# A THESIS

**THE EFFECT OF CONTEXTUAL TEACHING MATERIAL ON**

**STUDENTS’ READING COMPREHENSION OF THESECOND**

**GRADE OF MA DDI LIL-BANAT PAREPARE**

****

**BY**

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**REG NUM. 18.1300.005**

**ENGLISH EDUCATION PROGRAM**

**TARBIYAH FACULTY**

**STATE ISLAMIC INSTITUTE**

**PAREPARE**

**2023**

**A THESIS**

# PAGE OF TITTLE

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Submitted to the English Program of Tarbiyah Faculty of State

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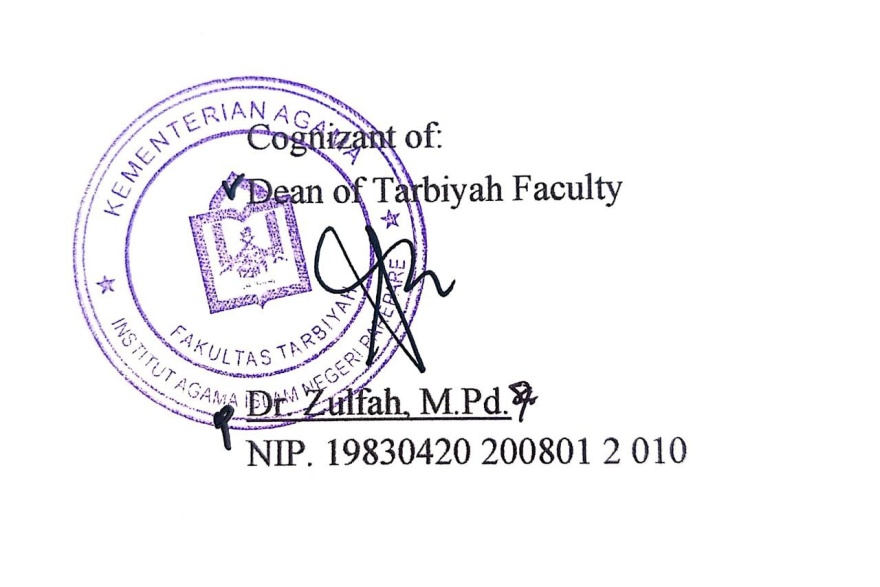
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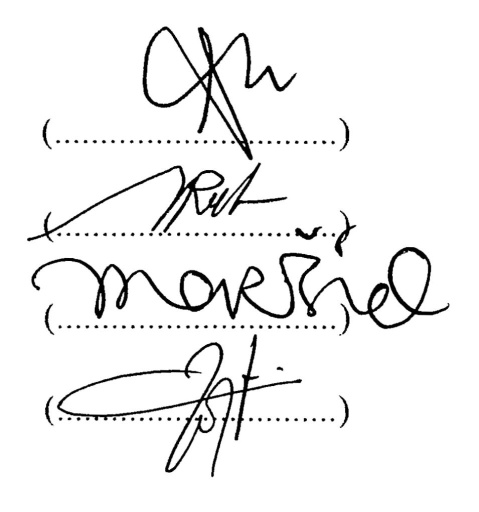
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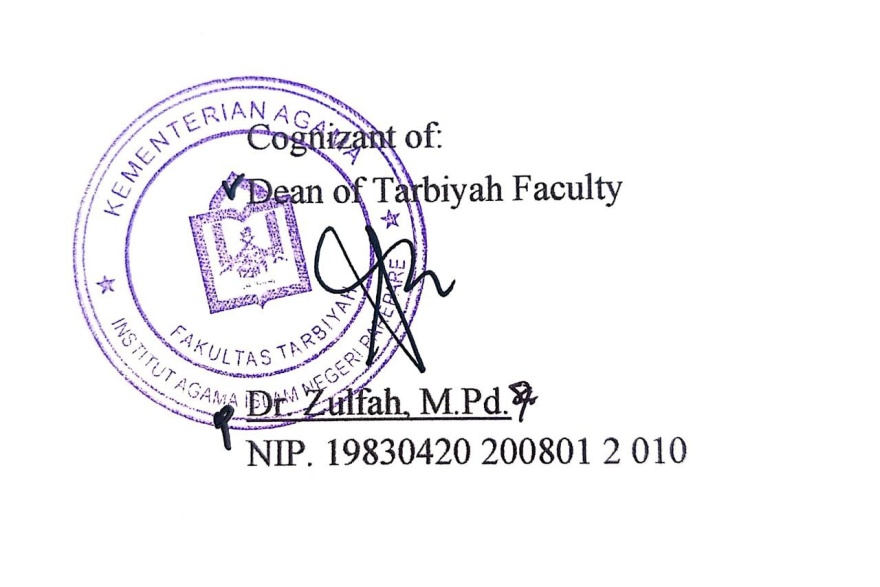
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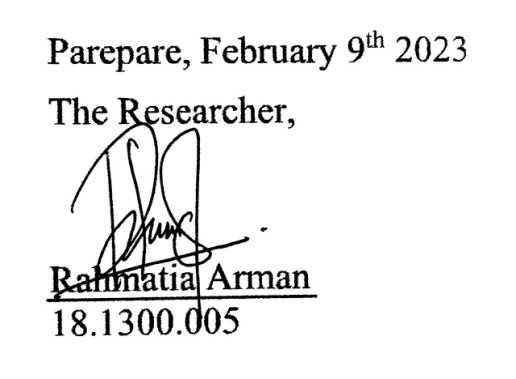
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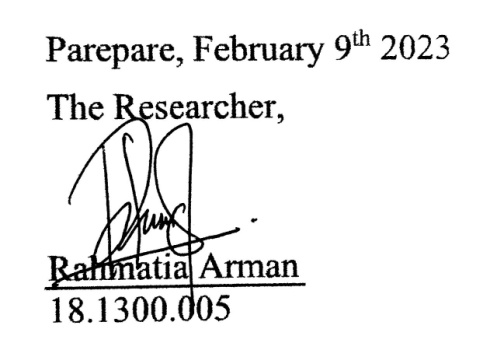
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# ABSTRACT

**Rahmatia Arman**. 2023. *The Effect of Contextual Teaching Material on Students’ Reading Comprehension of The Second Grade of MA DDI Lil-Banat Parepare*. (Supervised by Zulfah and Abd. Rauf Ibrahim).

This study examined the effect of contextual teaching material on students’ reading comprehension at the second grade of MA DDI Lil-Banat Parepare. It can be seen that the reading comprehension of the students was quite low so the researcher tried to use contextual teaching material in the reading class.

This study used quasi-experimental as a research design with one experimental class and one control class. It used a reading test as an instrumentin the form of multiple choices, by giving students 10 numbers of questions related to the topics given. The population of this research was the second grade students of MA DDI Lil-Banat Parepare which consisting of 38 students. The sample of this research were 38 students of MA DDI Lil-Banat Parepare consisting of XI IPA and IPS class by using total sampling technique. There were three steps in collecting the data, namely pre-test, treatment, and post-test. This study used quantitative analysis such as calculating the rate frequency and percentage of pre-test and post-test, the mean score, standard deviation, and t-test value.

Based on the result of findings, it can be concluded that there was a significant difference score between the experimental class using contextual teaching material and the control class using conventional teaching material. It was proven by the average value obtained in the experimental class was higher than the control class (20 > 7,8). The mean score in the pre-test and post-test of experimental class was 47 > 67, meanwhile the mean score in the pre-test and post-test of control class was 42,8 > 50,6. It was also supported by the t-test value which was higher than the t-table value (1.76 > 1.68). The result of the research proved that the use of contextual teaching material was effective to be used in teaching reading. From the statement above, it can be said that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. Therefore, it can be concluded that students’ reading comprehension can be improved by using contextual teaching material.

**Keywords:** *Reading comprehension, Contextual teaching material*

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# CHAPTER I

# INTRODUCTION

## Background

Teaching material is one of the elements that plays an important role in the process of English learning. The success of English learning depends on the effectiveness and efficiency of the teaching materials used. Teaching material is one of the learning tools that contains concepts or materials. According to Pannen and Purwanto, teaching material is material that are systematically arranged and used by teachers and students during the learning process(Pannen & Purwanto, 2001). A similar opinion was also expressed by Majid who stated that teaching material is all types of materials used by teachers or instructors to facilitate teaching and learning activities(Majid, 2011). Moreover, Ruhimat stated that teaching material is basically the contents of the curriculum(Ruhimat, 2011). From the explanation above, it can be concluded that teaching material is all forms of materials that are systematically arranged and designed according to the applicable curriculum to support the learning process.

Teaching material is an element that must be considered by the teacher because it is an alternative that can assist students in achieving learning objectives. In addition, teaching material is considered very important for both students and teachers. As stated by Perwitasari et al. that teachers will struggle to increase the effectiveness of learning and students will struggle to adjust to learning without teaching material, especially if the teacher teaches material that they do not understand at all (Perwitasari et al., 2018). Therefore, the existence of quality teaching material can help students to actively learn independently.

However, the conditions that occur in the field, in English learning, especially in teaching reading, most teachers only use reading material from textbook. Meanwhile, as we know, usually the reading material in the textbook is not contextual or does not relate to the real world situation of students. It was also conveyed by Andi Tenri Ampa et al. that the material used by lecturers was only drawn from textbooks, which occasionally lacked contextual(Ampa et al., 2013).

Based on the result of pre-observation conducted by interviewing English teacher and second grade studentsof MA DDI Lil-Banat Parepare that the difficulties experienced by students in teaching reading were that the majority of students feel lazy, bored, do not even have motivation and interest, and also their minds will float everywherewhen they read the reading material given because the material used is monotonous and not in accordance with their surroundings so that in the end they cannot understand it (Herlina and students, 2022). The same thing was also conveyed by Surbakti et al. in his study that students are still confused in understanding the teaching materials given to them. In addition, students’ learning motivation is also reduced because the textbook’s authors pay less attention to how books are easy to understand and not boring (Surbakti & Tiur Asi Siburian, n.d.). So, it will affect students’ poor reading comprehension.

The teacher's role in the learning process affects the success of learning so that learning objectives can be achieved properly. Therefore, teachers must exercise creativity in developing their own teaching material in addition to using those that the government has already published. In particular, teaching material must be adapted to the needs and characteristics of the students.

In the learning process, teachers should use teaching material that are varied, easy to understand, and close to the students’ learning environment or known as contextual terms. This is in line with what was expressed by Perwitasari et al. that textbooks must present material that is adapted to the conditions and the immediate environment of students in order to provide a meaningful learning experience for students (Perwitasari et al., 2018). By using contextual material as teaching material in the classroom, it can facilitate and improve students' understanding of learning.

The use of contextual teaching material in the teaching and learning process can increase students' motivation and interest in learning so that it will have an impact on improving their learning outcomes. Garin et al. in Flores stressed the importance of using contextual teaching material to help students reach their full learning potential, which is demonstrated by an improvement in their learning outcomes (Flores, 2021). In addition, contextual teaching material aims to facilitate students in teaching reading because when reading the text material students no longer need to imagine and guess at the contents of the reading because the material provided is related to real situations experienced by students. Therefore, contextual teaching material is considered as an effective teaching material used in teaching reading.

Based on the background above, the researcher is interested in conducting research with the title: "The effect of contextual teaching material on students' reading comprehension of the second grade of MA DDI Lil-Banat Parepare".

## Research Question

Considering the background above, the researcher formulates the research question as follows: “Is contextual teaching material effective to improve the students’ reading comprehension at the second grade of MA DDI Lil-Banat Parepare?”.

## Objective of the Research

The objective of this research is to examine the effect of contextual teaching material on students’ reading comprehension of the second grade of MA DDI Lil-Banat Parepare.

## Significance of the Research

This research is expected to give contribute both theoritical and practical aspects as follows:

1. **Theoritical Significance**

It is expected to give information and knowledge in English learning especially in teaching reading for Senior High School.

1. **Practical Significance**
2. For the students, the result of this research is expected to help them to understand reading text easier so they can learn English very well.
3. For the teachers, the result of this research is expected to encourage them to make their teaching and learning process more effective by using contextual teaching material in teaching reading and as a consideration in choosing teaching material.
4. For other researchers, it is expected that this research will be beneficial for other researchers as a reference and increasing knowledge about contextual teaching material.

# CHAPTER II

# REVIEW OF LITERATURE

In this chapter, the researcher intends to present previous related findings, some pertinent ideas, conceptual framework, and hypothesis.

## Previous Related Findings

The first previous study was conducted to develop the effectiveness of contextual material for teaching English at Madrasah Aliyah. The ADDIE model was applied as the design in this development research study. Two books—one for teacher and the other for student—with the heading “English for Us” made up as its final result. The participants in this study were all students of grade X. 87 people who were chosen as samples in this study were selected by using the purposive technique. Data was collected through interviews, questionnaires, and surveys. Both qualitative and quantitative techniques were used for the data analysis. The student's book had an average score of 84,63 whereas the teacher's book had a practicality score of 82,54. Pre-test effectiveness of a product was 68,00, while post-test effectiveness was 75,44. Therefore, it can be said that the contextual material for teaching English at Madrasah Aliyah was effective (Mukhaiyar et al., 2018).

The second previous study was conducted to develop teaching materials on English speaking skill that are suitable for primary English teachers candidates’ demands at the Teacher Training and Education Faculty of Muhammadiyah University of Tangerang. Research and development study, also known as R and D cycle, was employed in this study. Observation, interviews, questionnaires, and product tests employed as the instrument. The findings of this study showed candidates for primary English teachers were given 12 chapters of speaking teaching material based on a contextual approach. The speaking training materials were found to be effective, according to the effectiveness test results (Puspita & Rosnaningsih, 2020).

The third previous study was conducted to develop the contextual learning materials for speaking subject. Three aspects—psychological, pedagogical, and methodological—were used to evaluate the validity of the contextual learning materials developed. In this study,  a questionnaire was used to collect data from the experts and then examined it both a quantitatively and qualitatively. In accordance with the findings, contextual learning materials that matched the criteria for psychological, pedagogical, and methodological aspects were highly valid (93,28%).As a result, the stages of the instructional design were appropriate for creating the contextual learning materials for English speaking skills (Ampa et al., 2013).

The fourth previous study was conducted to solve speaking problems of students in an EFL class using contextual internet-based instructional materials. This study used Classroom Action Research design in an English Education Department speaking class at a University in Indonesia. There were two cycles of this study. Each cycle included planning, implementation, observation and reflection. The success criterion required that 80% of the students achieve a speaking score of 75. Less than 80% of students met the requirement according to cycle 1 data, so cycle 2's modified plan was put into action. Cycle 2 was ended since the results showed that more than 80% of the students received score of 75 or higher. The stages for implementing teaching integrated reading and speaking in EFL teaching and learning (TIRS) were proposed, and the design and development of the instructional materials were also examined (Manurung, 2015).

The fifth previous study was conducted to examine the effect of contextual visual aids on Iranian high school students' reading comprehension. A quasi-experimental study with 96 female intermediate-level EFL students as participants was created. A homogenety test was used to select these participants from among 140 students. The chosen participants were divided into four groups: one control group, three experimental groups (pre-thematic, thematic, and post-thematic). The participants performed the pre-test, treatment, and post-test process. Three tests were used to get the data: a PET test, a pre-test, and a post-test of reading comprehension. The results showed that contextual visual aids had a statistically significant effect on the reading comprehension of Iranian high school students. The results of the study also showed that pre-thematic visual aids had the highest effect on high school students' reading comprehension among contextual visual aids.This was followed by thematic visual aids which had a modarate effect on this procces.The post-thematic visual aids, however, have a slightly significant effect on high school students' reading comprehension(Majidi & Aydinlu, 2016).

Then, the research that the researcher did was different from the five previous studies above. The difference between this study and the five previous studies above lies in the type of research used. In this study, the researcher used a quasi-experimental design, while the research conducted by Mukhaiyar et al., Puspita and Asih, Ampa et al. used Research and Development study and the research design conducted by Manurung is a classroom action research (CAR) design. Besides that, the other difference is that the research conducted by Mukhaiyar et al. focused on developing English teaching materials, Puspita and Asih, and Ampa et al. focused on developing teaching materials for teaching speaking skills, Manurung focused on using reading contextual internet-based instructional materials to improve speaking skill, and Majidi and Aydinlu focused on the effect of contextual visual aids on students’ reading comprehension. Meanwhile, this research focused on the effect of contextual teaching materials on students’ reading comprehension.

## Some Pertinent Ideas

### Concept of Contextual Teaching Material

1. **Contextual Teaching and Learning**

The word contextual comes from English, it means“relating to the context” or “in context”. Context here means circumstances, situations and events. In general, the word contextual has the following meanings:

1. relating to, relevant, there is a direct relationship or connection, according to the context; and
2. bring meaning, meaning and importance (meaningful) (Ningrum, 2009).

Contextual in learning or better known as *Contextual Teaching and Learning* is a learning concept that enables teachers to relate the content of the subject matter being taught to the students' real world situations(Mudlofir & Rusydiyah, 2016). In other words, students might be encouraged by CTL to connect their information to how it can be used in their daily life. Thus, it is anticipated that students will find learning results to be more meaningful.

1. **Teaching Material**

The use of instructional material is one of the elements that can impact how well a lesson is taught and how well a student learns. Due to their ability to aid both teachers and students in learning new languages, teaching materials are crucial to the teaching and learning process. All types of materials created with the intention of facilitating learning are referred to as teaching materials.

Amri in Utami et al. stated that teaching material both in written and unwritten form is all materialsused in classrooms by teachers to conduct teaching and learning process. Majid further explained that there are two definitions of teaching material: 1) Teaching materials include all knowledge, resources, and texts that instructors or teachers require to organize lessons. 2) teaching material is all written and unwritten material used by teachers or instructors to carry out teaching and learning activities in class(Utami et al., 2018).

According to Prastowo in Mukhaiyar et al. teaching material is any information, tools, or texts that are organized systematically, showcasing all types of competency that students can master, and used to aid in the learning process with the intention of organizing and conducting exams(Mukhaiyar et al., 2018). From some of those explanations, it can be concluded that teaching material includes any written or unwritten information, tools, or texts that are organized systematically to aid teachers in the classroom learning process.

The following are some assumptions made by Gagne, Briggs, and Wager in Santosa et al. regarding the significance of teaching material in particular and learning planning in general:

1. supporting students individually
2. providing space for short-term and long-term learning
3. designing teaching materials in a systematic way that has a significant impact on the individual human resource development
4. streamlining the management of the teaching-learning process with a systematic approach, and
5. streamlining the learning process because they are created based on the understanding of how people learn (Santosa et al., 2014).

Ornstein and Hunkins stated that selecting and employing teaching materials is essentially the same as selecting the learning methods and media to be employed(Onrstein & Hunkins, 2009). Learning activity will not result in anything if there are no teaching materials. There aren't any best or worst teaching resources; everything depends on how well the approaches are suited to the students' needs.Akker in Mukhaiyar et al. stated that an effective teaching materials must be in accordance with the characteristics, settings, and needs of students(Mukhaiyar et al., 2018). This is in line with what was conveyed by Diaz-Rico which stated that the selection of English teaching material must be in accordance with the learning objectives(Diaz-Rico, 2008). In addition, a good teaching material is good if it has three criteria which are valid, practical, and effective.

According to the Educational Technology Development Agency in Mukhaiyar et al. teaching materials serve as a) guidelines for teachers, who will lead all of their activities in the teaching and learning process, as well as a substance of competences that must be taught, b) guidelines for students, who will direct all of their activities in the teaching and learning process, as well as c) a tool for measuring the accomplishment of learning outcomes(Mukhaiyar et al., 2018).

1. **Contextual Teaching Material**

According toAmpa et al., contextual teaching material is materials that allow students to process new information or knowledge according to their own frames of reference(Ampa et al., 2013).From that explanation, it can be concluded that contextual teaching material is materials that enable students to understand something that has just been obtained in the context of their own personal experiences.

