

**AN ANALYSIS OF THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND
LEARNING (CTL) IN TEACHING READING COMPREHENSION
AT MTS AL HIKMAH**

A Thesis

Submitted As a Partial Fulfillment of the Requirements For S1- Degree

By:

RAHMANIA ALQAIDA

NPM. 2111040081

Study Program : English Education

Advisor : Istiqomah Nur Rahmawati, M.Pd

Co-Advisor : M. Fikri Nugraha Kholid, M.Pd



TARBIYAH AND TEACHER TRAINING FACULTY

STATE UNIVERSITY OF ISLAMIC STUDIES

RADEN INTAN LAMPUNG

1448 H/2026 M

DECLARATION

The Scientific Article was written by a student who is undersigned below:

Name : Rahmania Alqaida

Student's Number : 2111040081

Study Program : English Education

I hereby declare that this thesis, entitled “AN ANALYSIS OF THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN TEACHING READING COMPREHENSION AT MTS AL HIKMAH”, is entirely my own work and based on my own research. I also declare that all materials and sources used in compiling this thesis, whether in form of books, articles, and any other kinds of documents, are properly cited in the citation and bibliography.

Bandar Lampung, September 2026

Rahmania Alqaida

NPM. 2111040081

ABSTRACT

This research aimed to analyze the implementation of Contextual Teaching and Learning (CTL) in teaching reading comprehension at MTs Al Hikmah Kedaton. Specifically, the study described how the English teacher implemented CTL in reading comprehension classes, identified the challenges encountered during its implementation, and explored the strategies used to overcome those challenges.

This study employed a descriptive qualitative research design. The participants consisted of one English teacher and six selected ninth-grade students at MTs Al Hikmah Kedaton. The data were collected through classroom observations, semi-structured interviews, and documentation. Furthermore, the data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing or verification. To ensure the trustworthiness of the findings, the researcher applied credibility, transferability, dependability, and confirmability through source triangulation.

The findings revealed that the teacher implemented Contextual Teaching and Learning through the REACT components, namely Relating, Experiencing, Applying, Cooperating, and Transferring. The teacher connected reading materials with students' daily experiences, encouraged active participation through collaborative learning and contextual activities, and guided students to apply their reading comprehension in meaningful situations. However, several challenges were identified, including students' limited vocabulary, low participation, varying reading abilities, limited instructional time, and students' dependence on teacher explanations. To overcome these challenges, the teacher provided vocabulary support, utilized visual media, facilitated collaborative learning activities, offered additional guidance, and encouraged students to relate reading texts to their real-life experiences. In conclusion, the implementation of Contextual Teaching and Learning contributed to creating a more meaningful, student-centered, and contextual reading comprehension learning process despite the challenges encountered during its implementation.

Keywords: Contextual Teaching and Learning, English Teaching, Qualitative Research, REACT, Reading Comprehension.

MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

"Read in the name of your Lord who created."

(Q.S. Al-'Alaq [96]: 1)

CURRICULUM VITAE

The researcher, Rahmania Alqaida, was born in Banjarmasin on December 22nd, 2003. She is the beloved daughter of Mr. Muallim Wijaya and Mrs. Zubaidah.

Her educational journey began at the elementary school level, followed by her junior high school education. She then continued her secondary education at MA Al Hikmah Bandar Lampung, where she successfully completed her studies.

In 2021, she was admitted to UIN Raden Intan Lampung through the SPAN-PTKIN admission pathway. She enrolled in the English Education Study Program, Faculty of Tarbiyah and Teacher Training. During her years of study, she developed a strong interest in English language teaching and learning, particularly in teaching reading comprehension through meaningful and contextual learning approaches.

As a partial fulfillment of the requirements for obtaining a Bachelor's Degree (S.Pd.) in English Education, she conducted a research entitled “An Analysis of the Implementation of Contextual Teaching and Learning (CTL) in Teaching Reading Comprehension at MTs Al Hikmah.” Through this research, she hopes to contribute to the development of English language teaching, especially in promoting meaningful learning experiences that enhance students' reading comprehension.

DEDICATION

Bismillahirrahmanirrahim... Praise be to Allah SWT, the Most Gracious and the Most Merciful, for His endless blessings, guidance, mercy, and strength, enabling the author to complete this thesis. This thesis is dedicated with sincere gratitude and deepest appreciation to

1. My beloved father, Mr. Muallim Wijaya. Thank you for every sacrifice, hard work, endless prayer, and unwavering support you have given throughout my life. Although you did not have the opportunity to pursue higher education, you have always worked tirelessly to provide the best education and opportunities for your children. Your perseverance, responsibility, and dedication have inspired me to become a stronger and more independent person. Thank you for always believing in me and encouraging me to pursue my dreams. I sincerely hope this achievement makes you proud. May Allah SWT always bless you with good health, a long life, happiness, and abundant blessings.

2. My beloved mother, Mrs. Zubaidah. Thank you for your unconditional love, endless prayers, patience, and sincere support throughout every stage of my life. Your affection, encouragement, and sacrifices have become my greatest source of strength in facing every challenge. Our journey as a family has not always been easy, but every hardship has taught me invaluable lessons about becoming a strong, responsible, independent, and resilient woman. This thesis is a small token of my deepest gratitude for everything you have done for me. I hope this achievement brings joy to your heart, as your daughter has finally earned the bachelor's degree you have always dreamed of for her. May Allah SWT always bless you with good health, a long life, endless happiness, and abundant blessings, so that you may continue to witness every success I will achieve in the future, Insha'Allah.

Our journey as a family has not always been easy, but every challenge we have faced together has taught me invaluable lessons about becoming a strong, responsible, independent, and resilient woman. This thesis is a small token of my deepest gratitude and appreciation for everything you have done for me. I sincerely hope this achievement makes you proud, as your daughter has finally earned the bachelor's degree you have always dreamed of for her. May Allah SWT always bless you with good health, a long life, endless happiness, and abundant blessings, so that you may continue to witness every success I will achieve in the future.

ACKNOWLEDGEMENT

In the name of Allah SWT, the Most Gracious, the Most Merciful.

All praise is due to Allah SWT for His infinite blessings, mercy, guidance, and strength, which have enabled the researcher to complete this thesis entitled “An Analysis of the Implementation of Contextual Teaching and Learning (CTL) in Teaching Reading Comprehension at MTs Al Hikmah.” Without His permission and endless grace, this thesis would never have been accomplished. Peace and blessings be upon Prophet Muhammad SAW, his family, his companions, and all those who faithfully follow his teachings until the end of time.

This thesis is submitted as one of the requirements for obtaining the Bachelor's Degree (S.Pd.) in the English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Raden Intan Lampung.

