

**TEACHER'S STRATEGY ON TEACHING READING THROUGH  
CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH  
AT EIGHTH-GRADE STUDENTS OF MADRASAH WUSTHO  
KARANGSUCI PURWOKERTO**



**AN UNDERGRADUATE THESIS**

Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

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Purwokerto, July 08, 2022

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## APPROVAL SHEET

This thesis, entitled  
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TEACHING AND LEARNING (CTL) APPROACH AT EIGHTH-GRADE STUDENTS  
OF MADRASAH WUSTHO KARANGSUCI PURWOKERTO**

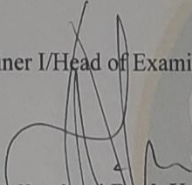
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***Assalamu'alaikum Wr.Wb.***

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***Wassalamu'alaikum Wr.Wb.***

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## MOTTO

*"Require knowledge, but not forget worship, and do worship but must not forget knowledge"*

*~Hasan Al Bashri*



## DEDICATIONS

This paper is dedicated to:

My beloved mother (My Mae/Ibu Nitem) and my beloved father (My Babeh/Bapak Sarna Moch. Ali Muntohar)

My old sisters (Mba Siti and Mba Fatmah)

My old brother (Mas Nur)

My young brother (Dek Idris)

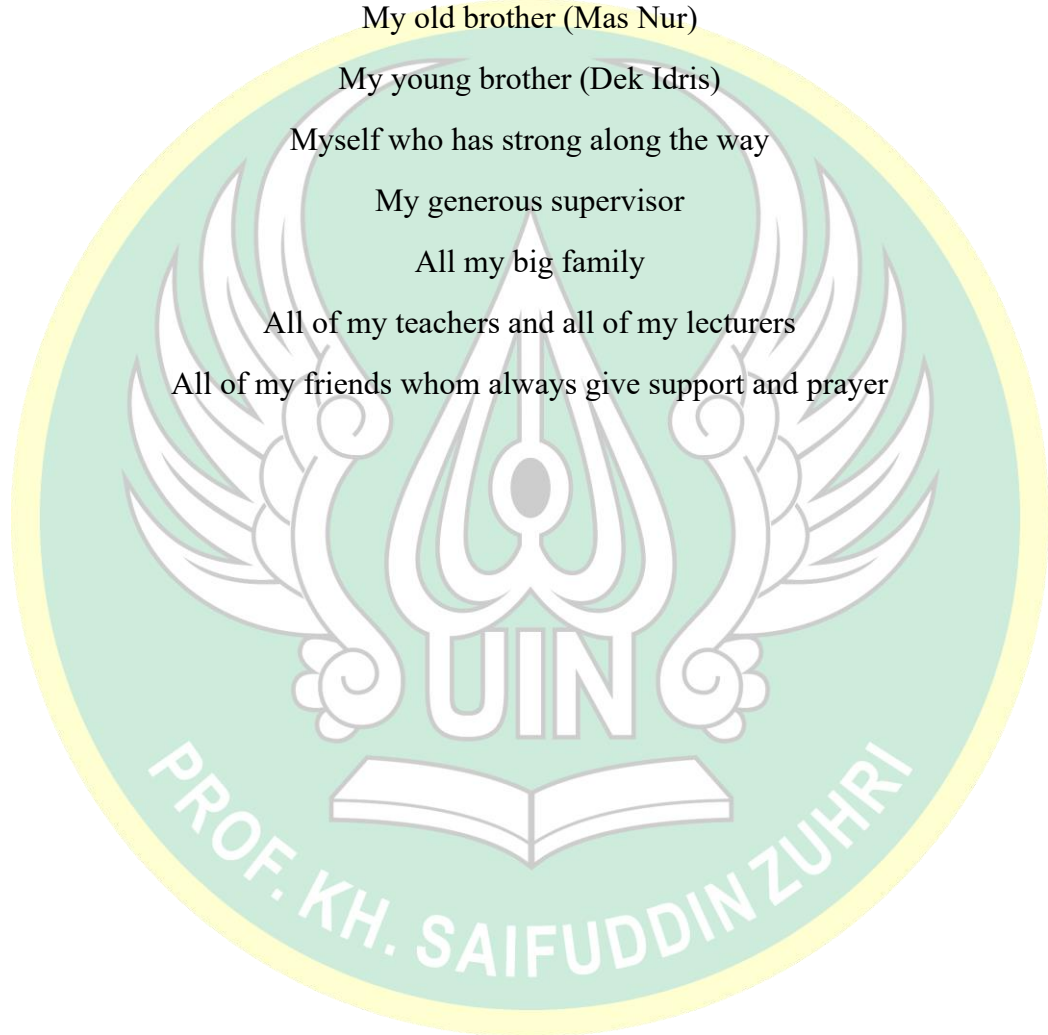
Myself who has strong along the way

My generous supervisor

All my big family

All of my teachers and all of my lecturers

All of my friends whom always give support and prayer



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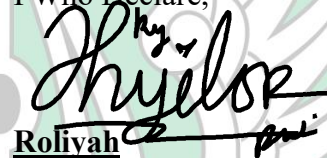
21. For all of my friends that can not mention all one by one, thanks for everything.

22. Finally, I wanna thanks to myself. I am still strong and always keep fighting for every condition and situation. I am proud to myself, I always remember to self-reward, self-respect, and self-love.

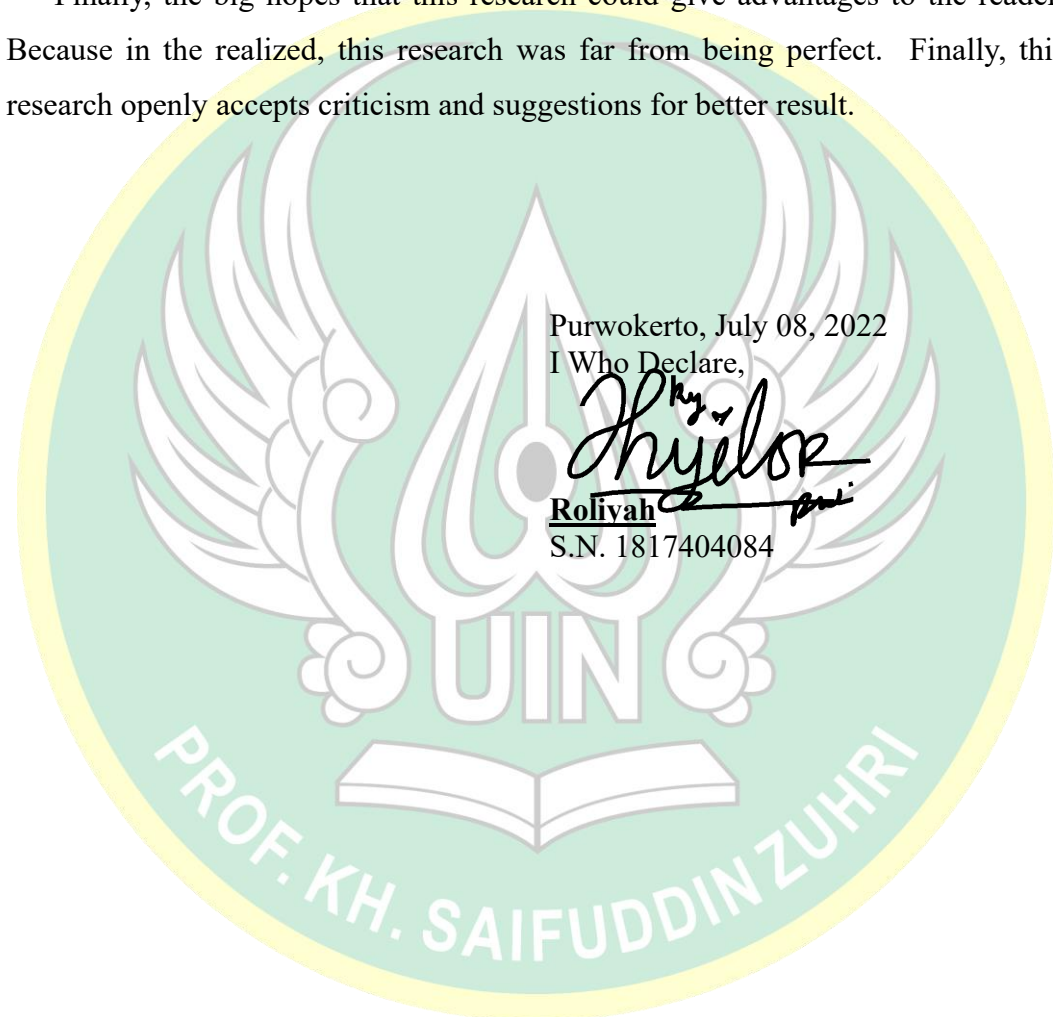
Finally, the big hopes that this research could give advantages to the reader. Because in the realized, this research was far from being perfect. Finally, this research openly accepts criticism and suggestions for better result.

Purwokerto, July 08, 2022

I Who Declare,



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**TEACHER'S STRATEGY ON TEACHING READING THROUGH  
CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH TO  
EIGHTH-GRADE STUDENTS OF MADRASAH WUSTHO  
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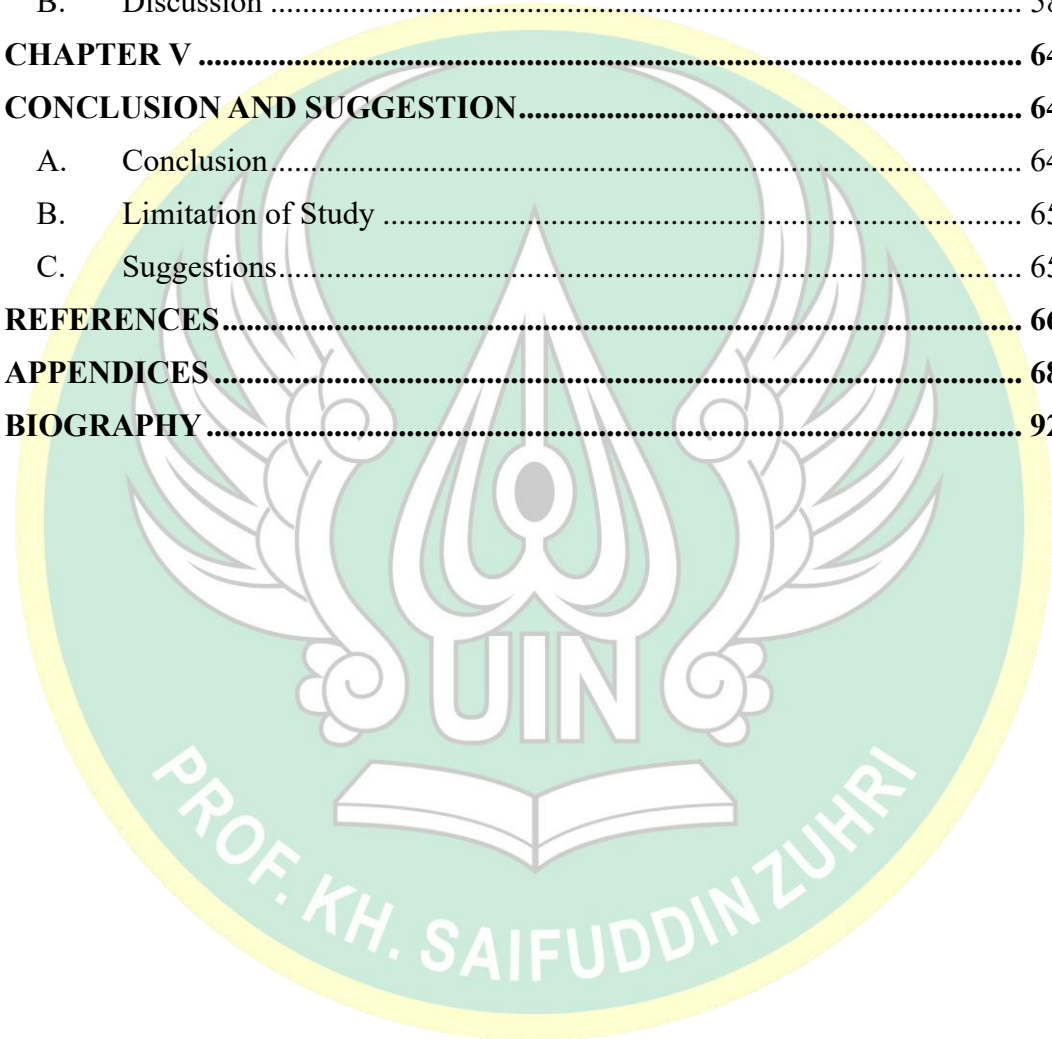
**Abstract:** Reading is crucial to the learning process. Especially in countries where English is regarded as a foreign language, a good reading program is required and the success of reading programs has been decided by the teacher's strategies. Related to the 2013 curriculum, it is expected that the students be able to analyze, apply, and comprehend the story text in their daily lives. However, in reality, the students generally lack of understanding and lack of interest in English lesson. Sometimes they were also asking what are the benefits of English in their daily lives? Then, English teacher is required to designing an active and interesting learning to make students understand the usefulness of English in everyday life. As will be discussed, this study explored about the strategy used by an English teacher on teaching reading. This study applied descriptive qualitative design and the purpose was to investigate and describe how the teacher's strategy on teaching reading through the Contextual Teaching and Learning (CTL) approach at eighth-grade students of Madrasah Wustho Karangsucu Purwokerto. By applying this design, the English teacher assumes that the students are instructed to construct their skills through teamwork and sharing. The students were motivated to connect the knowledge with their experience and share their knowledge. Furthermore, the students can apply the knowledge and language skills both in and outside school.

**Keywords:** Teacher's Strategy, Contextual Teaching and Learning (CTL) Approach, Teaching Reading.

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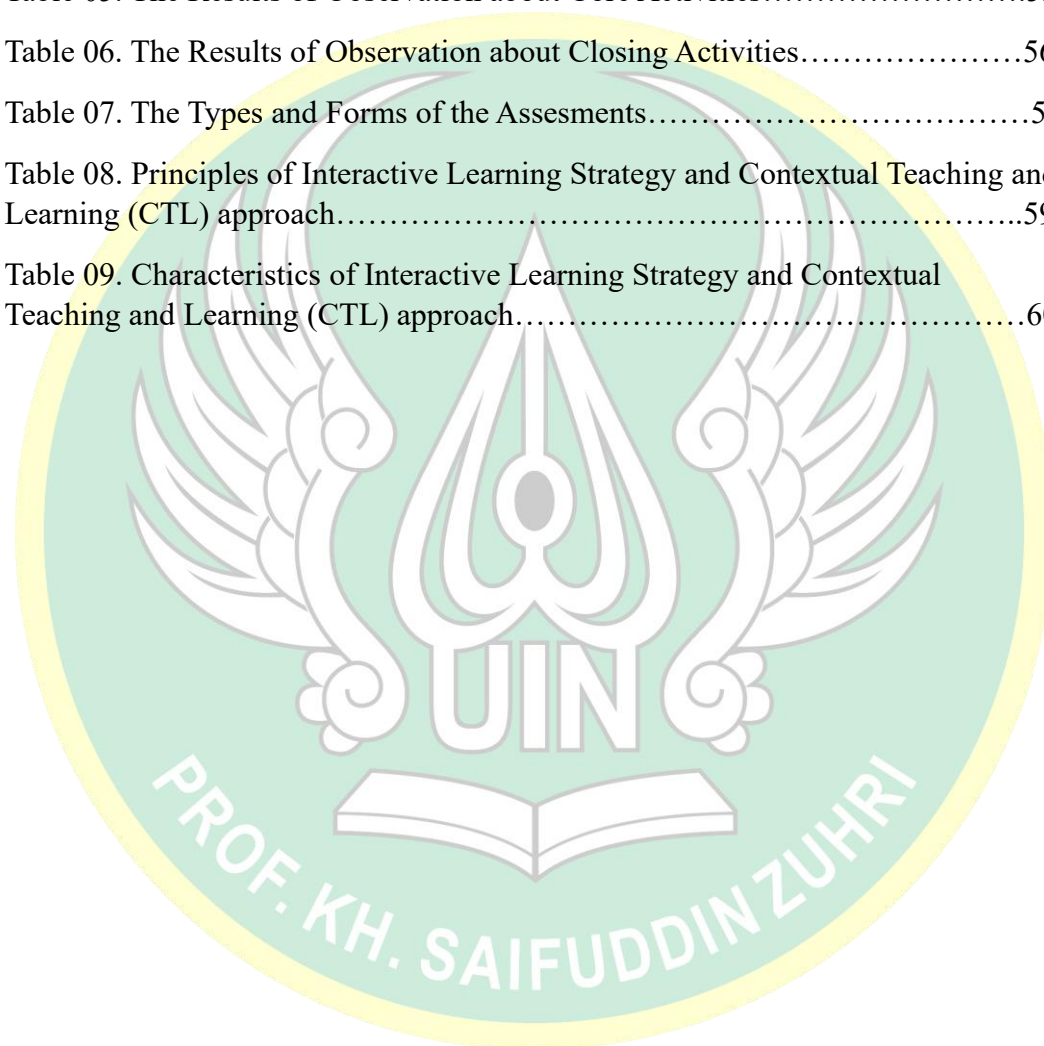
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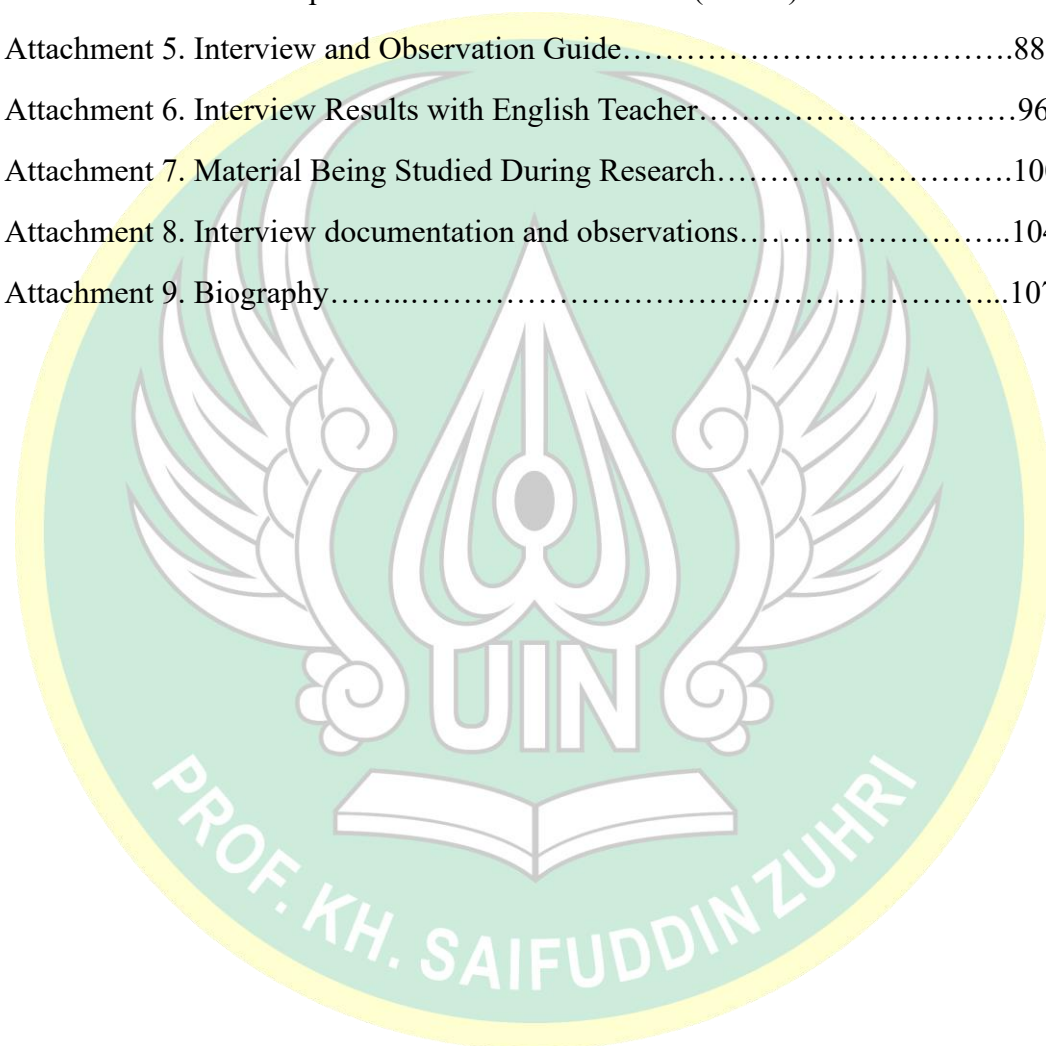


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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Reading is crucial to the learning process. Participating in reading activities allows students to gain important knowledge that teachers do not provide in the classroom. The students as a reader are active participants in the reading process and play a crucial interpretative role. It suggests that, according to the cognitive paradigm, readers are more than passive consumers of information when an active text exposes itself and its meanings to them. Certainly, reading is a tug of war between the reader and the text. As readers, students create or construct meaning through what they give to the text is as important as the text itself. Reading includes grasping the meaning of printed words, also known as written symbols. As a result, reading is an active activity that includes recognition and comprehension.