Monteiro and Pereira in their study stated that the use of contextualized instructional materials made it easier and more motivating for students to acquire new content by connecting it to their daily lives. This is to aid in the learning process, particularly so that students may master and sharpen their creative writing abilities when producing stories for children. This instructional material not only supports students but also helps teachers in deepening their understanding of children's story writing abilities(Monteiro & Pereira, 2022).Additionally, it is claimed in their study that using instructional material to create stories based on contextual children is more effective in enhancing students' learning outcomes and creativity in children's story writing abilities. Based on that explanation, it can be concluded that using contextual teaching material can help students learn more effectively by motivating them so that their learning outcomes increase. In addition, contextual teaching material is also useful for teachers because they can expand their knowledge about teaching material.

The purpose of instructional materials is to inspire and unleash the full potential of the students. For students to be successful in their studies, good teaching materials must enable and provide enough room for them to practice using the language as well as materials that are contextual or relevant to their circumstances, such as their environment, experiences, or past knowledge(Santosa et al., 2014). It is believed that there are more chances for learning to be transferred when students are taught in a context that corresponds to the immediate circumstance in which they will use the material.

The reading material given must be carefully arranged in order to facilitate students’ comprehension. Additionally, the provided reading materials must be costumized to the needs and the interest of the students. Therefore, the teaching material used in this study will be contextual teaching material. Contextual material is used since it is believed that they are considered to increase students’ motivation and interest in reading. This occurs because reading materials that are suited for the students’ learning environment are included in contextual teaching material. As a result, it is believed that contextual teaching materials are considered to be able to facilitate and improve students' reading comprehension. Students can understand the reading material since it is relatable to them, so it can prevents their minds from wandering while they read it.

1. **Contextual Teaching Material In Teaching Reading Comprehension**

Contextual material in teaching reading is a type of text used in the learning process where the content of the text is something that is close to or in accordance with students. So, the selection of the text is adjusted to the conditions and learning environment of students. For example, there are two types of text given to students, namely "The history of United States" and "The effect of TikTok". From the two types of texts, the most relates to students is the second reading because they feel, use, and even know very well what TikTok is. So, when students read it their minds will not float and they don't even need to imagine and guess at the contents of the reading. The example of contextual material is as follows:

**TONRANGENG RIVER SIDE**

*Tonrangeng River Side is one of the most famous places in Parepare. It is a flyover that connects the Sumpang Bridge with the Type B+ Hospital which is decorated with sparkling colorful lights at night. Located in Lumpue, West Bacukiki, Parepare City.*

*This flyover was built over the Karajae River with a width of 6 meters and a length of 125 meters. Both sides of the road are provided with sidewalks each approximately 1.5 meters wide as access for pedestrians. Meanwhile, in the middle of it, which is about 12 meters wide, a garden is made to make it look prettier. Along the flyover is decorated with colorful lights that will look very beautiful at night in green, white and orange.*

*In the southern side of Torangeng River Side, there is a green open space filled with lots of shady trees so it feels cool and fresh. While in the northern side there is a traditional culinary tour with a floating restaurant. There are also marine tours that take visitors to see the beauty of the Karajae River by using the boats provided.*

### Concept of Reading Comprehension

1. **Definition of Reading**

Reading is one of the most important academic language skills in English besides other skills. It is an aspect of language skills that is crucial to everyone’s daily existence. People will gain enjoyment, more knowledge, and variety of information by reading.

Daiek stated that reading is an active process that depends on the author's ability to convey meaning via the use of words and the reader's ability to infer meaning from those words(Daiek, 2004). The readers must continually make connections between the information they already know and the writer’s words in order to read effectively.

According to Tarigan in Kholiq and Luthfiyati, reading is a method used by readers to comprehend the writer's message as it is expressed in words or other written language(Kholiq & Luthfiyati, 2018).A difficult process that allows the meaning of each word to be understood and the set of words to be quickly understood. If it isn't met, the reader won't be able to notice or understand the explicit and implicit signals, and the reading process won't be carried out successfully.Simply, reading can be considered a method of verbal communication between the author and the reader.

Reading was defined by Aebersold and Field in Rahayu as an activity in which individuals examine written symbols in a text and give them meaning. In addition, Nunan also said reading is the process of deciphering written symbols, starting with a smaller unit (individual letters) and working up to a bigger one (words, clauses, and sentences)(Rahayu, 2015).

From several explanations above, it can be concluded that reading is an activity carried out by the reader to get the message conveyed by the writer through written symbols in a text, starting from smaller unit to larger one.

1. **Purpose of Reading**

People read things for various purposes. The reader's interpretation of what they have read is usually its main goal. Reading seeks to make connections between what the reader already knows and the concepts in the text. To link the ideas, readers must be knowledgeable about the material they are reading.Besides, finding out what the writer’s intended message in a text is also one of the readers’ most important tasks.

Anderson in Dalman stated that there are seven purposes of reading, they are:

1. *Reading for specifics and facts:* reading to learn what the story's protagonist does.
2. *Reading for primary ideas:* reading to understand the issue.
3. *Reading for organization and sequence:* reading to understand each section of the story.
4. *Reading for inference:* reading to understand what the author intended by their story.
5. *Reading for categorization:* reading to discover peculiar things.
6. *Reading for evaluation:* reading to determine the significance of the narrative.
7. *Reading for comparison or contrast:* reading to contrast the reader's way of life with the way the story is written(Dalman, 2013).

While, according to Grabe and Stoller, the purposes of reading consist of:

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from text
4. Reading to integrate information
5. Reading to write
6. Reading to critique texts
7. Reading for general comprehension(Grabe & Stoller, 2002).

Based on the description above, in essence understanding a text and gaining new knowledge are the goal of reading. Every reader has a different reason for reading, depending on their needs, but the goal is the same, which is to comprehend what is being read. In addition, the aim of the reader influences how he reads a paragraph and which comprehension skills he employs. In other words, it is unavoidable to say that the reader's motivation will affect how he reads a text.

1. **Types of Reading**

Generally, reading is divided into two categories, they are reading aloud for mechanical skills and silent readingfor comprehension skills(Alfin & Wahyuni, 2008).

1. Reading Aloud

Reading aloud is a reading exercise where sound symbols are voiced. In particular, suprasegmental aspects like tone, intonation, stress, pronunciation, stopping, and so on, are important to master when reading aloud.

1. Silent Reading

Silent reading is a reading activity in which sound symbols are read without voice. Students have the chance to fully comprehend the texts they read through this kind of reading.Therefore, the most appropriate to use for comprehension skills is silent reading. Then, type of silent reading include:(Riski, 2019).

1. Extensive Reading

When reading extensively, a variety of reading materials are used, and the reading activity is done quickly and in a large amount of volume. Three types of extensive reading exist: survey reading, skimming, and shallow reading.

1. Intensive Reading

Reading that is done carefully and thoroughly with the intention of fully comprehending is referred to as intensive reading. Only one or a few options from already-existing materials are used as reading material. This kind of reading is an attempt to develop and improve critical reading abilities. Intensive reading is divided into two: 1) reading the content review, which entails careful reading, reading comprehension, critical reading, and reading ideas. 2) reading language studies includes reading language and reading literature.

Then, the type of reading that will be discussed in this study is reading comprehension.The researcher will examine students' reading comprehension, which aims to understand the content of the texts they read. Students are expected to be able to answer questions posed by the teacher related to the reading.

In addition, there are some reading strategies that will be used by the researcher. The reading strategy to be used are previewing (activating prior knowledge), predicting, identifying the main idea, and question guide.

1. **Definition of Reading Comprehension**

The majority of students simply read and move on without understanding the main idea of the text they have read. Students who can apply reading comprehension, on the other hand, tend to be more advanced and develop into intelligent students of their class because they can gain knowledge, understanding, and a lot of information from reading. Understanding everything they read will help them develop more critical thinking skills and broaden their knowledge(Damanik & Herman, 2021).

Reading is an activity that aims to understand the content of reading text through word-by-word or sentence-by-sentence recognition activities. Reading also can be said as a process of finding information contained in the reading text in order to gain a comprehension of the text. Satriani stated that understanding what we read and relating the concepts to what we already know are also parts of comprehension, which goes beyond just word recognition and understanding. Comprehension requires an active thought. It means that to comprehend a text, one must understand its words, relate them to its core idea, and retain its context(Satriani, 2018).

Grabe and Stoller stated that reading comprehension is the ability of someone to comprehend or to derive information from a text(Grabe & Stoller, 2002). Vaughn cited in Satriani define reading comprehension as the ability to understand a text after reading it. Furthermore, Woolley stated that reading comprehension is interpreting text to derive meaning. Instead of trying to deduce the meaning of individual words or sentences, the objective is to comprehend what is being described in the text as a whole(Satriani, 2018).

From several explanations above, it can be concluded that reading comprehension is one’s ability to gain a comprehension of what is read. In addition, the ability for drawing inferences is one of the characteristics and skills that affect a person's ability to comprehend the text.

1. **Levels of Reading Comprehension**
2. Literal Comprehension

Literal comprehension is the ability to comprehend information that is clearly expressed in a text. Literal comprehension is oriented on the understanding level which the answers (words or phrases) are written in the text. This level is the lowest level of comprehension.

1. Interpretative or Inferential Comprehension

Inferential comprehension is the ability to comprehend information expressed indirectly in a text. Inferential comprehension is oriented to the answers that are not explicitly stated in the text.

1. Critical Comprehension

Critical comprehension is the ability to evaluate text material. This level is defined as the ability to read comprehension at the comparison level. Critical comprehension is oriented on correct or incorrect answers when two things are being compared, the use of words or phrases, and the quality of words used in reading.

1. Creative Comprehension

Creative comprehension is the ability to convey, in accordance with one's own and others' standards, aesthetic and emotional reactions to texts. The ability to read while putting one's creativity to the test is known as the level of creative comprehension. Creative comprehension is oriented towards answers to complete words, phrases, clauses, sentences, or further topics from the text read(Kholiq & Luthfiyati, 2018).

1. **Indicator of Reading Comprehension**

One of the key components of reading activities is comprehension because, in essence, reading skills can be improved by comprehending a text and for the achievement of specific objectives. Thus, the capacity to comprehend written material serves as the definition of reading comprehension.

Therefore, students are expected not only to read but also to be able to understand the reading. Students can understand a reading if they can get information, messages and meanings contained in a reading. In addition, they can retell the essence of the reading and provide feedback about the contents of the reading.

Generally, indicators in reading comprehension skill consist of the ability to capture the content of the reading, the ability to summarize the reading, the ability to answer questions based on the content of the reading, and the ability to retell the content of the reading.

In line with that, Somadayo in Sari et al. explained that a person can be said to understand reading well if he possesses the following abilities: 1) the ability to understand the words and expressions used by the writer; 2) the ability to understand both explicit and implied meanings; and 3) the ability to draw conclusions(Sari et al., 2018).

Meanwhile, Alan Davies and Widdowson in Lestari stated that indicators of reading comprehension ability consist of: 1) direct references, which is detailed in the ability to understand meanings, words, terms, expressions; the ability to capture information in sentences, and the ability to explain terms; 2) inferences, which is detailed in the ability to find the nature of the relationship of an idea and the ability to capture the contents of the reading, both implied and expressed; 3) conjecture, which is detailed in the ability to guess the message contained in the reading and the ability to relate the text to the communication situation; 4) assessment, which is detailed in the ability to assess the text, the ability to assess the accuracy of reading organization, and the ability to assess the accuracy of information disclosure(Lestari, 2019).

## Conceptual Framework

Teaching Reading

Conventional Teaching Material

Contextual Teaching Material

Students’ Reading

Comprehension

Each student has a different level of reading comprehension. In this study, the researcher will examine the use of contextual teaching material to improve students’ reading comprehension. The researcher will use contextual teaching material in the experimental class in teaching and learning process and the control class will be given teaching material from textbook as usual.

Reading comprehension can be improved through contextual teaching material by providing appropriate reading material for students. In this case, students will be given a contextual reading material and they are asked to read it carefully and thoroughly. After that, they are then asked to answer the questions that have been provided to measure the extent to which students’ understanding of the text.

## Hypothesis

To give a clear direction to a conclusion to be drawn, it is necessary to formulate a research hypothesis. Based on the conceptual framework above, the hypothesis is formulated as follows:

* + 1. Null Hypothesis (Ho)

There is no significant difference between score of control class and experimental class.

* + 1. Alternatif Hypothesis (Ha)

There is a significant difference between score of control class and experimental class.

# CHAPTER III

# METHODOLOGY OF THE RESEARCH

## Research Design

In this study, the researcher used quantitative experimental design as a research design. The form of research used is quasi-experimental design by using pre-test and post-test design, and used two classes namely experimental and control class. The design is presented as follows:

*Table 3.1 Research design*

|  |  |  |  |
| --- | --- | --- | --- |
| **Group/Class** | **Pre-test** | **Treatment** | **Post-test** |
| E | T1 | X | T2 |
| C | T1 |  | T2 |

Where:

E : Experiment Group/Class

C : Control Group/Class

T1 : Pre-Test

X : Treatment

T2 : Post-Test

## Location and Duration

This research was conducted at MA DDI Lil-Banat Parepare, which is located on Jl. Abu Bakar Lambogo No.53 Kel. Ujung Lare, Kec. Soreang, Kota Parepare. It is located in the DDI Lil-Banat Parepare boarding school complex. The headmaster of this school named Herfina, S.Pd.I. There are 36 teachers in this school, 12 of them are civil servants and the others are not civil servants. This research was conducted in the second or eleventh grade. The second grade English teacher at this school named St. Mashita, S.Pd.I. Then, the research activity was carried out in approximately 1 month.

## Population dan Sample

1. **Population**

The population of this study was the entiresecond grade students of MA DDI Lil-Banat Parepare. There were two classes in the second grade that was consist of 38 students. So, the number of population in this study was38students.

1. **Sample**

In this study, the researcher used total sampling technique because there are only two classes in the second grade of MA DDI Lil-Banat Parepare namely XI IPA with 18 students and XI IPS with 20 students, so the samples of this study consisted of 38 students. One of those samples asexperimental class and the other as control class.

## Procedure of Collecting Data

1. **Pre-test**

The first step that the researcher did before doing treatment wasprovided a pre-test with the aim of knowing the level of reading comprehension of students. The form of the test that was given is in the form of an individual reading test, by answering questions related to the reading text.

1. **Treatment**

After the pre-test was done, the researcher provided treatment using contextual teaching material to improve students' reading comprehension in experimental class and conventional teaching material in control class.

1. The first meeting
2. The researcher greeted the students and pray together.
3. The researcher checked the students’ attendance and continues by warming up.
4. The researcher gave motivation regarding the benefits of learning English before delivering the material.
5. The researcher provided material about descriptive text and asked students to identify it together. Then, students were given the opportunity to ask questions if something is not understood.
6. The researcher distributed papers containing contextual descriptive text about “Tonrangeng River Side” and did a *brainstorming* by activiting students’ *prior knowledge*by asking what they already know about the topic.
7. The researcher gave students a few minutes to read and understand the text.Then, the researcher asked the students to answer the questions related to the reading text.
8. The last step, the researcher and students checked the correct answers together and conclude the learning.
9. The second meeting
10. The researcher greeted the students and pray together.
11. The researcher checked the students’ attendance and continues by warming up.
12. The researcher gave motivation regarding the benefits of learning English before delivering the material.
13. The researcher provided material about descriptive text and asked students to identify it together. Then, students were given the opportunity to ask questions if something is not understood.
14. The researcher distributed papers containing contextual descriptive text about “Cempae Pavilion” and did a *brainstorming* by activiting students’ *prior knowledge*by asking what they already know about the topic.
15. The researcher gave students a few minutes to read and understand the text.Then, the researcher asked the students to answer the questions related to the reading text.
16. The last step, the researcher and students checked the correct answers together and conclude the learning.
17. The third meeting
18. The researcher greeted the students and pray together.
19. The researcher checked the students’ attendance and continues by warming up.
20. The researcher gave motivation regarding the benefits of learning English before delivering the material.
21. The researcher provided material about descriptive text and asked students to identify it together. Then, students were given the opportunity to ask questions if something is not understood.
22. The researcher distributed papers containing contextual descriptive text about “Lumpue Beach” and did a *brainstorming* by activiting students’ *prior knowledge*by asking what they already know about the topic.
23. The researcher gave students a few minutes to read and understand the text.Then, the researcher asked the students to answer the questions related to the reading text.
24. The last step, the researcher and students checked the correct answers together and conclude the learning.
25. The fourth meeting
26. The researcher greeted the students and pray together.
27. The researcher checked the students’ attendance and continues by warming up.
28. The researcher gave motivation regarding the benefits of learning English before delivering the material.
29. The researcher provided material about descriptive text and asked students to identify it together. Then, students were given the opportunity to ask questions if something is not understood.
30. The researcher distributed papers containing contextual descriptive text about “Paputo Beach” and did a *brainstorming* by activiting students’ *prior knowledge*by asking what they already know about the topic.
31. The researcher gave students a few minutes to read and understand the text.Then, the researcher asked the students to answer the questions related to the reading text.
32. The last step, the researcher and students checked the correct answers together and conclude the learning.
33. **Post-test**

After the treatment was done, the researcher provided a post-test to measure the level of reading comprehension of students after the treatment is applied. The form of the test given was the same as the test before treatment was given. It aimed to find out whether contextual teaching material was really effective to use in English learning, especially reading comprehension.

## Variable Operational Definition

* The researcher used material that are appropriate to the students’ circumstances or called contextual teaching material.
* The type of reading that was discussed in this study is reading comprehension which is part of intensive reading. Level of reading comprehension that was studied is literal and interpretative comprehension.

## Research Instrument

Instrument is something used to collect data. In this study, the researcher useda reading test as the instrument to collect data. The reading test consisted of 10 items of multiple choice that was applied in pre-test and post-test to measure the students’ reading comprehension.

## Technique of Data Analysis

* 1. Manually Analysis

The data that has been obtained from pre-test and post-test was then analyzed using the following procedures:

* + 1. Scoring the students’ answer:(Wardani & Wihardit, 2008)

Score = x 100

1. Classifying the score of the students’ into five levels as follows:(Arikunto, 2005).

*Table 3.2The criteria of the students score classification*

|  |  |  |
| --- | --- | --- |
| **No.** | **Classification** | **Score** |
| 1 | Excellent | 86 - 100 |
| 2 | Good | 71 - 85 |
| 3 | Fair | 56 - 70 |
| 4 | Poor | 41 - 55 |
| 5 | Very Poor | ≤ 40 |

1. Calculating the rate percentage of the students’ score:

P = x 100%

Where: P = percentage

F = frequency

N = total number of the sample.(Gay, 1981)

1. Calculating the mean score of the students:

=

Where: = mean score

= the sum of all score

N = total number of students.(Gay, 1981)

1. Calculate standard deviation uses the following formula:

*SD* =

Where:

*SS*=

Where: *SD* = standard deviation

*SS* = sum of square

= the sum of score

= the square of the sum of score

N = total number of students.

1. Find out the significant difference between the pre-test and post-test scores using the formula below:

*t – test*=

Where: *t - test* = test of significance

= mean score of experimental group

= mean score of control group

SS1 = the sum of square of experimental group

SS2 = the sum of square of control group

n1 = total number of students of experimental group

n2 = total number of students of control group(Gay, 1981).

After the *t-test* value is obtained, then determined the degrees of freedom (df) by adding total number of students of both groups and then subtracting 2. Then, the result of dfare compared with the t-table. A study is said to be successful if the result of the t-test exceed the result of the comparison between dfand t-table.

