

**THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING
(CTL) METHOD ON READING COMPREHENSION
MASTERY AT THE XI GRADE STUDENTS OF
SMAN 1 HALONGONAN PALUTA**



A Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary
Padangsidempuan as a Partial Fulfilment of the Requirement
For the Graduate Degree of Education in English*

Written by:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

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LETTER OF AGREEMENT

Term: Thesis
a.n Nur Hafni Harahap

Padangsidempuan, 30 Okt 2025
to:
Dekan Tarbiyah and Teacher Training
Faculty
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Assalamu'alaikum Warahmatullahi Wabarakatuh,

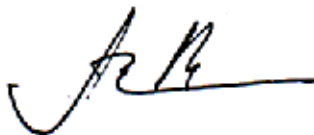
After reading, studying and giving advice for necessary revise on thesis belongs to *Nur Hafni Harahap*, entitled "*The Effect of Contextual Teaching and Learning (CTL) Method on Reading Comprehension Mastery at The XI Grade Students of Sman 1 Halongonan Paluta*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

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Wassalamu'alaikum Warahmatullahi Wabarakatuh

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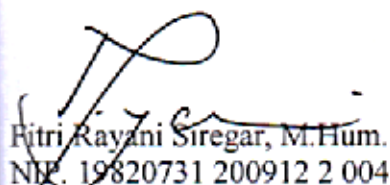


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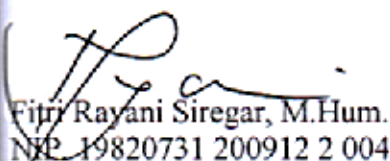
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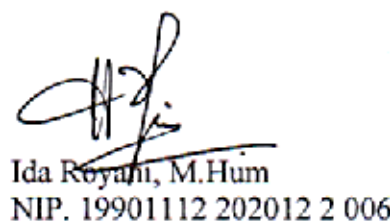

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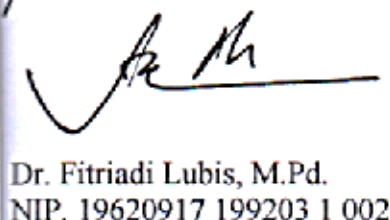
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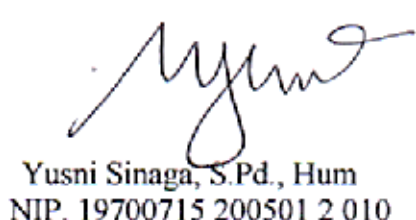

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(CTL) Method on Reading Comprehension Mastery
at The XI Grade Students of Sman 1 Halongonan
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ABSTRACT

Name : Nur Hafni Harahap
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Title of Thesis : The Effect of Contextual Teaching and Learning (CTL) Method on Reading Comprehension Mastery at the XI Grade Students of SMAN 1 Halongonan Paluta

This research is conducted to know how the effect of the CTL (Contextual Teaching and Learning) towards students' reading comprehension mastery. This research applied quantitative experimental research. The participant of this research consisted of 63 students by using simple random sampling technique. The data of this research gathered using reading comprehension test acquired in pre-test and post-test. The data were analyzed using independent sample t-test therefore, it can be concluded that $5.717 > 1.670$ that the H_a accepted and H_0 rejected. The conclusion is "there is a significant effect of using Contextual Teaching and Learning (CTL) on students' Reading Comprehension ability at the XI Grade SMA N 1 Halongonan". For this research it is suggested that the CTL (Contextual Teaching and Learning) is suitable to improve students reading comprehension mastery.

Keywords: *Reading Comprehension, Experimental, Descriptive text, CTL*

ABSTRAK

Name : Nur Hafni Harahap
Reg. Number : 21 203 00045
Title of Thesis : Pengaruh Metode Contextual Teaching and Learning (CTL) terhadap Penguasaan Membaca Pemahaman Pada Siswa Kelas XI SMAN 1 Halongonan Paluta

Penelitian ini dilakukan untuk mengetahui bagaimana pengaruh CTL (*Contextual Teaching and Learning*) terhadap penguasaan pemahaman membaca siswa. Penelitian ini menerapkan penelitian eksperimen kuantitatif. Partisipan penelitian ini terdiri dari 63 siswa dengan menggunakan teknik *simple random sampling*. Data penelitian ini dikumpulkan menggunakan tes pemahaman membaca yang diperoleh pada pre-tes dan post-tes. Data dianalisis menggunakan uji-t sampel independen oleh karena itu, dapat disimpulkan bahwa $5.717 > 1.670$) bahwa hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Kesimpulan penelitian ini adalah “ada pengaruh yang signifikan dari penggunaan Contextual Teaching and Learning (CTL) terhadap kemampuan pemahaman membaca siswa kelas XI SMA N 1 Halongonan.” Untuk penelitian ini disarankan bahwa CTL (*Contextual Teaching and Learning*) cocok untuk meningkatkan penguasaan pemahaman membaca siswa.

Keywords: *Pemahaman Membaca, Eksperimental, Deskriptif teks, CTL*

المُلخَص

الاسم : نور حفني هراحب
الرقم الجامعي : ٢١٢٠٣٠٠٠٤٥
عنوان البحث : تأثير طريقة التعليم السياقي على إتقان مهارة الفهم
القرائي لدى طلاب الصف الحادي عشر في
المدرسة الثانوية الحكومية الأولى حالونونان بالوتا.

يهدف هذا البحث إلى الكشف عن مدى تأثير طريقة التعليم السياقي في تنمية مهارة الفهم القرائي لدى الطلاب. اعتمدت الباحثة على المنهج التجريبي ذي الطابع الكمي، وشارك في هذا البحث عدد قدره ٦٣ طالبًا باستخدام تقنية العينة العشوائية البسيطة. وقد جُمعت البيانات باستخدام اختبار الفهم القرائي الذي طُبّق في الاختبار القبلي والاختبار البعدي. تم تحليل البيانات باستخدام اختبار (ت) للعينة المستقلة. وقد أظهرت النتائج أن قيمة ($5,717 < 1,670$)، مما يشير إلى قبول الفرضية البديلة ورفض الفرضية الصفرية. وبناءً على ذلك، تبين أن لطريقة التعليم السياقي تأثيرًا معنويًا في تحسين مهارة الفهم القرائي لدى طلاب الصف الحادي عشر في المدرسة الثانوية الحكومية الأولى حالونونان بالوتا. يوصي هذا البحث باعتماد طريقة التعليم السياقي لأنها تُعدّ إحدى الطرق الفعّالة في تعزيز إتقان الطلاب لمهارة الفهم القرائي.

الكلمات المفتاحية: الفهم القرائي، المنهج التجريبي، النص الوصفي، التعليم السياقي.

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan November 2025
Researcher

NUR HAFNI HARAHAAP

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is the skill that deals with the written language. Reading skills is not only being able to read letters but also comprehending it as a whole meaning. Reading considered as the skill that brings the students to enter the other world of the language. More precisely reading ability depends on the product of the two components combined, they are word reading and language comprehension so, if one of these components is not require it means that a person cannot read. Reading leads to reading comprehension with the deeper understanding of the text. Reading comprehension deals with the ability to understand the written text with involves the decoding word or word reading and understanding the meaning of the words. Reading comprehension also deals with the ability to answer the question with reading and integrate the existing knowledge.

Reading comprehension in curriculum plays role as the subjects that also integrate with various subjects areas. Reading comprehension is one of the primary focus in language learning. Reading comprehension in learning and curriculum become one subject that is needed to get the deeper understanding of a text or the other source of information. This also leads to the relation of the reading comprehension to other subject to get the correct

information and meaning of the written text in all subjects, not only for English language.

The importance of reading comprehension also deals with the sight that reading comprehension is crucial for learning in all subjects. This deals with the reading comprehension as the ability to understand the meaning of the text, the ability to engage with the knowledge inside the text. Moreover, reading comprehension helps students to build their vocabulary bank, learn about the world through texts or words and understand the complex concepts.

In language teaching and learning, the ideals of reading comprehension deals with the use of reading strategy or method in teaching reading comprehension. Government through the curriculum make reading comprehension as the important parts that usually put in every chapter of the textbook. Teacher as the model that directly interact with the students teach students with correct material and do several efforts like implementing creative learning or integrated with technology in learning.

Based on the observation and interview, the result showed that the condition of the reading comprehension in the eleventh grade of SMAN 1 Halongonan categorized as poor reading comprehension. The problem that becomes the most struggles for students were the lack of students' background knowledge and vocabulary makes them do not understand the text they are reading. The English teacher in the eleventh grade of SMAN 1 Halongonan stated that students in eleventh grade of the SMAN 1 Halongonan are able to read aside of their insufficiency and not fluent the

students has the willingness to try reading. That deals just to the ability to read the words but not in understanding the text.¹ Moreover the students do not familiar to the English text because they seldom to read English textbook. The students also difficult to understand the meaning or the purpose of the text because, they do not understand several vocabulary and context of the text they are reading.

There are several factors that can influence or linked to reading comprehension. According to Baker in Nugraha et.al. the learning strategy, learning method, motivation, environmental support, even instruction from school can be considered as the factors that influence the reading comprehension of the students.² More over levels of metacognition, repertoires of reading/viewing strategies, lived experiences, social and world knowledge, linguistic proficiency, reading competencies, gender, attitudes toward reading or viewing, and socioeconomic backgrounds also considered as the factors in reading and reading comprehension.³ One of the factors that deal with the reading comprehension is learning method or strategy. So, the factors that can influence reading comprehension are: learning strategy, learning method, motivation, environmental support, instruction from school and learning method or learning strategy.

¹ English Teacher, "Private Interview at SMA N 1 Halongonan," 20 February 2025.

² Susi Nugraha, Yan Yan Heryanti, and Yunus Abidin, "Analisis Faktor-Faktor Yang Mempengaruhi Kemampuan Pemahaman Membaca Siswa Sekolah Dasar," *Jurnal EDUCATIO (Jurnal Pendidikan Indonesia)* 9, no. 2 (2023): 920–28, <https://jurnal.iicet.org/index.php/jppi%0AAnalisis>.

³ Willy A Renandya and Handoyo Puji Widodo, *English Language Teaching Today: Linking Theory and Practice*, ed. Willy A. Renandya and Handoyo Puji Widodo (Switzerland: Springer International Publishing, 2016), <https://doi.org/10.1007/978-3-319-38834-2>.

In teaching reading comprehension several methods can be applied. Several teaching methods that can be applied in teaching reading comprehension such as; 1) direct explanation, where the teacher directly explain the students about the reading activity about how is it going and about the reading materials; 2) transactional method, and 3) interactive constructive method.⁴ According to Johnson that contextual teaching and learning also become the learning way or method that deals with the comprehension.⁵

CTL or Contextual Teaching and Learning, deals with the learning strategy or method that bring students to the understanding of the learning material and context by experiencing the context by themselves. According to Johnson contextual teaching and learning was considered as one of the teaching learning way or method that connect the academic context and the real-life context. This connection will lead to the discovery meaning that lead to the deeper comprehension.⁶ This leads to the background problem that the students confuse in learning context. The contextual confuse deals with the students do not really understand what the text meaning and what the texts referring about.

In the classroom, contextualized teaching and learning could develop into comprehension. Growing students' attitudes about reading is one of the hardest things a language teacher can do while teaching English as a second

⁴ Qian Feng and Liping Chen, "A Study on Teachig Methods of Reading Comprehension Strategies by Comparison between TEM-4 Reading Comprehension and IELTS Academic Reading Comprehension," *Journal of Language Teaching and Research* 7, no. 6 (2016).

⁵ Elaine B. Johnson, *Contextual Teaching and Learning: What It Is and Why It's Here to Stay* (California: Corwin Press, Inc., 2002), <https://www.scribd.com/document/653194125/Elaine-Johnson-Contextual-Teaching-and-Learning>.

⁶ Johnson.

or foreign language. It is brought on by the time constraints and other challenges they encounter when instructing and learning. This comes contextual teaching and learning or CTL role as the method that bring the students to experience the context and the materials in real life, and it will come along with the deeper understanding that the students will get. CTL will also leads to the avoidance of the boredom in the classroom learning because CTL allows students to experience learning context outside the classroom.

Based on the explanation above, the researcher interested to do a research about reading comprehension entitled, “The Effect of Contextual Teaching and Learning Method on Reading Comprehension Mastery at The XI Grade Students of Sman 1 Halongonan”. CTL or Contextual Teaching and Learning is expected to boost and increase students learning, and in this case the CTL is expected to increase students’ reading comprehension in reading English text.

B. Identifications of the Problem

It has stated that reading and reading comprehension is one of the important matters to be mastered by the students in learning language. Reading skills is not only being able to read letters but also comprehending it as a whole meaning. Reading considered as the skill that brings the students to enter the other world of the language.

Based on the background of the problem and the explanation above there are several factors that can influence or linked to reading comprehension. They are: learning strategy, motivation, environmental

support, even instruction from school and learning method. Contextual teaching and learning or CTL as it stated before is one of factors that belongs to the way of learning or learning strategy.

C. Limitation of the Problem

Based on the identification of the problem above, there are several factors that linked or influence students' reading comprehension. They are learning strategy, learning method, motivation, environmental support, instruction from school and contextual teaching and learning or CTL. Learning strategy has many kinds, such as use games in the learning activity, cooperative learning, problem based learning and contextual learning. In this research did not discuss all the method that influence reading comprehension but only in Contextual Teaching and Learning or CTL. In line with the module or lesson plan that the eleventh grade of high school learning several texts, this research focused on descriptive text.

There are some reasons the researcher choose CTL or contextual teaching and learning. First, that CTL considered can affect to increase students' reading comprehension, CTL as it contextual learning deliver students to know deeper about the lesson and boost their social and critical thinking because CTL allows students to involved in the searching the context. Third, according to the chosen text that is descriptive text, CTL allows students to increase their understanding about the background knowledge and vocabulary that really important in descriptive text.

D. Formulation of the Problem

Based in the explanation in the background and identification of the problem above, this research formulated the problem as follows:

1. How is the students' Reading Comprehension before using Contextual Teaching and Learning Method at the XI Grade students of SMAN 1 Halongonan?
2. How is the students' Reading Comprehension after using Contextual Teaching and Learning Method at the XI Grade students of SMAN 1 Halongonan?
3. Is there any significant effect of using Contextual Teaching and Learning Method to students' Reading comprehension at the XI Grade students of SMAN 1 Halongonan?

E. Purposes of the Research

The formulation of the problem above lead to the purposes of the research that presented as follows:

1. To find out the students' reading comprehension before using contextual teaching and learning at the XI Grade students of SMAN 1 Halongonan.
2. To find out the students' reading comprehension after using contextual teaching and learning at the XI Grade students of SMAN 1 Halongonan.
3. To examine whether there is the significant effect of using contextual teaching and learning to students' reading comprehension at the XI Grade students of SMAN 1 Halongonan.

F. Significances of the Research

The significances of this research is expected to be useful for the

1. For the headmaster or principal, that this research become the information about teaching reading comprehension and specially teaching in using contextual teaching and learning method at the XI Grade students of SMAN 1 Halongonan.
2. For the teachers, this research is expected to be the addition information and motivation to use extra method in teaching reading using contextual teaching and learning the XI Grade students of SMAN 1 Halongonan.
3. To the other researchers, this research is expected to be the helpful information and references to develop their research.

G. The Outline of the Research

The systematic of this research consisted of five chapters that each chapter consists of some sub chapters with the detail as follows:

Chapter I was about the introduction of the research that consisted of, background of the problem, objectives of the problem, limitation of the problems, formulation and purpose of the research, significances of the research and the outline of the research.

Chapter II consisted of the theoretical description that describe the following information about the variables in the research they are reading comprehension and contextual teaching and learning, also consisted of the review related findings, conceptual framework and the hypothesis.

Chapter III consisted of the Research methodology with the sub chapters about the place and time of the research, research design, population and samples, instrument of the research, validity and reliability of the research, until procedure of the research and data analysis of the research.

Chapter IV consisted of the result of the research and the discussion about the result and the comparison and discussion to other research. This chapter also consisted of the threats of the research. Chapter V consisted about the conclusion, implication and suggestion of the research.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Description

1. Reading Comprehension

a. Definition of Reading Comprehension

There are several definitions of “Reading Comprehension” that have been proposed by language acquisition scholars. Reading comprehension by Brown, is the process which reader and the message in a given text develop the meaning of a written concept through a reciprocal exchange of ideas. It is the capacity to read, comprehend and process the content.⁷ From Snow in Butterfuss et.al. stated that reading comprehension has been defined as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”.⁸ Understanding how to read is crucial for studying English since it allows students to communicate with the author.

The reader must comprehend and grasp the text’s meaning while reading it. The author also makes an effort to convey understanding through the language. The complicated job of reading comprehension involves the coordination of numerous cognitive skills and abilities. Naturally, reading comprehension requires at least a basic level of word

⁷ Brown H Douglas and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Fourth Edi (New York: Pearson Education, 2015).

⁸ Reese Butterfuss, Jasmine Kim, and Panayiota Kendeou, “Overview of Models and Theories of Reading,” *Oxford Research Encyclopedia*, 2020, 1–24, <https://doi.org/10.1093/acrefore/9780190264093.013.865>.

reading, if readers are unable to recognise (decode) the words in a text, they will not be able to comprehend the entire book. Similarly, proficient language comprehension in general will be necessary for proficient reading comprehension. Understanding the individual words as well as the sentences they compose is necessary for this. However, understanding usually involves that the reader combine the meaning of these words and sentences into a coherent whole.⁹ This statement lead to the understanding that reading comprehension is crucial for more than simply text comprehension, it is also necessary for success in school and the workplace.

Reading comprehension commonly is the activity of reading that not only read the word but also to understand and grasp the meaning of the sentence and the whole text. According to curriculum 2013 reading comprehension is the ability of the students in comprehending and understanding the meaning of the text that include the descriptive text, narrative text, song text and and many other text includes in the students' work book or text book and be able to examine the information needed from the text.¹⁰ So, reading comprehension is assosiate with many text that require the reader to get the meaning and information from the text.

So, based on the several understanding and statements above,

Reading comprehension is the process that involves the coordination of

⁹ Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading Comprehension* (New York: Routledge, 2015).

¹⁰ "Silabus Bahasa Inggris,"

the ability to read, comprehend, and process the content with constructing meaning through instruction in written language. Reading comprehension is the ability to get the meaning or to understand and examine the information from the text..

b. Purposes of Reading Comprehension

Butterfuss et.al, stated that reading comprehension enhances academic self-confidence, as students who understand what they read are more likely to succeed in school. Moreover, reading comprehension significantly improves writing styles and vocabulary, which aids in developing the students own unique writing style and communication skills.¹¹ Improved reading comprehension leads to better grades and a stronger belief in one's ability to improve.

According to Hill in Khoiriah et.al, Reading comprehension fosters critical thinking and analytical skills. According to Murcia in Lubis, the purpose of reading is for the reader to determine the amount of effort and time they will invest in getting the information from the text.¹² Furthermore, reading comprehension enhances problem solving skills by encouraging logical thinking, empathetic listening, and the persistence needed to find solutions.¹³ It also promotes mental

¹¹ Butterfuss, Kim, and Kendeou, "Overview of Models and Theories of Reading."

¹² Nur Ainun Lubis, "The Effect of Fix Up Strategy to Reading Descriptive Text Ability of the Eight Grade Students SMP Negeri 1 Lembah Sorik Marapi Mandailing" (UIN Syekh Ali Hasan Addary Padangsidempuan, 2023).

¹³ Nikmatul Khoiriah, Ujang Suparman, and Flora, "Improving Students' Reading Comprehension Ability Through PQRSST Strategy at SMKI Assya'roniyyah," *FKIP University of Lampung* 5, no. 1 (n.d.).

stimulation and growth, engaging with complex literature improves cognitive abilities.