The researcher realizes that this thesis could not have been completed without the invaluable support, guidance, encouragement, assistance, and prayers from many people. Therefore, the researcher would like to express her deepest gratitude and sincere appreciation to:

1. Dr. Nanang Supriadi, M.Sc., the Dean of the Faculty of Tarbiyah and Teacher Training, UIN Raden Intan Lampung, together with all academic staff for their support and services throughout the researcher's academic journey.
2. M. Ridho Kholid, S.S., M.Pd., the Head of the English Education Study Program, for his guidance and valuable knowledge during the researcher's years of study.
3. The researcher's first advisor, Ms. Istiqomah Nur Rahmawati, M.Pd for the invaluable guidance, patience, constructive suggestions, continuous encouragement, and support throughout the process of completing this thesis.
4. The researcher's second advisor, Mr. M. Fikri Nugraha Kholid, M.Pd for the meaningful feedback, valuable advice, motivation, and thoughtful guidance that greatly contributed to the completion of this research.
5. The Headmaster, the English teacher, and the ninth-grade students of MTs Al Hikmah Kedaton, for their permission, cooperation, participation, and willingness to assist the restearcher during the data collection process.
6. The researcher's beloved parents, Mr. Muallim Wijaya and Mrs. Zubaidah, for their endless love, sincere prayers, countless sacrifices, unwavering support, and encouragement. Although they never had the opportunity to pursue higher education, they always prioritized their children's education and happiness, providing both moral and financial support. Their strength, perseverance, and unconditional love have inspired the researcher to become a strong, responsible, and independent woman. This achievement is dedicated to them with profound love and gratitude.
7. The researcher's beloved sisters, for their endless love, prayers, encouragement, patience, and support. Their presence has always been a source of comfort, strength, and motivation throughout every challenge faced during this academic journey.

8. The researcher's beloved friends, especially "Anak Ayah Bunda," for the unforgettable memories, endless laughter, prayers, encouragement, companionship, and support throughout the years of study. Their friendship has made this academic journey more meaningful and memorable.
9. All lecturers of the English Education Study Program, for the valuable knowledge, guidance, and experiences shared throughout the researcher's academic years.
10. Everyone who has contributed, directly or indirectly, to the completion of this thesis but cannot be mentioned individually. May Allah SWT reward all kindness with abundant blessings.

Finally, the researcher realizes that this thesis is still far from perfect. Therefore, constructive criticism and valuable suggestions are sincerely welcomed for the improvement of future research. The researcher hopes that this thesis will contribute to the development of English language teaching, particularly in the implementation of Contextual Teaching and Learning (CTL) in teaching reading comprehension, and provide useful insights for future researchers, teachers, and students.

May Allah SWT bless everyone who has contributed to this research. Aamiin Ya Rabbal 'Alamin.

Bandar Lampung, July 2026
The Researcher

Rahmania Alqaida
2111040081

TABLE OF CONTENTS

COVER.....	i
TABLE OF CONTENTS	iii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
CHAPTER I INTRODUCTION.....	1
A. Title Confirmation.....	1
B. Background of the Problem	3
C. Focus and Sub-focus of the Research.....	5
D. Problem Formulation	6
E. Objectives of the Research.....	6
F. The Significance of the Research	7
G. Relevant Research.....	7
H. Research Methodology.....	9
I. Trustworthiness	16
J. Systematics of the Research	17
CHAPTER II REVIEW OF RELATED LITERATURE.....	15
A. Theoretical Review	15
1. Contextual Teaching and Learning (CTL)	15
a. Definition of Contextual Teaching and Learning (CTL).....	15
b. Philosophical and Conceptual Basis of Contextual Teaching and Learning	17
c. Principles or Core Components of Contextual Teaching and Learning	18
d. Characteristics of Contextual Teaching and Learning in the Classroom.....	21
e. Step or Strategies in Implementing Contextual Teaching and Learning.....	22
f. Benefits and Challenges of Contextual Teaching and Learning in English Language Learning	24

2. Reading Comprehension	27
a. Literal Comprehension	24
b. Inferential Comprehension	24
c. Critical Comprehension	24
d. Creative Comprehension	24
3. The Relationship between Contextual Teaching and Learning and Reading Comprehension.....	25
B. Conceptual Framework	30
CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT Error! Bookmark not defined.	
A. General Description of the Object	Error! Bookmark not defined.
B. Fact and Data Display	Error! Bookmark not defined.
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION ... Error! Bookmark not defined.	
A. Research Findings	Error! Bookmark not defined.
B. Research Discussion	59
CHAPTER V CONCLUSION AND RECOMMENDATION	66
A. Conclusion	66
B. Recommendation.....	66
REFERENCES	68
APPENDICES	72

LIST OF TABLES

Table 1. 1 List of Class IX Students.....	9
Table 3. 1 Blueprint Instrument Observation	40
Table 3. 2 Blueprint Instrument Interview Teacher	41
Table 3. 3 Blueprint Instrument Interview Students	41

LIST OF FIGURES

Figure 2. 1 Conceptual Model of Contextual Teaching and Learning (CTL)	18
Figure 2. 2 Conceptual Flowchart: CTL to Reading Comprehension.....	33

CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to facilitate understanding of the title of this thesis and avoid misunderstanding in understanding the meaning contained in the title, the researcher will first explain the terms contained in the title **“An Analysis of the Implementation of Contextual Teaching and Learning (CTL) in Teaching Reading Comprehension at MTs Al Hikmah”** as follows:

1. Analysis

Analysis is understood as “A thinking activity to break down a component into its constituent components so that the characteristics of these components can be known, the relationships between these components, and the function of each in an integrated whole”. Analysis is the process of investigating or the process of finding out about an event so that the actual situation can be known, analysis is needed to analyze and observe something which of course has the aim of getting the final result of the research that has been done (Andestian Wirayuda et al., 2024).

2. Contextual Teaching and Learning (CTL)

Contextual teaching learning (CTL) is the connection of each learning material or topic with real life. Contextual Teaching and Learning (CTL) is defined as a way to introduce content using a variety of active learning techniques designed to help students connect what they already know to what they are expected to learn, and to construct new knowledge from the analysis and synthesis of this learning process. A theoretical basis for CTL is outlined, with a focus on connection, constructivist, and active

learning theories (Hudson & Whisler, 2007). Contextual Teaching and Learning (CTL) is a learning approach that links learning materials to students' real lives, whether in personal, social, or cultural contexts. In this case, students are encouraged not only to understand reading texts literally, but also to interpret the meaning of the text by relating it to their daily experiences. CTL in this research is the main teaching approach being analyzed. The study focuses on how CTL is implemented in teaching reading comprehension, including the teacher's strategies, students' responses, challenges encountered during the implementation, and the solutions applied by the teacher. This means that the study not only discusses CTL theory but also examines

its application at MTs Al Hikmah and its contribution to teaching reading comprehension skills.

3. Reading Comprehension

Reading comprehension is the process of making meaning of written ideas through meaningful interpretive interaction with language. A good reader is one who understands what he or she is reading, and the faster he or she gets the meaning of what he or she is reading. The level of comprehension needs to be matched to the purpose of the reading skill, and as with skill development in any field, reading speed can be support with training and practice (Suhaedi & Nanning, 2019). In this research, reading comprehension is the main target that is supported through the CTL approach. This means that the research does not only emphasize the technical aspects of reading (decoding) but more on understanding the meaning of the text and applying the content of the reading in real life. The focus is on how CTL is applied in teaching reading comprehension and how students respond to its implementation in the classroom.

