of the problem, the researcher formulates the research questions as follows:

1. How does the teacher implement Contextual Teaching and Learning in Reading Comprehension at SMAN 1 Kabun?
2. What are the disadvantages of implementation Contextual Teaching and Learning in Reading Comprehension at SMAN 1 Kabun?

E. Objectives of the Research

The objectives of this research are as follows:

1. To describe the teacher implementation of Contextual Teaching and Learning in Reading Comprehension at SMAN 1 Kabun.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. To know the disadvantages of Contextual Teaching and Learning in Reading Comprehension at SMAN 1 Kabun.

F. Significances of the Research

This research will be expected to give some benefits theoretically and practically. Significance of the study is to explain the use or the important of research, both of scientific or social use. **(1) Theoretically**, This research is very important to the CTL's teachers to know implementation of contextual teaching and learning in reading comprehension. **(2) Practically**, by doing this research, the researcher hopefully it can be used and useful for the Teachers to get some information and guide about the implementation of CTL in reading comprehension. And for the Researcher can get some information about implementation CTL in reading comprehension in tenth grade at SMAN 1 Kabun.

G. Definition of Terms

Reading Comprehension

According to Brown (2003), reading comprehension is the construction of the meaning of a written the thought of a reciprocal interchange of ideas between the reader and the message in the particular text. It is the ability to read the text, process it, and understand its meaning. Reading is one of the skills that the students should master in English learning in order to get information from materials written in English.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Contextual Teaching and Learning

According to Johnson (2002) CTL model is an educational process that aims to help students see meaning in the academic material and studying by connecting academic subjects with the context of their daily lives, such as, with the context of their personal, social, and cultural circumstances. CTL model is the concept to learning which encourages a teacher to connect between the material taught and real-word student's situation. There are seven components of the implementation of CTL: modeling, questioning, inquiry, learning community, constructivism, authentic assessment, and reflection (Nurhadi, 2003).



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

BAB II LITERATURE REVIEW

A. Theoretical Framework

Reading Comprehension

Reading is an important skills in learning English because this is used by the students to communication between reader and the author. In the process of reading, the reader has to understand and catch the meaning of the text. At the same time, the author tries to give understanding through the words. The term of the word “reading comprehension” has various definitions that have been suggested by the researchers in language learning. According to Brown (2003), reading comprehension is the construction of the meaning of a written the thought of a reciprocal interchange of ideas between the reader and the message in the particular text. It is the ability to read the text, process it, and understand its meaning. Reading is one of the skills that the students should master in English learning in order to get information from materials written in English.

In addition, according to Grabe & Stoller (2013), reading comprehension is the capacity to comprehend information in a text and correctly interpret what the material means. Reading comprehension is a process of understanding texts by absorbing ideas or Information and interpretation of meaning. Reading comprehension is the process of

obtaining the meaning of the content and all information about the topic in a written text (Hidayati, 2019).

Based on the description, the researcher concludes that reading comprehension is the process of identifying and making meaning of the content and all information about the topic in a written text. It can be said that reading is learning way for students' to enrich their ability and knowledge because reading is process deriving meaning. Reading comprehension is an important skill in the teaching and learning process to obtain information from materials written in English.

The Components of Reading Comprehension

In reading comprehension, students may struggle to understand what they are reading, often confused, and disinterested in making sense of the reading paragraphs and understanding the message. Students must be able to comprehend reading material by mastering the components of reading in order to achieve proper reading comprehension.

King and Stanley (2016) states that reading has five components which contain in reading texts, they are as follows. **First**, finding the main idea, recognition of the main idea of a paragraph is very important because it helps the readers to understand the paragraph on the first reading and to remember the content later. The main idea of a paragraph is what the paragraph develops. **Second**, finding the detail information, detail information requires readers to scan specific details when reading factual

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

material. Scanning can be done by reading a question given and finding words of content - synonyms or same words. The detail information is usually prepared for the students and the following questions of the reading are started with WH-Question word in multiple choice options.

Third, finding the meaning of vocabulary in context, vocabulary is knowledge of words and their meanings. It means that readers can develop guesses for unfamiliar words by relating the closest meaning of the unfamiliar word to the text and the topic of the text they are reading.

Fourth, identifying references, a reference is a word or phrase to which a pronoun refers. Recognizing references and identifying the words and phrases they refer to helps readers understand the text or textbook they are reading. References are generally symbolized by possessive adjectives (my, your, our, their, his, her, its), subject pronouns (I, you, we, they, he, she, it) and object pronoun (me, you, us, them, him, her, it). **Finally**,

making inference, inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions; draw logical inferences and make accurate prediction. Prediction can be made by correctly interpreting the signs writer gives.

Reading Activities

According to Davies Paul (2000) there are three stages to make reading more realistic and interesting. First, *Pre-reading*, This stage is to prepare the learners for what they are going to read, just as we are usually prepared in real life. Second, *While-reading*, this stage is to help the



learner understand the text. They may first do an easy scanning or skimming task, and then a task requiring more through comprehension. Third, *Post-reading*, This stage is to help the learners to connect what they have read with their own ideas and experience, just as we often do in real life, and perhaps to move fluently from reading to another classroom activity.

Teaching Reading

The teaching reading comprehension's goal is to help students improve and enhance their science to become active readers. According to Johnson (2008), pointed out that reading comprehension is the use of strategies in reading to obtain information and understand the meaning of text. Reading comprehension activities are intended to help students develop the habit of reading, to help them understand the meaning of the text and present what they are reading in their own language (Nainggolan, 2018).

According to Patel (2008) teaching reading is very important skill because this is the stage where the knowledge of learners starts to flight. The selection of reading material should be authentic. How the teacher can make his teaching reading effective:

1. Teacher should tell about the topic first to the learners. He should motivate students. Teacher should not read first but he should allow the students to read the text.
2. Teacher should not allow the student to murmuring while reading.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



3. The subject matter should be interested and effective and selected from the reading material developed for it.
4. Eclectic approach can be used by teacher for better comprehension and understanding.

Contextual Teaching and Learning

Soekamto (2000) suggest the purpose of the learning model is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals, and serves as a guide for instructional designers and teachers in planning teaching and learning activities. Contextual teaching and learning engages students in meaningful activities and helps connect academic research to real-world situations. By making these connections, students find purpose in their studies (Johnson, 2002).

CTL system is an educational process that aims to help students see meaning in the academic material them studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances, (Johnson, 2002). According to Nurhadi (2003), CTL model is the concept to learning which encourages teachers to connect between the material taught and real-world students' situation.

The definition of CTL emerged from a study to conduct by the Office of Vocational and Adult Education as cited in Berns and Erickson (2001) is a follows. Contextual teaching and learning is a conception of

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



teaching and learning that helps the teachers relate subject matter to real world situations; and motivates students to make connections between knowledge and its applications their lives as family members, citizens, and workers and engage in the hard work that learning requires. Based on this statement, CTL can help the teacher relates students subject to real world situations and also can motivate students to connect between what is being learned and their prior knowledge.