* 1. SPSS Analysis
     1. Normality Test

This test is done to find out whether the data obtained from the sample has a normal distribution or not. In this study, the normality test will be carried out by using the Liliefors test. After getting 𝐿0, it will be compared to𝐿t (0,05), the characteristic of Liliefors test is:

* If *L*0<*L*t = data is normally distributed
* If *L*0>*L*t = data is not normally distributed
  + 1. Homogeneity Test

This test is performed to determine whether the sample is homogeneous or not. Homogeneity test that will be conducted in this study is the Levene test. After getting the 𝐹0, it will be compared to 𝐹t(0,05), the characteristic of Levene test is:

* If *F*0<*F*t = data is homogeneous
* If *F*0>*F*t = data is heterogeneous
  + 1. T-test

This test id conducted to find out whether there is a significant difference between students’reading comprehension in the experimental class and students' reading comprehension in the control class. The characteristics is:

* If *t-test* <*t-table*  = H0 accepted
* If *t-test* >*t-table*  = H1 accepted

# CHAPTER IV

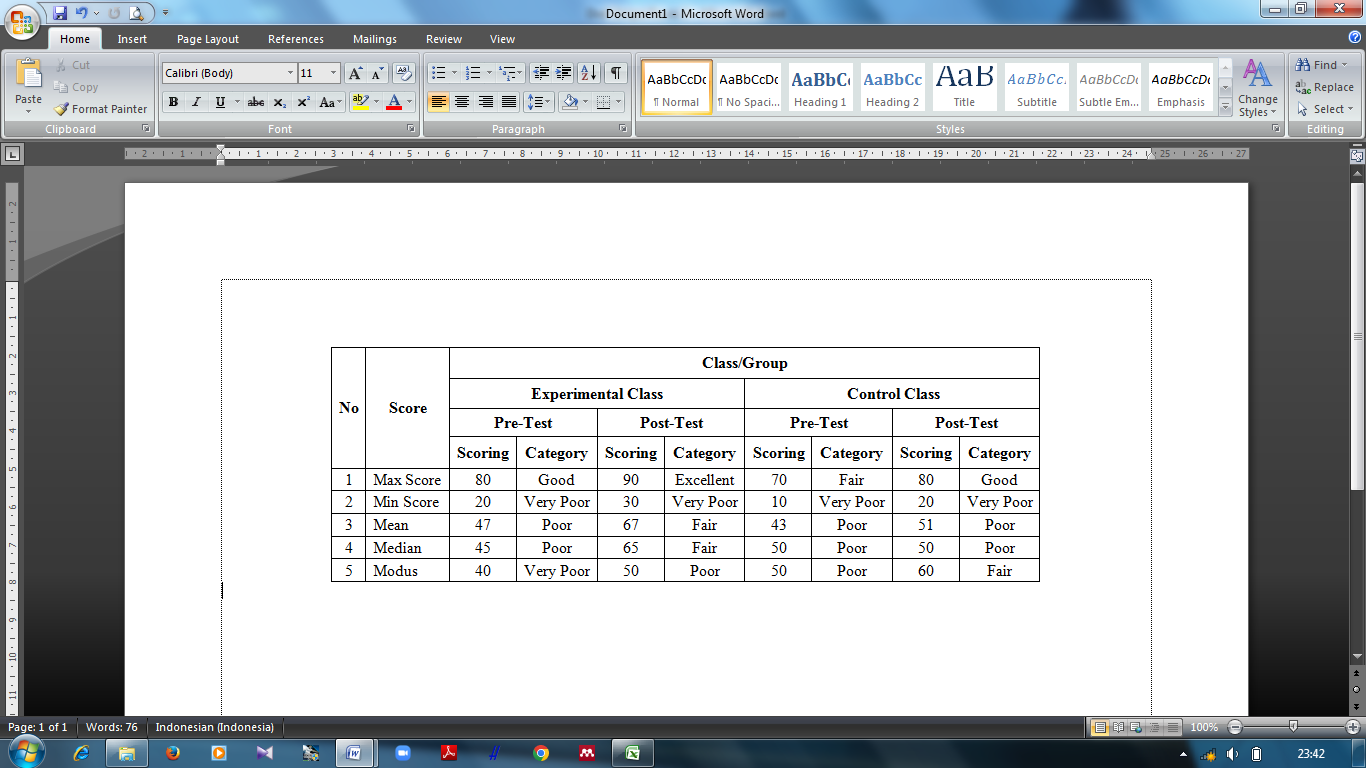
# FINDING AND DISCUSSION

This chapter discussed about how to analyze the data, find and discuss the results of data analysis which included descriptions and results of data processing obtained through research. In addition, there is a proces of testing the hypothesis including an explanation of the improvement in students’ reading comprehension after applying the *contextual teaching material*.

## Research Finding

In this section, the researcher collected data from the results of teaching reading comprehension in two classes using test instruments in the pre-test and post-test. The data obtained from the instrument described as follows.

* + 1. Students’ Score

*Table 4.1 Scoring reading comprehension of experimental and control class*

In the scoring table above, it can be explained in the experimental class there were results from the students’ pre-test and post-test. In the pre-test score, students got a maximum score of 80 in the good category, a minimum score of 20 in the very poor category, the mean score of 47 in the poor category, the median score of 45 in the poor category and the mode score of 40 in the very poor category. Furthermore, in the post-test score, students got a maximum score of 90 in the excellent category, a minimum score of 30 in the very poor category, the mean score of 67 in the fair category, the median score of 65 in the fair category and the mode score of 50 in the poor category.

In the control class, it can be explained that the pre-test results of students with a maximum score of 70 in the fair category, a minimum score of 10 in the very poor category, the mean score of 43 in the poor category, the median score of 50 in the poor category, and the mode score of 50 in the poor category. Meanwhile, in the post-test post-test score, there were a maximum score of 80 in the good category, a minimum score of 20 in the very poor category, the mean score of 51 in the poor category, the median score of 50 in the poor category, and the mode score of 60 in the fair category.

* + 1. Scoring Classification

*Table 4.2Classification of students’ scores in the pre-test and post-test*

*of experimental class and control class*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Classification** | **Score** | **Class/Group** | | | | | | | |
| **Experimental Class** | | | | **Control Class** | | | |
| **Pre-test** | | **Post-test** | | **Pre-test** | | **Post-test** | |
| **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** |
| 1 | Excellent | 86 - 100 | - | - | 5 | 25 | - | - | - | - |
| 2 | Good | 71 - 85 | 1 | 5 | 3 | 15 | - | - | 2 | 11,1 |
| 3 | Fair | 56 - 70 | 5 | 25 | 5 | 25 | 3 | 16,7 | 6 | 33,3 |
| 4 | Poor | 41 - 55 | 4 | 20 | 6 | 30 | 8 | 44,4 | 3 | 16,7 |
| 5 | Very Poor | ≤ 40 | 10 | 50 | 1 | 5 | 7 | 38,9 | 7 | 38,9 |
| **Total** | | | **20** | **100** | **20** | **100** | **18** | **100** | **18** | **100** |

In the table of experimental class above, it can be seen that the pre-test data showed that some of students got a very poor category with a frequency of 10 (50%) out of 20 students which has difficulty in comprehending the content of a text. Moreover, there were 4 (20%) students who got a poor category, 5 (25%) students who got a fair category, and there was only 1 (5%) student who got a good category. That way, it can be said that before the treatment was given, the students’ reading comprehension was still very low so that most of them were included in the very poor and poor categories. Therefore, the researcher provided treatment by applying contextual teaching material to improve students’ reading comprehension in class.

In the post-test section, the researcher has given treatment by applying contextual teaching material and it was proven that this material can improve students’ reading comprehension, of which there were 5 (25%) students who got an excellent category, 3 (15%) students who got a good category, 5 (25%) students who got a fair category, 6 (30%) students who got a poor category, and 1 (5%) student who got a very poor category. From the data obtained in the post-test, it can be seen that the previous classification of very poor category reduced from 10 (50%) to 1 (5%), meanwhile the previous classification of good category increased from 1 (5%) to 3 (15%), and the classification of excellent category increased to 5 (25%) whereas in the previous pre-test there were no students got an excellent category. Therefore, the use of contextual teaching material can be said to be good used in teaching reading in class.

Meanwhile, the pre-test data of control class showed that most students got poor category with a frequency of 8 (44.4%) and 7 (38.9%) students got very poor category out of 18 students in control class. Besides, there were only 3 (16.7%) students who got fair category. Thus, the reading comprehension of students in this class can be said to be very lowbecause more than 80% of the 18 students got the poor and very poor categories.

In the post-test section, the data showed that students’ score had an increase after being given treatment. It was proven by that there were 2 (11.1%) students got good category, whereas in the previous pre-test none of students got good category. Then, previously there were 3 (16.7%) students who got fair category, increased to 6 (33.3%). Besides that, the poor category which previously reached 44.4% now decreased to 16.7%, and the very poor category still got the same score that was 38.9%. Therefore, it can be said that in improving students’ reading comprehension using conventional teaching material proved to be quite good for use in reading classes.

* + 1. Total Score in Experimental and Control Class

*Table 4.3Total pre-test and post-test scores of students in the experimental class and control class*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Experimental Class** | | | | **Control Class** | | | |
| **Pre-test** | **Post-test** | **X** | **X2** | **Pre-test** | **Post-test** | **X** | **X2** |
|
| ∑ | 940 | 1340 | 400 | 17.000 | 770 | 910 | 140 | 7.800 |
| **Mean Score** | | | **20** | **Mean Score** | |  | **7,8** |  |

= ==20

= ==7,8

The table above expalined that, in the experimental class there were total scores from the students’ pre-test and post-test results. The students’ pre-test results in the experimental class was 940 and the students’ post-test scores was 1340 with an X score of 400 and an X2 score of 17000. The result of the mean score of students was 20 in the experimental class.

In the control class there were total scores from the results of the pre-test and post-test of students in the class. The results of the students’ pre-test was 770, the students’ post-test scores was 910, the X score was 140 and the X2 score was 7800. The result of the mean score of the students obtained in the control class was 7,8.

* + 1. The Mean Score

After calculating the results of the students’ overall scores, namely pre-test and post-test, then the researcher calculate the average value of each class, namely the experimental class and control class.

1. The mean score of experimental class

= ==**47**

= ==**67**

Based on the formula above, it can be explained that a score of 940 was obtained on the total pre-test results of students in the experimental class and divided by the total number of students to obtain the results that is 47. As for the second formula, the students’ score was obtained on the total post-test results of students in the experimental class, namely 1140 which is divided by the total number of students in the class so that it got a score of 67.

1. The mean score of control class

= ==**42,8**

= == **50,6**

Based on the formula above, it can be explained that a score of 770 was obtained on the total pre-test results of students in the control class and divided by the total number of students to obtain the results that is 42,8. As for the second formula, the students’ score was obtained on the total post-test results of students in the control class, namely 910 which is divided by the total number of students in the class so that it got a score of 50,6.

*Table 4.4 The mean score in experimental and control class*

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Group/Class** | **Mean Score** | |
| **Pre-test** | **Post-test** |
| 1 | Experimental | 47 | 67 |
| 2 | Control | 42,8 | 50,6 |

The table above showed that the average value of the pre-test and post-test results of each class, namely the experimental class and the control class, showed that the pre-test scores of the experimental class was higher than the control class scores (47 > 42,8). Then, the results of the post-test in the experimental classs showed that the score was higher than the average post-test score in the control class, namely (67 > 50,6).

* + 1. Sum of Square

1. Experimental Class

*SS* =

= 17000

= 17000 – 8000

= 9000

1. Control Class

*SS* =

= 7800 –

= 7800 – 1089

= 6711

* + 1. T-test Value

After knowing the mean score of each class, then the value of the t-test was calculated. The value of the t-test served to ensure that there was an improvement in students score after applying the contextual teaching material in the classroom and to facilitate researcher in testing hypothesis. The formula can be seen as follows:

*t – test*=

=

=

=

=

=

= **1,76**

Determining degrees of freedom:

df =

=

= 36

After getting the results of degrees of freedom, it can be seen in the t-table (tt) at degrees of freedom the result obtained were 36 and at a significant degree of 0.05 (5%), so that the t-table (tt) obtained was 1.68.

1. SPSS Analysis
   * 1. Normality Test

In this study, the normality test was tested by using Lilliefors at SPSS to calculate normality for each test. The test will be normally distributed if the absolute difference is less than the result in the lilliefors table with the number of sample are 20 and 18.

*Table 4.5 The normality of pre-test in experimental and control class*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kolmogorov-Smirnov** | | | **Shapiro-Wilk** | | |
|  | **Statistic** | **Df** | **Sig.** | **Statistic** | **Df** | **Sig.** |
| **Pre-test of Experimental** | ,170 | 20 | ,133 | ,953 | 20 | ,412 |
| **Pre-test of Control** | ,259 | 18 | ,002 | ,915 | 18 | ,106 |

Based on the data above, it can be seen that the normality was significant. It can be seen by the significance value in the Shapiro-Wilk table that was ,412 in the experimental class and ,106 in the control class. Shapiro-Wilk Sig. was chosen because the sample was less than 50. So, it can be concluded that the pre-test results in the experimental and control class were normally distribute because the value of both class was higher than 0,05.

*Table 4.6 The normality of post-test in experimental and control class*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Kolmogorov-Smirnov** | | | **Shapiro-Wilk** | | |
|  | **Statistic** | **Df** | **Sig.** | **Statistic** | **Df** | **Sig.** |
| **Post-test of Experimental** | ,172 | 20 | ,121 | ,891 | 20 | ,028 |
| **Post-test of Control** | ,148 | 18 | ,200\* | ,948 | 18 | ,393 |

Based on the data, it can be seen that the normality was significant in the control class. This was indicated by the significance value in the Shapiro-Wilk of experimental class was ,028 and control class was ,393. While, in the Kolmogorov-Smirnov the significance value of experimental and control class were ,121 and ,200. So, it can be concluded that the post-test results in the control class were normally distributed because the value was higher than 0,05.

* + 1. Homogeneity Test

After calculating the normality test, the researcher calculatingthe homogeneity test to test the similarity of the two classes, namely the experimental class and the control class. Researcher has used the Levene Statistic test to calculate the homogeneity test. The data will be homogeneous if the result of the data calculation is higher than 0,05.

*Table 4.7 The homogeneity of variances of pre-test in experimental and control class*

|  |  |  |  |
| --- | --- | --- | --- |
| **Levene Statistic** | **df1** | **df2** | **Sig.** |
| ,471 | 1 | 36 | ,497 |

The data showed that the significance of pre-test between the experimental and control class was 0,497. So, it can be said that the pre-test was homogeneous because it was higher than 0,05.

*Table 4.8 The homogeneity of variances of post-test in experimental and control class*

|  |  |  |  |
| --- | --- | --- | --- |
| **Levene Statistic** | **df1** | **df2** | **Sig.** |
| ,463 | 1 | 36 | ,500 |

The data showed that the significance of the post-test between the experimental and control class was 0,500. So, it can be said that the post-test was homogeneous because it was higher than 0,05.

* + 1. T-Test

After calculating the normality and homogeneity tests, the researcher calculated the data by using the t-test to find out whether there is a significant difference between students’reading comprehension in the experimental class and students' reading comprehension in the control class. Then, the researcher used t-test to obtain more empirical evidence about the effect of contextual teaching material on students' reading comprehension by using SPSS. The researcher also used data from the post-test of experimental and control class and had obtained scores from both classes. The t-test results from the post-test scores of the experimental and control classwere presented in the table below:

*Table 4.9 The t-test result of post-test score of experimental and control class*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class** | **N** | **Mean** | **Std. Deviation** | **Std. Error Mean** |
| Experimental | 20 | 67,00 | 18,382 | 4,110 |
| Control | 18 | 50,56 | 17,648 | 4,160 |

The table above showed the two classes with 20 and 18 samples. The final test of the experimental class was higher than the control class, it can be seen from the mean score of 67,00 to 50,56.

*Table 4.10 Indepedent sample test*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | |  | |
| Equal variances assumed | Equal variances not assumed |
| Levene's Test for Equality of Variances | F | | ,463 |  |
| Sig. | | ,500 |  |
| t-test for Equality of Means | t | | -2,806 | -2,812 |
| df | | 36 | 35,836 |
| Sig. (2-tailed) | | ,008 | ,008 |
| Mean Difference | | -16,444 | -16,444 |
| Std. Error Difference | | 5,861 | 5,848 |
| 95% Confidence Interval of the Difference | Lower | -28,331 | -28,306 |
| Upper | -4,558 | -4,583 |

The table above showed the result of independent sample test. The data showed there was a significant difference between scores of students who used contextual teaching material and students who did not use contextual teaching material. It can be seen from the significant valueobtained which was lower than 0.05, namely 0.008.

Based on the post-test result of the experimental class and control class, it was stated that t-test value = -2,806 was higher than t-table value = 0,500 at a significant level of 0,05 (5%) and the Sig. (2-tailed) value = 0,008 was lower than 0,05. So, it can be said that t-test value > t-table, and Sig. (2-tailed) < 0,05, which mean Ha was accepted. Therefore, the researcher can concluded that students’ reading comprehension can be improved by using contextual teaching material.

## Discussion

Based on the data that has been found, the researcher found that before using contextual teaching material as a teaching material for teaching reading, students' reading comprehension was quite low. It can be seen from the results of the pre-test that the scores obtained are lower than the results of the post-test. The average pre-test score is (20). One of the factors causing this to happen is because the material used is monotonous and not contextual, which only uses reading material in textbooks, so they are less interested in learning English, especially in teaching reading, and think that English is difficult to learn.

Schoenbach et al. in Pratama and Sumardi stated that when readers are unfamiliar with the reading text given, they may have some reading difficulties. When their language processing is not connecting to their prior knowledge, their ability to understand the specific language structure and elements of the text will be compromised(Pratama & Sumardi, 2022). In other words, the reader's ability to draw conclusions is influenced by how much knowledge they have.

After being given treatment, the results of the post-test showed that there were significant differences before and after being given treatment. The average post-test score is (67). Meanwhile, the results of data analysis in the form of a t-test showed that the t-test value was higher than the t-table value (1.76 > 1.68). Based on the results obtained, it can be concluded that there was an increase in students' reading comprehension before and after being given treatment using contextual teaching materials. This shows that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

Puspita et al in Perwitasari et al stated that the use of contextual based teaching materials can improve student learning outcomes(Perwitasari et al., 2018). Besides that, Perwitasari et al stated that students can have a meaningful learning experience when the teaching materials used are suited for the student's condition and environmental conditions where students live (contextual)(Perwitasari et al., 2018). So, it can be said that the use of contextual teaching materials as reading materials in teaching reading can make it easier for students to understand the reading text given. It means that this teaching material can be used by teachers in learning English, especially in teaching reading.

Based on the statement of the researcher in the previous chapter, it was said that the reading material used by teachers at MA DDI Lil-Banat Parepare in learning English is still monotonous because it only comes from textbooks. Therefore, various reading materials are needed to be able to support the success of the learning process. In addition, the selection of reading materials in teaching reading is very important to increase students' reading interest and comprehension. One way is to use contextual teaching material.This is in line with the theory according to Rahmatullah et al which said that contextual teaching material can motivate students to read because they are adapted to the student's environment (Rahmatullah et al., 2021). Furthermore, Allchin in Rahmatullah et al stated that students' interest in reading would increase if they were given interesting teaching materials(Rahmatullah et al., 2021). This is evident when researcher teached reading in class, there is an increase in students' reading comprehension after learning to use contextual teaching materials, eventhough not all students experience a drastic increase.

From the data obtained, it can be seen that most of the students initially did not understand the term contextual teaching materials and this was the first time they heard the term, but after being explained and given contextual reading materials they finally understood. It's just that, some of the students did not really understand the contents of the reading because they were not too familiar with the topic given. However, they can still understand some of the information contained in the text.

According to Widiastuti’s study, the use of contextual material might increase students’ motivation in learning, which will have an effect on thier learning outcome (Widiastuti, 2020). The data showed that students feel more motivated to learn English and their interest in reading increases by using contextual teaching materials because they can easily understand the content of the text. In addition, students said that they could understand the information contained in the text without experiencing many difficulties as usual. Thus, it can be said that the use of contextual teaching materials will make learning easier and more comfortable for students, and learning will not be boring because it used innovative materials and is in accordance with the conditions around students.

The use of contextual teaching material in teaching reading can increase students' motivation and interest in learning so that it will have an impact on improving their learning outcomes. Based on the results of the study by Rivera and Sanchez, contextual teaching material is an efficient tool in achieving maximum potential learning, as indicated by the improved learning outcomes of students (Rivera & Sanchez, 2020). Monteiro and Pereira in their study stated that the use of contextualized instructional materials made it easier and more motivating for students to acquire new content by connecting it to their daily lives. The findings of their study stated that the use of contextualized instructional material is more effective in improving students’ learning outcomes(Monteiro & Pereira, 2022).

