

CHAPTURE II

LITERATURE REVIEW

A. English Reading Comprehension for Islamic Senior High School Study

1. Definition of Reading

Reading knowledge is broadened and well informed by reading. Reading is really crucial for our knowledge in usually broadened and informed by reading activities, and the activity of reading can be found in the Internet, book, etc.

Students should practice their reading more and more, so that their reading ability and their reading experience will be improved. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words.

Another thing should be remembered in reading that students should not open a dictionary too often because it will slow down their reading rate and can make them bored.

If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in the passages there are a lot of definitions of reading. Linguistic gives definition about reading, their opinions about reading vary.

Some of them say reading is the process to get, to understand, to catch the context of the reading. And also reading is a process to understand a written text, which means extracting the required information from it as efficiently as possible. According to Walter R. Hill(2012:92) “reading is what the reader does to get the meaning heneeds from textual sources”. Meanwhile guyL Bond Wagner explained the meaning of reading as “the process of acquiring and of interpreting, evaluation, and effecting upon those meanings”.

F. Dublin explained the meaning of reading, as “reading is primarily a cognitive process, which means that the brain does most of the work”.

Based on the theory above researcher can concluded that reading means a complex process of thinking in assigning meaning from some materials which involve most of the reader’s intellectual act such as pronunciation and comprehension in other to receive ideas or information extended by the test. It can be seen that reading is not only looking at ward in the form of graphic symbols but also getting meaning from word to word or line to understand what we read. It means that reading is a process to understand the text content and the getinformation.

2. Aims of Reading

A person may read for many purposes, and purpose help to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or fails. But if read for studying or setting information such news, science or some line, which are part of his study or assignment he does it very slowly and carefully.

According to Paul S. Anderson(2006:16), there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying of content.

- a. Reading for details and fact is reading to know what is done by the subject of the story.
- b. Reading for main ideas is reading to get the problem statements.
- c. Reading for sequence of organization is reading to know each part of the story.
- d. Reading for inference is reading to know what the writer meant by its story.
- e. Reading for classifying is reading to find unusual things
- f. Reading for evaluating is reading to know the value

of the story.

- g. Reading for comparing or content is reading to compare the way of life at the story with the way of live of thereader.

Another author said that the aim of reading is:

- a. Reading for pleasure.
- b. Reading for information (in order to find out something or in order to do something whit the information you get).

Meanwhile Lester and Allice Crow classified two general purposes, these purposes includes: leisure-time reading and more serious reading.

- a. Leisure-time reading. It is reading for enjoyments which may very in follow your favorite sport, comic, article, and movieprogram.
- b. More serious reading. It is reading to study for a goal such as to obtain factual information and solveproblems.

Based on the theory above researcher can concluded that there are several purposes for people to read, namely:

- a. reading for pleasure
- b. reading for entertain yourself
- c. reading for learning

- d. Reading for information (in order to find out something or in order to do something with the information you get)
- e. Reading for evaluating

3. Reading Comprehensions

Reading comprehension is the main purpose of reading activity. All readers intend to have connection to the material that they read. Of course, the process of reading comprehension is also complex and it takes time for a reader to acquire the meaning of a reading material. According to Dorn and Soffos (2005), comprehending involves interpreting and synthesizing ideas in ways that influence the reader's mind. The readers need to be able to figure out the author's purpose presenting the material, comprehending some valuable information stated in the passage in relation to comprehending the overall content of reading materials.

Furthermore, Westwood (2008) states that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. Reading comprehension is reading the text to get the meaning and understanding of the text. Woolley (2011) explains that reading comprehension is the process of making meaning from the text. Reading comprehension is reading the text to get the meaning and

understanding of the text. From the definition above, it can be assumed that reading comprehension is an interactive process between reader and text to comprehend the writer's message. Here are six essential skills needed for reading comprehension, and tips on what can help students improve this skill.

1. Decoding

Decoding is a vital step in the reading process. Students use this skill to sound out words they've heard before but haven't seen written out. The ability to do that is the foundation for other reading skills. Decoding relies on an early language skill called phonemic awareness. (This skill is part of an even broader skill called *phonological awareness*.) Phonemic awareness lets students hear individual sounds in words (known as *phonemes*). It also allows them to "play" with sounds at the word and syllable level.