Based on preceding definitions, the writer conclude that CTL is a conception of teaching and learning that helps the teacher to teach English learning and helps students to get a better understanding about the knowledge as they relate to the context of real life.

The components of CTL

CTL also consist of some components that must be conducted as the part of its application. There are seven components of contextual teaching and learning that are useful to gain success in applying it Nurhadi (2002).

1. Constructivism. Constructivism is the process of building or compiling new knowledge in the cognitive structure of students based on According to constructivism, knowledge does come from outside but is constructed from within a person (Sanjaya, 2006: 264). Muslich (2009:44) suggests constructivism is a learning process that emphasizes the construction of one's own

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



understanding actively, creatively and productively based on prior knowledge and from meaningful learning experiences.

2. Discovery (Inquiri). The second component in CTL is inquiry. Inquiri, meaning that the learning process is based on disbursement and discovery through the process of thinking in general, the Inquiri process can be carried out through several steps, namely: formulating problems, proposing hypotheses, collecting data, testing hypotheses, and making conclusions (Sanjaya, 2006: 265). Discovering (Inquiri) is a learning process based on search and discovery. This activity begins with observation of phenomena, followed by meaningful activities to produce findings that are obtained by students themselves. The knowledge and skills acquired by students are not the result of remembering a set of facts, but the result of discovering for themselves from the facts they face Muslich (2009: 45).
3. Questioning. Learning is essentially asking and answering. Questions can be seen as a reflection of the curiosity of each individual, while answering questions reflects one's ability to think (Sanjaya, 2006: 266). According to Mulyasa (2009:70), there are 6 questioning skills in learning activities, namely clear and brief questions, giving references, focusing attention, giving turns and distributing questions, providing opportunities to think, and

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



providing guidance. In learning through CTL, teachers do not just convey information, but provoke students to find their own.

4. Learning Community. Based on Vygotsky's opinion, children's knowledge and understanding are shaped by communication with others. Problems cannot be solved alone, but require the help of others. The concept of learning community in CTL learning outcomes are obtained through cooperation with others, friends, between groups, other sources and not just teachers (Sanjaya, 2006: 267). Muslich (2009:46) suggests that the concept of learning community in CTL suggests that learning outcomes are obtained through cooperation with other people.
5. Modeling. Modeling is a learning process by demonstrating something as an example that can be imitated by each. Modeling is a fairly important principle in CTL learning, because through modeling students can avoid theoretical (abstract) learning that can allow verbalism (Sanjaya, 2006: 267). The concept of modeling in CTL suggests that learning certain skills and knowledge is followed by a model that students can imitate. This way of learning will be more quickly understood by students than just telling stories or giving explanations to students without showing models or examples (Muslich, 2009: 46).
6. Reflection. Reflection is the process of settling the experiences that have been learned by re-sequencing the events or learning events

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

that have been passed. In the learning process with CTL, at the end of each learning process, the teacher provides opportunities for students to reflect or recall what they have learned (Sanjaya, 2006: 268).

7. Authentic Assessment. Authentic assessment is a process carried out by the teacher to collect information about the development of learning. This assessment is needed to find out whether students really learn or not, whether the student's learning experience has a positive influence on the development of both intellectual and mental students. CTL learning emphasizes the learning process rather than just the learning outcomes (Sanjaya, 2006:268). Muslich (2009:47) Authentic assessment is the process of collecting various data that can provide a picture or information about the development of students' learning experience.

The Principles of CTL

CTL as one of approaches for teaching and learning has scientific principles. According to Johnson (2002), there are three principles of it. They are principles of interdependence, the principles of differentiation, and the principles of self-regulation. **First, Principles of Interdependence:** Human being could not establish intimacy with one another (Johnson, 2002). It means that although the approach consists of authentic learning activity that is conducted group, there is no one can intimidate the other's to follow the certain students. It is a sharing and discussing section when it is



conducting in group, so the principle stresses that all of the learners have the interdependence. **Second**, Principle of Differentiation: When the students are different in their creativity, they could be free to explore their individual talents, cultivate their own learning styles, and progress at their own pace (Johnson, 2002). It means that contextual teaching and learning approach can be conducted to the students with different characters, talents, and ability. The importance of the principle is how the contextual teaching learning helps the students to explore their own talent and can have a big motivation to study based on their life context. **Last**, Principle of Self-Regulation: Self-regulation means everything is set up, maintained, and recognized by you. The principle motivates the students to show all of their potentials. Moreover, it also explores them to get the new talents. The teacher should give them belief by giving responsibility for taking the decision, behavior, choice, plan, and solution etc.

The Characteristics of CTL Model

According to Johnson (2002), CTL system encompasses to the following eight components: making meaningful connection, doing significant works, self-regulated learning, collaborate, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessment. They can be explained as follows. **First**, Making Meaningful Connection, Connecting learning to one's life makes studies come alive. Students discover meaning and meaning gives them a reason for learning. **Second**, Doing Significant Works, Students can make relationship

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



between the school with the exist context in the real life as a business and as a citizen. **Third**, Self-Regulated Learning, Self-regulated learning is a learning process that engages students in independent action involving sometimes one person, usually groups. This independent action is designed to connect academic knowledge with the context of students' daily lives in ways that achieve a meaningful purpose. **Fourth**, Collaborating, Students are able to be cooperative. Teacher helps them in order to work understanding how they influence and communicate each other. **Fifth**, Critical and Creative Thinking, Thinking is an active, purposeful, organized process that we use to make sense of the world. In this sense, Chaffe in Johnson (2002) assumes that critical thinking is thinking to systematically explore the thinking process itself. It means not only reflecting purposefully, but also examining the use and others make evidence and logic. **Sixth**, Nurturing the Individual, Students keep their individuals: understand, give attention, possess the high wishes, motivate and empower their individuals. Students cannot success without the adult people. Therefore, the students need to respect their friends and adults. **Seventh**, Reaching High Standards, Students know and reach the high standard: it identifiers their purpose and motivates them to reach it. Teacher shows to the students how to reach called excellent. **Finally**, Authentic Assessment, CTL asks students to exhibit their attainment of high standard by doing authentic assessment tasks. These task challenge students to apply their knowledge and skills to real world situation for significant purposes.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



These characteristics direct students to be more active to learn in the class. Contextually, reading activities based on these model help students to develop their ideas from the text being read. In short, the CTL model can be used to create learning activities to be more meaningful and real.