In addition, contextual teaching material aimed to facilitate students in teaching reading because when reading the text material students no longer need to imagine and guess at the contents of the reading because the material provided is related to real situations experienced by students. Therefore, contextual teaching material is considered as an effective teaching material used in teaching reading.

Based on the explanation above, it can be concluded that the use of contextual teaching material in teaching reading can increase students' learning motivation and interest in reading so that they are enthusiastic in the learning process and can make it easier for students to understand the contents of the text they read, so their learning outcome can increase.

Meanwhile, the result of test of the second grade students of MA DDI Lil-Banat Parepare was analyzed using quantitative analysis with several formulas contained in the previous chapter. Based on the data obtained before being given treatment, namely the pre-test showed that out of 20 students, most students did not understand the contents of the reading text so they could not answer questions related to the text correctly. In addition, students are not very interested in learning English, especially in teaching reading. In other words, the overall percentage is only 30% of students getting the medium to high category (fair – excellent). That means students have a negative response to teaching reading. Based on the findings of the researcher in class, this is caused by the use of reading materials which are monotonous and not in accordance with the conditions and environment of students so that they are not interested and not motivated in learning.

After being given treatment, namely the post-test showed that student scores had increased from before. In other words, students are more interested than before in the use of contextual teaching materials as reading material in English lessons, that is, the overall percentage is 65% of students getting the medium to high category (fair - excellent). That means students have a positive response to teaching reading using contextual teaching materials.

Based on the data above, we can see that students' interest in learning English is very high when using interesting reading materials, especially in teaching reading. The use of contextual teaching materials as reading materials also helps teachers in making students more active in class. From the data described above, it shows that the use of contextual teaching materials can help students to improve their reading comprehension. In addition, students are also more motivated and interested in learning English.This is in line with the theory put forward by Slameto which states that interest is a fixed mental tendency to pay attention to and remember some activities or activities(Slameto, 2010). In other words, someone who has an interest in an object tends to pay attention or feel greater pleasure towards that object.

It can be seen from the students' activities in the class when given contextual reading materials, most students feel happy and enthusiastic about participating in the learning provided by the researchers, moreover this is the first time they have used contextual teaching materials in teaching reading. Slameto said that indicators of interest included feelings of pleasure, interest, acceptance and involvement of students(Slameto, 2010). This is evidenced by researchers that students feel enthusiastic and actively involved in the learning process. Before the treatment was given students felt lazy and lacked motivation, but after the treatment was given they were more interested in participating in learning.

Besides that, even though the student scores were high after being given treatment, there were still some students who got low scores and there were even students who experienced a decrease after the treatment was given. From the results found in class, it can be seen that not all students are able to understand the contents of the reading text because they do not know the topics discussed.

Based on the results of the pre-test and post-test as well as theory, the researcher can conclude that the use of contextual teaching materials can improve students' reading comprehension. Although not all students experienced an increase, most students were able to understand the contextual reading material.

# CHAPTER V

# CLOSING

This chapter consisted of two parts. The first part contained conclusion based on the findings and discussion of the research. Then, the second part contained conclusion and suggestions.

## Conclusion

The conclusion is that contextual teaching materialis effective to improve students' reading comprehension.It can be proved by the average score in the post-test which was higher than the pre-test score. The data analysis test showed that there was a significant difference between the experimental class and the control class. It wasproved by the result of the t-test that the t-test value (1.76) is higher than t-table value (1.68) with degrees of freedom (df-n-2) = 36. So, it can be said that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

## Suggestion

1. For the English teacher
2. English teacher must prepare an innovative teaching material in teaching reading. With the application of new teaching material in learning, students will feel fun and comfortable in the learning process. Meanwhile, applying the contextual teaching material will make students understand the text easily and better.
3. English teacher must give more attention and motivation to students in learning English, especially in teaching reading.
4. For the students
5. In practice, students must read a lot and practice answering questions to increase vocabulary and capture meaning so that it makes it easier to understand the contents of the reading text.
6. Students must be serious and pay attention to every main idea of a paragraph in a text.
7. For other researchers
   1. Other researchers must increase the number of questions that will be used to further measure students’ comprehension.

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**APPENDICES**

*Appendix 1: Pre-test and post-test answer sheet instrument*

|  |  |
| --- | --- |
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| **VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI** |

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Fakultas : Tarbiyah

Judul penelitian : The Effect of Contextual Teaching Material on Students’ Reading Comprehension of The Second Grade of MA DDI Lil-Banat Parepare

**PRE-TEST ANSWER SHEET**

**INSTRUMENT OF EXPERIMENT CLASS**

Name :

Class :

**Read the text below and choose the correct answer for questions 1 - 10!**

The Monument of True Love Habibie-Ainun is an icon as well as a tourist attraction in Parepare. Located on Jl. Karaeng Burane, precisely in the southwest of Andi Makkasau field, Parepare City.

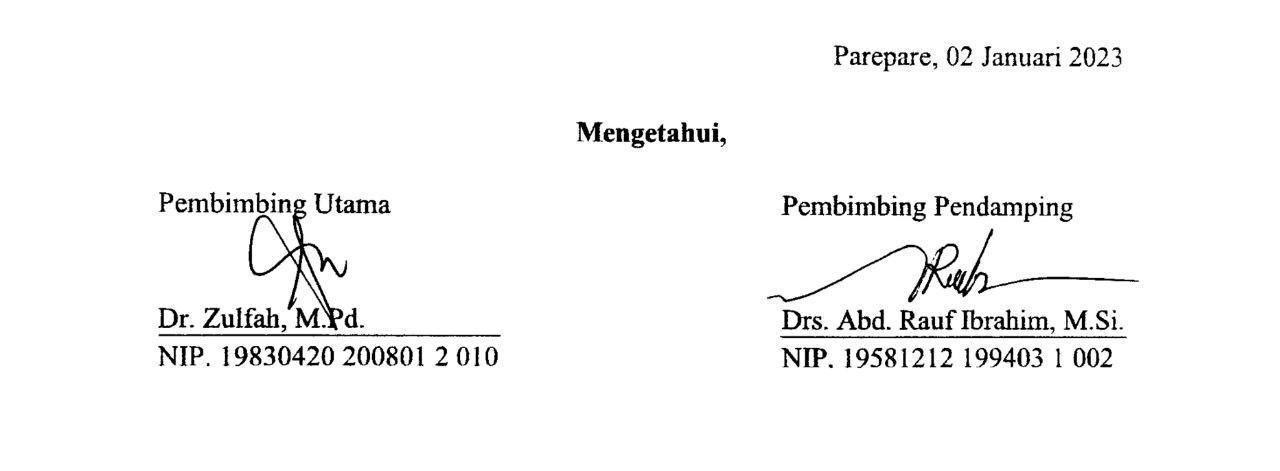
It is a form of respect given by the government of Parepare City as the hometown of BJ. Habibie. It was built on 12 May 2015 as a gift to commemorate the 53rd wedding anniversary of Habibie and Ainun. It is a symbol of eternal love. This upright statue was made in Jogja City and spent a budget of up to Rp. 1.4 Billion.

The statue shows Habibie wearing a suit complete with glasses and embracing Ainun intimately who is wearing a headscarf and holding a flower. There is a fountain that surrounds this monument so that it looks even more beautiful. There are also five steps each on either side of the statue to make it easier for visitors to get around this monument.

On the back of the monument there is a photo gallery showing the love journey of Habibie and his wife, even from when they were still living in Germany. In addition, there are two poems by the late BJ. Habibie was given to his wife and one was written by Agus S Satos.

At night, this monument will be filled with colorful lights that immediately highlight the Habibie Ainun Statue and will look even more beautiful because it is combined with the fountain. The guardrail that is around it also has an artistic design that adds to its beauty.

1. What is the purpose of the text?
2. To give opinions about The Monument of True Love Habibie-Ainun
3. To introduce the tourist attraction in Parepare
4. To describe The Monument of True Love Habibie-Ainun
5. To tell the story about The Monument of True Love Habibie-Ainun
6. Based on the text, 12 May 2015 is ....
7. Habibie’s wedding anniversary celebration
8. The construction of the monument
9. The demolition of the monument
10. Habibie-Ainun’s wedding date
11. “...even from when they were ...” The underlined word refers to ......
12. Habibie and Ainun
13. The Monument of Habibie-Ainun
14. Goverment of Parepare City
15. Habibie and his family
16. Who is Agus S Satos in the text?
17. Rhyme writer
18. Habibie’s friend
19. Poetry writer
20. Habibie’s son
21. The word “respect” has the similar meaning with .....
22. Resentment
23. Adversity
24. Adoration
25. Homage
26. Why the government of Parepare City build this monument?
27. Because as a gift to commemorate Habibie’s wedding anniversary
28. Because Habibie asked for it
29. Because as an tourist attraction
30. Because Parepare is Habibie’s hometown
31. What is the symbol of the monument?
32. Spirit of love
33. Perfection of love
34. Eternity of love
35. Unity of love
36. What kind of text is it?
37. Narrative text
38. Report text
39. Procedure text
40. Descriptive text
41. What items are behind the monument?
42. Poems and fountain
43. Steps and guardrail
44. Photo gallery and poems
45. Photo gallery and steps
46. From the text we know that ......
47. The statue is a gift to commemorate the 52nd wedding anniversary of Habibie and Ainun
48. The statue spent a budget of up to Rp. 1.4 Billion
49. The statue showed Ainun wearing a headscarf and holding a book
50. The statue was made in Parepare City



Parepare, 02 Januari 2023

**Mengetahui,**

Pembimbing Utama Pembimbing Pendamping

Dr. Zulfah, M.Pd. Drs. Abd. Rauf Ibrahim, M.Si.

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| F:\TIM HARMONISASI\stempel_kop_logo_iain\Logo IAIN.png | **KEMENTRIAN AGAMA**  **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  **FAKULTAS TARBIYAH**  **Jl. Amal Bakti No. 8 Soreang 911331**  **Telepon (0421)21307, Faksimile (0421)2404** |
| **VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI** |

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Fakultas : Tarbiyah

Judul penelitian : The Effect of Contextual Teaching Material on Students’ Reading Comprehension of The Second Grade of MA DDI Lil-Banat Parepare

**POST-TEST ANSWER SHEET**

**INSTRUMENT OF EXPERIMENT CLASS**

Name :

Class :

**Read the text below and choose the correct answer for questions 1 - 10!**

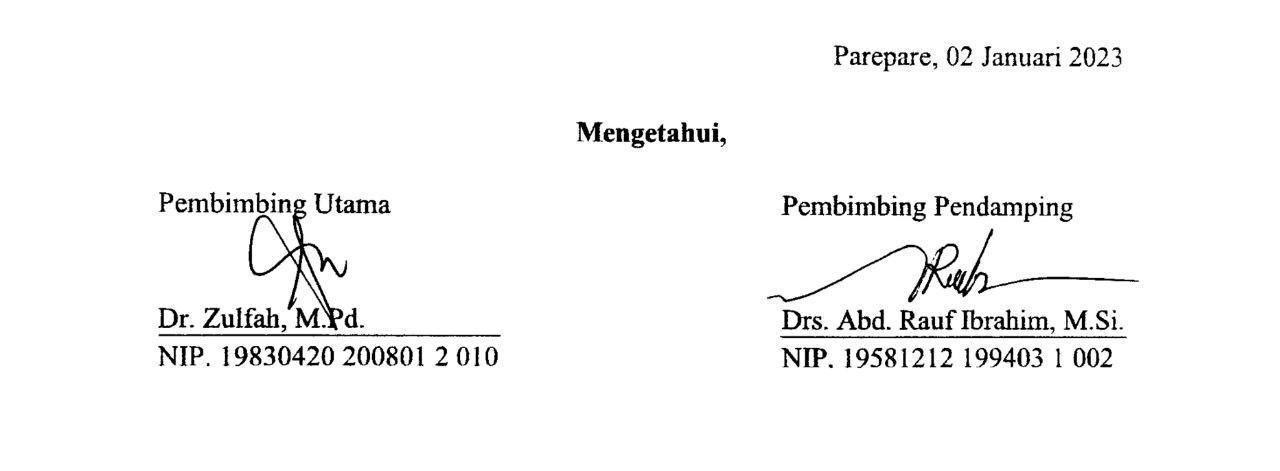
Jompie Botanical Garden is one of the botanical gardens in Indonesia which has an extensive natural urban forest area besides Bogor City. The location is about 3.5 km from downtown Parepare, precisely on Jl. Industri Kecil, Kel. Bukit Harapan, Kec. Soreang, Parepare City. It offers views of the tropical forest.

It was built in 1920 and stores biodiversity as well as being a tourist attraction and research center for tropical plants, especially Sulawesi endemic plants. It has an area of ​​13.5 hectares which is a center for conservation and also a collection of coastal plants of Wallacea, featuring a variety of medicinal, ethobotanical and indigenous plants. This botanical garden is also a way of environmental restoration so that it can help maintain food and water security.

Jompie Botanical Garden has 90 species of rare tropical plants from 81 plant genera. A total of 7 types of which have been identified in detail. Meanwhile, for the other 10 species, the plant genera have only been identified, and the other 3 species have only been identified at the tribal level. Some of them are known as rare plants.

In this botanical garden area, there are not only various types of plants, but also various facilities such as parks, swimming pools, freshwater habitat pools, 14 rest areas, camping areas, meeting rooms, towers to view the coast of Parepare City and interesting natural spots to take pictures.

1. The text tells about .......
2. Tropical plants in botanical garden
3. Botanical Garden in Indomesia
4. The biggest botanical garden
5. Jompie Botanical Garden
6. How big is that botanical garden?
7. Thirteen and five acres
8. Thirteen five acres
9. Thirteen point five acres
10. Thirty point five acres
11. The word “indigenous” has the closest meaning with .....
12. Fresh
13. Native
14. Modern
15. New
16. How many types of plants are included in rare plants which have not been identified at all in that botanical garden?
17. 60
18. 70
19. 80
20. 90
21. Which is not the function of Jompie Botanical Garden is ......
22. Research center for tropical plants
23. Center for conservation and collection of coastal plants of Wallacea
24. Plant exhibition
25. Environmental restoration
26. “Some of themare known ....”. The underlined wordrefers to .....
27. Indigenous plants
28. Rare tropical plants
29. Coastal plants
30. Ethobotanical
31. What is Jompie Botanical Garden?
32. Ordinary forest
33. Natural urban forest
34. Biggest forest
35. A garden
36. How many types of facilities mentioned in the text?
37. 7
38. 8
39. 9
40. 10
41. What kind of text is it?
42. Narrative text
43. Explanation text
44. Descriptive text
45. Report text
46. The word “extensive” has the opposite meaning with .....
47. Large
48. Narrow
49. Isolated
50. Domain



Parepare, 02 Januari 2023

**Mengetahui,**

Pembimbing Utama Pembimbing Pendamping

Dr. Zulfah, M.Pd. Drs. Abd. Rauf Ibrahim, M.Si.

NIP. 19830420 200801 2 010 NIP. 19581212 199403 1 002

|  |  |
| --- | --- |
| F:\TIM HARMONISASI\stempel_kop_logo_iain\Logo IAIN.png | **KEMENTRIAN AGAMA**  **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  **FAKULTAS TARBIYAH**  **Jl. Amal Bakti No. 8 Soreang 911331**  **Telepon (0421)21307, Faksimile (0421)2404** |
| **VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI** |

Nama : Rahmatia Arman

NIM/Prodi : 18.1300.005/PBI

Fakultas : Tarbiyah

Judul penelitian : The Effect of Contextual Teaching Material on Students’ Reading Comprehension of The Second Grade of MA DDI Lil-Banat Parepare

**PRE-TEST ANSWER SHEET**

**INSTRUMENT OF CONTROL CLASS**

Name :

Class :

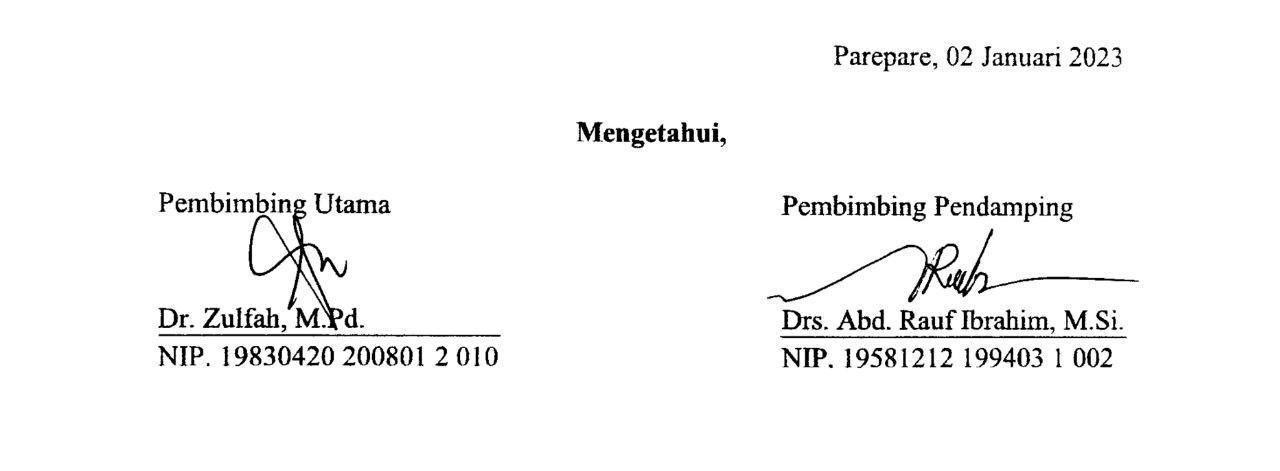
**Read the text below and choose the correct answer for questions 1 - 10!**

The Statue of Liberty Enlightening the World or mostly known as The Statue of Liberty is located in Liberty Island in New York Harbor, United States. This national building is symbol of freedom. It was a gift from The French to United States to celebrate the centennial of the American Declaration of Independence.

Liberty Statue is made of 3.16 inch thick of copper sheets. The appearance of the statue is believed to be representing the Roman goddess of freedom. Its right hand is holding a torch, and the left hand is holding a book with the date of the American Declaration of Independence written on it. The color of the statue was rusty brown, but after 30 years of oxidation process, it turns into green as we can see now.

The height of the statue measured from its base is 46 meters, but when it is measured from the ground, it is 93 meters. The height of the head is 14 feet. The width of the eye is 28 inches. The length of the nose is 3 feet 9 inches. The length of the forefinger is 8 feet. The total weight of the statue is 440.000 pounds.

1. The text tells about .......
2. American Declaration of Independence
3. History of United States
4. The statue of Liberty
5. The statue in Liberty Island
6. What was the first color of the statue of Liberty?
7. Green
8. Dusty brown
9. Rusty brown
10. Brown
11. The word “measured” has similar meaning with .....
12. Polished
13. Gauged
14. Molded
15. Stretched
16. What kind of text is it?
17. Narrative
18. Explanation
19. Descriptive
20. Report
21. “*it* turns into ....”. The underlined word refers to ....
22. The statue
23. The color of the statue
24. The book
25. The torch
26. What is the meaning of the statue?
27. Symbol of wealth
28. Symbol of unity
29. Symbol of success
30. Symbol of independence
31. What is the reason this statue was built?
    1. As a gift for the tenth anniversary of the American Declaration of Independence
    2. As a gift for the centennial celebration of the American Declaration of Independence
    3. As a gift for the centecial celebration of the American Declaration of Independence
    4. As a gift for the American Declaration of Independence
32. What is the statue made of?
    1. Piece of copper
    2. Gold sheets
    3. Chopper sheets
    4. Copper sheets
33. What is the original size of the statue of Liberty?
34. 46 meters
35. 14 meters
36. 28 meters
37. 94 meters
38. Which country gave the statue as a gift?
39. United States
40. Paris
41. French
42. Germany



Parepare, 02 Januari 2023

**Mengetahui,**

Pembimbing Utama Pembimbing Pendamping

Dr. Zulfah, M.Pd. Drs. Abd. Rauf Ibrahim, M.Si.