Decoding also relies on connecting individual sounds to letters. For instance, to read the word *sun*, students must know that the letter *s* makes the /s/ sound. Grasping the connection between a letter (or group of letters) and the sounds they typically make is an important step toward "sounding out" words.

2. Fluency

To read fluently, students need to instantly

recognize words, including words they can't sound out. Fluency speeds up the rate at which they can read and understand text. It's also important when students encounter irregular words, like *of* and *the*, which can't be sounded out. Sounding out or decoding every word can take a lot of effort. *Word recognition* is the ability to recognize whole words instantly by sight, without sounding them out. When students can read quickly and without making too many errors, they are "fluent" readers.

Fluent readers read smoothly at a good pace. They group words together to help with meaning, and they use the proper tone in their voice when reading aloud. Reading fluency is essential for good reading comprehension. Lots of students struggle with reading fluency. As with other reading skills, students need lots of specific instruction and practice to improve word recognition. The main way to help build fluency is through practice reading books. It's important to pick out books that are at the right level of difficulty for students.

3. Vocabulary

To understand what you're reading, you need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through

instruction. But they typically learn the meaning of words through everyday experience and also by reading. Reading together every day also helps improve vocabulary.

When reading aloud, stop at new words and define them. But also encourage your child to read alone. Even without hearing a definition of a new word, your child can use context to help figure it out. Teachers can help, too. They can carefully choose interesting words to teach and then give explicit instruction (instruction that is specialized and direct). They can engage students in conversation. And they can make learning vocabulary fun by playing word games in class. For more ideas, watch as an expert explains how to help struggling readers build their vocabulary.

4. Sentence construction and cohesion

Understanding how sentences are built might seem like a writing skill. So might connecting ideas within and between sentences, which is called *cohesion*. But these skills are important for reading comprehension as well. Knowing how ideas link up at the sentence level helps students get meaning from passages and entire texts. It also leads to something called *coherence*, or the ability to connect ideas to other ideas in an overall piece of writing.

5. Reasoning and background knowledge

Most readers relate what they've read to what they know. So it's important for students to have background or prior knowledge about the world when they read. They also need to be able to "read between the lines" and pull out meaning even when it's not literally spelled out. Take this example: A child is reading a story about a poor family in the 1930s. Having knowledge about the Great Depression can provide insight into what's happening in the story. The child can use that background knowledge to make inferences and draw conclusions.

Expose your child to as much as possible, and talk about what you've learned from experiences you've had together and separately. Help your child make connections between new knowledge and existing knowledge. And ask open-ended questions that require thinking and explanations. You can also read a teacher tip on using animated videos to help your child make inferences.

6. Working memory and attention

These two skills are both part of a group of abilities known as executive function. They're different but closely related. When students read, attention allows them to take in information from the text. Working

memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they're reading. The ability to self-monitor while reading is also tied to that. Students need to be able to recognize when they don't understand something. Then they need to stop, go back, and re-read to clear up any confusion they may have.

To help increase your child's attention, look for reading material that's interesting or motivating. For example, some students may like graphic novels. Encourage your child to stop and re-read when something isn't clear. And demonstrate how you "think aloud" when you read to make sure what you're reading makes sense.

4. Types of Reading

Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive reading.

a. Intensive Reading

Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more premiere role here than skimming. Reader is trying to absorb all the information given,

example: reading dosage instruction for medicine.

b. Extensive Reading

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution to the overall meaning, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example: Reading a newspaper, article, short story or novel.

In other words Françoise Grillet defines that "skimming is quickly running one's eyes over a text to get the gist of it while, "scanning is quickly going through a text to find a particular piece of information".

So if a person wants to get an address, phone number, a date in a book over paragraph in order to locate a special piece of information, that activity is called "scanning" but if he reads all the passage in order to know about what it deals about his reading, that is called "skimming".