Some students may not fully grasp the reading process. Many of them assume that reading simply entails silently or loudly repeating the words printed in textbooks, depending on whether they are reading for themselves or others. Relating to the 2013 curriculum, students should be able to analyze, apply, and comprehend the story text in their daily lives. In addition, the students must understand the chapter in the reading book. Furthermore, while reading material, students must be able to discover the major topic in the passage, since reading programs can help students acquire the language skills needed for success. Nonetheless, especially in countries where English is regarded as a foreign language, a good reading program is required. The success of reading programs has been decided by the teacher's strategies.<sup>1</sup>

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<sup>1</sup>Diani Syahputri & Putri Mariyati, "Improving Student's Achievement in Reading Comprehension by Applying Contextual Teaching and Learning (CTL)". (Budapest International Research and Critics in Linguistics and Education (BirLE) Journal, 58–69, 2019)



Reading abilities play a crucial part in the acquisition of knowledge and as a tool for students as humans to communicate. Reading requires all higher mental activities such as remembering, thinking, imagination, organization, application, and problem-solving. As a result, the teacher must devise an effective technique for teaching reading to the students. An excellent teaching reading strategy is to assign the task of reading the text for a set amount of time before asking questions. Reading ability assessments include true-false questions, sentence completion, multiple-choice questions, and summaries. Another method for improving reading skills is to read a variety of literary works.<sup>2</sup>

In line with the discussion, this study was born with the beginning of the effort to observing the learning reform efforts that are being developed by an English teacher in the process of teaching and learning activities. The English teacher has a wide selection of learning models. If the English teacher can understand the basic concepts or theories of learning that refer to the process (along with concepts and theories) of learning, then the teacher has creatively tried and developed their learning models and strategies that are distinctive by the real conditions in their respective institutions, so that in turn have appeared the teacher's version of learning models.

As will be discussed in this study, this research describes the strategy used by an English teacher in managing their knowledge to teach at Madrasah Wustho Karangsucu Purwokerto. However, this study focuses on the English teacher's strategy in teaching reading functional text (notice) material where in the process contains how to make teaching interesting and students active. It means the process is not only centered on the teacher but also more centered on the students. Teacher become the facilitator and control functions. After preliminary observation, all the above are done by

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<sup>2</sup> Fatimah, F., & Kartikasari, R. D." *Strategy Learning and Learning in Improving Language Skills*", (Literacy Pen, 1(2), 108. 2018) <https://doi.org/10.24853/pl.1.2.108-113>

the teacher in the process of teaching English as a foreign language can still be delivered in a fun way and can increase the students' learning spirit.

Based on preliminary observation, the basic of data was found about the reason English teacher applied an interactive learning strategy through the Contextual Teaching and Learning (CTL) approach in teaching reading functional text (notice) to eighth-grade students of Madrasah Wustho Karangsucu Purwokerto. For this reason, the English teacher said the interactive learning strategy that contains a contextual-based learning approach conveys substantial educated about the phenomenon of events in the real world to the students. Every material in the functional text (notice) contains values that can be taken and used as learning in the student's everyday life.

In reality, small and common things are often encountered by students who are related to using English in their daily lives. The lack of knowledge and interest of the students in terms of understanding these things / events which eventually encourages teachers to use interactive learning strategies so that learning becomes more interesting and able to make students become active. This interactive learning strategy is integrated with a contextual approach that can help teachers make students able to relate the learning materials in the classroom to their daily lives. Finally, through interactive learning strategies supported by a contextual approach, it is able to make learning interesting and the result is that students become active and able to connect and apply the material that has been learned with daily phenomena/events.

Therefore, this research would like to investigate and describe the teacher's strategy for teaching reading through the Contextual Teaching and Learning (CTL) approach to eighth-grade students of Madrasah Wustho Karangsucu. Where English teacher in the eighth grade of Madrasah Wustho Karangsucu applied the interactive learning strategy through the Contextual Teaching and Learning (CTL) approach in teaching reading functional text (notice). The English teacher only applied the Contextual Teaching and

Learning (CTL) approach in two classes, male and female classes. By applying the interactive learning strategy of teaching reading through the Contextual Teaching and Learning (CTL) approach, students are expected to consolidate and develop their skills through cooperation and teamwork. Students were motivated to connect the knowledge with their experience and share the knowledge. Furthermore, they can apply the knowledge and language skills both in and outside school.

Based on those considerations, the research was needed to conduct a study entitled: **Teacher's Strategy on Teaching Reading through Contextual Teaching and Learning (CTL) Approach at Eighth-Grade Students of Madrasah Wustho Karangsucu Purwokerto.**

## **B. Clarification of Key Terms**

### **1. Teacher's Strategy**

Learning strategies (teacher's strategy in this case) consist of all components of learning materials and procedures or stages of learning activities used by the teacher to help students achieve certain learning goals. Therefore, learning strategies are not only limited to the procedures or stages of learning activities, including the arrangement of materials or learning program packages that will be delivered to students.<sup>3</sup>

### **2. Teaching Reading**

Teaching reading is the process used for transferring knowledge to get good reading comprehension and understanding of a text to achieve the goals of the learning process. Therefore, a successful teacher who teaches reading realizes that reading can be taught by using a variety of strategies. The teaching must be modified by the teacher depending on the students' needs.<sup>4</sup>

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<sup>3</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 8.

<sup>4</sup> Muslaini, "*Strategies for Teaching Reading Comprehension by Muslaini*" Syiah Kuala University, (Banda Aceh. English Educational Journal, 8(1), 66–77, 2017)

### 3. Contextual Teaching and Learning (CTL) Approach

The contextual Teaching and Learning (CTL) approach is a method of connecting material with students' experiences, interests, and applications in the real world outside the classroom. Through the application of the Contextual Teaching and Learning (CTL) approach, students can see the relevance of the materials studied in the classroom and their application in everyday life.<sup>5</sup>

### C. Research Question

Based on the background of the study, the formulation of the research question sought is: How is the teacher's strategy on teaching reading through the Contextual Teaching and Learning (CTL) approach at eighth-grade students of Madrasah Wustho Karangsucu Purwokerto?

### D. Aims and Significances of The Study

#### 1. Aim of the Research

Based on the interpretation of the existing research question, the aim or the purpose of this study is to answer the interpretation of the research question, namely:

- a. To investigate and describe how the teacher's strategy on teaching reading through the Contextual Teaching and Learning (CTL) approach at eighth-grade students of Madrasah Wustho Karangsucu Purwokerto.

#### 2. Significances of The Research

The significances that can be expected from this research are:

##### a. Theoretical significance

1. This research is projected to contribute to the development of theory, especially in the teacher's strategy of teaching

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<sup>5</sup> Diani Syahputri, "Improving Students' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning (CTL)" (Budapest International Research and Critics in Linguistics and Education (BirLE) Journal, 2(3), 58-69, 2019) <https://doi.org/10.33258/birle.v2i3.361>.

reading through the Contextual Teaching and Learning (CTL) approach at eighth-grade students of Madrasah Wustho Karangsucu Purwokerto.

b. Practical significances

1. Significance for the researcher

This research is projected to fulfill final assignments as graduation requirements.

2. Significance for the English teacher

This research is expected to be a charity as a reference in the strategy of teaching reading.

3. Significance for the institute

This research is projected to be used as a contribution to instill interests, motivations, and attitudes in college students to improve their learning achievements for their college students.

4. Significance for the next researcher

This research is expected to give a contribution to the topic of teacher's strategy for teaching reading through the Contextual Teaching and Learning (CTL) approach at eighth-grade students of Madrasah Wustho Karangsucu Purwokerto.

**E. Previous Studies**

To support this research, some research has been done in the past has close ideas showing that the Contextual Teaching and Learning (CTL) approach can be applied as a better way of teaching reading.

The first is Diani Syahputri and Putri Mariyati (2019), in their research entitled "*Improving Students' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning (CTL)*". According to the study's objectives, Contextual Teaching and Learning (CTL) will significantly increase students' reading comprehension success. The X

grade at SMK 2 Bandung in the academic Year 2017/2018 was the focus of this study. It was a single class with 30 students participating as responses. The goal was to identify a substantial increase in students' reading comprehension success by using Contextual Teaching and Learning (CTL). This study was carried out via classroom action research. Observation sheets and reading tests were used to collect data. The research findings reveal that students' reading achievement on narrative text improved with each cycle. It was demonstrated by the pre-test mean of 56.5 with a percentage of 0%. Following the use of CTL in the first cycle, there was an improvement in the students' reading comprehension scores; the mean was 69.16, with a percentage of 33.3 percent. It signifies that there was a 33.3 percent improvement from pre-test to post-test. After reflecting on the first cycle, there was an improvement in students' mean, which was 85 with a percentage of 100 percent for the second cycle. According to the results, there was a 66.7 percent improvement after using CTL. It was discovered that using contextual teaching and learning (CTL) increased students' reading comprehension proficiency. The similarity is that both a use contextual Approach in the application of teaching reading strategies and the difference in terms of material. This research uses narrative text as the material, while the one that will be studied later uses short functional text (notice) as the material.<sup>6</sup>

The second is Fransisca Lafayette Sianipar (2018). In her research entitled "*The Effect of Using Contextual Teaching and Learning to Eighth Graders' Reading Comprehension at SMP 3 PSKD Jakarta*". Stated that this study was an experiment. It sought to ascertain the impact of the Contextual Teaching and Learning technique on eighth-grade students' reading comprehension at SMP 3 PSKD Jakarta. This study was done in two

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<sup>6</sup> Diani Syahputri and Putri Mariani, "*Improving Students' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning (CTL)*". (Budapest International Research and Critics in Linguistics and Education (BirLE) Journal, 2(3), 58–69. 2019) <https://doi.org/10.33258/birle.v2i3.361>

classes to achieve the goal. Each class has 30 students in it. The CTL approach was used to teach the experimental group (VIII-A), whereas the drilling method was used to teach the control group (VIII-B). The seminars were held twice a week, and the research lasted a month. To obtain data, pre-and post-tests were used. Both the pre-test and the post-test were given to both groups. SPSS version 19.0 was used to analyze the data. This data analysis was used to examine the results of four sets of tests. Data research revealed that employing Contextual Teaching and Learning Approach had a substantial influence on students' reading comprehension. The mean post-test score in the experimental group is 16.10, whereas the mean post-test score in the control group is 15.95. According to the findings, Contextual Teaching and Learning had a considerable impact on the eighth graders' reading comprehension at SMP 3 PSKD Jakarta. The similarity is that both use a contextual approach in the application of teaching reading strategies and the difference in terms of methods. This research uses the drill method, while the one that will be studied later uses the group discussion and sharing method.<sup>7</sup>

The third is Mustakim Sagita (2014), in his research entitled "*Improving Students' Comprehension through Learning Community Under Contextual Teaching and Learning Approach*". Reading is one of the language skills that students should work on improving. The learning community is employed. It encourages students to read, think about, anticipate, and prove each paragraph of a narrative book. It makes use of collaborative action research, and the subjects of the study are 27 students. Students are active and joyful, students' reading ability increases and 80 percent of students may get a passing mark in reading comprehension in English sessions that is 75. The findings suggest that the CTL strategy might increase students' reading and comprehension of narrative literature. The similarity is that both

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<sup>7</sup> Fransisca Lafayette Sianipar (2018). "*The Effect of Using Contextual Teaching and Learning to Eighth Graders' Reading Comprehension at SMP 3 PSKD Jakarta*". VOLUME 4, NUMBER 1, FEBRUARY 2018, pp. 54-61. <https://media.neliti.com/media/publications/256895-the-effect-of-using-contextual-teaching-3dbd8df2.pdf>

use a contextual approach in the application of teaching reading strategies and differences in terms of material. This research uses narrative text as the material, while the one that will be studied later uses short functional text (notice) as the material.<sup>8</sup>

The fourth is Nida Husna, M.Pd. (2009). In her research entitled *“Teaching Reading Using Contextual Teaching and Learning Approach”*. The result show the use contextual teaching and learning to teach reading at SMP N 2 Ciputat. SMP N 2 Ciputat was a well-liked school in Ciputat. This is seen by the percentage of students who achieve in UN (Ujian Nasional). In the first year (7.1 – 7.10) of SMP N 2 Ciputat year 2000/2009, there are ten courses. In just two classes, 7.6 and 7.8, did the research use contextual teaching and learning? Students are required to consolidate and expand their abilities through cooperation and teamwork by employing contextual teaching and learning. Students were encouraged to use their knowledge and discuss their experiences. Furthermore, they may use their knowledge and language abilities both inside and outside of the classroom. This is why the research chose the term Teaching Reading Using Contextual Teaching and Learning for her thesis. The similarity is that both use a contextual approach in the application of teaching reading strategies and the differences in terms of subjects. This research uses first-year students, while the one that will be studied later uses second-year students.<sup>9</sup>

The fifth is Yudha Aprizani (2016). In his research entitled *“Improving Reading Comprehension Using Contextual Teaching and Learning (CTL)”*. He said that the purpose of this study was to determine if teaching-learning reading comprehension utilizing Contextual Teaching and Learning (CTL) would provide better results than direct instruction. The study employed a quantitative approach. The study’s participants were Muhammad Arsyad

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<sup>8</sup> Mustakim Sagita, *“Improving Students’ Comprehension through Learning Community Under Contextual Teaching and Learning Approach”*. (Faculty of Teacher Training and Education, Jabal Ghafur Sigli University. 12–15. 2014)

<sup>9</sup> Nida Husna, *“Teaching Reading Using Contextual Teaching and Learning Approach”*, (Department of English Education Faculty of Tarbiyah and Teacher Training, Syarif Hidayatullah State Islamic University, 2009)



Al-Banjari students from the Islamic University of Kalimantan. The research chose two sample groups, the control group, and the experimental group, using cluster random sampling. The 25-student control group was the class that continued to employ the Direct Instruction technique. The CTL technique was used to class-test the experimental group of 20 students. The exam consisted of a written examination with five multiple-choice questions and an essay test. The data was obtained through the test. The data for the research of reading comprehension comparing CTL and direct instruction came from the students' scores. According to the study's findings, CTL was shown to be more successful than direct instruction since the null hypothesis was rejected and the alternative hypothesis was accepted, implying that CTL was superior for teaching reading skills. CTL promotes resources that are relevant to the students' surroundings to assist them to utilize English in their daily activities. The similarity is that both use a contextual approach in the application of teaching reading strategies and the difference in terms of the teacher's strategy. This research uses direct instruction, while the one that will be studied later uses group interactive instruction.<sup>10</sup>

#### **F. Organization of the Paper**

To complete the paper, the incomplete structure needed as below:

Chapter I will be presented with an introduction which consists of a background of the study, clarification of key terms, research question, aim and significances of the research, previous studies, and organization of the paper.

Chapter II will be presented the literature review which consists of the teacher's strategy, teaching reading, and Contextual Teaching and Learning (CTL) approach theories.

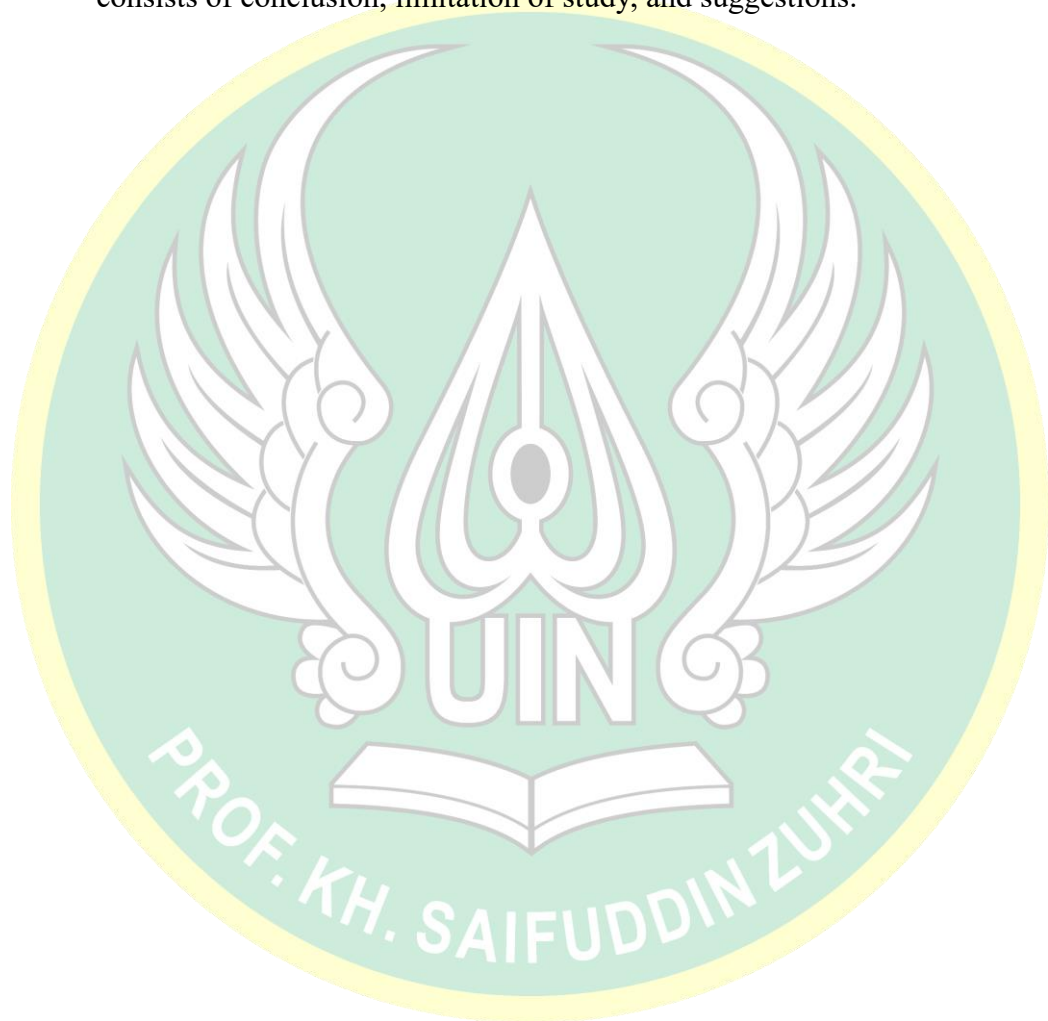
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<sup>10</sup> Yudha Aprizani, "Improving Reading Comprehension Using Contextual Teaching and Learning (CTL)". (*Flight* 3, No 2, 2016). DOI: <https://doi.org/10.24815/siele.v3i2.4964>. <http://jurnal.unsyiah.ac.id/SiELE/article/view/4964/0>

Chapter III will be presented the methodology which consists of the research design, research site and participants, object and subject of research, data collection techniques, and data analysis.