NIP. 19830420 200801 2 010 NIP. 19581212 199403 1 002

|  |  |
| --- | --- |
| F:\TIM HARMONISASI\stempel_kop_logo_iain\Logo IAIN.png | **KEMENTRIAN AGAMA**  **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  **FAKULTAS TARBIYAH**  **Jl. Amal Bakti No. 8 Soreang 911331**  **Telepon (0421)21307, Faksimile (0421)2404** |
| **VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI** |

Nama : Rahmatia Arman

NIM/Prodi : 18.1300.005/PBI

Fakultas : Tarbiyah

Judul penelitian : The Effect of Contextual Teaching Material on Students’ Reading Comprehension of The Second Grade of MA DDI Lil-Banat Parepare

**POST-TEST ANSWER SHEET**

**INSTRUMENT OF CONTROL CLASS**

Name :

Class :

**Read the text below and choose the correct answer for questions 1 - 10!**

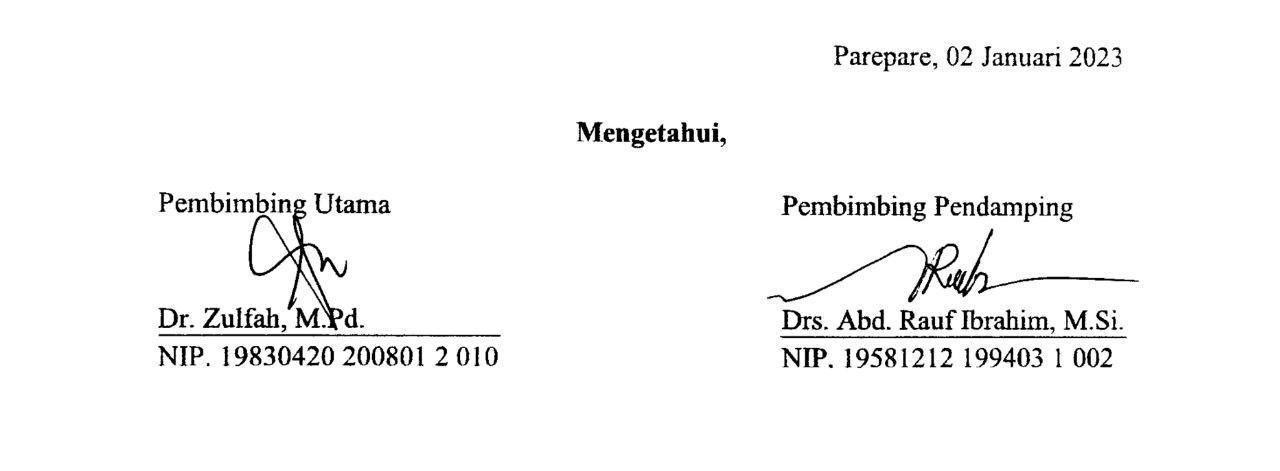
Taj Mahal or The Taj is a well known architectural object in India for its finest design which combine elements from India, Persian and Islamic architectural style. This historical building was built on the south bank of the Yamuna river in Agra. It represents the story of Eternal Love of the Mughal Emperor, Shah Jahan, to his dearest wife Mumtaz Mahal. In 1983 UNESCO place Taj Mahal into the list of World Heritage Site and consider it as “the jewel of Muslim art in India and one of the universally admired masterpieces of the world’s heritage”.

Taj Mahal is a very large tomb made of ivory-white marble. The building looks like a mosque, a place for a moslem to pray. Once we see it, we will get the impression that Islamic architectural style is very strong in the building, starting with the wall and the calligraphy decorations on it, a huge dome on top of the building along with 4 minarets on every corner of the base walls. The dome is also made of marble with size nearly 35 meters and the top of it is decorated with a lotus design. The minarets is also decorated with a very detailed lotus motif.

If we come from the main entrance, we will see a large pool in front of the building, this pool is called the reflecting pool as it will reflect the image of The Taj to the sky. Once we enter the building, we will find that there are more decorations on the inner wall. The tomb as the central focus of the building is located at the lower level. The graves of Mumtaz Mahal and Shah Jahan were positioned next to each other in a large room with Persian style decorations.

* + 1. The text tells about .......

1. Taj Mahal
2. History Taj Mahal
3. Shah Jahan
4. Mumtaz Mahal
   * 1. Which of the following is not true about Taj Mahal based on the text?
5. A very large tomb made of ivory-white marble
6. A tourists attraction in India
7. A buliding represents the story of Eternal Love of the Mughal Emperor and his wife
8. A building combines elements from India, Persian and Islamic architectural style
   * 1. The word “heritage” has opposite meaning with .....
9. Legacy
10. Tenure
11. Inheritance
12. Patrimony
    * 1. What kind of text is it?
13. Narrative
14. Explanation
15. Descriptive
16. Report
    * 1. “and consider *it* as....”. The underlined word refers to ....
17. UNESCO
18. Taj Mahal
19. World Heritage Site
20. Mughal Emperor
    * 1. Where does this building located?
    1. East bank of the Yamuna river
    2. North bank of the Yamuna river
    3. South bank of the Yamuna river
    4. South bank of the Yamana river
       1. Who is Shah Jahan and Mumtaz Mahal?
    5. Brother and sister
    6. Married couple
    7. Son and mother
    8. Father and daughter
       1. What is the Taj Mahal made of?
    9. Ivory-yellow tiles
    10. Ivory-yellow marble
    11. Ivory-white marble
    12. Ivory-white tiles
        1. The design of Taj Mahal combines elements from .......
21. Persian, Islamic, and India architectural style
22. India, Islamic, and Persian architectural style
23. Persian, India, and Islamic architectural style
24. India, Persian, and Islamic architectural style
    * 1. Why is it called reflecting pool?
25. Because it will reflect the appearance of Taj Mahal to the sky
26. Because it has a mirror in it
27. Because Indians there call it that
28. Because it will reflect our appearance



Parepare, 02Januari 2023

**Mengetahui,**

Pembimbing Utama Pembimbing Pendamping

Dr. Zulfah, M.Pd. Drs. Abd. Rauf Ibrahim, M.Si.

NIP. 19830420 200801 2 010 NIP. 19581212 199403 1 002

*Appendix 2: Lesson plan*

**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPS

Materi Pokok : Descriptive Text

Alokasi Waktu : 3 x 45 menit (1x pertemuan)

1. **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu mengindentifikasi makna, fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana.

1. **Kegiatan Pembelajaran**

|  |
| --- |
| **Kegiatan Pendahuluan** |
| * Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa, serta menciptakan kondisi belajar yang menyenangkan dengan melakukan *warming up*. * Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh, serta memberikan motivasi mengenai manfaat mempelajari Bahasa Inggris sebelum memberikan materi. |
| **Kegiatan Inti** |
| * Peneliti memberikan materi tentang teks deskriptiflalu meminta siswa mengidentifikasi secara bersama-sama. Kemudian, siswa diberikan kesempatan untuk bertanya apabila ada yang belum dipahami. * Peneliti membagikan paper yang berisi teks bacaan deskriptif yang kontekstual tentang “*Tonrangeng River Side*” dan melakukan *brainstorming* dengan mengaktifkan prior knowledge siswa dengan menanyakan apa yang mereka ketahui mengenai topik tersebut. * Peneliti memberikan waktu beberapa menit kepada siswa untuk membaca dan memahami teks tersebut. Kemudian, peneliti meminta siswa untuk menjawab pertanyaan terkait teks bacaan kontekstual tersebut. |
| **Kegiatan Penutup** |
| * Peneliti mengevaluasi pemahaman siswa. * Peneliti dan siswa menyimpulkan hasil pembelajaran. * Menutup kegiatan pembelajaran dengan berdoa bersama dan memberikan salam penutup. |

1. **Penilaian**

* Teknik penilaian : tes tertulis
* Bentuk instrumen : soal pilihan ganda
* Instrumen : terlampir

** Parepare, 19 Januari 2023**

**Mengetahui,**

Guru Mata Pelajaran Mahasiswa

St. Mashita, S.Pd.I. Rahmatia Arman

NIP. NIM. 18.1300.005

**TONRANGENG RIVER SIDE**

Tonrangeng River Side is one of the most famous places in Parepare. It is a flyover that connects the Sumpang Bridge with the Type B+ Hospital which is decorated with sparkling colorful lights at night. Located in Lumpue, Kec. West Bacukiki, ParepareCity.

This flyover was built over the Karajae River with a width of 6 meters and a length of 125 meters. Both sides of the road are provided with sidewalks each approximately 1.5 meters wide as access for pedestrians. Meanwhile, in the middle of it, which is about 12 meters wide, a garden is made to make it look prettier. Along the flyover is decorated with colorful lights that will look very beautiful at night in green, white and orange.

In the southern side of Torangeng River Side, there is a green open space filled with lots of shady trees so it feels cool and fresh. While in the northern side there is a traditional culinary tour with a floating restaurant. There are also marine tours that take visitors to see the beauty of the Karajae River by using the boats provided.

1. The text talks about .....
2. Type B+ Hospital
3. Tonrangeng River Side
4. Sumpang Bridge
5. Karajae River
6. What are in the south and north sideof Torangeng River Side?
7. Traditional culinary tour and green open space
8. Garden and sidewalks
9. Green open space and traditional culinary tour
10. Green open space and garden
11. The word “built” has similar meaning with ......
12. Inaugurated
13. Decided
14. Established
15. Arranged
16. What is the name of the river mentioned in the text?
17. Type B+
18. Karajae
19. Tonrangeng
20. Sumpang
21. “Meanwhile, in the middle of *it*, ....”. The underlined word refers to .....
22. Pedestrians
23. Flyover
24. Sidewalks
25. The road

**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPS

Materi Pokok : Descriptive Text

Alokasi Waktu : 3 x 45 menit (1x pertemuan)

1. **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu mengindentifikasi makna, fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana.

1. **Kegiatan Pembelajaran**

|  |
| --- |
| **Kegiatan Pendahuluan** |
| * Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa, serta menciptakan kondisi belajar yang menyenangkan dengan melakukan *warming up*. * Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh, serta memberikan motivasi mengenai manfaat mempelajari Bahasa Inggris sebelum memberikan materi. |
| **Kegiatan Inti** |
| * Peneliti memberikan materi tentang teks deskriptiflalu meminta siswa mengidentifikasi secara bersama-sama. Kemudian, siswa diberikan kesempatan untuk bertanya apabila ada yang belum dipahami. * Peneliti membagikan paper yang berisi teks bacaan deskriptif yang kontekstual tentang “*Cempae Pavilion*” dan melakukan *brainstorming* dengan mengaktifkan prior knowledge siswa dengan menanyakan apa yang mereka ketahui mengenai topik tersebut. * Peneliti memberikan waktu beberapa menit kepada siswa untuk membaca dan memahami teks tersebut. Kemudian, peneliti meminta siswa untuk menjawab pertanyaan terkait teks bacaan kontekstual tersebut. |
| **Kegiatan Penutup** |
| * Peneliti mengevaluasi pemahaman siswa. * Peneliti dan siswa menyimpulkan hasil pembelajaran. * Menutup kegiatan pembelajaran dengan berdoa bersama dan memberikan salam penutup. |

1. **Penilaian**

* Teknik penilaian : tes tertulis
* Bentuk instrumen : soal pilihan ganda
* Instrumen : terlampir

** Parepare, 21 Januari 2023**

**Mengetahui,**

Guru Mata Pelajaran Mahasiswa

St. Mashita, S.Pd.I. Rahmatia Arman

NIP. NIM. 18.1300.005

**CEMPAE PAVILION**

Cempae Pavilion is a place that is in great demand by residents from within and outside the region and is one of the flagship projects of Parepare City in the tourism sector. Located on the coast of Cempae Beach, precisely on Jl. Tanggul Cempae, Wattang Soreang, Kec. Soreang, ParepareCity.

This pavilion was built on an area of ​​6.000 square meters and is a new icon of Parepare which was built in 2021. It has a modern and contemporary artistic building with a combination of yellow, green and orange which adds to its grandeur. In addition, the location of the development is very strategic, which is in the interior of Parepare Bay so that it will present a view of the beauty of the beach.

Various facilities are also available including toilets, a garden equipped with a place to relax, children's playground, food court area, and a special fishing pier. In addition, this place also has many photo spots. One of the favorite spots for visitors is the bridge on the left side of the pavilion. Visitors can watch the sunset on this bridge while taking selfies.

1. The word “grandeur” has the similar meaning with, **except** .....
2. Wealth
3. Pomp
4. Splendor
5. Resplendence
6. What does the third paragraph tell about?
7. Location of Cempae Pavilion
8. Facilities and photo spots of Cempae Pavilion
9. History of Cempae Pavilion
10. Facilities inCempae Pavilion
11. How many facilities mentioned in the text?
12. 4
13. 5
14. 6
15. 7
16. What is the kind of the text?
17. Narrative text
18. Descriptive text
19. Report text
20. Procedure text
21. The statement that is not trueabout Cempae Pavilion is .......
22. Located on the coast of Cempae Beach
23. Has a modern artistic building
24. Was established on an area of 6.000 square meters
25. one of the flagship projects in the economy sector

**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPS

Materi Pokok : Descriptive Text

Alokasi Waktu : 3 x 45 menit (1x pertemuan)

1. **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu mengindentifikasi makna, fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana.

1. **Kegiatan Pembelajaran**

|  |
| --- |
| **Kegiatan Pendahuluan** |
| * Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa, serta menciptakan kondisi belajar yang menyenangkan dengan melakukan *warming up*. * Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh, serta memberikan motivasi mengenai manfaat mempelajari Bahasa Inggris sebelum memberikan materi. |
| **Kegiatan Inti** |
| * Peneliti memberikan materi tentang teks deskriptiflalu meminta siswa mengidentifikasi secara bersama-sama. Kemudian, siswa diberikan kesempatan untuk bertanya apabila ada yang belum dipahami. * Peneliti membagikan paper yang berisi teks bacaan deskriptif yang kontekstual tentang “*Lumpue Beach*” dan melakukan *brainstorming* dengan mengaktifkan prior knowledge siswa dengan menanyakan apa yang mereka ketahui mengenai topik tersebut. * Peneliti memberikan waktu beberapa menit kepada siswa untuk membaca dan memahami teks tersebut. Kemudian, peneliti meminta siswa untuk menjawab pertanyaan terkait teks bacaan kontekstual tersebut. |
| **Kegiatan Penutup** |
| * Peneliti mengevaluasi pemahaman siswa. * Peneliti dan siswa menyimpulkan hasil pembelajaran. * Menutup kegiatan pembelajaran dengan berdoa bersama dan memberikan salam penutup. |

1. **Penilaian**

* Teknik penilaian : tes tertulis
* Bentuk instrumen : soal pilihan ganda
* Instrumen : terlampir

** Parepare, 25 Januari 2023**

**Mengetahui,**

Guru Mata Pelajaran Mahasiswa

St. Mashita, S.Pd.I. Rahmatia Arman

NIP. NIM. 18.1300.005

**LUMPUE BEACH**

Lumpue Beach is the oldest beach in Parepare City and is quite popular among the people. It has a beautiful scenery that is still natural. Located on Jl. Pinggir Laut No. 18, Lumpue, Kec. Bacukiki Barat, Parepare City.

This beach has been known since around the 1950s. It is often used as a boat mooring by fishermen after fishing on the high seas. Fishermen leave early in the morning and then return in the evening or when the sun is about to rise. On that basis, it is also known as the Butterfly Beach.

This beach provides a view of blackish-green water that looks exotic combined with fine brownish white sand. The combination of contrasting colors of sea water and shady trees on the shores of the beach further adds to the beauty of this beach. In addition, there is a low rocky hill at the end of the beach which is decorated with rows of small caves that are beautiful and interesting to take a closer look at.Public facilities are also available on this beach such as bathrooms, parking lots, places of worship, as well as gazebos and diving equipment that can be rented.

1. What facilities are not available for free based on the text?
2. Bathrooms
3. Gazebos
4. Places of worship
5. Parking lots
6. Why that beach also called as Butterfly Beach?
7. Because often used as a boat mooring
8. Because it’s a place for butterflies breed
9. Because butterflies were first discovered there
10. Because there are many butterflies there
11. The word “equipment” has the opposite meaning with .....
12. Tool
13. Needs
14. Apparatus
15. Means
16. What does paragraph 2 mainly discuss?
17. Location of Lumpue Beach
18. Facilities inLumpue Beach
19. View ofLumpue Beach
20. History of Lumpue Beach
21. “*It* is often used as ....”. The underlined word refers to .....
22. Parepare City
23. Lumpue Beach
24. Beach
25. Fisherman

**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPS

Materi Pokok : Descriptive Text

Alokasi Waktu : 3 x 45 menit (1x pertemuan)

1. **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu mengindentifikasi makna, fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana.

1. **Kegiatan Pembelajaran**

|  |
| --- |
| **Kegiatan Pendahuluan** |
| * Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa, serta menciptakan kondisi belajar yang menyenangkan dengan melakukan *warming up*. * Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh, serta memberikan motivasi mengenai manfaat mempelajari Bahasa Inggris sebelum memberikan materi. |
| **Kegiatan Inti** |
| * Peneliti memberikan materi tentang teks deskriptiflalu meminta siswa mengidentifikasi secara bersama-sama. Kemudian, siswa diberikan kesempatan untuk bertanya apabila ada yang belum dipahami. * Peneliti membagikan paper yang berisi teks bacaan deskriptif yang kontekstual tentang “*Paputo Beach*” dan melakukan *brainstorming* dengan mengaktifkan prior knowledge siswa dengan menanyakan apa yang mereka ketahui mengenai topik tersebut. * Peneliti memberikan waktu beberapa menit kepada siswa untuk membaca dan memahami teks tersebut. Kemudian, peneliti meminta siswa untuk menjawab pertanyaan terkait teks bacaan kontekstual tersebut. |
| **Kegiatan Penutup** |
| * Peneliti mengevaluasi pemahaman siswa. * Peneliti dan siswa menyimpulkan hasil pembelajaran. * Menutup kegiatan pembelajaran dengan berdoa bersama dan memberikan salam penutup. |

1. **Penilaian**

* Teknik penilaian : tes tertulis
* Bentuk instrumen : soal pilihan ganda
* Instrumen : terlampir

** Parepare, 26 Januari 2023**

**Mengetahui,**

Guru Mata Pelajaran Mahasiswa

St. Mashita, S.Pd.I. Rahmatia Arman

NIP. NIM. 18.1300.005

**PAPUTO BEACH**

Paputo Beach is one of the famous beaches in Parepare because of its natural beauty. On this beach visitor can enjoy the coast with fine white sand. The name Paputo stands for "Pantai Pasir Putih Tonrangeng". Located on Jl. Latasakka, Lumpue, Kec. Bacukiki Barat, Parepare City. The location is not far from the border of Barru Regency.

As the name implies, the beautiful stretch of white sand is the main attraction of this beach. Paputo has a fairly large open area making it suitable as a place to hold reunions, gatherings and company outings. This beach provides many places to just sit back and enjoy a variety of food and drinks. There are rows of colorful gazebos near the beach which are made as attractive as possible with the addition of colorful bean bags complete with small umbrellas that cover the gazebo from the sun. Not only that, there are also wooden seats and an ordinary wooden gazebo on this beach. Rows of coconut trees on the shore also add to the comfort of this place, moreover, these trees can also be used to install hammocks.

Paputo Beach provides a variety of interesting photo spots. There is a swing that directly faces the sea as the most favorite spot. There are also Instagram-style photo spot, and there are many other spots that can describe the beauty of this beach scene.

The facilities on Paputo beach can be said to be adequate and complete. There are very clean and adequate toilets and rinse rooms, quite a lot of disposal bins, and a cafe that offers direct views of the beach complete with a special menus. Not only that, the manager also provides additional rides for children's playgrounds in the form of a seesaw.

