

**THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND LEARNING
(CTL) AND PROBLEM-BASED LEARNING (PBL) COMBINATION
STRATEGIES TOWARD STUDENTS' ACHIEVEMENT ON READING
COMPREHENSION**

THESIS

BY:

IRVAN KURNIAWAN

NIM. 200107110052



ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

**THE ISLAMIC STATE UNIVERSITY MAULANA MALIK IBRAHIM
MALANG**

2024

THESIS

**THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND
LEARNING (CTL) AND PROBLEM BASED LEARNING (PBL)
COMBINATION STRATEGIES TOWARD STUDENTS' ACHIEVEMENT
ON READING COMPREHENSION**

**To Compile Thesis in Undergraduate Program English Education
Department Faculty of Education and Teacher Training Maulana Malik
Ibrahim State Islamic University Malang**

By:

IRVAN KURNIAWAN

NIM. 200107110052



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
THE ISLAMIC STATE UNERSITYY MAULANA MALIK IBRAHIM
MALANG**

2024

APPROVAL SHEET

APPROVAL SHEET

**THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND
LEARNING (CTL) AND PROBLEM BASED LEARNING (PBL)
COMBINATION STRATEGIES TOWARD STUDENTS' ACHIEVEMENT
ON READING COMPREHENSION**

THESIS

By:

Irvan Kurniawan

NIM. 200107110052

Has been approved by the advisor for further approval by the board examiner

Advisor,



Rendhi Fatrisna Yuniar, M.Pd

NIP. 199406182020121003

Acknowledge by

Head of English Education Department



Prof. Dr. H. Langgeng Budianto, M.Pd

NIP. 197110142003121001

LEGITIMATION SHEET
THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND
LEARNING (CTL) AND PROBLEM-BASED LEARNING (PBL)
COMBINATION STRATEGIES TOWARD STUDENTS' ACHIEVEMENT
ON READING COMPREHENSION

THESIS

By:

Irvan Kurniawan (200107110052)

Has been defended in front of the board of examiners on the date of (28th June 2024)
and declared PASS

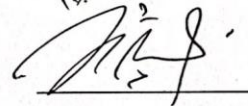
Accepted as the Degree of English Language Teaching (S.Pd) requirement in the
English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners,

Signature


Ima Mutholliatil Badriyah, M.Pd (Chairman)

NIP. 19831217201802012155



Rendhi Fatrisna Yuniar, M.Pd (Advisor)

NIP. 199406182020121003



Prof.Dr.H. Langgeng Budianto, M.Pd (Main Examiner)

NIP. 19711014200312100



Approved by

Dean of Education and Teacher Training Faculty Maulana Malik Ibrahim Malang

State Islamic University



Prof. Dr. H. Nur Ali, M.Pd

NIP. 19650403 1998031 002

THE OFFICIAL ADVISOR'S NOTE

Rendhi Fatrisna Yuniar, M.Pd

Lecturer of Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University

THE OFFICIAL ADVISOR'S NOTE

Page : Irvan Kurniawan Malang, 5 Juni, 2024

Appendix : 3 (Three) Copies

The Honorable, Dean of Education and Teacher Training Faculty

Maulana Malik Ibrahim Malang State Islamic University

In Malang

Assalamualaikum Wr. Wb

After conducting several times of guidance in terms of content, language, writing, and technique, and after reading, the student's thesis is as follows:

Name : Irvan Kurniawan
Student ID Number : 200107110052
Department : English Education
Thesis : The Effectiveness of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) Towards Students Achievement on Reading Comprehension

Therefore, we believe that the thesis of Irvan Kurniawan has been approved for further approval by the board examiners.

Wassalamualaikum Wr. Wb.

Advisor,



Rendhi Fatrisna Yuniar, M.Pd

NIP. 199406182020121003

APPROVAL

APPROVAL

This is to certify that the advisor has approved the thesis of Irvan Kurniawan for further approval by the board of examiners.

Malang. June, 2024

Advisor,



Rendhi Fatrisna Yuniar, M.Pd

NIP. 199406182020121003

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith, I:

Name : Irvan Kurniawan

Student ID Number : 200107110052

Department : English Education

Address : Griya poeloeng blok E4 jl. Gunung sari RT 01 RW
01 Desa Pandanlandung, Kec.Wagir, Kab. Malang
65158

Declaration that :

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
3. Should it later be found that the thesis is the product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, 5 Juni, 2024

The Researcher,



Irvan Kurniawan

NIM. 200107110052

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not charge a soul except [with that within] its capacity”

THESIS DEDICATION

I dedicate this thesis to my beloved family: my father, Misran, my mother, Nur Hotimah, and my younger sister, Indana Zulfa, whose unwavering support, prayers, and motivation have enabled me to complete this work to the best of my ability. My family has been an unbreakable support system. I also dedicate this thesis to my advisor, Rendhi Fatrisna Yuniar, M.Pd, for his invaluable advice, suggestions, and encouragement, which have been instrumental in the successful completion of this thesis. Lastly, I dedicate this work to my close friends, too numerous to name individually, who have supported, encouraged, and assisted me throughout this journey.

ACKNOWLEDGMENT

First and foremost, I express my deepest gratitude to Allah SWT, the Creator of all and the Owner of the world. Without His permission and blessings, I would not have had the opportunity to complete my studies and this thesis. May sholawat and salam always be presented upon our prophet Muhammad SAW, who brought light to the era of darkness and guided us to the true path of Islam.

I am profoundly thankful to everyone who has offered their ideas and time to complete this thesis would like to sincerely thank the following individuals for their support and for making the completion of this thesis possible.:

1. Prof. Dr. H. M. Zainuddin, M.A., the Rector of Maulana Malik Ibrahim State Islamic University of Malang. Prof. Dr. H. Nur Ali, M.Pd., the Dean of the Faculty of Education and Teacher Training. Prof. Dr. H. Langgeng Budianto, M.Pd., the Head of the English Education Department, and all the beloved lecturers in the English Education Department.
2. All the lecturers of the English Education Department who have supported the learning process since I was a new student on this campus. With the knowledge they have imparted, I have been able to reach this stage. May Allah SWT bless them for their hard work.
3. To my entire family: my father Misran, my mother Nur Hotimah, my beloved sister Indana Zulfa, and other family members who have always provided support and encouragement for me to complete my education at this university.
4. Mr. Rendhi Fatrisna Yuniar, M.Pd., my supervisor, who has generously provided guidance and direction in completing this thesis.
5. Drs. Ahmad Ali, M.M., the headmaster of , granted permission for the research to be conducted at the school.
6. Nurul Wahyudi, S.Pd., and Ariyani Fajar, S.S., English teachers at , who allowed and facilitated the research, providing the opportunity and time

for conducting the research from the initial observations to the final data collection.

7. All the students of grades VIII A and VIII B, who provided me with the opportunity to collect data and get to know them well.
8. My coworkers at Capella Coffee and Eatery that provide opportunities to learn and explore new things
9. To my beloved friends: Rifqy Habbullah Mahdy, and the unforgettable Syu'aibatul Iftitah Fatah, and friends on this campus, especially Arrizal Ocha Wahyu Pradana who always support and also RENDEZVOUS 2020 (English Education Department 2020), who have always been by my side throughout this journey.
10. Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for all doing hard work. I wanna thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for just being me at all times.

Lastly, words will never be enough to express my gratitude for all the assistance in completing this thesis. I realize that this thesis is far from perfect. Therefore, I gladly welcome any criticism and suggestions to improve this thesis and make it useful for further research.

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	= â
Long Vocal (i)	= î
Long Vocal (u)	= û

C. Diphthong Vocal

أو	= aw
أي	= ay
أو	= ŭ
إي	= î

TABLE OF CONTENT

APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
THE OFFICIAL ADVISOR’S NOTE	iv
APPROVAL	v
DECLARATION OF AUTHORSHIP	vi
MOTTO	vii
THESIS DEDICATION	viii
ACKNOWLEDGMENT	ix
LATIN ARABIC TRANSLITERATION GUIDE	xi
ABSTRACT	xvi
ABSTRAK	xvii
خلاصة	xviii
CHAPTER I	1
INTRODUCTION	1
1.1. Background of Study	1
1.2. Research Question.....	6
1.3. Objective of Study	6
1.4. Problem Limitation	6
1.5. Significance of Study	6
1.6. Definition of Key Terms	7
CHAPTER II	8
LITERATURE REVIEW	9
2.1 Contextual Teaching and Learning (CTL)	9
2.1.1 The definition of Contextual Teaching and Learning (CTL)	9
2.1.2 The Component of Contextual Teaching and Learning (CTL).....	11
2.1.3 The Benefit of Contextual Teaching and Learning (CTL)	13
2.1.4 Ways of Contextual Teaching and Learning (CTL) Strategy on Reading Comprehension	13
2.2 Problem-Based Learning.....	15
2.2.1 The definition of Problem-Based Learning (PBL)	15

2.2.2 The Benefit of Problem-Based Learning (PBL)	16
2.2.3 Problem-Based Learning (PBL) Strategi On Reading Comprehension	17
2.3 The Definition of Reading.....	18
2.3.1 Reading Comprehension.....	19
2.3.1 Ways of Reading Comprehension	20
2.4 Previous Study	21
CHAPTER III	23
RESEARCH METHODE	23
3.1 Research Design.....	23
3.2 Time and Research Setting.....	24
3.3 Research Variable	25
3.3.1 Independent Variable.....	25
3.4 Population and Sample.....	26
3.4.1. Population	26
3.5 Research Instrument.....	27
3.6 Technique of Collecting Data	27
3.6.1 Pre-Test.....	27
3.6.2 Post Test.....	28
3.8 Validity and Reliability	30
3.8.1 Validity.....	31
3.8.2 Reliability.....	31
3.9 Data Analysis	33
3.9.1 The Normality Test	33
3.9.2 Homogeneity test	34
3.9.3 Independent Sample T-Test	35
CHAPTER IV	36
FINDINGS AND DISCUSSION	36
4.1 Findings.....	36
4.1.1 Data Analysis of Pre-test	36
4.1.2 Data analysis of post-test	42
4.1.3 Student Achievement on Reading Comprehension Before and After Applying Contextual Teaching and Learning (CTL) and Problem-based Learning (PBL) Combination Strategies	48

4.1.4 The Result of Validity Testing	51
4.1.5 The Result of Reliability Testing.....	53
4.1.6 The Result of Normality Testing	53
4.1.7 The Result of Homogeneity Testing	54
4.1.8 The Result of Independent T-test and Hypothesis Testing.....	55
4.2 Discussion	56
CHAPTER V	59
CONCLUSION AND SUGGESTION	60
5.1 Conclusion	60
5.2 Suggestion.....	61
REFERENCES	62
APPENDICES	65

LIST OF TABLES

Table 3. 1 The Treatment Schema	28
Table 3. 2 Correlation coefficient value.....	33
Table 4. 1 The result of the pre-test experimental class.....	37
Table 4. 2 Histohr Pre-test experimental class.....	38
Table 4. 3 Descriptive statistics of the experimental class pre-test scores.....	39
Table 4. 4 The Result control class pre-test data scores	40
Table 4. 5 The descriptive statistics of the control class pre-test score	42
Table 4. 6 The result of the post-test experimental class	44
Table 4. 7 The descriptive statistics of the experimental class post-test data	45
Table 4. 8 Score of post-test control class	45
Table 4. 9 Histogram of Control class data score	47
Table 4. 10 Descriptive statistics of the control class post-test scores.....	47
Table 4. 11 Result Pre-test and Post-test of Experimental Class	48
Table 4. 12 Result Pre-test and Post-test of Experimental Class	50
Table 4. 13The Result of Validity Testing.....	52
Table 4. 14 The result of reliability testing.....	53
Table 4. 15 The Result of Normality Testing	53
Table 4. 16The result of homogeneity testing.....	54
Table 4. 17 The result of N gain score.....	55
Table 4. 18 The result of the Independent T-test	55

ABSTRACT

Kurniawan, Irvan. 2024. The Effectiveness of Contextual Teaching and Learning and Problem-Based Learning (PBL) Combine Strategy Towards Students Achievement on Reading Comprehension. Thesis. English Education Department. Faculty of Education and Teaching Training, Maulana Malik Ibrahim Islamic State University, Malang. Advisor: Rendhi Fatrisna Yuniar, M.Pd

Keywords: Reading Comprehension, Contextual Teaching and Learning (CTL), Problem Based Learning (PBL)

Reading is essential for assimilating new information and following auditory comprehension. It involves a reader's understanding, interpreting, and evaluating written material. According to Sulistiono, A. (2021), poor reading comprehension in students stems from several factors: lack of attention to teacher explanations, initial poor comprehension of reading materials, the perception that English is a boring subject focused on memorization and a general lack of interest in learning English. Recent educational discourse has focused on improving students' reading skills through evolving learning methods like Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL). These methods emphasize dynamic interactions between students and educators. This research combines Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) to enhance reading comprehension among junior high school students, chosen due to their active cognitive development, as highlighted by Bujuri (2018). The study employs a quantitative approach with a quasi-experimental design, involving two experimental groups: one receiving the treatment and one as a comparison. The results show significant improvements in the experimental group, with an average post-test score of 66.67 compared to the control group's 49.00. These differences highlight the effectiveness of integrating CTL and PBL strategies in improving reading comprehension. Practically, this study aims to increase teachers' awareness of the importance of integrating diverse learning methods in English education. It serves as a valuable reference for educators looking to apply CTL and PBL methods in their classrooms.