Additionally, reading comprehension plays a crucial role in increasing empathy and understanding, particularly in children and adolescents. By learning to comprehend texts, individuals develop the ability to see things from another persons' perspective, fostering tolerance and compassion. It also improves memory and recall because the brain actively processes information during reading, making it easier to remember what was read.¹⁴ Regular reading improves focus and concentration by improving attention span and the brain's ability to filter distractions.

In curriculum 2013 reading comprehension purpose to equip students with the ability to understand and interpret the written text, extract meaning, and apply that knowledge in various context.¹⁵ So, reading comprehension used to get the deeper understanding about the text and aims to get the specific information or purpose according to the readers.

In conclusion, the purposes of reading comprehension are: enhances academic self-confidence, improves writing styles and vocabulary, fosters critical thinking and analytical skills, increasing empathy and understanding, enhances problem solving skills, improves

¹⁴ Walter Kintsch, *Comprehension: A Paradigm for Cognition* (Cambridge: Cambridge University Press, 1998).

¹⁵ "Silabus Bahasa Inggris."

memory and recall, equip students with ability to understand and interpret written text..

c. The Components of Reading Comprehension

According to Oakhill, in reading comprehension there are some components considered as the main components they are: word decoding and language comprehension.¹⁶ This both components of reading comprehension were the ability that depends on each other, which means if the students word decoding or word reading is zero then the other components (language comprehension) will be zero too.

According to other resource describe that there are three key points or components of reading that will lead to the gateway to reading comprehension, they are: accurately decode words, automatically recognise words, and use of prosody or meaningful oral expression while reading.¹⁷

According to King and Stanley in Wahyuningsih, there are four reading components that lead to contain in the reading comprehension in test. They are:

- 1) Locating factual information: students must skim the next text for certain details. Usually, it comes with a term that asks a guess,
- 2) Identifying core ideas: this is the primary subject covered in a paragraph that aids pupils in speculating about the paragraph's

¹⁶ Oakhill, Cain, and Elbro, *Understanding and Teaching Reading Comprehension*.

¹⁷ Timothy Rasinski, "Reading Fluency Instruction: Moving beyond Accuracy, Automaticity, and Prosody," *Literacy Research and Instruction* 13, no. October (2019), <https://doi.org/10.1598/RT.59.7.10>.

subject. The paragraph's first, middle, or last sentence contains the main point,

- 3) Determining the meaning of vocabulary in context': pupil can infer the meaning of terms they are unfamiliar with by connecting them to phrases that are nearby or that come up around them,
- 4) Identifying references: the paragraph has many instances of the same words or phrases. These are typically brief and commonly used pronouns, including she, he, it, they, him, her, and numerous others.
- 5) Making inference: the ability to draw conclusions requires the reader to be able to read between lines. Students are expected to draw accurate prediction and conclusion.¹⁸

In conclusion, based on several sources above, the components of the reading comprehension can be describe as follows: word reading (word decoding), language comprehension, accurately decode words, automatically recognise words, use of prosody or meaningful oral expression while reading, locating factual information, identifying core ideas, determining the meaning of vocabulary in context, identifying references, and making inference. This research will take the components from King and Stanley as the components for reading comprehension test instrument they are: locating factual information,

¹⁸ Destri Wahyuningsih, "Teacher's Difficulties in Teaching Reading by Using Genre Based Approach," *MENARA Ilmu* 11, no. 77 (2017), <https://doi.org/ISSN 2528-7613>.

identifying core ideas, determining the meaning of vocabulary in context, identifying references, and making inference.

d. Principles in Teaching Reading Comprehension

Teaching reading or reading comprehension requires some principles in order to achieve the purpose of the learning. According to Hammer several principles of teaching reading, as follows:

1. Reading is not an active occupation that means reading and reading comprehension involves many skills in it.
2. Students needed to engage to the text or what they are reading
3. Students have to support to respond to the context of the text not only to the language.
4. Students has to provide to charge or express their feelings about the reading topic
5. “Hints” as the sign to students to predict what is coming.
6. The task given should be match to the topic.
7. Reading text can be integrated into interesting class sequences or using the topic for discussion and other or further tasks.¹⁹

Those principles above seems to be related to the CTL purpose and aim that supply the knowledge so the students can understand the meaning or the context of the text deeper. Reading comprehension that is considered as more deeper than just reading the text require the learning method that supply or allow the students’ to have the activity

¹⁹ Jeremy Harmer, *How to Teach English* (Essex: Longman, 2001).

in order to get the deeper understanding and knowledge about the material or the text given. This also leads to the consideration of the field condition that the students face difficulty in understanding lesson or text in reading due to their lack of reading strategies or learning strategies application.²⁰ Those principles of the reading comprehension seem to be in line with the CTL according to its necessary to the deeper context and understanding of the text.

e. Assessing Reading Comprehension

Klinger in Nanda stated that in order to measure and enhance students' reading or reading comprehension progress, reading assessments are crucial since they reveal their skills, areas of strength, and room for growth.²¹ Teachers can modify their lessons to fit the unique needs of each student and give them the best chance to become excellent readers by utilising reading assessment tools.

Vocabulary, grammar and punctuation interpretation, the author's intention, the text's social role, and the arrangement of ideas are all measurable components of reading comprehension assessment.²² Additionally, assessments can be separated into macro and micro skills. According to Brown several macro and micro skills for reading

²⁰ Eka Sustri Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan)," *Al-Ta Lim Journal*, 2014, <http://journal.tarbiyahaiinib.ac.id/index.php/attalim/article/download/102/104>.

²¹ Oakhill, Cain, and Elbro, *Understanding and Teaching Reading Comprehension*.

²² P. David Pearson and Diane Nicole Hamm, "The Assessment of Reading Comprehension: Key Historical Influences in the USA," in *Assessing Reading*, ed. Marian Sainsbury, Colin Harrison, and Andrew Watts (Cambridge: NFER, 2008), <https://www.scribd.com/document/412895736/Assessing-Reading>.

comprehension assessment as follows: Discriminate among the distinctive graphemes (letters or letter combinations that produce a phoneme) and orthographic patterns in English; Retain chunks of language of different lengths in short-term memory; Process writing at an efficient rate of speed; Recognize a core of words; Recognize grammatical words classes; Recognize that a particular meaning may be expressed in different grammatical forms; Recognize cohesive devices in written discourse.²³

More from Brown that the macro skills reflect the range of potential goals in the reading comprehension evaluation. The macro skills were: Recognize the rhetorical conventions of written discourse for interpretation; Recognize communicative functions of written texts; Infer context that is not explicit by activating schemata; Distinguish between literal and implied meanings; Detect culturally specific references and interpret them in a context of the appropriate cultural schemata; Develop and use a battery of reading strategies.²⁴

Reading assessment deals with the how appropriate the students understanding to the context in the written text. According to the curriculum 2013, assessing reading includes the assessing of the students' interpretation, understanding and comprehension of the text. Where, the interpretation involves students ability to understand the explicit meaning in the text, the understanding requires students to

²³ Douglas and Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*.

²⁴ Douglas and Lee.

understand the context within the text, and the comprehension deals with students ability to make inference, and connect their prior knowledge and information to get new context. One way to evaluate students' knowledge and understanding of the teaching and learning activity can be measured through test.²⁵ To evaluate these abilities, teachers might employ a variety of exercises, such as summaries, multiple-choice questions, gap-filling, and cloze examinations.²⁶ So, in assessing reading there are many aspects that require to pays attention and inside of it, comprehension is one of the aspect. Therefore, according to the assessment in curriculum this research conducted the indicators such as: finding factual information, identifying main ideas, determining meaning of vocabulary in context, social function, and finding conclusion.

f. Material of Reading

The materials in reading of the eleventh grade senior high school provide several texts. In the state of reading and reading comprehension, the eleventh grade students of senior high school in Indonesia learn several texts. They are: Narrative Text, Descriptive Text, Analytical exposition and Hortatory text. Above all the text, this research conducted and focused on descriptive text.

²⁵ Fitriadi Lubis, "Teaching Technique for Developing Reading Comprehension," in *Proceedings of the Fourth International Seminar OnEnglish Language and Teaching (ISELT-4) Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies* 328 ISELT-4 (Padangsidempuan: ISELT, 2016).

²⁶ "Silabus Bahasa Inggris."

Reading material 1

WHILST-READING

14. Work in groups to read and compare the following texts.

Text 1

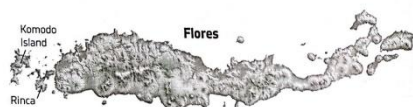


Text 2

Indonesia is the world's biggest archipelago country. It is made up of five large islands and over 30 small separated islands. There are 17,508 islands in total, with around 6,000 of them are inhabited. One of those islands is Flores. If you see the map of Flores Island, especially on the westernmost tip of Flores Island you can find a city named Labuan Bajo, the capital of the West Manggarai district. Even though Labuan Bajo is only a small fishing site, but flourished to become the gateway to many fascinating destinations in East Nusa Tenggara. It has attracted both local and international tourists and has become one of the most frequented holiday

destinations in Indonesia. Labuan Bajo may be reached by air, land, or water. It's a good starting point for visiting Komodo National Park.

Labuan Bajo is recognized as the sunset city. There are several out-of-this-world picturesque sights of the amazing sky. The city has some attractive destinations. The Mirror Cave is just four kilometers from Labuan Bajo. Theodor Verhoeven, a Dutch archaeologist who claimed Labuan Bajo was previously underwater, is supposed to have founded this cave in 1951. The cave is known as *Gua Batu Cermin* in local language. In certain places, the shiny stones glow at you, thus the name "*Gua Batu Cermin*." It means "mirror stone cave" in English.



If you like swimming you can visit a cave-lake, Rangko Cave. It is nestled in Ranko Village. This stunning natural beauty displays sapphire water and sunshine shining right into its underground lake. Their stalagmites will no doubt surprise you as well. The right time to visit the cave is at noon around 12.00 to 02.00 p.m. As the sun is directly above, it will light this cave beautifully, give a tainted, turquoise-colored gloom all over the cave. There is a lagoon inside the cave that leads directly to the sea. It is very suitable for a dip within because it's calm.

You may also go to Cunca Rami and Cunca Wulang canyon waterfalls. Bukit Cinta, Puncak Silvia, and Puncak Amelia are all viewpoint spots near Labuan Bajo's Komodo Airport. At sunset, you may enjoy some stunning views of the island and the open sea. For a culinary delight, you can visit Kampung Ujung and enjoy the excellent local cuisine center in Labuan Bajo.

Labuan Bajo offers you many choices of land and sea to explore for some adventurers. You may experience the live aboard experience, which allows you to spend many days on the fantastic boats, explore beautiful islands, and dive into the breathtaking treasures of the sea. Padar Island is one of the most well-known islands to visit on your live-aboard journey. Padar Island is quickly becoming a new popular destination for travelers due to its breathtaking scenery. It has rolling hills as well as steep volcanic mountains. It is known for its spectacular savanna hill, which is covered with grassland and trees. From the island, you can witness the blue sea beneath you and a spectacular view of golden sunset hues.

Bena Village is further away from Labuan Bajo with its unique cultural village. It is located in Ngada regency. The journey to Bena Village is around 7 hours on land. Here you can explore traditional houses indigenous to the local people living in the village. The local people are willingly to take you to their daily lives so you can get a glimpse of the life of the local.

If you are seeking for a place to stay, go along Wae Cicu beach, where there are lines of hotels and resorts and basically all of the rooms overlook the best looking view. You may also find excellent lodging on nearby islands.

(100% PD/GR)

Destinations	2 specific words to describe the place	Clues supported your answer
Indonesia	Large, attractive	17,508 islands Monthly tourist arrivals
Flores		
Labuan Bajo		
Gua Batu Cermin		
Rangko Cave		
Cunca Wulang canyon waterfall		
Bena Village		

17. Read Text 2 in Task 14 and answer the questions. You can choose more than one option. Give a tick (✓) to the correct answers.

1) How did the following destination get its name?

The Mirror Cave

- ☐ Located not far from labuan bajo.
- ☐ Found by a dutch archaeologist.
- ☐ Located under water.
- ☐ The stones in the cave can reflect an object.
- ☐ The stones in the cave are like a mirror.
- ☐ The stones in the cave reflect light.
- ☐ You can see your face on the stones.

In the learning material 1 it focused on the description text with topic the destination places in Indonesia, those texts contain the structure of the description about the places. The students are instructed to examine the specific information and the specific words that describe the place in the text. This material required the students to examined the descriptive text given to get the information and the understanding from the text by providing the exercise.

Reading material 2



Critical Thinking Tasks

Read the following text and answer the questions.

Lombok Island is one of famous tourist destinations of Indonesia located in the east of Bali. In Indonesian language, 'Lombok' means chili. Geographically, the island is circular in shape with a tail at its southwest. The island's stunning scenery is quite similar to the beauty of Bali Island. Even though both Lombok and Bali are spectacular, Lombok Island is not as popular as Bali Island. Its popularity hasn't reached the level of Bali so it is an ideal destination for tourists who love some peace. The island looks as unspoiled Bali with its beaches in the background of Mount Rinjani adding to the thrill.



Lombok's topography is dominated by Mount Rinjani. Mount Rinjani is the third highest volcano in Indonesia and its peak is at a height of 3,726 meters. It is one of the most well-liked places to go trekking in the Southeast Asia. Other than its height, Rinjani has become popular among the adventurous travelers due to its waterfalls as well as its breathtaking mountain top scenery. Its peak often plays peek-a-boo with people's sight as it often hides behind the dense cloud.

(100% GR/PD)

1. Choose the correct option. You can choose more than one.

- 1) Compared to Bali Island, Lombok Island is
 - A. quieter and calmer
 - B. less popular
 - C. not as famous as Bali
 - D. attracting more visitors
 - E. more successful in the tourist industry
- 2) "Its peak often plays peek-a-boo with people's sight as it often hides behind the dense cloud." The underlined words mean . . .
 - A. avoids being seen
 - B. vanishes from
 - C. looks smaller
 - D. runs away
 - E. disappears from
- 3) Which of the followings are facts about Lombok Island? It is
 - A. located in the east of Bali
 - B. as spicy as Chili in Indonesian Language
 - C. as popular as Bali Island
 - D. difficult to enjoy due to its height
 - E. an ideal destination for people who love a quiet place

Source: Pathway to English Book²⁷

²⁷ M. Sudarwati and Eudia Grace, *Pathway to English*, ed. R. Intan al Baluni and Dwi Wahyu Priyanto (Jakarta: Erlangga, 2022).

The reading material 2 consisted of the descriptive text about Lombok island. This material different with the previous material by the text description delivered in this material and the following exercise. Reading material 2 provide the exercise with multiple choice, where the students are required to understand the descriptive text that leads to the exercise given to examined the correct answer.

In the state of reading and reading comprehension, the eleventh grade students of senior high school in Indonesia learn several texts. They are: Narrative Text, Descriptive Text, Analytical exposition and Hortatory text. Above all the text, this research conducted and focused on descriptive text.

The description text that seems to be related to the needs of deeper understanding in context considered in line with the aim of the CTL applied in teaching and learning activity. This also considered because the description text is require the whole picture of the object and the deeper understanding of the object that wants to describe. So, CTL provide the students supply of the knowledge about the object of description and the students can achieve more understanding in reading the text because they have already experience the object.

In measuring the description text competency and ability of the students the consideration will lead to the students are enabled to understand description text based on the indicators used in forming the exercise materials. Those indicators are deals with the finding factual

information, main ideas, meaning of vocabulary in context, social function of description text and conclusion of the text or paragraph in the items given.

In order to the relation of the reading comprehension and the appropriate implementation of the CTL to it, can be seen from the principles of the reading comprehension that the learning is require the deeper understanding than just to read the text but also to understand the context and content of the text material. Moreover the aim of the CTL that supply and provide the students new knowledge by allowing them to experience the context of the learning material by them-selves seems to be in line with the needs of the reading comprehension materials.

2. Contextual Teaching and Learning

a. Definition of Contextual Teaching and Learning

Contextual teaching and learning (CTL) is a learning that emphasizes the process of full students' involvement in order to understand the material being studied and connect and apply it in real life situations.²⁸ The learning process in the context of CTL does not expect students to be able to receive the subject matter alone, but the process of searching and finding the subject matter being studied by themselves.

According to Johnson contextual teaching and learning is a system of instruction founded on the idea that students learn best when they

²⁸ Mashudi and Fatimah Azzahro, *Contextual Teaching and Learning* (Lumajang: LP3DI Press, 2020).

find meaning in academic content, and they do so when they relate new information to what they already know and their personal experiences.²⁹ Contextual teaching and learning engage students in meaningful activities that help them relate academic learning to the real-life contexts they encounter. When students develop projects or find interesting problems, create and accept responsibility, seek information, and draw conclusions. When students actively select, organize, touch, plan, investigate, question and make decisions, they relate academic content to the context of life situations, and in this way they find meaning.

According to the definitions provided above, it can be concluded that Contextual Teaching and Learning (CTL) is a method or system that assists teacher in connecting the teaching material or the learning subject material to the real word context so the students get more comprehending it.

b. Purpose of Contextual Teaching and Learning

In contextual learning (CTL), to gain conceptual understanding skills, students must experience them directly in real life in society. The function of the class is not limited to being a place to listen, record and memorize what is conveyed by the teacher. More than that, the class is a place that must be set as a place that can teach all components

²⁹ Elaine B. Johnson, *Contextual Teaching and Learning: What It Is and Why It's Here to Stay* (California: Corwin Press, Inc., 2002), <https://www.scribd.com/document/653194125/Elaine-Johnson-Contextual-Teaching-and-Learning>.

involved in learning.³⁰ This can be deals with the learning using CTL provide the out classroom learning or using media such as video player or something kind of to bring the situation to the students in the classroom.

CTL can be called as a system that encourages brain to produces meaningful patterns. Quality meaning is contextual meaning, particularly by linking teaching materials with personal and societal circumstances. Contextual learning (also known as contextual teaching and learning or CTL) therefore has the potential to be used.³¹ In order to grasp the significance of the content being taught, educators must create an atmosphere that can foster children's inherent potential.

In the conclusion, CTL or Contextual Teaching and Learning purpose are to make the students get deeper understanding through experiencing the material in the real life context. CTL also emphasize that learning is not only by hearing and memorizing but also experiencing. CTL tries to grow students potential through the learning with communities or group so they can grow their potential in learning a line with their potential in communicating.

c. Principle of Contextual Teaching and Learning

One of the contextual learning and teaching principle is questioning. This is required the teacher checking of the students' background knowledge and the students' understanding about the

³⁰ Mashudi and Azzahro, *Contextual Teaching and Learning*.

³¹ Johnson, *Contextual Teaching and Learning: What It Is and Why It's Here to Stay*.

learning. Moreover, the questioning principle also refers to the students' activity to ask question to the teacher about the materials and the things that they do not mastered yet. Questioning in CTL also required in the students' discussion while having the discussion in group or pairs.³²

Other resource stated that Contextual Teaching and Learning model consist of several principles, they are: objectives and assumptions, syntax, social system, reaction system, support system and instructional and accompanying impacts. Those principles describe as follows:

1. Objectives and assumptions, the CTL model purpose is to make the learning becomes more meaningful, where learning is associated with the students' closest environment or real conditions that students usually face in everyday life.
2. Syntax, the structure of the learning must be arrange based on the components of the CTL itself, constructivism, questioning, inquiry, learning community, reflection and authentic assessment.
3. Social system: CTL make students are directly involved in finding concepts so that students will gain real knowledge. This activity leads students to have communication, cooperation and mutual respect with others. This called as the social system that make students increase their social skill.

