

APPLICATION OF CONTEXTUAL TEACHING AND LEARNING MODEL (CTL) TO IMPROVE READING UNDERSTANDING ABILITY

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ABSTRACT

Reading is a very important language skill. Because by reading someone can increase knowledge. But in its implementation in school there are still many obstacles. Based on the results of research that students' reading ability in schools is still relatively low. Another problem in reading learning, which needs to be thought by all parties is the problem of competence and creativity of the teacher in compiling reading learning materials. Because the development of learning materials is very important in motivating student learning. Teachers must be able to compile learning materials that are appropriate to the conditions of the student's own environment. Contextual learning materials will motivate students in learning. The main problem in this study was "Application of the Contextual Teaching and Learning (CTL) Model in Reading Learning to Improve Reading Comprehension Ability in Grade IV Students of SDN 165 Bandung City Trainings 2017/2018 Academic Year. In this study the authors used descriptive methods. Using instruments interview research, observation, observation, and tests. The purpose of this study was to determine the success of the Contextual Teaching and Learning Model (CTL) in Grade IV Students of SDN 165 trainings in reading comprehension learning. In this study the authors used Classroom Action Research (CAR) using 2 Cycles. After the data is collected, the writer analyzes, calculates the average, and presents the results. Based on the results of the study the authors conclude, that learning to read comprehension by applying Contextual Teaching and Learning (CTL) results is very good. Hi, this is proven if the average pre-test results only reach 4.60 or 46% of students understand the content of the reading. After being implemented in the first cycle there was an increase, namely the average value of the test post reached 7.20 or 72%. While the results of the post cycle II test reached an average value of 8.20 or 82%. Thus, when compared to the results before using the model and after using the Contextual Teaching and Learning Model (CTL) there is a very significant increase seen from the average value and percentage.

Keywords: contextual, learning, improving

INTRODUCTION

Learning in the classroom, as well as outside the classroom, should take place effectively and be able to arouse student activity and creativity. In this case the teacher as the implementer must be able to apply it in the learning process. The teachers should create learning that is fun and exciting for students, so students feel at home in class. On the basis of this reality, learning in schools should be educating, educating, generating student activity and creativity, effectively, democratically. challenging, and fun.

There are several teaching materials in Indonesian language, one of which is reading comprehension. One of the goals of reading is "To find and obtain information including

content, understanding the meaning of reading, meaning closely related to our intentions or intensively reading" (Tarigan, 1979: 9). This goal will be achieved if students are able to read and can understand the contents of the reading after reading.

Basically reading activities are much favored by children in school. Remember bedtime reading, very popular with children and toddlers. But in reality most students still have difficulty understanding the contents of the reading. These difficulties are closely related to students' difficulties in retelling the contents of the reading. Thus, teachers should provide direction correctly. As Tarigan's opinion (2010: 9) states that "teaching methods, methods or techniques are components of PBM that determine the success of teaching."

Based on the results of the research obtained in the field, fourth grade students of SDN 165 Jatihandap Bandung City in learning to read reading comprehension have not been able to find the main points of thought in the reading precisely because they do not have the right concept of the main idea or main idea. Of the 17 students only 5 students were able to find the main points of thought in the reading, meaning that only 29% of students were able to determine the main points of mind in reading correctly in grade IV SDN 165 Jatihandap.

Therefore, in this study the author takes the title "Application of Contextual Teaching and Learning (CTL) Models in Reading Learning to Improve Reading Comprehension Ability in Grade IV Students of SDN 165 Jatihandap Bandung City 2017/2018 Academic Year."

Reading Understanding Ability

Reading is essentially something complicated that involves a lot of things, not just to recite writing, but also involves visual activity, mature thinking. By reading, children will gain knowledge that is very beneficial for the growth and development of their thinking power. Given the importance of the role of reading for the development of his students. Teachers are required to carry out the teaching of reading correctly, through the application of the right model. Reading comprehension is the teaching of reading with an understanding of what is read, what is the meaning and implications of a reading so that the reader can get an understanding of information or concepts about something that is read. According to Tarigan (2008: 56), reading comprehension referred to here is a type of reading that aims to understand the following: (1) Literary Standars or norms; (2) Critical reviewe; (3) Writing drama; (4) Patterns of Fiction. In addition, reading must be able to conclude what has been read. In order to be clearer, the writer will first describe the meaning of ability and reading. A process that is

carried out and used by the reader to get the message to be conveyed by the author through the medium of words / written language. A process that demands that a group of words that constitute a unity will be seen in a glance, and that the meaning of individual words will be known. If this is not fulfilled, then the written and implied messages will be caught or understood, and the reading process will not be done well. Based on the above understanding, the ability to read is a ability or ability of the reader to capture the message conveyed by the writer through written language.