ABSTRAK

Kurniawan, Irvan. 2024. Efektivitas Pengajaran dan Pembelajaran Kontekstual dan Pembelajaran Berbasis Masalah (PBL) Strategi Terhadap Prestasi Siswa pada Pemahaman Bacaan. Tesis. Jurusan Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Pelatihan Pengajaran. Universitas Islam Negeri Maulana Malik Ibrahim, Malang. Pembimbing: Rendhi Fatrisna Yuniar, M.Pd

Kata kunci : Pemahaman Bacaan, Pengajaran dan Pembelajaran Kontekstual (CTL), Pembelajaran Berbasis Masalah (PBL)

Membaca sangat penting untuk mengasimilasi informasi baru dan mengikuti pemahaman pendengaran. Ini melibatkan pemahaman pembaca, menafsirkan, dan mengevaluasi materi tertulis. Menurut Sulistiono, A. (2021), pemahaman bacaan yang buruk pada siswa berasal dari beberapa faktor: kurangnya perhatian terhadap penjelasan guru, pemahaman awal yang buruk tentang bahan bacaan, persepsi bahwa bahasa Inggris adalah subjek yang membosankan yang berfokus pada menghafal dan kurangnya minat belajar bahasa Inggris secara umum. Wacana pendidikan baru-baru ini berfokus pada peningkatan keterampilan membaca siswa melalui metode pembelajaran yang berkembang seperti *Contextual Teaching and Learning* (CTL) dan *Problem-Based Learning* (PBL). Metode ini menekankan interaksi dinamis antara siswa dan pendidik. Penelitian ini menggabungkan *Contextual Teaching and Learning* (CTL) dan *Problem-Based Learning* (PBL) untuk meningkatkan pemahaman membaca di kalangan siswa sekolah menengah pertama, yang dipilih karena perkembangan kognitif aktif mereka, seperti yang disoroti oleh Bujuri (2018). Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental, yang melibatkan dua kelompok eksperimen: satu menerima perlakuan dan satu sebagai perbandingan. Hasil penelitian menunjukkan perbaikan yang signifikan pada kelompok eksperimen, dengan skor post-test rata-rata 66,67 dibandingkan dengan kelompok kontrol 49,00. Perbedaan ini menyoroti efektivitas mengintegrasikan strategi CTL dan PBL dalam meningkatkan pemahaman bacaan. Secara praktis, penelitian ini bertujuan untuk meningkatkan kesadaran guru akan pentingnya mengintegrasikan metode pembelajaran yang beragam dalam pendidikan bahasa Inggris. Ini berfungsi sebagai referensi berharga bagi pendidik yang ingin menerapkan metode *Contextual Teaching and Learning* (CTL) dan *Problem Based Learning* (PBL) di kelas mereka.

خلاصة

كورنيانوان ، إيرفان. 2024. تجمع فعالية التدريس والتعلم السياقي والتعلم القائم على حل المشكلات (PBL) بين الاستراتيجية نحو تحصيل الطلاب في فهم القراءة. اطروحة. قسم تعليم اللغة الإنجليزية. كلية التربية والتدريب على التدريس. جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج. المستشار: رندي فاتريسنا يونار ، عضو البرلمان

الكلمات المفتاحية: فهم المقروء، التعليم والتعلم السياقي (CTL)، التعلم القائم على حل المشكلات (PBL)

القراءة ضرورية لاستيعاب المعلومات الجديدة ومتابعة الفهم السمي. إنه ينطوي على فهم القارئ للمواد المكتوبة وتفسيرها وتقييمها. وقال Sulistiono، A. (2021) ، ينبع ضعف فهم القراءة لدى الطلاب من عدة عوامل: عدم الاهتمام بتفسيرات المعلم ، والفهم السيئ الأولي لمواد القراءة ، والتصوير بأن اللغة الإنجليزية موضوع ممل يركز على الحفظ ونقص عام في الاهتمام بتعلم اللغة الإنجليزية. ركز الخطاب التعليمي الأخير على تحسين مهارات القراءة لدى الطلاب من خلال أساليب التعلم المتطورة مثل التدريس والتعلم السياقي (CTL) والتعلم القائم على حل المشكلات (PBL). تؤكد هذه الأساليب على التفاعلات الديناميكية بين الطلاب والمعلمين. يجمع هذا البحث بين التدريس والتعلم السياقي (CTL) والتعلم القائم على حل المشكلات (PBL) لتعزيز فهم القراءة بين طلاب المدارس الإعدادية ، الذين تم اختيارهم بسبب تطورهم المعرفي النشط ، كما أوضح بجوري (2018). تستخدم الدراسة منهجا كميًا بتصميم شبه تجريبي ، يشمل مجموعتين تجريبيتين: واحدة تتلقى العلاج والأخرى كمقارنة. أظهرت النتائج تحسنا كبيرا في المجموعة التجريبية ، بمتوسط درجة بعد الاختبار 66.67 مقارنة بـ 49.00 للمجموعة الضابطة. تسلط هذه الاختلافات الضوء على فعالية دمج استراتيجيات CTL و PBL في تحسين فهم القراءة. عمليا، تهدف هذه الدراسة إلى زيادة وعي المعلمين بأهمية دمج أساليب التعلم المتنوعة في تعليم اللغة الإنجليزية. إنه بمثابة مرجع قيم للمعلمين الذين يتطلعون إلى تطبيق أساليب CTL و PBL في فصولهم الدراسية.

CHAPTER I INTRODUCTION

In this chapter, the researcher covers the study's background, research question, objective, problem limitation, significance, and important terms.

1.1. Background of Study

Reading is one of the fundamental receptive competencies after auditory comprehension, the need for reading proficiency increases along with the need for students to assimilate new information. Reading is a multifaceted cognitive activity that entails a reader's endeavor to grasp, construe, and assess written material. For successful comprehension, the reader must rely on their existing knowledge to reconstruct the presented information, enabling them to grasp the conveyed message fully. As per Hermanudin et al. (2019), comprehending reading involves two vital skills: acquiring the definitions of words and contemplating verbal concepts. Moreover, the cognitive process underlying reading comprehension is notably complex, implying that reading entails the evaluation of information. Readers are tasked with discerning whether the presented information exhibits logical coherence and corresponds to their reading goals (Santsoso, 2019).

In discussing reading skills according to the Quran, it is important to understand that the command to read, as presented in Surah Al-'Alaq Verses 1-5, emphasizes the significance of a systematic approach to comprehending Allah's words and creations.

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ لَكَ الْكَلِمَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

(1) Read! In the Name of your Lord who has created (all that exist). (2) He has created man from a clot of congealed blood. (3) Your Lord is the most Generous. (4) Who has taught (the writing) by the pen? (5) He has taught man what he didn't know." (Al-'Alaq verses 1–5)

According to Afiifah, Isnaini, and Yahya (2020) investigate the significance of the command to read in Surah Al-'Alaq, Verses 1-5. They suggest that reading involves a systematic approach to understanding Allah's words and creations. By carefully analyzing and connecting the verses related to speech (qauliah) and creation (kauniah), people can uncover scientific concepts and knowledge. This interpretation emphasizes the Quran's role in encouraging intellectual exploration and underscores the importance of critical thinking and reflection in the pursuit of knowledge. The command to "*Read in the name of your Lord who created*" highlights that reading is not just a mechanical activity but a divine act that connects individuals to a higher purpose. Moreover, by engaging with written words, individuals can broaden their intellectual horizons, deepen their understanding of the world, and enhance their spiritual awareness.

Reading comprehension is a skill that students need to master, thorough comprehension of concepts can significantly facilitate students' understanding of the material. Through this research, the scholar observes a trend indicating a less-than-optimal grasp of reading comprehension skills, which are fundamental to the English learning process. According to Sulistion, A (2021), the low level of understanding in reading comprehension can be attributed to several factors. a) students' lack of attention to the material explained by the teacher, b) poor comprehension of reading materials observed in initial assessments, c) the perception that English is a boring subject focused on memorization, d) the lack of interest in learning English among students. These issues align with the study's findings that many learners struggle with understanding reading materials, which is a key part of learning English. By addressing these factors, educators can help improve students' reading comprehension skills and foster a deeper engagement with English learning.

The evolution of learning methods, particularly in enhancing students' reading skills has been a focal point of educational discourse in recent years. As discussions on methods like Contextual Teaching and Learning (CTL) have gained prominence in implementation research, attention has shifted toward understanding how learning occurs within the dynamic interaction between students and educators

in educational settings. Recognizing that the process of learning involves a series of interactive activities, educators are increasingly exploring innovative approaches to foster reading proficiency. This emphasis on interactive learning aligns with the broader goal of empowering students to engage actively with texts, thereby promoting deeper comprehension and critical thinking skills. As such, the evolution of learning methods reflects a concerted effort to adapt instructional practices to better meet the diverse needs of learners and cultivate a culture of lifelong learning.

Implementation research using the CTL learning method has garnered widespread attention. By employing the CTL method, educators can design learning experiences that enhance the efficiency of the learning process to achieve the established learning objectives. Implementation research using the CTL learning method has been widely conducted. Such as the research conducted by Dandy A et al., (2021) this research deals with the application of contextual learning in teaching reading comprehension on exposition text. The focus of this research is to find out students' understanding of expository texts and measure teacher responses. The findings of this research suggest that the implementation of Contextual Teaching and Learning (CTL) positively impacts student comprehension. Furthermore in other research by Utami, N., et al., (2021) In applying a contextual approach, students with high affective and cognitive levels will be able to construct, find their knowledge, always ask questions to know information, imitate the model from the teacher, and reflect on what they get. Students expand their knowledge with the learning context. explained earlier, Effectiveness is defined as the act of student success to achieve certain goals that can bring maximum learning results.

Another learning method is Problem-Based Learning (PBL) is an approach to learning where students take an extended time to study and answer a complex question, problem, or challenge. Problem-based learning is an approach that engages students to communicate and share information to solve learning problems. Problem Learning is not only used in the science field but also the other disciplines (Haerani et al.,2019). Adapting to problem-based learning is a learning model that can connect various real-world problems, including problems that students commonly face in their daily lives. In this highly specialized context, high school

students can indirectly improve their critical, creative, and systematic thinking skills, which will help them achieve the core competencies in various subjects taught by teachers. Problem-based learning model can develop students' creative abilities and problem-solving (Wartono et al., 2018; Faqiroh, 2020). In various academic investigations, problem-based learning has proven to be effective in enabling students to develop their skills in constructing and presenting arguments. (Si et al., 2019). Moreover, The Problem-Based Learning (PBL) methodology presents a natural and effective approach to enhancing English reading skills among students. By engaging students in real-world problems, encouraging active problem-solving fostering a deeper understanding of reading material, and promoting critical thinking (Imbaquingo, A., et al., 2023)

Innovations in combining Contextual Learning and Teaching (CTL) and Problem-Based Learning (PBL) methods, especially in the context of learning English as a Foreign Language (EFL), are still limited and have not been widely explored. Previous studies, by Hajeniati (2022), titled “*Innovation of the problem-based learning model with contextual teaching-learning*” have shown that Contextual Learning and Teaching (CTL) and Problem-Based Learning (PBL) are individually effective in improving learning outcomes. Furthermore, the study by Junianto and Wutsqa (2019) titled “*Comparison of Effectiveness between Contextual Teaching and Learning (CTL) and Problem-based Learning (PBL) Approaches on the interest of junior high school students*” shows The research findings indicate that Contextual Teaching and Learning (CTL) is more effective in the learning process than Problem-Based Learning (PBL).

Based on the previous research, this study intends to research the gap by combining Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) which offers a potentially more effective learning process, especially in students' reading comprehension. In these fields, The Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) models involve combining certain steps from each approach, utilizing the strengths of Contextual Teaching and Learning (CTL) to overcome the weaknesses of Problem-Based Learning (PBL), and vice versa. This research aimed to create a more attractive learning experience for students. By combining Contextual Teaching and Learning (CTL)

and Problem-Based Learning (PBL), students consistently engage in problem-solving activities related to their real-life context. This integrated model provides a constructive learning environment through the combined syntax of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL), making the learning process more effective and relevant.

Based on the results of previous research. Thus, the researcher aims to combine the Contextual Teaching and Learning (CTL) learning method in collaboration with Problem-based learning (PBL) to achieve the learning process on students' reading comprehension. Utilizing contextual learning to teach reading skills shows great potential in improving students' reading achievement. In addition, project-based learning (PBL) encourages the use of efficient reading strategies, this is particularly important as students face complex problems, which require comprehensive comprehension of the text, affirmation of main concepts, differentiation of supporting details, and synthesis of related information. PBL offers a way for students to improve their reading competence in a meaningful and contextualized way through deliberate practice and active participation. Therefore, based on the above thoughts, the researcher would like to conduct an experimental study with the title

The effectiveness of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) strategies towards student achievement in reading comprehension

This research was conducted at the junior high school level, precisely at MTsN 4 Malang. The determination of the research object at the junior high school level shows active cognitive development. According to Bujuri's (2018) analysis, cognitive development is an important aspect that should guide the educational process. The cognitive domain relates to learning objectives that focus on thinking skills, a concept well established in educational frameworks as the cognitive domain of Bloom's Taxonomy. This taxonomy outlines a hierarchy of cognitive skills that range from basic recall of facts (knowledge) to more complex processes such as analysis, synthesis, and evaluation.

Furthermore, by providing an environment that supports active learning and critical thinking, educators can enhance students' cognitive development, ensuring they gain a deeper understanding of the material and develop important problem-solving skills. This approach is in line with the objectives of Bloom's Taxonomy, which aims to upgrade students' abilities from basic knowledge acquisition to higher-order thinking skills. Therefore, optimizing the learning process at this crucial stage is essential to promote students' cognitive growth and prepare them for the next level of education.

1.2 Research Question

Based on the background of the study above, the subject matter of the question is:

1. Is there any significant effect of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) strategies on student achievement in reading comprehension?

1.3 Objective of Study

This study aims to determine the significant effect of combining Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) strategies on students' achievement in reading comprehension.

1.4 Problem Limitation

To facilitate obtaining the necessary data and information, the researcher makes problem restrictions. The limitations of problems in this study are: (1) The models used in learning are limited by Contextual Teaching and Learning (CTL) and Problem-Based Learning consists of Narrative text (2) The effectiveness to be studied in terms of the ability of learning outcomes includes the average score of students.

1.5 Significance of Study

The findings of this study are anticipated to significantly contribute to both the theoretical and practical aspects of developing strategies and techniques for English language learning. Theoretically, this research presents an analysis of the Contextual Teaching and Learning (CTL) and Problem Based-Learning methods to measure the effectiveness on student learning outcomes in narrative text material. Practically, the findings of this study offer valuable insights for

educators and curriculum developers seeking to enhance the practical application of English language learning strategies in real classroom settings. By investigating the effectiveness of Contextual Teaching and Learning (CTL) and Problem-Based Learning methods specifically within the context of narrative text material, the research aims to provide actionable recommendations for educators to tailor their instructional approaches. These practical implications could extend to the design of lesson plans, the development of teaching materials, and the overall adaptation of pedagogical methods to better cater to diverse student needs and learning styles. Ultimately, the study aspires to bridge the gap between theory and practice, offering tangible benefits for educators striving to create dynamic and effective English language learning environments.