³² Intan Satriani, Emi Emilia, and muhammad handi Gunawan, "Contextual Teaching and Learning Approach to Teaching Writing," *Indonesian Journal of Applied Linguistics* 2, no. 1 (2012).

4. Reaction system: in CTL teachers are no longer experts who provide facts, but more as facilitators of a learning environment who build a learning community.
5. Support system: learning really needs to link the material with the students' closest environment. School environment can be used as a vehicle for learning activities, experiments and so on. This in line with the statement that the students get motivated when learning have positive attitude as a subject by putting great effort to learn.³³ The availability of short story books, laptops, audio-visual media and a cooperative learning atmosphere can support the implementation of this learning.
6. Instructional and accompanying impacts: CTL learning requires students to obtain information quickly through sources of information or knowledge they have and construct it. The accompanying impact of the CTL model is to foster students' self-confidence and sense of responsibility because students are directly involved in the discovery of concepts.³⁴

Those principles build the characteristic and as the expectation and reference so the learning process with contextual teaching and learning runs according to it is standards. So all the principles in contextual teaching and learning were: questioning , objective and assumptions,

³³ Fitri Rayani Siregar and Rahmadiny Siregar, "Students' Motivation in Learning English," *English Journal for Teaching and Learning* 8, no. 2 (2020), <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>.

³⁴ Sri Utaminingsih and Naela Khusna Faela Shufa, *Model Contextual Teaching and Learning* (Kudus, 2019).

syntax, social system, reaction system, support system, instructional and accompanying impacts. Those principles requires the students and teachers collaboration with the following procedure and components of CTL which is makes the systems to produce the deeper understanding for students in learning by involving them to experience and discover the context of the learning material.

d. Advantages and Disadvantages of Contextual Teaching and Learning.

Every method or strategy used in the learning activity has the advantages and disadvantages in it. Conceptual Teaching and Learning (CTL) as it consider as the method to teaching and to get the better result of the teaching and learning activity also have the advantage and disadvantages.

The advantages of the contextual teaching and learning (CTL) according to Hosnan were: First, the learning activity by using CTL becomes more meaningful and real.³⁵ This means that the students are required to be able to capture the relationship between learning experiences at school and real life. Second, learning using CTL become more productive and can grow the concept encouragement to students.³⁶ Through the philosophical foundation of constructivism, students are expected to learn through “observing” not “memorizing”.

³⁵ M. Hosnan, *Pendekatan Saintifik Dan CTL Dalam Pembelajaran Abad 21* (Bogor: Ghalia Indonesia, 2016).

³⁶ Hosnan.

The disadvantages of the CTL also appear in that's implementation. The disadvantages of the Contextual teaching and learning (CTL) according to Hosnan were: The CTL or contextual teaching and Learning takes longer time than learning in general.³⁷ This came because the students are grouped into team that works together so it takes time to organize. Moreover, it also takes time to students to adapt with the group just made. CTL also requires more ore need extra of teacher's attention and guidance for students so that the learning objectives are in concordance with what was originally applied.³⁸

e. Procedure of Contextual Teaching and Learning

The procedure of the Contextual Teaching and Learning (CTL) seems to be simple but takes time in organizing the students into few groups. The procedure of the CTL in learning requires the steps of the CTL itself they are: constructivism, inquiry, learning community, modelling, reflection and authentic assessment.

Related to the procedure of contextual teaching and learning (CTL), the following steps become the attention to have the appropriate implementation:

Pre-teaching:

1. Preparations, teacher start the class and asks students to prepare for today's learning.

While teaching:

³⁷ Hosnan.

³⁸ Hosnan.

In while teaching, is the longest steps to do, consist of 7 steps in it, so the implementation is not enough for only one meeting.

2. Constructivism, where this steps is in the pre-teaching. The constructivism acquire to activating their prior knowledge to lead to the material that will be learned.

In this step, the method acquires that picture media method in learning have the important role to introduce the material for the students.

3. Inquiry, in this step needs critical thinking that allows students to find their own material in the real context. Students prepare their ideas to the material given.
4. Questioning, questioning is important in learning to students asking something that they do not know and want to know.
5. Learning community, this step is related to the grouping of the students that require students' skill to communicate and collaborate.
6. Modelling, teacher act as a model that means to give the example of something that students find difficult in real way.
7. Reflection, this step acquires teacher and students to recall the learning that have learned and the activity for today.

Post-teaching:

8. Authentic materials, this step is not only for the check of authentic materials given to students but also the fair and relevant evaluation to students' achievement by giving them exercise.³⁹

9. Closing and giving feedback

Related to the procedure, there are five principle that must be considered in implementing contextual learning, namely (1) learning must pay attention to the knowledge that students already have; (2) learning starts from the whole (global) to the specific parts (from general to specific); (3) learning must be emphasized on understanding, by compiling temporary concepts, sharing to obtain input and responses from others, revising and developing concepts; (4) learning is emphasized on efforts to directly practice what is learned, and (5) there is reflection on learning strategies and development of the knowledge learned.⁴⁰ In line with the learning to achieve competencies, teachers still need to do the learning steps that consist of the introduction or pre-teaching, core activities and closing or post-teaching and learning.

f. Teaching Reading using Contextual Teaching and Learning

When using contextual teaching and learning in reading instruction, teachers first encourage students to debate the subject in small groups before helping them use what they already know about it to predict the texts' content. During the teaching and learning process in

³⁹ Muhammad Azan, "The Effect Of Contextual Teaching And Learning On Students' Reading Comprehension," *JLEET (Journal of Language Education and Educational Technology)* 2, no. 1 (2017), <https://doi.org/e-ISSN: 2502-3306>.

⁴⁰ Mashudi and Azzahro, *Contextual Teaching and Learning*.

the classroom, students can share the text's content with one another through small group discussions. Nonetheless, teachers, who are subject matter specialist, are the ones who provide students with reading materials during class instruction. In order to produce new knowledge and new actions, teachers must teach students how to develop knowledge through reflection on settings.

This lead to the construction in the table below:

Table II. 1. Teaching Procedure using CTL

Teacher' Activity	Procedure	Students Activity
Pre- Teaching 1. Teacher opens the class by greeting. 2. Teacher checks the students' attendance list. 3. Teacher asks the students about the last material, 4. Teacher tells about the new material.		1. Students answer the teacher's greeting and pray before learn. 2. Students answer the attendance by saying present. 3. Students prepare their tools for learning. 4. Students answer the teacher question. 5. Students listen carefully to the teacher and add some notes from the teacher's explain
While Teaching 1. The teacher asks the students' knowledge about the material given	1. Constructivism. Teacher activating the students' knowledge about the materials	1. Students raise their hand and answer the teacher question. 2. The students speak about their understanding about the material. 3. Students discuss their understanding to teacher and ask if it is correct or wrong.

Teacher' Activity	Procedure	Students Activity
1. The teacher instruct the students to find their own materials or content in real life context.	2. Inquiry. Teacher allows the students to find their own material in the real context	1. The students start to think about their own topic for learning. 2. Each students prepare their own topic or content. 3. Each students say about the topic and explain about it.
1. Teacher allows the students to ask question about the main material and the material they were chosen	3. Questioning. Students can ask teacher about something they want to know about the learning material.	1. Students raise their hand to ask teacher about the main material (Descriptive text). 2. Students ask the teacher about their own topic. Is it suitable for learning (Descriptive text) . 3. Students takes note for the teacher explanation
1. The teacher instruct students to sit according to their group as the teacher prepared for the group before the learning.	4. Learning Community, in this part students are instructed to make group guide by teacher.	1. Students move their sit to their group.
2. Teacher instruct the students to do collaboration.		1. Students discussed their topic to each other in the group. 2. Students discuss about the topic they will report or presents. 3. The students choose one material and start to make the instruction. 4. The students allowed to do investigation about their topic and make the detail with looking from many resources or outside class.

Teacher' Activity	Procedure	Students Activity
		5. Students take notes of the important things about their material.
1. The teacher gives instruction and example to do the work (building descriptive text).	5. Modelling. In this part teacher give the example about the materials	1. Students get back into class 2. Students pay attention to the teacher explanation 3. Students listen carefully and take notes. 4. Students also allowed to ask questions.
1. The teacher comments on students process in learning and giving suggestion and spirit to the students	6. Reflecting, teacher reflects the learning.	1. Students listen to the teacher's comment and suggest.
2. Teacher asked students to build the text with their group		1. Students try to make the text or material with the group. 2. Students present their result in front of the class per group. 3. Other students allowed to asking about the material of the group that presenting
Post- Teaching 1. Teacher asked students to produce their own descriptive text individually and give the authentic assessment to evaluate the students' learning process	7. Authentic Assessment	1. Students are arranged to make descriptive text based on the first idea or material they choose at first before the learning community session 2. Students build their own descriptive text individually 3. The students will get the assessment from the teacher

Teacher' Activity	Procedure	Students Activity
2. Teacher ask the students understanding about the materials		1. Students answer the teacher's question and tell their problem. 2. The students make a summarize and notes while the teacher conclude the lesson. 3. Students asked the teacher about anything they still confused. 4. Students say greeting and pray together.
3. Teacher closes the class with greeting.		1. Students say greeting and pray together.

g. Conventional Teaching

Teaching and learning activity since then developed continuously and create or find the new ways of teaching. The old ways or the traditional ways or the conventional ways of teaching were known as the teacher centred learning. The traditional ways let the students become passive and it leads to the phenomenon that the students only memorizing the material or the concept without having ability to implemented the concept to the reality or the real life that related to the concept.⁴¹

According to Bahri, there are several kinds of conventional teaching, they are: lecturer method, lecturer discussion, homework, demonstration by the teacher, and problem solving method.⁴² The lecturer method and lecturer discussion were the method usually used in

⁴¹ Mazrur, *Contextual Teaching and Learning Dan Gaya Belajar, Implikasi Pada Hasil Belajar Mata Pelajaran Fikih*, ed. Rodhatul Jennah (Banten: CV. Media Edukasi Indonesia, 2021).

⁴² Syaiful Bahri, *Strategi Belajar Mengajar* (Jakarta: PT. Asdimahasatya, 2006).

schools with conventional teaching. The steps of the lecturer method consisted of three steps as follows:

- a. Preparation, in preparation the teacher create the learning condition to the students, with several instructions and followed by the students.
- b. Implementation, teacher delivered the materials completely and give the opportunity to students to take notes and asking for the materials they do not understand.
- c. Evaluation, in the evaluation the teacher give the test or the exercise to the students based on the materials given before.⁴³

Teachers in a traditional classroom can relate new information to students' lives in many meaningful ways. Some of these ways include giving students time to learn by sharing their experiences and knowledge, teaching the same material in a way that is acceptable to different intelligences and learning styles, and conducting simulations.⁴⁴ But this traditional way only provide students to become passive learner and the teacher only transfer the knowledge.

B. Review of Related Findings

There are several findings and studies that become support to this research. This research provides three former research or studies that related to this research.

⁴³ Syaiful Bahri, *Guru Dan Anak Didik (Dalam Interaksi Edukatif)* (Jakarta: PT. Rineka, 2003).

⁴⁴ Mashudi and Azzahro, *Contextual Teaching and Learning*.

The first finding is from Irmawatimulyatun, this research was conducted by using experimental research, which has the same method as this research. The result found in the research that show a significant difference between the experimental class and the control class ($t = -2.70$; $p 0.05$). The difference between the control class and the experimental class, using a 95% confidence level, is -5.25842 to 4.00842.. Then, it can be said that the Contextual Teaching and Learning technique can be successfully used to improve the descriptive writing abilities of eighth-graders at SMPN 1 Labuapi.⁴⁵

The second study was from Sianipar, this research also conducted using the experimental research to investigate the effect of Contextual Teaching and Learning on students' reading comprehension at SMP 3 PSKD Jakarta. The result findings show that can be seen through the mean scores of post-test in the experimental group is 16.10 and the mean score of post-test in the control group is 15.95. Then, based on the research hypothesis showed that the hypothesis is accepted proved by the sig.value is lower than 0.05. Based on the result it can be said that Contextual Teaching and Learning significantly affected the eighth graders reading comprehension at SMP 3 PSKD Jakarta.⁴⁶

The third was the findings study from Ernawati et.al, this research conducted by using classroom action research. The result of this research

⁴⁵ Irmawatimulyatun, "The Effectiveness of Contextual Teaching and Learning (CTL) Approach in Writing Skills" (Muhammadiyah University of Mataram, 2023).

⁴⁶ Fransisca Lafayette Sianipar, "The Effect of Using Contextual Teaching and Learning to Eighth Graders' Reading Comprehension at SMP 3 PSKD Jakarta SMP 3 PSKD Jakarta," *Journal of English Teaching* 4, no. 1 (2018): 54–61.

concluded that teaching reading comprehension especially in discussion activity and finding difficult word was improve using contextual teaching and learning. The improvement of the students in reading comprehension by using contextual teaching and learning reach 75% in the second cycle. This indicated that the CTL could improve students' reading comprehension.⁴⁷

Above all the review from another researcher in the related and the same field of English language education, this research also provide the effect of CTL that is also applied in other field. First from Harahap that found CTL can improve the students' understanding in Science learning material with increasing their learning outcome for the exam.⁴⁸ Another research conducted by Juliana that discovered CTL can used as the tool or bridge to implied the learning sources become more effective and appropriate.⁴⁹

Those research or findings above have differences to this research. This can be seen by the research method or techniques use, the time and place taken, and the field of the research. This research precisely takes place or conducted at the eleventh Grade Students of SMAN 1 Halongonan. The type of this research is experimental research with experimental- control class group with pre-test and post-test to examined the effect of Contextual Teaching and Learning (CTL) to reading comprehension.

⁴⁷ Eka Ernawati, Imam Ghozali, and Endah Nur Tjendani, "Improving Reading Comprehension by Using Contextual Teaching and Learning (CTL) at Secondary School in Jember" 6, no. 1 (2022): 13–27.

⁴⁸ Nelli Agustina Harahap, "Penerapan Model Pembelajaran Contextual Teaching and Learning Untuk Meningkatkan Hasil Belajar IPA Pada Siswa Kelas V SDN 1110 Pirnak Barumun" (UIN Syahada Padangsidimpuan, 2024).

⁴⁹ Rina Juliana, "Pengaruh Strategi Pembelajaran Contextual Teaching and Learning Dan Pemanfaatan Sumber Belajar Terhadap Hasil Belajar Siswa Dalam Bidang Studi Al-Qur'an Hadis" (IAIN Padangsidimpuan, 2014).

C. Conceptual Framework

The problems face by the students in the reading comprehension usually because the students are lack of the background knowledge about what they are learning and reading, students lack of vocabulary that makes them difficult to understand the meaning of the text, and the students often misunderstand the context of the text they are reading.

The concept of the CTL (contextual teaching and learning) seems to be suitable enough to these problems. The contextual teaching and learning instructs the students to become more active in the learning activity by involving the students in understanding the context and in organizing the social skills to increase more knowledge.

The researcher will use two classes as the experimental class and the control class for this research. Those classes will be used to collect the data. The experimental class will be taught by using CTL (Contextual Teaching and Learning) and the control class will let to use teachers' or conventional way. To examined the data and the proved of the increase or effect, the research conducting the pre-test and post-test.

The figure below showed the concept of the framework in this research:

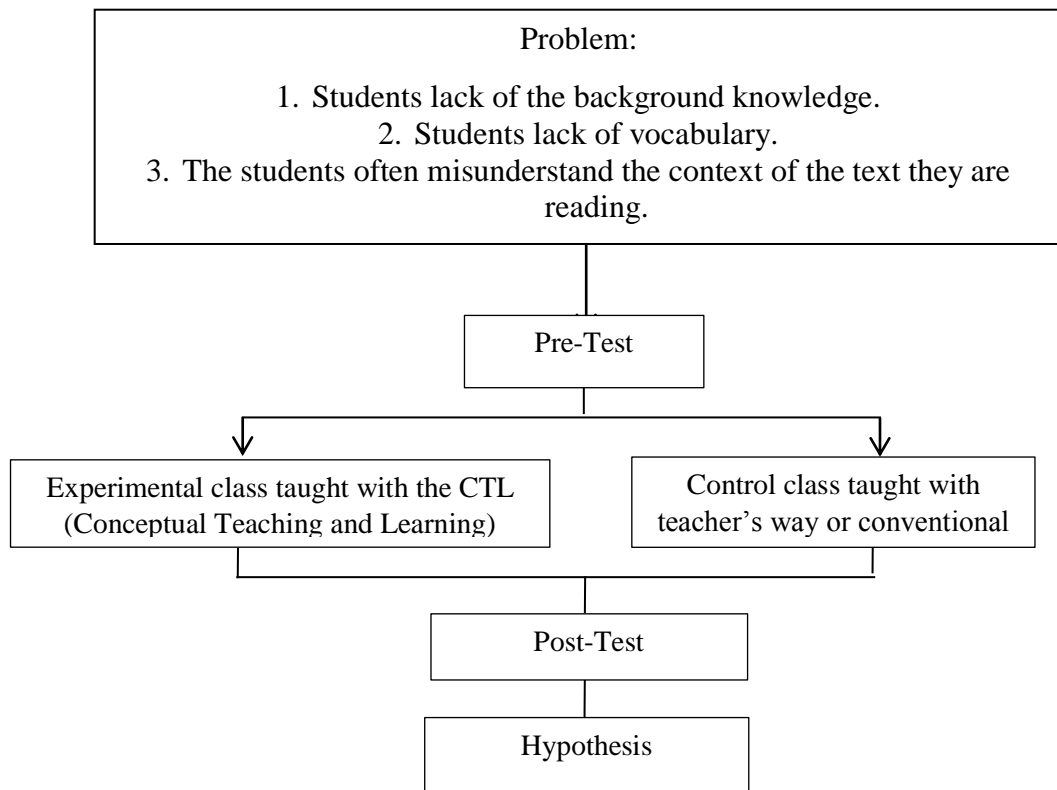


Figure II. 1. Conceptual Framework

D. Hypothesis

This research will be formulates the hypothesis as follows:

H_a : There is a significant effect of using Contextual Teaching and Learning in students Reading Comprehension mastery at the XI Grade of SMAN 1 Halongonan.

H_o : There is no significant effect of using Contextual Teaching and Learning in students Reading Comprehension mastery at the XI Grade of SMAN 1 Halongonan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

This research took place which is located in SMAN 1 Halongonan. It is precisely located at Jl lintas gunungtua-langga payung, Padanglawas Utara, North Sumatera. This research conducted in March until September 2025.

B. The Research Design

The design of this research used quantitative research with experimental research with true experimental design. Experimental research is the research done to investigate whether an activity or treatment can make difference in result for participants.⁵⁰ The experimental research used to investigate the effect of the CTL (Contextual Teaching and Learning) towards students' reading comprehension. The experimental research for this research done to know and to compare the differences of the treatment in the experimental class and class with no treatment in control class. The construction showed as follows:

Table III. 1. Pre-test Post-test Control Group Design

Experimental Class or Group	Pre-Test	Experimental Treatment (CTL)	Post-Test
Control Class or Group	Pre-Test	No Treatment	Post-Test

Source: Creswell⁵¹

⁵⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, ed. Christina Robb, Matthew Buchholtz, and Karen Mason, 4th editio (Boston: Pearson Education, Inc., 2012).

⁵¹ Creswell.

C. Population and Sample

a. Population

The population of this research took the eleventh grade of the SMAN 1 Halongonan. There are 6 classes of the eleventh grade in the SMAN 1 Halongonan. With the description as follows:

Table III. 2 Population of the Research

No	Class	Students
1	XI-1	31
2	XI-2	32
3	XI-3	32
4	XI-4	30
5	XI-5	31
6	XI-6	30
Total		186

b. Sample

The sample of this research consisted of two classes with 63 students. The sample chosen by using simple random sampling technique. This technique used because the condition of the population that homogeneous, or have the same grade, same teacher, and same expected knowledge.

