

**THE UTILIZATION OF CONTEXTUAL TEACHING AND
LEARNING APPROACH IN READING COMPREHENSION**

THESIS

**BY
SITI HUMAIRAH**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024 AD / 1445 AH**

**THE UTILIZATION OF CONTEXTUAL TEACHING AND
LEARNING APPROACH IN READING COMPREHENSION**

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By

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STATEMENT OF AUTHENTICITY

I, the undersigned, Siti Humairah, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

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Keywords: Contextual Teaching and Learning, Advantages, Reading Comprehension

Reading comprehension is an important English ability. As a result, English teachers must develop appropriate learning strategies to promote reading comprehension. However, education in Indonesia remains essentially traditional, with education defined only as 'knowledge transfer' (Saefulmilah & Saway, 2020). This is what drives the creation of Contextual Teaching Learning (CTL). Where the teacher is not the only focus of attention while learning. This research aims to find out how contextual teaching and learning is applied in reading comprehension and also to find out the advantages of Contextual Teaching and Learning in reading comprehension. This research used descriptive analysis. Data was taken at *MTs. Raudhatul Islamiyah*. Data was collected using observation sheets and interview guidelines. The research results show that teachers implement Contextual Teaching and Learning in reading comprehension by doing most of the things related to the Contextual Teaching and Learning approach. Apart from that, there are four advantages of Contextual Teaching and Learning in reading comprehension as follows: students actively participate in the learning process while being connected to the real world (1), group learning can help students gather knowledge from other students (2), mutual discussion and correction between students (3), and students can be responsible for tracking and honing their individual studies (4).

ABSTRAK

Siti Humairah. 200101030356. *The Utilization of Contextual Teaching and Learning Approach in Reading Comprehension.* Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Fajrianor, S.Pd., M.Pd.

Kata kunci: Pengajaran dan Pembelajaran Kontekstual, Kelebihan, Pemahaman Membaca

Pemahaman membaca adalah kemampuan bahasa Inggris yang penting. Akibatnya, guru bahasa Inggris harus mengembangkan strategi pembelajaran yang tepat untuk meningkatkan pemahaman membaca. Namun, pendidikan di Indonesia pada dasarnya masih bersifat tradisional, dan pendidikan hanya didefinisikan sebagai 'transfer pengetahuan' (Saefulmilah & Saway, 2020). Hal inilah yang mendorong terciptanya Contextual Teaching Learning (CTL). Dimana guru bukan satu-satunya fokus perhatian saat pembelajaran. Penelitian ini bertujuan untuk mengetahui bagaimana pengajaran dan pembelajaran kontekstual diterapkan dalam pemahaman membaca dan juga untuk mengetahui keuntungan dari Pembelajaran Kontekstual dalam pemahaman membaca. Penelitian ini menggunakan analisis deskriptif. Data diambil di MTs. Raudhatul Islamiyah. Pengumpulan data dilakukan dengan menggunakan lembar observasi dan pedoman wawancara. Hasil penelitian menunjukkan bahwa guru menerapkan Pembelajaran Kontekstual dalam pemahaman membaca dengan melakukan sebagian besar hal yang berkaitan dengan pendekatan Pembelajaran Kontekstual. Selain itu, terdapat empat keunggulan Contextual Teaching and Learning dalam pemahaman membaca sebagai berikut: siswa berpartisipasi aktif dalam proses pembelajaran sambil terhubung dengan dunia nyata (1), pembelajaran kelompok dapat membantu siswa mengumpulkan pengetahuan dari siswa lain (2), saling berdiskusi dan mengoreksi antar siswa (3), dan siswa dapat bertanggung jawab untuk melacak dan mengasah pembelajaran masing-masing (4).

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Writer

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