1. What does the third paragraph tell about?
2. History of Paputo Beach
3. Location of Paputo Beach
4. Interesting photo spots in Paputo Beach
5. Facilities on Paputo Beach
6. The word “adeqaute” in paragraph 4 has the closest meaning with ......
7. Large
8. Satisfy
9. Nice
10. Terrible
11. What is Paputo stand for?
12. Pantai Putih Pasir Tonrangeng
13. Pasir Putih Tonrangeng
14. Pantai Pasir Putih Tonrangeng
15. Pasir Pantai Putih Tonrangeng
16. The following are the facilities in Paputo mentioned in the text, **except** ......
17. Garbage dumps
18. Parking area
19. Toilet
20. Gazebos
21. What is the purpose of the text?
22. To describe Paputo Beach
23. To inform people the new beach in Parepare
24. To persuade someone to visitPaputo Beach
25. To explain one of beaches in Parepare

**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPA

Materi Pokok : Descriptive Text

Alokasi Waktu : 3 x 45 menit (1x pertemuan)

1. **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu mengindentifikasi makna, fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana.

1. **Kegiatan Pembelajaran**

|  |
| --- |
| **Kegiatan Pendahuluan** |
| * Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa, serta menciptakan kondisi belajar yang menyenangkan dengan melakukan *warming up*. * Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh, serta memberikan motivasi mengenai manfaat mempelajari Bahasa Inggris sebelum memberikan materi. |
| **Kegiatan Inti** |
| * Peneliti memberikan materi tentang teks deskriptiflalu meminta siswa mengidentifikasi secara bersama-sama. Kemudian, siswa diberikan kesempatan untuk bertanya apabila ada yang belum dipahami. * Peneliti membagikan paper yang berisi teks bacaan deskriptif tentang “*Maimun Palace*” dan melakukan *brainstorming* dengan mengaktifkan prior knowledge siswa dengan menanyakan apa yang mereka ketahui mengenai topik tersebut. * Peneliti memberikan waktu beberapa menit kepada siswa untuk membaca dan memahami teks tersebut. Kemudian, peneliti meminta siswa untuk menjawab pertanyaan terkait teks bacaan tersebut. |
| **Kegiatan Penutup** |
| * Peneliti mengevaluasi pemahaman siswa. * Peneliti dan siswa menyimpulkan hasil pembelajaran. * Menutup kegiatan pembelajaran dengan berdoa bersama dan memberikan salam penutup. |

1. **Penilaian**

* Teknik penilaian : tes tertulis
* Bentuk instrumen : soal pilihan ganda
* Instrumen : terlampir

** Parepare, 21 Januari 2023**

**Mengetahui,**

Guru Mata Pelajaran Mahasiswa

St. Mashita, S.Pd.I. Rahmatia Arman

NIP. NIM. 18.1300.005

**MAIMUN PALACE**

Maimun Palace is a tourist destination in North Sumatra which has historical and cultural values.Located at Jalan Brigjen Katamso,Aur,Medan, this palace is iconic to Medan.

The building stands on an area of 2,772 square meters and is the heritage of the Deli Sultanate. It was designed by an Italian architect and built in 1888 under the rule of Sultan Makmun Al Rasyid Perkasa, the Sultan of Deli.

The palace has stunning architecture. It combines Islamic, Dutch and Malay architectures, with a dominant color of yellow, typical of Malay. This two-storey building is divided into three parts,namely, the main building, left and right wing parts. It is supported by 82 octagonal stone pillars and 42 wooden pillars.

The first floor displays antiques such as old furniture and ornaments, while the second floor us used as residence of sultanate families. There are 13 rooms on the second floor, 7 of which are in the main building, 3 rooms in the left wing part and 3 other rooms in the right wing part.

1. What is the purpose of the text?
2. To relate Deli Sultanate.
3. To describe Maimun Palace
4. To entertain readers.
5. To describe a palace architecture
6. The palace architecture combines....
   1. Islamic, Malay and Dutch
   2. Malay, Dutch and Turkish
   3. Islamic, Dutch and Malay
   4. Malay, Islamic and Dutch
7. "It combines Islamic, Dutch and Malay architectures,...". 'It' refers to ....
   1. Malay architecture
   2. the Deli Sultanate
   3. The main building
   4. Maimun Palace
8. What is the dominant color of the palace?
   1. Red
   2. Yellow
   3. Green
   4. Blue
9. From the text we know that ....
   1. Maimun Palace is the heritage of the Deli Sultanate
   2. Maimun Palace was designed by the Sultan of Deli
   3. Maimun Palace covers an area of 2,727m^2
   4. Maimun Palace is a three-storey building with two main parts

**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPA

Materi Pokok : Descriptive Text

Alokasi Waktu : 3 x 45 menit (1x pertemuan)

1. **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu mengindentifikasi makna, fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana.

1. **Kegiatan Pembelajaran**

|  |
| --- |
| **Kegiatan Pendahuluan** |
| * Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa, serta menciptakan kondisi belajar yang menyenangkan dengan melakukan *warming up*. * Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh, serta memberikan motivasi mengenai manfaat mempelajari Bahasa Inggris sebelum memberikan materi. |
| **Kegiatan Inti** |
| * Peneliti memberikan materi tentang teks deskriptiflalu meminta siswa mengidentifikasi secara bersama-sama. Kemudian, siswa diberikan kesempatan untuk bertanya apabila ada yang belum dipahami. * Peneliti membagikan paper yang berisi teks bacaan deskriptif tentang “*Petruk Cave*” dan melakukan *brainstorming* dengan mengaktifkan prior knowledge siswa dengan menanyakan apa yang mereka ketahui mengenai topik tersebut. * Peneliti memberikan waktu beberapa menit kepada siswa untuk membaca dan memahami teks tersebut. Kemudian, peneliti meminta siswa untuk menjawab pertanyaan terkait teks bacaan tersebut. |
| **Kegiatan Penutup** |
| * Peneliti mengevaluasi pemahaman siswa. * Peneliti dan siswa menyimpulkan hasil pembelajaran. * Menutup kegiatan pembelajaran dengan berdoa bersama dan memberikan salam penutup. |

1. **Penilaian**

* Teknik penilaian : tes tertulis
* Bentuk instrumen : soal pilihan ganda
* Instrumen : terlampir

** Parepare, 26 Januari 2023**

**Mengetahui,**

Guru Mata Pelajaran Mahasiswa

St. Mashita, S.Pd.I. Rahmatia Arman

NIP. NIM. 18.1300.005

**PETRUK CAVE**

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen Regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave’s name is taken from the punokawan of puppet characters that is Petruk. The cave named Petruk Cave because the length of cave is as long as petruk’s nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

1. What is the text purpose?
   1. To inform about tourism in Kebumen
   2. To explain about floors in Petruk Cave
   3. To introduce The Local tourism in Kebumen
   4. To describe Petruk Cave
2. Why is it named as Petruk Cave?
   1. Because the cave is belong to Petruk
   2. Because the cave’s length is as long as Petruk’s nose
   3. Because Petruk is the first explorer of the cave
   4. Because Petruk is buried at the cave
3. Which part of it which used for place to put foods for ancestor?
   1. In the basic cave
   2. In Petruk cave
   3. In Hindu cave
   4. Inside the cave
4. What does stalactites mean?
   1. A type of formation that hangs from the ceiling of caves
   2. Types of formation that lay on the floor of caves
   3. Types of food given to ancestor
   4. Kind of animals in the cave
5. What does “lead” mean in paragraph 2?
   1. Guide
   2. Take
   3. Bring
   4. Put

**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPA

Materi Pokok : Descriptive Text

Alokasi Waktu : 3 x 45 menit (1x pertemuan)

1. **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu mengindentifikasi makna, fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana.

1. **Kegiatan Pembelajaran**

|  |
| --- |
| **Kegiatan Pendahuluan** |
| * Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa, serta menciptakan kondisi belajar yang menyenangkan dengan melakukan *warming up*. * Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh, serta memberikan motivasi mengenai manfaat mempelajari Bahasa Inggris sebelum memberikan materi. |
| **Kegiatan Inti** |
| * Peneliti memberikan materi tentang teks deskriptiflalu meminta siswa mengidentifikasi secara bersama-sama. Kemudian, siswa diberikan kesempatan untuk bertanya apabila ada yang belum dipahami. * Peneliti membagikan paper yang berisi teks bacaan deskriptif tentang “*National Monument*” dan melakukan *brainstorming* dengan mengaktifkan prior knowledge siswa dengan menanyakan apa yang mereka ketahui mengenai topik tersebut. * Peneliti memberikan waktu beberapa menit kepada siswa untuk membaca dan memahami teks tersebut. Kemudian, peneliti meminta siswa untuk menjawab pertanyaan terkait teks bacaan tersebut. |
| **Kegiatan Penutup** |
| * Peneliti mengevaluasi pemahaman siswa. * Peneliti dan siswa menyimpulkan hasil pembelajaran. * Menutup kegiatan pembelajaran dengan berdoa bersama dan memberikan salam penutup. |

1. **Penilaian**

* Teknik penilaian : tes tertulis
* Bentuk instrumen : soal pilihan ganda
* Instrumen : terlampir

** Parepare, 29 Januari 2023**

**Mengetahui,**

Guru Mata Pelajaran Mahasiswa

St. Mashita, S.Pd.I. Rahmatia Arman

NIP. NIM. 18.1300.005

**NATIONAL MONUMENT**

The National Monument or usually called as Monas is located in Central Jakarta, Indonesia. This monument was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. It was opened to the public in 1975.

The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 x 80 meters, and everyone can visit it to learn the history of Indonesia. There is also an amphitheater in this building called Ruang Kemerdekaan, it is located in the cup part of Monas and it can be reached by using spiral stairs at the north and south doors. If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also the flame of independence.

1. What kind of text above?
2. Daily news
3. Descriptive text
4. Narrative text
5. Report text
6. Based on the text, what is located at the top of Monas?
7. An amphitheater
8. A museum
9. A flame shape covered with gold foil
10. A spiral stairs
11. “...everyone can visit it to learn...”. The underlined word refers to ....
12. Monas
13. Museum
14. Amphitheater
15. Elevator
16. The unique characteristic of Monas is ....
17. The amphitheater
18. The museum
19. The flame shape covered with gold foil
20. The spiral stairs
21. What is the function of the spiral stairs?
22. To access the museum
23. To access the flame shape
24. To access the top platform
25. To access the amphitheater

**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : MA DDI Lil Banat Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : XI IPA

Materi Pokok : Descriptive Text

Alokasi Waktu : 3 x 45 menit (1x pertemuan)

1. **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu mengindentifikasi makna, fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana.

1. **Kegiatan Pembelajaran**

|  |
| --- |
| **Kegiatan Pendahuluan** |
| * Melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran, memeriksa kehadiran siswa, serta menciptakan kondisi belajar yang menyenangkan dengan melakukan *warming up*. * Menyampaikan inti/garis besar cakupan materi, metode belajar yang akan ditempuh, serta memberikan motivasi mengenai manfaat mempelajari Bahasa Inggris sebelum memberikan materi. |
| **Kegiatan Inti** |
| * Peneliti memberikan materi tentang teks deskriptiflalu meminta siswa mengidentifikasi secara bersama-sama. Kemudian, siswa diberikan kesempatan untuk bertanya apabila ada yang belum dipahami. * Peneliti membagikan paper yang berisi teks bacaan deskriptif tentang “*Kuta Beach*” dan melakukan *brainstorming* dengan mengaktifkan prior knowledge siswa dengan menanyakan apa yang mereka ketahui mengenai topik tersebut. * Peneliti memberikan waktu beberapa menit kepada siswa untuk membaca dan memahami teks tersebut. Kemudian, peneliti meminta siswa untuk menjawab pertanyaan terkait teks bacaan tersebut. |
| **Kegiatan Penutup** |
| * Peneliti mengevaluasi pemahaman siswa. * Peneliti dan siswa menyimpulkan hasil pembelajaran. * Menutup kegiatan pembelajaran dengan berdoa bersama dan memberikan salam penutup. |

1. **Penilaian**

* Teknik penilaian : tes tertulis
* Bentuk instrumen : soal pilihan ganda
* Instrumen : terlampir

** Parepare, 31 Januari 2023**

**Mengetahui,**

Guru Mata Pelajaran Mahasiswa

St. Mashita, S.Pd.I. Rahmatia Arman

NIP. NIM. 18.1300.005

**KUTA BEACH**

Kuta is a very beautiful beach. Kuta beach located in Badung regency. It’s close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and International.

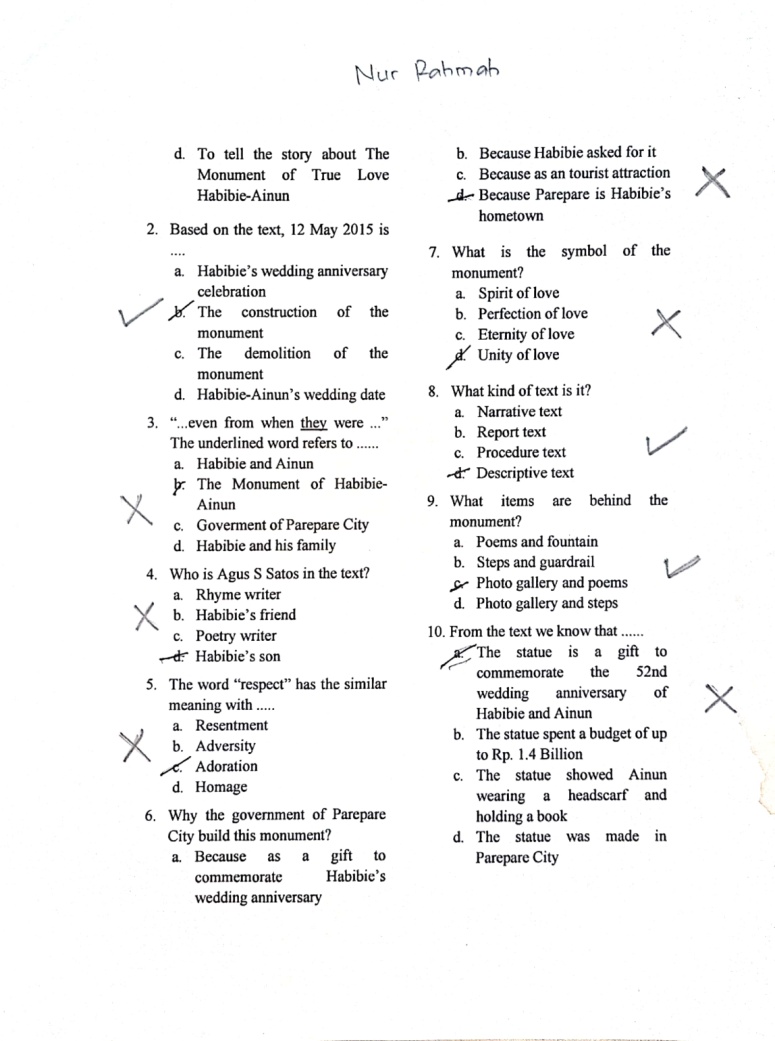
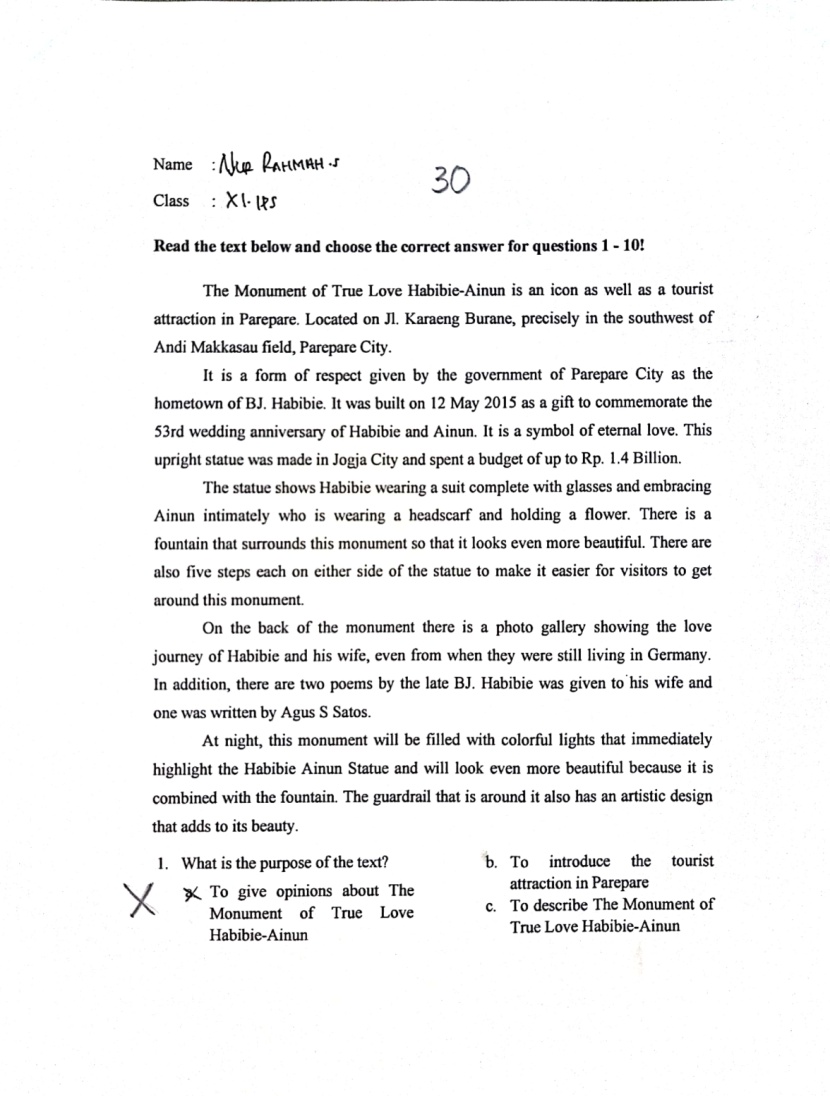
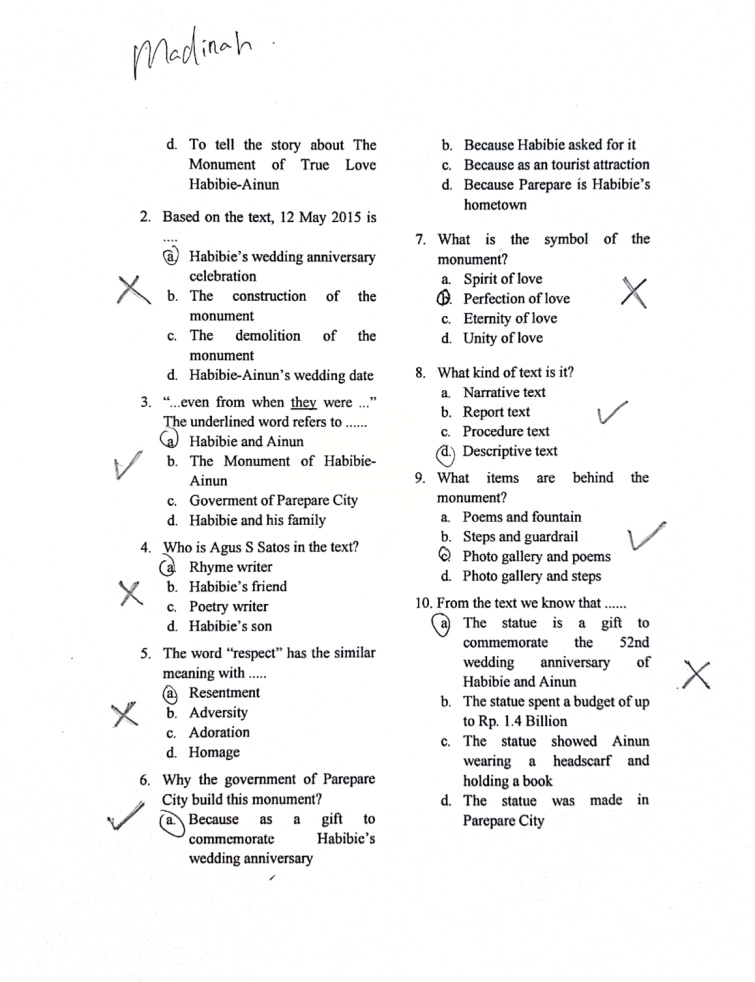
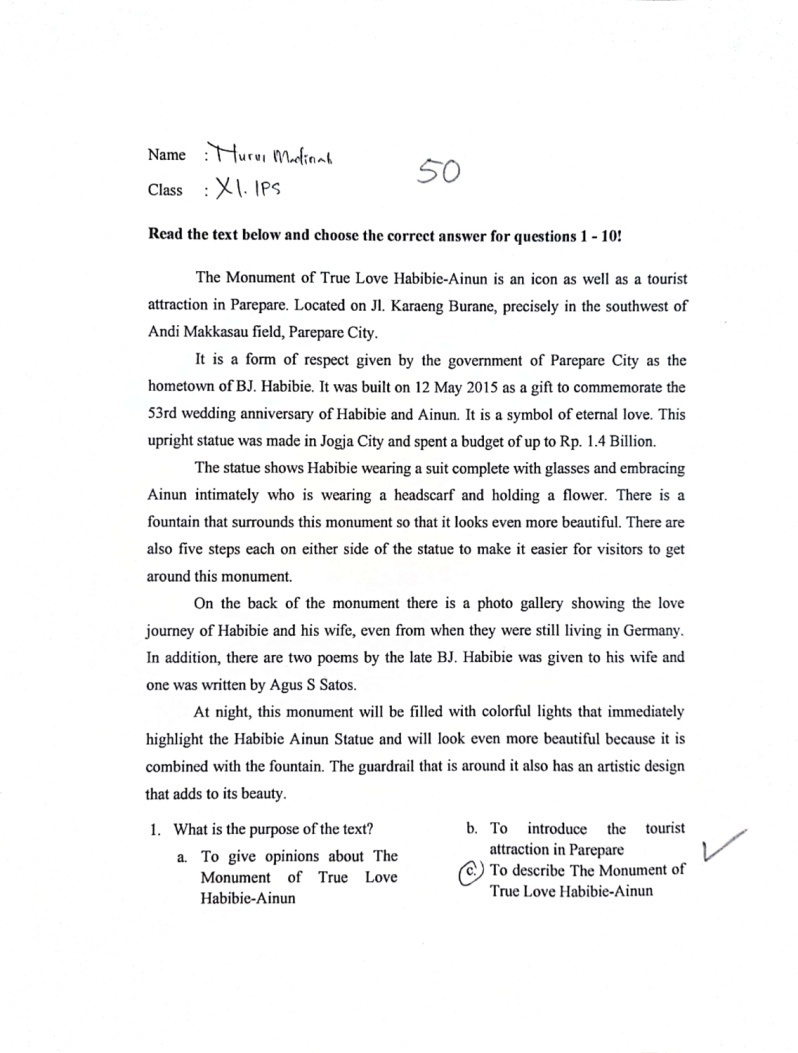
In Kuta beach, there are a variety of facilities including accommodation, restaurant, bar, as well as a very famous surfing spots in the world. In Kuta beach, you will see a lot of tourists with a variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, playing volleyball, walking around, and playing beach soccer. This is a beach that is very crowded every day.