Table III. 3 Sample of the Research

No	Class		Students
1	Experimental Class	XI- 5	31
2	Control Class	XI-2	32
Total			63

D. Definition of Operational Variables

To avoid the misunderstanding and ambiguity, this research conducting two variables that the definition of those described as follows:

1. Contextual Teaching and Learning or CTL

Contextual Teaching and Learning (CTL) is a method or learning concept that assists teacher in connecting the teaching material or the learning subject material to the real word context so the students get more comprehending it.

2. Reading Comprehension

Reading comprehension is the complex activity that involves the coordination of the ability to read, comprehend, and process the content to get the meaning or to understand the meaning as a whole with the context.

E. Instrument of the Research

In the research, one of the most important things is the instrument. Instrument used as the tool to collecting and gathering the data for the research. This research investigated the students reading comprehension as the variable to measure the improvement by implementing the CTL in class.

The indicators of the reading comprehension were: finding factual information, identifying main ideas, determining meaning of vocabulary in context, social function, and finding conclusion.

The instrument used in this research was the reading test with multiple choice forms. This multiple choice given with following text to the students and the students choose the correct answer of the question based on the text. The text applied for several questions like 5 numbers per text. This research

used multiple choice test for pre-test and post-test. The result from these test used as the measurement to the students reading comprehension mastery.

The test consisted of the text that related to the students learning in eleventh grade of senior high school such as climate change, digital gadgets and more. The test consisted of 25 items of multiple choices which divided into 5 texts that followed by 5 multiple choices. Each of the items scored 4 points so the maximal corrects will fulfil the 100 points. The items per indicator and calculation of the scoring delivered as follows:

Table III.4 The Indicators and Reading Comprehension Instrument

No	Indicators	Items	
		Pre-Test	Post-Test
1	Finding Factual Information	3,4,10,11,16,17	2,3,9,10,19
2	Identifying Main Ideas	1,2,14,15	1,13,14,18
3	Determining Meaning of Vocabulary in Context	7,8,19	6,7,11,16,17
4	Social Function	6,13,20	5,8,15
5	Finding Conclusion	5,9,12,18	4,12,20

Source: *English Syllabus 2013 Curriculum*

The scoring is obtained using the following formula:

$$\text{Score} = \frac{B}{N} \times 100 = \frac{1}{20} \times 100 = 5$$

B = number of question answers correctly

N = number of question ⁵²

If all questions (20 question) are answered successfully the score is 100. The students' minimum mastery criteria (kkm) is 75. Therefore, to achieve the completeness each student must be able to answer at least 15.

⁵² Asrul, Rusydi Ananda, and Rosinta, *Evaluasi Pembajajaran, Ciptapustaka Media* (Bandung: Ciptapustaka Media, 2014).

F. Validity and Reliability of Instrument

a. Validity

Validity used to test to make sure that the test is valid enough for the research. Validity is important to do before the research. The reading test instrument has to be valid before implemented as a tool for gaining the data for the research. This research used content validity where the validity done by discussing the items of the questionnaire whether if it is relevant to the topic and measuring purpose. The researcher use expert validity to validate the test instrument, where the researcher needs to discuss the item to the expert. The expert of this matter is the English teacher of the eleventh grade SMAN 1 Halongonan. This research used expert validity considerate in the used of text within the tests so it needs the discussion and validation from the expert where the expert suggested the best content related to the students' ability.

To measure the validity of the test the *pearson product moment* formula can be implemented, the formula described as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Description:

r_{xy} = Coefficient Correlation

N = Amount of Samples

X = Variable X

Y = Variable Y⁵³

⁵³ Adam Malik, *Pengantar Statistika Pendidikan*, ed. Minan Chusni (Yogyakarta: Deepublish, 2018), p.97.

The result from the validity test shown as the table below:

Table III.5 Items Validity

No item	R-count (R_{XY})	R-Table	Result
1	0,654	0,44	Valid
2	0,222	0,44	Not Valid
3	0,578	0,44	Valid
4	0,493	0,44	Valid
5	0,602	0,44	Valid
6	0,465	0,44	Valid
7	0,448	0,44	Valid
8	0,448	0,44	Not Valid
9	0,455	0,44	Valid
10	0,401	0,44	Not Valid
11	0,497	0,44	Valid
12	0,448	0,44	Valid
13	0,488	0,44	Valid
14	0,516	0,44	Valid
15	0,430	0,44	Not Valid
16	0,513	0,44	Valid
17	0,444	0,44	Valid
18	0,573	0,44	Valid
19	0,444	0,44	Valid
20	-0,018	0,44	Not Valid
21	0,346	0,44	Not Valid
22	0,522	0,44	Valid
23	0,549	0,44	Valid
24	0,586	0,44	Valid
25	0,322	0,44	Not Valid
26	0,562	0,44	Valid
27	0,488	0,44	Valid
28	0,520	0,44	Valid
29	0,323	0,44	Not Valid
30	0,299	0,44	Not Valid
31	0,658	0,44	Valid
32	0,638	0,44	Valid
33	0,615	0,44	Valid
34	0,530	0,44	Valid
35	0,223	0,44	Not Valid
36	0,611	0,44	Valid
37	0,545	0,44	Valid
38	0,154	0,44	Not Valid
39	0,502	0,44	Valid
40	0,518	0,44	Valid

Based on the data above, the data with R-count (R_{xy}) > R-table categorized and indicates the valid items. Meanwhile the data with R-count (R_{xy}) < R-table categorized into not valid items. The conclusion of the items with valid and not valid were consist of the 29 items valid and 11 items that indicates as not valid items. For the clearer view of the result the data below delivered the valid and not valid items in group:

Table III. 6 tems Validity Result

Items Valid	Items Not Valid
Questions Number: 1, 3, 4, 5, 6, 7, 9, 11, 12, 13, 15, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 31, 32, 33, 34, 36, 37, 39, 40	Questions Number: 2, 8, 10, 15, 20, 21, 25, 29, 30, 35, 38,
Total items valid: 29 items	Total Items Not Valid: 11 Items

b. Reliability

Reliability need to create a good test because a test must be reliable as a measuring instrument. The instrument is said reliable when the instrument is believable to use as an instrument of collecting data because the instrument is good. To measured and calculated the data reliability there are two criteria with following formulas that can be implemented in reliability of the instrument. These two criteria described as follows:

- a. If *alpha cornbach* > 0.60 at the level of significance 5%, it means that the instrument is reliable.
- b. If *alpha cornbach* < 0.60 at the level of significance 5%, it means that the instrument is not reliable.

The formula:

$$r_n = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum si^2}{st^2} \right)$$

Notes :

r_n = test reliability coefficient

n = the number of items issued in the test

$\sum si^2$ = the number of variance scores for each item

st^2 = total variance ⁵⁴

Table III. 6 Reliability Result

Reliability Statistics	
Cronbach's Alpha	N of Items
,915	29

It can be seen that from the data above showed the Cronbach's Alpha result was bigger than 0.60. Which the number was (0.915 > 0.60).

This means that the items was reliable and able to measure the same subject overtime while results indicate a consistent outcome.

G. The Procedure of the Research

This research deals with the effect of Contextual teaching and learning or (CTL) to students' reading comprehension mastery which is lead to the matter that this research applied the treatment. This research used two kinds of test they are pre-test and post-test. The structure of the procedure were pre-test and then treatment for the experimental class and the last is post-test. The procedure use to see the effect of the method that was given. The further explanations were about the procedure of the research are:

⁵⁴ Anas Sudijono, *Pengantar Statistik Pendidikan* (Raja Grafindo Persada, 2018).

a) Pre-Test

Pre-test were the given before doing the treatment. Pre-test were given to the both class experimental class and control class. This pre-test was directly given to the students. The students just immediately get in the test without having any treatment or learning about the specific strategy as CTL.

b) Treatment

The treatment would be done by the researcher teach the participants or the experimental class with the CTL (Contextual Teaching and Learning). Which was the researcher took 2 to 4 meetings in order to give the CTL treatment to teach reading materials to the participants. The implementation of the CTL in students learning follows the procedures and steps as it delivered in the chapter 2.

c) Post-Test

The post-test was given to both-classes, experimental class and control class. The post-test given after the researcher done the treatment to the experimental class participants. From the post test the result of both classes represented and decided how the CTL affected in the students reading comprehension achievement.

All the results were collected by the researcher to get analysis and correction in students answer sheets.

H. Technique of Data Analysis

a. Normality test

To examined whether the data is normal or not the researcher used the *Saphiro Wilk* condition and the product moment calculation to find the result. The condition were . It can be said that the data distribution is normal if the significance level is more than 0.05 which means that H0 is accepted and H1 is rejected. The calculation examined by using SPSS v.25. The result of the data calculation can be seen from the table below:

Table. III. 8 Normality test table

Tests of Normality							
	Value	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Experimental Pre-test	,122	31	,200 [*]	,970	31	,524
	Experimental Post-test	,159	31	,043	,940	31	,080
	Control Pre-test	,138	32	,125	,965	32	,378
	Control Post-test	,140	32	,116	,940	32	,077
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Where can be presented from the data in pre-test and post-test of experimental class were normal because the sig. value > 0.05 which experimental pre-test calculation was $0.524 \geq 0.05$ and experimental post-test calculation was $0.080 > 0.05$. It is also showed normally in control class which in pre-test $0.378 \geq 0.05$ and post-test of control class was $0.077 \geq 0.05$. So it can be concluded that data in both experimental class and control class were normality distributed.

b. Homogeneity test

Homogeneity test is use to see the data from two classes are same or different in variant case. Homogeneity test means to know whether control class and experimental class have same variant or not. The researcher use Levene test of homogeneity of variance that examined by using SPSS v.25 to calculate the data.

The formula is as follow:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

The test criteria are:

If the significant value (sig)>0.05, the data variance of two classes is homogeneous.

If the significant value (sig)<0.05, the data variance of two classes is not homogeneous.⁵⁵

The result of the homogeneity calculation can be seen from the table below:

Table. III. 9 Homogeneity table

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	2,017	1	61	,161
	Based on Median	1,676	1	61	,200
	Based on Median and with adjusted df	1,676	1	59,722	,200
	Based on trimmed mean	1,929	1	61	,170

Based on the analysis result of homogeneity of variance using SPSS v.26, calculation obtained a significance value (sig) based on mean

⁵⁵ Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2011).

was 0.161. Based on criteria for testing data homogeneity using SPSS v.26 the criteria of the data is homogeneity must fulfil a value significance (sig) based on mean > 0.05 , and as it showed in the table above (sig) based on mean $0.161 > 0.05$ which it means the data value of the sample has a homogenous variance

c. Hypothesis test

In testing the hypothesis the researcher used T-test precisely independent sample t-test. This test showed the significant difference between mean score of the experimental class and control class. The condition to know whether the hypothesis is accepted or not is:

“if the t-count lower than t-table, hypothesis is rejected (H₀ is accepted and H_a is rejected) it means that there is no significant effect”

“if the t-count higher than t-table, hypothesis is accepted (H₀ is rejected and H_a is accepted) it means that there is significant effect”

To examine the hypothesis the researcher use SPSS v.25.

The formula as follows:

$$t = \frac{Xa - Xb}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

Where:

t : the value which the statistical significant

Xa : the average score of the experimental class

Xb : the average score of the control class

S₁² : deviation standard of the experimental class

S^2 : deviation standard of the control class

n_1 : number of experimental class

n_2 : number of control class⁵⁶

The calculation of the hypothesis test can be seen in the table below:

Tabel. III. 10 Result of T-test from the Both Averages

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	2,017	,161	5,698	61	,000	9,214	1,617	5,980	12,447
	Equal variances not assumed			5,717	59,146	,000	9,214	1,612	5,989	12,438

Based on the table above, it can be seen that t_{count} is 5.698 and 5.717 and t_{table} gotten from the df 61/60 was 1.670. It means that $t_{\text{count}} > t_{\text{table}}$ (5.698 and 5.717 > 1.670). So, H_a is accepted and H_0 is rejected. Therefore, the sig.2 tailed showed that it is lower than 0.05 where $0.000 < 0.05$ and it means that the H_a accepted and H_0 rejected.

⁵⁶ Sugiyono, "Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D," 2015.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presented research result in order to find the effectiveness of Contextual Teaching and Learning on students' Reading Comprehension ability at grade XI SMA N 1 Halongonan. The researcher had calculated the data using pre-test and post-test. The researcher conducted the research with pre-test to know the students' Reading Comprehension understanding before given the treatment and post-test to know the students' Reading Comprehension ability after given the treatment by using Contextual Teaching and Learning. Applying quantitative research, the research used the formulation of t-test to test the hypothesis. In this below, research described the result based on the data that has been researcher as follow:

A. Description of Data

1. The Description of Data before Using Contextual Teaching and Learning

a. Score of Pre-Test Control Class

Class XI-2 was as Control class in this research. The researcher calculated the result that had been gotten by the students' Reading Comprehension ability during the pre-test for the control class. The calculation of the students' score statistically could be seen in the following table:

Tabel. IV. 1 The Score Control Class in Pre-Test

Descriptive	Statistic
Total	1801
The Highest Score	75
The Lowest Score	40
Mean	56.28
Median	55
Modus/Mode	60
Range	35
Interval	6
Standard Deviation	8.23

Based on the data above, it showed that the total amount of data in control class was 32. The total score of the control class in pre-test was 1801, with the highest score of the student was 75 and the lowest or minimum score of the student was 40 and obtained the difference between the highest score and the lowest score was 35. The middle of the value/score in order from lowest to the highest or the highest to lowest got in data score pre-test control class was 55. The number that appeared most frequently in the data was 60; with the 8 students with that score. From the data above, the mean score of pre-test control class was 56.28 and standard deviation was 8.23. The data showed that the standard deviation is far from the mean, which means that the data has variations. The more variation in the data means the data distribution was good.

Then, the computed of the frequency distribution of the students' score of pre-test control class presents in the table below:

Tabel. IV. 2 Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	40-45	42.5	4	13%
2	46-51	48.5	6	19%
3	52-57	54.5	8	25%
4	58-63	60.5	8	25%
5	64-69	66.5	3	9%
6	70-75	72.5	3	9%
	I= 6		32	100%

From table IV.2, The interval class was 6, obtained by dividing the range by the total class. The data above showed the students score result in the representation of the group or class. Based on the table above the group or data class interval were 6 with interval was 6 and start from the lowest score 40. The data showed the percentages each group or data class represent. The data showed the highest percentage was at the middle class around the third and the fourth class of the data class interval.

In order to get the description of the data as a whole picture, and represented in order to find out the normality as general view the researcher presents the data in histogram on the following figure:

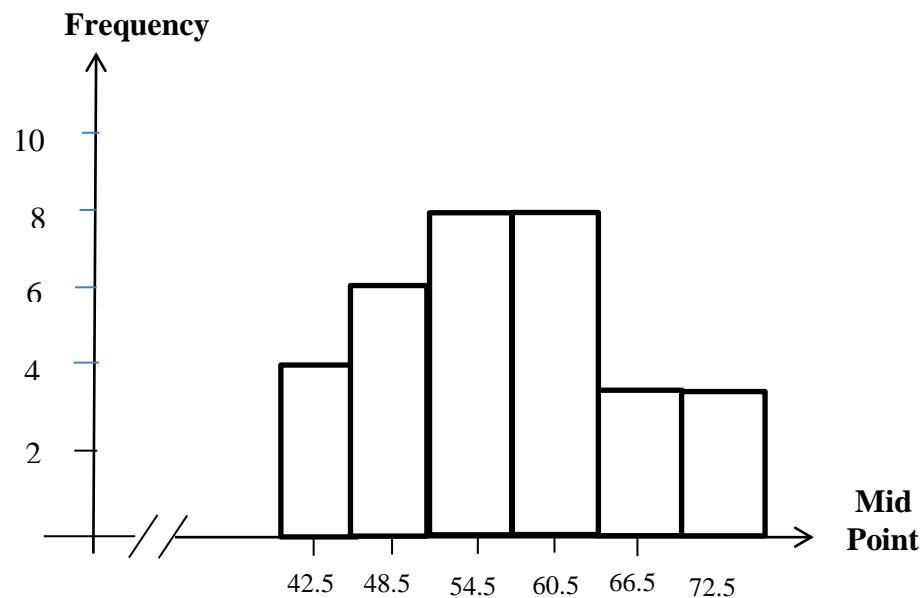


Figure. IV. 2 Score Pre-Test in Control Class

Based on figure above, the median shows the middle value of each interval class and the height and low of the histogram's bar shows the frequency in that interval class. From the data above, it can be seen that the data represent the highest peak was at the middle part with the mid-point was 54.5 and 60.5 as it is in line with the previous data representation. Overall the diagram showed the upside down parabola that represents the data distributed normally.

b. Score of Pre-Test Experimental Class

Class XI-5 was as Experimental class in this research. The researcher calculated the result that had been gotten by the students' Reading Comprehension understanding during the pre-test for the experimental class. The calculation of the students' score statistically could be seen in the following table:

Tabel. IV. 3 The Score Experimental Class in Pre-Test

Descriptive	Statistic
Total	1770
The Highest Score	75
The Lowest Score	40
Mean	57.09
Median	55
Modus/Mode	55
Range	35
Interval	6
Standard Deviation	8.24

Based on the data above, it showed that the total amount of data in experimental class was 31. The total score of the control class in pre-test was 1770, with the highest score of the student was 75 and the lowest or minimum score of the student was 40 and obtained the difference between the highest score and the lowest score was 35. The middle of the value/score in order from lowest to the highest or the highest to lowest got in data score pre-test control class was 55. The number that appeared most frequently in the data was 55; with the 7 students with that score. From the data above, the mean score of pre-test control class was 57.09 and standard deviation was 8.24. The data showed that the standard deviation is far from the mean, which means that the data has variations. The more variation in the data means the data distribution was good.

Then, the computed of the frequency distribution of the students' score of pre-test experimental class presents in the table below:

Tabel. IV. 4 Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	40-45	42.5	4	13%
2	46-51	48.5	5	16%
3	52-57	54.5	7	23%
4	58-63	60.5	7	23%
5	64-69	66.5	5	16%
6	70-75	72.5	3	10%
	I= 6		31	100%

From table IV.4, The interval class was 6, obtained by dividing the range by the total class. The data above showed the students score result in the representation of the group or class. Based on the table above the group or data class interval were 6 with interval was 6 and start from the lowest score 40. The data showed the percentages each group or data class represent. The data showed the highest percentage was at the middle class around the third and the fourth class of the data class interval.

In order to get the description of the data as a whole picture, and represented in order to find out the normality as general view the researcher presents the data in histogram on the following figure:

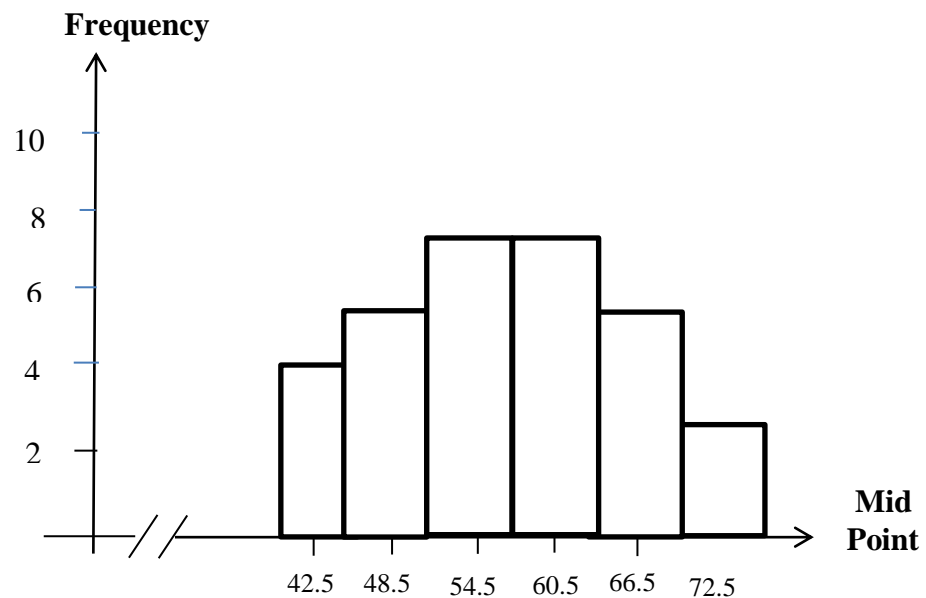


Figure. IV. 2 Score Pre-Test in Experimental Class

Based on figure above, the median shows the middle value of each interval class and the height and low of the histogram's bar shows the frequency in that interval class. From the data above, it can be seen that the data represent the highest peak was at the middle part with the mid-point was 54.5 and 60.5 as it is in line with the previous data representation. Overall the diagram showed the upside down parabola that represents the data distributed normally.