Chapter IV will be presented findings and discussion which consists of the data findings, discussion.

Chapter V will be presented the conclusion and suggestion which consists of conclusion, limitation of study, and suggestions.



## CHAPTER II

### LITERATURE REVIEW

#### A. Teacher's Strategy

##### 1. Definition of Teacher's Strategy

The learning strategy is connected to the teacher's approach in the context of this study. The two essential words in the context of learning strategy are learning and strategy. A strategy is a planned and purposeful method for carrying out tasks or actions. According to Mintzberg and Waters, the strategy encompasses the activity's purpose, who is participating in the activity, the activity's substance, and the methods of supporting the activity. A strategy may also be defined as a broad pattern of decisions or activities. Therefore, the strategy can be defined as a plan or will that precede and governs activity.<sup>11</sup>

On the other hand, there is a learning word that may be defined as an endeavor to educate a person or group of people using a variety of efforts and techniques, methods, and Approaches aimed at reaching predetermined goals. Learning may also be considered a programmatic teacher activity in instructional design that prioritizes the supply of learning materials to help students learn actively. According to Corey, learning is a process in which a person's environment is purposefully regulated to assist him/her to engage in specific actions. Therefore, learning is a subfield of education.<sup>12</sup>

Based on the exposure above, it can be concluded that the strategies applied in learning activities are called learning strategies. Learning is an educational effort to help students carry out learning activities. The purpose of the learning strategy is the realization of the efficiency and effectiveness of learning activities carried out by students. The parties involved in learning are the teacher (individuals or groups) and students

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<sup>11</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 3.

<sup>12</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 4.

(individuals, groups, and/or communities) who interact educatively with each other. The content of the activity is a material/learning material sourced from the curriculum of a program.

The process of activity is the steps or stages that teacher and students go through in teaching. Supporting resources for learning activities include learning facilities and tools. Thus, the learning strategy includes the use of approaches, methods, and techniques, forms of media, learning resources, and grouping of students, to realize educational interaction between education and students with their environment, as well as measurement efforts on the process, results, and/or impact of learning activities.

Given that, learning strategies can be interpreted as planning that contains a series of activities designed to achieve certain educational goals. Strategy is an effort to achieve success and success in achieving goals. A learning strategy is an action plan (series of activities) including the use of methods and the utilization of various resources and strengths in learning that are arranged to achieve certain goals, namely learning goals.

Here are the opinions of several experts related to the understanding of learning strategies, namely: Based on Kemp, learning strategy is a learning activity that must be done by teacher and students so that learning goals can be achieved effectively and efficiently. Therefore, it can be concluded that strategy learning is an action plan (a series of activities) including the usage method as a source of power or force in learning.<sup>13</sup>

According to Kozma in Sanjaya, explained that learning strategies can be interpreted as any chosen activity, which can provide facilities or assistance to students towards achieving certain learning goals. Based on Dick and Carey in Sanjaya, explained that learning strategies consist

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<sup>13</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 7.

of all components of learning materials and procedures or stages of learning activities used by the teacher to help students achieve certain learning goals. According to them, learning strategies are not only limited to the procedures or stages of learning activities, including the arrangement of materials or learning program packages that have to be delivered to students.<sup>14</sup>

Then, the opinion of Gerlach and Ely stated that learning strategies are the chosen ways to convey learning material in a certain learning environment. Furthermore, it is explained by them that the learning strategy in question includes the nature, scope, and sequence of learning activities that can provide learning experiences to students. In line with this opinion, J.R David also mentioned that learning strategies are planning that contains a series of activities designed to achieve certain educational goals.<sup>15</sup>

Persisting some of the opinions above, Cropper in Wiryawan and Noorhadi said that the learning strategy is a selection of certain types of exercises that are in line with the learning objectives to be achieved. He emphasized that every behavior that is expected to be achieved by students in their learning activities must be practicable. In addition, Wina Sanjaya stated that a learning strategy is an action plan (series of activities) including the use of methods and the benefits of various resources or forces in learning.<sup>16</sup>

Consequently, come from the above understandings, it can be concluded that a learning strategy is an action plan (series of activities) that includes the use of methods and the use of various resources or forces in learning. This means that in the preparation of a new strategy comes to the process of preparing a work plan, it has not come to action. Strategies are structured to achieve certain goals, meaning that the

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<sup>14</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 8.

<sup>15</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 8.

<sup>16</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 8.

direction of all strategy-making decisions is the achievement of goals, so that the preparation of learning steps, and utilization of various facilities and learning resources, are all directed to achieve goals.

## 2. Types/Classification of Learning Strategies

Learning strategies are developed or derived from learning models. From some of the understandings mentioned above, learning strategies include plans, methods, and activity tools that are planned to achieve certain teaching goals. To carry out a certain strategy requires a set of teaching methods. The existence of this learning strategy is the initial foundation of the learning process. If a teacher can choose, and develop learning strategies, then certain learning goals or targets have been easier to realize.

Furthermore, Newman and Logan (Abin Syamsuddin Makmun), put forward four elements of the strategy of each business, namely:

- a. Identify and establish specifications and qualifications for results (output) and targets to be achieved, taking into account the aspirations and tastes of the people who need them.
- b. Consider and choose the most effective basic way to achieve the goal;
- c. Consider and determine the steps that have been taken from the starting point to the target;
- d. Consider and set criteria and benchmarks (standards) to measure and assess the level of success (achievement) of the business;<sup>17</sup>

If the teacher wants to try to apply in the context of learning about the four elements above, then the way that teacher can take is:

- a. Establish specifications and qualifications for learning objectives, namely changes in the behavior and personal profiles of students;

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<sup>17</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 9.

- b. Consider and choose the learning approach system that is seen as the most effective;
- c. Consider and establish learning steps or procedures, methods, and techniques;
- d. Apply the norms and minimum limits of success measures or standard criteria and measures of success;<sup>18</sup>

Here are the types/classifications of learning strategies stated in the Saskatchewan Educational article, that is:

- a. Direct Learning Strategy

- 1) Understanding

Direct learning strategies are strategies that are the highest level of teacher-centered and most often used. This strategy includes lecture methods, didactic questions, explicit teaching, practice and practice, and demonstrations. Effective hands-on learning strategies are used to expand information or develop step-by-step skills.<sup>19</sup>

- 2) Features of the Direct Learning Strategy

The characteristics of direct learning strategies include the presence of objectives; The syntax or pattern as a whole and the flow of learning activities; Management systems and learning environments that support the ongoing and successful learning;<sup>20</sup>

- 3) Advantages and Disadvantages of Direct Learning Strategy

Direct learning strategies have several advantages, namely: Teachers can control the content of the material and the order of information received by students; Can be effectively applied in both large and small classes; It is the most effective way to work on explicit concepts and skills to

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<sup>18</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 10.

<sup>19</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 11.

<sup>20</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 73.

low-achieving students; Emphasize listening activities (through lectures) so as to help suitable students learn in these ways; Hands-on learning strategies can provide challenges to consider the gap between theory and observation; Students who are unable to self-direct can still excel if hands-on learning strategies are used effectively;<sup>21</sup>

In addition to the advantages mentioned above, direct learning strategies also have disadvantages, namely: It is difficult to overcome differences in terms of initial knowledge ability, level of learning and understanding, learning styles, or student interest; It is difficult for students to develop their social and interpersonal skills; The success of this learning strategy depends on the image of the teacher; Direct learning strategies rely heavily on the teacher's communication style; If the hands-on learning strategy does not involve the student much, the student will quickly lose his attention after 10-15 minutes;<sup>22</sup>

#### 4) Stages of Direct Learning

The stages of implementing the direct learning strategy are: The teacher conveys the objectives of the objectives and prepares the students; Demonstrate knowledge and skills; Guiding training; Checking understanding and feedback; Provides an opportunity for advanced practice and application of concepts;<sup>23</sup>

#### b. Indirect Learning Strategy

##### 1) Understanding

Indirect learning shows high student involvement in observation, investigation, data-based inference depictions,

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<sup>21</sup> Abdul Majid, "Learning Strategies" (Bandung: PT. Remaja Rosdakarya, 2014), p. 75.

<sup>22</sup> Abdul Majid, "Learning Strategies" (Bandung: PT. Remaja Rosdakarya, 2014), p. 76.

<sup>23</sup> Abdul Majid, "Learning Strategies" (Bandung: PT. Remaja Rosdakarya, 2014), p. 76-77.



or hypothesis formation. In indirect learning, the role of the teacher goes from speaker to facilitator, support, and personal source. Teacher design learning environments, provide opportunities for students to get involved, and where possible give feedback to students when they conduct an inquiry. Indirect learning strategies require the use of printed, non-printed, and human resources.<sup>24</sup>

## 2) Characteristics

The characteristics of indirect learning according to Suryadi, can be seen from three things, namely: The main material is packaged in the form of problem presentations so that concepts, procedures, and principles in learning are obtained by students through indirect learning activities such as discovery, problem solving, exploration both individually and in groups (presentation of teaching materials); The teacher intervention model developed is more indirect, namely through scaffolding techniques, including asking questions, giving hints, and submitting different problems, both as a comparison and for development purposes (Class interaction patterns); The interaction model developed is multidirectional (Teacher intervention model),<sup>25</sup>

## 3) Strategy

The strategies in indirect learning are as follows: Indirect learning shows the involvement of students in carrying out observations, investigations, depictions of inferences based on data or the formation of hypotheses; The role of the teacher shifts from a speaker to a facilitator, supporter, and personal resource; Teachers design learning environments, give students the opportunity to get involved, and where

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<sup>24</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 11.

<sup>25</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 81.

possible provide feedback to students when they are conducting inquiry; Requires the use of printed materials, non-printed, and human sources;<sup>26</sup>

c. Interactive Learning Strategy

1) Understanding

Interactive learning strategy refers to forms of discussion and sharing among students. Based on Seaman and Fellenz, suggest that discussion and sharing have allowed students to react to the ideas, experiences, views, and knowledge of teacher or groups, as well as try to find alternatives in thinking. Interactive learning strategies are developed in a range of groupings and interactive methods. Inside there are forms of class discussions, small group discussions or group assignments, and student cooperation in pairs.<sup>27</sup>

2) Theoretical foundation of interactive learning strategy

The development of interactive learning can be carried out by teachers on all subjects with the condition that they must pay attention to 9 (nine) things, namely motivation, concentration of attention, student background, context of the subject matter, individual differences of students, learning while playing, learning while working, learning to find and solve problems, and social relationships. In the interactive learning process, the teacher acts as a teacher, motivator, facilitator, mediator, evaluator, guide and helper. Thus, the position of students in learning activities in the classroom is through an active role, where the activity can be measured from the activities of paying attention, taking notes, asking, answering, expressing opinions, and doing assignments, both group assignments and individual

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<sup>26</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 82.

<sup>27</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 11.

assignments. In such a learning situation, students will have a memorable, fun, and not boring experience.<sup>28</sup>

### 3) Characteristics and requirements of interactive learning strategy

According to Suparman in Tarhuri, interactive learning has the following characteristics: The existence of variations in classical, group, and individual activities; The mental involvement (thoughts, feelings) of students is high; Teachers act as facilitators, resource persons, and managers of democratic classes; Applying multidirectional communication patterns; A class atmosphere that is flexible, democratic, challenging, and remains in control of the goal; The potential can produce a more effective accompaniment impact; Can be used in and out of the classroom;<sup>29</sup>

Meanwhile, Ahmad sabari, explained about the requirements in the use of interactive learning strategies, namely: The learning model used must be able to arouse motivation and interest or passion for learning students; The learning model used should be able to stimulate students' desire to learn further; The learning model used must be able to provide opportunities for students to give their responses to the material presented; The learning model used must be able to guarantee the development of student personality activities; The learning model used must be able to educate students in their own learning techniques and how to acquire knowledge through personal effort; The learning model used must be able to instill and develop students' values and attitudes in everyday life;<sup>30</sup>

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<sup>28</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 84.

<sup>29</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 85.

<sup>30</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 87-90.

#### 4) Stages of interactive learning strategy

According to Faire and Cosgrove in Vaille and Grady, the stages of interactive learning consist of seven stages, namely: The preparatory stage; Initial knowledge stage; Stage of activity; Stage of the child's statement; Stage of investigation; Final knowledge stage; Reflection stage;<sup>31</sup>

#### 5) Advantages of interactive learning strategy

According to Renny in Nurhasanah, the advantages of interactive learning are: Students are given more opportunities to involve their knowledge in the object to be studied; Train students to express curiosity through questions asked by the teacher; Providing play facilities for students through exploration and investigation activities; Teachers as facilitators, motivators, and designers of learning activities; Placing students as active learning subjects; More meaningful learning outcomes;<sup>32</sup>

#### d. Experiential Learning Strategy

##### 1) Basic Concept

Learning strategies through experience use inductive, student-centered, and activity-oriented forms of sequencing. The emphasis on learning strategies through experience is on the learning process and not learning outcomes. The teacher can use this strategy both in the classroom and outside the classroom. For example, in the classroom can be used simulation methods, while outside the classroom can be developed observation methods to get an overview of general opinions.<sup>33</sup>

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<sup>31</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 87-90.

<sup>32</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 91.

<sup>33</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 12.

## 2) Cycles and stages of empirical learning

According to Kolb, learning is the process by which knowledge is gained through a process of transformation of experience. This statement gives birth to an empirical learning cycle model consisting of four stages, namely: Concrete experience; Observational Reflections, Abstract concept drafting: Application;<sup>34</sup>

## 3) Types of experimental learning

The types of experiential learning can be carried out by the case method. The case method is a type of learning that discusses a real case, or a reconstructed case that has certain principles of a problem. But regardless of the type of case, problem solving in the case consists of various alternative approaches and actions.<sup>35</sup>

### e. Self-Learning Strategy

#### 1) Basic concept

Self-study is a learning strategy that aims to build individual initiative, self-reliance, and self-improvement. The focus is on self-study planning by students with the help of the teacher. Self-study can also be done with friends or as part of a small group.<sup>36</sup>

#### 2) Theoretical framework of self-learning strategy

The self-study system is an instructional theory that is perspective, meaning an anchovies that provide a recipe for overcoming problems. This theoretical framework contains three variabel, namely conditions, treatment, and results. One of the theoretical foundations used in the self-learning system is the J.B Carrol model, regarding the time factor in

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<sup>34</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 95.

<sup>35</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 100-102.

<sup>36</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 12.

learning success, which is adapted into learning success = time required and time used. in other word learning success = time allotted and persistence.<sup>37</sup>

### 3) Strategy of self-learning system

Departing from the basis of the Carrol model, the variables that can be controlled by the organizers of the self-study system are the time given and the instructional quality. The time allotted can be tight or flexible. Instructional quality in the self-study system is the quality of teaching materials, which are mostly in the form of printed modules or packages of teaching materials. The quality of teaching materials contains four references, namely suitability, attractiveness, effectiveness, and efficiency.<sup>38</sup>

### 4) Self-study system learning activities

The peak of the self-learning system activities is the occurrence of learning activities by participants. Participants are expected to be able to study in a self-determined place, at a time of their own choosing, and by self-study without the face-to-face guidance of others. In an ideal self-study system, this learning activity is not limited in time, so it is more emphasized on the mastery approach. Mastery of learning objectives can be proven (evaluated) in various ways, namely by self-tests, standardized tests that can be taken at any time, colloquium tests, and portfolio creation.<sup>39</sup>

### 5) Self-study system subject matter

Material of a cognitive nature is lighter in development than material of a psychomotor nature. Material that contains psychomotor aspects is more difficult to develop, especially

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<sup>37</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 103.

<sup>38</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 104.

<sup>39</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 105.

if you have to stick to one kind of media only, as specified in the strategy, print media. In the development of this material should be strictly observed the conditions and characteristics of the participants. The culture of students in general is still cultured in listening, not yet a culture of reading, let alone reading independently. The use of literacy, short sentences, limited vocabulary, and the layout of dancing in printed materials will greatly help this situation.<sup>40</sup>

#### 6) Self-study phenomenon

Empirical analysis of self-learning systems carried out to produce the benefits of implementing instructional technology is as follows: Increase educational productivity; Provides educational possibilities of a more individualized nature; Provides a more scientific basis for learning; Improving learning abilities by expanding the range of presentation; Allows learning to be more familiar; Enabling equitable distribution of quality education;<sup>41</sup>

### 3. Related Terms in Learning Strategies

#### a. Learning model.

The learning model is a basic learning framework that can be filled with a variety of subject content, according to the characteristics of the basic framework. Learning models can appear in a variety of forms and variations according to the physiological and pedagogical foundations behind them. Thus, the learning model has a broader meaning than the approach, strategy, method, method, or procedure.<sup>42</sup>

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<sup>40</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 105.

<sup>41</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 106-107.

<sup>42</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 13.

b. Learning approach

The term approach comes from the English "approach" which has several meanings, including "approach". In the world of teaching, the word approach is more accurately interpreted as a way of beginning something. Therefore, the term approach can be interpreted as "how to start learning". The learning approach is described as a general framework of scenarios that teacher use to teach students to achieve a learning goal.<sup>43</sup>

c. Learning methods

The learning method is a way to implement a learning strategy. The method is used by the teacher to create a learning environment and specialize in activities where the teacher and students are involved during the learning process. Several learning methods can be used to implement learning strategies, including lecture methods, demonstration methods, discussion methods, simulation methods, laboratory methods, field experience methods, brainstorming methods, debate methods, symposium methods, and so on.<sup>44</sup>

d. Learning techniques

Learning techniques can be interpreted as the way a person implements a method specifically. Because the learning method is elaborated again into learning techniques and styles, skills are very specific learning behaviors. In the skills, there are learning techniques such as asking, discussion, direct learning, explaining techniques, and demonstrating. These learning skills also include teacher-developed planning activities, learning structure and focus, and learning management.<sup>45</sup>

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<sup>43</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 19.

<sup>44</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 21.