1.6 Definition of Key Terms

The researcher provided the following definitions of key terms to ensure clarity and prevent any potential confusion regarding the terminology used in this study.

1.6.1 Contextual Teaching and Learning (CTL)

CTL stands for Contextual Teaching and Learning. This learning strategy is used by researchers with a combination of Problem-based learning strategies. The characteristics of this learning are learning that produces meaning by connecting academic content with the context of students' daily lives.

1.6.2 Problem-Based Learning (PBL)

Problem-based learning (PBL) is a learning method used by researchers to improve students' understanding of the material. Students gain insight into learning problem-solving, communication skills, reasoning, and content understanding through class discussions.

1.6.3 Students' Learning Achievement on Reading Comprehension

Reading comprehension is the ability to understand, interpret and analyse text. Students' learning achievement in reading comprehension can be measured through tests that assess how well they can capture the main idea, important details and overall meaning of the text. It reflects students' ability to not only understand words and sentences, but also connect new information to knowledge they already have, make inferences, and apply that understanding in a broader context. Students' level of learning achievement in reading comprehension is very important as it affects their ability to learn in all subjects, understand the subject matter, and succeed academically.

CHAPTER II

LITERATURE REVIEW

In this chapter, various theories from related literature were elucidated to enhance the study. This chapter encompasses several key variables, namely Contextual Teaching and Learning (CTL), Problem-Based Learning (PBL), Reading comprehension, and Previous Study.

2.1 Contextual Teaching and Learning (CTL)

In this theoretical discussion, the author examines the Contextual Teaching and Learning (CTL) learning strategy including definitions, main aspects, advantages and uses, and learning stages by applying the Contextual Teaching and Learning (CTL) strategy.

2.1.1 The definition of Contextual Teaching and Learning (CTL)

Contextual Teaching and Learning (CTL) emerged as a powerful concept strategically created to correlate meaningful connections between academic content and students' real-world experiences. This educational approach seeks to create an environment where students can seamlessly interweave the knowledge they acquire with its practical implications, fostering a dynamic relationship between classroom learning and their role as active participants in society (Jubhari, Y., et al., 2022). In addition, the Contextual Teaching and Learning (CTL) method aims to integrate learning with real-world situations so that students can see the relevance and practical application of real life in the academic environment. This promotes deeper and sustained understanding and prepares students to become contributing members of society.

John Dewey's educational philosophy emphasizes the importance of connecting learning with real-life experiences. His perspective, as referenced by Jubhari, Y., et al. (2022), suggests that learners understand concepts more easily when they can relate them to what they already know or have experienced around them. However, by grounding learning in familiar contexts, students more engaged and motivated to understand and apply the material. This approach not only enhances understanding but also

encourages critical thinking and problem-solving skills as students learn to navigate and make sense of the world around them. Dewey's insights underscore the value of contextualized teaching in facilitating meaningful learning experiences that resonate with students' lives and foster deeper understanding.

Alfian (2019) Contextual Teaching and Learning (CTL) is a pedagogical concept that can be applied in various forms, approaches, and techniques in English language education. The concept revolves around a student-centered paradigm that aims to help students gain meaningful learning experiences that are related to real-life situations. It involves the incorporation of interconnected pedagogical techniques to create an active, innovative, creative, and fun learning atmosphere in the teaching and learning process.

From the statement above, it is concluded that Contextual Teaching and Learning (CTL) is a learning system that encourages students' knowledge through the real world. With this learning, students will tend to understand their environment with the correlation of the material being studied. The concept of contextualized learning is based on the idea that content interaction can produce meaning. When placed in a context. Thus, the more connections students make in a broader context, the more relevant the subject they are studying. Teaching with this strategy is done in various ways by using alternatives to achieve quality learning. In order to strengthen applicative learning experiences, it is necessary to provide opportunities for students to do, try, and explore themselves or this is commonly referred to as learning to do. Through this activity, learning can be more meaningful. In the process of delivering material, students more relevant if students pursue it in the context of everyday life and find the meaning of learning outcomes. This activity can also encourage students to strive to achieve their learning goals by building new knowledge based on their experiences and prior knowledge. Because the contextual learning process is done naturally so that students can directly apply the content they are learning.

2.1.2 The Component of Contextual Teaching and Learning (CTL)

There are seven main components of CTL, they are Constructivism, Inquiry, Questioning, Learning Community, Modelling, reflections, and authentic assessment.

a. Constructivism

The constructivist learning theory is an educational framework aimed at enhancing the logical and conceptual growth of learners. Within constructivism, the principle "knowledge is constructed, not transferred" emphasizes that learners build knowledge through their own experiences and existing understanding, rather than solely receiving it through instruction or transmission from teachers (Givi Efgivia, M., et al., 2021).

b. Inquiry

The process of building knowledge or concepts through inquiry follows a cycle that begins with observation, questioning, investigation, and analysis, and ultimately forms a theory or concept (Jauhari, 2018). The concept of inquiry is multifaceted and varies in interpretation across individuals and contexts. It involves asking valuable questions related to the topic at hand. Inquiry is described as the search for truth, information, or knowledge through the act of questioning (Alfian, 2019)..

c. Questioning

The act of asking questions is a basic principle in the framework of textual learning. Therefore, improving the ability to ask questions contributes to achieving a higher level of satisfaction in the teaching process. This improved questioning ability will result in a more natural, effective, and engaging learning experience. Questioning activities have various purposes, including: (a) obtaining information, (b) assessing students' understanding, (c) eliciting responses from students, (d) identifying students' needs, (e) measuring students' knowledge, (f) aligning students with the teacher's objectives, (g) generating additional questions from students, and (h) refreshing students' knowledge (Risan, et al, 2021).

d. Learning Community

The Learning Community involves students collaborating in groups to solve problems collectively. This concept suggests that the learning outcomes achieved by students are a result of their cooperation with others. Learning outcomes are derived from the sharing of knowledge among students or groups. In a contextual teaching and learning (CTL) classroom, it is recommended that teachers divide students into groups for learning activities (Hasriani, H., et al 20210).

e. Reflections

Reflection involves personalizing and understanding the content, process, and reasoning behind what has been learned. This process allows individuals to connect their personal experiences with a broader perspective, facilitating a comprehensive understanding (Agouridas and Race 2007; Chang, 2019). According to Helyer (2015; cited on Chang, 2019), reflection taps into deeply embedded knowledge, often tacit and taken for granted, yet essential for making instinctive decisions based on accumulated knowledge from past actions and experiences. Winitzky (1992; Chang, 2019) defines reflection as a way to retrieve, apply, and analyze knowledge while relating it to larger issues.

f. Authentic assessment

Authentic assessment, as stated by Susiani et al. (2021), is considered a valuable tool in facilitating student-centered learning, with the teacher playing the role of learning facilitator. Moreover, Authentic assessment serves as a meaningful evaluation of student learning outcomes across attitudes, skills, and knowledge domains. The term "assessment" is synonymous with measurement, testing, or evaluation, while "authentic" conveys notions of genuineness, realness, validity, or reliability. Types of authentic assessment include performance appraisal, project appraisal, portfolio appraisal, and written appraisal. Steps in authentic assessment

involve identifying standards such as general goals, selecting an authentic task, and identifying criteria for tasks (Givi Efgivia, M., et al 2021).

2.1.3 The Benefit of Contextual Teaching and Learning (CTL)

The main advantage of this teaching strategy is that the teacher has the opportunity to enable learners to solve problems according to their learning styles (visual, auditory, inaeesthetic) and type of intelligence (multiple intelligences, as proposed by Gardner (2006)). Multiple intelligences, as defined by Gardner, include different ways to develop intellectual capacity. Knowing each individual's learning style is expected to help adjust the learning approach used. In addition, the advantage of applying the Contextual Teaching and Learning (CTL) strategy is the development of critical thinking skills. Learners are trained to develop skills to find, question, articulate, explain or describe, consider or make judgments, and make decisions. Thus, learners apply a working process through real situations that include their own experiences. This whole process is by the stages in Contextual Teaching and Learning.

2.1.4 Ways of Contextual Teaching and Learning (CTL) Strategy on Reading Comprehension

In the Contextual Teaching and Learning (CTL) learning approach, the teacher's role is more than conveying information, but instead focuses on guiding students to engage in in-depth exploration of the subject matter. While a thorough understanding of the material remains important, the emphasis is on empowering students to independently acquire new knowledge from various learning resources. Therefore, the teacher is not recognized as the sole provider of learning, but as a facilitator who encourages students to actively seek and absorb information from various learning sources. In contextualized learning, lesson plans consist primarily of classroom activities carefully crafted by the teacher. This plan outlines a systematic scenario detailing the desired actions and interactions with students on the topic at hand. It includes learning objectives, media used to achieve those objectives, learning materials, sequence of learning steps, and authentic assessment methods. In essence, the teacher-designed program

serves as a personalized blueprint that outlines the intended actions and strategies with learners. The following are Contextual Teaching and Learning (CTL) strategies for reading comprehension according to Haerazi, H., et al. (2019).

Table 2. 1 Contextual Teaching and Learning (CTL) Strategy on Reading Comprehension

Teaching Step	Learning Activities
Modeling	<ul style="list-style-type: none"> - The teacher displays model texts, sample texts, or real media that learners can observe. - Learners are encouraged to build and develop their knowledge related to the content of the model text presented. - Learners are involved in discussions about the content of the text to discover new knowledge and relate it to early experiences in their lives.
Questioning and inquiry	<ul style="list-style-type: none"> - The teacher and learners hold a question-and-answer session to confirm the knowledge or information about the text learned. - Learners are asked to demonstrate their understanding according to the content of the text to evaluate their understanding. - Learners are assessed through authentic assessment in conveying their motivation to learn.
Learning community and constructivism	<ul style="list-style-type: none"> - Learners are divided into groups of 3-4 people to learn together and help each other share ideas or information. - Learners are given problems to solve together to foster their curiosity in learning. - Learners are asked to present the given task in front of other groups.
Authentic assessment	<ul style="list-style-type: none"> - Learners are asked to summarise their reading comprehension based on the content of the text provided. - Learners are assessed during the learning process at the end of the lesson. - The teacher reflects on what the learners have learned.

Reflection	<ul style="list-style-type: none"> - The teacher can give homework to the learners on the reading topic to strengthen their understanding. - The teacher may give homework for the students about the topics which are reading to strengthen their understanding.
------------	---

2.2 Problem-Based Learning

In this theoretical discussion, the author discusses the Problem-based learning (PBL) learning strategy including definitions, main aspects, advantages and uses, and learning stages by applying the Problem-based learning (PBL) strategy.

2.2.1 The definition of Problem-Based Learning (PBL)

Project-based learning (PBL) is an instructional approach in which students acquire knowledge and skills through extended periods of collaborative work to explore and address complex questions, problems, or challenges. Problem-Based Learning, on the other hand, is a strategy that encourages students to communicate and collaborate, sharing insights to solve educational challenges. If students actively participate in speaking exercises, it can improve their speaking skills. In addition, Problem-Based Learning extends beyond the field of science and can be applied across multiple disciplines, as Haerani et al. (2019) point out.

In addition, Problem-Based Learning is a learning strategy that can link various problems with everyday life, including students' daily experiences. In a very specific context, junior high school students can indirectly improve their ability to think critically, creatively, and systematically to achieve the core competencies outlined in each subject taught by the teacher. The Problem-Based Learning model has proven to be effective in fostering students' creativity and problem-solving skills, as emphasized by Wartono et al. (2018) and Faqiroh (2020).

Problem-based learning is proven to be beneficial in helping students effectively improve their argumentation skills, as shown by Si et al. (2019). Moreover, the Problem-Based Learning model exerts an

important influence on students' problem-solving abilities and contributes positively to the overall learning environment. Moreover, Problem-Based Learning fosters a sense of unity within the classroom environment (Ferreira & Trudel 2020).

2.2.2 The Benefit of Problem-Based Learning (PBL)

The Problem-Based Learning strategy requires students to engage in reading, find solutions to problems, and enhance students' scientific literacy to promote independence, as outlined by Rahayu et al. (2023). The same researchers emphasized the benefits of this learning strategy, highlighting that students can grasp concepts for problem-solving and develop higher-order thinking skills, thus fostering a greater likelihood of being independent in the learning process. Ali (2019) emphasized that PBL is adaptable and can be integrated into various learning situations. Outcomes of PBL include the development of critical thinking, problem-solving, and communication skills. Ali also notes that some theorists believe that PBL contributes to personal growth by encouraging increased activity, confidence, and responsibility.

Problem-based learning aims to enhance students' scientific literacy by bringing the learning model closer, enabling them to develop their abilities in addressing future challenges. This aligns with the findings of Agustini's research (2018: 97-98), which emphasizes that PBL engages students directly in the learning process, facilitating the dissemination of knowledge through tangible examples. Consequently, PBL contributes to enhanced student learning outcomes. In the context of problem-based learning, students actively participate in formulating and expressing their opinions. In summary, students' attitudes in the PBL approach can be characterized as active and engaged in the learning process. PBL not only elevates student learning but also positively impacts their learning achievements.

As per the insights provided by experts, problem-based learning stands out as an instructional method that offers numerous advantages for students. The key benefits revolve around enhancing students' comprehension levels and honing their problem-solving skills. Through the exploration of real-world issues and challenges, students are encouraged to actively engage in critical thinking and apply their knowledge to formulate solutions. This not only enhances their grasp of the subject matter but also propels them towards a more sophisticated cognitive approach. Furthermore, problem-based learning plays a pivotal role in cultivating critical thinking skills among students. When confronted with intricate problems, students are compelled to scrutinize, assess, and synthesize information, fostering a more profound and nuanced understanding of the material.

However, this approach fosters an active learning environment where students are not passive recipients but rather active participants in their educational journey. This heightened engagement sparks curiosity and inquiry, contributing to a more dynamic and enriching learning experience. In summary, the implementation of problem-based learning in education not only enhances students' understanding and problem-solving abilities but also nurtures critical thinking and active participation. This approach empowers students with essential skills for continuous and lifelong learning.