In skimming a reader must ask himself what the text is talked about he must move his eyes quickly over the text, looking especially at the main title, the beginning and the end, and the first sentence of paragraph. In scanning the reader must ask himself whether or not the text contains what he is looking

for and if any, he must find where is located, he moves also his eyes more or less quickly over the text for specific item.

5. The Principles of Teaching Reading

In teaching reading there are several principles in order to achieve the purpose of reading according to Jeremy Harmer, they are:

a. Reading is not a passive skill

Reading is an active occupation. It involves many skills such as guessing, predicting, checking, and asking oneself questions to do it successfully. We have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things—and if students do not do these things—then we only just scratch the surface of the text and we quickly forget it.

b. Students need to be engaged with what they are reading

Students who are not engaged with the reading text are not actively interested in what they are doing—are less likely to benefit from it.

c. Students should be encouraged to respond to the context of a reading text, not just to the language.

- d. Teacher should give students chances to respond to the message in some ways. It is important that they should be allowed to express their feelings about the topic.
- e. Prediction is a major factor in reading. Teacher should give students 'hints' so that they can predict what is coming too. It will make them better and more effective readers.
- f. Match the task to the topic

The most interesting text can be determined by asking boring and inappropriate questions; the most commonplace passage can be made exciting with imaginative and challenging tasks.

- g. Good teachers exploit reading texts to the full.

Many reading texts are full of sentences, words, ideas, descriptions, etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks.

According to Med D. Marksheffel (1966), the principles of teaching reading are:

- a. Reading is a highly complex thinking process in which the entire organism participates. It is

composite of innumerable skills, abilities, process, and condition.

- b. The continuous, cooperative evaluation of reading is the keystone to the student growth and development in learning.
- c. Improvement in reading and learning in context areas is best achieved when reading is taught by subject-matter teacher.
- d. To achieve maximum learning, teaching must begin at the student's instructional reading level.

From the principle of teaching reading stated by the experts, the writer takes the conclusion that the principles in teaching reading are:

- a. The students have to be encouraged to respond the meaning of reading text.
- b. The teacher should explain the material or reading text clearly, she or he should match the ask given to the topic. It can increase the students achievement in learning.
- c. Reading involves many skills and abilities, therefore the teacher should give great attention to the students' development that involves the students' abilities to become efficient and skillful readers.

Based on the theory above researcher can concluded that english reading comprehensions for

islamic senior high school students in this content is a process to understand the text content to get information and to comprehend the writer's message. in which contain some indicator, namely :

1. Decoding
2. Fluency
3. Vocabulary
4. Sentence construction and cohesion
5. Reasoning and background knowledge
6. Working memory and attention

B. Contextual Teaching and Learning in Teaching English for Islamic Senior High Schools

1. Historical of Contextual Teaching and Learning

Philosophy of Contextual Teaching and Learning is rooted from John Dewey progressivism, the students will best learning if what they have learnt/learned is related with what they have already known and teaching learning process will be productive if the students are active in the process of teaching.

The majority of students in our school are learning and how that knowledge will be used. This is because the way they process information and their motivation for learning are not touched by the traditional methods of classroom teaching. The students have a difficult time in understanding academic concepts (such as math concept) as

they are commonly taught (that is using an abstract, lecture method), but they desperately need to understand the concepts as they relate to the work place and to larger society in which they will live and work.

Traditionally, students have been expected to make these connections on their own outside the classroom.

According to Contextual Learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in Context-that is, in relation to the person's current environment-and that it does so by searching for relationships that make sense and appear useful.

Building upon this understanding contextual learning theory focuses on the multiple aspects of any learning environment, whether a classroom, a laboratory, a computer lab, a worksite, or a wheat field. It encourages educators to choose and/or design learning environments that incorporate as many different forms of experience as possible-social, cultural, physical, and psychological-in working toward the desired learning outcomes.

Contextual based learning is not a hot buzzword in many education circles today, but it is not a new concept

John Sounders said that contextual teaching learning was a subject of great interest to education philosopher, John Dewey around turn of the century. He added that contextual learning supports that when new knowledge presented in the context of persons past time experience, the learning is most effective.

