

**THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING
APPROACH ON STUDENTS READING COMPREHENSION
(A QUASI EXPERIMENTAL STUDY AT THE ELEVENTH
GRADE OF MAN 1 MODEL BENGKULU CITY IN THE
ACADEMIC YEAR 2021/2022)**



By :

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TADRIS FACULTY
UIN FATMAWATI SUKARNO BENGKULU**

2024

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AT THE ELEVENTH GRADE OF MAN 1 MODEL
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YEAR 2021/2022)
THESIS**

Submitted as a partial requirements for the degree *Sarjana
Pendidikan (S.Pd)* English Education Study
Program, Faculty of Tarbiyah and Tadris
State Islamic University (UIN) Fatmawati Sukarno of
Bengkulu



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Assalamu 'alaikum Wr. Wb

After reading throught and giving necessary advice, herewith, as the advisors,

we state that the thesis of :

Name : **Bella Dwi Santika**
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Title : **The Effect of Contextual Teaching and Learning Approach on Students**
Reading Comprehension (A Quasi Experimental Study at the Eleventh
Grade of MAN I Model Kota Bengkulu in the Academic Year
2021/2022)

Has fulfilled the requirements to be present before the examiners in the thesis exam. Thank you for the attention.

Wassalamu 'alaikum Wr. Wb

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RATIFICATION

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Has been defended in front of the Thesis Examiner Board of the Faculty of **Tarbiyah and Tadris UINFAS Bengkulu** on **Friday, 27 September 2024**, and has been approved by the board of Thesis Examiners as the requirement for degree of **Sarjana in English Education Program**.

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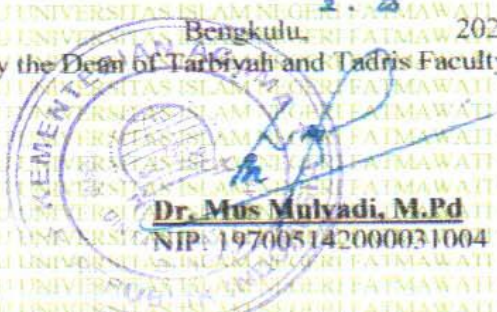
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I hereby sincerely state that the thesis titled "The Effect Of Contextual Teaching And Learning Approach On Students Reading Comprehension(A Quasi Experimental Study at The Eleven Grade of MAN 1 Model Bengkulu City in The Academic Year 2021/2022)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and refered in the bibliography. If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degress.

Bengkulu, 15 October 2024

Stated by



Bella Dwi Santika
NIM. 1811230050

MOTTO

"Life is not about who arrives first, but about what can be given to those around us from what has been gained through the journey." "Life is about contribution, not competition."

-Bella Dwi Santika



BENGKULU

DEDICATION

With gratitude and all of my love, this thesis is dedication to:

1. Allah SWT. Because without your will and all your help is not maybe I can finish this thesis. Thank you for all the blessings that you give Y.. Rabb.
2. For myself. Thank you for fighting, being patient and always holding on in the process your life, even though you sometimes worry and feel sad, but you keep moving forward and trying to make this process go well. With this, hope will be stronger to pass the next obstacle.
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The writer realizes that she would never successfully finish this research study without the help of some people around her. Therefore, researcher would like to express her gratitude to researcher advisors, Mr.Dr.H.Ali Akbarjono,M.Pd and Ms.Feny Martina,M.Pd for their times, advices, guidance, and patience in correcting and helping the writer to finish this research study.