B. Relevant Research

There are some researchers who had investigated contextual teaching and learning. First, According to Selvianiresa and Prabawanto (2017) who conducted a research about Contextual Teaching and Learning Approach of Mathematics in Primary Schools states that The Contextual Teaching and Learning (CTL) approach is an approach involving active students in the learning process to discover the concepts learned through to knowledge and experience of the students. Similar to Piaget's opinion that learning gives students an actives trying to do new things by relating their experiences and building their own minds. When students to connecting mathematics with real life, then students can looking between a conceptual to be learned with a concept that has been studied. So that, student can developing of mathematical connection ability. This research is quasi experiment with a primary school in the city of Kuningan. The result showed that CTL learning can be successful, when learning used a collaborative interaction with students, a high level of activity in the lesson, a connection to real-world contexts, and an integration of science content with other content and skill areas. Therefore, CTL learning can be applied by teacher to mathematics learning in primary schools.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Second, research by Ika Oktiyaningsih & Moh Ilhami Hakim, 2019. Entitled is “The use of CTL model on reading comprehension for the eleventh grade students at MA Pakuncen Banyumas”. The objective of the study is to describe the use of Contextual Teaching and Learning (CTL) model on reading comprehension for the eleventh grade students of madrasah Aliyah Muhammadiyah and Madrasah Aliyah Ar-ridlo in Pekuncen Banyumas in the academic year 2018/2019. This is a descriptive qualitative study. The technique of data collection are observation, interview and documentation. The writers interviewed the English teacher and eleventh grade student. The observation is conducted during the teaching and learning process in the classes. The writers find that the English teachers teach the students reading comprehension based on CTL and learning model. It makes them enjoy and feel comfort in studying English especially in reading. It also helps the students to be more active and enthusiastic to increase their ability in pronounce the words, so it easier for them to read many kinds of texts.

Third, research about Practicing Contextual Teaching and Learning (CTL) approach to improve students reading comprehension in relation to motivation conducted by Haerazi, Prayati and Vikasari, (2019), the need to acquire reading skills is increasing along with the needs of students to attain information. Therefore, this study aims at improving students reading comprehension viewed from the motivation level using the contextual teaching and learning (CTL) approach at SMPN 1 Jonggat. To



this end, a classroom action research consisting of two cycles was applied. Each cycle consisted of four stages, namely plans, actions, observations, and reflections. The subject of this study was the second-grader of SMPN 1 Jonggat, while the object of this study was the use of contextual teaching and learning (CTL) approach to improve students reading comprehension in relation to motivation. The observation sheets, questionnaires, and reading tests were employed to collect the data. As result, the study showed that the use of CTL approach was effective to improve students reading comprehension and motivation to learn. Student achievement was 75 meaning that the passing grade enacted in the school was achieved. Meanwhile, the student motivation to learn was at the high level as proven by the percentage of student motivation which was at the standard value. Thus, it can be concluded that Contextual Teaching and Learning (CTL) approach can improve student motivation to learn as well as their reading comprehension.

Fourth, research by Arianto, 2011 entitles “Implementation of contextual teaching and learning in teaching English” The main purposes of this study are (1) to describe the implementation of contextual teaching and learning (CTL) in teaching English, and (2) to investigate the teacher’s difficulties in implementing CTL in teaching English at the seventh grade students of SMPN-1 Palangka Raya. It was used qualitative method. The subject of this study was an English teacher of SMPN-1 Palangka Raya. It was used observation, interview and documentation to collect the data, and

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



for data analysis it was used data reduction, data display, and conclusion. The findings show that (1) the implementation of CTL implemented by the teacher was through some components of CTL which were applied more frequently than others. The questioning, learning community, and modeling were frequently applied. (2) The problems faced by the teacher were the condition of the students who still made some noise, the large amount of students in the class, little attention from the students, and the shyness from the students to speak up.

Fifth, research by Khairul Anam (2020). Entitled “The Implementation of Contextual Teaching and Learning in Reading Comprehension at Tenth Class Ma Al-Falah Sumber Gayam”, The objective of this research are how the teacher implement contextual teaching and learning in reading comprehension, what are the advantages of implementation of contextual teaching and learning in reading comprehension, and what are the disadvantages of implementation of contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur. In this research the researcher used qualitative approach and the kind of research is descriptive qualitative and collect the data from the observation, interview and documentation while the analysis data use Miles and Hiberman theory there are data condensation, data display and conclusion drawing/verification. The result of this study shows that the teacher implement Contextual Teaching and Learning in reading comprehension.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



As for the differences between the several studies with the research to be conducted are the object and place of the research. The research to be conducted will focus more on the implementation contextual teaching and learning in reading comprehension and the teacher's understanding about implementation contextual teaching and learning in reading comprehension.

C. Conceptual Framework

The conceptual framework of this research can be described based on Nurhadi's concept, there are seven components of CTL: (1) Constructivism, (2) Inquiry, (3) Questioning, (4) Learning Community, (5) Modeling, (6) Reflection, and last, Authentic Material.

The disadvantages of the implementation of contextual teaching and learning based on Alfian, 2019, there are some problems faced by the English teacher at MAN 4 Jakarta in applying CTL;

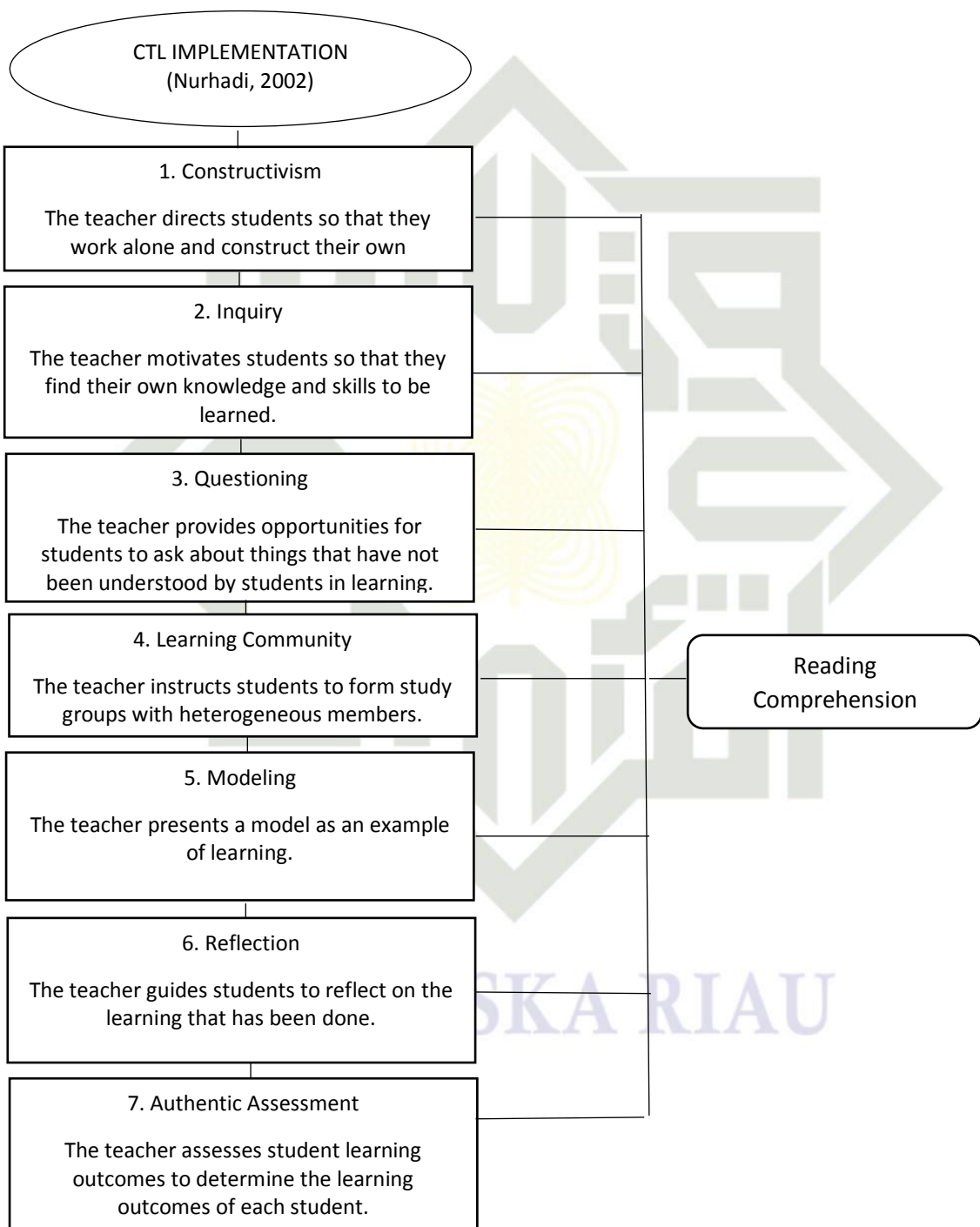
1. it is hard to reach the goal of English curriculum. Students are not getting used to speaking in English, and it makes them often be misunderstanding of what the teacher said.
2. It also makes the class be noisy when the students divided into several groups.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