The activity in Kuta beach is not only takes place during the day, but also in the night. Various types of pubs and restaurants provide night hours for visitors so they can enjoy a meal and entertainment throughout the night. The night life at Kuta beach starts at 23:00.

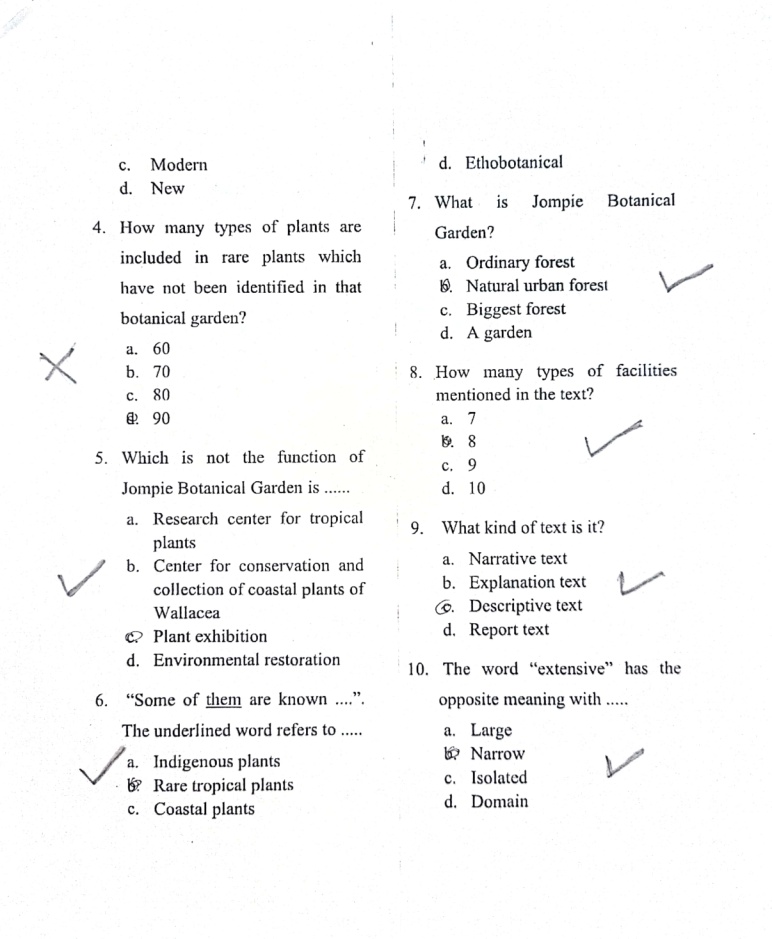
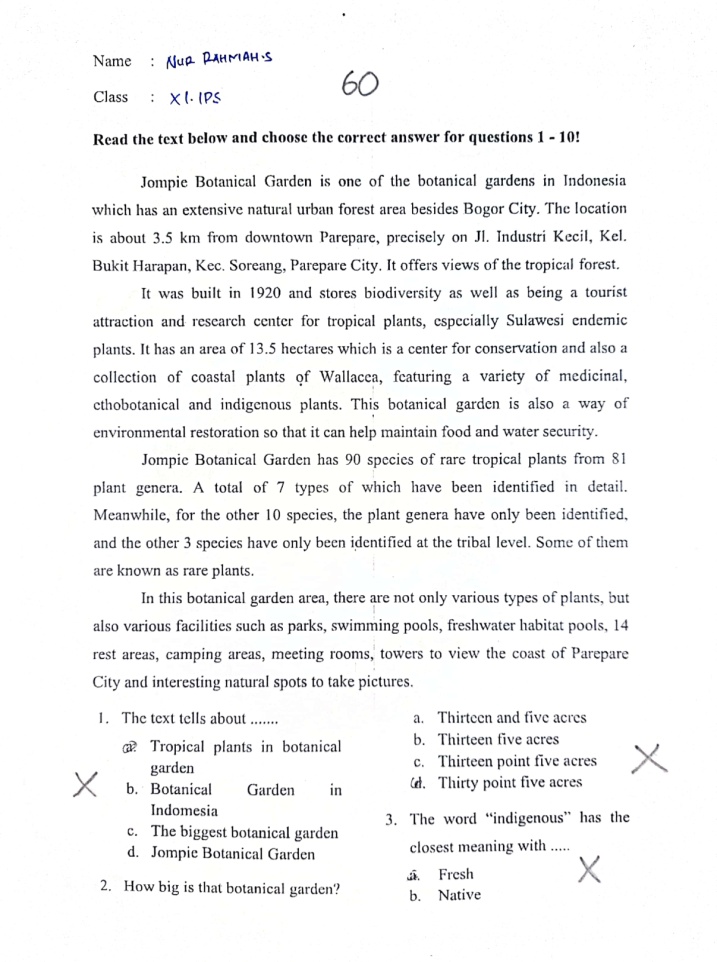
1. What is closest to the beach based on the text?
2. Badung regency
3. Ngurah Rai airport
4. Denpasar
5. Downtown
6. Based on the text, in which paragraph are the facilities and activities on Kuta beach explained?
7. 1
8. 2
9. 3
10. 2 and 3
11. What activities are usually carried out by tourists on the beach, **except** .....
12. Sunbathing
13. Playing badmintoon
14. Playing volleyball
15. Kite flying
16. The word “crowded” has the similar meaning with ....
17. Packed
18. Deserted
19. Maintained
20. Trusted
21. How many facilities are mentioned in the text?
22. 3
23. 4
24. 5
25. 6

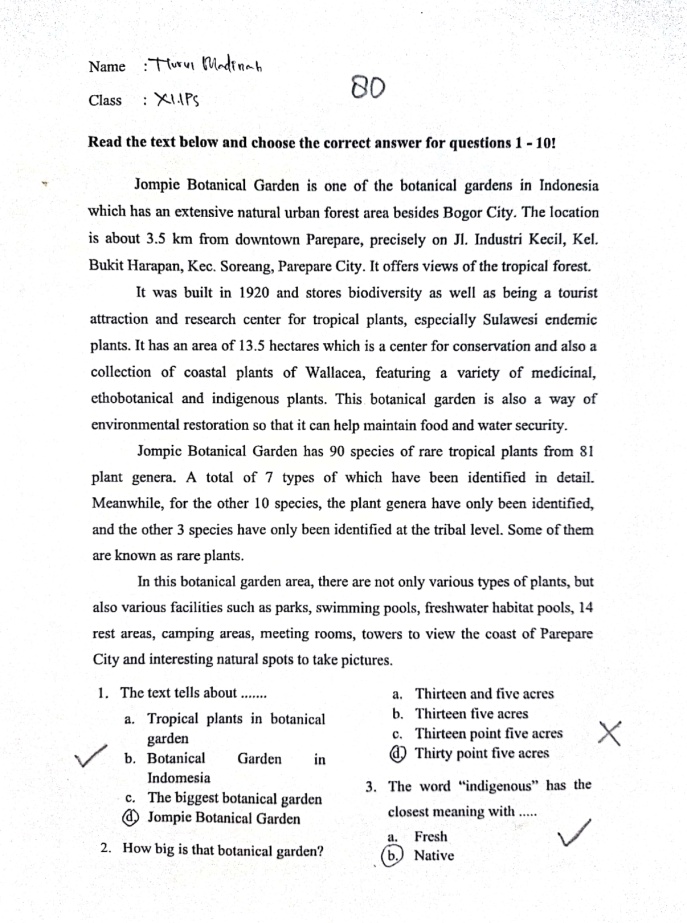
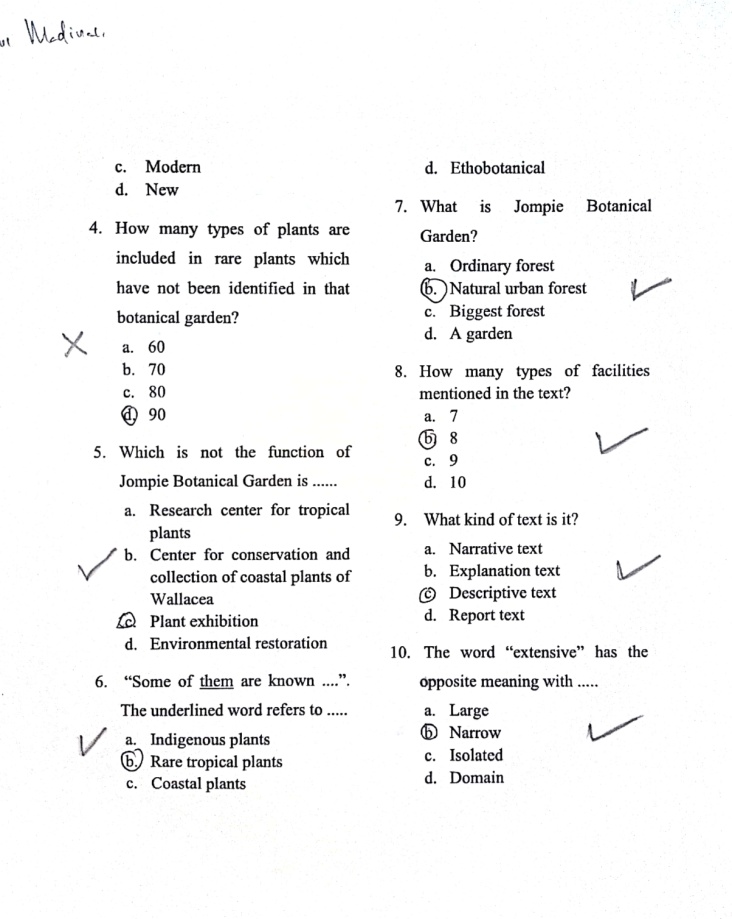
*Appendix 3: Students’ pre-test and post-test of experimental class*

1. **Students’ Pre-test**

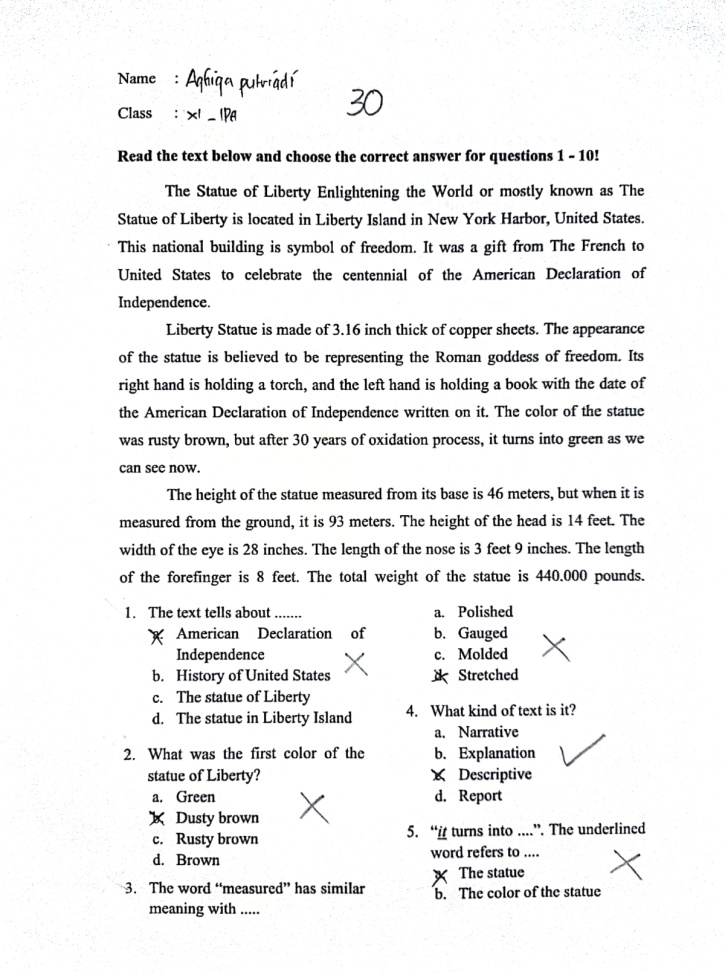
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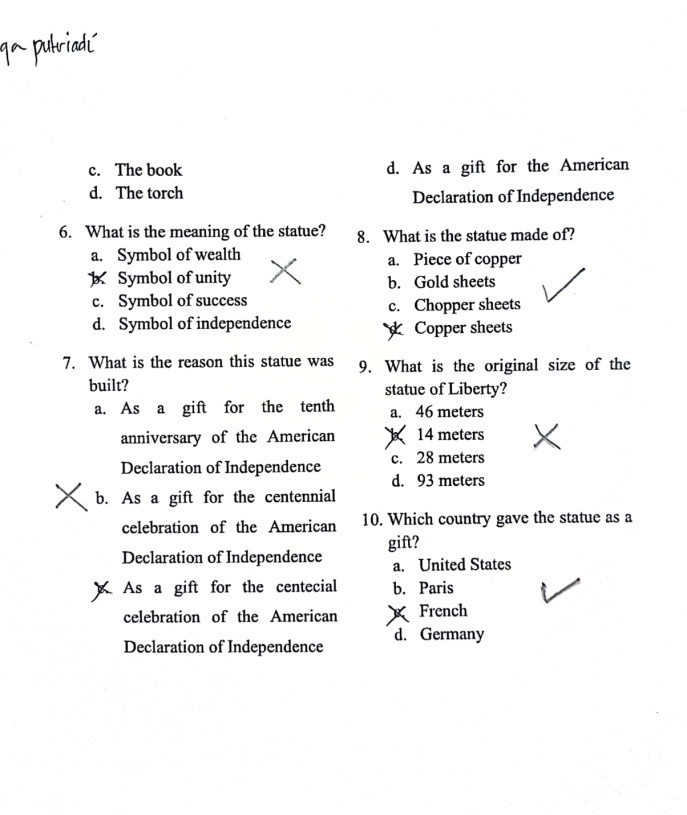
1. **Students’ Post-test**

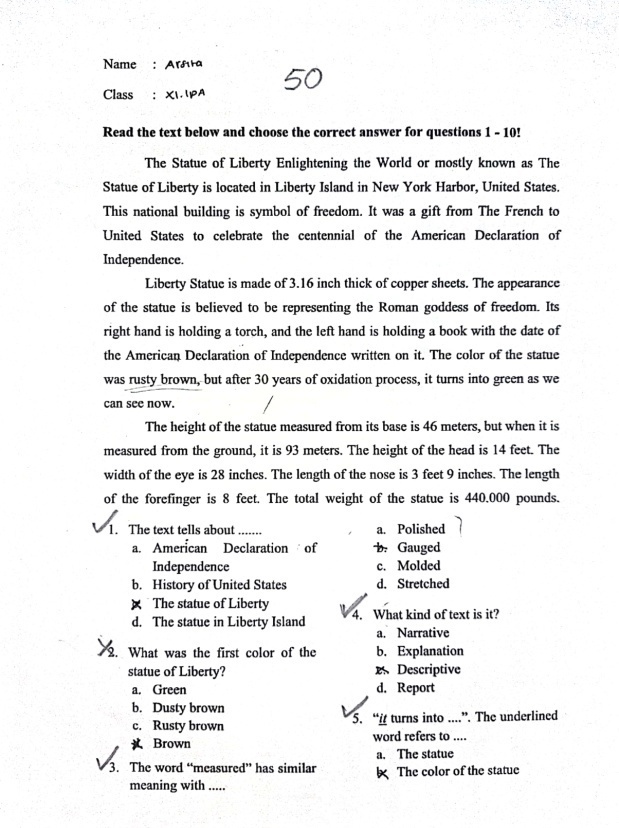
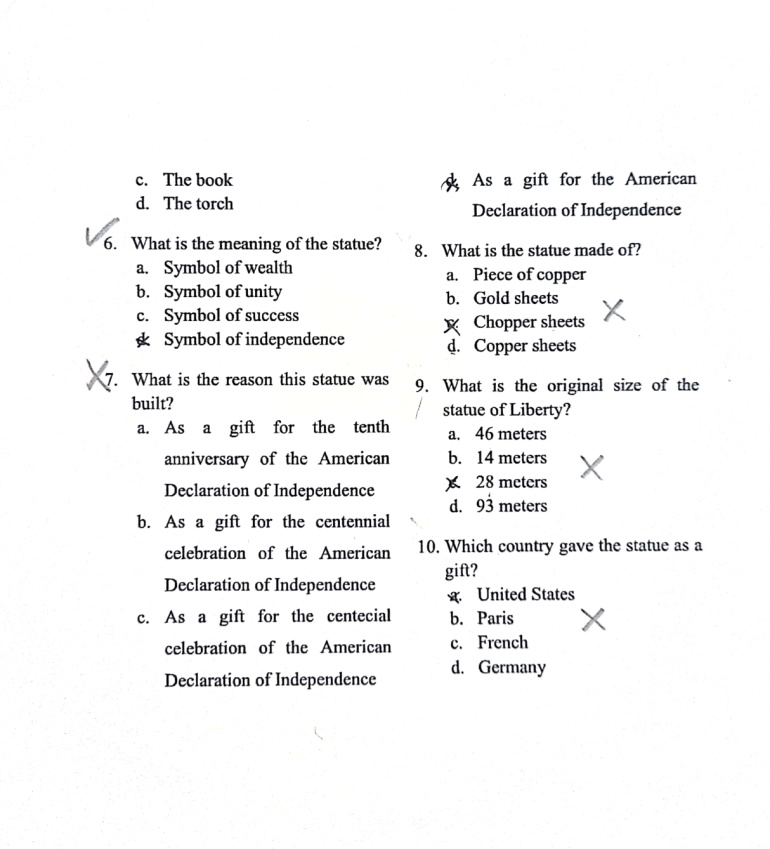