2. The Description of Data after Using Contextual Teaching and Learning

a. Score of Post-Test Control Class

Class XI-2 was selected as Control class in this research. The researcher calculated the result that had been gotten by the students' Reading Comprehension understanding during the post-test for the

control class. The calculation of the students' score statistically could be seen in the following table:

Tabel. IV. 5 The Score Control Class in Post-Test

Descriptive	Statistic
Total	2120
The Highest Score	80
The Lowest Score	55
Mean	66.25
Median	65
Modus/Mode	65
Range	25
Interval	5
Standard Deviation	7.07

Based on the data above, it showed that the total amount of data in control class was 32. The total score of the control class in pre-test was 2120, with the highest score of the student was 80 and the lowest or minimum score of the student was 55 and obtained the difference between the highest score and the lowest score was 25. The middle of the value/score in order from lowest to the highest or the highest to lowest got in data score pre-test control class was 65. The number that appeared most frequently in the data was 65; with the 8 students with that score. From the data above, the mean score of pre-test control class was 66.25 and standard deviation was 7.07. The data showed that the standard deviation is far from the mean, which means that the data has variations. The more variation in the data means the data distribution was good.

Then, the computed of the frequency distribution of the students' score of post-test control class presents in the table below:

Tabel. IV. 6 Frequency distribution of students' score

No	Interval	Mid-Point	Frequency	Percentages
1	55-59	57	4	13%
2	60-64	62	6	19%
3	65-69	67	8	25%
4	70-74	72	8	25%
5	75-79	77	4	13%
6	80-84	82	2	6%
	I= 5		32	100%

From table IV.6, The interval class was 5, obtained by dividing the range by the total class. The data above showed the students score result in the representation of the group or class. Based on the table above the group or data class interval were 6 with interval was 5 and start from the lowest score 55. The data showed the percentages each group or data class represent. The data showed the highest percentage was at the middle class around the third and the fourth class of the data class interval.

In order to get the description of the data as a whole picture, the researcher presents them in histogram on the following figure:

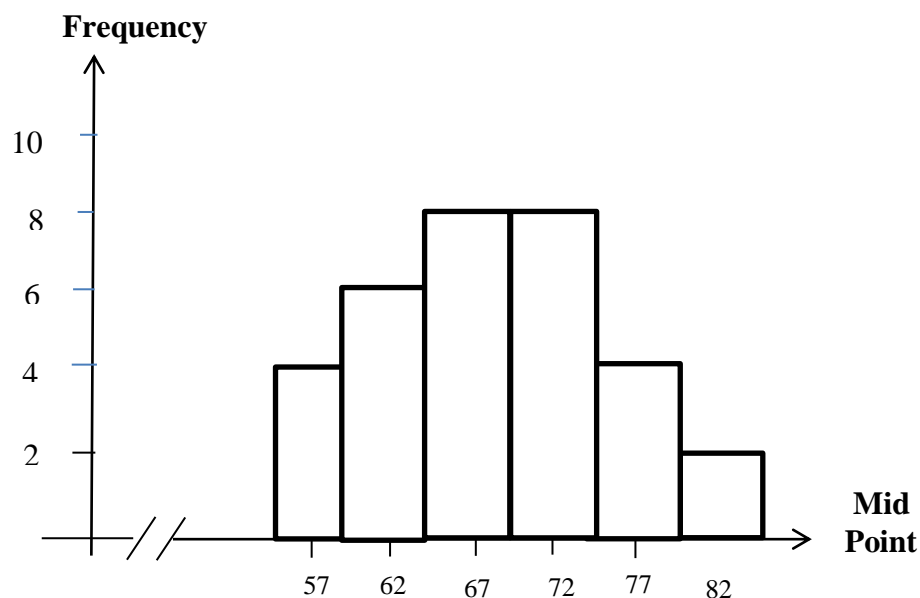


Figure. IV. 3 Score Post-Test in Control Class

Based on figure above, the median shows the middle value of each interval class and the height and low of the histogram's bar shows the frequency in that interval class. From the data above, it can be seen that the data represent the highest peak was at the middle part with the mid-point was 67 and 72 as it is in line with the previous data representation. Overall the diagram showed the upside down parabola that represents the data distributed normally.

b. Score of Post-Test Experiment Class

Class XI-5 was as Experimental class in this research. The researcher calculated the result that had been gotten by the students' Reading Comprehension understanding during the post-test for the experiment class. The calculation of the students' score statistically could be seen in the following table:

Tabel. IV. 7 The score experimental class in post-test

Descriptive	Statistic
Total	2360
The Highest Score	90
The Lowest Score	65
Mean	76.13
Median	75
Modus/Mode	75
Range	25
Interval	5
Standard Deviation	6.012

Based on the data above, it showed that the total amount of data in experimental class was 31. The total score of the control class in pre-test was 2360, with the highest score of the student was 90 and the lowest or minimum score of the student was 65 and obtained the difference between the highest score and the lowest score was 25. The middle of the value/score in order from lowest to the highest or the highest to lowest got in data score pre-test control class was 75. The number that appeared most frequently in the data was 75; with the 8 students with that score. From the data above, the mean score of pre-test control class was 76.13 and standard deviation was 6.012. The data showed that the standard deviation is far from the mean, which means that the data has variations. The more variation in the data means the data distribution was good.

Then, the computed of the frequency distribution of the students' score of pre-test experimental class presents in the table below.

Tabel. IV. 8 Frequency distribution of students' score

No	Interval	Mid-Point	Frequency	Percentages
1	65-69	67	2	7%
2	70-74	72	7	23%
3	75-79	77	9	30%
4	80-84	82	9	30%
5	85-89	87	3	10%
6	90-94	92	1	3%
	I= 5		31	100%

From table IV.8, The interval class was 5, obtained by dividing the range by the total class. The data above showed the students score result in the representation of the group or class. Based on the table above the group or data class interval were 6 with interval was 5 and start from the lowest score 65. The data showed the percentages each group or data class represent. The data showed the highest percentage was at the middle class around the third and the fourth class of the data class interval.

In order to get the description of the data as a whole picture, the researcher presents them in histogram on the following figure:

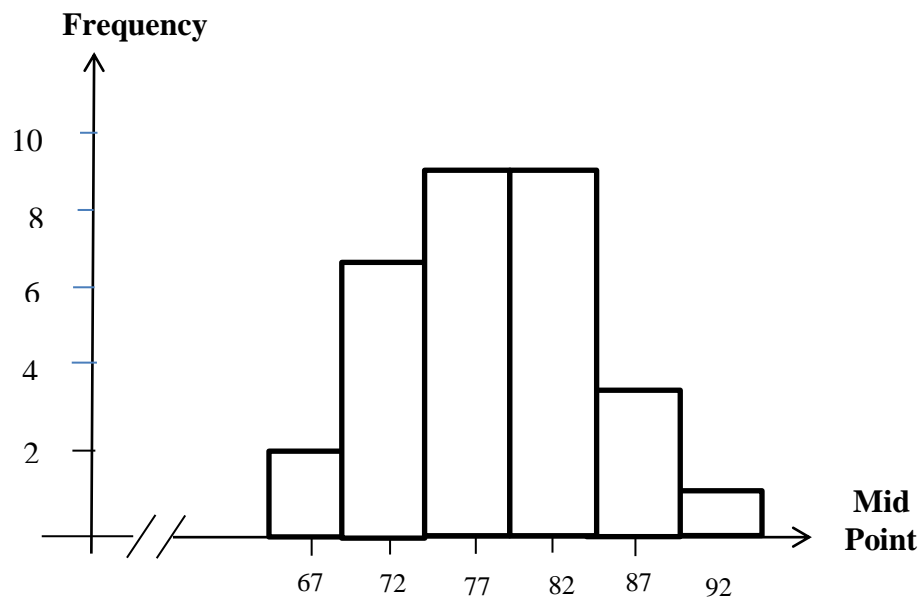


Figure. IV. 4 Score Post-Test in Experimental Class

Based on figure above, the median shows the middle value of each interval class and the height and low of the histogram's bar shows the frequency in that interval class. From the data above, it can be seen that the data represent the highest peak was at the middle part with the mid-point was 77 and 82 as it is in line with the previous data representation. Overall the diagram showed the upside down parabola that represents the data distributed normally.

B. Result

Requirement test is the test to find out mean score of the data and also prove whether the data is normal and homogeny or not and also represent the T-test to show the impact of the learning method used.

1. Before using Contextual Teaching and Learning (CTL) game, the mean score of pre-test for experimental class was 57.09 and the mean score of pre-test for control class was 56.28.

2. After using Contextual Teaching and Learning (CTL) game, the mean score of experimental class was higher than control class. The mean score of post-test for the experimental class was 76.13 and the mean score of post-test for control class was 66.25.
3. The researcher found the research result of t-test where t_{count} was higher than t_{table} where in the nominal was ($t_{\text{count}} . 5.698 \text{ and } 5.717 > t_{\text{table}} 1.670$). It meant that H_a was accepted, so there was a significant effectiveness of using Contextual Teaching and Learning (CTL) in teaching reading comprehension at grade XI SMA N 1 Halongonan.

Tabel. IV. 9 Result of T-test from the Both Averages

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	2,017	,161	5,698	61	,000	9,214	1,617	5,980	12,447
	Equal variances not assumed			5,717	59,146	,000	9,214	1,612	5,989	12,438

Based on calculation that can be seen on the third chapter and appendix, it can be seen that t_{count} is 5.698 and 5.717 and t_{table} gotten from

the df 61/60 was 1.670. It means that $t_{\text{count}} > t_{\text{table}}$ (5.698 and 5.717 > 1.670). The conclusion is “there is a significant effect of using Contextual Teaching and Learning (CTL) on students’ Reading Comprehension ability at the XI Grade SMA N 1 Halongonan”.

C. Discussion

The result of this research found that Contextual Teaching and Learning gave the significant effect for students’ Reading Comprehension ability in grade XI SMA N 1 Halongonan. It can be seen from the calculation of the data and test hypothesis using T-test formula.

As it consider that Contextual Teaching and Learning have impact on students Reading Comprehension ability and understanding, the researcher also discussed the result and method on other researchers to conduct the appropriate data and result in this research. Researcher proved that Johnson theory which Contextual Teaching and Learning considered as the learning strategy or method that can lead students to get the deeper understanding. It was proved by hypothesis that showed t_{count} 5.698 and 5.717 > 1.670 or t_{count} was higher than t_{table} . It was also supported by looking at Sig.(2-tailed) < 0.05 (0.000 < 0.05). So, it can be concluded that using Contextual Teaching and Learning can effects on students’ Reading Comprehension.

In order to strengthen the disussion in this researach, researcher also provided the related cases with this research. The first finding is from Irmawatimulyatun, this research was conducted by using experimental research, which has the same method as this research. The result found in the

research that show a significant difference between the experimental class and the control class ($t = -2.70$; $p 0.05$). The difference between the control class and the experimental class, using a 95% confidence level, is -5.25842 to 4.00842.. Then, it can be said that the Contextual Teaching and Learning technique can be successfully used to improve the descriptive writing abilities of eighth-graders at SMPN 1 Labuapi.⁵⁷

The second study was from Sianipar, this research also conducted using the experimental research to investigate the effect of Contextual Teaching and Learning on students' reading comprehension at SMP 3 PSKD Jakarta. The result findings show that can be seen through the mean scores of post-test in the experimental group is 16.10 and the mean score of post-test in the control group is 15.95. Then, based on the research hypothesis showed that the hypothesis is accepted proved by the sig.value is lower than 0.05. Based on the result it can be said that Contextual Teaching and Learning significantly affected the eighth graders reading comprehension at SMP 3 PSKD Jakarta.⁵⁸

The third was the findings study from Husna, this research conducted by using descriptive analysis research. The result of this research concluded that teaching reading through contextual teaching and learning approach can make learning in reading more enjoyable. Using contextual teaching and learning approach can be one alternative way to increase students' skill in

⁵⁷ Irmawatimulyatun, "The Effectiveness of Contextual Teaching and Learning (CTL) Approach in Writing Skills" (Muhammadiyah University of Mataram, 2023).

⁵⁸ Fransisca Lafayette Sianipar, "The Effect of Using Contextual Teaching and Learning to Eighth Graders' Reading Comprehension at SMP 3 PSKD Jakarta SMP 3 PSKD Jakarta," *Journal of English Teaching* 4, no. 1 (2018): 54–61.

reading. By using this approach, students were encouraged increasing their skill by constructing their own understanding.⁵⁹

Those research or findings above have differences to this research. This can be seen by the research method or techniques use, the time and place taken, and the field of the research. This research precisely takes place or conducted at the eleventh Grade Students of SMAN 1 Halongonan. The type of this research is experimental research with experimental- control class group with pre-test and post-test to examined the effect of Contextual Teaching and Learning (CTL) to reading comprehension.

D. Threat of the Research

The researcher has found threats in this research as follow:

1. The limit of time makes the concentration and seriousness of the students in answering the test were unknown to the researcher.
2. Some of the students were not serious in answer pre-test and post-test. Although they seemed not serious, they still do the test by themselves.
3. The English teachers in the school were not familiar to the model or game used in language teaching. It is beyond the researcher ability to implement this strategy to the real application according to the limit of the material and the tools.

⁵⁹ Nida Husna, "Teaching Reading Using Contextual Teaching and Learning Approach" (Syarif Hidayatullah State Islamic University, 2009).

CHAPTER V

CONCLUSION, SUGGESTIONS AND IMPLICATION

A. Conclusion

This chapter presenting the summary of data on the effectiveness of using Contextual Teaching and Learning (CTL) game on students' Reading comprehension mastery at the XI grade of SMA N 1 Halongonan also the effectiveness of Contextual Teaching and Learning (CTL) in language teaching precisely in Reading comprehension. Drawing on the findings of the conducted research, it can be conclude that:

There is increasing improvement of the students learning achievement in reading comprehension by using CTL reached 19.04 or 25%. Which it means that there is the different compare before and after using CTL in learning activity in reading comprehension with the increasement of 19.04 or 25%. This increasing shown that the CTL was effective enough to improve the students learning in reading comprehension, where this is leads to the statement that the CTL is recommended for teaching and learning improvement.

B. Suggestions

After finishing the research, the researcher got much information in the field of foreign language teaching at school and classroom activities. Researcher found that the way of teaching or teaching strategy can affects the result of teaching itself. In hence, from that experience, the researcher hoped some things need to be considered. . It makes the researcher give some suggestion, as follow:

- a. From the researcher result it is expected to the teacher and the school colleges to pay more attention in learning strategy could be have some workshop to the teacher about the learning strategy or so on.
- b. From the research result it is also expected to the English teacher to apply this Contextual Teaching and Learning (CTL) as one of the way in teaching reading comprehension in class to achieve and increase the reading comprehension or the other skills.
- c. To the other researcher, suggested to use this topic and materials to implemented as the references and it is really suggested to explore more advantages using CTL in order to increase the other skills.

C. Implication

Based on the result of this study, the implication can be stated that the learning strategy is one of the biggest considerations to improve and increase teaching and learning achievement and to reach the proper goals of the teaching and learning. Nowadays finding the correct material and tools to help the strategy implemented in school learning is easier by the help of the technology. According to the result that showed the using of CTL in the classroom learning can increase the students' achievement into 25%. This leads that the strategy in learning and teaching activity can get students into the deeper understanding moreover if the experienced the learning material and context by themselves.

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APPENDIX 1: Lesson Plan Control Class and Experimental Class

LESSON PLAN (Control Class)

Sekolah	: SMA Negeri 1 Halongonan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI
Materi Pokok	: Descriptive Text
Skill	: Reading
Alokasi Waktu	: 2 x 45

A. Kompetensi Inti

1. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

B. Kompetensi Dasar

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya.
2. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator

1. Siswa mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

2. Siswa mampu memperbandingkan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
3. Siswa mampu menciptakan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, secara tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
4. Siswa mampu menampilkan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan dengan cara membacakan teks deskriptif yang telah dibuat.

D. Tujuan Pembelajaran

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya..
2. Memperbandingkan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
3. Menciptakan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, secara tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
4. Menampilkan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan cara membacakan teks deskriptif yang telah dibuat.

E. Materi Pembelajaran

1. Descriptive Text

F. Metode Pembelajaran

1. Teacher Center

G. Langkah- Langkah Aktivitas Pembelajaran

Langkah pembelajaran
Pre- Teaching <ol style="list-style-type: none">5. Guru membuka pelajaran dengan menyapa siswa.6. Guru meminta salah seorang siswa untuk memimpin doa.7. Guru mengabsen siswa dan memberikan apresiasi bagi siswa yang hadir.8. Guru menjelaskan topik yang akan dipelajari.9. Guru menjelaskan tujuan pembelajaran.10. Guru memberikan motivasi belajar kepada siswa
While Teaching <ol style="list-style-type: none">2. Guru menjelaskan tentang Descriptive Text secara singkat.3. Guru memperkenalkan materi pembelajaran kepada siswa.4. Guru meminta siswa membuka buku pelajaran.5. Guru menyampaikan materi mengenai Descriptive text mengenai strukturnya, language future yang dipakai dan sebagainya.6. Siswa mendengarkan penjelasan guru dan dipersilahkan bertanya mengenai hal yang kurang dimengerti.7. Guru meminta siswa mengerjakan soal latihan pada buku paket.8. Siswa mengoreksi tugas nya kepada guru.
Post- Teaching <ol style="list-style-type: none">1. Guru menanyakan siswa tentang pemahaman mereka terhadap materi pembelajaran.2. Guru menutup kelas dengan mengucapkan salam ,dan berdoa bersama.

H. Media Pembelajaran

1. Buku “Pathway to English”.
2. Spidol
3. Papan tulis
4. Kertas

LESSON PLAN (Experimental Class)

Sekolah	: SMA Negeri 1 Halongonan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI
Materi Pokok	: Descriptive Text
Skill	: Reading
Alokasi Waktu	: 2 x 45

A. Kompetensi Inti

1. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

B. Kompetensi Dasar

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya.
2. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator

1. Siswa mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
2. Siswa mampu memperbandingkan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

3. Siswa mampu menciptakan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, secara tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
4. Siswa mampu menampilkan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan dengan cara membacakan teks deskriptif yang telah dibuat.

D. Tujuan Pembelajaran

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya..
2. Memperbandingkan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
3. Menciptakan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, secara tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
4. Menampilkan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan cara membacakan teks deskriptif yang telah dibuat.