BAB III METHOD OF THE RESEARCH

A. Research Design

In this study, the researcher used a qualitative design with a case study. In qualitative research the researchers study things in their natural settings, attempting to make sense or interpret phenomena (Creswell, 1997). A qualitative design with a case study aimed to describe a phenomenon accurately based on the characteristic of research. The case such as event, problems, process, activity, program, a single person, or several people (Merriam,1998). In this research, only one English teacher at SMA Negeri 1 Kabun was employed as the researcher participant.

Qualitative researchers are concerned with the perspective to explore the ideas and perceptions of the participants. The researcher tried to examine the experiences from the participant point of view in order to interpret his/her words. The researcher therefore became involved and immersed in the phenomenon to become familiar with it. The immersion of the researcher helped to provide dense descriptions from the narrative data gathered from the participants, to interpret and portray their experiences, and to generate empathetic and experiential understanding. However, immersion cannot be obtained without a researcher participant trusting relationship. The relationship is built through basic interviewing and interpersonal skills.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Based on explanations above, it can be concluded that qualitative research is suitable to analyze about qualitative data that are collected in the verbal form which come from natural situation.

B. Setting of the Research

This research was conducted in May 2023. The site of research is at SMAN 1 Kabun, kabupaten Rokan Hulu, Riau.

C. The Participant of the Research

In this research the researcher employed purposive sampling technique. According to Arikunto (2002), purposive sampling technique is sampling technique which is done because limited time and finding. According to Marguerite (2006), purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study. Purposive sampling is a technique of sampling data sources with certain considerations (Sugiyono, 2016).

The researcher observed one class that has used contextual teaching and learning in reading comprehension. The research participant in this study was an English teacher of the tenth grade of MIPA 2 in SMA Negeri 1 Kabun selected based on purposive sampling. Researcher was chosen the subject according to the need and purpose of the research. There were 11 classes in tenth grade at SMAN 1 Kabun, the researcher

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

was choose the tenth grade of MIPA 2 because they have use contextual teaching and learning in learning reading comprehension at classroom. The tenth grade of MIPA 2 contains 30 students, 12 male and 18 female to be given an observation. Which the writer then choose an English teacher to answer the questions that the researcher needs to interview to identify how well the teacher understanding about the contextual teaching and learning in reading comprehension.

D. Technique of Data Collection

In this research, the writer used two tools in collecting the data, they were, (1) observation, (2) interview. Each is explained in the following:

1. Observation

To answer the first question of this research, the researcher used observation as a tool for gaining information about the implementation of contextual teaching and learning. Observation approach is a way to get information approximately human behavior. It guide by means of Marshall (1995), Observation is the systematic recording of events, behaviors, and artifacts. The researcher's role is one of on-looker.

Blue print observation:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III.1
Components of Contextual teaching and learning

NO	Teaching Steps	Learning Activities
1.	Modeling	
2.	Questioning	
3.	Inquiry	
4.	Learning Community	
5.	Constructivism	
6.	Authentic Assessment	
7.	Reflection	

(Source by Nurhadi, 2002)

According to Spradley (1980), there are three types of observations method is an effort of researcher to give data that are directly related to the problem, as follows:

1. Descriptive observations: the researcher made observation to the students in the class while English learning process was running. In this section the researcher acted as a passive participation, it means that the researcher did not do anything. The researcher just observed the teacher implemented the Contextual Teaching and Learning in reading comprehension in the teaching and learning process.
2. Focused observations: the researcher did mini tour observation. In this step, researcher made data based on theory of the step of Contextual Teaching and Learning in teaching and learning. The researcher noted the data as accurate as possible and arranges them as series of learning process.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Selected observations: the researcher identified then classified the data based on various step of Contextual Teaching and Learning that appeared during learning process.
4. Then, the researcher categorized the data based on the components of implementation by making checklist in order to make more simples. The components of implementation Contextual teaching and learning that uttered by teachers in English learning process.

The researcher conducted observations in May 2023 in the tenth grade MIPA 2 class, which is a class that uses the Contextual Teaching and Learning method in learning reading comprehension in two learning meetings.

2. Interview

Then, to answer the second question of this research, the researcher employed interview as tool for gaining information about the teacher's understanding about contextual teaching and learning. Interview survey is a shape on which the researcher facts solutions provided via the participant within the study (Creswell J, 2007).

The interview can be categorized into four kinds, they are one-on-one interview, focus organization interview, telephone interview, and electronic email interview (Creswell J, 2007). Based



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

on the sorts of interview above, the researcher used one-on-one interview. In this study, the interview was conducted in two languages Indonesian and English, depend on the teacher that choose to use what language during interview so that teacher could be enjoy to answer and give information, and also to keep away from misunderstanding of the purpose. The participant that was interviewed an English teacher the tenth grade of MIPA 2 SMAN 1 Kabun. The researcher carried out the interview in June, 2023.

1. The researcher prepared a few questions that could be requested to selected instructor. The researcher additionally organized recorder to report their answer.
2. The researcher asked and talked in friendly way based totally at the query that were prepared.
3. The researcher recorded their answer.
4. The researcher qualified responses of teacher primarily based on teacher's understanding about implementation of contextual teaching and learning in reading comprehension.