Based on the description of the title, it can be concluded that this study focuses on analyzing the application of Contextual Teaching and Learning (CTL) as a learning strategy that can connect the material with the real-life context of students. CTL is believed to support the teaching of reading comprehension because it encourages students to connect reading texts with their real-life experiences. Through this study, Contextual Teaching and Learning (CTL) is not only understood in theory but also examined in terms of its implementation in the classroom at MTs Al Hikmah. This study focuses on reading comprehension as the main target for support, as this skill is key to supporting students' success in mastering English.

Based on the description above, it can be concluded that this study focuses on analyzing the implementation of Contextual Teaching and Learning (CTL) in teaching reading comprehension at MTs Al Hikmah. The study explores how CTL is applied in classroom practice, including the teacher's strategies, students' responses, challenges encountered during the implementation process, and the solutions used to address those challenges. Reading comprehension is discussed as the learning skill taught through the CTL approach. Therefore, the title "An Analysis of the Implementation of Contextual Teaching and Learning (CTL) in Teaching Reading Comprehension at MTs Al Hikmah" reflects the purpose of the study, which is to provide a detailed description of the implementation of CTL in reading comprehension classes and to gain a deeper understanding of how the approach is practiced in the teaching and learning process.

B. Background of the Problem

In English language learning, there are four main skills that students must master, namely listening, speaking, reading, and writing. Among these four skills, reading plays a central role because through reading, students can obtain information, broaden their knowledge, and develop critical thinking skills. Reading is also a basic skill that is supported success in other language skills. Therefore, reading skills are a very important aspect for students to master (Anand Professor, 2019).

However, in reality, many students experience difficulties in reading comprehension. In general, the main problems in reading skills are limited vocabulary, lack of ability to understand context, and inability to infer information from the text. These difficulties prevent students from constructing the overall meaning of the text, resulting in learning outcomes that fall short of expectations. This situation leads to low reading comprehension skills among students, preventing the optimal achievement of English language learning objectives. The solution is for students to read critically and for teachers to choose the right methods (Musafer, 2022).

Similar problems were also found at MTs Al Hikmah Kedaton. Based on a preliminary observation conducted on January 15th, 2026, in class IX B during an English reading lesson taught by the English teacher at MTs Al Hikmah, several problems were identified. Some students had difficulty determining the main idea of the text and understanding contextual vocabulary. During classroom activities, several students were also unable to answer inferential questions because they only focused on translating sentences word by word. In addition, only a few students actively participated in classroom discussions, while others tended to remain passive and relied heavily on the teacher's explanation. The teacher had implemented Contextual Teaching and Learning (CTL) in several activities, such as connecting the reading topic with students' daily experiences and conducting group discussions. However, the implementation had not been fully optimal because some students still found it difficult to relate the text to real-life contexts and apply reading strategies independently.

This condition indicates a gap between the ideal concept of Contextual Teaching and Learning (CTL) and its implementation in classroom practice. Ideally, CTL encourages students to actively construct meaning by connecting learning materials with their real-life experiences. Through contextual learning, students are expected not only to understand the text literally but also to interpret and apply the information meaningfully in everyday life (Utami et al., 2023). Therefore, teachers need to

implement learning strategies that can support students' active involvement and teaching reading comprehension abilities.

One effort that can be made to support students' reading comprehension is the implementation of the Contextual Teaching and Learning (CTL) strategy. CTL is a learning approach that emphasizes the active involvement of students in discovering the meaning of the text themselves and connecting it to their daily lives. With this strategy, reading learning will be more meaningful, because students not only understand the content of the reading theoretically but can also apply it in a real context (Utami et al., 2023).

Many studies have explored the application of Contextual Teaching and Learning (CTL) in teaching reading comprehension (Azzahra & Ambarwati, 2021). However, research focusing on the implementation of CTL in teaching reading comprehension in the specific context of MTs Al Hikmah remains limited. This is because students connect simpler reading texts with real experiences and contexts related to their lives. Several previous studies in the field of English Education have examined the application of Contextual Teaching and Learning (CTL), but their focus and context differ from this study, such as Yandry Diana Dethan and Renold Harse Modok who focused on students and general English learning outcomes (listening, speaking, writing), rather than reading comprehension at the MTs level. The results of the study indicate that the study described how CTL was implemented in English learning activities, including reading instruction. Unlike this study, their focus was on English learning outcomes, while this study focuses on the reading comprehension of MTs students (Dethan & Modok, 2024). Aisah, examined the effect of the Contextual Teaching and Learning (CTL) model and learning motivation on the English vocabulary skills of fifth-grade students at SDN 050662 Stabat. This study showed that Contextual Teaching and Learning (CTL) and learning motivation significantly contributed to the development of students' English vocabulary skills ($p < .05$). This study focuses on vocabulary at the elementary school level, not on reading comprehension, and not at the MTs level.

Contextual Teaching and Learning (CTL), a student-centered method that stresses learning through real-life contexts and events, is one possible strategy for teaching reading comprehension. Although Previous studies have discussed the implementation of CTL in various learning contexts in various disciplines, there is still a lack of research specifically investigating how CTL is implemented in teaching reading comprehension, particularly at MTs Al Hikmah.

Based on these studies, it can be concluded that most studies focus on speaking, writing, or motivation to learn English, not on reading comprehension. Meanwhile, studies on the application of CTL in teaching reading comprehension at the MTs level are still limited. This indicates a research gap that needs to be explored further. Thus, this study has novelty by focusing specifically on Analyzing the implementation of CTL in teaching reading comprehension to MTs students. Based on these various issues, the author concludes that a learning strategy is a pattern or plan implemented by teachers in teaching and learning activities in the classroom, either individually or in groups, to achieve certain objectives and thereby attain the desired success and achievements. The implementation of the CTL strategy can support teachers in guiding students to understand reading materials being taught because Some students showed low engagement during reading activities and still depended heavily on the teacher's explanation. As a result, they experienced difficulties in understanding the reading materials independently, which makes it difficult for them to understand the lessons. To achieve the desired goals with this CTL learning strategy, it is not only the teacher who is responsible for teaching reading comprehension, but also the support of the family and community so that students continue to feel guided.

Therefore, the researcher will propose a study entitled **“An Analysis of the Implementation of Contextual Teaching and Learning (CTL) in Teaching Reading Comprehension at MTs Al Hikmah”**.

C. Focus and Sub-focus of the Research

Based on the background of the problem, this research focuses on the implementation of Contextual Teaching and Learning (CTL) in teaching reading comprehension at MTs Al Hikmah. Specifically, this research explores how the English teacher implements the five components of the REACT strategy, namely Relating, Experiencing, Applying, Cooperating, and Transferring, during reading comprehension lessons. In addition, this research investigates the challenges encountered by the teacher and students during the implementation of CTL and the solutions applied by the English teacher to address those challenges. The sub-foci of this research are as follows:

1. The implementation of Contextual Teaching and Learning (CTL) in teaching reading comprehension through the five REACT components:
 - a. Relating, connecting reading materials with students' prior knowledge, experiences, and real-life situations.