<sup>45</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 24.



e. Learning tactics

Learning tactics are sea person's style in carrying out certain learning methods or techniques that are individual. In the learning style, there have been uniqueness and distinctiveness in each teacher. This is in line with the abilities, experiences, and personality types of the teacher in question. In this tactic, learning has been science as well as art (tips).<sup>46</sup>

4. Targets of Learning Activities

Teaching and learning as an instructional system refer to the notion as a set of components that are interdependent to achieve goals. As a system, teaching and learning include several, among others: lesson objectives, teaching materials, students who receive teacher services, methods and approaches, situations, and evaluations of learning progress. For that goal to be achieved, all existing components must be well organized so that between the components there is cooperation.<sup>47</sup>

5. Stages of Learning Activities

Instruction learning is an accumulation of teaching concepts and learning concepts. The stressing lies in the combination of the two, namely the growth of the activity of the subject of education. The concept can be viewed as a system so that in learning activities there are components of students, goals, materials, facilities, and procedures, as well as tools or media used. This is similar to the teaching system which consists of teaching components, namely teaching planning, teaching materials, objectives, materials, methods, assessments, and teaching steps that have been related to learning activities to achieve learning goals. In general, there are three points in the learning strategy, namely the initial stage, the teaching stage, the assessment stage, and the follow-up stage.<sup>48</sup>

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<sup>46</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 24.

<sup>47</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 26.

<sup>48</sup> Abdul Majid, "*Learning Strategies*" (Bandung: PT. Remaja Rosdakarya, 2014), p. 27.

## B. Teaching Reading

### 1. Definition of Teaching Reading

Reading is the comprehension of written texts. It is a complicated process that includes perception as well as cognition. Reading is made up of two interconnected processes: word recognition and comprehension. The process of recognizing how written symbols correlate to spoken language is referred to as word recognition. The process of making understanding words, phrases, and related materials is known as comprehension. Background information, vocabulary, grammatical expertise, familiarity with the text, and other tactics are commonly used by readers to assist with theotherapy written content.<sup>49</sup>

Teaching reading is the act of transferring information to obtain effective reading comprehension and understanding of a book to meet the learning process's goals. The teacher must employ tactics that are appropriate for the materials and the aim of learning. A teacher can employ a variety of tactics while teaching reading. Anyone who teaches must comprehend the ideas and assumptions on which each individual is founded to succeed. There is no scarcity of descriptors or labels for actions that may be characterized as instruction. As a result, effective reading teacher recognize that reading may be taught using a range of ways teacher must adapt their instruction to meet the requirements of their students.<sup>50</sup>

### 2. Principles of Teaching Reading

The following six ideas emphasize reading instruction: First, reading is not a passive talent because reading is a very busy activity. Second, students must be interested in what they are reading. Third, students should be encouraged to respond to a reading text's substance rather than

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<sup>49</sup> Elizabeth S. Pang, Angaluki Mauka, Elizabeth B. Bernhardt and Michael L. Kamil," Teaching Reading", (The International Academy of Education—IAE, 2003), <http://www.curtin.edu.au/curtin/dept/smec/iaec>

<sup>50</sup> Muslaini, "Strategies for Teaching Reading Comprehension by Muslaini" \* Shia Kuala University, (Banda Aceh. *English Educational Journal*, 8(1), 66–77, 2017)

merely its language. The fourth, prediction is an important aspect of reading. The fifth, fit the job to the subject. The last, a competent teacher makes full use of reading texts. Therefore, a good teacher incorporates the reading text into engaging class sequences, employing the topic for discussion and additional assignments, the language for study, and later activation.<sup>51</sup>

### 3. The Important of Teaching Reading

There are several reasons why having students read English books is an important component of a teacher's job. First, many of them desire to be able to read the book in English for professional, academic, or recreational objectives. Anything the teacher can do to make reading more enjoyable for students has to be a positive thing. Reading is also beneficial for other reasons: any exposure to English (if students comprehend it to some scope) is beneficial to the language students. At the least, some of the languages are retained in their thoughts as part of the language learning process, and if the reading content is particularly intriguing and engaging, the acquisition is likely to be enhanced.<sup>52</sup>

### 4. Techniques of Teaching Reading

There are some techniques in teaching reading, namely:

- a. Help students develop a love of books. Reading is an enjoyable activity. Books include amazing stories and unique personalities.
- b. Make time each day for continuous and quiet reading. Learning to read is similar to learning to play a musical instrument in that practice makes perfect.
- c. Allow students to select their reading material. The selection is critical in assisting readers to progress. Reading is more enjoyable when the students have a say in what the students read.

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<sup>51</sup> Muslaini, "Strategies for Teaching Reading Comprehension by Muslaini" \* Shia Kuala University, (Banda Aceh. *English Educational Journal*, 8(1), 66–77, 2017)

<sup>52</sup> Muslaini, "Strategies for Teaching Reading Comprehension by Muslaini" \* Shia Kuala University, (Banda Aceh. *English Educational Journal*, 8(1), 66–77, 2017)

- d. Link reading enjoyment to reading practice. A basic behaviorist premise is that if the students find something delightful (positive reinforcement), the students are more inclined to do it again.
- e. Keep the reading program as easy as possible. Consistency is not the same as complexity in all fields. A sophisticated literacy program, that employs a lot of large words, has flashy graphs and visuals, has a specific scope and sequencing, has an intricate evaluation strategy, and costs a lot of money does not indicate it is valuable.
- f. Keep instructions brief. A Good teacher simplifies topics as much as possible. In this regard, they are similar to gymnasts. Gymnasts may do difficult movements while making them appear simple.
- g. Make reading more realistic. The reading and writing those students perform in school should be very similar to what adults do in real-life settings.
- h. Include conversation and other types of social engagement. Talking and social engagement improve all types of learning. Students must discuss what they are reading with one another and share their views and observations with others.<sup>53</sup>

### **C. Contextual Teaching and Learning (CTL) Approach**

1. Contextual Teaching and Learning (CTL) Approach Understanding  
Contextual learning strategy is a general learning process that points to encourage students to cognize the significance of the topic material they learn by linking the material to the context of their lives day-to-day (personal, social, and cultural context) so that

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<sup>53</sup> Muslaini, "Strategies for Teaching Reading Comprehension by Muslaini" \* Shia Kuala University, (Banda Aceh. *English Educational Journal*, 8(1), 66–77, 2017)

students know/skills that can be flexibly applied (transferred) from one problem/context to other problems/contexts.<sup>54</sup>

Contextual teaching methods (CTL) are learning concepts that help teacher connect the taught material with actual student situations and encourage students to connect the knowledge they have with the applications of their lives as family and community members. With this concept, learning outcomes are more meaningful to students. The learning process occurs naturally in the form of activities carried out and experienced by students, not transferring knowledge from teacher to student. Learning strategies are more important than results.<sup>55</sup>

In situational classrooms, the teacher's job is to help students achieve their goals teacher is more concerned with strategy than providing information. The teacher's job is to manage the class as a team, working together to discover new things for the class members (students). New things come from self-discovery, not from what the teacher says. The contextual Teaching and Learning (CTL) approach is a learning concept that helps teacher relate the material they teach to students' real-world situations and encourages students to make connections between the knowledge they possess and their application in their daily lives by involving seven main components of effective learning: constructivism, asking, discovering, learning society, modeling, and authentic assessment.<sup>56</sup>

## 2. Five Elements of Constructive Learning

Five features are necessary to be measured in contextual learning practices.

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<sup>54</sup> Abdul Majid, *Learning Strategies* (Bandung: PT. Remaja Rosdakarya, 2014), p. 228.

<sup>55</sup> Abdul Majid, *Learning Strategies* (Bandung: PT. Remaja Rosdakarya, 2014), p. 228.

<sup>56</sup> Abdul Majid, *Learning Strategies* (Bandung: PT. Remaja Rosdakarya, 2014), p. 228.

- a. Activating knowledge.
- b. Acquisition of new knowledge (acquiring knowledge) by learning the whole first, then paying attention to the details.
- c. Understanding knowledge is by compiling a temporary concept (hypothesis), sharing it with others to get a response (validation), and based on that response, the concept is revised and developed.
- d. Practice that knowledge and experience (applying knowledge).
- e. Reflecting knowledge on the knowledge development strategy.<sup>57</sup>

### 3. Contextual Teaching and Learning (CTL) Approach steps

The contextual Teaching and Learning (CTL) approach can be applied in any curriculum, any field of research, and classes that are whatever the circumstances. The CTL approach in the classroom is quite easy. Broadly speaking, the steps that should take in the CTL are as follows:

- a. Develop the idea that students have learned more meaningfully by working alone, and construct their new knowledge and skills;
- b. Carry out as far as possible the inquiry activities for all topics;
- c. Develop the curious nature of students by asking questions.
- d. Create a community of learning;
- e. Present a model as an example of learning;
- f. Reflect at the end of the meeting;
- g. Make actual judgments in various ways;<sup>58</sup>

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<sup>57</sup> Abdul Majid, *Learning Strategies* (Bandung: PT. Remaja Rosdakarya, 2014), p. 228.

<sup>58</sup> Abdul Majid, *Learning Strategies* (Bandung: PT. Remaja Rosdakarya, 2014), p. 229.

#### 4. Contextual Teaching and Learning (CTL) Approach Characteristics

The characteristics contained in CTL learning are as follows:

- a. Cooperation;
- b. Support each other;
- c. Fun, not boring;
- d. Learn passionately;
- e. Integrated learning;
- f. Using various sources;
- g. Active students;
- h. Sharing with friends;
- i. Critical students and creative teacher;
- j. Walls and hallways are full of student work, maps, drawings, articles, humor, etc. Reports to parents do not only report cards but student works, practicum results reports, student essays, and others.<sup>59</sup>

#### 5. Contextual Teaching and Learning (CTL) Approach Functions

In contextual learning, the learning program is more of a teacher-designed classroom activity plan, which contains a step-by-step scenario of what to do with his students about the topic he has learned. The program reflected learning goals, media to achieve these goals, learning materials, learning steps, and authentic assessment. In that context, the teacher-designed program is a personal plan of what he or she has done with the student. In general, there is no fundamental difference between conventional learning program formats and contextual learning programs. Conventional learning programs place more emphasis on the description of goals to be achieved (clear and operational), while programs for contextual learning place more emphasis on learning scenarios.<sup>60</sup>

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<sup>59</sup> Abdul Majid, *Learning Strategies* (Bandung: PT. Remaja Rosdakarya, 2014), p. 230.

<sup>60</sup> Abdul Majid, *Learning Strategies* (Bandung: PT. Remaja Rosdakarya, 2014), p. 230.

#### **D. The Application of Contextual Teaching and Learning (CTL) Approach in The Classroom**

The Contextual Teaching and Learning (CTL) approach can be applied in any curriculum, any field of research, and classes that are whatever the circumstances. The contextual approach in the classroom is quite easy. Broadly speaking, the steps that should take in the contextual approach are as follows:

1. Create the notion that students have learned more meaningfully if they work alone to create their new information and abilities;
2. Complete all inquiry activities as thoroughly as possible;
3. Encourage students' curiosity by asking questions;
4. Establish a learning community;
5. Use a model to demonstrate learning;
6. Reflect after the meeting;
7. Make actual judgments in a variety of methods;<sup>61</sup>

To implement the Contextual Teaching and Learning (CTL) approach in the classroom, the teacher should have applied seven components, as follows: constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment.

##### **a. Constructivism.**

The basis of constructivist thinking differs from that of objectivists, who place a greater focus on learning outcomes. According to the constructivist viewpoint, the acquisition approach takes precedence over how much students gain and recall knowledge. As a result, the teacher's role is to help the process by:

- 1) Making knowledge interesting and relevant to students;
- 2) Allowing students to find and develop their ideas;

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<sup>61</sup> Teguh Sihono, "Contextual Teaching and Learning (CTL)", (DikanJurnal Ekonomi & Pendi, 1(1), 63-64, 2004).  
<https://www.google.com/url?sa=t&source=web&rct=j&url=https://media.neliti.com/media/publications/17282-ID-contextual-teaching-and-learning-ctl-sebagai-model-pembelajaran-ekonomi-dalam-kb.pdf&ved=2ahUKEwj-rtmurs7oAhUaT30KHW6HBjcOFjAAegQIBhAC&usg=AOvVaw39Ua>



3) Encouraging students to use their learning techniques;<sup>62</sup>

b. Inquiry

The inquiry cycle consists of observation, questioning, hypothesis, data collection, and conclusion. Steps for conducting an investigation:

- 1) Create difficulties, such as how to explain scarcity, determine what things to produce, how to produce them, and for whom they are produced;
- 2) Making or observing observations, such as reading books or questioning other sources (friends, older siblings, parents, etc.);
- 3) Analyze and display findings in writings, drawings, reports, charts, tables, and other formats;
- 4) Present or communicate the work to readers, students, teacher, or other audiences;<sup>63</sup>

c. Questioning

Questioning can be used between students, between teacher, between students and teacher, and between students and those brought into the classroom. Questioning activities may also be seen when students talk, work in groups, confront challenges, observe, observe, and so on. In productive learning, inquiry activities are effective for:

- 1) Searching for administrative and academic information;

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<sup>62</sup> Teguh Sihono, "Contextual Teaching and Learning (CTL)", (DikanJurnal Ekonomi & Pendi, 1(1), 63–64, 2004).  
<https://www.google.com/url?sa=t&source=web&rct=j&url=https://media.neliti.com/media/publications/17282-ID-contextual-teaching-and-learning-ctl-sebagai-model-pembelajaran-ekonomi-dalam-kb.pdf&ved=2ahUKEwj-rtmurs7oAhUaT30KHW6HBjcQFjAAegQIBhAC&usg=AOvVaw39Ua>

<sup>63</sup> Teguh Sihono, "Contextual Teaching and Learning (CTL)", (DikanJurnal Ekonomi & Pendi, 1(1), 63–64, 2004).  
<https://www.google.com/url?sa=t&source=web&rct=j&url=https://media.neliti.com/media/publications/17282-ID-contextual-teaching-and-learning-ctl-sebagai-model-pembelajaran-ekonomi-dalam-kb.pdf&ved=2ahUKEwj-rtmurs7oAhUaT30KHW6HBjcQFjAAegQIBhAC&usg=AOvVaw39Ua>

- 2) Assessing students' knowledge;
- 3) Creating a response to students;
- 4) Understanding the amount of the student's curiosity;
- 5) Understanding what the student already knows;
- 6) Directing the student's attention to something the teacher desires;
- 7) Eliciting more inquiries from students;
- 8) Refreshing student knowledge;<sup>64</sup>

d. Learning Community

A learning community notion implies that learning results are accomplished via collaboration with others. Sharing among friends, groups, and information to the uninitiated all results in learning results. Learning models that incorporate community learning strategies are extremely beneficial to the classroom learning process.

Its learning practice manifests itself in the following ways:

- 1) The formation of small groups;
- 2) The formation of large groups;
- 3) Bringing experts, figures, sportsmen, doctors, nurses, farmers, police, carpenters, technicians, and so on into the classroom;
- 4) Work with the equivalent class;
- 5) Working groups with classes above them;
- 6) Work with the community;<sup>65</sup>

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<sup>64</sup> Teguh Sihono, "Contextual Teaching and Learning (CTL)", (DikanJurnal Ekonomi & Pendi, 1(1), 63-64, 2004).  
<https://www.google.com/url?sa=t&source=web&rct=j&url=https://media.neliti.com/media/publications/17282-ID-contextual-teaching-and-learning-ctl-sebagai-model-pembelajaran-ekonomi-dalam-kb.pdf&ved=2ahUKEwj-rtmurs7oAhUaT30KHW6HBjcQFjAAegQIBhAC&usg=AOvVaw39Ua>

<sup>65</sup> Teguh Sihono, "Contextual Teaching and Learning (CTL)", (DikanJurnal Ekonomi & Pendi, 1(1), 63-64, 2004).  
<https://www.google.com/url?sa=t&source=web&rct=j&url=https://media.neliti.com/media/publications/17282-ID-contextual-teaching-and-learning-ctl-sebagai-model-pembelajaran-ekonomi-dalam-kb.pdf&ved=2ahUKEwj-rtmurs7oAhUaT30KHW6HBjcQFjAAegQIBhAC&usg=AOvVaw39Ua>

e. Modeling

There is a model that may be copied in the study of a certain skill or information. Teacher are not the only models. Models may be created by integrating students in the operation of equipment, and models can even be imported from other sources.<sup>66</sup>

f. Reflection

Reflection is a means of thinking backward about what we have recently learned or forward about something we have done in the past. What the student has just acquired is precipitated as a new knowledge structure, which is enrichment or review of past information. Reflection is a reaction to a new experience, activity, or knowledge. At the end of the lesson, the teacher gives students time to reflect. Direct inquiries about what he learned that day, notes or entries in the student's book, student perceptions, and ideas concerning the day's learning, debates, and works all contribute to the realization.<sup>67</sup>

g. Authentic Assessment

Projects/activities and reports, homework, quizzes, student works, presentations or performances by demonstration students, reports, journals, test scores, and works can all be utilized to measure student achievement. Learning development is measured by the process, not just the results, and in a variety of methods. One of them is the test, and this is the fundamental core of judgment. Authentic

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<sup>66</sup> Teguh Sihono, "Contextual Teaching and Learning (CTL)", (DikanJurnal Ekonomi & Pendi, 1(1), 63–64, 2004).  
<https://www.google.com/url?sa=t&source=web&rct=j&url=https://media.neliti.com/media/publications/17282-ID-contextual-teaching-and-learning-ctl-sebagai-model-pembelajaran-ekonomi-dalam-kb.pdf&ved=2ahUKEwj-rtmurs7oAhUaT30KHW6HBjcQFjAAegQIBhAC&usg=AOvVaw39Ua>

<sup>67</sup> Teguh Sihono, "Contextual Teaching and Learning (CTL)", (DikanJurnal Ekonomi & Pendi, 1(1), 63–64, 2004).  
<https://www.google.com/url?sa=t&source=web&rct=j&url=https://media.neliti.com/media/publications/17282-ID-contextual-teaching-and-learning-ctl-sebagai-model-pembelajaran-ekonomi-dalam-kb.pdf&ved=2ahUKEwj-rtmurs7oAhUaT30KHW6HBjcQFjAAegQIBhAC&usg=AOvVaw39Ua>

evaluation evaluates students' knowledge and abilities (performance). The appraiser is not just a teacher, but also a friend and sometimes another person. Authentic assessment has the following characteristics:

- 1) It is done during and after the learning process;
- 2) It can be formative or summative;
- 3) It measures skills and performance rather than facts/propositions;
- 4) It is continuous;
- 5) It is integrated;
- 6) It can be used to provide feedback,<sup>68</sup>



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<sup>68</sup> Teguh Sihono, “*Contextual Teaching and Learning (CTL)*”, (DikanJurnal Economics & Pendi, I(1), 63–64, 2004)  
<https://www.google.com/url?sa=t&source=web&rct=j&url=https://media.neliti.com/media/publications/17282-ID-contextual-teaching-and-learning-ctl-sebagai-model-pembelajaran-ekonomi-dalam-kb.pdf&ved=2ahUKEwj-rtmurs7oAhUaT30KHW6HBjcQFjAAegQIBhAC&usg=AOvVaw39Ua>

## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

This research applied descriptive qualitative research design, in investigating the problems because the research does not prove or reject hypotheses made before the research but processes data and analyzes a problem in a non-numerical manner. Based on a series of theories about qualitative research, this type of research focuses on the description of data in the form of sentences that have deep meaning derived from informants and observed behaviors. The results of this research are in the form of facts found in the field. This qualitative research design is natural where there was no effort to try or manipulate the research settings, conditions, and situations of the objects studied are events, communities, and interactions that occur naturally, this is because qualitative methods try to understand phenomena in natural events.<sup>69</sup>

#### **B. Research Site and Participants**

The location of this research is placed in Madrasah Wustho Karangsucu Purwokerto. It is located on Lieutenant General's Road. Pol. Soemarto, Purwanegara village, North Purwokerto Districts, Banyumas County, Central Java Province, Zip code 53126. The point of view in the research was position as a college student with full of observer only. It was attention that the result of the paper was to describe the real data investigated from the field. Therefore, the main participant as the target of the research was the English teacher concluded the teacher's strategy on teaching reading at eighth-grade students of Madrasah Wustho Karangsucu Purwokerto.