Contextual Learning

Contextual learning is a learning concept that helps teachers associate material taught with students' real-world situations that encourage students to make connections between their knowledge and their application in their daily lives, involving seven main components of effective learning, namely constructivism (Censtruetivism), ask (Questioning), find (inquiry), community learning (Learning Community), modeling (Modeling), and actual assessment (Authentich Assessment) (Depdiknas, 2008: 3). Triyono (2009: 87) argues that "Contextual learning is emphasizing once on an interdisciplinary model and utilizing the context in which children learn. This means that the fee / teaching is packaged in interdisciplinary so that children gain real-life insight. They see how skills knowledge relates to their lives (present and future). In this case we can use the form of unit education ". Based on the description above it can be said that contextual learning is a holistic education process and aims to motivate students to understand the meaning of the subject matter they learn by linking material to the context of their daily lives, so that students have knowledge, skills that can be flexibly applied from a problems / contexts to other problems / contexts.

Contextual learning is a learning concept that links material presented with real-world situations and encourages learners to make connections between the material they teach and their application in their lives as family members and society. In the learning model has its own characteristics as for the characteristics of contextual learning, namely: (1) interdisciplinary; (2) individual children's needs; (3) based on problems; (4) emphasize the occurrence of self-regulation in children; (5) occur in various settings or contexts; (6) reach various backgrounds of children's lives; (7) using a team or interpedence group structure; and (8) apply authentic assessment.

METHOD

The method used in this study, is a qualitative method with respect to the definition expressed by Bogdan and Taylor (Moleong, 2008: 3) that qualitative methods are research procedures that produce descriptive data in the form of written or oral words from people and behavior can be observed ". The research reasons using this method based on the opinions expressed by Moleong (2008: 5) are as follows: First, adjusting the qualitative method is easier when dealing with multiple realities; second, this method presents directly the nature of the relationship between research and respondents; these three methods are more sensitive and can adapt to a lot of sharpening of shared influences and on the patterns of value faced. Further Moleong (2008: 6) states that "Data collected in the form of words, pictures and not numbers. This is due to the application of qualitative methods ". This study uses a classroom action research design. The design of this study refers to the research design carried out by Kemmis and Taggart namely the Spiral model (in Rochiati, 2009: 66) which starts from planning, action, observation and reflection and then re-planning. Steps include: before the researcher takes action, first make a plan of action to be taken. Second, after a well-structured plan, the action is taken. Third, along with doing the action the researcher observes the process of implementing the action itself and the consequences generated through the observation sheet. Fourth, based on the results of these observations the researchers then reflect on the basis of the actions taken. If the results of the reflection show the need to make improvements to the actions that have been taken, then the next action plan is not just to repeat what was done before. But it is an improvement on what is still not optimal in the previous cycle. This is done until the problem under study can be solved optimally or the expected goal can be achieved.

RESULTS AND DISCUSSION

Results

To find out the success of learning in cycle I and cycle II, the following sections will describe the data on the results of the implementation of cycle I and cycle II. The data presented is obtained through the implementation of reading comprehension tests given to students. The results of this action data are presented with the aim of providing information about the extent to which students' ability or success in reading comprehension is improved through the application of contextual teaching and learning (CTL) models.

Table 1. Results of Achieving Reading Indicators
Understanding Cycle I

No.	Student's name	Indicator			Σ Score (ΣS)	Grade $\frac{\Sigma S \times 10}{Si}$
		A	B	C		
1	2	3	4	5	6	7
1.	Abdul Aziz R	22	18	26	66	7,33
2.	Adelia Kistiawati	23	20	20	63	7,00
3.	Dzulfikar Zakim M	24	22	20	66	7,33
4.	Fauzi	24	20	26	70	7,77
5.	Gina Herlina	23	20	24	67	7,44
6.	Magfira K	24	18	23	65	7,22
7.	M. Rahman Hakim	23	22	24	69	7,66
8.	Naila Siti Hafsari	20	20	22	62	6,88
9.	Putri Ayu Viola	22	22	20	62	6,88
10.	Salma Putri Tsania	20	21	20	61	6,77
11.	Tenisa Deta R	24	24	26	74	8,22
12.	Yudika Bagja A	22	20	20	82	6,88
13.	Zahra Febian	24	16	20	60	6,66
14.	Agnia Nursifa F	24	23	26	73	8,11
15.	Alia Siti Nafisah	20	18	20	58	6,44
16.	Raudah Qolbi A	22	22	22	66	7,33
17.	M.Tio Raudila A	20	18	20	58	6,44
Amount		381	344	379		122,6
Median		22	20,2	22		7,20
Persentase		75%	67%	74%		72%