2.2.3 Problem-Based Learning (PBL) Strategi On Reading Comprehension

Problem-based learning (PBL) strategies encompass five main stages. According to Saputra, H. (2013), this process begins with the teacher introducing students to the problem and concludes with the presentation and analysis of their work. Here is a detailed explanation of the stages in the PBL learning process: (1) Orientation: The teacher explains the learning objectives, the necessary logic, and engages students in problem-solving activities; (2) Organizing: The teacher helps students define and organize tasks related to the problem; (3) Investigation: The teacher encourages

students to gather relevant information and conduct experiments to explain and solve the problem; (4) Presentation of Results: The teacher assists students in planning and preparing the presentation of their discussion results, which can take the form of reports, videos, or models; (5) Evaluation: The teacher helps students reflect on and evaluate the investigation and learning outcomes.

From the main stages above, learning using problem-based learning strategies begins by providing a basis for problems to be discussed together. This process has implications for the improvement of student's ability to solve problems and improve students' critical thinking patterns. The problem-based learning stages are conducted systematically in which the teacher is a facilitator.

2.3 The Definition of Reading

There are typically two types of skills in language learning: receptive and productive. Receptive skills encompass listening and reading, which involve understanding and processing language input. Productive skills include speaking and writing, where language is actively produced. Reading, as a receptive skill, involves students engaging with and comprehending written texts.

According to Worther (1992: 3), reading is a dynamic process that the reader finds significant and that involves both the reader and the text interacting. The reader must actively think through the process, solve problems, and extract information, all of which help with reading comprehension. Therefore, when a reader effectively adjusts to the purpose, solves issues, and comprehends the information offered in the text, they are demonstrating actual reading comprehension.

According to Grabe (2009:8), reading can be done for a variety of reasons. These include seeking information, understanding information quickly, learning, integrating information, evaluating, criticizing, and using information, as well as general comprehension - often for recreational or pleasure purposes. For example, reading for pleasure includes activities such as reading comics or novels to relax. In contrast, reading in a practical context involves tasks such as reading road signs to find your way or instruction manuals to understand how to use a device. In

addition, according to Rivers and Temperley, as cited in Nunan (1989: 33-34), students read for four reasons: (1) to get information out of curiosity; (2) to follow directions for tasks at work or daily life (3) to participate in games, plays, or puzzles; and (4) to communicate with friends or understand business correspondence, (5) to know when or where events are happening or what is available, (6) to maintain information about current events, and (7) to gain pleasure or excitement. In short, participating in reading activities with various purposes will eventually lead to the main purpose of reading, which is comprehension.

2.3.1 Reading Comprehension

Reading comprehension is the main purpose of reading. According to Presley (2012:140) explains that developing comprehension skills is a long-term process that depends on language and text experiences that must begin in childhood. This development involves learning to decode texts and understand the meaning of vocabulary commonly found in texts. In reading comprehension, readers are encouraged to understand written material, so their lexical knowledge is essential. Thus, reading comprehension involves the simultaneous extraction and construction of meaning through the interaction with written language between the reader and the text which rests on their ability to interpret the intent and purpose of the text.

According to Tankersley (2005:108-109), four main factors influence reading comprehension: (1) understanding the text's linguistic structure, (2) having an adequate vocabulary in the content area, (3) having metacognitive control over the text, and (4) possessing sufficient domain knowledge. Westwood (2012:33) adds that comprehension problems can arise from various factors, either intrinsic to the reader or due to poor instruction or inappropriate materials. He identifies eight factors that can affect comprehension: (1) limited vocabulary knowledge, (2) lack of fluency, (3) unfamiliarity with the subject matter, (4) the text's difficulty level, (5) ineffective use of reading strategies, (6) weak verbal reasoning, (7) issues with processing information, and (8) problems recalling information after reading.

Based on the above discussion, it can be concluded that reading comprehension is influenced by the reader's knowledge of language structure,

vocabulary, metacognitive skills, and background knowledge. In this case, it can be used to help mitigate issues such as limited vocabulary, lack of fluency, unfamiliarity with the subject, and difficulties in verbal reasoning, processing, and recalling information. Furthermore, it is clear that reading proficiency is more than just recognising words. It involves a more comprehensive understanding of meaning, interpretation, and the development of individual perspectives. This signifies that reading is not a simple task, but a complex cognitive process. It is influenced by subjective factors and the dynamic interaction between text comprehension and the individual's existing knowledge base. In essence, successful reading is a skill that requires a combination of cognitive ability and subjective engagement with textual content.

2.3.1 Ways of Reading Comprehension

Reading is not about decoding words; it's about making meaning from the text by connecting it with what the reader already knows. However, if a reader lacks background knowledge on a subject, comprehension can suffer. In such cases, readers need effective strategies to enhance their understanding. According to Grellet (1981:4), there are four main ways to read: Firstly, *skimming* involves quickly reading through a text to grasp its main idea or the general overview. It helps readers get a sense of what the text is about without diving into the details. Secondly, *scanning* is useful when readers need to locate specific information quickly. They scan through the text, looking for keywords or phrases that match what they are seeking. Thirdly, *extensive reading* involves reading longer texts for pleasure or general understanding. It helps improve fluency and comprehension by exposing readers to a wide range of vocabulary and language structures. Lastly, *intensive reading* is about reading shorter texts carefully to extract specific details or information. It requires focused attention to understanding every detail, making it suitable for studying or researching.

In conclusion, these four reading strategies—skimming, scanning, extensive reading, and intensive reading—provide readers with different approaches to comprehend texts effectively. By choosing the appropriate strategy based on their

purpose and the depth of understanding they require, readers can enhance their comprehension skills and make the most out of their reading experiences.

2.4 Previous Study

There have been numerous studies on Contextual Teaching and Learning (CTL) and Problem-based learning (PBL). The researchers also have different variations in their research. The research on Haerzi, H., et al. (2019) The research findings indicate that the Contextual Teaching and Learning (CTL) approach is effective in enhancing students' reading comprehension and motivation. This study employs the Classroom Action Research (CAR) method to systematically investigate the impact of CTL on reading comprehension and student motivation.

Junianto, & Wutsqa, D. U. (2019) in their study focus on comparing the effectiveness of two different learning strategies: contextualized teaching and learning (CTL) and problem-based learning (PBL). To collect data on students' interests, a questionnaire was used as a non-test instrument, which was conducted before and after the learning treatment. Analysis of the results showed that both CTL and PBL methods proved effective in increasing students' interest, as reflected in the mean scores. However, a comparison between the two strategies showed that the CTL learning approach demonstrated greater effectiveness in increasing students' interest compared to the PBL learning strategy.

Another research is the implementation of a Problem-Based Learning (PBL) model to improve reading comprehension achievement by Rosmiyati (2021) provides valuable insight into the potential of this instructional approach. This research carefully explores the impact of PBL on students' reading comprehension skills, offering a comprehensive analysis of the process and outcomes. The utilization of PBL in the context of reading comprehension addresses the critical need for innovative teaching methods to promote a deeper understanding of textual content. The study utilized a rigorous methodology, including pre-and post-assessments, to measure the effectiveness of the PBL model. Findings showed a positive correlation between the implementation of PBL and improved reading comprehension, which explains the applicability and benefits of this model in

literacy education. Despite the important contributions of this study, there are noticeable gaps in the wider academic landscape. While this study successfully demonstrated the positive impact of the Problem-based learning model on reading comprehension, it leaves room for further exploration of the specific factors within the PBL approach that contribute most significantly to improved comprehension. A deeper analysis of how the design and implementation of problem-based activities affect different aspects of reading comprehension could provide deeper insights for educators.

Another relevant research was also conducted by Putra, U. S., & Masruri, M. S. (2019). The primary goal of this study is to identify variations in learning outcomes between students exposed to inquiry-based learning and those engaged in problem-based learning. In terms of the research design, this study adopts a quantitative approach with a quasi-experimental. The findings suggest that the application of the problem-based learning method proves more effective in enhancing student learning outcomes in geography compared to the inquiry method.

In the study by Hajeniati, N., & Kaharuddin, A. (2022) The study outcomes reveal variations resulting from the implementation of the learning models, depicted both descriptively and inferentially. The comparative analysis indicates that Problem-Based Learning integrated with Contextual Teaching and Learning settings was more effective than employing Problem-Based Learning and Contextual Teaching and Learning separately in enhancing learning outcomes.

From the elaboration above, there are previous studies on Contextual Teaching and Learning (CTL) and Problem Based Learning (PBL) strategies. Mostly, previous research discusses a comparative study between Contextual Teaching and Learning (CTL) and Problem Based Learning (PBL) learning strategies. Therefore, the need arises to improve learning innovation, Thus, this research will apply Contextual Teaching and Learning (CTL) and Problem Based Learning (PBL) strategies by combining them to determine the effectiveness of students' reading comprehension.

CHAPTER III

RESEARCH METHODE

This chapter discusses the methods used in the study. The discussion includes research design, time and research setting, population, sample, research instrument, validity and reliability test, and data analysis.

3.1 Research Design

This research adopts a quantitative approach with a quasi-experimental research design. The quasi-experimental design, as described by Sugiyono (2009:114), represents an enhancement of true experimental design, incorporating a control group. However, it is acknowledged that this design may not fully control external variables that could potentially influence the experiment's course. The same expert emphasized that quasi-experimental design has two types, time series design and non-equivalent control group. This research design uses a one-equivalent control group design model. The experimental Group A and the control Group B are selected without random assignment. Both groups take a pretest and posttest. Only the experimental group receives the treatment (Creswell, 2014).

According to Arikunto (2021), explained that experimental research is a research study to find out whether or not the subject is being studied. This involves two experimental groups conducted with one comparison group and one treatment group. Before the treatment is given, the first procedure is a pretest. The purpose of giving a pretest is to determine the state of the group that is given treatment. Then, after going through the treatment, both groups were given a posttest to identify significant results between the two groups after treatment.

In this research, learning applied using contextual teaching and learning strategy will dominate by combining problem-based learning as an activity in the experimental class. On the other hand, the control group learning uses conventional teaching. In this study, learning was carried out in stages with a time frame of three meetings with an estimated three meetings in each group.

The following is a research framework of a quasi-experimental design non-equivalent control group design model by Sugioyono (2009; 116)

O₁	X	O₂
O₃		O₄

Description:

O1 = Experimental group before given treatment

O2 = Experimental group before given treatment

O3 = Control class before treatment

O4 = Control class without treatment

This research was conducted with pre-tests and post-tests. The pre-test is to determine the student's initial abilities before being treated with a combination of CTL and PBL learning strategies. At the same time, the post-test is to determine students learning outcomes.

3.2 Time and Research Setting

This research was conducted at MTs Negeri 4 Malang, which is located in Krajan, Harjokuncaran, Sumbermanjing Wetan District, Malang Regency, East Java. This location was chosen based on curriculum development that MTsN 4 Malang has implemented the Merdeka Curriculum. The urgency of research at MTsN 4 Malang is closely related to the development of English language skills. The implementation of the Merdeka Curriculum at MTsN 4 Malang provides an opportunity to examine how this curriculum supports the improvement of students' English competence. By exploring the implementation of the curriculum in these schools, this research will identify effective methods and strategies in English language teaching.

3.3 Research Variable

In any research endeavor, understanding the variables under study is essential. Following Sugiyono's (2007; 2) view, research variables are elements that define what is the focus of research, which aims to collect information and draw conclusions. These variables serve as the core subjects of the research, which are observed during the research. Shukhla (2018) adds that variables relate to the variability in the existence of something, whether it is an individual, object, animal, place, or situation, or in any natural phenomenon. Variable, in essence, is a characteristic that is under investigation, and its identity or value can change or has the potential to change per unit. Variables are categorized into two main types: independent and dependent.

3.3.1 Independent Variable

The concept of independent variables refers to the attributes or characteristics that can significantly impact the dependent outcomes or variables. In empirical research, identifying the independent variables is crucial, as they can help researchers understand the factors that contribute to the observed changes in the dependent variables. In this study, the independent variables are the learning strategies of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL), both designed to facilitate students' academic growth and development. The research aims to investigate the effectiveness of these innovative teaching strategies in enhancing students' academic outcomes. By examining the impact of CTL and PBL on students' learning experiences, this study seeks to provide insights into the efficacy of these approaches in promoting academic achievement. The anticipated results are expected to contribute to the development of evidence-based teaching practices that can improve educational outcomes for students.

3.3.2 Dependent Variable

Dependent variables, as described by Creswell (2012: 115), are the attributes, characteristics, or influences that are dependent on the dependent variable in a research study. In this particular research study, the dependent variable being analyzed is the student's learning outcomes in the area of reading comprehension. This variable carefully analyzed and studied to determine its relationship with the as-yet-undefined independent variable. The objective of the research study is to gain a better understanding of the impact of various factors on student learning outcomes in reading comprehension. By focusing on the dependent variable, this research aims to identify the key determinants that affect the student's ability to comprehend written text.

3.4 Population and Sample

Population refers to the whole object of research, while a sample is a small part or portion of that object of research. In a research context, a population includes the entire group or element that is the focus of the study, while a sample is a subset taken to represent the entire population. By using samples, researchers can make observations or measurements of a small portion of the population to draw conclusions that can be applied more efficiently to the overall population. In other words, a sample is used as a representation that reflects the characteristics or variability present in the population as a whole.

3.4.1. Population

The term "population" refers to a group of individuals, objects, or events that are the subject of a research study. It is the entire group of people or objects that the researcher is interested in studying. However, if the population is too large, it may be difficult, time-consuming, and expensive to study every member of the population. In such cases, researchers use sampling methods to select a representative subset of the population for analysis. According to Abdululalah (2015:226), sampling is the process of selecting a portion of the population to be examined, which is usually done when the population is too large to study in its entirety. Sampling helps to

reduce the time, cost, and effort involved in data collection, making it a practical option for many research studies. For instance, in this particular study, the population of interest is third-grade students at MTsN 4 Malang. To examine the research question more efficiently, a sample of the population was selected for analysis. By using sampling techniques, researchers can obtain a smaller, yet representative, subset of the population that can be studied in-depth to conclude the entire population

.3.4.2 Sample

A sample is a selected element of the population. This element is the subject of the research or measurement (Abdullah, 2015: 227). Subjects or samples in this experimental research applied to two classes. The experimental class applied to grade 9 A students consisting of 30 students. The application to the control class was implemented on grade 9 B students consisting of 30 students.