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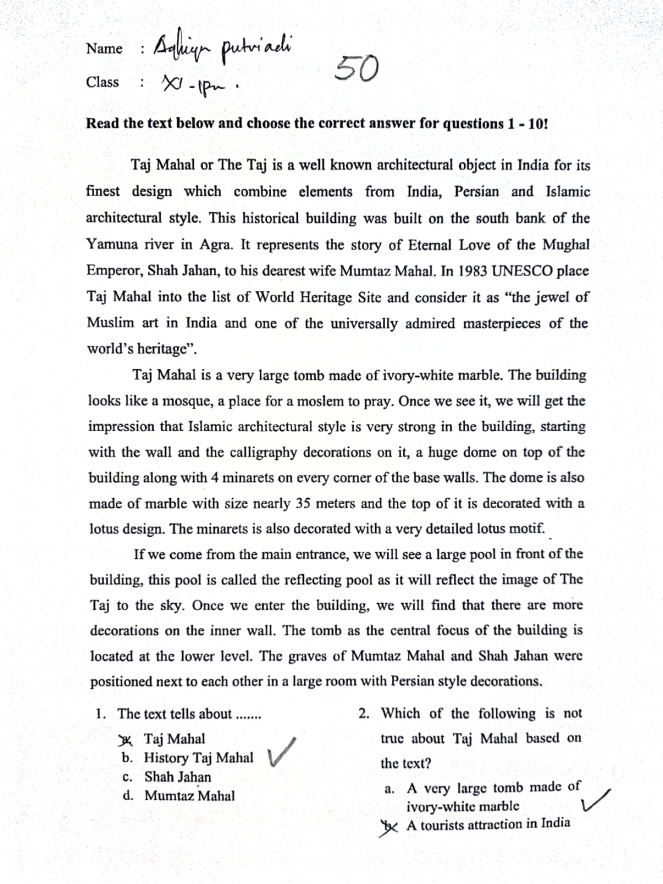
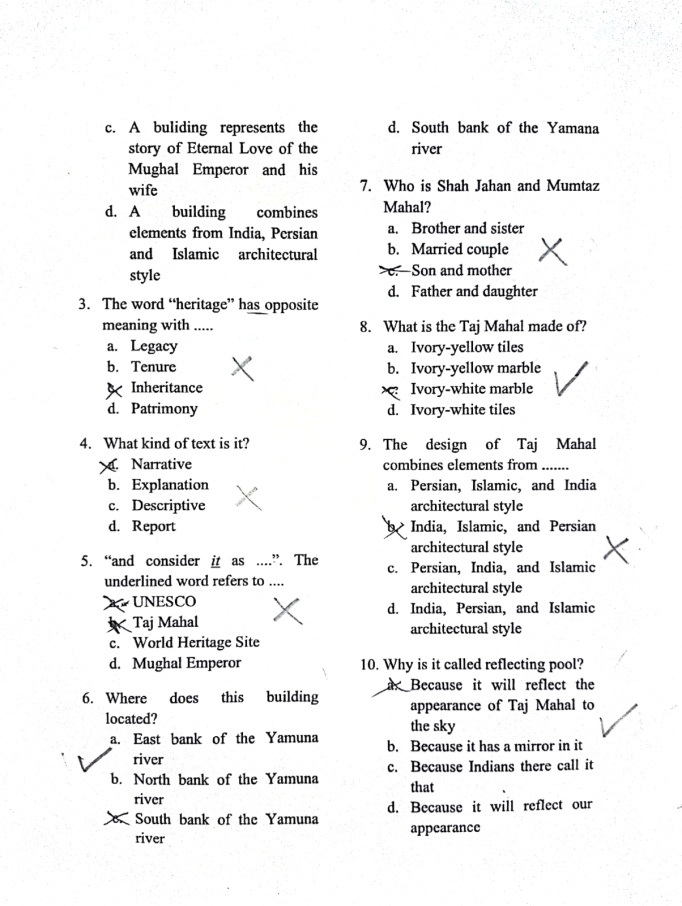
*Appendix 4: Students’ pre-test and post-test of control class*

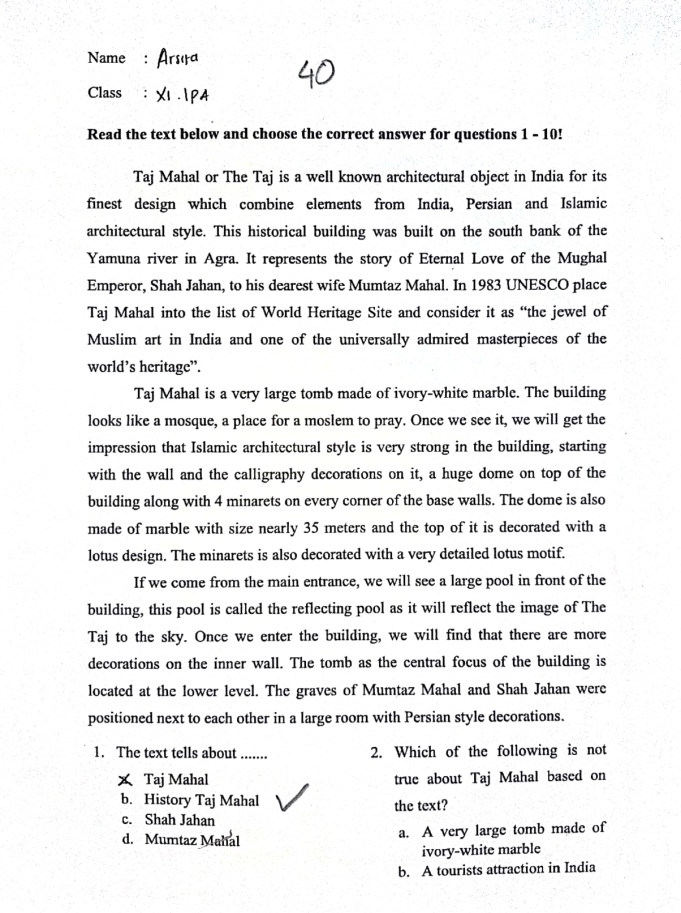
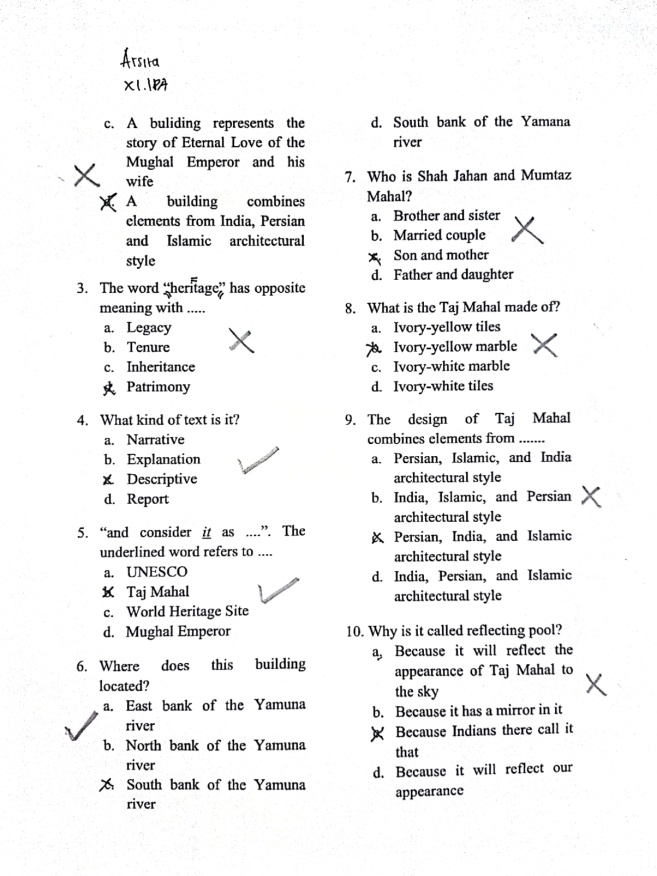
1. **Students’ Pre-test**

**

**

1. **Students’ Post-test**

**

**

*Appendix 5: Students’ pre-test and post-test in experimental and control class*

* + 1. **Data of Experimental Class**

1. **Students’ Score in Pre-Test**

| **Students Name** | **Correct Answer** | **Score** | **Classification** |
| --- | --- | --- | --- |
|
| **S1** | 8 | 80 | Good |
| **S2** | 6 | 60 | Fair |
| **S3** | 7 | 70 | Fair |
| **S4** | 4 | 40 | Very Poor |
| **S5** | 8 | 70 | Fair |
| **S6** | 3 | 30 | Very Poor |
| **S7** | 4 | 40 | Very Poor |
| **S8** | 5 | 50 | Poor |
| **S9** | 6 | 60 | Fair |
| **S10** | 4 | 40 | Very Poor |
| **S11** | 4 | 40 | Very Poor |
| **S12** | 6 | 60 | Fair |
| **S13** | 3 | 30 | Very Poor |
| **S14** | 4 | 40 | Very Poor |
| **S15** | 5 | 50 | Poor |
| **S16** | 5 | 50 | Poor |
| **S17** | 3 | 30 | Very Poor |
| **S18** | 3 | 30 | Very Poor |
| **S19** | 5 | 50 | Poor |
| **S20** | 2 | 20 | Very Poor |

1. **Students’ Score in Post-Test**

| **Students Name** | **Correct Answer** | **Score** | **Classification** |
| --- | --- | --- | --- |
|
| **S1** | 5 | 60 | Fair |
| **S2** | 3 | 30 | Very Poor |
| **S3** | 8 | 90 | Excellent |
| **S4** | 4 | 50 | Poor |
| **S5** | 8 | 90 | Excellent |
| **S6** | 4 | 50 | Poor |
| **S7** | 6 | 70 | Fair |
| **S8** | 4 | 50 | Poor |
| **S9** | 7 | 80 | Good |
| **S10** | 8 | 90 | Excellent |
| **S11** | 6 | 70 | Fair |
| **S12** | 7 | 80 | Good |
| **S13** | 6 | 60 | Fair |
| **S14** | 8 | 90 | Excellent |
| **S15** | 8 | 80 | Good |
| **S16** | 4 | 50 | Poor |
| **S17** | 4 | 50 | Poor |
| **S18** | 8 | 90 | Excellent |
| **S19** | 5 | 60 | Fair |
| **S20** | 4 | 50 | Poor |

1. **Pre-testand Post-test Scores of Students in Experimental Class**

| **Students Name** | **Pre-test** | **Post-test** | **X** | **X2** |
| --- | --- | --- | --- | --- |
|
| **S1** | 80 | 60 | -20 | 400 |
| **S2** | 60 | 30 | -30 | 900 |
| **S3** | 70 | 90 | 20 | 400 |
| **S4** | 40 | 50 | 10 | 100 |
| **S5** | 70 | 90 | 20 | 400 |
| **S6** | 30 | 50 | 20 | 400 |
| **S7** | 40 | 70 | 30 | 900 |
| **S8** | 50 | 50 | 0 | 0 |
| **S9** | 60 | 80 | 20 | 400 |
| **S10** | 40 | 90 | 50 | 2500 |
| **S11** | 40 | 70 | 30 | 900 |
| **S12** | 60 | 80 | 20 | 400 |
| **S13** | 30 | 60 | 30 | 900 |
| **S14** | 40 | 90 | 50 | 2500 |
| **S15** | 50 | 80 | 30 | 900 |
| **S16** | 50 | 50 | 0 | 0 |
| **S17** | 30 | 50 | 20 | 400 |
| **S18** | 30 | 90 | 60 | 3600 |
| **S19** | 50 | 60 | 10 | 100 |
| **S20** | 20 | 50 | 30 | 900 |
|  | **940** | **1340** | **400** | **17000** |
| **Mean Score** | | | **20** |  |

* + 1. **Data of Control Class**

1. **Students’ Score in Pre-Test**

| **Students Name** | **Correct Answer** | **Score** | **Classification** |
| --- | --- | --- | --- |
|
| **S1** | 5 | 50 | Poor |
| **S2** | 5 | 50 | Poor |
| **S3** | 1 | 10 | Very Poor |
| **S4** | 6 | 60 | Fair |
| **S5** | 3 | 30 | Very Poor |
| **S6** | 5 | 50 | Poor |
| **S7** | 1 | 10 | Very Poor |
| **S8** | 3 | 30 | Very Poor |
| **S9** | 5 | 50 | Poor |
| **S10** | 2 | 20 | Very Poor |
| **S11** | 4 | 40 | Very Poor |
| **S12** | 5 | 50 | Poor |
| **S13** | 3 | 30 | Very Poor |
| **S14** | 7 | 70 | Fair |
| **S15** | 2 | 20 | Very Poor |
| **S16** | 5 | 50 | Poor |
| **S17** | 6 | 60 | Fair |
| **S18** | 5 | 50 | Poor |

1. **Students’ Score in Post-Test**

|  |  |  |  |
| --- | --- | --- | --- |
| **Students Name** | **Correct Answer** | **Score** | **Classification** |
|
| **S1** | 2 | 20 | Very Poor |
| **S2** | 9 | 80 | Good |
| **S3** | 5 | 40 | Very Poor |
| **S4** | 7 | 70 | Fair |
| **S5** | 5 | 50 | Poor |
| **S6** | 4 | 40 | Very Poor |
| **S7** | 5 | 50 | Poor |
| **S8** | 8 | 60 | Fair |
| **S9** | 9 | 80 | Good |
| **S10** | 6 | 60 | Fair |
| **S11** | 4 | 40 | Very Poor |
| **S12** | 8 | 50 | Poor |
| **S13** | 5 | 40 | Very Poor |
| **S14** | 6 | 60 | Fair |
| **S15** | 3 | 20 | Very Poor |
| **S16** | 6 | 60 | Fair |
| **S17** | 6 | 60 | Fair |
| **S18** | 4 | 30 | Very Poor |

1. **Pre-testand Post-test Scores of Students in Control Class**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students Name** | **Pre-test** | **Post-test** | **X** | **X2** |
|
| **S1** | 50 | 20 | -30 | 900 |
| **S2** | 50 | 80 | 30 | 900 |
| **S3** | 10 | 40 | 30 | 900 |
| **S4** | 60 | 70 | 10 | 100 |
| **S5** | 30 | 50 | 20 | 400 |
| **S6** | 50 | 40 | -10 | 100 |
| **S7** | 10 | 50 | 40 | 1600 |
| **S8** | 40 | 60 | 20 | 400 |
| **S9** | 50 | 80 | 30 | 900 |
| **S10** | 30 | 60 | 30 | 900 |
| **S11** | 50 | 40 | -10 | 100 |
| **S12** | 50 | 50 | 0 | 0 |
| **S13** | 40 | 40 | 0 | 0 |
| **S14** | 70 | 60 | -10 | 100 |
| **S15** | 20 | 20 | 0 | 0 |
| **S16** | 50 | 60 | 10 | 100 |
| **S17** | 60 | 60 | 0 | 0 |
| **S18** | 50 | 30 | -20 | 400 |
| **∑** | **770** | **910** | **140** | **7800** |
| **Mean Score** | | | **7,8** |  |

*Appendix 6: Documentation*

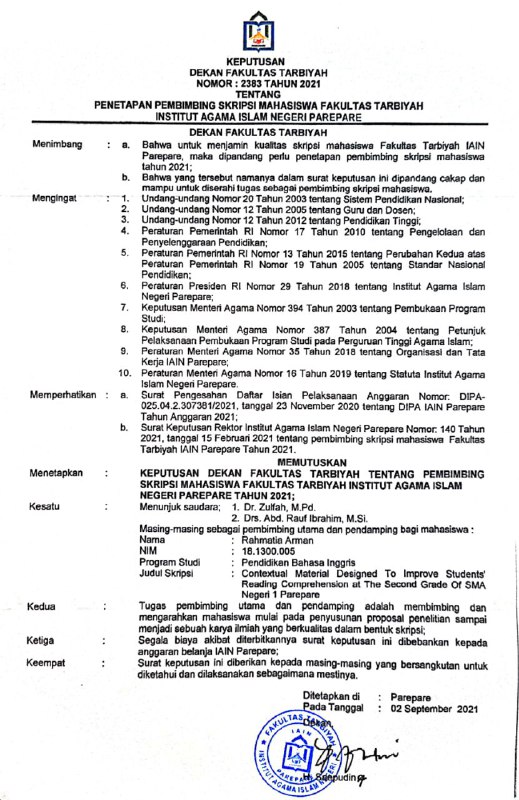


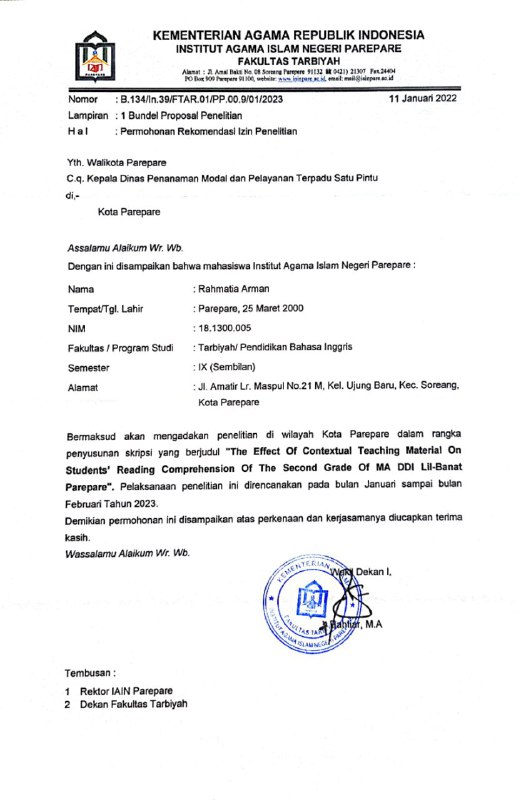


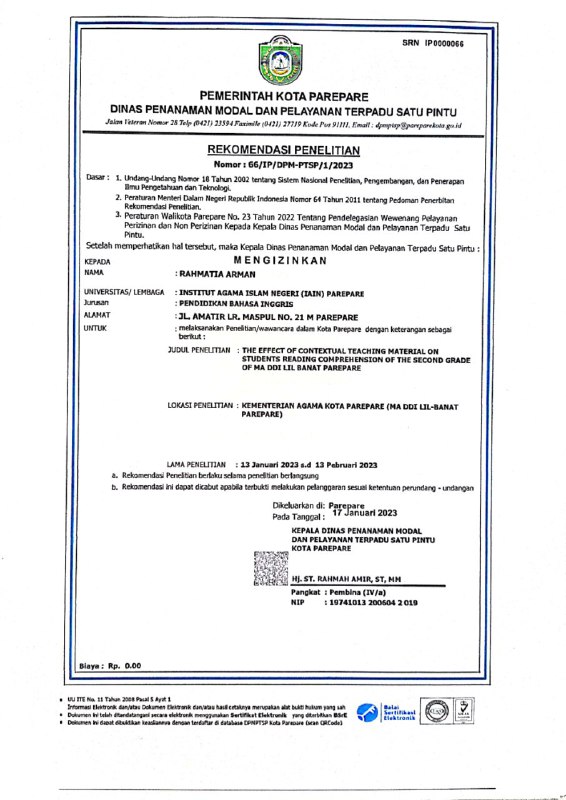






*Appendix 7: Determination of student thesis supervisor*

*Appendix 8: Research permit recommendation*

*Appendix 9: Recommendation letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu*

*Appendix 10: Letter of research completing*



**CURRICULUM VITAE**

Rahmatia Arman, her short name is Tia. The writer was born on March 25th, 2000 in Parepare. She is the last child from six children in her family. From the couple of Arman. S and Rahmawati. Her education background, she began her study on 2006 in Elementary School at SDN 30 Parepare and graduated on 2012. She continued her study at SMPN 2 Parepare and graduated on 2015. She continued her study at SMAN 1 Parepare and graduated on 2018. Then, she continued her education at State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah Faculty as her major. Finally, on 2023 she completed her thesis with the tittle *“The Effect of Contextual Teaching Material on Students’ Reading Comprehension of the Second Grade of MA DDI Lil-Banat Parepare”.*