E. Materi Pembelajaran

1. Descriptive Text

F. Metode Pembelajaran

1. CTL (Contextual Teaching and Learning)

G.Langkah- Langkah Aktivitas Pembelajaran

Teacher' Activity	Procedure	Students Activity
Pre- Teaching 1. Guru membuka kelas dengan memberi salam. 2. Guru memeriksa daftar kehadiran siswa. 3. Guru bertanya kepada siswa tentang materi sebelumnya. 4. Guru menjelaskan materi baru.		1. Siswa menjawab salam dari guru dan berdoa sebelum belajar. 2. Siswa menjawab absensi dengan mengucapkan "hadir". 3. Siswa menyiapkan alat bantu pembelajaran. 4. Siswa menjawab pertanyaan guru. 5. Siswa mendengarkan penjelasan guru dengan saksama dan menambahkan beberapa catatan dari guru.
While Teaching 1. Guru menanyakan pengetahuan siswa tentang materi yang diberikan.	1. Konstruktivisme. Guru mengaktifkan pengetahuan siswa tentang materi.	1. Siswa mengangkat tangan dan menjawab pertanyaan guru. 2. Siswa berbicara tentang pemahaman mereka tentang materi tersebut. 3. Siswa mendiskusikan pemahaman mereka kepada guru dan menanyakan apakah pemahaman mereka benar atau salah.

Teacher' Activity	Procedure	Students Activity
1. Guru menginstruksikan siswa untuk menemukan materi atau konten mereka sendiri dalam konteks kehidupan nyata.	2. Penyelidikan. Guru memperbolehkan siswa menemukan materi mereka sendiri dalam konteks nyata.	1. Para siswa mulai memikirkan topik mereka sendiri untuk dipelajari. 2. Setiap siswa menyiapkan topik atau konten mereka sendiri. 3. Setiap siswa berbicara tentang topik tersebut dan menjelaskannya.
1. Guru memperbolehkan siswa untuk bertanya mengenai materi pokok dan materi yang telah dipilihnya	3. Bertanya. Siswa dapat bertanya kepada guru tentang sesuatu yang ingin mereka ketahui tentang materi pembelajaran.	1. Siswa mengangkat tangan untuk bertanya kepada guru tentang materi utama (Teks deskriptif). 2. Siswa bertanya kepada guru tentang topik mereka sendiri. Apakah topik tersebut cocok untuk dipelajari (Teks deskriptif). 3. Siswa memperhatikan penjelasan guru.
1. Guru menginstruksikan siswa untuk duduk sesuai kelompoknya karena guru telah mempersiapkan kelompok sebelum pembelajaran dimulai.	4. Komunitas Pembelajaran, pada bagian ini siswa diinstruksikan untuk membuat panduan kelompok oleh guru.	1. Siswa memindahkan tempat duduknya ke kelompoknya.
2. Guru menginstruksikan siswa untuk melakukan kolaborasi.		1. Siswa mendiskusikan topik mereka satu sama lain dalam kelompok. 2. Siswa berdiskusi tentang topik yang akan mereka laporkan atau presentasikan. 3. Siswa memilih satu materi dan mulai menyusun instruksi.

Teacher' Activity	Procedure	Students Activity
		<p>4. Siswa diperbolehkan melakukan investigasi tentang topik mereka dan membuat detail dengan mencari dari berbagai sumber atau di luar kelas.</p> <p>5. Siswa mencatat hal-hal penting tentang materi mereka.</p>
1. Guru memberikan instruksi dan contoh untuk mengerjakan tugas (membangun teks deskriptif).	5. Pemodelan. Pada bagian ini guru memberikan contoh tentang materi	<p>1. Siswa kembali ke kelas.</p> <p>2. Siswa memperhatikan penjelasan guru.</p> <p>3. Siswa mendengarkan dengan saksama dan mencatat.</p> <p>4. Siswa juga diperbolehkan bertanya.</p>
1. Guru memberikan komentar terhadap proses pembelajaran siswa dan memberikan saran serta semangat kepada siswa.	6. Merefleksikan, guru merefleksikan pembelajaran.	1. Siswa mendengarkan komentar guru dan menyarankan.
2. Guru meminta siswa untuk membangun teks dengan kelompoknya		<p>1. Siswa mencoba membuat teks atau materi bersama kelompoknya.</p> <p>2. Siswa mempresentasikan hasil diskusi mereka di depan kelas per kelompok.</p> <p>3. Siswa lain diperbolehkan bertanya tentang materi kelompok yang dipresentasikan.</p>

Teacher' Activity	Procedure	Students Activity
Post- Teaching 1. Guru meminta siswa untuk membuat teks deskriptif mereka sendiri secara individu dan memberikan penilaian autentik untuk mengevaluasi proses pembelajaran siswa.	7. Penilaian Autentik	1. Siswa ditugaskan untuk membuat teks deskriptif berdasarkan ide atau materi pertama yang mereka pilih sebelum sesi komunitas belajar. 2. Siswa membuat teks deskriptif mereka sendiri secara individu. 3. Siswa akan mendapatkan penilaian dari guru.
2. Guru menanyakan pemahaman siswa tentang materi		1. Siswa menjawab pertanyaan guru dan menceritakan permasalahan mereka. 2. Siswa membuat rangkuman dan catatan sementara guru menyimpulkan pelajaran. 3. Siswa bertanya kepada guru tentang hal-hal yang masih membingungkan. 4. Siswa mengucapkan salam dan berdoa bersama. .
3. Guru menutup kelas dengan salam.		1. Siswa mengucapkan salam dan berdoa bersama.

H. Media Pembelajaran

1. Buku "Pathway to English".
2. Spidol
3. Papan tulis
4. Proyektor
5. Laptop

APPENDIX 2: Item before validation

Instrument of Reading Comprehension Mastery at The XI Grade Students of

SMAN 1 Halongonan Paluta

Name :

Class :

Petunjuk Umum :

1. Sebelum mengerjakan soal bacalah doa dengan baik!
2. Tulis nama dan kelas pada lembar jawaban!
3. Kerjakan soal dengan teliti, bacalah text arahan soal dengan teliti!
4. Pilih jawaban benar dengan melingkari atau menyilang pada pilihan (a, b, c, dan d)!

Text 1

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and **inhabited** by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a **distinctive** taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are **inseparable** and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

Locating Factual Information

1. What are mountains topography that flanking Kediri?

- A) Dathok
- B) Tofu and Cigarette
- C) Brantas
- D) Kelud and Wilis

2. What is the centre topography of the Kediri town?

- A) Monument

B) Factory

C) Wilis Mountain

D) A large hill

3. What is the name of the river in Kediri?

- A) Dathok
- B) Tofu and Cigarette
- C) Brantas
- D) Kelud and Wilis

Identifying Core Ideas

4. The text focused on?

- A) Describe Kediri as town
- B) Describe Brantas
- C) Describe the topography
- D) Describe the food

5. How is the text describes Kediri?

- A) Kediri is the cold town
- B) Kediri is the town that famous for the food and the cigarette
- C) The famous for it's mountain
- D) Kediri is the quite town

Determining Meaning of Vocabulary in Context

6. What does "distinctive" mean in the text?

- A) A specific and extraordinary
- B) A natural event
- C) A local food
- D) A man-made object

7. What does "inseparable" closest meaning?

- A) Distant
- B) Unfriendly
- C) Entangled
- D) Kediri

8. What does the "Inhabited" mean in the text?

- A) Empty
- B) People live in

C) Nobody

D) The farm field

Social Function

9. What does the above text tell about?

- A) The history of Kediri
- B) The famous product of Kediri
- C) Town Kediri
- D) People

10. What is the purpose of the text above?

- A) To explain the river Brantas
- B) To explain the topography of Kediri
- C) Reviewing the food in Kediri
- D) To describe about town Kediri

Finding Conclusion

11. Why do tourists seek Kediri's food?

- A) It has delicacy of Kediri and distinctive taste.
- B) They are looking for a warm vacation.
- C) They are interested on the tofu.
- D) They want to visit historical sites.

12. What is the majority occupation of the Kediri local people?

- A) As Dathok
- B) Traders
- C) Farmers
- D) Work in cigarette factory

Text 2

Venice is a city in northern Italy. It has been known as the Queen of the Adriatic, city of bridges, and the city of light. The city stretches across 177 small islands in the marshy venetian lagoon along the Adriatic sea in northeast Italy. Venice is

world famous for its canals. It is built on an **archipelago** of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is classical venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most venetians travel by motorised waterbuses which **ply** regular routes along the major **canals** and between the city's islands. The city has many private boats. The only gondolas still in common use by venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

Locating Factual Information

13. What transport crosses the Grand Canal for foot passengers at certain points without bridges?

- A) Car
- B) Traghetto
- C) Waterbuses
- D) Ship

14. How many islands form Venice?

- A) 150
- B) 1700
- C) 177
- D) 20

15. Nowadays Gondola is used to?

- A) As a carrier of the farm crops
- B) Used for tourist, wedding, funerals and other ceremonies
- C) Used to get some coins
- D) Be an antique thing

Identifying Core Ideas

16. What does the text tell you about?

- A) Gondola.
- B) Traghetto.
- C) Venice.
- D) Venetian boat.

17. What does the second paragraph tell about?

- A) Vehicle used in Venice
- B) People in Venice
- C) Food in Venice
- D) Islands in Venice

Determining Meaning of Vocabulary in Context

18. What does the word "archipelago" closest meaning in the text?

- A) A group of islands
- B) Shore
- C) Forest
- D) Bridges

19. What does the word "canals" closest meaning?

- A) Land
- B) High mountain
- C) Archipelago
- D) River

20. What does the word "ply" in the last paragraph closest meaning?

- A) Play an important role
- B) Travel over
- C) Several kinds
- D) The different road

Social Function

21. What does the text tell about?

- A) The lagoon
- B) Venice
- C) The Bridges
- D) Gondola

22. How is the paragraph in the text above formed?

- A) All paragraphs only discussed about Gondola
- B) First Paragraph tells about Venice as town and the second tell about the vehicle used in Venice
- C) First paragraph tells about the Gondola and the second tells about the river
- D) First paragraph tells about the Venice archipelago and the second tells about the Adriatic sea

23. What does the purpose of the text above?

- A) To describe the lagoon
- B) To describe Venice

C) To entertain people

D) To get the review

Finding Conclusion

24. Based on the text, we can say that Venice belongs to a city of....?

- A) Ceremonies.
- B) Buses.
- C) Water.
- D) Funerals.

25. From the text above it can be inferred that topography of Venice is?

- A) The town circle by the mountain
- B) The town that mostly water
- C) The suburban
- D) The place without any river

26. It can be inferred from the text that most of people travelled in Venice using...

- A) Speedboat
- B) Bicycle
- C) Gondola
- D) Motorised waterbus

Text 3

Orchard road is a boulevard which becomes business and entertainment centre in Singapore. Orchard road is surrounded by a lush tropical and flower gardens which are beautiful. At first, orchard road is just a **suburban** street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping centre in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centres such as small and plaza was built in 1974.

Orchard road runs along about 2,2 km. this road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800.00 square metres provides a wide range of things, food, and entertainment. In this area there are many options that can **satisfy** visitors from all walks of life starting from the luxury branded things to the popular branded from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who driving to Orchard road can be entered from the west through the Napier road. Vehicles from Dunearn road can turn to left at the **intersection** of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard road. Orchard is always crowded so you have to be careful in order not to get lost.

Locating Factual Information

27. Which statement is true?

- A) At first orchard road is a crowded settlement
- B) Orchard road become business and entertainment centre since 1974
- C) Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- D) Orchard road is infamous place at Singapore

28. The false statement below was?

- A) Orchard road is the name of a city
- B) We can accessed orchard road by taxi
- C) Orchard road is one way street
- D) Orchard road run's along about 2,2 km

29. What is the shopping area provides in Orchard road?

- A) Banks
- B) Spices and pets
- C) Things, Food and Entertainment
- D) Plants and Flowers

Identifying Core Ideas

30. The text mainly focuses on?

- A) Singapore
- B) Orchard plantation
- C) Plaza and mall

D) Orchard road as business and entertainment

31. The second paragraph discussed about?

- A) The access to the Orchard road
- B) The vehicles used in Orchard road
- C) The Shopping area of Orchard road
- D) An extraordinary plants

32. The last paragraph mainly discussed?

- A) Orchard road is the name of a city
- B) Accessed the orchard road
- C) Orchard road is one way street
- D) The size of Orchard road

Determining Meaning of Vocabulary in Context

33. The word "satisfy" in second paragraph has the closest meaning with?

- A) Pleased
- B) Free
- C) Frighten
- D) Threat

34. What does the word "intersection" closest meaning?

- A) A zebra cross
- B) Two or more road crosses
- C) The bridge
- D) The palace that near the river

35. The word “suburban” closest meaning is?

- A) A huge city
- B) A vehicle
- C) The district of a town
- D) The road

Social function

36. What does the purpose of the text above?

- A) To entertain people about the history of the Orchard road
- B) Give the description about the Orchard road
- C) To entertain people with luxury branded things
- D) Describing Luxury branded things

37. What is the text above tell?

- A) A huge city
- B) A vehicle
- C) The suburban
- D) The road name Orchard road

Finding Conclusion

38. In the third paragraph the writer describes about?

- A) The location of Orchard road.
- B) The things that we can see at orchard road.
- C) The direction to get to Orchard road.
- D) The history of Orchard road.

39. It can be inferred by the text that the Orchard road growth from?

- A) A huge city become road
- B) The suburban road become the crowded road
- C) Small town

D) The road to suburban

40. From the text above it is known that Orchard road now as the?

- A) An empty road that abandoned
- B) A road with many bridges
- C) The crowded and famous road
- D) The residence of the tourists

KEY ANSWERS

- | | |
|-------|-------|
| 1. D | 39. B |
| 2. D | 40. C |
| 3. C | |
| 4. A | |
| 5. B | |
| 6. A | |
| 7. C | |
| 8. B | |
| 9. C | |
| 10. D | |
| 11. A | |
| 12. D | |
| 13. B | |
| 14. C | |
| 15. B | |
| 16. C | |
| 17. A | |
| 18. A | |
| 19. D | |
| 20. B | |
| 21. B | |
| 22. B | |
| 23. B | |
| 24. C | |
| 25. B | |
| 26. D | |
| 27. C | |
| 28. A | |
| 29. C | |
| 30. D | |
| 31. A | |
| 32. B | |
| 33. A | |
| 34. B | |
| 35. C | |
| 36. B | |
| 37. D | |
| 38. C | |

APPENDIX 3 : Items

Name :

Class :

Petunjuk Umum :

5. Sebelum mengerjakan soal bacalah doa dengan baik!
6. Tulis nama dan kelas pada lembar jawaban!
7. Kerjakan soal dengan teliti, bacalah text arahan soal dengan teliti!
8. Pilih jawaban benar dengan melingkari atau menyilang pada pilihan (a, b, c, dan d)!

Text 1

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town. Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a **distinctive** taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

Identifying Core Ideas

1. The text focused on?

- A) Describe Kediri as town
- B) Describe Brantas
- C) Describe the topography
- D) Describe the food

2. How is the text describes Kediri?

- A) Kediri is the cold town
- B) Kediri is the town that famous for the food and the cigarette
- C) The famous for it's mountain
- D) Kediri is the quite town

Locating Factual Information

3. What are mountains topography that flanking Kediri?

- A) Dathok
- B) Tofu and Cigarette
- C) Brantas
- D) Kelud and Wilis

4. What is the name of the river in Kediri?

- A) Dathok
- B) Tofu and Cigarette
- C) Brantas
- D) Kelud and Wilis

Finding Conclusion

5. Why do tourists seek Kediri's food?
- A) It has delicacy of Kediri and distinctive taste.
 - B) They are looking for a warm vacation.
 - C) They are interested on the tofu.
 - D) They want to visit historical sites.

- B) The famous product of Kediri
- C) Town Kediri
- D) People

Social Function

6. What does the above text tell about?
- A) The history of Kediri

Determining Meaning of Vocabulary in Context

7. What does "distinctive" mean in the text?
- A) A specific and extraordinary
 - B) A natural event
 - C) A local food
 - D) A man-made object

Text 2

Venice is a city in northern Italy. It has been known as the Queen of the Adriatic, city of bridges, and the city of light. The city stretches across 177 small islands in the marshy venetian lagoon along the Adriatic sea in northeast Italy. Venice is world famous for its canals. It is built on an **archipelago** of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is classical venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

Determining Meaning of Vocabulary in Context

8. What does the word "archipelago" closest meaning in the text?

- A) A group of islands
- B) Shore
- C) Forest
- D) Bridges

Finding Conclusion

9. Based on the text, we can say that Venice belongs to a city of....?
- A) Ceremonies.
 - B) Buses.
 - C) Water.
 - D) Funerals.

Locating Factual Information

10. What transport crosses the Grand Canal for foot passengers at certain points without bridges?

- A) Car
- B) Traghetto
- C) Waterbuses
- D) Ship

11. How many island form Venice?

- A) 150
- B) 1700

- C) 177
D) 20

Finding Conclusion

12. Why do tourists seek Kediri's food?
A) It has delicacy of Kediri and distinctive taste.
B) They are looking for a warm vacation.
C) They are interested on the tofu.
D) They want to visit historical sites.

Social Function

13. How is the paragraph in the text above formed?
A) All paragraphs only discussed about Gondola
B) First Paragraph tells about Venice as town and the second tell about the vehicle used in Venice
C) First paragraph tells about the Gondola and the second tells about the river
D) First paragraph tells about the Venice archipelago and the second tells about the Adriatic sea

Text 3

Orchard road is a boulevard which becomes business and entertainment centre in Singapore. Orchard road is surrounded by a lush tropical and flower gardens which are beautiful. At first, orchard road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping centre in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centres such as small and plaza was built in 1974.

Orchard road runs along about 2,2 km. this road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800.00 square metres provides a wide range of things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the popular branded from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who driving to Orchard road can be entered from the west through the Napier road. Vehicles from Dunearn road can turn to left at the **intersection** of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard road. Orchard is always crowded so you have to be careful in order not to get lost.

Identifying Core Ideas

14. The second paragraph discussed about?
A) The access to the Orchard road
B) The vehicles used in Orchard road
C) The Shopping area of Orchard road
D) An extraordinary plants

- A) Orchard road is the name of a city
B) Accessed the orchard road
C) Orchard road is one way street
D) The size of Orchard road

Locating Factual Information

15. The last paragraph mainly discussed?

16. Which statement is true?

- A) At first orchard road is a crowded settlement
- B) Orchard road become business and entertainment centre since 1974
- C) Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- D) Orchard road is infamous place at Singapore

17. The false statement below was?

- A) Orchard road is the name of a city
- B) We can accessed orchard road by taxi
- C) Orchard road is one way street
- D) Orchard road run's along about 2,2 km

Finding Conclusion

18. It can be inferred by the text that the Orchard road growth from?

- A) A huge city become road
- B) The suburban road become the crowded road
- C) Small town

- D) The road to suburban

Determining Meaning of Vocabulary in Context

19. What does the word “intersection” closest meaning?

- A) A zebra cross
- B) Two or more road crosses
- C) The bridge
- D) The palace that near the river

Social function

20. What does the purpose of the text above?

- A) To entertain people about the history of the Orchard road
- B) Give the description about the Orchard road
- C) To entertain people with luxury branded things
- D) Describing Luxury branded things

Name :

Class :

Petunjuk Umum :

1. **Sebelum mengerjakan soal bacalah doa dengan baik!**
2. **Tulis nama dan kelas pada lembar jawaban!**
3. **Kerjakan soal dengan teliti, bacalah text arahan soal dengan teliti!**
4. **Pilih jawaban benar dengan melingkari atau menyilang pada pilihan (a, b, c, dan d)!**

Text 1

Orchard road is a boulevard which becomes business and entertainment centre in Singapore. Orchard road is surrounded by a lush tropical and flower gardens which are beautiful. At first, orchard road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping centre in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centres such as small and plaza was built in 1974.