3.5 Research Instrument

In principle, research must have a good measuring tool. In this case, it is called a research instrument. Research instrument is a tool to measure a phenomenon or subject that is observed. (Sugiyono, 2019;156). This study used pretest and post-test, to collect data relevant to the research objectives. Before the intervention or treatment was given, a pretest was conducted to measure the baseline or initial condition of the research subjects. The pretest instrument consisted of 20 multiple choices regarding narrative text reading comprehension to get a comprehensive picture before the intervention was conducted. In addition, A post-test is conducted to measure impact and possible changes. Post-test instruments consisted of 20 multiple-choice choices regarding narrative text reading comprehension to collect data and identify potential differences in outcomes before and after the treatments.

3.6 Technique of Collecting Data

3.6.1 Pre-Test

The pre-test was conducted as the first stage in this research. The pre-test process is intended to measure students' understanding of the material before the application of a combination of CTL and PBL learning

strategies is carried out. This also parameterizes students' initial competence before receiving the material to be learned. At this stage the researcher provides questions in the form of questions that are related to narrative texts with characteristics in the form of fairy tales, legends and folklore. This process is carried out, with problem-solving questions that match the storyline with real life. This is also the initial competency before learning the narrative text material. Students will complete 20 questions related to the material with a time limit of 45 minutes. Furthermore, the pre-test conducted is an instrument to collect data on the value of students' abilities to understand the material.

3.6.2 Post Test

The posttest is conducted after the application of a combination of contextual teaching and learning and problem-based learning strategies. The post-test value is used as a measure of the effectiveness of the combination of learning strategies in this research. The post-test contains questions about the narrative text material that has been studied individually. At the last stage of the post-test is the value comparison between the pre-test and post-test.

3.7 Treatment

After passing the pre-test stage, the researcher gave treatment to the experimental class. In this treatment, the researcher treated the experimental class with a process of the following stages :

Table 3. 1 The Treatment Schema

Teaching Step	Learning Activities
Constructivism	<ul style="list-style-type: none"> - The teacher asked a triggering question about the text narrative material to be studied.. - Encourage students to share their initial thoughts and connections to the text.
Questioning and inquiry	<ul style="list-style-type: none"> - The teacher and learners hold a question-and-answer session to confirm the knowledge or information about the text learned.

	<ul style="list-style-type: none"> - Learners are asked to demonstrate their understanding according to the content of the text to evaluate their knowledge. - Learners are assessed through authentic assessment in conveying their motivation to learn.
Learning community and Modeling	<ul style="list-style-type: none"> - Give an example of how to effectively analyze narrative elements (plot, characters, themes) - Divide students into small groups to discuss and analyze the text collaboratively. - Facilitating a learning community where students can exchange ideas and deepen understanding through interaction between peers.
Problem-Based Learning (PBL)	<ul style="list-style-type: none"> - Teachers introduce real-world problems or scenarios related to narrative texts that require students to apply their comprehension skills. - Students work in groups to analyze problems in the context of texts, identify important details, and extract relevant information. - Guide students to develop solutions or responses based on their understanding of the content and theme of the narrative text.
Authentic Assessment and Reflection	<ul style="list-style-type: none"> - Analytical Assignment: the teacher assigns students an assignment that encourages them to apply their understanding of the narrative text story. For example, writing assignments to analyze the characters, storyline, and moral message. - Learners are assessed during the learning process at the end of the lesson. - The teacher reflects on what the learners have learned.

The learning implementation begins with a constructivist approach, where the teacher poses a triggering question about the narrative text to be studied. This question aims to stimulate students' initial thoughts and connect their experiences to the text. Students are encouraged to share their initial thoughts and personal connections to the text, creating an active and reflective learning environment.

In the questioning and inquiry phase, the teacher and students hold a question-and-answer session to confirm their understanding of the text. Students are asked to demonstrate their understanding according to the content of the text,

which is then evaluated to measure their knowledge. Authentic assessment is conducted to assess students' motivation and comprehension of the material learned.

In the context of the learning community and modeling, the teacher provides examples of how to effectively analyze narrative elements such as plot, characters, and themes. Following this, students are divided into small groups to discuss and analyze the text collaboratively. The teacher facilitates the formation of a learning community where students can exchange ideas and deepen their understanding through peer interaction.

The Problem-Based Learning (PBL) approach is implemented by introducing real-world problems or scenarios related to narrative texts, requiring students to apply their comprehension skills. Students work in groups to analyze problems in the context of the text, identify important details, and extract relevant information. The teacher guides students to develop solutions or responses based on their understanding of the content and theme of the narrative text. For authentic assessment and reflection, the teacher assigns analytical tasks that encourage students to apply their understanding of the narrative text, such as writing assignments to analyze characters, plots, and moral messages. Students are assessed during the learning process and at the end of the lesson. The teacher also reflects on what the students have learned to ensure that the goal of enhancing students' reading comprehension is effectively achieved.

Conversely, the control class learning process with conventional learning namely lecturing. In this approach, teachers have a role in the teaching process. The teacher conveys the material to the students through lectures, explaining and discussing the content of the narrative text concerning the students' textbook as the main source.

3.8 Validity and Reliability

To determine whether the results are significant or not. Hence, the researcher conducts validity and reliability tests to measure the instrument.

3.8.1 Validity

Validity refers to the degree to which a test accurately measures and interprets the intended scores (Gay et al., 2012). In this research, the validity test serves as a crucial phase to assess the instrument employed by the researcher. The outcomes of this validity test determine the overall validity, indicating whether the instrument is valid, sufficiently valid, or valid in its entirety. The instrument's validity is thoroughly examined by assessing the correlation of question quality. A high correlation score signifies that the item possesses a considerable level of validity concerning the total score, indicating a high level of validity for the test instrument. The Pearson Product Moment Correlation formula was employed in this study to calculate the correlation score for each item from the respondents, with data analysis conducted using Excel for Windows.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

r : correlation coefficient between variables X and Y

N : Total number of respondents

$\sum X$: Total score of items

$\sum X$: Individual total scores

$\sum X^2$: Sum of the squared of the items

$\sum Y^2$: Sum of the scores for the squares of the items

3.8.2 Reliability

There are several types of reliability that are adapted to test the reliability of test instruments. In this study, researchers used the type of internal consistency. Internal consistency reliability is a measure to

determine the extent to which items in a test are consistent among themselves by conducting a test of clarity. Based on this explanation, the researcher accepted the test in the group as much as one test. Then the test results analyzed using Cronbach's Alpha. Cronbach's Alpha estimates internal consistency reliability by determining how all items on a test can relate to all other tests. Cronbach's Alpha is used when the instrument test uses a polytomous model, meaning that test items have more than two possible scores, for example Likert-type items that have a measurement scale of 1 to 5 and partial credit items. The following is the formula for Cronbach's Alpha:

$$R_{tt} = \left[\frac{K}{K-1} \right] \left[1 - \frac{\sum S_1^2}{S_t^2} \right]$$

Description :

***Instrument* R_{tt}** = Instrument reliability coefficient

K = Number of a valid instrument

$\sum S_1^2$ = Number of item variants

S_t^2 = Variant of total score

Value of r count > r table 5%, then the item is accepted.

Item validity can be said to be valid if the calculated r is bigger than the table r with a significance of 0.05. To measure the reliability of the test, the researcher used the Kudr-Richardson formula 20 (K-R 20).

$$R_{tt} = \frac{K}{K-1} \left(\frac{v_t - \sum pq}{v_t} \right)$$

Description :

R_{tt} = Test reliability

k = Number of valid items

v_t = Varian total

p = Propotion of subject who answered the questions correctly

q = Proportion of subject who answered the question incorrectly
 $\sum pq$ = Number of multiplication results between p and q
Value of r count > r table 5%, then the item is accepted.

The following table is an interpretation of the correlation coefficient value :

Table 3. 2 Correlation coefficient value

Coefficient Interval	Correlation Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

3.9 Data Analysis

Data analysis involves the systematic examination and organization of data sets, identifying patterns, classifications, and fundamental descriptive elements. The primary objective is to gather information from respondents for clarification and explanation purposes. In this study, both pre-test and post-test scores obtained from students generated quantitative data, which was subsequently analysed utilizing Microsoft Excel. The information gathered in this research comprises evidence that either supports or contradicts the research hypothesis. Employing a statistical testing methodology, this study aims to identify significant differences in scores, providing insights into the effectiveness of the research treatment. In this section, the researcher will process the data from the pre-test and post-test of the control and experimental class as data sources.

3.9.1 The Normality Test

The purpose of the normality test is to ensure that the data used in statistical analysis meets the assumptions of normal distribution. In the context of a normality test, when we say that the data "meets" the assumptions of a normal distribution. This means that the data, based

on the results of the normality tests that have been carried out, does not show significant evidence that the data does not come from a normal distribution. In other words, if the p value of a normality test is greater than a predetermined significance level (usually 0.05). The normality test is conducted by extracting data from the chosen dataset, namely the pre-test data. The process of assessing normality in this study was conducted using SPSS 26.

a. Hypothesis:

Ha: The populations from which the gain score data for students in the experimental class and control class are drawn are normally distributed.

Ho: The populations from which the gain score data for students in the experimental class and control class are drawn are not normally distributed.

b. Significances Level $\alpha = 0.05$

c. Statistical test : SPSS 26

d. Decision Criteria: *H0* is rejected if Sig. $\leq \alpha 0.05$

3.9.2 Homogeneity test

The homogeneity test is conducted to see whether there is a significant difference in the data variance of the skills between the experimental class and the control class. The homogeneity test may be seen from the pre-test results obtained from both the control and experimental classes. Homogeneity testing was conducted with SPSS 26.

a. Hypothesis:

Ha: The gain score data group is derived from a population with homogenous variability.

Ho: The gain score data group is derived from a population with non-homogenous variability.

b. Significance Level: $\alpha = 0.05$

c. Statistical Test: SPSS 26

d. Decision Criteria: *H0* is rejected if Sig. $\leq \alpha 0.05$

3.9.3 Independent Sample T-Test

The analysis used to test the research hypothesis is the T-test, specifically the Independent Sample T-Test. The Independent Sample T-Test is a method used to compare the means of two groups from independent or different samples. Essentially, the Independent Sample T-Test aims to determine whether there is a significant difference between the means of two populations by comparing the means of their respective samples.

In the decision-making process, the significance level (p-value) also plays a crucial role, especially in terms of the significance level (Sig(2-tailed)). If the p-value is greater than 0.05, the null hypothesis (H_0) is accepted, indicating that there is no significant difference between the two populations tested. Conversely, if the p value is smaller than 0.05, the null hypothesis (H_0) is rejected. In this context, rejection of H_0 indicates that there is a significant difference between the means of the two observed populations.

CHAPTER IV

FINDINGS AND DISCUSSION

In this study, the author defines the findings derived from the results and analyzes the data and discussions. Data acquisition involved the utilization of a research instrument. Subsequently, a systematic and accurate analysis of the data was conducted by the researcher. The analysis aimed to draw conclusions relevant to the research objectives. The findings are described in this chapter as follows :

4.1 Findings

This section presents the English reading proficiency of students before and after implementing the contextual teaching and learning (CTL) and Problem-Based Learning (PBL) approach. Following the collection of test data, descriptive statistics were employed for analysis

4.1.1 Data Analysis of Pre-test

The research was conducted on Mei 9, 2024. The pre-test data collection process consisted of 20 multiple-choice questions with a period of one subject session (45 minutes). Furthermore, students are directed to choose the correct answer from four available answers. The questions were distributed to both control and experimental classes. In this case, the researcher decided class VIII A as the experimental class and class VIII B as the control class. Both classes have the same number of students, namely 30 students.

The pre-test is distributed with the same choice questions. However, after the pre-test, the control class learning was carried out by teaching conventional methods in the sense that the Contextual Teaching and Learning (CTL) and Problem-based learning (PBL) methods were not applied to the class. Conversely, after the pre-test was conducted in the experimental class, the Contextual Teaching and Learning (CTL) and Problem-based learning (PBL) methods were applied. The following are the results of the experimental class pre-test:

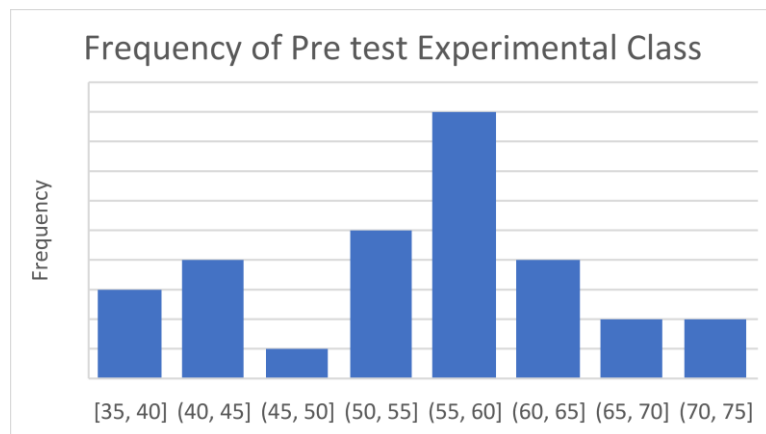
Table 4. 1The result of the pre-test experimental class

No	Name	Score
1	AMA	60
2	ADS	55
3	BAS	65
4	CW	60
5	CN	55
6	DAC	60
7	DNS	75
8	FA	60
9	HIH	60
10	IPC	75
11	MAA	55
12	MAY	45
13	MAS	60
14	MS	65
15	MRB	55
16	MBA	70
17	NAB	35
18	NAME	45
19	RWY	60
20	RA	55
21	RMI	60
22	RGF	65
23	SLS	45
24	SYD	70
25	TBZ	65
26	SH	45
27	SQ	35

28	SS	40
29	ZW	60
30	ZR	50
Total Score		1730
Average		57,66

Table 4.1 above shows that the lowest score is 35 and the highest score is 75. From the result above, it is found that the final result is 1730 with an average score of 57.66. The following is a histogram of the table above :

Table 4. 2 Histohr Pre-test experimental class



Based on the histogram provided, it is observed that the distribution of scores on the pre-test ranges from the lowest to the highest score. The lowest score recorded is 35.00, with a total of 3 students achieving this score. Moving to the next range, 40.00 is attained by 4 students. Additionally, 1 student received a score of 45.00, while 5 students scored 50.00. The score of 55.00 appears most frequently, with 9 students achieving this mark. Furthermore, 4 students scored 60.00, while 2 students attained a score of 65. Finally, the highest score on the pre-test, 70.00, was achieved by 2 students. From the analysis of the histogram, it can be inferred that only a small number of students met the standard score or assessment criteria (KKM). Specifically, 2 students received a score of 65, and another 2 students attained a score of 70. This suggests a need for further support and intervention to

ensure that more students achieve proficiency in the assessed skills or content. The frequency of pre-tests is dominated by obtaining scores below the assessment completeness criteria (KKM). The following are descriptive statistics of experimental class pre-test data scores :

Table 4. 3 Descriptive statistics of the experimental class pre-test scores

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PreEx	30	40	35	75	1730	57,67	2,086	11,427	130,575
Valid N (listwise)	30								

Table 4.3 summarizes descriptive statistics of the experimental class pre-test scores. The average pre-test score was 57.67, indicating average student performance. The minimum score was 35 and the maximum score was 75. The standard deviation, which measures the spread of scores, is 11.427. The small standard deviation (11.427) compared to the mean pre-test score (57.67) indicates relatively low variability, signifying good data quality.