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<sup>69</sup> Sugiyono, "*Educational Research Methods Quantitative, Qualitative, and R&D Approaches*", (Bandung: Alfabeta, 2011)

The research time ranged from three months with the following estimates:

Table 01. The Research Framework

No.	Agenda	Time
1.	Planning the research	One month of research preparation (taking care of licensing between agencies and preparing research needs in the form of material and immaterial needs).
2.	Conducting the research	One month into the field (focusing on in-depth interviews with English teacher at the madrasah and also observations in the field whose focus is all teaching and learning activities in the eighth-grade).
3.	Arranging the result of research	One month of in-depth research of interview results and also observations in the field to conclude the research.

### C. Object and Subject of The Research

This research was taken out to the English teacher at eighth-grade students of Madrasah Wustho Karangsucu as the subject of the research that becomes the target. It consists of 1 English teacher who teach 51 students, 25 female and 26 male who were still in the second semester of the academic year of 2022. The chooses sampling technique used was purposive sampling which was a data source sampling technique with certain considerations. It was related to data of the eighth-grade students of Madrasah Wustho Karangsucu because was found the teacher's strategy in teaching functional text (notice) applied the interactive learning strategy through the Contextual Teaching and Learning (CTL) approach to teaching reading. This research would like to investigate and describe how the application of interactive

learning strategy on teaching reading through the Contextual Teaching and Learning (CTL) approach by the English teacher at eighth-grade students.<sup>70</sup>

#### **D. Data Collection Techniques**

The definition of a research data source was the subject from which the data was obtained. The data sources used was the key informant that was the person who was considered to be able to provide information in detail. In this research who became a key informant was an English teacher, namely Miss U.K, S.Pd.<sup>71</sup>

In addition, data collection was a systematic and standardized procedure for obtaining the necessary data. This research used the data collection methods were as follows: observation, interview, and documentation.

##### **1) Observation.**

Data collection used direct observation through checklist the table of guideline observation sheets, was a method by using the eye to obtain data without the help of other standard tools. If the new observation meets the following criteria, it was classified as a data collection technique: Observations were used in research and have been systematically planned. Observations should be associated with the research objectives of the research plan. These observations were recorded systematically and were related to general proportions, rather than being presented as a set of attention individually. It was possible to examine and control the effectiveness of observation and rehabilitation.

The observations made were direct observations on the subject or participant. In this case, the English teacher at eighth-grade students of Madrasah Wustho Karangsucu. In qualitative research, the observation method was not used to test the truth, but to discover the truth. Through those observations, it can be understood for the application of an

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<sup>70</sup> Arikunto, *“Research Procedures of a Practical Approach”* (Jakarta: Rineka Cipta, 2010)

<sup>71</sup> Sutopo, *“Qualitative Research Methodology”* (Surakarta: Eleven March University Press, 2005)

interactive learning strategy on teaching reading through Contextual Teaching and Learning (CTL) approach was direct observation into classroom. Therefore, the research guidelines for observation have used and adapted guidelines made from Mulyadi.<sup>72</sup>

## 2) Interview

Interview refers to the process of obtaining information for research purposes by way of Q&A, while face to face between the interviewer or the interviewee with the questioner or respondent by using a tool called an interview guide. The interview guideline for the research was a primary list of questions made before the dialogue of interviews. Although interviewing is a face-to-face question-and-answer dialogue process, it is a data collection process for research. The interviews used in this study have been conducted by asking unstructured questions (in-depth interviews) because this research has not only used systematic and complete interview guidelines to collect data, but also this research has used flexible interviews that are free (referring to in-depth interviews that make data more flexible). It can be explored and processed at any time.

This research interviewed with an English teacher at eighth-grade students of Madrasah Wustho Karangsucu Purwokerto. Therefore, the research guidelines for the interview have used and adapted guidelines made by Mulyadi.<sup>73</sup>

## 3) Documentation

Documentation analysis is used because it is a stable, rich, and encouraging source and documentation is natural to the context of the birth. This documentation method is used to find data on the number of English teachers, data on eighth-grade students, infrastructure data, and other records relevant to research problems. This method can be the data

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<sup>72</sup> Cited from [http://repository.unika.ac.id/5002/9/07.40.0039.Yosephine Nadia M. A guidelines observation and interview.pdf](http://repository.unika.ac.id/5002/9/07.40.0039.Yosephine%20Nadia%20M.%20A%20guidelines%20observation%20and%20interview.pdf) On the 1st April 2022 at 11.21 am

<sup>73</sup> Cited from [http://repository.unika.ac.id/5002/9/07.40.0039.Yosephine Nadia M. A guidelines observation and interview.pdf](http://repository.unika.ac.id/5002/9/07.40.0039.Yosephine%20Nadia%20M.%20A%20guidelines%20observation%20and%20interview.pdf) On the 1st April 2022 at 11.21 am



from Madrasah Wustho Karangsucu Purwokerto. The last, documents were written material that was still related to a particular event or activity, while the defect of recordings that were more official and well planned in the organization was called the archives, and archives used in this research were syllabus, lesson plan, English teacher's handbook and journal of teaching also students' attendances.<sup>74</sup>

### **E. Data Analysis**

Qualitative data analysis was done by processing data, organizing data, selecting it as manageable units, synthesizing, finding and finding patterns, discovering important things and learning things, and telling others. Data analysis in qualitative research was carried out at the time of data collection, and after data collection was completed within a certain period. During the interview, this research analyzes respondent's answers. If the respondent's answer was considered incomplete after analysis, then this research continued to ask the next question until at a certain stage where more reliable data is obtained.<sup>75</sup>

There were two types of qualitative data analysis methods, namely, flow analysis models and interactive analysis models. The flow analysis model was wherein the analysis model flows three components of analysis, namely data reduction, presentation of data, conclusion withdrawal was done to flow with the process of data collection and flow simultaneously. Interactive analysis model where the data reduction and data presentation components are carried out in conjunction with the data collection process. After the data was collected, then the three components of data reduction analysis, data presentation, and conclusion withdrawal interact with each other.<sup>76</sup>

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<sup>74</sup> Moleong, *"Qualitative Research Methodology"* (Bandung: Teen Rosda Works, 2007)

<sup>75</sup> Sugiyono, *"Educational Research Methods Quantitative, Qualitative, and R&D Approaches"* (London: Alfabeta. 2011)

<sup>76</sup> Miles Mathew dan Michael Huberman, *"Qualitative Data Analysis" (Source Book on New Methods)*. (Jakarta: UIP. 1992)

In connection with this study, this research has used the second method of analysis, an interactive analysis model, and the steps were as follows:

1) Data Collection

Data collection was the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Data collection was done by looking for the required data on various types of data and data tables in the field, then recording data in the field.

2) Data Reduction

Reduced data means providing a clearer picture and making it easier to collect more data and search when needed. The process of data reduction in this study can be described as follows: First, summarize the results of field records that were still random during the research process into a form that is easier to understand. Also explains in advance the results of the document from the photo process of learning functional text (notice) in the eighth grade of Madrasah Wustho Karangsucu Purwokerto in the form of direct text. When finished, it was time to give a reflection. Reflection is the ideological framework and opinion or conclusion of the research itself. Second, organize these units in the form of simple factual sentences related to focus and problems. This step was done by first reading and studying all types of data collected. The arrangement of these units was not only a factual sentence but also a whole paragraph.<sup>77</sup>

3) Data Display

Once the data display was scaled down, the next step was to play the data. Through the presentation of data, organized data was organized in an easy-to-understand relationship. In qualitative research, the presentation of data can be done in the form of brief descriptions,

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<sup>77</sup> Sugiyono, “*Qualitative Quantitative Research Methods and R&D*” (Bandung: Alfabeta, 2006)

diagrams, relationships between categories, and flowcharts. In addition, through the presentation of data, it has been easier to understand what was happening and plan the next steps based on what has been learned. The method of presenting the data in this study is presented in the form of functional text (notice). Also showed data in images of the learning process through eighth-grade students who were taught functional text (notice) through the Contextual Teaching and Learning (CTL) approach. The goal is to clarify and complete the presentation of data.

#### 4) Verification (Withdrawal of Conclusions)

Once the data was presented, the next step was to draw conclusions or verification based on the simplification of the data, i.e., the answer to the question asked in this study. If there was no strong evidence to support the next stage of data collection, then the conclusion has been changed. But if the research returns to the scene to collect data, the initial conclusions were supported by valid and consistent evidence, then the conclusion presented was credible.

#### 5) Checking the Validity of Findings

Based on the study adopts a qualitative approach. In this study, source triangulation was used to examine the validity of the data. Triangulation data is a data validity checking technique. Source triangulation means comparing and reviewing the level of credibility of information obtained through different times and tools in qualitative research. This can be achieved in the following ways: Comparing data with interview data; Comparing what people say in public and in private; Comparing people's views on the research situation with their previous views; Comparing a person's circumstances and opinions with the opinions and opinions of the public, secondary education, and higher education; Comparing interview results with the contents of relevant documents.<sup>78</sup>

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<sup>78</sup> Moleong, "*Qualitative Research Methodology*" (Bandung: Remaja Rosda Works, 2007)

## CHAPTER IV FINDINGS AND DISCUSSION

### A. Findings

The research was conducted at Madrasah Wustho Karangsucu Purwokerto taken from April 21<sup>th</sup>, 2022 – June 2<sup>th</sup>, 2022. Aim of the research was to investigate and describe about teacher's strategy applied by the English teacher in the process of learning English at eighth-grade students. This research uses descriptive qualitative with describing the real situation which is according to the qualitative approach. Then, this research conducted with data collection techniques in the form of interviews, observations, and documentation. Therefore, the presentations displayed in this discussion are what data have been obtained by the researcher in the field. Presentation of the data that has been obtained by the researcher, namely:

1. English Teacher's Efforts in Planning the Application of Interactive Learning Strategy on Teaching Reading through Contextual Teaching and Learning (CTL) Approach
  - a. Customize the Syllabus

The syllabus as a reference for the development of learning plans contains the identity of subjects or subject themes, competency standards, basic competencies, learning materials, learning activities, indicators of competency achievement, assessment of time allocation, and learning resources. The syllabus was developed by the education unit in the form of graduate competency standards, as well as guidelines for the preparation of the current curriculum.<sup>79</sup>

In line with the above theory, the activity that has been carried out by English teacher in planning learning activities is to do the learning materials according to the syllabus precepts. From the syllabus, the English teacher has matched it with a teaching journal to find out which material has been delivered. After that, the English teacher groups the

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<sup>79</sup> Permendikbud, nomor 22 tahun 2016

learning objectives that must be achieved by the students after the teaching and learning process. If the objectives of the learning have been grouped, then the next English teacher is to determine the way the material is delivered and also the participation of students in the classroom.

b. Make the RPP/Lesson Plan

Then, the English teacher made a lesson plan derived from the syllabus. The lesson plan is a plan of face-to-face learning activities for one or more meetings. Lesson plans are developed from the syllabus to direct student learning activities in an effort to achieve basic competencies. Lesson plans make the delivery of material easier, as a determinant of targets and goals, a measuring tool for student success, a developer of learning activities, an explanation of the type of assessment, and a determinant of learning resources.<sup>80</sup>

Based on the theory above, the English teacher made a lesson plan has sided with pre-lesson plans, assessments, and follow-up activities for each basic competency. After the lesson plan was made, the English teacher estimates the time it has taken for each basic competency. Finally, what English teacher do is choose strategies for reference learning media and delivery techniques. From the existing RPP/lesson plan, the learning carried out when the research entered the field were:

Table 02. Basic Competencies from Syllabus

Basic Competencies	
3.13	Comparing social functions, text structure, and linguistic elements of several special texts in the form of short messages and announcements or notifications (notice), by giving and asking for information related to school activities, according to the context in which they are used.
4.16	Captured the meaning of short messages and notices, very short and simple.
4.17	Compiling texts and announcements/notices, very short and simple, taking into account social functions, text structure, and linguistic elements that are correct and in context.

<sup>80</sup> Permendikbud, nomor 14 tahun 2019

After knowing the subject matter to be discussed, the English teacher determines the learning objectives. The learning objectives are during and after the teaching and learning activities are carried out with the main discussion, namely Functional Text (notice), it is hoped that students have been able to:

Table 03. Learning Objectives from RPP/Lesson Plan

Learning Objectives	
3.13	The students can compare Social Functions, text structure, and linguistic elements of several special texts in the form of short messages and announcements or notices (notice);
4.16	The students can capture meaning contextually related to the social functioning and text structure of short messages and oral and written announcements or notices;
4.17	The students can compile short message texts and announcements/notices by paying attention to social functions, text structure, and linguistic elements that are correct and in context;

c. Determining the Material

When the research is conducted, the current material that is being and has been taught to eighth-grade students in chapter 12 material on short functional text (notice). Short functional text and notice material are short texts that are used to inform people about something and usually can exist in public places in the form of signs. Then, the English teacher said:

*“For students to understand the meaning and usefulness of this material, they have become disciplined in terms of obeying the meaning and purpose of the material being taught”.*

From the narrative above, because the notice material is the material that is most relevant to the real life of the students as a member of society, as a member of a family, and as a member of a class or school. So, the expectations of the English teacher after teaching this material students can understand and apply their knowledge in everyday life. Therefore, English teachers want to apply an interesting learning design

and be able to make students able to relate the material that has been studied with real events or events that exist in their real world.

d. Determining the Skills to be Achieved

Adjusting to the objectives to be achieved from learning short functional text and notice. The skills selected and will be applied in learning focus on reading skills. Ingoing for the time of teaching reading for the first meeting on the short functional text (notice), the English teacher said that:

*"To make an effective reading class, I always prioritized the students to loved reading as much as they could. As we know, if students liked to read then they would find a lot of new knowledge that they did not know before".*

From the above description, if the students have read a lot, then the students would find out the information about the material of short functional text (notice) through the process of reading and understanding the content of the reading. For the reading technique, it is left to the habits of the students. The English teacher said:

*"I was leaving it entirely up to the students to decide their source of reading, but the benchmark is the school module, namely the book *When English Rings a Bells*".*

In the explanation of the English teacher, this has been done by the English teacher because basically every individual of her students has different reading techniques. These techniques that have been commonly used by students include reading aloud, skimming, marking some sentences, note-taking, and study buddy.

From the reading techniques mentioned above, the students have been suggested by the English teacher to start reading skills using the study buddy (group study) reading technique. As designed by the English teacher, the discussion groups contained 3-4 members. It has been arranged to support the design of group discussions and sharing.

e. Determined the Appropriate Strategy

To support the achievement of learning objectives about short functional text (notice), the English teacher also stated the efforts she made in determining the strategy to be applied in the classroom. The English teacher said:

*"After weighing and choosing several learning strategies, to achieve the learning that related to the short functional text (notice) material, an interactive strategy is needed that can make students actively and creatively involved in learning in the classroom".*

Based on the above narrative, the English teacher uses the strategy namely interactive learning strategy on teaching reading to eighth-grade students. Because the learning objectives are in the form of distinguishing and capturing meaning, the type of knowledge conveyed is in written and oral form.

Then, the application of interactive learning strategy in the form of discussion and sharing. The English teacher said:

*"They as students must actively be discussed into the group to find out the meaning of what is called notice and what the use of the notice was and what the students should do after knowing it".*

From the explanation of the English teacher above, through discussion and sharing, the teacher wanted to make the students able to have the widest possible opportunity to react to ideas, experiences, views, and knowledge and try to find alternatives in thinking and fulfill the type of knowledge conveyed is in written and oral form.

The English teacher has applied this interactive learning strategy to English learning because the English teacher adapts to the learning objectives or competencies stated in the lesson plan that has been made before. In addition to aligning learning strategies with learning objectives, English teacher has also aligned them with the type of knowledge conveyed, the objectives of strategy delivery, application, and timing of delivery of learning strategy.



f. Determining the Appropriate Approach

After knowing the learning strategy used, the application of this strategy is assisted by a contextual approach. The English teacher often uses the Contextual Teaching and Learning (CTL) approach to support the interactive learning strategy.

After choosing a strategy, then the English teacher chooses an approach that is felt to be relevant. The relevant approach selected is the contextual approach. The English teacher said:

*“English subjects have been developed several Approaches or learning models that have maximum effectiveness, productivity, and benefit and are meaningful. One of the right learning models is the Contextual Teaching and Learning (CTL) approach”.*

Based on the above narrative, the English teacher stated the reason for choosing a contextual approach. The English teacher has sought to choose the appropriate approach to maximize the learning process to facilitate the achievement of learning objectives.

The contextual approach also has the same point as interactive learning strategies, namely cooperation between students in discussion and sharing. Because it could integrate like this, English teacher decide to use a contextual approach. Related to this regard, the Contextual Teaching and Learning (CTL) approach is learning concepts that help teacher connect the taught material with actual student situations and encourage students to connect the knowledge they have with the applications of their lives as family and community members.

g. Final design of teacher’s strategy on teaching reading through Contextual Teaching and Learning (CTL) approach at eighth-grade students

As a final point, following the characteristics, goals, and objectives of the short functional text material, the English teacher before conducting learning in class decides on the following:

To achieve the objectives of learning with short functional text and notice material, the English teacher uses the Contextual Teaching and Learning (CTL) approach, using the interactive learning strategy, using the method of group discussion, sharing and assignment, using print media in the form of The Book When English Rings A Bell class VIII as a learning resource and using answer sheets as exam media, using auxiliary media in the form of posters/images as props and other classroom stationery fittings.

2. English Teacher's Efforts in Managing Learning Activities Applying of Interactive Learning Strategy on Teaching Reading through Contextual Teaching and Learning (CTL) Approach

The application of learning that has been carried out by an English teacher is the application of the lesson plan that has been made previously at the planning stage of learning activities. The application includes preliminary activities, core activities, and closing activities. Following the existing RPP/lesson plan, the application of the learning is as follows:

a. Preliminary Activities

Table 04. The Results of Observation about Preliminary Activities

No.	Core Activities	Yes	No
1.	The teacher opens the class, gives and checks the attendance of the students	<input checked="" type="checkbox"/>	
2.	The teacher reviews the materials of the previous meeting	<input checked="" type="checkbox"/>	
3.	English teacher announces learning contract, learning design and Assessment techniques	<input checked="" type="checkbox"/>	
4.	English teachers grouping the students into small groups	<input checked="" type="checkbox"/>	

Based on the observation is done at May 26<sup>th</sup> – May 31<sup>th</sup>, 2022 there are known that:

- 1) The English teacher pronounces greetings and after that, the students pray. Then the English teacher checked the attendance of the students.
- 2) The English teacher repeats the outline of the delivery of the material that has been learned at the previous meeting and relates it to the lesson to be learned in the form of short functional text (notice) material.
- 3) After that, the English teacher conveys goals and motivations about the importance of learning short functional text (notice) in the form of competencies and indicators of achievement. The teacher also conveys the design of the delivery of the material and the assessment that has been carried out after the learning is completed.
- 4) Because the learning designed by the English teacher uses interactive learning strategy through Contextual Teaching and Learning, the English teacher creates a students' study group containing 3-4 members in each group. This is useful as a place for discussion to the presentation of students.

b. Core Activities

Table 05. The Results of Observation about Core Activities

No.	Interactive Learning Strategy	Yes	No	No.	Contextual Teaching and Learning (CTL) Approach	Yes	No
1.	Preparatory stage	<input checked="" type="checkbox"/>		1.	constructivism	<input checked="" type="checkbox"/>	
2.	Initial knowledge stage	<input checked="" type="checkbox"/>		2.	Questioning	<input checked="" type="checkbox"/>	
3.	Stages of exploration activities	<input checked="" type="checkbox"/>		3.	Inquiry	<input checked="" type="checkbox"/>	

No.	Interactive Learning Strategy	Yes	No	No.	Contextual Teaching and Learning (CTL) Approach	Yes	No
4.	Student question stage	<input checked="" type="checkbox"/>		4.	Learning community	<input checked="" type="checkbox"/>	
5.	Stage of investigation	<input checked="" type="checkbox"/>		5.	Modelling		<input checked="" type="checkbox"/>
6.	Final knowledge stage	<input checked="" type="checkbox"/>		6.	Reflection	<input checked="" type="checkbox"/>	
7.	Reflection	<input checked="" type="checkbox"/>		7.	Authentic assessment	<input checked="" type="checkbox"/>	

Based on the observation is done at May 26<sup>th</sup> - May 31<sup>th</sup>, 2022 there are known that:

1) Preparatory stage and initial knowledge stage

At this stage, English teachers and students have been looking for background topics to be covered in learning activities. At this stage, the apperception that has been given by the English teacher is to give students the opportunity to reiterate the material that has been learned at the previous meeting.