E. Technique of Data Analysis

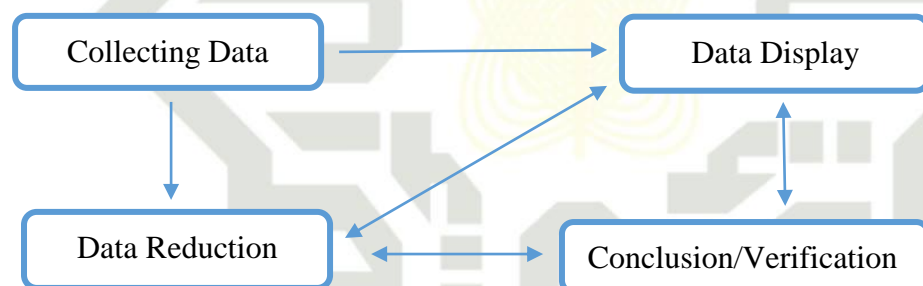
The data was analyzed by using descriptive analysis that would be analyzed based on theory from Miles, Matthew B. (1994) who stated that in the process that one must do when using based on this theory can be done by referring to the sequence, namely, conceptual, here how a researcher describes conceptually the scientific problem that is would be

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

examined, then the researcher also categorizes, and describes based on the data that occurs, this is obtained when the activity takes place in field. And what is also important here is between the activities of collecting data with the process of processing data must be connected and cannot be separated from one another. Because both take place simultaneously. The form is cyclical and interactive, not linear. Miles and Huberman chart the process of qualitative analysis (Miles, Matthew B. and A. Michael Huberman. 1992). By using table as following :

Table III.2
Technique of Data Analysis



1. Data Reduction

First, determining and summarizing the relevant documents and then coding the statistics, here the researcher develops an initial coding list that is mainly based on the researcher's theoretical orientation and then tests the records, known as pattern coding. In these facts, the author chooses which aspects of the facts present in the interview transcriptions and comment transcriptions



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

should be emphasized, minimized, or set aside altogether for research purposes.

2. Data Display

The facts show within the second phase in Miles and Huberman's version of qualitative records evaluation. This segment offers a prepared and compressed assembly of information that lets in for end drawing. The author displayed the data to identify the statistics shape utterances of English instructors. Put them into appropriate classes as outline then displayed them in form of tables and the result of interview is carried out by way of narrative form.

3. Conclusion/Verification

Conclusion drawing includes stopping act to recollect what analyzed data imply and to assess their implication for the studies question. On this segment, the writer drew which means from the records in a display. Furthermore, the records must be checked for their durability and confirmability. The author checked the validation of the data the use of triangulation strategy. According to (Miles and Huberman, 1994), triangulation is a tactic for verifying of confirming finding by using multiple sources and modes of evidence. The writer examined multiple sources, such as



interview responses and observational data as many times as necessary to obtain the valid finding of this study. Then, the writer tested more than one resources, including interview responses and observational records as commonly as essential to attain the legitimate finding of this observe.

F. Technique of Data Verification (Triangulation)

Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research (Campbell and Fiske 1959) in (Cohen et al., 2007). In this study, researcher used triangulation as a technique to ensure validity and credibility. According to Noble and Heale in Bans (2021), triangulation refers to processes that help to increase the credibility and validity of research. To ensure the validity and reliability of the research, the researcher conducted following steps of triangulation. First, corroborating evidence from instruments (e.g., an observation and interview). Second, corroborating evidence from metode. Last, use multiple investigators in discussing the data (e.g., researcher and researcher supervisor).

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

BAB V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research result (observation and interview), the researcher conclude that as follows:

1. Contextual teaching and learning is well implemented by the teachers, but the teachers only use some components in teaching reading comprehension. The teacher used five components steps of implementation CTL in reading comprehension, such as modeling, questioning, learning community, authentic assessment and reflection that existed in English learning process. Then, as often components that used by the teacher is questioning and learning community.
2. The researcher conclude that if the teacher uses the contextual teaching and learning, the teacher better to understand each student's capacity in order to split them into learning groups. The teacher selects pupils with high and low ability levels, which may be changed. A clever student with a student with poor ability will assist students with low ability in understanding the learning materials in the classroom.



B. Suggestion

Based on the finding of this research, the researcher would like to give some suggestions to the teachers, and other researcher as follows:

1. For the teachers, the researcher hopes that the teachers who implement CTL could continue to implement the Contextual Teaching and Learning (CTL) model in teaching. As well as further optimizing, especially in learning English.
2. For future researchers, the researcher expect that the result of this research can be as reference to conduct a further research to explore more about the implementation of contextual teaching and learning in reading comprehension in English teaching process.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.


Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

REFERENCES

- Azis N. I and Dewi Yuli A. S. (2019) *The Implementation of Contextual Teaching and Learning on English Grammar Competence*.
- Haibuan Idrus M (2014). *Model Pembelajaran CTL (Contextual Teaching and Learning)*.
- Haerazi, Prayati Z, and Vikasari. R (2019) *Practicing Contextual Teaching and Learning (CTL) Approach to Improve Students Reading Comprehension in Relation to Motivation*.
- Aranto (2011). *The Implementation Contextual Teaching and Learning in Teaching English*.
- Oktyaningsih I, Hakim. M (2019) *The Use of CTL Model on Reading Comprehension for the Eleventh Grade Students at MA Pakuncen Banyumas*.
- Wahyuni S (2017), *Developing Writing Material Based on CTL Approach for Indonesian EFL Learners*.
- Johnson E.B. 2007. *Contextual Teaching and Learning menjadikan kegiatan Belajar-Mengajar mengasyikkan dan Bermakna*. Bandung: Mizan Learning Center (MLC)
- Zakiyah, Siti, 2011, *Improving student's reading Comprehension Of Descriptive Text Throught Contextual Teaching and Learning (CTL)*
- Meleong (2004) *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya.
- Nurhadi (2002), *Pendekatan Kontekstual (Contextual Teaching and Learning)*. (Jakarta Department Pendidikan Nasional, Direktorat Jendral Pendidikan Dasar dan Menengah, Direktorat PLP:2002)
- Satriani, Emilia, and Gunawan (2012) *Contextual Teaching and Learning Aproach to Teaching Writin*. Indonesia University of Education.



Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Trianto (2008). *Mendesain Pembelajaran Kontekstual (Contextual Teaching and Learning) dikelas*. Surabaya: Cerdas Pustaka
- Brown, H. D. (2003). *Reading on Second Language Acquisition*. New York: Longman.
- Creswell, J. W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Fourth). MA: Pearson.
- Nurhadi, *Pembelajaran Kontekstual dan Penerapannya dalam KBK*. Malang: Universitas Negeri Malang, 2004.
- Khaefiatunnisa. (2015). *The effectiveness of contextual teaching and learning in improving students' reading skill in procedural text (A quasi-experimental study of the second grade students at one vocational school in Bandung)*. Journal of English and Education.
- Cohen, L, Manion, L., & Morrison, K. (2007), *Research Methods in Education*. In *Research Methods in Education*. <https://doi.org/10.4324/9780203029053>
- Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow Longman
- Johnson, B. E. (2002). *Contextual teaching and learning: what it is and why it's here to stay* California: Corwin Press Inc.
- Nurhadi, dkk. 2003. *Pembelajaran Kontekstual dan Penerapannya dalam KBK* Malang: Universitas
- Warwadi, W. 2008. *The Effectiveness of Contextual Teaching and Learning in Teaching Speaking Online* Available on <http://wikispaces.com/file/view/rc18>. (Accessed on Negeri Malang. 22nd September)
- Moleong, L. J. (2002). *Metodologi penelitian kualitatif*. Bandung: Remaja Rosdakarya.
- Mislich, M. (2007). *KTSP: Pembelajaran berbasis kompetensi dan kontekstual*. Jakarta
- Sudin. (2018). *The effect of contextual teaching and learning (CTL) models on learning outcomes of social sciences of the material of forms the face of the earth on Class VII of Junior High School*. *International Journal of Education and Research*,

Hosnan, M. (2014). *Pendekatan scientific dan contextual dalam pembelajaran abad 21*. Bogor Ghalia Indonesia

Yulia Agustin *The Effect of Questioning in Contextual Teaching and Learning to the Seventh Grade Students speaking Skill at SMPN 1 Larangan Pamekasan.*

Nuzul Imamiyah *Implementation of contextual teaching and learning (CONTEXTUAL TEACHING AND LEARNING) in writing descriptive text at seventh grade students at MTs Sunan Kali Jaga Larangan Luar Pamekasan.*

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



OBSERVATION GUIDE

© :

These guidelines is used to answer first question of this research about the implementation of Contextual Teaching and Learning in reading comprehension that used by the English teacher in English learning process. The researcher would observe teacher in implementation Contextual Teaching and Learning in reading comprehension in classroom, then fill this table during the learning.

Components of the CTL for teaching reading

NO	Teaching Steps	Learning Activities
1.	Modeling	
2.	Questioning	
3.	Inquiry	
4.	Learning Community	
5.	Constructivism	
6.	Authentic Assessment	
7.	Reflection	

(Based on Nurhadi's Theory, 2002)

- Hak Cipta Dilindungi Undang-undang
 Dilarang Mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



INTERVIEW GUIDE

© Hak Cipta Ditinjau Undang-Undang

State Islamic University of Sultan Syarif Kasim

Name :
Date :

These are list of interview questions for answering second question of this research to find out the teacher understood about the Contextual Teaching and Learning in reading comprehension.

Hak Cipta Ditinjau Undang-Undang

Dititik sebagai bagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

10. Do you have implement CTL in teaching reading comprehension?
Based your own understanding, as a teacher who apply CTL in reading comprehension, what the CTL is?
Why you choose CTL in teaching reading comprehension?
Did you carry out all the steps?
What is function of each steps in teaching reading comprehension?
How you implement each steps in teaching reading comprehension?
How the implement CTL in reading comprehension can help you to teach?
How successful is CTL in achieving learning objectives?
Do you find the difficulties when implementing CTL in teaching reading comprehension?
10. Do you find the weaknesses when implementing CTL in reading comprehension?



Classification the Components in Implementation of Contextual Teaching and Learning in Reading Comprehension

Observation 1

Hal. 101 Diindungi Undang-undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengindukannya dan menyebutkan sumber.

NO	Teaching Steps	Learning Activities
1.	Modeling	The teacher show the example of the text, the text is recount text entitled "B.J Habibie" that media can be seen by the students.
2.	Questioning	After the teacher describe about the title of the text, the teacher open some question to the students that is "Who know B.J Habibie?" and "Who's ever listen about that name?"
3.	Inquiry	-
4.	Learning Community	Finished the question and answer session, the teacher divide the students into 5 group of the 30 students and each group consist six students. Every student discuss with their team in group. After that, the teacher give quiz to the all of team of work.
5.	Constructivism	-
6.	Authentic Assessment	The teacher instructed the students to make summarize in students portfolios about the topic text "B.J Habibie."
7.	Reflection	The teacher conduct the reflection for what the students have learned, and the teacher giving homework to the students. (Answer the question in the book about BJ Habibie).

Observation 2

Hal. 101 Diindungi Undang-undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengindukannya dan menyebutkan sumber.

NO	Teaching Steps	Learning Activities
1.	Modeling	-
2.	Questioning	In this meeting the teacher give the students the other of text entitled "Cut Nyak Dhien" and the teacher explain and invite the students to discuss the reading text. And then, the teacher give the opportunity t the students a question related to the content of the text
3.	Inquiry	-
4.	Learning Community	Finished the question and answer session, the teacher divide the students into 5 group of the 30 students and each group consist six students. Every student discuss with their team in group. In this session, the teacher will select one of the student from each group to answer the question orally in front of the class.
5.	Constructivism	-
6.	Authentic Assessment	The students collect the home work in last week to in front of the class (Answer the question in the book about BJ Habibie).
7.	Reflection	The teacher conduct the reflection for what the students have learned. The teacher allow the students to ask question about the point of the text that they did not understand.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Transcription of Interview

Interviewee : Reni Rahmadhani Siahhan, S.Pd.

Date : June 06, 2023

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Researcher	Teacher
“Do you have implement CTL in teaching reading comprehension?”	“Yes, I do”
“Based your own understanding, as a teacher who apply CTL in reading comprehension, what the CTL is?”	“CTL is an educational process as a learning model that aims to help students see meaning in academic subjects by connecting to everyday life, bisa pribadi, sosial atau mungkin budaya. And CTL is a suitable model to use in teaching reading comprehension in the classroom.
“Why you choose CTL in teaching reading comprehension?”	“Because the CTL method makes it easier for me in the learning process to convey the material and helps students develop their knowledge skills and vocabulary development. Also, using this method makes students more enthusiastic in comprehend the text because the students can imagine the material they have learned in real life”
“Did you carry out all the components of CTL?”	“Yes I did”
“What is function of each components in teaching reading comprehension?”	“I think, mm the function of the modeling step is untuk menunjukkan kepada siswa tentang model pembelajaran yang akan dipelajari in that day. And then, questioning step is for kegiatan tanya jawab antara guru dan siswa, learning community step berfungsi untuk melatih siswa yang solid



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

“How you implement each components in teaching reading comprehension?”

dalam kerja sama tim, dan membangun pengetahuan mereka sendiri dengan teman, and last is refleksi adalah untuk review atau meninjau kembali pembelajaran”

“I just following some step of CTL, name is modeling, questioning, learn community, authentic assessment and reflection. First, I explain the general material to be studied, the second I divide students into six groups, and then I explain teamwork by answering questions that I give, finally I give my students opportunity in groups to present the result of their discussion”

“How the implement CTL in reading comprehension can help you to teach?”