After assessing the pre-test score, researchers applied a combination of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) as treatment. Furthermore, the next stage after treatment is the post-test. This was done to measure how much the score increased after applying the treatment. Therefore, researchers can evaluate the effectiveness of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) learning strategies toward students' achievement of reading comprehension. Furthermore, with the descriptive statistical framework presenting student achievement in the experimental class, the next step is to explore similar results in the control class, which is important for gaining a holistic understanding of the effectiveness of the treatment. This analysis aims to identify patterns of performance, levels of variation, as well as differences between pre-test and post-test scores in the context of the control class, to sharpen the understanding of the impact of the treatment on both groups of students. The following are the results of the control class pre-test data scores :

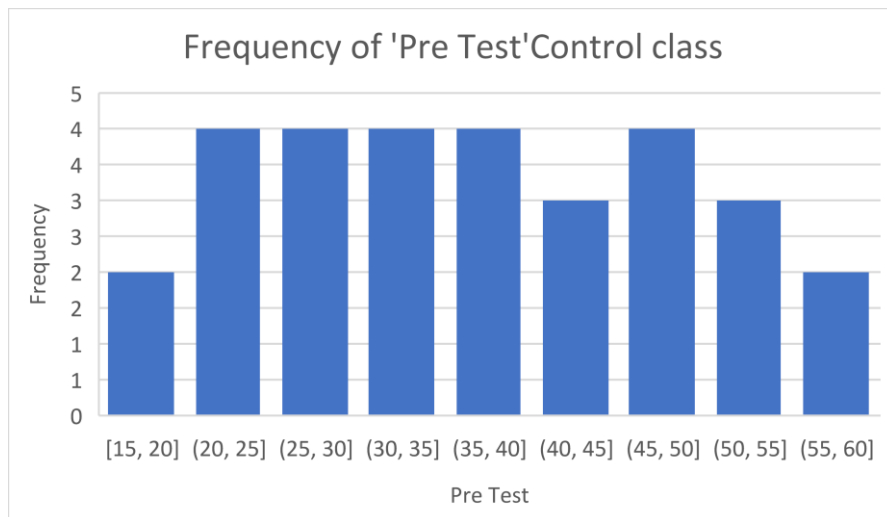
Table 4. 4 the control class pre-test data scores

No	Name	Score
1	AKA	30
2	ANA	60
3	BEK	45
4	DAH	50
5	DAP	40
6	DS	35
7	FAA	35
8	FAT	30
9	FS	55
10	HAN	50
11	HMD	50
12	MDF	25
13	MRW	45
14	MSOF	55
15	MSR	45
16	MWR	40
17	NAB	15
18	NO	35
19	PSCA	50
20	RA	60
21	RMI	30
22	RGF	25
23	SA	55
24	SFM	40
25	TBZ	15
26	SU	25
27	WZR	35
28	WMA	40
29	UN	25

30	ZE	30
Total		1170
Average		39,00

From the pre-test results presented in Table 4.4 it can be seen that the lowest pre-test score recorded was 15, while the highest score was 60. Furthermore, to conduct a descriptive analysis of these pre-test results, the researcher chose to use Microsoft Excel. The distribution of student scores is visually represented in the histogram graph provided below:

Diagram Table 4.1.2 Diagram Pre-test control class



Based on the histogram graph provided, the distribution of control class pre-test scores is as follows: there are 2 students with a low score range of 15 to 20, 4 students with a score range of 20 to 25, and 4 students with a score range of 25 to 30. In the other range, 4 students scored in the range of 35 to 45, and 3 students scored in the range of 40 to 45. Furthermore, 4 students scored in the range of 45 to 50, and 3 students 50 to 55. The range of 50-60 is the highest score of the pres test of the control class and it consists of 2 students. This graphical representation illustrates the frequency of students' scores in different score ranges, from the lowest to the highest. Among the 30 students in the control class, it is seen that 2 students achieved effectiveness in the pre-test. The following is the descriptive analysis of the control class pre-test scores :

Table 4. 5 The descriptive statistics of the control class pre-test score

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PreCont	30	45	15	60	1170	39,00	2,292	12,553	157,586
Valid N (listwise)	30								

From Table 4.5 it can be seen that the descriptive statistics of the pre-test scores in the control class are as follows: The total number of students in the control class is 30 students, with a minimum pre-test score of 15 and a maximum score is 60. Furthermore, the standard deviation was smaller (12.553) than the mean of the total student scores (39.00) which indicates relatively low variability in the data and indicates good data quality for the pre-test scores in the control group. After determining the pre-test scores of the groups, the researcher proceeded to implement the treatment using conventional learning methods for three sessions. Subsequently, a post-test was administered to assess the difference in pre- and post-learning scores. This analysis aims to evaluate the effectiveness of the treatment in improving student performance in the control class.

4.1.2 Data analysis of post-test

The post-test was conducted on Mei 17 2024. This stage is the final activity after the treatment is applied. In the implementation of this post-test, students were asked to answer reading comprehension questions as many as 20 multiple-choice questions. The post-test activity is no different from the pre-test conducted before the treatment is carried out. The purpose of using these patterns and methods is to minimize the disparity between the post-test results and the pre-test results as a benchmark. The post-test consisted of 20 multiple-choice items administered within one lesson hour (45 minutes), in line with the pre-test format. Participants were asked to select the answer they considered to be correct. Through table analysis of students' post-test results, it will then be evaluated whether there is a significant difference in the achievement of scores before and after the learning treatment. The following is a table of student post-test achievement scores:

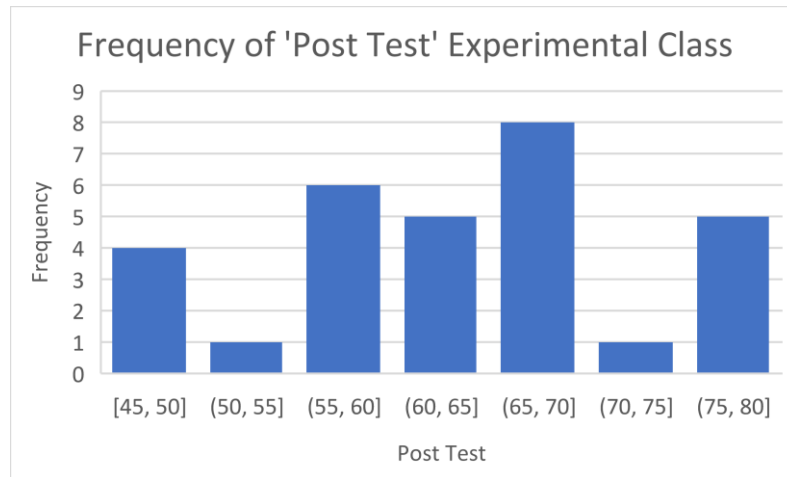
Table 4.1.5 Score of post-test experimental class

No	Name	Score
1	AMA	80
2	ADS	60
3	BAS	70
4	CW	70
5	CN	65
6	DAC	70
7	DNS	75
8	FA	65
9	HIH	65
10	IPC	80
11	MAA	65
12	MAY	60
13	MAS	70
14	MS	70
15	MRB	70
16	MBA	75
17	NAB	45
18	NAME	55
19	RWY	75
20	RA	60
21	RMI	65
22	RGF	80
23	SLS	60
24	SYD	75
25	TBZ	80
26	SH	60
27	SQ	45
28	SS	60
29	ZW	70

30	ZR	60
Total		2000
Average		66,67

From the post-test results depicted in Table 4.5, it is evident that in class 8A, designated as the experimental group, the students attained scores ranging from 45,00 to 80,00. The cumulative score for the class amounted to 1963, with an average score of 65,5. This data is further illustrated through the histogram graphs representing the distribution of pre-test scores, as shown below:

Table 4. 6 The result of the post-test experimental class



The histogram graph above provides a visual representation of the distribution of student scores, showcasing the frequency of scores within different ranges in the experimental class. Specifically, within the 45-50 range, there are 4 students, while in the 50-55 range, there is only 1 student, and in the 55-60 range, there are 6 students. In other that, in the range of 70, there are 8 students, while in the range 70-75 there is just 1 student. The last range of the histogram provides that the range of 75-80 is the highest score of post-test and it consists of 5 students. It can be inferred from this sequence of results that 14 students have attained scores equal to or below the passing assessment completeness criteria (KKM). The

descriptive statistics of the experimental class post-test data are summarized as follows:

Table 4. 7 The descriptive statistics of the experimental class post-test data

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PostEx	30	35	45	80	2000	66,67	1,684	9,223	85,057
Valid N (listwise)	30								

The descriptive statistical data presented in Table 4.7 provides a comprehensive picture of student performance on the experimental class post-treatment test. The mean pre-test score of 66.67 signifies the average performance of students before the implementation of the treatment. The range of scores from 45.00 to 80.00 illustrates the variation in students' initial understanding before the treatment. However, the relatively low standard deviation of 9.223 indicates consistency in student performance before the treatment was administered. This low variability signifies good data quality. By planning to calculate the difference between the pre-test and post-test scores, researchers evaluate the effectiveness of the treatment in improving student performance. This comparative analysis will provide valuable insight into the impact of the treatment on student learning outcomes. By planning to calculate the difference between pre-test and post-test scores, researchers evaluate the effectiveness of the treatment in improving student performance. This research will provide valuable insights into the impact of the treatment on student learning outcomes. Furthermore, in the following, the researcher will discuss the post-test results :

Table 4. 8 Score of post-test control class

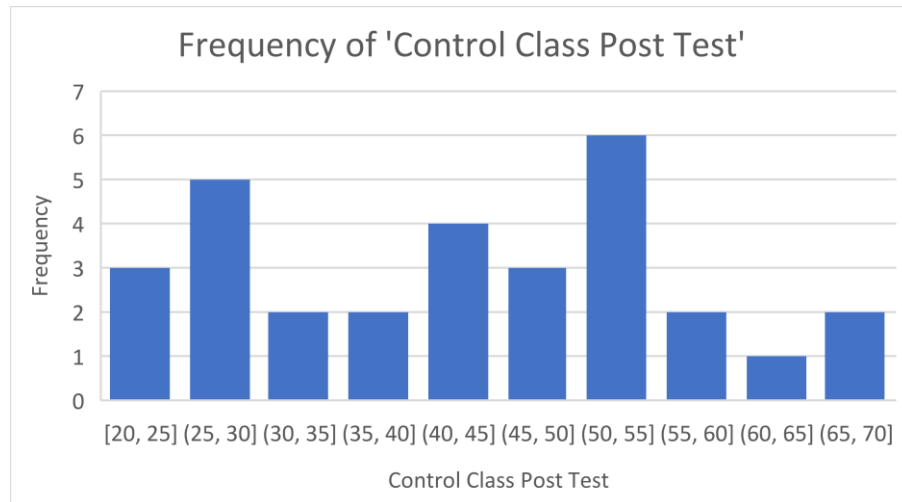
No	Name	Score
1	AKA	45
2	ANA	70
3	BEK	40
4	DAH	60
5	DAP	45
6	DS	40

7	FAA	25
8	FAT	20
9	FS	65
10	HAN	55
11	HMD	55
12	MDF	35
13	MRW	55
14	MSOF	60
15	MSR	20
16	MWR	50
17	NAB	30
18	NO	50
19	PSCA	55
20	RA	70
21	RMI	35
22	RGF	30
23	SA	55
24	SFM	45
25	TBZ	30
26	SU	30
27	WZR	55
28	WMA	45
29	UN	30
30	ZE	50
Total		1350
Average		45,00

The table above presents the outcomes of the post-test for the control class. It can be seen from the table that the lowest score attained by a student was 20, while the highest score was 70. The researcher utilized Microsoft Excel to conduct a descriptive analysis of the students' post-test scores. Below is the histogram graph

illustrating the distribution of post-test scores among the experimental class students :

Table 4. 9 Histogram of Control class data score



Based on the histogram graph above, it can be seen that the frequency distribution of student scores ranged from the lowest to the highest score. In the post-test achievement of the control class, there were 3 students with the lowest score in the 20-25 range. In the 25-30 range there are 5 students, while 2 students get scores in the 30-35 range. In addition, 2 students obtained scores in the 35-40 range, and in the 40 to 45 range there were 4 students. A total of 3 students get scores in the 45 to 50 range, and there are 6 students with scores in the 50 to 55 range. Furthermore, there was only 1 student in the 55 to 60 range, and there were 2 students who obtained the highest score on this post-test. Thus, the control class must know that 2 students get scores with the standard assessment competencies. Furthermore, the following is a table of analysis of the acquisition of student post-test scores:

Table 4. 10 descriptive statistics of the control class post-test scores

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PostCont	30	50	20	70	1350	45,00	2,582	14,142	200,000
Valid N (listwise)	30								

This table provides a comprehensive breakdown of descriptive statistics. Specifically, the minimum score in the post-test was 20.00. while the maximum score acquisition was 70. 47 appeared as the mode, indicating the highest frequency. in this scoring range culminated in an overall score of 1567. The mean value in this post-test is 45.00. Variance, a measure of the spread of data points from the mean, was calculated at 200,000 as depicted in the table. Standard deviation, which assesses the distribution of data concerning the mean, is used to ensure the representativeness of sample data compared to the entire population. A smaller standard deviation from the mean indicates greater accuracy of the sample data. In this case, the standard deviation of 14,142 is lower than the mean, which corroborates the accuracy of the sample data. thus the post-test data shows good quality.