Contextual teaching and learning (CTL), an instructional system is based on the premise that meaning emerges from the relationship between content and its context. Context gives meaning to content. The broader the context within which students' is able to make connections, the more meaning content will hold for them.

Contextual Teaching and Learning is a system of instruction based on the philosophy that students learn when they see meaning in academic material and they see meaning in schoolwork when they can connect new information with prior knowledge and their own experience.

Basically CTL is a response to Behaviorism Approach, which emphasizes on the concepts of stimulus respond with mechanical drills. To be able to use the language naturally as in real life and in various situation, critical thinking and meaningful learning are needed, when the students can relate the lessons they have got in school to their daily lives, they will be aware of the benefit learning. Besides, they will realize the importance of going to schools.

2. Definition of Contextual Teaching and Learning

The researcher found some definitions about Contextual Teaching and Learning (CTL). Based on Johnson(2011) in “ Contextual Teaching and Learning: what it is and why it is Here to Stay”, he stated that “the CTL system is an educational process that aims to help students see meaning in academic material they are studying by connecting academic subjects with the context of their personal, social, and cultural circumstances...”.

Based on Nurhadi(2004) in pembelajaran kontekstual (CTL) dan penerapannya dalam KBK, there is a definition about CTL from the Washington state consortium for Contextual Teaching and Learning; contextual teaching is teaching that enables students to reinforce, expand and apply their academic knowledge and skills in a variety of in school and out-of-school settings in order to solve simulated or real-world problem.

Based on the department of Natural Education CTL is the concept of learning that aims to help teacher to make connection between the teaching materials with the context of students' real world and encourages students to make connection between their knowledge with its applications in their daily lives.

The learning approach can be interpreted as a general pattern or a comprehensive picture that contains a series of

activities that can be used as guidelines (general instructions) in carrying out the planned learning to achieve the specified learning objectives. This is in line with what was stated by Sanjaya (2007:127) that "...approach can be interpreted as our starting point or point of view on the learning process. Meanwhile, according to Rusman (2008: 139), that the approach refers to the view of the occurrence of a process that is still very general in nature.

Contextual teaching and learning Approach is a learning concept that helps teachers relate the material they teach to students' real world situations and encourages students to make connections between their knowledge and its application in their daily lives, by involving the seven main components of effective learning, namely: : modeling (modeling), asking (questioning), learning community (learning community), finding (inquiry), constructivism (constructivism), follow-up (reflection) and actual assessment (authentic assessment)

Based on the definitions above the researcher can concluded that CTL is a learning concept that help teacher relate subject matter content to real world situations to their daily life, and then students can gained knowledge and skills more and more by construct and solve a problem by their self.

3. Characteristics of Contextual Teaching and Learning(CTL).

According to Hamruni in Suyadi (2015: 82) there are five important characteristics in the learning process using CTL, namely:

- a. In CTL, learning is a process of activating existing knowledge (activating knowledge). This means that something to be learned cannot be separated from the knowledge that has been learned. Thus, the knowledge that will be obtained by students is complete knowledge and is related to one another.
- b. Contextual learning is learning that can add new knowledge (acquiring knowledge). The new knowledge is obtained deductively. This means that learning begins with studying as a whole, then paying attention to detail.
- c. Understanding of knowledge (Understanding Knowledge). This means that the knowledge obtained is not to be memorized, but to be understood, associated with the realities of everyday life, practiced and accustomed.
- d. Practicing knowledge and experience (applying knowledge). This means that the knowledge and experience that has been obtained must be able to be applied in everyday life, so that there appears to be a

change in the behavior of students.

- e. Reflecting knowledge on the knowledge development strategy. This is done as feedback for the process of improvement and refinement of the strategy.

Johnson in Komalasari (2014:7) identified eight characteristics of contextual teaching and learning, namely:

- a. Making meaningful connections (making meaningful relationships) students can organize themselves as people who are actively learning in developing their interests individually, people who can work alone or work in groups, and people who can learn by doing (learning by doing).
- b. Doing significant work (doing important work) Students make connections between school and various contexts that exist in real life as members of society.
- c. Self-regulated learning (learning to self-regulate) Students do significant work: there are goals, they have to do with other people, they have to do with making choices, and there are tangible products/outcomes.
- d. Collaborating (Cooperation) Learners can work together. Teachers help students work effectively in groups, helping them understand how they influence

each other and communicate with each other.