Orchard road runs along about 2,2 km. this road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800.00 square metres provides a wide range of things, food, and entertainment. In this area there are many options that can **satisfy** visitors from all walks of life starting from the luxury branded things to the popular branded from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who driving to Orchard road can be entered from the west through the Napier road. Vehicles from Dunearn road can turn to left at the **intersection** of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard road. Orchard is always crowded so you have to be careful in order not to get lost.

Identifying Core Ideas

1. The last paragraph mainly discussed?

- A) Orchard road is the name of a city
- B) Accessed the orchard road
- C) Orchard road is one way street
- D) The size of Orchard road

3. Which statement is true?

- A) At first orchard road is a crowded settlement
- B) Orchard road become business and entertainment centre since 1974
- C) Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- D) Orchard road is infamous place at Singapore

Locating Factual Information

2. The false statement below was?

- A) Orchard road is the name of a city
- B) We can accessed orchard road by taxi
- C) Orchard road is one way street
- D) Orchard road run's along about 2,2 km

Finding Conclusion

4. From the text above it is known that Orchard road now as the?

- A) An empty road that abandoned
- B) A road with many bridges
- C) The crowded and famous road
- D) The residence of the tourist

Social function

5. What does the purpose of the text above?

- A) To entertain people about the history of the Orchard road
- B) Give the description about the Orchard road
- C) To entertain people with luxury branded things
- D) Describing Luxury branded things

Text 2

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town. Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are **inseparable** and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

Social Function

8. What does the above text tell about?

- A) The history of Kediri
- B) The famous product of Kediri
- C) Town Kediri
- D) People

Locating Factual Information

9. What is the name of the river in Kediri?

- A) Dathok
- B) Tofu and Cigarette
- C) Brantas
- D) Kelud and Wilis

Determining Meaning of Vocabulary in Context

6. What does the word “intersection” closest meaning?

- A) A zebra cross
- B) Two or more road crosses
- C) The bridge
- D) The palace that near the river

7. The word “satisfy” in second paragraph has the closest meaning with?

- A) Pleased
- B) Free
- C) Frighten
- D) Threat

10. What are mountains topography that flanking Kediri?

- A) Dathok
- B) Tofu and Cigarette
- C) Brantas
- D) Kelud and Wilis

Determining Meaning of Vocabulary in Context

11. What does “inseparable” closest meaning?

- A) Distant
- B) Unfriendly
- C) Entangled
- D) Kediri

Finding Conclusion

12. Why do tourists seek Kediri's food?

- A) It has delicacy of Kediri and distinctive taste.
- B) They are looking for a warm vacation.
- C) They are interested on the tofu.
- D) They want to visit historical sites.

Identifying Core Ideas

13. How is the text describes Kediri?

A) Kediri is the cold town

B) Kediri is the town that famous for the food and the cigarette

C) The famous for it's mountain

D) Kediri is the quite town

14. The text focused on?

A) Describe Kediri as town

B) Describe Brantas

C) Describe the topography

D) Describe the food

Text 3

Venice is a city in northern Italy. It has been known as the Queen of the Adriatic, city of bridges, and the city of light. The city stretches across 177 small islands in the marshy venetian lagoon along the Adriatic sea in northeast Italy. Venice is world famous for its canals. It is built on an **archipelago** of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is classical venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most venetians travel by motorised waterbuses which ply regular routes along the major **canals** and between the city's islands.

The city has many private boats. The only gondolas still in common use by venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

Social Function

15. How is the paragraph in the text above formed?

- A) All paragraphs only discussed about Gondola
- B) First Paragraph tells about Venice as town and the second tell about the vehicle used in Venice
- C) First paragraph tells about the Gondola and the second tells about the river
- D) First paragraph tells about the Venice archipelago and the second tells about the Adriatic sea

Determining Meaning of Vocabulary in Context

16. What does the word "archipelago" closest meaning in the text?

- A) A group of islands
- B) Shore
- C) Forest
- D) Bridges

17. What does the word "canals" closest meaning?

- A) Land
- B) High mountain
- C) Archipelago
- D) River

Identifying Core Ideas

18. What does the second paragraph tell about?

- A) Vehicle used in Venice
- B) People in Venice
- C) Food in Venice
- D) Islands in Venice

Locating Factual Information

19. How many islands form Venice?

- A) 150
- B) 1700
- C) 177
- D) 20

Finding conclusion

20. Why do tourists seek Kediri's food?

- A) It has delicacy of Kediri and distinctive taste.
- B) They are looking for a warm vacation.
- C) They are interested in the tofu.
- D) They want to visit historical site

APPENDIX 4: Validation result

		Correlations																																								
		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11		X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28	X29	X30	X31	X32	X33	X34	X35	X36	X37	X38	X39	X40	TOTAL
X01	Pears on Correlation	1	-,032	,174	,287	,369	,553	,553	-,492	,503	,287	,302	,553	,174	,504	,414	,553	,254	,698	,254	-,179	,285	,390	,390	,287	,183	,302	,066	,302	-,058	,369	,285	,174	,285	,553	-,010	,302	,285	-,032	,285	,406	,654
	Sig. (2-tailed)		,895	,463	,220	,110	,011	,011	,027	,024	,220	,196	,011	,463	,023	,069	,011	,281	,001	,281	,450	,223	,089	,089	,220	,440	,196	,783	,196	,808	,110	,223	,463	,223	,011	,966	,196	,223	,895	,223	,076	,002
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
X02	Pears on Correlation	-,032	1	,061	,257	,454	-,105	-,367	,385	-,105	,257	,157	-,367	-,182	-,252	,453	,157	-,168	,257	-,168	0	-,023	,341	,121	-,171	-,015	-,105	,545	,105	,545	,105	,206	,061	,206	,157	-,032	,157	-,023	,121	,206	-,182	,222
	Sig. (2-tailed)	,895		,800	,274	,044	,660	,112	,094	,660	,274	,508	,112	,444	,285	,045	,508	,478	,274	,478	,678	,924	,142	,612	,471	,951	,660	,924	,660	,013	,660	,384	,800	,384	,508	,895	,508	,924	,612	,384	,444	,347
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
X03	Pears on Correlation	,174	0,461	1	,000	,192	,000	,289	,000	,115	,000	,000	,289	,467	,378	,290	,289	,397	,000	,397	,182	,126	,303	,303	,471	0,817	,577	,378	,115	,200	-,192	,378	,733	,630	,289	-,570	,630	-,182	,126	,467	,578	
	Sig. (2-tailed)	,463	,800		1,000	,416	1,000	,217	1,000	,628	1,000	1,000	,217	,038	,100	,215	,217	,083	1,000	,083	,444	,597	,195	,195	,036	,735	,008	,100	,628	,398	,416	,100	,000	,003	,217	,808	,008	,003	,444	,597	,038	,008
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
X04	Pears on Correlation	,287	,257	,000	1	,408	,357	,102	-,375	,408	,375	,357	,102	,236	,134	,123	,102	-,187	,375	-,187	-,043	,356	,043	,043	,167	-,057	,356	,134	,612	,000	,408	,579	,000	,134	,102	,492	-,153	-,089	,257	,579	,471	,493
	Sig. (2-tailed)	,220	,274	1,000		,074	,122	,669	,103	,074	,103	,122	,669	,317	,574	,605	,669	,429	,103	,429	,858	,123	,858	,482	,811	,122	,574	,004	,000	1,000	,074	,000	1,000	,574	,669	,027	,519	,709	,274	,000	,036	,027
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
X05	Pears on Correlation	,369	,454	,192	,408	1	,250	-,167	-,068	,000	,408	,250	-,167	,192	,145	,302	,250	-,076	,408	-,076	,2	,509	,105	,454	,408	,327	,250	,145	,333	,192	,444	,509	,192	,145	,667	0	,250	,145	,454	,509	,192	,602
	Sig. (2-tailed)	,110	,044	,416	,074		,288	,482	,776	1,000	,074	,288	,482	,416	,541	,196	,288	,749	,074	,749	,299	,022	,660	,044	,074	,160	,288	,541	,151	,416	,050	,022	,416	,541	,001	,888	,288	,541	0	,022	,416	,005
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

X06	Pears on Correl ation	,553	-,105	,000	,357	,250	1	,688	-,357	-,500	,357	,688	,688	,289	,218	,201	,062	,459	,357	,459	-,157	-,055	-,105	,157	,357	,490	,062	-,055	,250	-,289	,667	,218	,000	-,055	-,062	,302	,062	-,055	-,105	,218	,289	,465	
	Sig. (2-tailed)	,011	,660	1,000	,122	,288		,001	,122	,025	,122	,001	,001	,217	,355	,395	,794	,042	,122	,042	,508	,819	,660	,508	,122	,028	,794	,819	,288	,217	,001	,355	1,000	,819	,794	,196	,794	,819	,660	,355	,217	,039	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
X07	Pears on Correl ation	,553	-,367	,289	,102	-,167	,688	1	-,357	-,500	,102	,375	1,000	,289	,491	,201	,062	,459	,102	,459	-,157	-,327		,157	,157	,357	,140	,375	,218	,250	,000	,250	-,055	,289	,218	,062	,050	,375	,218	-,367	-,055	,577	,448
	Sig. (2-tailed)	,011	,112	,217	,669	,482	,001		,122	,025	,669	,103	,000	,217	,028	,395	,794	,042	,669	,042	,508	,159	,508	,508	,122	,556	,103	,355	,288	1,000	,288	,819	,217	,355	,794	,833	,103	,355	,112	,819	,008	,047	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
X08	Pears on Correl ation	-,492	-,385	,000	-,375	-,068	-,357	-,357	1	-,612	-,042	-,102	-,357	-,000	-,356	,123	-,153	,187	-,167	,187	,043	-,579	-,171	-,043	,167	-,577	,357	-,089	-,612	-,236	-,408	-,134	-,000	,089	-,357	-,082	-,153	-,134	-,043	-,356	-,471	-,255	
	Sig. (2-tailed)	,027	,094	1,000	,103	,776	,122	,122		,004	,862	,669	,122	1,000	,123	,605	,519	,429	,482	,429	,858	,007	,471	,858	,482	,811	,122	,709	,004	,317	,074	,574	1,000	,709	,122	,731	,519	,574	,858	,123	,036	,278	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
X09	Pears on Correl ation	,503	-,105	,115	,408	,000	,500	,500	-,612	1	,408	,250	,500	,115	,218	,302	,250	,229	,204	,229	-,314	,218	,314	-,105	-,204	,140	,250	,000	,400	-,115	,333	,436	,115	,218	,000	,302	,250	,000	-,105	-,218	,346	,455	
	Sig. (2-tailed)	,024	,660	,628	,074	1,000	,025	,025	,004		,074	,288	,025	,628	,355	,196	,288	,331	,388	,331	,177	,355	,177	,660	,388	,556	,288	1,000	,081	,628	,151	,054	,628	,355	1,000	,196	,288	1,000	,660	,355	,135	,044	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
X10	Pears on Correl ation	,287	,257	,000	,375	,408	,357	,102	,042	,408	1	,102	,102	,000	,356	,533	,357	,281	,167	,281	-,257	-,134	,257	,043	-,042	-,229	-,153	,356	,000	,000	,068	,579	,000	,134	,102	,082	,357	-,089	-,043	-,089	-,000	,401	
	Sig. (2-tailed)	,220	,274	1,000	,103	,074	,122	,669	,862	,074		,669	,669	1,000	,123	,015	,122	,230	,482	,230	,274	,574	,274	,858	,862	,332	,519	,123	1,000	1,000	,776	,007	1,000	,574	,669	,731	,122	,709	,858	,709	1,000	,080	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		
X11	Pears on Correl ation	,302	,157	,000	,357	,250	,688	,375	-,102	-,250	,102	1	,375	,289	-,055	-,050	-,062	,459	,612	,459	-,157	-,055	-,157	,419	,357	,490	,062	,218	,250	,000	,667	,218	,000	-,055	-,062	,553	,062	-,055	-,157	,491	,000	,497	

	Sig. (2-tailed)	,196	,508	1,000	,122	,288	,001	,103	,669	,288	,669		,103	,217	,819	,833	,794	,042	,004	,042	,508	,819	,508	,066	,122	,028	,794	,355	,288	1,000	,001	,355	1,000	,819	,794	,794	,011	,794	,819	,508	,028	1,000	,026
X12	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Pears on Correlation	,553	- ,367	,289	,102	- ,167	,688	1,000	- ,357	,500	,102	,375	1	,289	,491	,201	,062	,459	,102	,459	- ,157	- ,327	,157	,157	,357	,140	,375	,218	,250	,000	,250	- ,055	,289	,218	,062	,050	,375	,218	- ,367	- ,055	,577	,448	
	Sig. (2-tailed)	,011	,112	,217	,669	,482	,001	,000	,122	,025	,669	,103		,217	,028	,395	,794	,042	,669	,042	,508	,159	,508	,508	,122	,556	,103	,355	,288	1,000	,288	,819	,217	,355	,794	,833	,103	,355	,112	,819	,000	,047	
X13	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Pears on Correlation	,174	- ,182	,467	,236	,192	,289	,289	,000	,115	,000	,289	,289	1	,126	- ,174	,289	,397	,236	,397	- ,061	,126	,061	,061	,707	,081	,577	,126	,115	- ,067	,192	,378	,467	,378	,000	,174	,289	,378	- ,182	,378	,467	,488	
	Sig. (2-tailed)	,463	,444	,038	,317	,416	,217	,217	1,000	,628	1,000	,217	,217		,597	,463	,217	,083	,317	,083	,800	,597	,800	,800	,000	,735	,008	,597	,628	,780	,416	,100	,038	,100	1,000	,463	,217	,100	,444	,100	,038	,029	
X14	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Pears on Correlation	,504	- ,252	,378	,134	,145	,218	,491	- ,356	,218	,356	- ,055	,491	,126	1	,592	,218	,350	,134	,350	- ,266	,206	,435	,134	,031	,218	,524	,218	,126	- ,218	,286	,378	,286	,491	- ,154	,491	,524	- ,230	- ,190	,378	,516		
	Sig. (2-tailed)	,023	,285	,100	,574	,541	,355	,028	,123	,355	,123	,819	,028	,597		,006	,355	,130	,574	,130	,384	,222	,384	,055	,574	,898	,355	,018	,355	,597	,355	,222	,100	,222	,028	,518	,028	,018	,924	,421	,100	,020	
X15	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Pears on Correlation	,414	,453	,290	,123	,302	,201	,201	- ,123	,302	,533	- ,050	,201	- ,174		,592	1	,201	,201	,123	,201	- ,242	,154	,242	,242	- ,082	,099	- ,050	,151	,101	,290	- ,034	,373	,290	,373	,452	- ,192	,452	,373	- ,179	- ,285	,058	,430
	Sig. (2-tailed)	,069	,045	,215	,605	,196	,395	,395	,605	,196	,015	,833	,395	,463	,006		,395	,380	,605	,380	,303	,518	,303	,303	,731	,679	,833	,518	,673	,215	,888	,105	,215	,105	,045	,418	,045	,105	,450	,223	,808	,059	
X16	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	Pears on Correlation	,553	,157	,289	,102	,250	,062	,062	,153	,250	,357	,062	,062	,289	,218	,201	1	,459	,612	,459	- ,157	,218	,681	,157	,102	,140	,063	,218	,000	,000	- ,167	,491	,289	,491	,063	,050	,375	,218	,157	,218	,000	,513	
	Sig. (2-tailed)	,011	,508	,217	,669	,288	,794	,794	,519	,288	,122	,794	,794	,217	,355	,395		,042	,004	,042	,508	,355	,001	,508	,669	,556	,794	,355	1,000	1,000	,482	,028	,217	,028	,794	,833	,103	,355	,508	,355	1,000	,021	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

X17	Pears on Correl ation	,254	-,168	,397	-,187	-,076	,459	,459	,187	,229	,281	,459	,459	,397	,350	,208	,459	1	,281	1,000	-,0313	-,150	,313	,313	,281	,546	-,115	,350	-,229	-,132	-,076	,350	,397	,350	-,115	-,254	,459	,350	-,168	-,150	-,132	-,444	
	Sig. (2-tailed)	,281	,478	,083	,429	,749	,042	,042	,429	,331	,230	,042	,042	,083	,130	,380	,042		,230	,000	,180	,527	,180	,180	,230	,013	,630	,130	,331	,578	,749	,130	,083	,130	,630	,281	,042	,130	,478	,527	,578	,050	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
X18	Pears on Correl ation	,698	,257	,000	,375	,408	,357	,102	-,167	,204	,167	,612	,102	,236	,134	,123	,612	,281	1	,281	-,356	,471	,471	,167	,229	,102	,134	,204	,000	,408	,356	,000	,134	,357	,281	,102	,134	,257	,579	,000	,573		
	Sig. (2-tailed)	,001	,274	1,000	,103	,074	,122	,669	,482	,388	,482	,004	,669	,317	,574	,605	,004	,230		,230	,274	,123	,036	,036	,482	,332	,669	,574	,388	1,000	,074	,123	1,000	,574	,122	,281	,220	,669	,574	,274	,007	1,000	,008
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
X19	Pears on Correl ation	,254	-,168	,397	-,187	-,076	,459	,459	,187	,229	,281	,459	,459	,397	,350	,208	,459	1,000	,281	1	-,0313	-,150	,313	,313	,281	,546	-,115	,350	-,229	-,132	-,076	,350	,397	,350	-,115	-,254	,459	,350	-,168	-,150	-,132	-,444	
	Sig. (2-tailed)	,281	,478	,083	,429	,749	,042	,042	,429	,331	,230	,042	,042	,083	,130	,380	,042	,000	,230		,180	,527	,180	,180	,230	,013	,630	,130	,331	,578	,749	,130	,083	,130	,630	,281	,042	,130	,478	,527	,578	,050	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		
X20	Pears on Correl ation	-,179	-,099	,182	-,043	-,245	-,157	-,157	-,043	-,314	-,257	-,157	-,157	-,061	-,206	-,242	-,157	-,313	-,257	-,313	1	,023	-,121	-,121	-,171	-,015	-,105	,023	,314	,182	-,105	-,206	-,182	-,023	-,105	-,314	-,257	-,182	-,023	-,314	-,257	-,182	-,018
	Sig. (2-tailed)	,450	,678	,444	,858	,299	,508	,508	,858	,177	,274	,508	,508	,800	,384	,303	,508	,180	,274	,180		,924	,612	,612	,471	,951	,660	,924	,177	,444	,660	,384	,444	,924	,660	,089	,508	,924	,171	,285	,444	,941	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		
X21	Pears on Correl ation	,285	-,023	,126	,356	,509	-,055	-,327	,579	-,218	,134	-,055	-,327	-,126	,286	,154	,218	-,150	-,356	-,1523	0	1	-,023	-,206	,134	-,031	,218	,048	,436	-,126	-,145	,524	,126	,048	,491	-,066	-,055	-,286	-,435	,524	,126	,346	
	Sig. (2-tailed)	,223	,924	,597	,123	,022	,819	,159	,007	,355	,574	,819	,159	,597	,222	,518	,355	,527	,123	,527	,924		,924	,384	,574	,898	,355	,842	,054	,597	,541	,018	,597	,842	,028	,783	,819	,222	,055	,018	,597	,135	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		
X22	Pears on Correl ation	,390	,341	,303	,043	,105	-,105	-,157	,171	,314	,257	,157	-,157	,061	,206	,242	,681	-,313	,471	-,313	-,121	-,023	1	,341	,043	-,157	,435	,105	,545	-,245	-,206	,303	,435	,157	-,032	-,681	-,206	-,121	,206	,061	,522		