After conducting the preparation activity, the English teacher asked the students what the initial description of the students was regarding the notice material that had been read before and asked if the students could understand the meaning of the notice. At this time there is mutual between the English teacher and the students, the students with the students, the students with the group, and the group with the group.

At this stage of initial knowledge, English teachers have explored students' initial knowledge of things that students already know about short functional text and notice material. The English teacher has explored the students' initial knowledge by presenting a problem related to the short functional text and

notice material, after which the English teacher asks the student's opinion on the problem. (Activating Knowledge Process)

2) Stage of activity and stage of student questions

The activity that the teacher has done at this stage is to display activities to emancipate the curiosity of students. Students have been encouraged to ask questions relating to short functional text and notice materials.

Here are the activity of the students and the English teacher in this stage:



Picture 01. Small groups' discussion



Picture 02. Students' reading session



Picture 03. Presentation of group discussion



Picture 04. Classroom discussion

The English teacher presented material about notices in general and displayed some examples of images about notices. The students collected as much information as possible from the teacher's exposure and drawings. Then, under the direction of the English teacher, the students after listening to the overview teacher are asked to expand their knowledge through discussions

in small groups. Read and understand the material from other sources and carry out multidirectional communication.

After exploring through the presentation about short functional text and notices in general and looking through some examples of images about notices from the English teacher, each student has been given the opportunity to make questions in their group, then students read out the questions they have made and collect the questions they have made in their discussion group.

After all the questions of each discussion group were collected, the English teacher invited the students to select the questions that had been made by the discussion group to be written on the blackboard. The selection of these questions is intended by the English teacher so that the students are able to understand and distinguish which questions are appropriate to the material and which ones are not too risk to be discussed further. (Acquiring Knowledge Process)

### 3) Stage of investigation

In this investigation process, there has been interaction between students and students in their discussion groups, students and English teachers, small discussion groups with other small discussion groups and there has also been interaction in a wide range, namely in the form of class discussions. At this stage, students have been given the opportunity to find concepts through collecting, organizing, and analyzing data in discussion activities of small groups and also sharing activities between group members. Then in groups students conduct investigations through observation.

In groups, the teacher gives presentations of circumstances, and students are asked to make examples of notices both orally and in writing according to the circumstances presented by the English teacher. This is as an output of the students'

understanding, if they understand after the reading process and discussion process then they can make an example of this material also sharing the results. (Understanding Knowledge Process)

#### 4) Final knowledge stage

At the final knowledge stage, the student reads out the results obtained by his kelompok. The English teacher then directs the students to have a class discussion. The answers or results of the discussions of these small groups are given to be presented in front of the class to be communicated. Furthermore, each small discussion group advances to the front of the class and presents or shares the results of the findings of the group's discussion.

In this stage, the English teacher has directed other small discussion groups to listen, listen to, and correct the presentations of small groups that are advancing in front of the class. From this, the students have been led to create and conduct class discussions. It has occurred in this stage between small discussion groups to throw questions, compliments, rebuttals and criticisms and suggestions at each other. (Applying Knowledge Process)

#### 5) Reflection stage

The last stage is reflection, which is the activity of thinking about what has happened and what has been learned from the short functional text and notice material. The teacher with the student thereafter concludes the short functional text (notice) material. Then the English teacher directs the students to spark what they have learned and make it a new knowledge structure.

At this stage, the teacher has given the opportunity and has given time to the students to digest, compare, internalize and have discussions with themselves. The students have subsequently been stimulated to express opinions about what has

been gained after the learning process. The students have also been given the facility to ask follow-up questions if they feel that they still need an explanation from the English teacher regarding the strengthening of the material as well as the elimination of student misconceptions in understanding the short functional text and notice material. (Reflecting Knowledge Process)

c. Closing Activities

Table 06. The Results of Observation about Closing Activities

No.	Closing Activities	Yes	No
1.	Reflection from the students and the English teacher	<input checked="" type="checkbox"/>	
2.	English announced the upcoming material, greeting and pray together	<input checked="" type="checkbox"/>	

Based on the observation is done at May 26<sup>th</sup> – May 31<sup>th</sup>, 2022 there are known that:

- 1) Reflections on the learning that has been carried out together by the English teacher and the students.
  - 2) The English teacher delivers the upcoming material next to the students and the students pray together
3. Teacher's Efforts in Evaluating Learning Activities in the Classroom

To find out the ability of students to understand the material to achieve the learning objectives that have been made on the lesson plan, the English teacher evaluates the form of assessment activity. The assessment activities are:

Table 07. Types and Form of the Assesments

No.	Type of Assesments	Form of the Assesments
1.	The assessment of knowledge	In the form of students has been able to determine the value of each object in the form of a written test.
2.	Assessment of skills performance	In the form of students can answer questions correctly and correctly and the results of the work of the students that have been obtained in discussions and group assignments.



From the two assessments described above, it can be seen that the assessment carried out by English teachers has two forms, namely individual tests and group tests. This is deliberately done so that English teachers can know whether the strategy and approach used is appropriate or not. For the individual test itself, it can be used as a mapping of the understanding of all students so that they are able to group their values based on the knowledge that has been obtained by students after learning short functional text and notice. Because in the lesson the English teacher had designed the discussion and sharing, the group work test was held to appreciate the ability of the small discussion group in working together to complete their group tasks regarding short functional text notices.

#### 4. Documents Related to Teacher's Strategy on Teaching Reading through Contextual Teaching and Learning (CTL) Approach at Eighth-Grade Students

Based on the research's findings of the documents used by an English teacher in teaching and learning activities. English teacher has used several documents that help with classroom teaching and learning activities in English lessons. These documents include lesson plans, namely RPP/lesson plan material chapter 12 about short functional text (notice), teacher handbooks namely the book *When English Rings a Bell*, and teaching journals in the form of a track record of lessons that have been carried out, and student attendance to ascertain the number of people who come and find out the reasons for the students who did not come when class started.

## **B. Discussion**

In line with the formulation of the research question, this study was done to investigate and describe how is the teacher's strategy on teaching reading through the Contextual Teaching and Learning (CTL) approach at eighth-grade students of Madrasah Wustho Karangsucu Purwokerto. This research found that:

1. The Application of Interactive Learning Strategy on Teaching Reading through Contextual Teaching and Learning (CTL) Approach Applied to the Eighth-Grade Students
  - a. Principles of Interactive Learning Strategy on Teaching Reading through Contextual Teaching and Learning (CTL) Approach Applied to the Eighth-Grade Students

Table 08. Principles of Interactive Learning Strategy and Contextual Teaching and Learning (CTL) Approach

No.	Interactive Learning Strategy	Contextual Teaching and Learning (CTL) Approach
1.	Preparatory stage	constructivism
2.	Initial knowledge stage	Questioning
3.	Stages of exploration activities	Inquiry
4.	Student question stage	Learning Communities
5.	Stage of investigation	Modelling
6.	Final knowledge stage	Reflection
7.	Reflection	Authentic Assessments

The application of Interactive Learning Strategy on Teaching Reading through Contextual Teaching and Learning (CTL) Approach applied to the Eighth-Grade Students has proceeded as the theory of application of the applicable strategies and approaches. It's just that, in the learning process that has been carried out, it has not been able to bring in a model other than the teacher and also the students' friends. In fact, for short functional text and notice material, it may bring in other models that have something to do with this material, for example, bringing in traffic police, or public figures whose existence is considered to be able to make students understand more and are more interested in learning short functional text notice material.

b. Characteristics of Interactive Learning Strategy on Teaching Reading through Contextual Teaching and Learning (CTL) Approach Applied to the Eighth-Grade Students

Table 09. Characteristics of Interactive Learning Strategy and Contextual Teaching and Learning (CTL) Approach

No.	Characteristics of Interactive Learning Strategy	Characteristics of Contextual Teaching and Learning (CTL) Approach
1.	The existence of variations in classical, group, and individual activities;	Cooperation and support each other;
2.	The mental involvement (thoughts, feelings) of students is high;	Fun, not boring and learn passionately;
3.	Teachers act as facilitators, resource persons, and managers of democratic classes;	Integrated learning and using various sources;
4.	Applying multidirectional communication patterns; Flexible, democratic classroom atmosphere, challenging, and staying in control by the goal;	Active students;
5.	The potential can produce a more effective accompaniment impact;	Sharing with friends;
6.	Can be used inside or outside the classroom;	Critical students and creative teacher;

In learning short functional text and notice material has met the characteristics that exist in interactive learning through the Contextual Teaching and Learning (CTL) approach. Through interactive learning strategies that have been framed in the form of discussion and sharing, it is able to make students become active, creative and have a high democracy in voicing their opinions. The students have both consciously and unconsciously fulfilled the will of the 2013 curriculum, where they construct

their own knowledge, gaining their understanding personally. The students learn with other students and work together to solve the problems or materials presented to them.

c. Techniques of Interactive Learning Strategy on Teaching Reading through Contextual Teaching and Learning (CTL) Approach Applied to the Eighth-Grade Students

Because the English teacher taught reading in chapter 12 with short functional text (notice) material, after made some considerations for the selection of learning strategies, it has been decided the English teacher to apply learning with an interactive learning design that has been supported by Contextual Teaching and Learning (CTL) approach. This is by the purpose of delivering short functional text (notice) material, with the type of knowledge that has been achieved is reading skills to dig up information, for the strategic goal is to strengthen the knowledge of the students, the strategy ability that has been chosen is group work (small group discussions and class discussions) and presentations.

In response to this, through discussion and sharing students learning outcomes can be measured using various ways, namely the process of working together in group discussions, product results of group discussions, skills in conveying the results of group discussions, tests, and others. In a contextual approach, teaching and learning activities can be carried out in various places, conditions, and situations that do not have to be pegged in the classroom.

In the process of teaching reading skills, students and discussion groups dig and find information through the process of reading and understanding the content of the reading. For the reading technique, it is left to the habits of the students. These techniques that have been commonly used by students include

reading aloud, skimming, marking some sentences, note-taking, and study buddy. The students have been directed by the English teacher to start reading skills using the study buddy (group study) reading technique. The English teacher also leaves it entirely to the students the source of reading they choose, but the benchmark is the module from the school, namely the book *When English Rings a Bell*.

d. Advantages and Disadvantages of Interactive Learning Strategy on Teaching Reading through Contextual Teaching and Learning (CTL) Approach Applied to the Eighth-Grade Students

The advantage of Interactive Learning Strategy is that students are given more opportunities to involve their knowledge in the object to be studied; Train students to express curiosity through questions asked by the teacher; Providing play facilities for students through exploration and investigation activities; Teachers as facilitators, motivators, and designers of learning activities; Placing students as active learning subjects; Learning outcomes are more meaningful;

Meanwhile, the advantage of Contextual Teaching and Learning (CTL) approach is in reading learning through a contextual approach to English lessons taught with a communicative model, namely educators invite students to use language in a real context. The point is that educators are able to make students use the ability to think critically, actively and responsibly fully in the learning process, and are able to show the passion of students in group discussions. Thus, the knowledge possessed by the learner is developed by the learner himself by giving meaning in understanding his experience.

- e. Correlation between interactive learning strategy on teaching reading through Contextual Teaching and Learning (CTL) approach at eighth-grade students

The interactive learning strategy on teaching reading through Contextual Teaching and Learning (CTL) approach was applied in the first meeting on Thursday, May 26<sup>th</sup>, 2022. Then, in the second meeting on Monday, May 30<sup>th</sup>, 2022. The last, in the third meeting on Wednesday, June 1<sup>th</sup>, 2022. Relating to the strategy and approach used, the English teacher wanted to make the students in the process of learning English be able to have a fun way atmosphere and be able to increase the students' learning spirit.

Based on the result from the direct observation at eighth-grade students about the strategy which the English teacher in the classroom was applies an interactive learning strategy in the form of discussion and sharing. The interactive learning strategy is applied through Contextual Teaching and Learning (CTL) approach. This approach also has the same point as interactive learning strategies, namely cooperation between students in discussion and sharing. Because it could integrate like this, English teacher decide to use a contextual approach.

Related to result of observation, the results of interviews that have been conducted also show a same result. Based on the result of interview, the reason for using the strategy and the approach that is considered effective in teaching reading is that students are actively involved in the learning process. Students learn from friends through cooperation in groups by discussing and correcting each other. Therefore, the learning taught through the contextual approach is capable of being associated with real-life and or simulated problems.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This chapter contains conclusions obtained after passing data collection techniques (interview, observation, and documentation) and data analysis techniques (data collection, data reduction, data display, and withdrawal conclusion). The conclusions obtained by the researcher were raised to answer the formulation of the problem of what is the teacher's strategy in teaching through the Contextual Teaching and Learning (CTL) approach in the eighth grade of Madrasah Wustho Karangsucu.

The conclusion obtained by the researcher confirms that the teacher's strategy in teaching reading in the eighth grade of Madrasah Wustho Karangsucu uses an interactive learning strategy in which it is framed using discussions (discussions group and class discussions) and sharing (presentations by students) supported by Contextual Teaching and Learning (CTL) approach in the classroom. It means, there is an integration between interactive learning strategy namely discussion in the steps of activation, collection, understanding also sharing in the other steps of the Contextual Teaching and Learning (CTL) approach namely application, and reflection. In the process of teaching reading skills through the Contextual Teaching and Learning (CTL) approach, students and discussion groups dig and find information through the process of reading and understanding the content of the reading. For the reading technique, it is left to the habits of the students. These techniques that have been commonly used by students include reading aloud, skimming, marking some sentences, note-taking, and study buddy. The learning process takes place naturally and does not transfer knowledge from the English teacher to the students. So that the approach chosen and applied by the English teacher is the Contextual Teaching and Learning (CTL) approach.

## **B. Limitation of Study**

Based on the real condition and situation that the researcher has found in the research process, several limitations are experienced and can be used as consideration for future researchers by future studies. Because there are still many shortcomings in this study, the researcher hopes that future researcher will have efforts and considerations to improve this study. The shortcomings of this study are as follows:

1. The number of teachers teaching English is only one, so it cannot be used as a comparison of teaching techniques in the classroom.
2. The object of research only focuses on strategies and approaches, so the other elements of learning activities are not discussed thoroughly and in-depth
3. The subject matter studied focuses on teaching reading only, so that other English skills are not discussed

## **C. Suggestions**

As far as the researcher's research, the strategies used to teach reading skills in the eighth grade through a contextual approach are good, directed, and by the stages of application for the contextual approach in the classroom. It is proven that during observation, students can actively and creatively voice their opinions and understanding. But several things must be considered, one of which is the variety of the use of learning media. because the Madrasah Wustho Karangsuci is under the auspices of the Al-Hidayah Karangsuci Islamic Boarding School, the use of electronic media is very limited for junior high school students. Therefore, English teacher need to be creative and innovative in choosing learning media, so that students understand more about the material being studied and they feel that English is important to learn even though they are students.



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## APPENDICES

### A. Turnitin Result of the Research

TEACHER'S STRATEGY ON TEACHING READING THROUGH  
CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH TO  
EIGHTH-GRADE STUDENTS OF MADRASAH WUSTHO  
KARANGSUCI PURWOKERTO

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## B. Certificate of Having Conducted Research



**YAYASAN NURUL HIDAYAH  
MADRASAH WUSTHO KARANGSUCI  
PKPPS AL HIDAYAH KARANGSUCI PURWOKERTO**  
Jl. Letjend Pol. Soemarto. Gg. Gunung Dieng, Purwanegara, Purwokerto Utara, Banyumas  
website: [madrasahwustho.karangsuci.com](http://madrasahwustho.karangsuci.com) email: [adm-madrasahwustho@gmail.com](mailto:adm-madrasahwustho@gmail.com)

---

**SURAT KETERANGAN**  
Nomor:087/S.K.01/MWK/V/2022


Yang bertanda tangan di bawah ini Kepala Madrasah Wustho Karangsucu, Pendidikan Kesetaraan Pondok Pesantren Salafiyah (PKPPS) Al Hidayah Karangsucu Purwokerto menerangkan bahwa:


Nama : Roliyah  
NIM : 1817404084  
Institusi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto  
Program Studi : Tadris Bahasa Inggris

Mahasiswa tersebut di atas telah melaksanakan Riset dengan judul "Teacher's Strategy on Teaching Reading Through Contextual Teaching and Learning (CTL) Approach to Eighth-Grade Students of Madrasah Wustho Karangsucu Purwokerto" dari tanggal 23-05-2022 s.d 30-05-2022.


Surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 30 Mei 2022  
Kepala Madrasah

  
Ramelan, S.Pd., M.Pd.



### C. Certificate of Having Made Class Observations



**YAYASAN NURUL HIDAYAH  
MADRASAH WUSTHO KARANGSUCI  
PKPPS AL HIDAYAH KARANGSUCI PURWOKERTO**  
Jl. Letjend Pol. Soemarto. Gg. Gunung Dieng, Purwanegara, Purwokerto Utara, Banyumas  
website: [madrasahwustho.karangsuci.com](http://madrasahwustho.karangsuci.com) email: [adm@madrasahwustho@gmail.com](mailto:adm@madrasahwustho@gmail.com)

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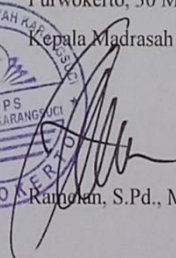
**SURAT KETERANGAN**  
Nomor:085/S.K.01/MWK/V/2022


Yang bertanda tangan di bawah ini Kepala Madrasah Wustho Karangsuci, Pendidikan Kesetaraan Pondok Pesantren Salafiyah (PKPPS) Al Hidayah Karangsuci Purwokerto menerangkan bahwa:

Nama : Roliyah  
NIM : 1817404084  
Institusi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto  
Program Studi : Tadris Bahasa Inggris

Mahasiswa tersebut di atas telah melaksanakan Observasi Kelas dengan judul “ *Teacher’s Strategy on Teaching Reading Through Contextual Teaching and Learning (CTL) Approach to Eighth-Grade Students of Madrasah Wustho Karangsuci Purwokerto*” dari tanggal 23-05-2022 s.d 30-05-2022.

Surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 30 Mei 2022  
Kepala Madrasah  
  
Ranaqun, S.Pd., M.Pd.



## D. RPP Chapter 12 Short Functional Text (Notice)

### RENCANA PELAKSANAAN PEMBELAJARAN

Nama Satuan Pendidikan	: Madrasah Wustho Karangsucu Purwokerto
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / Genap
Materi Pokok	: <i>Functional Text (Notice)</i>
Alokasi Waktu	: 3 x 40 menit (3 Pertemuan)

#### A. KOMPETENSI DASAR

KD 3.12 Membandingkan Fungsi Sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman atau pemberitahuan (*Notice*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.

#### B. TUJUAN PEMBELAJARAN

Selama dan setelah dilakukan kegiatan belajar mengajar dengan pokok pembahasan yaitu *Functional Text (Notice)*, menggunakan pendekatan *Contextual Teaching and Learning (CTL) Approach*, menggunakan model pembelajaran *Interactive Learning*, menggunakan metode diskusi kelompok dan penugasan, menggunakan media cetak berupa Buku *When English Rings A Bell* Kelas VIII sebagai sumber belajar dan menggunakan lembar jawab sebagai media ujian, menggunakan media bantu berupa poster/gambar sebagai alat peraga dan kelengkapan alat tulis kelas lainnya, diharapkan peserta didik mampu:

1. Peserta didik mampu membandingkan Fungsi Sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman atau pemberitahuan (*Notice*).
2. Peserta didik mampu menangkap makna secara kontekstual terkait dengan fungsi sosial dan struktur teks pesan singkat dan pengumuman atau pemberitahuan (*Notice*) lisan dan tulis.

#### C. KEGIATAN PEMBELAJARAN

##### 1. Pendahuluan (10 menit)

- a. Salam, berdoa, mengecek kehadiran peserta didik, dan selalu memotivasi peserta didik untuk selalu menjaga kesehatan dan mencintai alam.
- b. Guru menyampaikan tujuan dan motivasi tentang pentingnya mempelajari *Notice*.
- c. Guru membuat kelompok belajar yang berisi 3-4 anggota per kelompok.

##### 2. Kegiatan inti (20 menit)

- a. Guru menanyakan ke peserta didik tentang materi *notice* yang telah dibaca sebelumnya dan menanyakan apakah peserta didik dapat memahami maksud dari *notice*. (*Activating Knowledge*)
- b. Guru memaparkan materi tentang *notice* dan menampilkan beberapa contoh gambar tentang *notice* serta pertanyaan-pertanyaan. Peserta didik mengumpulkan informasi sebanyak mungkin dari pemaparan guru dan gambar. (*Acquiring Knowledge*)

- c. Secara berkelompok guru memberikan pemaparan keadaan dan peserta didik diminta untuk membuat contoh *notice* baik secara lisan dan tertulis sesuai keadaan yang dipaparkan guru. (*Understanding Knowledge*)
  - d. Kelompok peserta didik mengumpulkan dan mempresentasikan hasil pekerjaan masing-masing. (*Applying Knowledge*)
  - e. Guru Bersama peserta didik membuat kesimpulan tentang topik yang dibahas dan dipelajari. (*Reflecting Knowledge*)
3. **Penutup (10 menit)**
- a. Refleksi pembelajaran terhadap ketercapaian peserta didik.
  - b. Guru dan peserta didik berdoa Bersama selanjutnya Guru menyampaikan materi yang akan datang.

**D. PENILAIAN PEMBELAJARAN**

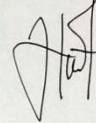
1. Pengetahuan:
  - a. Menentukan nilai dari setiap object berupa tes tertulis.
2. Keterampilan:
  - a. Kinerja berupa menjawab pertanyaan dengan tepat dan benar dan hasil karya peserta didik dalam diskusi dan penugasan berkelompok.

Mengetahui,  
Kepala Madrasah Wustho Karangsucu

**Ramelan, S.Pd., M.Pd.**  
NIP. -

Purwokerto, 11 April 2022

Guru Mata Pelajaran



**Umi Kholifah, S.Pd.**  
NIP. -

## E. Interview and Observation Guide

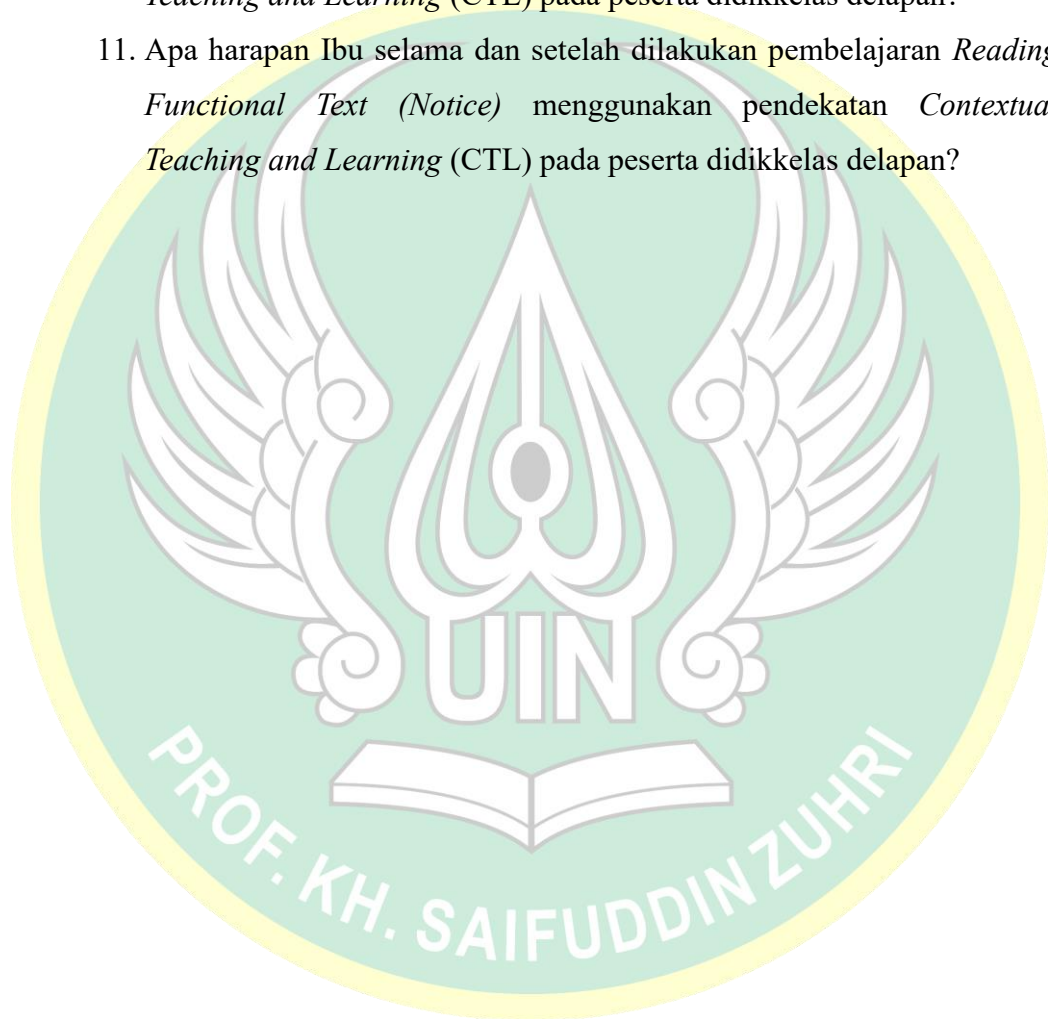
### 1. Pedoman Interview untuk Guru

Name of School : Madrasah Wustho Karangsucu Purwokerto  
Adress of School : Lieutenant General's Road. Pol. Soemarto,  
Purwanegara village, North Purwokerto  
Districs, Banyumas County, Central Java  
Province, Zip code 53126.  
Name of English Teacher : Umi Kholifah, S.Pd.  
Day/Date of interview : Senin-Sabtu/23-30 Mei 2022  
Location of Interview : Central Office of Madrasah Wustho  
Karangsuci Purwokerto

1. Apakah Ibu selalu mempersiapkan Rencana Pelaksanaan Pembelajaran (RPP) sebelum mengajar?
2. Setelah menyusun RPP, apa sajakah sumber pembelajaran yang Ibu gunakan dalam mengajar?
3. Terkait penyampaian tujuan pembelajaran di RPP yang Ibu buat, bagaimana pendapat Ibu tentang penggunaan strategi pembelajaran dalam proses pembelajaran?
4. Bagaimana upaya Ibu dalam menentukan strategi pembelajran yang akan digunakan?
5. Terkait strategi pembelajaran, untuk menerapkannya diperlukan pendekatan. Menurut Ibu apakah upaya yang diperlukan untuk memilih pendekatan yang akan dipakai?
6. Terkait pembelajaran *Reading*, strategi pembelajaran apa yang Ibu gunakan untuk menyampaikan materi khususnya materi *Short Functional Text (Notice)* kepada peserta didik, pendekatan apa yang diterapkan dan apakah ada integrasinya dengan bidang keilmuan lainnya?
7. Boleh dijelaskan secara singkat tentang strategi tersebut dan apa saja langkah-langkahnya?



8. Apakah kelebihan strtaegi tersebut sehingga Ibu menerapkannya di dalam kelas?
9. Apakah alasan khusus pemakaian strategi tersebut dalam mengajar reading?
10. Bagaimana hasil pembelajaran bahasa Inggris khususnya materi *Reading Functional Text (Notice)* menggunakan pendekatan *Contextual Teaching and Learning (CTL)* pada peserta didik kelas delapan?
11. Apa harapan Ibu selama dan setelah dilakukan pembelajaran *Reading Functional Text (Notice)* menggunakan pendekatan *Contextual Teaching and Learning (CTL)* pada peserta didik kelas delapan?



## 2. Guidelines for Conducting Class Observation

Name of Teacher : Umi Kholifah, S.Pd.  
 Name of Observer : Roliyah (1817404084)  
 Day/Date : Senin-Sabtu/23 Mei 2022  
 Time : 07.00-17.00  
 Main Chapter : Chapter 12  
 Sub Main Chapter : Functional Text (Notice)  
 Class : Eighth-Grade Students  
 Period : Second Period

Petunjuk observasi:

- a. Observer harus berada pada posisi yang tidak mengganggu pembelajaran tetapi tetap dapat memantau setiap kegiatan yang dilakukan siswa.
- b. Beri tanda checklist (√) pada kolom sesuai dengan keadaan yang nampak pada Guru yang diobservasi.

No	Aspek yang diamati	Ya	Tidak
1.	<b>Kegiatan Pendahuluan Apersespsi dan Motivasi</b>		
	1) Menyiapkan Kondisi fisik dan psikis peserta didik dengan menyapa dan mengucapkan salam serta melakukan presensi kehadiran peserta didik	<input checked="" type="checkbox"/>	
	2) Mengaitkan materi pembelajaran yang akan dipelajari dengan pengalaman peserta didik pada materi pembelajaran sebelumnya.	<input checked="" type="checkbox"/>	
	3) Mengajukan pertanyaan untuk membangkitkan memotivasi belajar peserta didik	<input checked="" type="checkbox"/>	

	4) Menyampaikan manfaat materi yang akan dipelajari dalam kehidupan sehari-hari	<input checked="" type="checkbox"/>	
	5) Mendemonstrasikan sesuatu yang berkaitan dengan materi pembelajaran		<input checked="" type="checkbox"/>
<b>Penyampaian kompetensi dan rencan kegiatan/pembelajaran</b>			
	1) Menyampaikan kemampuan yang diharapkan dapat dicapai peserta didik	<input checked="" type="checkbox"/>	
	2) Menyampaikan rencana kegiatan misalnya, pembelajaran individual, kerja kelompok, dan melakukan observasi.	<input checked="" type="checkbox"/>	
<b>2.</b>	<b>Kegiatan Inti Penguasaan Materi Pembelajaran</b>		
	1) Kemampuan menyesuaikan materi pembelajaran dengan tujuan.	<input checked="" type="checkbox"/>	
	2) Kemampuan mengkaitkan materi dengan pengetahuan yang relevan, keterkaitan dengan perkembangan IPTEK, dan kehidupan nyata	<input checked="" type="checkbox"/>	
	3) Menyajikan pembahasan materi pembelajaran secara tepat.	<input checked="" type="checkbox"/>	
	4) Menyajikan materi dengan sistematis (mudah ke sulit, dari konkrit ke abstrak)	<input checked="" type="checkbox"/>	
<b>Penerapan strategi pembelajaran yang interaktif</b>			
	1) Melaksanakan pembelajaran sesuai dengan kompetensi yang akan	<input checked="" type="checkbox"/>	

	dicapai dalam pembelajaran melalui steategi pembelajaran interaktif		
	2) Melaksanakan pembelajaran secara runtut, tidak meloncat-loncat yaitu dengan mengandalkan diskusi dan <i>sharing</i> yang memungkinkan komunikasi banyak arah	<input checked="" type="checkbox"/>	
	3) Menguasai kelas dengan baik menjadi seorang fasilitator dan bukan center dari kegiatan pembelajaran	<input checked="" type="checkbox"/>	
	4) Melaksanakan pembelajaran yang menumbuhkan partisipasi aktif peserta didik dalam mengajukan pertanyaan-pertanyaan yang menghidupkan proses diskusi dan <i>sharing</i>	<input checked="" type="checkbox"/>	
	5) Melaksanakan pembelajaran yang menumbuhkan partisipasi aktif peserta didik dalam mengemukakan pendapat/ide melalui proses diskusi dan <i>sharing</i>	<input checked="" type="checkbox"/>	
	6) Melaksanakan pembelajaran yang mengembangkan ketrampilan yang sesuai dengan materi ajar melalui proses diskusi dan <i>sharing</i>	<input checked="" type="checkbox"/>	
	7) Melaksanakan pembelajaran yang berbasis kontekstual	<input checked="" type="checkbox"/>	
	8) Melaksanakan pembelajaran yang memungkinkan tumbuhnya	<input checked="" type="checkbox"/>	

	kebiasaan dan sikap yang positif ( <i>nurturant effect</i> )		
	9) Melaksanakan pembelajaran sesuai dengan alokasi waktu yang telah direncanakan	<input checked="" type="checkbox"/>	
<b>Penerapan model pembelajaran berbasis kontekstual</b>			
	1) Guru membentuk kelompok yang dipilih secara random dengan anggota 4 atau 5 orang	<input checked="" type="checkbox"/>	
	2) Guru menyajikan gambaran umum pelajaran yang akan didiskusikan oleh kelompok yang sudah dibentuk yaitu materi <i>short functional text (notice)</i>	<input checked="" type="checkbox"/>	
	3) Guru memberi tugas kepada kelompok untuk mencari sebanyak-banyaknya informasi mengenai materi <i>short functional text (notice)</i> dan contohnya. Anggotanya yang sudah mengerti dapat menjelaskan pada anggota lainnya dengan cara berdiskusi sampai semua anggota dalam kelompok itu menguasai materi pelajaran dan saling bertukar pikiran.	<input checked="" type="checkbox"/>	
	4) Guru memberi kesempatan kepada setiap kelompok untuk mempresentasikan hasil diskusi kelompoknya. Memberikan kesempatan kepada kelompok yang	<input checked="" type="checkbox"/>	

lain untuk mengajukan kuis/pertanyaan kepada seluruh peserta didik/presentator dan mengarahkan diskusi kelas.		
5) Guru memberikan feedback penghargaan kepada seluruh presentator dan seluruh kelompok diskusi kelas bersama-sama membuat refleksi.	<input checked="" type="checkbox"/>	
<b>Pelaksanaan Penilaian Autentik</b>		
1) Melaksanakan Penilaian ketrampilan sikap pada peserta didik	<input checked="" type="checkbox"/>	
2) Menggunakan teknik dan instrumen yang sesuai dengan indikator pencapaian kompetensi	<input checked="" type="checkbox"/>	
3) Ada kesesuaian antara bentuk dan teknik instrumen penilaian autentik	<input checked="" type="checkbox"/>	
4) Ketersediaan pedoman penskoran/penilaian	<input checked="" type="checkbox"/>	
<b>Pelibatan peserta didik dalam pembelajaran</b>		
1) Memfasilitasi timbulnya interaksi guru, peserta didik, sumber belajar untuk menumbuhkan partisipasi aktif peserta didik	<input checked="" type="checkbox"/>	
2) Memberikan respon positif atas partisipasi peserta didik	<input checked="" type="checkbox"/>	
3) Menunjukkan sikap yang terbuka terhadap respon peserta didik	<input checked="" type="checkbox"/>	
4) Menunjukkan hubungan antar pribadi yang baik dan kondusif	<input checked="" type="checkbox"/>	

	5) Menumbuhkan keceriaan dan antusiasme peserta didik dalam belajar	<input checked="" type="checkbox"/>	
	<b>Penggunaan bahasa yang benar dan tepat dalam pembelajaran</b>		
	1) Menggunakan bahasa lisan secara jelas dan lancar	<input checked="" type="checkbox"/>	
	2) Menggunakan bahasa tulis yang baik dan benar	<input checked="" type="checkbox"/>	
<b>3.</b>	<b>Kegiatan Penutup Penutup Pembelajaran</b>		
	1) Memfasilitasi dan membimbing peserta didik untuk merangkum materi pelajaran	<input checked="" type="checkbox"/>	
	2) Memfasilitasi dan membimbing peserta didik untuk merefleksi proses dan materi pelajaran	<input checked="" type="checkbox"/>	
	3) Memberikan tes lisan atau tulisan		
	4) Mengumpulkan hasil kerja sebagai bahan portofolio	<input checked="" type="checkbox"/>	
	5) Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan		

## F. Interview Results with English Teachers

1. **Peneliti:** Apakah Ibu selalu mempersiapkan Rencana Pelaksanaan Pembelajaran (RPP) sebelum mengajar?

**Guru Bahasa Inggris:** Sebagai seorang pendidik, saya selalu menggunakan RPP yang sesuai dengan kurikulum yang berlaku. RPP ini membantu saya dan peserta didik dalam mencapai tujuan pembelajaran yang ingin dicapai. Melalui RPP ini pula kemampuan kompetensi pedagogik saya digunakan, tentang pengelolaan kegiatan pembelajaran dikelas. RPP berisi tentang bagaimana saya membuat perencanaan, penerapan dan evaluasi model pembelajaran yang telah saya rangkai. Berhasil tidaknya rencana, penerapan dan evaluasi yang merujuk pada tujuan pembelajaran sangat dipengaruhi oleh RPP yang saya buat.

2. **Peneliti:** Setelah menyusun RPP, apa sajakah sumber pembelajaran yang Ibu gunakan dalam mengajar?

**Guru Bahasa Inggris:** Karena saya seorang guru bahasa Inggris di kelas delapan, buku yang saya gunakan adalah buku paket yang disediakan oleh madrasah. Buku tersebut adalah buku "*When English Rings a Bell*". Sedangkan untuk rujukan lainnya saya menggunakan akses internet seperti e-book dan e-jurnal untuk menambah wawasan dan kelengkapan materi. Untuk contoh berupa poster dan gambar-gambar saya juga menggunakan referensi onlen dari situs-situs pendidikan.