4.1.3 Student Achievement on Reading Comprehension Before and After Applying Contextual Teaching and Learning (CTL) and Problem-based Learning (PBL) Combination Strategies

Table 4. 11 Result Pre-test and Post-test of Experimental Class

No	Initial Name	Difference		Description
		Pre Test	Post-Test	
1	AMA	75	80	Increase
2	ADS	55	60	Increase
3	BAS	65	70	Increase
4	CW	60	70	Increase
5	CN	55	65	Increase
6	DAC	60	70	Increase
7	DNS	75	75	Increase
8	FA	60	65	Increase
9	HIH	60	65	Increase
10	IPC	75	80	Increase
11	MAA	55	65	Increase
12	MAY	45	60	Increase
13	MAS	60	70	Increase

14	MS	65	70	Increase
15	MRB	55	70	Increase
16	MBA	70	75	Increase
17	NAB	35	45	Increase
18	NAME	45	55	Increase
19	RWY	60	75	Increase
20	RA	55	60	Increase
21	RMI	60	65	Increase
22	RGF	65	80	Increase
23	SLS	45	60	Increase
24	SYD	70	75	Increase
25	TBZ	75	80	Increase
26	SH	45	60	Increase
27	SQ	35	45	Increase
28	SS	40	60	Increase
29	ZW	60	70	Increase
30	ZR	50	60	Increase
Total		1730	2000	Increase
Average		57,67	66,67	

From the pre-test and post-test score table of the experimental class, differences in student scores are apparent. The pre-test was administered before the implementation of Contextual Teaching and Learning (CTL) and Problem-based Learning (PBL) combined strategies, while the post-test was conducted after the treatment in the classroom. Both sets of results indicate an improvement in student scores. Moreover, the average score derived from the initial pre-test in the experimental class was 57.67. Following the intervention and subsequent re-administration of the post-test, the average score increased to 66.67 among all students, signifying a mean score increase of 9. Consequently, it can be inferred that the pre-test scores in the experimental class were lower than the post-test scores.

Table 4. 12 Result Pre-test and Post-test of Experimental Class

No	Initial Name	Difference		Description
		Pre Test	Post-Test	
1	AKA	30	45	Increase
2	ANA	60	70	Increase
3	BEK	45	40	Increase
4	DAH	50	60	Increase
5	DAP	40	45	Increase
6	DS	35	40	Increase
7	FAA	35	25	Increase
8	FAT	30	20	Dicrase
9	FS	55	65	Increase
10	HAN	50	55	Increase
11	HMD	50	55	Increase
12	MDF	25	35	Increase
13	MRW	45	55	Increase
14	MSOF	55	60	Increase
15	MSR	45	20	Increase
16	MWR	40	50	Increase
17	NAB	15	30	Increase
18	NO	35	50	Increase
19	PSCA	50	55	Increase
20	RA	60	70	Increase
21	RMI	30	35	Increase
22	RGF	25	30	Increase
23	SA	55	55	Increase
24	SFM	40	45	Increase
25	TBZ	15	30	Increase
26	SU	25	30	Increase
27	WZR	35	55	Increase
28	WMA	40	45	Increase

29	UN	25	30	Increase
30	ZE	30	50	Increase
Total		1170	1350	Increase
Average		39,00	45,00	

The table of pre-test and post-test scores of the control class shows the difference in student scores. From these two results, it can be seen that there is an increase in student scores in the control class. Furthermore, the average obtained from the pre-test score of the experimental class which was originally 39.00 after being given treatment and tested, the achievement of the average student score increased to 45.00 for all students. After analysis, the control class also showed increase in the average value from the pre-test to the post-test. Thus, it was concluded that the control class pre-test value was lower than the experimental class post-test value.

4.1.4 The Result of Validity Testing

The assessment of item validity was conducted through construct and content validity, involving question validators such as lecturers and teachers. Researchers administered a set of 60 validity questions to eighth-grade students who were not part of either the control or experimental classes. Subsequently, a validity test was conducted specifically for class 8 D, consisting of two sessions lasting 40 minutes each, conducted over two consecutive days on April 25 and 26 th, 2024. In this study, the researcher employed Microsoft Excel as a tool to assess validity. The Corel formula within Microsoft Excel was utilized to determine the R count for each question data. The obtained results are as follows:

4.1.5 The Result of Reliability Testing

The reliability test was conducted after the question validity test. Furthermore, the purpose of the reliability test is to measure whether this test gets relatively the same results when tested. In this case, researchers used spss 26 for the reliability test, and the following results were obtained :

Table 4. 14 The result of reliability testing

Reliability Statistics

Cronbach's	
Alpha	N of Items
,854	60

Based on the reliability test results using the Kudr-Richardson 20 (KR 20) formula, the obtained reliability coefficient is 0.854. Therefore, this data is reliable, indicating a "Reliable" correlation coefficient

4.1.6 The Result of Normality Testing

The objective of the normality test is to ascertain whether the data conforms to a normal distribution. In this analysis, the researcher utilized the Shapiro-Wilk test as the method for assessing normality. A dataset is deemed to exhibit normal distribution if the obtained p-value (p) is greater than or equal to the significance level (α), which is typically set at 0.05. The outcomes of the test are presented in below:

Table 4. 15 The Result of Normality Testing

Tests of Normality

Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre test Exp	,148	30	,094	,943	30	,111
	Post test Exp	,141	30	,131	,928	30	,044
	Pre test Cont	,137	30	,154	,934	30	,062
	Pre Test Cont	,137	30	,160	,952	30	,195

a. Lilliefors Significance Correction

According to the Shapiro-Wilk test output from SPSS 26, the experimental group pre-test is shown 0.111 and the result of the post-test is 0,44, while the control group variable shows a significance level of 0.62 in the pre-test assessment and 0,195 in the post-test significant value. Both values exceed the threshold of 0.05. Thus, it can be inferred that the data from both the experimental and control groups showed normal distribution.

4.1.7 The Result of Homogeneity Testing

The homogeneity test is used to determine whether several populations' variations are the same. This test is important as a requirement before conducting an independent sample t-test and ANOVA analysis. The underlying assumption in the analysis of variance (ANOVA) is that the variance of the population is the same. The equality test of two variances is used to test whether the distribution of data is homogeneous or not, by comparing the two variances. In this study, the homogeneity of control and experimental class students was tested using SPSS version 25, which is shown below :

Table 4. 16The result of homogeneity testing

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	4,106	3	116	,008
	Based on Median	3,740	3	116	,013
	Based on Median and with adjusted df	3,740	3	107,096	,013
	Based on trimmed mean	4,138	3	116	,008

Based on the homogeneity test results for student learning achievement, the Sig. value is 0.08 or more than the sig. value of 0.05. This indicates that there is no significant difference between the variances of the two groups. In other words, the variances of the students' scores in the control and experimental groups were fairly balanced. Therefore, the data in this study can be considered to fulfill the homogeneous value.

4.1.8 The Result of Independent T-test and Hypothesis Testing

To determine whether or not there is a significant difference between the experimental and control groups, a researcher has conducted an independent t-test. Independent t-test is a parametric statistic that determines whether there is a significant difference between the means in two different and unrelated groups. Based on the results of the pretest and post-test of both groups, a significant difference was found between the experimental group and the control group. To ensure the conclusion of the final results, the researcher then analyzed whether there was an increase after giving treatment to the experimental group. This analysis was carried out using the gain score, which was then tested by independent samples t-test. The results of this analysis are depicted in Tables 4.17 and 4.18 below:

Table 4. 17 The result of N gain score

Group Statistics					
Kelas		N	Mean	Std. Deviation	Std. Error Mean
Hasil	Post Test Experimental	30	66,67	9,223	1,684
	Pos Test Control	30	43,67	14,499	2,647

The table above illustrates a significant difference in the average student learning outcomes between the experimental group and the control group, which utilized the Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) method, and the control group which learned by conventional method. Specifically, it shows that the average post-test result for the experimental class is 66.67, whereas the average post-test result for the control class is 43,67

Table 4. 18 The result of the Independent T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Hasil	Equal variances assumed	6,875	,011	7,331	58	,000	23,000	3,137	16,720	29,280
	Equal variances not assumed			7,331	49,165	,000	23,000	3,137	16,696	29,304

The section labeled "Equal Variances assumed" provides the outcome of the independent samples t-test as shown in the results table. In this section, the 2-tailed significance value is reported as 0.00. When the significance value of the independent samples t-test is less than 0.05, it indicates that the null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted. In the provided results, the significance value (2-tailed) is indeed 0.00. Therefore, it can be concluded that the null hypothesis is rejected, and the alternative hypothesis is accepted. This suggests that Contextual Teaching and Learning (CTL) and Problem-based Learning (PBL) is effective on improving students' reading comprehension.

4.2 Discussion

This study used the experimental quantitative research method by using pre-test and post-test instruments as the main assessment tools. Two samples were selected, consisting of different classes: namely class VIII A served as the experimental group, while class VIII B acted as the control group. Both classes had 30 students each who participated in the series of research activities, which included pretest, treatment, and post-test. The selection of these two classes aims to investigate and determine the effectiveness of the application of the combination method of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) in improving reading comprehension in the experimental class. In contrast, the control class followed the conventional learning method. This approach allowed the researcher to observe and analyze the difference in results between the two classes.

Before the research activities began in the experimental and control classes, the researcher first tested the items on VIII D students to ensure the validity and reliability of the questions that would be used as pre-test and post-test questions. This step is in line with Syamsurizal's (2020) statement that research instruments must demonstrate reliability, ensuring that the instruments used during the study can produce reliable data for analysis. The test consisted of 60 questions, and students were given 40 minutes to complete it. Next, researchers evaluated students' answers by conducting validity and reliability tests. The validity test was conducted using Microsoft Excel, while the reliability test used SPSS 26. After conducting the

validity test, it was found that 17 questions were invalid, specifically, questions numbered 4,5,6, 8, 9, 15, 17, 19, 23, 24, 29, 39,40,49,50,56, and 57. These questions did not effectively measure the intended concepts or skills. Regarding the reliability test using the KR formula, the obtained coefficient was 0.854. According to the Interpretation of Correlation Coefficient Values, this result falls under the category of "Very Strong." This indicates that the data collected from the test is reliable and consistent.

In the implementation of this research, there is a difference in the results of the pre-test and post-test scores of the two classes used as samples. Based on the data described earlier, it can be concluded that the score of class VIII A as the experimental class with the combination method treatment is higher than the control class with conventional learning. The pre-test was given before applying the learning method combination, followed by the treatment process, and ended with a post-test assessment. To analyze the difference in pre-test and post-test scores for each class, data analysis was conducted using Microsoft Excel. It was seen that the mean score of the pre-test for the experimental class was 57,67 increasing to 66,67 in the post-test. These findings indicate an increase in scores from the pre-test, which was conducted before applying the Contextual Teaching and Learning (CTL) and Problem-based Learning (PBL) teaching methods to the final achievement of the post-test scores conducted after the treatment.

In the control class, researchers did not use the combination method as a treatment. Instead, we applied conventional learning procedures. Specifically, the teacher presented the subject matter to the students, discussed the subject matter before class, and gave appropriate assignments based on the English teacher's handbook, focusing on the topic of narrative text. On the first day of the study, the researcher administered the pre-test. The students continued with conventional teaching and learning activities. After completing the Narrative Text material, the researcher conducted post-test activities as the final stage of the meeting. The control class showed a pre-test mean score of 39.00, increasing to 45.00 in the post-test.

The findings of this study revealed significant differences in academic achievement between the experimental and control groups. The experimental group, which applied a combination of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) methods, showed much better performance compared to the control group, which followed conventional teaching methods. This conclusion is supported by the data listed in Table 4.8, where the two-sided significance value (sig 2-tailed) is less than 0.05, showing a statistically significant difference.

The combined strategy of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) can be trusted to improve aspects of reading comprehension. Firstly, the increase in comprehension scores on the post-test showed a significant improvement in students' comprehension of complex texts, which proved the effectiveness of this strategy in deepening textual analysis skills. In addition, the observed increase in students' motivation and participation, evidenced by higher engagement and enthusiasm during the lesson, underscores the ability of this strategy to make learning more interesting and relevant. Secondly, the relevance of the material to real-life contexts which was facilitated by this strategy, provided meaningful learning that could enhance students' learning experiences. On the whole, the combination of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) strategies not only improves reading comprehension but also enhances students' motivation, engagement, and thinking skills in understanding texts.

The combined approach of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) significantly improves students' reading comprehension. Contextual Teaching and Learning (CTL) engages students with fundamental learning components in questioning and inquiry activities. Throughout the study, students in the experimental group actively built knowledge by drawing from the teacher's model, communicating in groups, and reflecting on their learning experiences.

Moreover, the emphasis of Contextual Teaching and Learning (CTL) on real-life contexts helps students connect academic content with their environment. This approach is in line with Gardner's (2006) framework which states a variety of methods for developing intellectual capacity, the implementation of Contextual Teaching and Learning (CTL) in reading instruction fosters critical thinking skills by encouraging students to discover, question, articulate, explain, consider, and make assessments. This process is an integral part of the Contextual Teaching and Learning (CTL) stage, which aims to make learning more meaningful and relevant for students.

On the other hand, the Problem-Based Learning (PBL) component can complement Contextual Teaching and Learning (CTL) by encouraging students to engage deeply with the material through predictions and analysis of topics discussed in the text. Problem based learning promotes a student-centered approach in which learners are given complex real-world problems to solve, improving their problem-solving and student's critical thinking skills. This finding is in line with Agustini's (2018: 97-98) research which states that Problem-Based Learning (PBL) involves students directly in the learning process, facilitating the dissemination of knowledge through real examples. Therefore, Problem-Based Learning contributes to improving student learning outcomes. In the context of problem-based learning, students actively participate in formulating and expressing their opinions. This involvement fosters an active and engaged attitude among students.