“The CTL is very help me to teach reading comprehension, for example the students can know the new vocabulary or foreign words that the student never know before.”

“How successful is CTL in achieving learning objectives?”

“I think it is quite success dalam mencapai tujuan pembelajaran dalam pemahaman bacaan, karena CTL cukup efektif diterapkan di kelas mm yaitu dengan beberapa langkah mengikuti proses pembelajaran. Kita dapat melihat bahwa beberapa siswa semakin antusias mengikuti proses pembelajaran, develop their motivation to answer the question that I give for them terkait dengan materi bacaan teks, dan peningkatan dalam membangun the students new vocabulary.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

"Do you find the difficulties when implementing CTL in teaching reading comprehension?"

"Do you find the weaknesses when implementing CTL in reading comprehension?"

Meskipun, ada beberapa kelemahan saat menerapkannya, namun tidak sebanyak manfaat yang bisa kita dapatkan."

"When I implemented the CTL, model contextual teaching and learning (CTL) seperti membatasi perkembangan pengetahuan siswa terhadap materi yang diajarkan. Because this method focus in dimana kondisi dan situasi dimana siswa berada atau sesuai konteks kehidupan sehari-hari masing-masing siswa"

"Saya pikir setiap model pembelajaran akan ditemukan kelemahan masing-masing pada model tersebut. Tapi, dalam menggunakan CTL ada beberapa siswa yang terlihat pasif ketika bekerja dalam kelompok, dan hanya mengandalkan teman yang aktif di setiap kelompok. Dan perbedaan kemampuan siswa dalam memahami teks bacaan memperpanjang proses belajar karena seorang siswa yang tidak mampu malas membayangkan sesuatu, terutama dalam bahasa Inggris, tetapi beberapa siswa membuat saya bersemangat untuk mengajar karena seorang siswa berusaha keras untuk terus berusaha memahami teks bacaan yang saya berikan kepada siswa."



Pekanbaru, 3 Januari 2023

Hal : Permohonan Surat SK Pembimbing
Lampiran : 4 (Empat) Lembar
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau
Di

Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat, saya yang bertanda tangan di bawah ini:

Nama : Hermania
NIM : 11910422957
Fakultas : Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris
Semester/Tahun : VII (Tujuh)/2023

Dengan ini mengajukan permohonan pembimbing proposal/skripsi dengan judul: "The Use Contextual Teaching And Learning In Teaching Reading Comprehension At Second Year Students SMAN 10 Pekanbaru". Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah: Dr. Faurina Anastasia, S.S., M.Hum.

Sebagai bahan pertimbangan, saya lampirkan:

1. Kartu Tanda Mahasiswa (KTM)
2. Kartu Rencana Studi (KRS)
3. Kartu Hasil Studi (KHS)
4. Sinopsis yang sudah disetujui oleh Prodi.

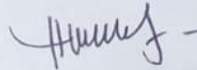
Demikian permohonan ini saya sampaikan, atas bantuannya saya ucapkan terimakasih.

Wassalamu 'alaikum Wr. Wb.

Menyetujui,
Ketua Jurusan Pendidikan Bahasa Inggris


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 19810611 200801 2 017

Hormat Saya,



Hermania
NIM. 11910422957



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBİYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No. 155 Km. 18 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 561047
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id E-mail: eftak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/267/2023

Pekanbaru, 06 Januari 2023

Sifat : Biasa

Lamp. : -

Hal : *Pembimbing Skripsi*

Kepada
Yth. Dr. Riza Amelia, SS., M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : HERMANIA
NIM : 11910422957
Jurusan : Pendidikan Bahasa Inggris
Judul : The use Contextual Teaching and Learning in teaching reading comprehension
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
an. Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.

IP. 19721017199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



Pekanbaru, 3 April 2023

Hal : Pergantian Judul

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

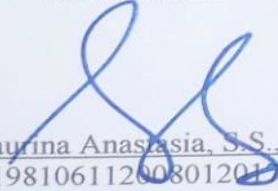
Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

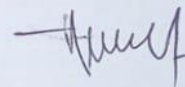
Nama : Hermania
NIM / HP : 11910422957 / 081364021108
Tempat / tanggal lahir: Jakarta Timur / 11 Agustus 2000
Semester / Tahun : VIII / 2023
Jurusan : Pendidikan Bahasa Inggris
Dosen Pembimbing : Dr. Riza Amelia, SS., M.Pd.

Berdasarkan rekomendasi dosen pembimbing, dengan ini saya mengajukan kepada bapak/ ibu permohonan pergantian judul dari "THE USE CONTEXTUAL TEACHING AND LEARNING (CTL) TO IMPROVE STUDENT'S READING COMPREHENSION AT SMAN 10 PEKANBARU" menjadi "AN ANALYSIS OF THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN READING COMPREHENSION AT SMAN 10 PEKANBARU" Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 19810611200801201

Hormat Saya,



Hermania
NIM.11910422957



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU

FAKULTAS TARBIYAH DAN

كلية التربية والتعليم

KEGURUAN

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Stobranas Km. 15 Tanjung Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7977307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

- 1. Jenis yang Dibimbing :
 - a. Seminar Usul Penelitian :
 - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Dr. Riza Amelia, S. S., M. Pd
 - a. Nomor Induk Pegawai (NIP) : 198204152008012017
- 3. Nama Mahasiswa : Hermania
- 4. Nomor Induk Mahasiswa : 11910422957
- 5. Kegiatan :

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.			<i>R Amelia</i>	
2.			<i>R Amelia</i>	
3.			<i>R Amelia</i>	
4.			<i>R Amelia</i>	
5.				
6.				
7.				

Pekanbaru, 1 April 2023
Pembimbing,

Dr. Riza Amelia, S. S., M. Pd
NIP. 198204152008012017



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama : Hermania
Nomor Induk Mahasiswa : 11910422957
Hari/ Tanggal : Kamis / 6 April 2023
Judul Proposal Penelitian : An Analysis of the implementation of Contextual teaching and learning (CTL) in reading comprehension at SMAN 10 Pekanbaru.

NO	URAIAN PERBAIKAN
1.	make your writing coherans and coesion. jelaskan gap nya.
2.	format $\left\{ \begin{array}{l} \rightarrow \text{background} \\ \rightarrow \text{identification of problem} \end{array} \right\}$ berdasarkan format surusan
3.	definition in the research. expert first and then continue to the previous.
	Bab 2
1.	operational concept \rightarrow based curriculum (what the target) \rightarrow karena setiap level itu berbeda.
2.	
	Bab 3
1.	why and how ? - Finding ditulis 1 kalimat. - reason choosing the title tidak ada. - The nature of speaking / reading gaada.