3. **Peneliti:** Terkait penyampaian tujuan pembelajaran di RPP yang Ibu buat, bagaimana pendapat Ibu tentang penggunaan strategi pembelajaran dalam proses pembelajaran?

**Guru Bahasa Inggris:** Penggunaan strategi dalam pembelajaran sangatlah penting. RPP adalah rencana tertulis sedangkan strategi adalah rencana tindakan. Jadi untuk merealisasikan RPP yang sudah dibuat, maka pendidik harus menggunakan strategi yang sesuai dengan RPP yang ada.

4. **Peneliti:** Bagaimana upaya Ibu dalam menentukan strategi pembelajaran yang akan digunakan?



**Guru Bahasa Inggris:** Dalam menentukan strategi pembelajaran, saya mengikuti beberapa langkah-langkah sebagai berikut: a) kesesuaian antara strategi pembelajaran dengan tujuan atau kompetensi; b) kesesuaian antara strategi pembelajaran dengan jenis pengetahuan yang akan disampaikan; c) kesesuaian antara strategi pembelajaran dengan sasaran; d) biaya; e) kemampuan strategi pembelajaran; f) karakteristik pembelajaran; g) waktu; Jika hal-hal ini telah dilakukan, maka saya dapat menentukan strategi apa yang sesuai dengan RPP yang telah saya buat.

5. **Peneliti:** Terkait strategi pembelajaran, untuk menerapkannya diperlukan pendekatan. Menurut Ibu apakah upaya yang diperlukan untuk memilih pendekatan yang akan dipakai?

**Guru Bahasa Inggris:** Dalam dunia pendidikan, strategi pembelajaran diartikan sebagai “*a way of beginning something*” atau cara memulai sesuatu yang merujuk pada “cara memulai pembelajaran”. Pendekatan pembelajaran digambarkan sebagai kerangka umum tentang skenario yang digunakan untuk membelajarkan peserta didik dalam rangka mencapai tujuan pembelajaran.

6. **Peneliti:** Terkait pembelajaran Reading, strategi pembelajaran apa yang Ibu gunakan untuk menyampaikan materi khususnya materi Short Functional Text (Notice) kepada peserta didik, pendekatan apa yang diterapkan dan apakah ada integrasinya dengan bidang keilmuan lainnya?

**Guru Bahasa Inggris:** Strategi pembelajaran yang saya pakai adalah strategi pembelajaran interaktif dengan bentuk diskusi dan *sharing*, sedangkan pendekatannya berbasis kontekstual (CTL). Pendekatan berbasis kontekstual ini meliputi lima tahap yaitu *activating knowledge*, *acquiring knowledge*, *understanding knowledge*, *applying knowledge* dan *reflecting knowledge*. Untuk teknisnya pada tahap *activating knowledge*, *acquiring knowledge*, *understanding knowledge* masuk

kedalam bentuk diskusi. Lalu tahap *applying knowledge* dan *reflecting knowledge* masuk pada *sharing* dan diskusi kelas.

7. **Peneliti:** Boleh dijelaskan secara singkat tentang strategi tersebut dan apa saja langkah-langkahnya?

**Guru Bahasa Inggris:** Strategi ini merupakan strategi yang ideal dalam pembelajaran *reading* karena mempunyai pola komunikasi banyak arah, demokratis, *students center*, dan asas kerjasama. Bentuk dari strategi pembelajaran interaktif adalah diskusi dan *sharing*. Diskusi disini ada yang diskusi kelompok-kelompok kecil dan diskusi kelas, sedangkan untuk *sharing* masuk kedalam presentasi antar kelompok diskusi di depan kelas. Sehingga pembelajaran di kelas menjadi menyenangkan dan juga penggunaan pendekatan berbasis kontekstual menjadikan peserta didik mampu mengaitkan materi yang dipelajari dengan fenomena atau kejadian di dunia nyata mereka sehari-hari.

8. **Peneliti:** Apakah kelebihan strategi tersebut sehingga Ibu menerapkannya di dalam kelas?

**Guru Bahasa Inggris:** Kelebihan-kelebihan strategi ini dalam kegiatan pembelajaran antara lain: a) peserta didik dapat belajar dari temannya dan guru untuk membangun keterampilan sosial dan kemampuan-kemampuan lainnya; b) mengorganisasikan pemikiran dan membangun argumen yang rasional; c) guru sebagai fasilitator, motivator, dan perancang aktivitas belajar; e) siswa sebagai pusat (*students center*); f) membantu peserta didik untuk aktif, kreatif dalam menyuarakan pendapatnya dalam kegiatan diskusi dan *sharing*; dan masih banyak lagi.

9. **Peneliti:** Apakah alasan khusus pemakaian strategi tersebut dalam mengajar *reading*?

**Guru Bahasa Inggris:** Mengikuti kurikulum yang sedang berlaku yaitu kurikulum 2013 (K13) revisi, saya sebagai seorang pendidik harus membuat peserta didik mencapai tujuan pembelajaran yang ada dengan sebaik dan seefektif mungkin. Dari hal ini, strategi yang cocok untuk

*chapter* 12 adalah strategi pembelajaran interaktif. Hal ini melihat dari fungsi sosial, struktur text dan unsur kebahasaan dari teks tersebut. Setelah menimbang dan memilih, strategi ini adalah yang paling maksimal dalam mencapai tujuan pembelajaran.

10. **Peneliti:** Bagaimana hasil pembelajaran bahasa Inggris khususnya materi *Reading Functional Text (Notice)* menggunakan pendekatan *Contextual Teaching and Learning (CTL)* pada peserta didik kelas delapan?

**Guru Bahasa Inggris:** Saya sebagai seorang tidak memaksakan peserta didik saya harus mahir semua dalam hal penguasaan bahasa Inggris, karena saya tahu sendiri bahasa Inggris di Indonesia masuk dalam kategori *foreign language*, jadi tugas saya bukan membuat mereka menjadi seperti *English native* tetapi lebih kepada bagaimana membuat mereka suka dan mau belajar bahasa Inggris. Seperti yang kita tahu, bahasa Inggris telah banyak dijumpai penggunaannya dalam kegiatan sehari-hari baik di kelas maupun di luar kelas. Mulai dari bungkus makanan dan minuman, petunjuk atau rambu-rambu di jalan-jalan raya, sepanduk-sepanduk maupun poster di jalan atau tempat umum. Begitupun dengan materi *short functional text (notice)*, para peserta didik memang mempelajarinya di sekolah/madrasah tetapi penggunaannya termasuk dalam kehidupan sehari-hari baik di dalam maupun luar sekolah/madrasah.

11. **Peneliti:** Apa harapan Ibu selama dan setelah dilakukan pembelajaran *Reading Functional Text (Notice)* menggunakan pendekatan *Contextual Teaching and Learning (CTL)* pada peserta didik kelas delapan?

**Guru Bahasa Inggris:** Dengan pendekatan berbasis kontekstual (CTL), peserta didik mampu mengaitkan antara materi yang sedang dipelajari dengan keadaan/kondisi kehidupan sehari-hari mereka sebagai anggota keluarga, sekolah/madrasah dan sebagai anggota masyarakat.

## G. Material Being Studied During Research

### Materi Bahasa Inggris Kelas 8 Bab 12

## Don't Forget it, Please!

Halo teman-teman, jumpa lagi ya! Mudah-mudahan tidak bosan dan tetap semangat untuk belajar bahasa Inggris. Yuk kita lanjutkan pembelajaran materi bahasa Inggris kelas 8 Bab 12. Kira-kira kita akan belajar tentang apa ya?

Di bab ini kita akan belajar tentang bagaimana sih cara menuliskan pesan singkat dan pemberitahuan dalam bahasa Inggris itu. Yuph, mungkin sering ya teman-teman menuliskan pesan kepada orang tua, guru atau teman, baik itu melalui secarik kertas ataupun lewat messenger.

Nah, dalam bahasa Inggris bagaimana ya tata caranya? Gak usah nunggu lama-lama, yuk kita pelajari bersama.

#### Short Messages

Short message atau pesan singkat ini digunakan untuk menyampaikan sesuatu kepada orang lain yang mana tidak bisa bertemu secara langsung. Dulu biasanya berupa tulisan di selembar kertas, namun sekarang karena ada kemajuan zaman bisa lewat aplikasi messenger seperti whatsapp atau lainnya.

Sebagai contoh, ibumu menyuruh kamu untuk mencuci piring sebelum berangkat sekolah, namun kamu tidak bisa dan akan mencucinya siang hari setelah pulang sekolah. Teman-teman bisa membuat pesan singkat kepada ibu, seperti ini:

*Mom, I'm sorry I did not have time to wash the dishes before I went to school this morning.*

*I'll do it when I get home this afternoon.*

*Ghaisa*

Di atas merupakan salah satu contoh pesan singkat. Biasanya ditempelkan di lemari es atau dapur atau tempat-tempat lainnya yang mudah terlihat.

Nah, teman-teman dalam menuliskan short message ini juga tidak boleh sembarangan loh! Sekalipun singkat ada aturannya, diantaranya sebagai berikut:

- Buat ringkas mungkin, namun mudah dipahami.
- Perhatikan tanda baca agar jelas dan memudahkan pembaca

Coba teman-teman perhatikan contoh short message sebagai berikut:

*mam i'm sorry i did not have time to wash the dishes before i went to school this morning*

*i'll do it when I get home this afternoon.*

### **Ghaisa**

Bisa teman-teman cari perbedaannya dengan yang di atas? tentu contoh yang bawah itu sangat membingungkan, kenapa? Karena tidak memperhatikan tanda baca, baik itu titik, koma maupun huruf capital.

Hal itu akan membuat orang yang membaca bingung dan menimbulkan kesalahpahaman sehingga pesan pun juga tidak akan sampai.

Untuk latihan, coba teman-teman benarkan pesan singkat berikut ini ya!

1. *dad i am going to azzam's home we are going to do our homework i'll get home before six*
2. *santi i made a coke last night you should have some with your breakfast it's in the refrigerator i put a lot of peanut in it*

Coba teman-teman kerjakan ya! Bisa dituliskan di kolom komentar. **Selamat mencoba!**

### **Notice**

Di sekolah teman-teman pasti ada majalah dinding atau papan pengumuman kan? Nah, biasanya disitu kan ada berbagai pengumuman apakah dari Sekolah, Osis atau organisasi lainnya. Mungkin salah satunya seperti ini:



Di atas merupakan pemberitahuan tentang kewajiban anggota OSIS untuk mengikuti upacara bendera hari Kemerdekaan pada Senin, 17 Agustus 2013. Wajib datang!.

Ada beberapa hal yang harus diperhatikan dalam penulisan notice, diantaranya:

1. penulisan singkat dan jelas
2. tanda baca tepat agar mudah dipahami.

Ada berbagai jenis notice yang teman-teman bisa temukan, mungkin di lingkungan sekolah, sekitar rumah atau tempat lainnya, dan diantaranya ialah sebagai berikut:



Ada 4 contoh notice di atas, yang semuanya merupakan pemberitahuan di lingkungan sekolah:

1. *Welcome to our school. Visitors must register in the main office...*

Itu merupakan pemberitahuan kepada para pengunjung yang akan masuk sekolah agar mendaftarkan diri mereka ke kantor utama. Narkoba dan senjata dilarang untuk masuk.

2. *No pets on school grounds*

Larangan membawa hewan di lingkungan sekolah.

3. *This area is protected by video surveillance*

Lingkungan sekolah diawasi oleh cctv sehingga tidak boleh berperilaku yang merugikan

4. *Welcome to our school. Please use main entrance and register at office*

Pemberitahuan untuk masuk lewat pintu utama dan melaporkan diri terlebih dulu ke kantor, jika ada pengunjung yang mau masuk sekolah.

Nah, itu dia teman-teman kita sudah belajar dua materi sekaligus ya, short message dan notice.

Bagaimana teman-teman? Cukup jelas ya dengan pembelajaran materi bahasa Inggris kelas 8 Bab 12?

Tetap semangat belajar ya!

## H. Interview documentation and observations



Picture 05. Teacher opening the classroom (learning contract)



Picture 06. The teacher directs the division of groups discussion



Picture 07. The students move to their groups



Picture 08. The students start reading searching, discussing in their groups



Picture 09. The students present the Results of discussing and sharing

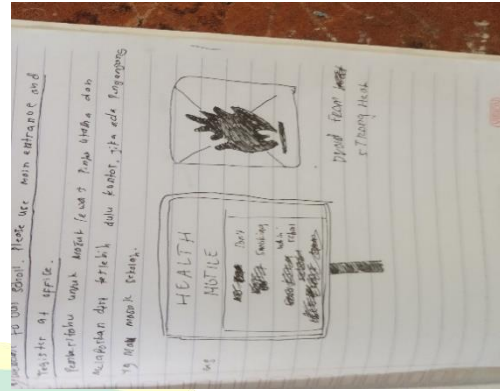


Picture 10. the students writing the example of the material

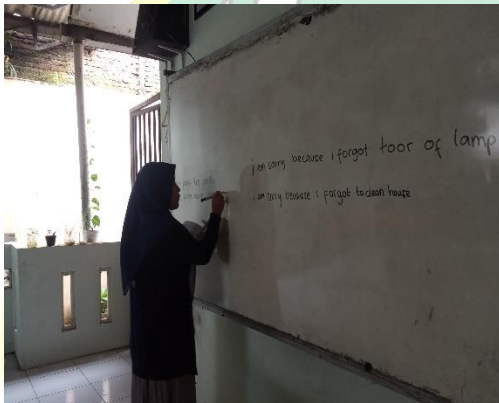




Picture 11. The students correcting the other groups presentation



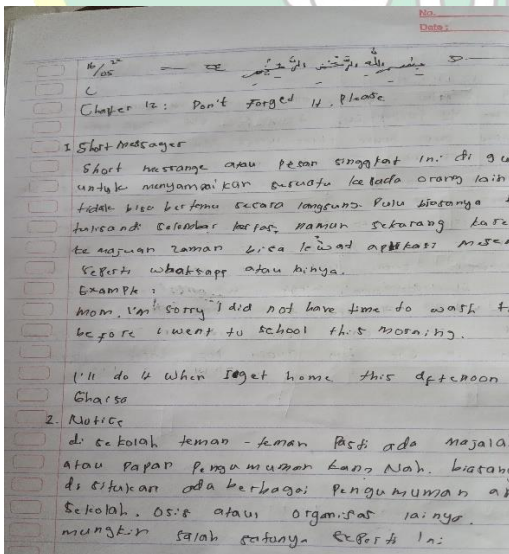
Picture 12. Result of small groups discussion



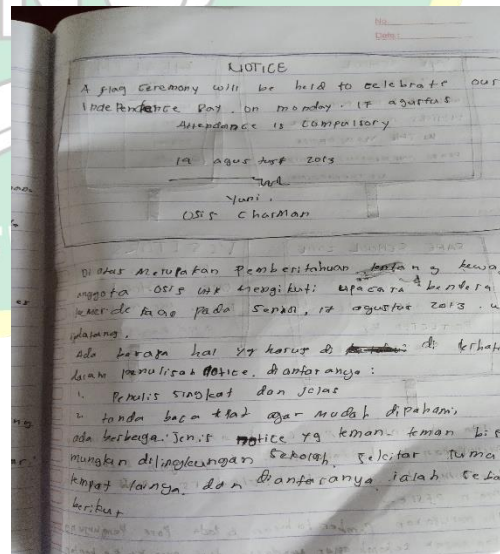
Picture 13. The students get and give the feedback



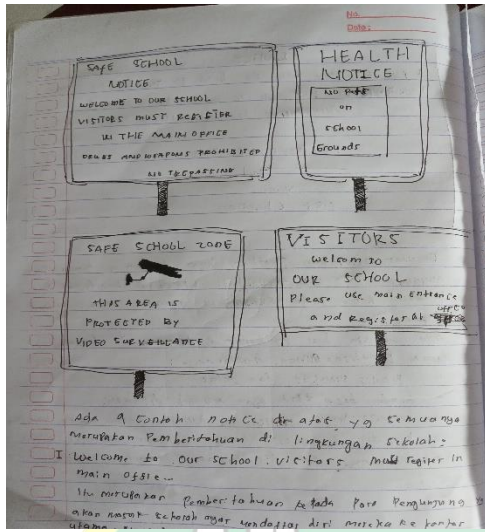
Picture 14. The students reflecting the knowledge together by teacher



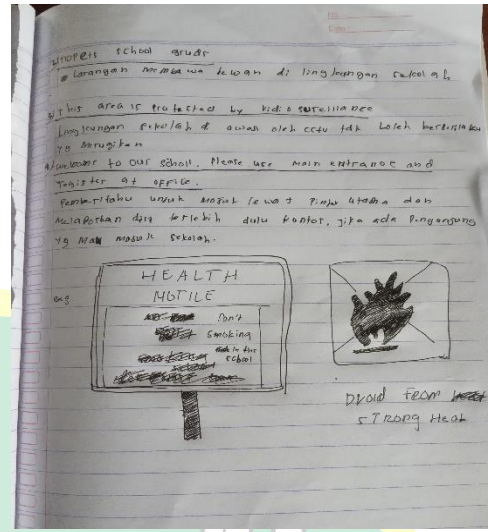
Picture 15. Results of class discussion



Picture 16. Results of class discussion



Picture 17. Example of the material



Picture 18. Example of the material



Picture 19. English teacher and the eighth-grade students



Picture 20. English teacher and the eighth-grade students

## BIOGRAPHY

### DAFTAR RIWAYAT HIDUP

#### A. Identitas Diri

1. Nama Lengkap : Roliyah
2. NIM : 1817404084
3. Tempat/Tgl. Lahir : Banjarnegara/27 Januari 2000
4. Alamat Rumah : Bondolharjo rt 003/rw 010 Punggelan
5. Nama Ayah : Sarna Moch. Ali Muntohar
6. Nama Ibu : Nitem

#### B. Riwayat Pendidikan

1. Pendidikan Formal
  - a. SD/MI, tahun lulus : MI C 01 Bondolharjo, 2012
  - b. SMP/MTs, tahun lulus: MTs C Tanjungtirta, 2015
  - c. SMA/MA, tahun lulus: MA C Wanadadi, 2018
  - d. S1, tahun masuk : UIN SAIZU Purwokerto, 2018
2. Pendidikan Non-Formal (jika ada)
  - a. PP Al-Hidayah Karangsucu Purwokerto, 2018-sekarang

#### C. Prestasi Akademik (jika ada)

1. IP Cumlaude Setiap Semester

#### D. Karya Ilmiah (jika ada)

1. An article entitled “Students Perception on Learning Reading Comprehension through Google Meet in English Development Class”
2. Sebuah artikel berjudul “Implementasi Pendidikan Karakter pada Kegiatan Rutinan Pembacaan Rotibul haddad di TPQ Darussalam Penisihan, Desa Bondolharjo Kecamatan Punggelan Kabupaten Banjarnegara”
3. Sebuah skripsi “Teacher’s Strategy on Teaching Reading through Contextual Teaching and Learning (CTL) Approach to Eighth-Grade Students of Madrasah Karangsucu Purwokerto”

E. Pengalaman Organisasi (jika ada)

1. DA Cokroaminoto Wanadadi
2. DKR Wanadadi
3. Diklatsar Satgaslap Pemuda Muslim Indonesia
4. Saka Wira Kartika Kodim 0704 Banjarnegara angkatan 10
5. Anggota Divisi PKO HMJ TBI Tahun 2020

Purwokerto, 21 Mei 2022

*Roliyan*  
(Roliyan)