- b. Experiencing, involving students in active exploration and discovery of meaning from reading texts.
 - c. Applying, encouraging students to use information and knowledge obtained from reading texts in meaningful tasks or situations.
 - d. Cooperating, involving students in collaborative activities and interactions with their peers during reading activities.
 - e. Transferring, encouraging students to apply knowledge and understanding gained from reading texts to new or real-life situations.
2. The challenges faced by the teacher and students during the implementation of CTL.
 3. The solutions applied by the English teacher to overcome the challenges in implementing CTL.

Based on these sub-focuses, this study examines how the five REACT components are implemented in reading comprehension lessons, identifies the challenges encountered by the teacher and students during the implementation, and describes the solutions applied by the English teacher to address those challenges at MTs Al Hikmah.

D. Problem Formulation

Based on the background of the research, the research problems are formulated as follows:

1. How does the English teacher implement Contextual Teaching and Learning (CTL) in teaching reading comprehension at MTs Al Hikmah?
2. What challenges are faced by the teacher and students during the implementation of CTL in reading comprehension lessons?
3. What solutions are applied by the teacher to overcome the challenges in implementing CTL in reading comprehension lessons?

E. Objectives of the Research

Based on the research problems above, the objectives of this research are:

1. To describe how the English teacher implements Contextual Teaching and Learning (CTL) in teaching reading comprehension at MTs Al Hikmah.
2. To identify the challenges faced by the teacher and students during the implementation of CTL in reading comprehension lessons.

3. To describe the solutions applied by the teacher to overcome the challenges in implementing CTL in reading comprehension lessons.

F. Significance of the Research

The benefits that will be generated in the research activities of An Analysis of the Implementation of Contextual Teaching and Learning (CTL) in Teaching Reading Comprehension at MTs Al Hikmah are expected to provide benefits in the form of:

1. Theoretical Significance

- a. The theoretical benefits of this research will be expected to add to the repertoire of knowledge, especially those related to the Contextual Teaching and Learning.
- b. As a reference for further researchers will use the results of this research to conduct further studies on Contextual Teaching and Learning (CTL) in teaching reading comprehension.

2. Practical Significance

- a. This research is expected to support students' participation and engagement in reading comprehension activities through contextual learning experiences related to their daily lives.
- b. This research is expected to provide a description of how Contextual Teaching and Learning (CTL) is implemented in reading comprehension classes, including classroom activities, challenges, and solutions during the learning process. The findings of this research may help English teachers understand contextual learning practices in teaching reading comprehension.
- c. This research is expected to provide input for the school in improving the quality of English learning, especially reading comprehension learning through contextual teaching practices.
- d. This research is expected to become a reference for future researchers who are interested in conducting research related to Contextual Teaching and Learning (CTL) and reading comprehension.

G. Relevant Research

The researcher used four previous studies as relevant references related to Contextual Teaching and Learning (CTL) in English language teaching.

The first study was conducted by Aprizani in a journal entitled "Improving Reading Comprehension Using Contextual Teaching and Learning (CTL)." The study examined the use of CTL in English learning and reported that CTL could support

students' learning process compared to conventional teaching methods. The study highlights that CTL helps students connect learning materials with real-life contexts, making learning more meaningful (Aprizani, 2016).

The second study was conducted by Utami et al. entitled "The Effectiveness of Contextual Teaching and Learning in Improving Students' Reading Comprehension." The study explained that CTL encourages teachers to connect classroom materials with real-world situations so that students can relate their knowledge to daily life experiences. This approach makes the learning process more meaningful and student-centered (Utami et al., 2023).

The third study by Dethan and Modok focused on the use of CTL in English learning outcomes. The findings show that CTL can be used as an alternative learning model to support students' English learning because it helps students relate learning materials to real-life situations. However, the study also notes that teachers need to anticipate challenges in implementing CTL effectively in the classroom (Dethan and Modok, 2024).

The fourth study by Amaniarsih and Meisuri investigated the implementation of CTL in a reading course for English education students. The findings show that CTL can increase students' engagement, understanding, and motivation in learning reading. Students also reported that CTL helped them relate reading materials to their personal experiences (Amaniarsih and Meisuri, 2024).

Although previous studies have discussed the use of Contextual Teaching and Learning (CTL) in English language teaching, most of them focus on learning outcomes such as speaking, writing, vocabulary, or general reading comprehension. In addition, most studies were conducted in different educational contexts such as elementary school or university level. There is still limited research that specifically examines how CTL is implemented in teaching reading comprehension at the Madrasah Tsanawiyah (MTs) level.

Furthermore, previous studies have not deeply explored the classroom implementation process of CTL in reading comprehension lessons, particularly regarding the teacher's instructional strategies, challenges faced during implementation, and solutions used to overcome those challenges.

Therefore, the novelty of this study lies in its focus on analyzing the implementation of Contextual Teaching and Learning (CTL) in teaching reading comprehension at MTs Al Hikmah. This study specifically explores the teacher's

classroom practices, the challenges encountered during the implementation, and the solutions applied in the teaching process. Thus, this research is expected to provide a more detailed description of CTL implementation in a real classroom context at the MTs level.

H. Research Methodology

1. Research Design

This research uses descriptive qualitative field research. The study is conducted in a natural classroom setting at MTs Al Hikmah Kedaton to describe how Contextual Teaching and Learning (CTL) is implemented in teaching reading comprehension.

This research focuses on describing the implementation of CTL during reading comprehension activities, the challenges faced by the teacher and students during the learning process, and the solutions applied by the teacher to overcome those challenges. Therefore, the researcher observes classroom activities, teacher-student interactions, and contextual learning practices in the real classroom situation (Sugiyono, 2008).

This research is a qualitative study that employs a non-participant observation approach. According to H. Douglas Brown (2007), qualitative research emphasizes the analysis of inductive and deductive reasoning processes and the dynamics of relationships among observed phenomena using scientific logic. In language teaching, qualitative research is understood as the investigation of teaching and learning processes in authentic classroom contexts, involving detailed descriptive data such as observations, interactions, and interview reports.

The researcher acts as a non-participant observer who observes the classroom activities, takes field notes, conducts interviews, and collects documentation without directly participating in the teaching and learning process.

Data in this study are collected through observation, interviews, and documentation. The collected data are then analyzed and interpreted to describe the real classroom situation in depth and detail. Therefore, this research aims to provide a comprehensive description of the implementation of Contextual Teaching and Learning (CTL) in teaching reading comprehension at MTs Al Hikmah Kedaton.

2. Place and Time of Research

- a. This research will be conducted at MTs Al Hikmah Kedaton, located at Jl. Sultan Agung Gg. Raden Saleh No. 23, Kedaton, Bandar Lampung City.

- b. This research will be carried out from June to July 2026.

3. Data and Data Source

Data and data sources play an important role in determining the success of a qualitative research study. Research cannot be considered scientific without reliable data and data sources (Dewi et al., 2023).

a. Data

The data in this research are classified into two types, namely main data and supporting data.

1) Main Data

The main data in this research are related to the research questions, namely:

- a) The implementation of Contextual Teaching and Learning (CTL) in teaching reading comprehension.
- b) The challenges faced by the teacher and students during the implementation of CTL.
- c) The solutions applied by the English teacher to overcome the challenges in implementing CTL.

These data are obtained through classroom observation, interviews, and field notes.