- e. Critical and creative thinking (critical and creative thinking) Students can use higher levels of thinking critically and creatively: can analyze, synthesize, solve problems, make decisions, and use evidence and logic.
- f. Nurturing the individual (nurturing the individual) Students maintain their personality: knowing, paying attention, giving high expectations, motivating and strengthening themselves. Learners cannot succeed without adult support.
- g. Reaching high standards
- h. Using authentic assessment

Learners recognize and achieve high standards: identify goals and motivate students to achieve them. The teacher pays attention to students how to achieve what is called "excellence".

Meanwhile, according to Zainal Aqib (2013: 8)

explains that the characteristics of CTL are as follows:

- a. Cooperation
- b. Support each other
- c. Fun, not boring
- d. Study passionately
- e. Integrated learning
- f. Using multiple sources

- g. Active students
- h. Sharing with friends
- i. Critical students and creative teachers
- j. The walls and hallways are full of student work, maps, pictures, articles, humor, etc.
- k. Reports to parents are not only report cards but the work of students, reports on practical results, student essays, and others

4. Teaching Reading by using Contextual Teaching and Learning (CTL).

The steps of the learning model Understanding Contextual Teaching And Learning (CTL). The teacher must make a design (scenario) of learning. As a general guideline and at the same time as a control tool in implementation. In essence, the development of each of these CTL components is in learning can be done as follows.

- a. Develop students' thinking to carry out learning activities which is more meaningful whether by working alone, finding and construct their own new knowledge and skills that must be it has.
- b. Carry out as far as possible inquiry activities for all topics taught.
- c. Develop the curious nature of students by bringing up questions.

- d. Creating a learning community, such as through group activities discussion, question and answer, and so on.
- e. Presenting models as examples of learning, can be through illustrations, models, even actual media.
- f. Allowing children to reflect on each learning activity which has been done.
- g. Conduct an objective assessment, which is to assess the ability actually for every student.

In contextual learning, the learning program is class activity plans designed by the teacher, namely in the form of scenarios step by step about what will be done with students during the ongoing learning process. In the process must be reflected the application of the seven components of CTL clearly so that every teacher have complete preparations regarding the plans to be implemented in guide teaching and learning activities in the classroom.

According to Ibrahim (2018) the syntax of the Contextual Teaching learning model And Learning (CTL) are as follows:

- a. The teacher connects the concept with the knowledge possessed by students (relating).
- b. The teacher and students carry out learning by exploring. (experiencing).

- c. The teacher and students apply the concepts learned to the world real (applying)
- d. The teacher and students solve problems in groups. (Cooperating)
- e. Transfer the understanding that has been learned. (transfer).

Meanwhile, according to Zainal Aqib (2019: 6) the steps of the CTL model are: are as follows :

- a. Develop the thought that children will learn more meaningfully by work alone, and construct their own knowledge and skills new.
- b. Carry out as far as possible inquiry activities for all topics.
- c. Develop students' curiosity by asking questions.
- d. Create a learning community.
- e. Present the model as an example of learning.
- f. Reflect at the end of the meeting.
- g. Do the actual assessment in various ways.

Based on the description above, the researchers in this study took the syntax or steps of the CTL model according to Ibrahim (2018). The steps of the CTL model are as follows:

- a. The teacher connects the concept with the knowledge possessed by students (relating).

- b. The teacher and students carry out learning by exploring. (experiencing).
- c. The teacher and students apply the concepts learned to the world real (applying)
- d. The teacher and students solve problems in groups. (Cooperating)
- e. Transfer the understanding that has been learned. (transfer).

Based on the theory above the researcher can concluded that Contextual Teaching and Learning is a learning concept that help teacher relate subject matter content to real world situations to their daily life, and then students can gained knowledge and skills more and more by construct and solve a problem by their self. In which containt some indicator,namely :

1. modeling (modeling)
2. asking (questioning)
3. learning community (learning community)
4. finding (inquiry)
5. constructivism (constructivism)
6. follow-up (reflection)
7. actual assessment (authentic assessment)

C. Thinking Framework

The teaching learning process is one of the activities in the educational field. The success of teaching learning process does not entirely depend on the teacher, but the student also influences it.