Table 2.Results of Achievement of the Cycle II Reading Comprehension Indicator

No.	Student's name	IndiCator			Σ SCorE (Σ S)	gRADE $\frac{\Sigma S \times 10}{Si}$
		A	B	C		
1	2	3	4	5	6	7
1.	Abdul Aziz R	22	18	26	66	7,33
2.	Adelia Kistiawati	23	20	20	63	7,00
3.	Dzulfikar Zakim M	24	22	20	66	7,33
4.	Fauzi	24	20	26	70	7,77
5.	Gina Herlina	23	20	24	67	7,44
6.	Magfira K	24	18	23	65	7,22
7.	M. Rahman Hakim	23	22	24	69	7,66
8.	Naila Siti Hafsari	20	20	22	62	6,88
9.	Putri Ayu Viola	22	22	20	62	6,88
10.	Salma Putri Tsania	20	21	20	61	6,77
11.	Tenisa Deta R	24	24	26	74	8,22
12.	Yudika Bagja A	22	20	20	82	6,88
13.	Zahra Febian	24	16	20	60	6,66
14.	Agnia Nursifa F	24	23	26	73	8,11
15.	Alia Siti Nafisah	20	18	20	58	6,44
16.	Raudah Qolbi A	22	22	22	66	7,33
17.	M.Tio Raudila A	20	18	20	58	6,44
Amount		381	344	379		122,6
Median		25	23	25		8,2
Persentase		84%	78	24		82%

DISCUSSION

Overall, research on the application of contextual teaching and learning (CTL) models in learning to read reading comprehension of fourth grade students of SDN 165 Jatihandap provides positive results in the form of an increase in students' ability to read comprehension. This is based on the results obtained from two cycles of action implementation. The implementation of several cycles is a certain stage by implementing a learning plan that has been compiled based on the contextual teaching and learning (CTL) model.

Based on the data from the pre-test the ability to read reading comprehension using three indicators as a benchmark, namely: ideas, use of EYD and tidiness of data obtained data that the level of students' ability in reading reading comprehension before the action is carried out by applying the contextual teaching and learning (CTL) model, reached 46%. These capabilities include three indicators, namely: answering 39% of questions, identifying mind

points of 47%, and writing neatness of 47%. After the first cycle action is implemented by applying the contextual teaching and learning (CTL) model, positive changes occur with an increase through indicators of reading comprehension ability. From the data from the implementation of the cycle I action, the percentage of students' reading comprehension was increased. For indicators answering 39% of the questions, after the first cycle action has been taken, the indicator has risen to 75%, meaning an increase of 36% from the initial data. For indicators identifying points of thought reaching 47%, then after the implementation of the first cycle the indicator reached 67%, meaning an increase of 20%. For the indicator neatness, if the initial data only reached 47%, then after the implementation of the first cycle the indicator increased by 27% from the initial data to 72%.

In the implementation of this cycle II action, the teacher has given students an understanding of the meaning of group work, and the success of the group in accordance with the characteristics of the contextual teaching and learning (CTL) model, so as to stimulate and inspire students' potential optimally in determining the main points of thought in reading that ultimately can improve students' ability to read comprehension. With the inclusion of images that are in accordance with the text, learning feels more varied so that it is not boring for students and students become more interested in learning, but also to overcome verbalism in relation to the content of the discourse so that it can increase students' insight, especially for other subjects. Based on the test results in this second cycle, most students have been able to find the main points of thought in the reading. Based on the test results in the second cycle there is a significant increase in value so that the author is considered enough of this research until the second cycle, although in this study three cycles are planned. But as an effort to strengthen students' abilities, the teacher gives homework to each cycle of action. With the help of the family at home in participating in guiding their children, students can be sure to develop rapidly in their learning achievements. Based on the research findings as described above, shows that the application of contextual teaching and learning (CTL) models can improve students' ability to read reading comprehension, this can be seen and the percentage increase in the level of self-achievement of each indicator, which shows that after the contextual model is applied teaching and learning (CTL) in learning to read comprehension, then the ability of fourth grade students of SDN 165 Jatihandap in reading comprehension is increasing.

CONCLUSION

Based on the discussion of the results of research conducted in applying the contextual teaching and learning (CTL) model to improve students' ability in learning to read reading comprehension, fourth grade students of SDN 165 Jatihandap Bandung, it can be delivered several ha! as a conclusion, namely as follows: (1) The results of the study prove that students' ability to read comprehension after the learning is carried out by applying the contextual teaching and learning (CTL) model has a significant improvement. Based on the results of pre-test students who were able to answer this question was only 39.41%, identifying the main points of thought was only 47.6% while the tidiness of writing was only 47%. Overall the initial ability to understand reading content is only 46%. Whereas after implementing cycle I learning there was an increase in answering questions to 70% identifying the main points of mind reaching 67%, and writing neatness reached 70%. Overall the ability of students to understand the content of reading is an increase of 72%. Furthermore, after implementing cycle II learning there was a very significant increase. The ability of students to answer questions reached 84%, identified the main points of thought 78%, and writing tidiness to 84%. Overall the ability of students to understand reading content reaches 82%; (2) Based on the results of the study that the application of contextual teaching and learning (CTL) learning models improves comprehension reading skills in fourth grade students of SDN 165 Jatihandap, the condition of the initial ability of comprehension reading ability is only 40%, the results of the first cycle test post is 72%, while the postal results cycle II test there was an increase to 82%.

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