2) Supporting Data

Supporting data in this research are complementary data used to support and triangulate the main data. These data include school profile, number of teachers, number of students, facilities and infrastructure, lesson plans (RPP) or teaching modules, teaching materials, students' worksheets (LKS), and photographs of classroom activities.

b. Data Source

Data sources are the subjects and documents from which the data are obtained. According to Sugiyono 2017, data sources in qualitative research are generally categorized into primary and secondary data sources.

1) Primary data

Primary data are the main data obtained directly from the field through observation, interviews, and documentation. The primary data sources in this research are one English teacher at MTs Al Hikmah Kedaton who teaches Grade IX, and Grade IX students from classes

IX A, IX B, and IX C, with a total of 76 students (IX A: 23 students, IX B: 26 students, IX C: 27 students).

The interview participants are selected purposively from 6–9 students based on the teacher's recommendation and categorized according to their English reading ability (high, middle, and low). Classroom observations are conducted in all Grade IX classes (IX A, IX B, and IX C) to obtain a comprehensive description of CTL implementation in reading comprehension classes.

Table 1. 1 List of Class IX Students

No	Class	Number
1	IX A	23
2	IX B	26
3	IX. C	27
	Total	76

2) Secondary data

Secondary data in this research are obtained from documents that do not directly involve field interaction. These include school profile, number of teachers, number of students, facilities and infrastructure data, lesson plans (RPP) or teaching modules, teaching materials, students' worksheets (LKS), and photographs of learning activities. These documents are used to support and triangulate the findings from observation and interviews.

4. Data Collecting Technique

Data collection techniques are an essential part of research because the main purpose of research is to obtain data. Data collection techniques refer to the methods used to gather information such as events, activities, or characteristics of individuals or groups in a systematic way (Chand, 2025).

In this research, the researcher used three data collection techniques, namely observation, interview, and documentation.

a. Observation

Observation is a data collection technique used to obtain information directly from the research setting. Through observation, the researcher can describe classroom situations naturally and systematically by observing phenomena related to the research focus (Kawulich, 2005).

In this study, the researcher acted as a non-participant observer. The researcher did not take part in classroom activities but only observed and recorded the teaching and learning process conducted by the English teacher and students.

The observations were conducted three times in Grade IX classes (IX A, IX B, and IX C) at MTs Al Hikmah Kedaton. Each observation was carried out using an observation sheet and field notes to systematically record classroom activities related to the implementation of Contextual Teaching and Learning (CTL) in teaching reading comprehension.

The aspects observed in this research included:

1. The implementation of CTL in pre-reading, while-reading, and post-reading activities.
2. The teacher's strategies in implementing CTL in teaching reading comprehension.
3. Classroom interaction between teacher and students.
4. Students' participation and engagement during the learning process.
5. The classroom atmosphere during reading activities.

The researcher recorded all observation data using observation sheets and field notes in order to obtain detailed information related to the implementation of CTL in classroom practice.

b. Interview

Interview is a data collection technique conducted through a question-and-answer process between the researcher and participants to obtain detailed information related to the research topic (Esterberg, 2002).

In this research, the researcher conducted semi-structured interviews with one English teacher who teaches Grade IX and 6–9 Grade IX students at MTs Al Hikmah Kedaton. The student participants were selected based on purposive sampling and categorized into high, middle, and low reading ability levels according to the teacher's recommendation.

The interview guideline was prepared before the interview, but the researcher also developed follow-up questions based on participants' responses to gain deeper information.

The interview questions were developed based on the research questions and covered the following aspects:

1. The implementation of CTL in teaching reading comprehension (including pre-reading, while-reading, and post-reading stages and REACT components).
2. The teacher's instructional strategies in applying CTL.
3. The challenges faced by the teacher and students during the implementation of CTL.
4. The solutions applied by the teacher to overcome the challenges.

The interview with the English teacher lasted approximately 30–45 minutes, while interviews with students lasted around 15–20 minutes per participant or group depending on the situation. All interviews were audio-recorded with participants' consent and transcribed for data analysis.

c. Documentation

Documentation is a data collection technique used to obtain supporting data in the form of written documents, images, or records related to the research focus. Documentation is used to strengthen and support data obtained from observation and interviews.

In this study, documentation was used to support the analysis of CTL implementation in teaching reading comprehension at MTs Al Hikmah Kedaton. The documents collected were directly related to classroom teaching and learning activities, including:

1. School profile and institutional information.
2. Lesson plans (RPP) or teaching modules used by the English teacher.
3. Reading texts used in classroom learning activities.
4. Students' worksheets (LKS) related to reading comprehension tasks.
5. Teaching materials and media used in CTL implementation.
6. Photographs of classroom activities during reading lessons.

These documents were used for triangulation to support the findings from observation and interviews.

5. Data Analysis Technique

The data in this study were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three stages: data condensation, data display, and conclusion drawing/verification.

a. Data Condensation

According to Miles, Huberman, and Saldaña (2014), data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data obtained from field notes, interview transcripts, observations, and documentation. This process is carried out continuously throughout the research.

In this study, data condensation was conducted by selecting and organizing relevant data related to the implementation of Contextual Teaching and Learning (CTL) in teaching reading comprehension. The researcher categorized the data based on the research focus, namely: (1) the implementation of CTL in reading comprehension classes, (2) the challenges faced by teachers and students during the implementation process, and (3) the solutions applied by the teacher to overcome those challenges. Irrelevant data were excluded to ensure that the analysis remained focused on the research objectives.

b. Data Display

Data display refers to the process of organizing and presenting data in a systematic form to facilitate understanding and interpretation. According to Miles, Huberman, and Saldaña (2014), data can be displayed through narrative descriptions, tables, charts, or thematic categories.

In this study, the data were presented in descriptive narrative form and organized into several themes based on the research focus. The findings were displayed under three main categories: (1) the implementation of CTL in teaching reading comprehension, (2) challenges encountered during the implementation of CTL, and (3) solutions applied by the teacher. Furthermore, the implementation of CTL was analyzed using the REACT components, namely Relating, Experiencing, Applying, Cooperating, and Transferring.

c. Conclusion Drawing and Verification

The final stage of data analysis is conclusion drawing and verification. At this stage, the researcher interpreted the meaning of the data and identified patterns,

relationships, and findings relevant to the research objectives. The conclusions were continuously verified through triangulation of data obtained from observations, interviews, and documentation to ensure their validity and trustworthiness.

Through this process, the researcher drew conclusions regarding the implementation of Contextual Teaching and Learning (CTL) in teaching reading comprehension, the challenges faced by teachers and students, and the solutions applied during the teaching and learning process at MTs Al Hikmah Kedaton.

6. Data Validity

Data validity is carried out to prove whether the research conducted is truly scientific research as well as to test the data obtained. Data validity tests in qualitative research include tests, credibility, transferability, dependability, and confirmability. According to Nassaji in (2020), the criteria for trustworthiness in qualitative research credibility, transferability, dependability, and confirmability are essential for ensuring that findings are believable, applicable to other contexts, consistent over time, and free from researcher bias.