	Sig. (2-tailed)	,089	,142	,195	,858	,660	,660	,508	,471	,177	,274	,508	,508	,800	,384	,303	,001	,180	,036	,180	,612	,924		,142	,858	,951	,508	,055	,660	,013	,299	,384	,195	,055	,508	,895	,001	,384	,612	,384	,800	,018
X23	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
	Pears on Correlation	,390	,121	,303	,043	,454	,157	,157	-043	-0105	,043	,419	,157	,061	,435	,242	,157	,313	,471	,313	-0121	,206	,341	1	,257	,279	,157	,435	,105	,303	,105	,206	,303	,206	,681	,179	,419	,435	,121	,206	,061	,549
	Sig. (2-tailed)	,089	,612	,195	,858	,044	,508	,508	,858	,660	,858	,066	,508	,800	,055	,303	,508	,180	,036	,180	,612	,384	,142		,274	,234	,508	,055	,660	,195	,660	,384	,195	,384	,001	,450	,066	,055	,612	,384	,800	,012
X24	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
	Pears on Correlation	,287	-0171	,471	,167	,408	,357	,357	-0167	,204	-0042	,357	,357	,707	,134	-0082	,102	,281	,167	,281	,171	,134	,043	,257	1	,514	,612	,134	,204	,000	,408	,356	,471	,356	,357	,082	,357	,356	,043	,356	,471	,586
	Sig. (2-tailed)	,220	,471	,036	,482	,074	,122	,122	,482	,388	,862	,122	,122	,000	,574	,731	,669	,230	,482	,230	,471	,574	,858	,274		,020	,004	,574	,388	1,000	,074	,123	,036	,123	,122	,731	,122	,123	,858	,123	,036	,007
X25	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
	Pears on Correlation	,183	-0015	,081	-0057	,327	,490	,140	,057	,140	,229	,490	,140	,081	,031	,099	,140	,546	,229	,546	,015	,031	-0015	,279	,514	1	-0031	-0140	-0243	,327	,336	,081	,031	,140	,183	,140	,031	,279	,031	-0243	-0322	
	Sig. (2-tailed)	,440	,951	,735	,811	,160	,028	,556	,811	,556	,332	,028	,556	,735	,898	,679	,556	,013	,332	,013	,951	,898	,951	,234	,020		,374	,898	,556	,303	,160	,147	,735	,898	,556	,440	,556	,898	,234	,898	,303	,166
X26	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
	Pears on Correlation	,302	-0105	,577	,357	,250	,062	,375	-0357	,250	-0153	,062	,375	,577	,218	-0050	,063	-0115	,102	-0115	,1	,218	,157	,157	,612	-0210	1	,218	,500	,289	,250	,218	,577	,491	,375	,050	,375	,491	-0105	,491	,866	,562
	Sig. (2-tailed)	,196	,660	,008	,122	,288	,794	,103	,122	,288	,519	,794	,103	,008	,	,833	,794	,630	,669	,630	,660	,355	,508	,508	,004	,374		,355	,025	,217	,288	,355	,008	,028	,103	,833	,103	,028	,660	,028	,000	,010
X27	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
	Pears on Correlation	,066	-0023	,378	,134	,145	-0055	,218	,089	,000	,356	,218	,218	,126	,524	,154	,218	,350	,134	,350	,023	,048	,435	,435	,134	,031	1	,218	,378	-0218	,286	,378	,286	,218	,066	,491	,286	,2	,048	,126	,488	
	Sig. (2-tailed)	,783	,924	,100	,574	,541	,819	,355	,709	1,000	,123	,355	,355	,597	,018	,518	,355	,130	,574	,130	,924	,842	,055	,055	,574	,898	,355		,355	,100	,355	,222	,100	,222	,355	,783	,028	,222	,384	,842	,597	,029
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	

X28	Pears on Correl ation	,302	,105	,115	,612**	,333	,250	,250	-,400	,000	,250	,250	,115	,218	,101	,000	-,229	,204	-,229	,314	,436	,105	,105	,204	-,140	-,500	,218	1	,346	,333	,218	,346	,218	,250	,101	,000	,218	,314	,655**	,577**	,520		
	Sig. (2-tailed)	,196	,660	,628	,004	,151	,288	,288	,004	,081	,1000	,288	,288	,628	,355	,673	,1000	,331	,388	,331	,177	,054	,660	,660	,388	,556	,025	,355		,135	,151	,355	,135	,355	,288	,673	,1000	,355	,177	,002	,008	,019	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		
X29	Pears on Correl ation	-,058	,545*	,200	,000	,192	-,289	,000	,236	-,115	,000	,000	,000	-,067	,126	,290	,000	-,132	,000	-,132	,182	-,126	,545*	,303	,000	-,243	,289	,378	,346	1	-,192	-,126	,467	,378	,289	-,290	,577**	,378	,061	,126	,200	,323	
	Sig. (2-tailed)	,808	,013	,398	,1000	,416	,217	,1000	,317	,628	,1000	,1000	,1000	,780	,597	,215	,1000	,578	,1000	,578	,444	,597	,013	,195	,1000	,303	,217	,100	,135		,416	,597	,038	,100	,217	,215	,008	,100	,800	,597	,398	,165	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		
X30	Pears on Correl ation	,369	,105	-,192	,408	,444*	,667**	,250	-,408	,333	,068	,667**	,250	,192	-,218	-,034	-,167	-,076	,408	-,076	-,145	,145	-,245	-,105	,408	,327	,250	-,218	,333	-,192	1	,145	-,192	-,218	,250	,369	-,167	-,218	,105	,509*	,192	,299	
	Sig. (2-tailed)	,110	,660	,416	,074	,050	,001	,288	,074	,151	,776	,001	,288	,416	,355	,888	,482	,749	,074	,749	,660	,541	,299	,660	,074	,160	,288	,355	,151	,416		,541	,416	,355	,288	,110	,482	,355	,660	,022	,416	,200	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		
X31	Pears on Correl ation	,285	,206	,378	,579**	,509*	,218	-,055	-,134	,436	,579**	,218	-,055	,378	,286	,373	,491*	,350	,356	,350	-,206	,524*	,206	,206	,356	,336	,218	,286	,218	-,126	1	,378	,524*	,218	,504*	,218	,286	,206	,286	,126	,658**		
	Sig. (2-tailed)	,223	,384	,100	,007	,022	,355	,819	,574	,054	,007	,355	,819	,100	,222	,105	,028	,130	,123	,130	,384	,018	,384	,384	,123	,147	,355	,222	,355	,597	,541		,100	,018	,355	,023	,355	,222	,384	,222	,597	,002	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		
X32	Pears on Correl ation	,174	,061	,733**	,000	,192	,000	,289	,000	,115	,000	,000	,289	,467	,378	,290	,289	,397	,000	,397	,182	,126	,303	,303	,471*	,081	,577**	,378	,346	,467	-,192	1	,882**	,289	-,058	,577**	,882**	-,182	,126	,467	,638**		
	Sig. (2-tailed)	,463	,800	,000	,1000	,416	,1000	,217	,1000	,628	,1000	,1000	,217	,038	,100	,215	,217	,083	,1000	,083	,444	,597	,195	,195	,036	,735	,008	,100	,135	,038	,416		,000	,217	,808	,008	,000	,444	,597	,038	,002		
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20		
X33	Pears on Correl ation	,285	,206	,630**	,134	,145	-,055	,218	,089	,218	,134	-,055	,218	,378	,286	,373	,491*	,350	,134	,350	,023	,048	,435	,206	,356	,031	,491*	,286	,218	,378	-,218		,524*	,882**	1	,218	,066	,491*	,762**	-,252	,048	,378	,615**

X39	Pears on Correlation	,285	,206	,126	,579*	,509	,218	-,055	-,356	,218	-,089	,491*	-,055	,378	-,190	-,285	,218	-,150	,579*	-,150	,252	,524*	,206	,206	,356	,031	,491*	,048	,655*	,126	,509	,286	,126	,048	,218	,285	-,055	,048	,435	1	,378	,502*
	Sig. (2-tailed)	,223	,384	,597	,007	,022	,355	,819	,123	,355	,709	,028	,819	,100	,421	,223	,355	,527	,007	,527	,285	,018	,384	,384	,123	,898	,028	,842	,002	,597	,022	,222	,597	,842	,355	,223	,819	,842	,055		,100	,024
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
X40	Pears on Correlation	,406	-,182	,467	,471*	,192	,289	,577*	-,471*	,346	,000	,000	,577*	,467	,378	,058	,000	-,132	,000	-,132	,182	,126	,061	,061	,471*	-,243	,866*	,126	,577*	,200	,192	,126	,467	,378	,289	-,058	,289	,378	-,182	,378	1	,518*
	Sig. (2-tailed)	,076	,444	,038	,036	,416	,217	,008	,036	,135	1,000	1,000	,008	,038	,100	,808	1,000	,578	1,000	,578	,444	,597	,800	,800	,036	,303	,000	,597	,008	,398	,416	,597	,038	,100	,217	,808	,217	,100	,444	,100		,019
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
TOTAL	Pears on Correlation	,654*	,222	,578*	,493*	,602*	,465	,448	-,255	,455	,401	,497	,448	,488	,516	,430	,513	,444	,573*	,444	-,018	,346	,522	,549	,586*	,322	,562*	,488	,520	,323	,299	,658*	,638*	,615*	,530	,223	,611*	,545	,154	,502*	,518*	1
	Sig. (2-tailed)	,002	,347	,008	,027	,005	,039	,047	,278	,044	,080	,026	,047	,029	,020	,059	,021	,050	,008	,050	,941	,135	,018	,012	,007	,166	,010	,029	,019	,165	,200	,002	,002	,002	,004	,016	,344	,004	,013	,517	,024	,019
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

*.
Correlation is significant at the 0.05 level (2-tailed).

**.
Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 5 Item statistics from Validation and reliability

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
X01	27,35	57,292	,615	,886
X02	27,25	60,829	,162	,894
X03	27,15	58,450	,538	,888
X04	27,30	58,642	,443	,889
X05	27,00	59,474	,576	,889
X06	27,10	59,463	,422	,890
X07	27,10	59,568	,405	,890
X08	27,50	64,579	-,313	,902
X09	27,40	58,884	,401	,890
X10	27,30	59,379	,345	,891
X11	27,10	59,253	,457	,889
X12	27,10	59,568	,405	,890
X13	27,15	59,082	,443	,889
X14	27,20	58,695	,470	,889
X15	27,45	59,103	,375	,891
X16	27,10	59,147	,474	,889
X17	26,95	60,787	,421	,891
X18	27,30	58,011	,528	,888
X19	26,95	60,787	,421	,891
X20	27,55	62,682	-,079	,898
X21	27,20	59,958	,292	,892
X22	27,25	58,513	,475	,889
X23	27,25	58,303	,504	,888
X24	27,30	57,905	,542	,888
X25	27,05	60,576	,280	,892
X26	27,10	58,832	,525	,888
X27	27,20	58,905	,440	,889
X28	27,40	58,358	,470	,889
X29	27,15	60,239	,271	,892
X30	27,00	60,947	,263	,892
X31	27,20	57,642	,622	,886
X32	27,15	58,029	,603	,887

X33	27,20	57,958	,576	,887
X34	27,10	59,042	,491	,889
X35	27,35	60,766	,161	,894
X36	27,10	58,516	,577	,888
X37	27,20	58,484	,501	,889
X38	27,25	61,355	,093	,895
X39	27,20	58,800	,455	,889
X40	27,15	58,871	,475	,889

APPENDIX 6: Data Descriptive from SPSS

Descriptives				
			Statistic	Std. Error
EKSPRE	Mean		57,0968	1,48059
	95% Confidence Interval for Mean	Lower Bound	54,0730	
		Upper Bound	60,1206	
	5% Trimmed Mean		57,0520	
	Median		55,0000	
	Variance		67,957	
	Std. Deviation		8,24360	
	Minimum		40,00	
	Maximum		75,00	
	Range		35,00	
	Interquartile Range		15,00	
	Skewness		,033	,421
	Kurtosis		-,321	,821
EKSPOST	Mean		75,3226	,98197
	95% Confidence Interval for Mean	Lower Bound	73,3171	
		Upper Bound	77,3280	
	5% Trimmed Mean		75,3584	
	Median		75,0000	
	Variance		29,892	
	Std. Deviation		5,46740	
	Minimum		65,00	
	Maximum		85,00	
	Range		20,00	
	Interquartile Range		10,00	
	Skewness		,029	,421
	Kurtosis		-,624	,821

Descriptives				
			Statistic	Std. Error
CONPRE	Mean		56,2813	1,45444
	95% Confidence Interval for Mean	Lower Bound	53,3149	
		Upper Bound	59,2476	
	5% Trimmed Mean		56,2500	

	Median		55,0000	
	Variance		67,693	
	Std. Deviation		8,22755	
	Minimum		40,00	
	Maximum		75,00	
	Range		35,00	
	Interquartile Range		10,00	
	Skewness		,069	,414
	Kurtosis		,059	,809
CONPOST	Mean		66,0938	1,20346
	95% Confidence Interval for Mean	Lower Bound	63,6393	
		Upper Bound	68,5482	
	5% Trimmed Mean		66,0417	
	Median		65,0000	
	Variance		46,346	
	Std. Deviation		6,80777	
	Minimum		55,00	
	Maximum		80,00	
	Range		25,00	
	Interquartile Range		10,00	
	Skewness		-,014	,414
	Kurtosis		-,769	,809

APPENDIX 7: Normality and Homogeneity Result

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Value	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar	Experimental Pre-test	,122	31	,200 [*]	,970	31	,524
	Experimental Post-test	,159	31	,043	,940	31	,080
	Control Pre-test	,138	32	,125	,965	32	,378
	Control Post-test	,140	32	,116	,940	32	,077
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	2,017	1	61	,161
	Based on Median	1,676	1	61	,200
	Based on Median and with adjusted df	1,676	1	59,722	,200
	Based on trimmed mean	1,929	1	61	,170

APPENDIX 8: T-test Result

Group Statistics					
	Value	N	Mean	Std. Deviation	Std. Error Mean
Result	Experimental Class	31	74,84	5,699	1,023
	Control Class	32	65,63	7,042	1,245

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	2,017	,161	5,698	61	,000	9,214	1,617	5,980	12,447
	Equal variances not assumed			5,717	59,146	,000	9,214	1,612	5,989	12,438

APPENDIX 9: T-table

df	One-Tailed Test						
	0,25	0,10	0,05	0,025	0,01	0,005	0,001
	Two-Tailed Test						
	0,50	0,20	0,10	0,05	0,02	0,01	0,002
41	0,680521	1,302543	1,682878	2,019541	2,420803	2,701181	3,301273
42	0,680376	1,302035	1,681952	2,018082	2,418470	2,698066	3,295951
43	0,680238	1,301552	1,681071	2,016692	2,416250	2,695102	3,290890
44	0,680107	1,301090	1,680230	2,015368	2,414134	2,692278	3,286072
45	0,679981	1,300649	1,679427	2,014103	2,412116	2,689585	3,281480
46	0,679861	1,300228	1,678660	2,012896	2,410188	2,687013	3,277098
47	0,679746	1,299825	1,677927	2,011741	2,408345	2,684556	3,272912
48	0,679635	1,299439	1,677224	2,010635	2,406581	2,682204	3,268910
49	0,679530	1,299069	1,676551	2,009575	2,404892	2,679952	3,265079
50	0,679428	1,298714	1,675905	2,008559	2,403272	2,677793	3,261409
51	0,679331	1,298373	1,675285	2,007584	2,401718	2,675722	3,257890
52	0,679237	1,298045	1,674689	2,006647	2,400225	2,673734	3,254512
53	0,679147	1,297730	1,674116	2,005746	2,398790	2,671823	3,251268
54	0,679060	1,297426	1,673565	2,004879	2,397410	2,669985	3,248149
55	0,678977	1,297134	1,673034	2,004045	2,396081	2,668216	3,245149
56	0,678896	1,296853	1,672522	2,003241	2,394801	2,666512	3,242261
57	0,678818	1,296581	1,672029	2,002465	2,393568	2,664870	3,239478
58	0,678743	1,296319	1,671553	2,001717	2,392377	2,663287	3,236795
59	0,678671	1,296066	1,671093	2,000995	2,391229	2,661759	3,234207
60	0,678601	1,295821	1,670649	2,000298	2,390119	2,660283	3,231709
61	0,678533	1,295585	1,670219	1,999624	2,389047	2,658857	3,229296
62	0,678467	1,295356	1,669804	1,998972	2,388011	2,657479	3,226964
63	0,678404	1,295134	1,669402	1,998341	2,387008	2,656145	3,224709
64	0,678342	1,294920	1,669013	1,997730	2,386037	2,654854	3,222527
65	0,678283	1,294712	1,668636	1,997138	2,385097	2,653604	3,220414
66	0,678225	1,294511	1,668271	1,996564	2,384186	2,652394	3,218368
67	0,678169	1,294315	1,667916	1,996008	2,383302	2,651220	3,216386
68	0,678115	1,294126	1,667572	1,995469	2,382446	2,650081	3,214463
69	0,678062	1,293942	1,667239	1,994945	2,381615	2,648977	3,212599
70	0,678011	1,293763	1,666914	1,994437	2,380807	2,647905	3,210789
71	0,677961	1,293589	1,666600	1,993943	2,380024	2,646863	3,209032
72	0,677912	1,293421	1,666294	1,993464	2,379262	2,645852	3,207326
73	0,677865	1,293256	1,665996	1,992997	2,378522	2,644869	3,205668
74	0,677820	1,293097	1,665707	1,992543	2,377802	2,643913	3,204056
75	0,677775	1,292941	1,665425	1,992102	2,377102	2,642983	3,202489
76	0,677732	1,292790	1,665151	1,991673	2,376420	2,642078	3,200964
77	0,677689	1,292643	1,664885	1,991254	2,375757	2,641198	3,199480
78	0,677648	1,292500	1,664625	1,990847	2,375111	2,640340	3,198035
79	0,677608	1,292360	1,664371	1,990450	2,374482	2,639505	3,196628
80	0,677569	1,292224	1,664125	1,990063	2,373868	2,638691	3,195258

APPENDIX 10: Dokumentasi

Pre-test



Treatment:





Post-test





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor 2214/Un 28/E 2/TL 00 9/06/2025

26 Juni 2025

Lampiran -

Hal Izin Riset
Penyelesaian Skripsi

Yth Kepala SMA Negeri 1 Halongonan Paluta

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nur Hafni Harahap
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Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Balang Baruhar Jae

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "*The Effect of Contextual Teaching And Learning (CTL) Method on Reading Comprehension Mastery at The XI Grade Students of SMA 1 Halongonan Paluta*".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih

an. Dekan

Wakil Dekan Bidang Administrasi
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**PEMERINTAH PROVINSI SUMATERA UTARA
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Hutaimbaru 26 Agustus 2025

: 420/201 /SMAN1HL/VIII/2025

: -

: Izin dan melaksanakan Riset

a Yth : Bapak Wakil Dekan Bid.Akademik Dan Kelembagaan

di

Tempat

ungan dengan surat Nomor : 3214/Un.28/E.1/TL.00.9/06/2025 tanggal 26 Juni 2025 tentang permohonan
melaksanakan Riset Mahasiswa Program Studi pendidikan Tadris Bahasa Inggris di SMA Negeri 1
gonan ,dengan ini kami memberikan izin dan Sudah Melaksanakan Riset kepada Mahasiswa yang bernama :

: NUR HAFNI HARAHAH

: 2120300045

m : Tadris Bahasa Inggris

t : Batang Baruhar Jae Kec. Padang Bolak Kab.Padang Lawas Utara

n Skripsi (Karya Ilmiah) yang berjudul :

*Effect of Contextual Teaching and Learning (CTL) Method on Reading Comprehension Mastery at The
The Students of SMA NEGERI 1 HALONGONAN "*

an Surat Izin ini kami perbuat ,untuk dapat di perlukan seperlunya ,



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CURRICULUM VITAE



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