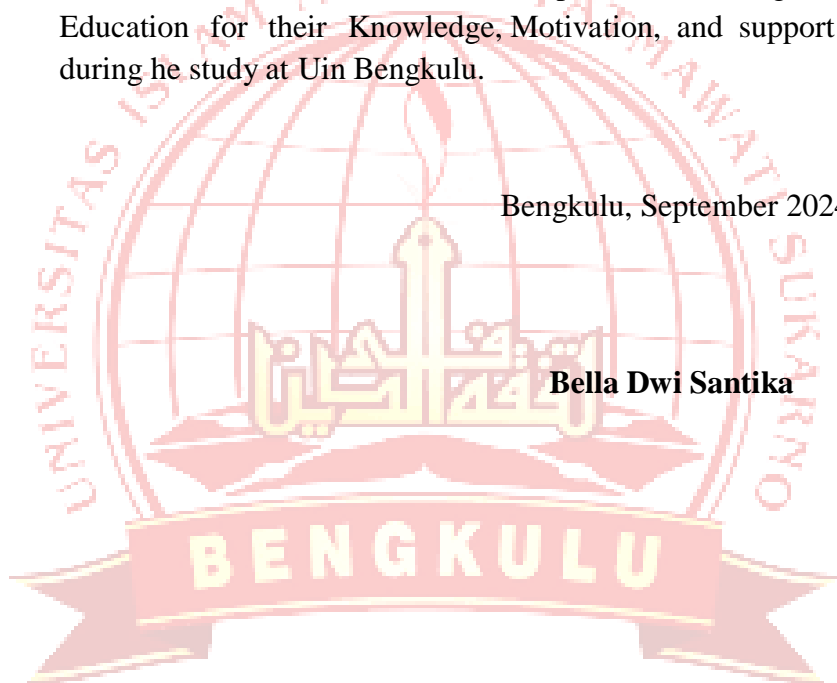
Furthermore, the writer would also send her gratitude to :

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Bengkulu, September 2024

Bella Dwi Santika



ABSTRACT

**The Effect Of Contextual Teaching And Learning Approach
On Students Reading Comprehension(A Quasi Experimental
Study at The Eleven Grade of MAN 1 Model Bengkulu City
in The Academic Year 2021/2022)**

**Supervisor : 1. Dr. H. Ali Akbarjono, M. Pd 2. Feny
Martina, M. Pd**

Reading is a crucial ability in English language acquisition. In junior high school, reading is typically employed to extract information from texts. The teacher provides texts to the students for the purpose of analyzing the meaning of the text. In English education at school, pupils typically utilize reading comprehension as a component of their English curriculum. The study aims to determine whether there is significant effect on students' reading comprehension after contextual teaching and learning. This research is a quasi-experimental research that used a control class and an experimental class. The sample in this study was 11th Grade

Students at MAN 1 Model Bengkulu, total of students are 140 students. Reading tests in multiple choices were used to collect data in this study, the data will be analyzed descriptively using the T-test formula. The result showed that there was a significant effect on students' reading comprehension skills after being taught using contextual teaching learning. It can be concluded there is a difference of reading comprehension achievement between the students who are taught using contextual teaching learning and students who are not taught by using contextual teaching learning.

Key Term : Reading Comprehension Ability, CTL, EFL
Students

ABSTRAK

(Sebuah Studi Kuasi Eksperimental di Kelas Sebelas MAN 1 Model Kota Bengkulu pada Tahun Ajaran 2021/2022) Pengaruh Pendekatan Pembelajaran dan Pengajaran Kontekstual Terhadap Pemahaman Membaca Siswa

1. Dr. H. Ali Akbarjono, M.Pd 2. Feny Martina, MD

Penguasaan bahasa Inggris bergantung pada kemampuan membaca. Membaca di sekolah menengah pertama biasanya digunakan untuk mendapatkan informasi dari teks. Guru memberi siswa teks untuk menganalisis maknanya. Dalam pendidikan bahasa Inggris di sekolah, pemahaman bacaan biasanya merupakan bagian dari kurikulum bahasa Inggris. Tujuan penelitian ini adalah untuk mengetahui apakah penerapan pengajaran dan pembelajaran kontekstual memiliki pengaruh signifikan terhadap pemahaman membaca siswa. Penelitian ini adalah kuasi-eksperimental dengan kelas eksperimen dan kontrol. Siswa Kelas 11 di MAN 1 Model Bengkulu, total 140 siswa, adalah sampel penelitian ini. Data dalam penelitian ini dikumpulkan melalui tes membaca pilihan ganda, dan rumus T-test akan digunakan untuk menganalisisnya secara deskriptif. Hasilnya menunjukkan bahwa keterampilan pemahaman membaca siswa setelah diajarkan dengan pembelajaran kontekstual sangat dipengaruhi. Dengan demikian, dapat disimpulkan bahwa siswa yang diajarkan dengan pembelajaran kontekstual memiliki tingkat pemahaman bacaan yang berbeda dari siswa yang tidak diajarkan dengan pembelajaran kontekstual.

Istilah Utama: CTL, Kemampuan Pemahaman Membaca, Siswa EFL

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