Penguji I

Dr. Nur Ansyah Zulkifli, M.Pd

Pekanbaru, 6 April 2023

Penguji II

Robi Kurniawan, M.A

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



UIN SUSKA RIAU

KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : Hermania
 Nomor Induk Mahasiswa : 11910422957
 Hari/Tanggal Ujian : Kamis 106 April 2023
 Judul Proposal Ujian : An analysis of the implementation of Contextual Teaching and learning in reading comprehension at SMAN 10 Pekanbaru.
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Nur Aisyah Zulfali, M.Pd	PENGUJI I		
2.	Robi Kurniawan, M.A	PENGUJI II		

Mengetahui
 Wakil Dekan I



Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

Pekanbaru, 19 Mei 2023
 Peserta Ujian Proposal

Hermania

NIM. 11910422957



Pekanbaru, 17 Juli 2023

Hal : Pengajuan Perpanjangan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Hermania
NIM / HP : 11910422957 / 081364021108
Tempat / tanggal lahir: Jakarta Timur / 11 Agustus 2000
Semester / Tahun : VIII/2023
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"AN ANALYSIS OF IMPLEMENTATION CONTEXTUAL TEACHING AND LEARNING IN READING COMPREHENSION AT SMAN 1 KABUN"**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Riza Amelia, S.S., M.Pd.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan

Hormat Saya,

Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hermania
NIM. 11910422957



**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 KABUN**

Alamat : Jl. Cua Tujuh Serangkai No. 55 Kabun Kec. Kabun Kab. Rokan Hulu Kode Pos : 28454
Email : smantakabun@yahoo.co.id Telp / HP : 085376364639
NPSN : 10402923 AKREDITASI : A NSS : 301140612001



SURAT KETERANGAN

Nomor : 3100/421.3/KTR/SMA-KBN/IV/2023

Menindak lanjuti surat dari Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau, Nomor: Un. 04/F.II.3/PP.00.9/8442/2023, hal : Izin Mengadakan Pra Riset tertanggal 29 s/d 30 Mei 2023, maka Kepala SMA Negeri 1 Kabun dengan ini menerangkan nama mahasiswa di bawah ini :

Nama : Hermania
NIM : 11910422957
Jurusan : Pendidikan Bahasa Inggris
Prodi : Tarbiyah dan Keguruan UIN Suska Riau
Jenjang : S1

Benar telah mengadakan penelitian di SMA Negeri 1 Kabun pada tanggal 29 s/d 30 Mei 2023 guna melengkapi data pada penyusunan Skripsi.

Demikian Surat Keterangan diperbuat untuk dapat dipergunakan seperlunya.

Kabun, 29 Mei 2023



Dra. Hj. ROSILAH, MM. Pd
NIP. 19660507 199303 2 002



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/9990/2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 19 Juni 2023 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Hermania**
NIM : 11910422957
Semester/Tahun : VIII (Delapan)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An analysis of implementation of Contextual Teaching and Learning in reading comprehension AT SMAN 1 Kabun

Lokasi Penelitian : Desa Kabun, kec. Kabun, Kab. Rokan Hulu Riau

Waktu Penelitian : 3 Bulan (19 Juni 2023 s.d 19 September 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Rektor
Desa

M. Kadar, M.Ag.

NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/57392
 TENTANG



1.04.02.01

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/9990/2023 Tanggal 19 Juni 2023, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|--|
| 1. Nama | : | HERMANIA |
| 2. NIM / KTP | : | 11910422957 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | AN ANALYSIS OF IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING IN READING COMPREHENSION AT SMAN 1 KABUN |
| 7. Lokasi Penelitian | : | SMAN 1 KABUN |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 20 Juni 2023



Ditandatangani Secara Elektronik Melalui :
 Sistem Informasi Manajemen Pelayanan (SIMPEL)
**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
 JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553
 PEKANBARU

Pekanbaru, 22 JUN 2023

Nomor : 800/Disdik/1.3/2023/ 15429
 Sifat : Biasa
 Lampiran :
 Hal : Izin Riset / Penelitian

Kepada
 Yth. Kepala SMA N 1 Kabun

di-
 Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/57392 Tanggal 20 Juni 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : HERMANIA
 NIM/KTP : 11910422957
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S1
 Alamat : PEKANBARU
 Judul Penelitian : AN ANALYSIS OF IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING IN READING COMPREHENSION AT SMAN 1 KABUN

Lokasi Penelitian : SMA NEGERI 1 KABUN

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
 PROVINSI RIAU
 SEKRETARIS



TATI LINDAWATI, SH, M.Si
 Pembina Tingkat I (IV/b)
 NIP. 19660717 198603 2 002

Tembusan:
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 KABUN

Alamat : Jl. Gua Tujuh Serangkai No. 55 Kabun Kec. Kabun Kab. Rokan Hulu Kode Pos : 28454
Email : smnsakabun@yahoo.co.id
NPSN : 10402923

AKREDITASI : A

Telp / HP : 08537636439
NSS : 301140612001



SURAT RISET DAN PENELITIAN

Nomor:/421.3/SP/SMA-KBN/VI/2023

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Kabun Kecamatan Kabun Kabupaten Rokan Hulu, Provinsi Riau, memberi izin kepada

Nama : HERMANIA
Pekerjaan : Mahasiswi
NIM : 19910422957
Program Studi/Jurusan : Pendidikan Bahasa Inggris
Jenjang Pendidikan : S1
Fakultas/Universitas : UIN Suska Riau

Berdasarkan surat dari Dinas Pendidikan Provinsi Riau Nomor: 800/Disdik/1.3/2023/15429 IZIN RISET Tanggal 16 Juni 2023 Nama tersebut diatas telah selesai riset dan penelitiannya dengan judul: AN ANALYSIS OF THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING AT SMAN 1 KABUN.

Penelitian ini dibuat untuk dipergunakan sebagaimana mestinya.

Kabun, 22 Juni 2023
Kepala SMA Negeri 1 Kabun





© Hak cipta milik UIN Suska Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa me
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, p
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Susk
2. Dilarang mengumumkan dan memperbanyak sebagian atau selu



UIN SUSKA RIAU

Syarif Kasim

njauan suatu mass



State Islamic University of Sultan Syarif Kasim

anda mencantumkan dan menyebutkan sumber:

elitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



State Islamic University of Sultan Syarif Kasim

Da mencantumkan dan menyebutkan sumber:

an, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

Suska Riau.
seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CURRICULUM VITAE

Hermania is the first child and the second one daughter of Mr. Hermanto and Mrs. Mariati. She was born on Jakarta Timur, August 11th, 2000. In 2013, she graduated from SDN 001 Kabun. She also finished her study at SMP Nurul Ikhlas Padang Panjang in 2016 and SMA Nurul Ikhlas Padang Panjang in 2018.

In 2019, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until August 2022, she was doing *KKN (Kuliah Kerja Nyata)* program at Kabun village in Kabun District, Rokan Hulu. Then, on September until December 2022, she was doing Pre-Service Teacher Practice (*PPL*) program at SMA Negeri 10 Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on July 2023 by the thesis entitled “An Analysis of Contextual Teaching and Learning in Reading Comprehension at SMA Negeri 1 Kabun”.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.