In order for data in qualitative research to be accounted for as scientific research, it is necessary to test the validity of the data. The data validity test can be carried out.

a. Credibility

Test credibility or test the trustworthiness of the research data presented by the researcher so that the results of the research carried out do not doubt as a scientific work is carried out.

b. Transferability

Transferability is external validity in qualitative research. External validity shows the degree of accuracy or applicability of the research results to the population from which the sample was taken.

c. Dependability

Reliability or research that can be trusted, in other words, several experiments carried out always get the same results. Dependability or reliability research is research when research conducted by other people with the same research process will get the same results.

d. Confirmability

The objectivity of qualitative testing is also called the confirmability test of research. Research can be said to be objective if the results of the research have been

agreed upon by more people. Qualitative research confirmability test means testing the results of research that is associated with the process that has been carried out.

I. Trustworthiness

To ensure the trustworthiness of the data, the researcher will apply the criteria proposed by Lincoln and Guba (1985), namely credibility, transferability, dependability, and confirmability.

1. Credibility

Credibility refers to the confidence in the truth and accuracy of the research findings (Lincoln & Guba, 1985). To establish credibility, the researcher will use source triangulation by comparing data obtained from different sources, namely the English teacher, students, classroom observations, and learning documents. The researcher will also compare information obtained through interviews, observations, and documentation to ensure consistency and accuracy of the data. According to Sugiyono (2017), triangulation is a technique for checking data validity by utilizing various data collection methods and data sources. Therefore, credibility in this study will be strengthened through cross-checking information from multiple sources.

2. Transferability

Transferability refers to the extent to which the findings can be transferred or applied to other contexts with similar characteristics (Lincoln & Guba, 1985). To achieve transferability, the researcher will provide a detailed description of the research setting, including the profile of MTs Al Hikmah, the characteristics of Class IX students, the classroom learning situation, and the implementation of English teaching and learning activities. Such detailed descriptions will enable readers to determine whether the findings are relevant and applicable to their own contexts.

3. Dependability

Dependability concerns the consistency and reliability of the research process over time (Lincoln & Guba, 1985). To ensure dependability, the researcher will maintain detailed records of the research procedures, including observation notes, interview transcripts, field notes, and documentation collected during the study. These records will provide a clear audit trail showing how the data were collected, analyzed, and interpreted throughout the research process.

4. Confirmability

Confirmability refers to the degree to which the research findings are shaped by the participants and the data rather than by researcher bias, motivation, or personal interest (Lincoln & Guba, 1985). To achieve confirmability, the researcher will ensure that all findings are supported by evidence obtained from interviews, observations, and documentation. The researcher will also maintain records of data analysis to demonstrate that interpretations are grounded in the collected data.

5. Triangulation

Triangulation is a technique used to examine the validity of data by combining different methods and sources of information (Sugiyono, 2017). In this study, the researcher will apply source triangulation to strengthen the credibility of the findings. Source triangulation involves comparing and cross-checking information obtained from different sources to determine the consistency of the data (Sugiyono, 2017).

The sources used in this study will include the English teacher, Class IX students, classroom observations, and learning documents such as lesson plans, teaching materials, photographs, and other relevant records. The researcher will compare interview data with observation results and documentation to verify the consistency of the information. This process is in line with the concept of triangulation proposed by Miles, Huberman, and Saldaña (2014), who emphasize the importance of validating qualitative findings through the comparison of multiple sources and methods of data collection. Therefore, the use of source triangulation is expected to increase the credibility and trustworthiness of the research findings.

J. Systematics of the Research

- Chapter I** Presents the introduction of the study. This chapter includes the title affirmation, research background, research focus and sub-focus, research questions, research objectives, research significance, relevant previous studies, and the organization of the thesis..
- Chapter II** In this section contains the theoretical description and theories about An Analysis of Contextual Teaching and Learning (CTL) in Teaching Students' Reading Comprehension at MTs Al Hikmah.
- Chapter III** In chapter III, the researcher presents a general description of the research object. In addition, researchers also present research data and facts to show how the results of data analysis will be presented.

- Chapter IV** Is about research analysis. It contained data analysis and research findings.
- Chapter V** Present the conclusion and recommendation of the research. And provides the conclusion from the result of the study and provides suggestions related to decision.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Contextual Teaching and Learning (CTL)

a. Definition of Contextual Teaching and Learning (CTL)

Contextual Teaching and Learning (CTL) is a learning approach that helps students connect academic content with real-life situations. According to Johnson (2002), CTL enables students to make meaningful connections between the knowledge they learn in school and its application in their daily lives. Similarly, Blanchard, Bern, and Erickson, as cited in Komalasari (2011), define CTL as a teaching and learning concept that helps teachers relate subject matter to real-world situations and motivates students to connect knowledge with its practical use.

CTL emphasizes active student participation in constructing knowledge through meaningful experiences rather than merely receiving information from the teacher. In this approach, teachers act as facilitators who guide students to discover concepts, solve problems, and apply their learning in authentic contexts (Komalasari, 2011). Therefore, learning becomes more relevant, meaningful, and useful for students.

According to Crawford (2001), CTL can be implemented through five main components known as the REACT strategy: Relating, Experiencing, Applying, Cooperating, and Transferring. These components are essential because they provide practical guidance for implementing contextual learning in the classroom.

b. REACT Strategy (Relating, Experiencing, Applying, Cooperating, and Transferring)

The REACT strategy is a form of contextual learning that lies at the heart of constructivist principles (Crawford, 2001). The REACT strategy is designed to help students develop new skills regardless of their prior knowledge. One approach educators can take is to implement appropriate updates to learning strategies to develop science process skills learning strategies that can improve students' learning outcomes and their science process skills.

1) **Relating**

Relating refers to connecting new learning materials with students' prior knowledge, experiences, and real-life situations. In reading comprehension activities, teachers encourage students to relate the content of a text to their daily experiences, making the text more meaningful and easier to understand (Crawford, 2001). Learning in the context of life experience, or Relating, is the kind of contextual learning that typically Occurs with very young children.

2) **Experiencing**

Experiencing emphasizes learning through exploration, discovery, and active involvement. Students gain understanding by interacting directly with learning materials rather than simply receiving explanations from the teacher. In reading activities, students may explore texts, identify main ideas, and draw conclusions independently. Experiencing learning in the context of exploration, discovery, and invention is the heart of contextual learning.

3) **Applying**

Applying involves using acquired knowledge in practical and meaningful situations. In reading comprehension, students are encouraged to apply information obtained from texts to solve problems, answer questions, or relate the content to real-life situations (Crawford, 2001). Applying concepts and information in a useful context Often projects students into an imagined future (a possible career) or into an unfamiliar location (a workplace).

4) **Cooperating**

Cooperating refers to learning through collaboration and interaction with others. Students work together, share ideas, discuss information, and solve problems collectively. Group discussions and collaborative reading tasks help students develop both comprehension skills and social skills. Cooperating learning in the context of sharing, responding, and communicating with other learners is a primary instructional strategy in contextual teaching.

5) **Transferring**

Transferring is the ability to use knowledge and skills learned in one context and apply them to new situations. In reading comprehension, students transfer their understanding of concepts, vocabulary, or reading strategies to different texts and contexts. Learning in the context of existing knowledge, or transferring, uses and builds upon what the student already knows.