This finding indicates that the combination of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) not only impacted cognitive aspects but also increased students' motivation and active participation in the learning process. Students became more involved in discussions, collaborated with classmates, and were more challenged to think critically. This improvement shows that contextual and problem-based learning strategies can create a more dynamic and interactive learning environment, which ultimately contributes to improving students' reading comprehension. Thus, the findings of this study suggest that the integration of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) can be used as an alternative approach to teaching reading more effectively, especially in formal education contexts.

CHAPTER V

CONCLUSION AND SUGGESTION

In this final section, the researcher reviews the results of the discussion that has been presented in this study as well as all the things that have been written previously. Furthermore, the researcher also includes suggestions addressed to educators and future researchers.

5.1 Conclusion

Based on the evaluation of the pre-test and post-test results, it is evident that there are significant differences in scores between the experimental and control classes. The Experimental class, which utilized a combination of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) strategies, achieved a remarkable improvement in their post-test scores, with an average score of 66.67. In contrast, the Control class, which did not employ these innovative strategies, only reached an average post-test score of 49.00.

This substantial difference in performance underscores the effectiveness of the Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) strategies in enhancing students' reading comprehension skills. The Contextual Teaching and Learning (CTL) approach integrates real-world contexts into the learning process, making the material more relevant and engaging for students. By connecting academic content to students' lives, it encourages deeper understanding and retention. On the other hand, the Problem-Based Learning (PBL) strategy focuses on student-centered inquiry, where students learn by solving complex, real-world problems. This method not only fosters critical thinking and problem-solving skills but also promotes active learning and collaboration among students.

The implementation of these strategies at Madrasah Tsanawiyah Negeri 4 Malang has demonstrated their potential to significantly improve learning outcomes. The improvement in the Experimental class's scores suggests that students are more engaged and better able to comprehend and retain the reading material when Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) methods are employed. Therefore, integrating these strategies into

the curriculum can be highly beneficial for enhancing overall student learning outcomes.

5.2 Suggestion

This research contributes theoretically and practically to the field of English language learning and teaching. It enriches our understanding of how Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) methods impact students' reading achievement, thus improving English language teaching strategies, particularly in reading comprehension. The theoretical contribution of this study lies in the advancement of knowledge regarding the effects of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) on language learning.

In terms of practical contribution, this study aims to raise teachers' awareness regarding the importance of integrating learning methods into English language education. This study serves as a valuable reference for educators who want to apply Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) methods in English classrooms. In addition, the author hopes that future research can build on the findings in this study to refine the treatment and explore additional variables, thus producing more comprehensive results. The results of this study also provide a basis for further investigation into the wider implications of Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) in the teaching of reading comprehension.

The findings emphasize the potential of integrating innovative pedagogical approaches into classroom teaching. By engaging students in contextual and problem-based learning experiences, educators can effectively foster critical thinking skills and deepen understanding. Furthermore, the positive impact observed in this study highlights the potential of Contextualised Teaching and Learning (CTL) and Problem-Based Learning strategies to meet students' diverse learning needs and promote academic growth.

REFERENCES

- Alfian. (2019). *Contextual teaching and learning approach (CTL) in English teaching*. *Journal Eduscience*, 4(2), 58–66. <https://ejurnal.esaunggul.ac.id/index.php/EDU/article/view/2732>
- Bujuri, D. A. (2018). *Analisis Perkembangan Kognitif Anak Usia Dasar Dan Implikasinya dalam Kegiatan Belajar Mengajar*. *LITERASI (Jurnal Ilmu Pendidikan)*, 37(9.1), 37-50. [https://doi.org/10.21927/literasi.2018.9\(1\).37-50](https://doi.org/10.21927/literasi.2018.9(1).37-50)
- Chair, C. S. (2002). *Reading for Understanding*. RAND.
- Chang, B. (2019). Reflection in learning. *Online Learning Journal*, 23(1), 95–110. <https://doi.org/10.24059/olj.v23i1.1447>
- Chen, C.-H., & Yang, Y.-C. (2019). *Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators*. *Educational Research Review*, 26, 71–81. <https://doi.org/10.1016/j.edurev.2018.11.001>
- Faqiroh, B. Z. (2020). *Problem-based learning model for junior high school in Indonesia (2010-2019)*. *Indonesian Journal of Curriculum and Educational Technology Studies*, 8(1), 42–48. <https://doi.org/10.15294/ijcets.v8i1.38264>
- Givi Efgivia, M., Rinanda, A. R., Hidayat, A., Maulana, I., & Budiarjo, A. (2021). *Analysis of Constructivism Learning Theory*. Retrieved from <http://repo.iain-tulungagung.ac.id>
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. New York, NY: Cambridge University Press.
- Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge University Press.
- Haerani, R., & Jatiraga, R. (2019). *The implementation of Project Based Learning to improve student's speaking skills*. *PROJECT (Professional Journal of English Education)*, 2(3), 270-274. <https://doi.org/10.22460/project.v2i3.p270-274>

- Haerazi, H., Prayati, Z., & Vikasari, R. M. (2019). *Practicing contextual teaching and learning (CTL) approach to improve students' reading comprehension concerning motivation. English Review: Journal of English Education*, 8(1), 139-146. doi: 10.25134/erjee.v8i1.2011
- Hajeniati, N., & Kaharuddin, A. (2022). *Julian in mathematics learning in the Industrial Revolution 4.0 era: A comparative case studies. International Journal of Trends in Mathematics Education Research*, 5(2), 222–227. <https://doi.org/10.33122/ijtmer.v5i2.154>
- Hermanudin, Suhartono, Suryadi, & Noermanzah. (2019). *Improvement of Reading Comprehension Ability by Using Core Models of Class VII Students of SMP Negeri 10 Bengkulu Tengah. International Journal of Scientific and Technology Research*, 8(12), 647.
- Imbaquingo, A., & Cárdenas, J. (2023). *Project-Based Learning as a Methodology to Improve Reading and Comprehension Skills in the English Language. Education Sciences*, 13(6). <https://doi.org/10.3390/educsci13060587>
- Jubhari, Y., Sasabone, L., & Nurliah, N. (2022). *The Effectiveness of Contextual Teaching and Learning Approach in Enhancing Indonesian EFL Secondary Learners' Narrative Writing Skill Narrative text Contextual teaching Quasi-experimental. Journal of Research and Innovation in Language ISSN*, 4(1), 54–66. <https://doi.org/10.31849/reila.8633>
- Junianto, & Wutsqa, D. U. (2019). *Comparison of effectiveness between contextual teaching and learning (CTL) and problem-based learning (PBL) approach on the interest of junior high school students. In ACM International Series, Proceeding Conference 2019* (pp. 39–43). <https://doi.org/10.1145/3348400.3348407>
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A literature review. *Improving Schools*, 19(3), 267–277. <https://doi.org/10.1177/1365480216659733>
- Maru'ao, N. (2020). Penerapan Pembelajaran Inovatif dalam Meningkatkan Pembelajaran Bahasa Inggris. *Majalah Ilmiah Warta Dharmawangsa*, 14(2), 221–230. <https://doi.org/10.46576/wdw.v14i2.6224344>
- McWhorter, K. T. (1986). *Guide to College Reading*. Ottawa: Little, Brown and Company.
- Pressley, Michael. (2001). *Comprehension Instruction: What Makes Sense Now, What Might Make Sense So*. Retrieved on October 24th, 2009

- Putra, U. S., & Masruri, M. S. (2019). *The Effectiveness Comparison Between Inquiry and Problem-Based Learning Learning Outcomes*. *Geosfera Indonesia*, 4(2), 146. <https://doi.org/10.19184/geosi.v4i2.10849>
- Rahayu, D. T. (n.d.). *Implementation Of Problem-Based Learning: What Is The Influence On Students' Reasoning Ability In Elementary Schools?*
- Rahim, F. (2008). *Pengajaran Membaca di Sekolah Dasar*. Bumi Aksara.
- Risan, R., Hasriani, H., & Muhayyang, M. (2021). *The implementation of CTL method in teaching English to the students of MAN 1 Enrekang*. *Language Circle: Journal of Language and Literature*, 16(1), 125–136. <https://doi.org/10.15294/lc.v16i1.31158>
- Santosa, A. (2019). *Pengaruh Pola Asuh Orang Tua dan Sikap Bahasa terhadap Kemampuan Membaca Pemahaman*. *Jurnal Pendidikan Bahasa Indonesia*, 6(2), 91. doi: 10.30659/j.6.2.91-103.45
- Saputra, H. (2013). *Pembelajaran Berbasis Masalah (Problem Based Learning)*. *Jurnal Pendidikan Inovatif*, 5(1), 1–7. <https://doi.org/10.17605/OSF.IO/GD8EA>
- Sulistio, A. (2021). *Upaya Meningkatkan Pemahaman Reading Comprehension Mata Pelajaran Bahasa Inggris melalui Metode Contextual Teaching and Learning (CTL)*. In *Jurnal Inovasi Pendidikan dan Pengajaran* (Vol. 1).
- Syahfutra, W., & Niah, S. (n.d.). *Syahfutra, Improving Students' Reading Comprehension by Using Problem-based Learning no 1, 2023*.
- Tankersley, K. (2005). *Literacy Strategies for Grades 4-12*.
- Utami, N., Yahrif, M., Rosmayanti, V., & Siradjuddin, S. (2023). *The Effectiveness of Contextual Teaching and Learning in Improving Students' Reading Comprehension*. *JOLLT Journal of Languages and Language Teaching*, 11(1), 83–93. <https://doi.org/10.33394/jollt.v%vi%i.6732>
- Westwood, P. (2012). *Reading and Learning Difficulties*. Routledge.

APPENDICIES

Appendix I Research License



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : 1049/Un.03.1/TL.00.1/03/2024 20 Maret 2024
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada

Yth. Kepala MTsN 4 Malang
di
Kabupaten Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Irvan Kurniawan
NIM : 200107110052
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2023/2024
Judul Skripsi : **The Effectiveness of Contextual Teaching and Learning (CTL) and Problem Based Learning (PBL) Combine Strategies Towards Student Achievement on Reading Comprehension**
Lama Penelitian : **Maret 2024** sampai dengan **Mei 2024** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An.Dekan,
Wakil Dekan Bidang Akaddeмик

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II Validation Sheet

Validation Sheet

Reading Comprehension Sheet

“The Effectiveness Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) Combine Strategies Towards Student’s Achievement On Reading Comprehension”

Validator : Harir Mubarok, M.Pd
NIP : 1987008201802011152
Expertise : Development of learning Media
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date :

A. Introduction

This validation sheet aims to obtain an assessment from the Validator of my research instrument in the form of 50 English questions in multiple-choice form. This instrument will be addressed to the research subjects, namely 10th-grade junior high school students. All comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, assess by ticking (✓) with the following criteria to the columns below :

1: Very poor

2: Poor

3: Average

4: Good

5: Excellent

2. Please give comments and suggestion in the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies Basic Competience 3.9 Menerapkan struktur teks, fungsi sosial, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis melibatkan Tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat bendar, orang, bintang, sesuai dengan konteks penggunaannya.					✓
2.	Instrument Indicator Clarity of question items contained in the research instrument					✓
3.	Clarity of instrument on each question items contained in the research instrument				✓	
4.	The research instrument is relevant with the relevant with the researcj objectives				✓	
5.	The research instrument can help the researcher find out students abilities in vocabulary skills.				✓	
6.	The research instrument is easy to understand					✓
7.	Each question has one correct or most correct answer					✓
8.	The researchnusing proper grammar					✓
9.	The choice of answers to the research instrument is appropriate and logical in terms of material					✓
10.	The subject matter must be formulates clearly and unequivocally					✓

D. Suggestion

I hope this instrument can be used properly to dis. up the data in the field. God bless!

.....

.....

.....

.....

.....

E. Conclusion

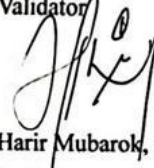
Based on the validation sheet above, it can be concluded that the instruments that have been made is :

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with a light revision.
3. The instrument can be used with many revision.
4. The instrument can be used.

Malang, Mei 2024

Validator



Harir Mubarak, M.Pd

1987008201802011152

Appendix III Completion research letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH TSANAWIYAH NEGERI 4 MALANG
Jalan Raya Harjokuncaran No.2 Telp. (0341) 871044 Sumbermanjing Wetan
Kabupaten Malang 65176

SURAT KETERANGAN

Nomor : B-187/Mts. 13.35.04/HM.20/05/2024

Yang bertanda tangan di bawah ini :

Nama : Drs. AHMAD ALI, M.M
NIP : 19700241997031003
Pangkat/Gol : Pembina TK I (IV/b)
Jabatan : Kepala MTs Negeri 4 Malang

Menerangkan bahwa sebenarnya :

Nama : IRVAN KURNIAWAN
NIM : 200107110052
Pendidikan : Mahasiswa Universitas Islam Negeri Maulana Malik Ibrahim
Fakultas Ilmu Tarbiyah
Progam Studi : Tadris Bahasa Inggris
Judul Penelitian : The Effectiveness Contextual Teaching and Learning (CTL) and
Problem-Based Learning (PBL) Combine Strategies Towards Student
Achievement On Reading Comprehension

Yang bersangkutan adalah benar telah melakukan penelitian di MTsN 4 Malang pada tanggal 6 Mei sampai tanggal 17 Mei 2024.

Demikian surat keterangan ini kami buat dengan sebenarnya, untuk digunakan sebagaimana mestinya.

Malang, 20 Mei 2024
Kepala Madrasah

Ahmad Ali

Appendix IV Documentation



Appendix V Curriculum Vitae

Curriculum Vitae

Name : Irvan Kurniawan

Place and date of Birth : Banyuwangi, 08 Mei 2002

Gender : Female

Religion : Islam

Education : English Education Department,
Faculty of Education and Teaching Training, The
Islamic State of University Maulana Malik Ibrahim
Malang

Adress : Jl. Griya poeloeng blok E4 jl. Gunung sari RT 01
RW 01 Pandanlandung Kec.wagir Kab.malang

Phone Number : +62 881026038229

E-mail : Irvaaank@gmail.com



Educational Backgrounds:

1. SD Negeri 1 Blimbingsari 2015
2. SMP 1 Ibrahimy Pondok Pesantren Salafiyah Syafiiyah Sukorejo 2016
3. SMA 1 Ibrahimy Pondok Pesantren Salafiyah Syafiiyah Sukorejo 2020
4. Universitas Negeri Malaulana Malik Ibrahim Malang 2024