There is Teaching Reading using Contextual Teaching Learning (CTL) because the students who have understood material with get high score in English test. In contrast, most students with contextual teaching and learning material have more success in learning English because they are able to understand it and English is very important to the student to understand. There is no correlation between using contextual teaching and learning material teaching reading and reading ability in learning English because the students with no understanding in reading ability usually tend to face more difficulties in learning English.

The ability to understand about English learning achievement depends on several factors, such as language skills, students' experiences, motivational, background knowledge, the ways at English teachers in teaching reading.

It is very important for teacher to understand the implication of differences contextual teaching learning English in the class in order to encourage the fulfillment of each students' scholastic potential. This it can be concluded

that students' to understand role on the students learning achievement in english. Students' achievement is signed by their final scores it is resulted from the average of their daily scores (formative scores) and their final test score.

D. Previous Study

There are several previous studies that examine contextual teaching and learning. They are as follows:

First, research by Abdul Kadir ,Teaching Reading Using Contextual Teaching And Learning(Ctl)(A *Pre Experimental Study At The Second Grade Of Smp Pgri 12 Jakarta*).This research aims to determine the student's learning process using the Contextual Teaching and Learning (CTL) method. This research method is a correlational study and uses a purposive sampling technique, with a sample of 40 students. While the research data were analyzed using the product moment person. The formula used to determine student understanding is the Contextual Teaching and Learning method. The results of this study are as follows, the average score of student understanding is 6.66%. And the average score of not understanding students is 4.66%. it means that the result obtained from the computation is greater than the critical value. Based on these results, it can be concluded that students' understanding with their CTL method is significant among students who do not understand.

Second, research by Nurainun, Improving The Students' Reading Comprehension In Narrative Text By Using Concept Oriented Reading Instruction At Grade Viii Private Islamic Junior High School Ali Imron Medan. This research aims to improve students' reading comprehension in narrative texts by using the Concept Oriented Reading Instruction strategy. The subjects of this study were class VIII students of Ali Imron Private Islamic Junior High School Medan in the 2017 academic year. This research was conducted using classroom action research. The data used in this study were the results of the pretest to determine the pretest and posttest, interview sheets, and observation sheets. The results of this study indicate that there is an increase in students' reading of narrative texts.

This study both emphasizes students' reading skills but uses a different method, namely concept oriented rading.

Third, research conducted by Munir, The Development Of English Learning Model Based On Contextual Teaching And Learning (Ctl) In Junior High Schools. This research conducted has specific targets, namely: (1) Lesson Plans (RPP) for junior high school students, (2) Student Worksheets; and CTL-based student books. The long-term goal to be achieved is the occurrence of a CTL-based English learning process that can improve the English language skills of junior high school students in South

Sulawesi. The method used to achieve the objectives of this research is Research and Development (R&D) by studying several models of learning device development, then selecting and applying the development model of the device according to the characteristics of the subject and the psychological background of its development. . junior high school students. An iterative learning tool trial was conducted to obtain the best learning tool prototype that met the needs of junior high school students in South Sulawesi. The results of data analysis show that (1) one way to improve students' communication skills and critical thinking skills is to develop learning tools based on CTL English; (2) the factor influencing the inability to communicate in English is the absence of an English learning process that provides opportunities for students to use English optimally in the classroom.

This study uses the same CTL but with a different purpose, namely to improve students' communication skills.

E. Hypothesis of the study

This study contents to answer such a question “is there any correlation between using contextual teaching and learning with their reading ability?” To get the answer, the writer proposes two hypothesis; they are alternative hypothesis (H_a) and Null hypothesis(H_0).

Ha: There is a significant effect of Contextual Teaching and Learning (CTL) approach on students' reading comprehension.

Ho: There is no significant effect of Contextual Teaching and Learning (CTL) approach on students' reading comprehension.