In relation to reading comprehension, CTL provides meaningful learning experiences by encouraging students to connect reading materials with their daily lives through the REACT components. Through relating, experiencing, applying, cooperating, and transferring, students become more actively engaged in the reading process and are able to construct deeper understanding of the texts they read. Therefore, CTL is considered an effective approach for improving students' reading comprehension skills.

c. Philosophical and Conceptual Basis of Contextual Teaching and Learning

1) Constructivism Theory Actively Building Knowledge

Piaget emphasized that learners construct knowledge through the dynamic processes of assimilation (fitting new information into existing mental models) and accommodation (modifying existing mental models to fit new information) (Zhou & Zhao, 2023). Constructivism argues that learners do not passively receive information, but actively build their own understanding and knowledge through experience and reflection on that experience. CTL is essentially a constructivist approach.

Relevance to CTL in Reading: A student reading a text about “traditional markets” will use their existing schemas (assimilation). If the text introduces a new concept, such as “digital payments in traditional markets,” the student must adjust their understanding (accommodation). CTL facilitates this by providing real-world contexts (e.g., a project interviewing market vendors) that make this cognitive process more concrete and effective.

2) Meaningful Learning Principle

Ausubel distinguishes between rote learning (memorization without understanding) and meaningful learning. Meaningful learning occurs when new information is consciously and explicitly linked to relevant concepts that already exist in the learner's cognitive structure. He is famous for his statement, “The single most important factor that influences learning is what

the learner already knows. Know this and teach him accordingly” (Y. Sari & Marzuki, 2022).

Relevance to CTL in Reading: CTL makes reading comprehension meaningful by relating it to students' lives. Instead of reading generic texts about “procedures,” students read about “procedures for making popular local snacks” or “procedures for using a new school application.” This creates ‘anchors’ or “initial organizers” that give new textual information a place to “stick.”

3) The Role of Social Context and Experience in Language Learning

Language is not an abstract system of rules; Language is a social tool for communication, embedded in culture and context. This view is supported by sociolinguists such as Dell Hymes (communicative competence) and language educators who advocate communicative language teaching (CLT). The CTL principle of “Learning in Real-World Context” directly addresses this. A text is understood not only from its grammar and vocabulary, but also from its purpose, audience, and cultural background. For example, understanding a news article about Islamic holidays requires cultural knowledge that CTL can provide through discussion and connection to students' own experiences.

The CTL components of “Authentic Assessment” and “Reflection” are very important. After reading a text about environmental pollution, students might engage in a project to clean up part of their school (experience) and then reflect on it. This experience gives deeper and more personal meaning to the vocabulary and concepts encountered in the text.

d. Principles or Core Components of Contextual Teaching and Learning

In English language learning, especially in reading classes, CTL is supported students in understanding texts more effectively. Students are encouraged to connect the content of the text with their own experiences, background knowledge, and social environment. As a result, reading activities become more active and meaningful, not merely translating words or memorizing information. Therefore, the implementation of CTL in reading classes should focus on how each CTL component appears during reading activities. For example, relating occurs when the teacher connects the topic of the text with students’ experiences, cooperating appears when students discuss the main idea and difficult vocabulary

in groups, and applying occurs when students use information from the text to complete contextual tasks or solve real-life problems.

According to Johnson (2002), Contextual Teaching and Learning (CTL) is implemented through five interconnected core components, namely Relating, Experiencing, Applying, Cooperating, and Transferring. These five components form a learning cycle that makes the learning process more meaningful. The following is an explanation of each component along with examples of their application in teaching reading skills (Reading Comprehension):

The first component “Relating”, refers to connecting learning materials to real-life contexts, personal experiences, and the prior knowledge that students already possess. This concept aligns with Ausubel’s theory of Meaningful Learning. In reading instruction, teachers can select texts or topics that are relevant to students’ daily lives. Before reading, teachers activate students’ prior knowledge by asking questions that connect the text to their experiences. For example, when reading a procedural text titled “How to Make Safe Slime,” the teacher might ask: “Have you ever made slime before?”, “What ingredients are usually used?”, or “What dangers might occur if slime is made carelessly?” By relating the reading material to real experiences, students become more engaged and better prepared to comprehend the text.

The second component, “Experiencing”, emphasizes that students should actively engage with the learning material rather than passively receive information. This principle reflects the idea of Learning by Doing. In reading instruction, students can experience the content of a text through hands-on activities, simulations, or observations. For instance, when learning a descriptive text about traditional markets, the teacher can show a short video illustrating the market atmosphere and then ask students to role-play as tourists exploring the market. Such experiences help students understand difficult vocabulary (“bustling,” “bargaining”) and form clearer mental images of the text content, making learning more memorable.

The third component, “Applying”, involves using acquired knowledge to solve real-world problems or complete practical tasks. In this stage, knowledge becomes a tool for action rather than an end in itself. In reading lessons, this can be done by applying comprehension to a tangible project. For example, after reading an instructional text on “How to Recycle Paper Waste,” students can be divided into groups to practice the recycling process based on the steps in the text.

This activity requires students to thoroughly understand the text in detail and sequence. If they fail to grasp certain parts, they will face difficulties in practice, thereby revealing areas that need further comprehension.

The fourth component, “Cooperating”, emphasizes collaborative learning, where students share ideas, discuss issues, and assist one another in the learning process. This component reflects Vygotsky’s Social Constructivism theory, which highlights the importance of social interaction in constructing knowledge. In reading activities, understanding a text can be developed collaboratively through discussion and peer interaction. For example, after reading a short story with an open ending, students can work in small groups to retell the plot, analyze the characters, and debate a logical conclusion to the story based on textual evidence. Through discussion, students learn to articulate their thoughts, listen to different perspectives, and deepen their comprehension through social engagement.

The fifth component, “Transferring”, represents the highest level of understanding in CTL. It refers to the ability of students to transfer the knowledge and skills they have learned to new and different contexts. In reading instruction, this involves applying previously learned reading strategies to comprehend new texts. For instance, after learning the structure and linguistic features of an explanatory text about “The Process of Rain Formation,” students can be given another explanatory text on “The Process of a Lunar Eclipse.” They are then asked to analyze the new text using their understanding of the explanatory text genre. This activity helps determine whether students merely memorize information from one text or can genuinely apply analytical reading skills across different topics.

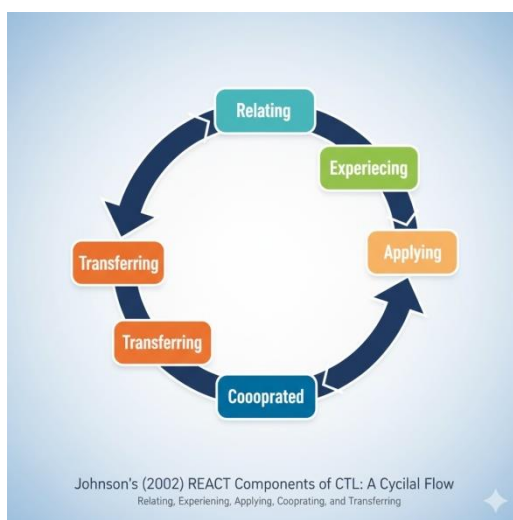


Figure 2. 1 Conceptual Model of Contextual Teaching and Learning (CTL)

In conclusion, these five components do not necessarily have to be implemented sequentially but can be integrated within a single reading lesson. The REACT model (Relating, Experiencing, Applying, Cooperating, and Transferring) transforms reading instruction from merely “reading words” to “understanding context and applying meaning” in students’ lives. Through CTL, reading becomes an active, contextual, and meaningful process that significantly enhances students’ reading comprehension skills.

e. Characteristics of Contextual Teaching and Learning in the Classroom

According to Crawford (2001), the main characteristics of Contextual Teaching and Learning (CTL) in classroom practice include problem-based, collaborative, reflective, authentic, and relevant learning. These characteristics work together to create a learning environment that connects academic content with students’ real-life experiences, thereby making learning more meaningful and long-lasting.

First, CTL is problem-based, meaning that learning begins with real or realistic problems that stimulate students’ curiosity and critical thinking. Rather than simply memorizing information, students are encouraged to explore, analyze, and find solutions to problems related to their daily lives. This approach helps students develop higher-order thinking skills and understand how knowledge can be applied in practical situations.

Second, CTL emphasizes collaborative learning, where students work together in groups to discuss ideas, share experiences, and support each other in constructing understanding. Collaboration not only promotes social interaction

and communication skills but also reflects Vygotsky's concept of Social Constructivism, which views learning as a social process. Through cooperation, students learn to value multiple perspectives and build deeper comprehension through dialogue and teamwork.

Third, CTL encourages reflective learning, in which students are guided to think critically about what they have learned, how they learned it, and how the knowledge can be used in the future. Reflection helps learners develop self-awareness and independence, transforming learning into a continuous process of growth and development.

Fourth, CTL promotes authentic learning, which involves engaging students in meaningful tasks that mirror real-world contexts. Authentic learning activities such as conducting experiments, writing reports, or solving practical problems allow students to apply theoretical knowledge in genuine situations. This makes learning experiences more relevant, concrete, and applicable beyond the classroom.

Finally, CTL is relevant, as it connects the learning material to students' personal lives, social contexts, and cultural backgrounds. Relevance ensures that what students learn is directly meaningful and useful to them, which increases motivation and engagement. In reading instruction, for example, teachers can choose texts that relate to students' everyday experiences, allowing them to see how language and information function in real-life situations.

In summary, these characteristics problem based, collaborative, reflective, authentic, and relevant are fundamental to CTL because they create a learning environment where knowledge is constructed through active participation, social interaction, and real-life application. By linking texts and concepts to genuine experiences, CTL transforms the classroom into a dynamic space where students learn not only to understand information but also to apply it meaningfully in their daily lives.

f. Step or Strategies in Implementing Contextual Teaching and Learning

The Ministry of Education and Culture (2023) describes CTL through components such as constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment. Muslich (2008) developed these principles within the framework of independent curriculum and contextual learning practices.

1) Steps for implementing Contextual Teaching and Learning

Practical steps often recommended in the literature for implementing CTL in the classroom (can be adjusted according to school level, subject, and availability of resources):

a) Analysis of context and learning objectives

Teachers identify basic competencies/indicators, as well as aspects of real life (social, cultural, work, or local issues) that are relevant to connect with the material. This step ensures the relevance of tasks and activities.

b) Design authentic tasks

Design tasks or projects that require the application of concepts in real situations (e.g., community projects, case studies, real products). Authentic tasks are central to CTL learning activities.

c) Select and integrate learning strategies

Select appropriate strategies (problem-based learning, cooperative learning, inquiry, modeling, etc.) and organize the flow of activities (introduction → exploration → elaboration → reflection). These strategies guide students to actively construct knowledge.

d) Build a collaborative learning environment (learning community)

Organize group structures, work rules, and roles so that students learn from each other, share, and solve problems together. Learning communities support the process of knowledge construction.

e) Facilitate the inquiry and modeling process

Teachers model problem-solving strategies and thinking techniques; then facilitate students to conduct inquiry by observing, formulating hypotheses, testing, and concluding.

f) Authentic and formative assessment

Use assessments that evaluate both the learning process and authentic products (such as portfolios, project presentations, and performance rubrics), along with formative feedback to support continuous development. Authentic assessment reflects students' abilities in real contexts.

g) Reflection and follow-up

Students and teachers engage in structured reflection (what was learned, obstacles, future applications) and plan follow-up activities

to deepen or expand learning. Reflection strengthens metacognitive processing.

2) The Roles of Teachers and Students in Implementing Contextual Teaching and Learning

In implementing CTL, the teacher's role shifts from being the center of instruction to becoming a facilitator and guide. Teachers are responsible for designing contextual learning activities, providing guidance during inquiry, and modeling appropriate learning behaviors. They also conduct authentic assessments to evaluate both the process and the outcome of learning. On the other hand, students' roles are more active and constructive. They engage in collaborative learning, connect textual information with their real-life experiences, and take responsibility for their own learning through exploration and reflection (Satriani, 2022).

In the context of reading classes, for example, teachers can select texts that reflect students' real environments such as local news, advertisements, or procedural texts and design activities where students interpret, discuss, and apply the information obtained from the texts. Through cooperative discussions and inquiry based questions, students not only understand the meaning of the text but also learn how to use the knowledge in authentic communication or problem-solving situations. Reflection sessions at the end of the lesson help students internalize what they have learned and plan how to apply it in future contexts.

Therefore, implementing CTL requires teachers to thoughtfully design every stage of the learning process from planning contextual materials, facilitating collaborative and inquiry-based learning, modeling effective strategies, conducting authentic assessments, to guiding students in reflection. When all these strategies are integrated coherently, CTL can create an active, meaningful, and student-centered learning environment that promotes lifelong learning skills.

g. Benefits and Challenges of Contextual Teaching and Learning in English Language Learning

1) Benefits of Contextual Teaching and Learning in English Language Learning

According to Crawford (2001), contextual learning enables students to “see the meaning” behind what they study, thereby increasing engagement and retention. When students realize the relevance of English in their social, academic, and professional lives, they become more enthusiastic and responsible in the learning process. The implementation of Contextual Teaching and Learning (CTL) in English language classrooms offers significant pedagogical benefits, particularly in enhancing student motivation, participation, and comprehension. CTL encourages learners to connect the content of English lessons to their own lives, experiences, and real-world contexts. This connection fosters intrinsic motivation, as students perceive the language as meaningful and relevant to their daily communication needs.

Furthermore, CTL promotes active participation because it emphasizes collaborative and inquiry-based activities. Through cooperative learning, group discussions, and project-based tasks, students are actively involved in problem-solving, information sharing, and peer interaction. Studies by Satriani, Emilia, and Gunawan (2012) show that CTL enhances students’ engagement and interaction in English writing classes, as learners are encouraged to express ideas within meaningful contexts rather than focusing solely on linguistic accuracy. Similarly, Johnson (2002) argues that CTL encourages a learning community in which knowledge is constructed through social negotiation and shared experiences, leading to deeper understanding.

Another major benefit of CTL is its impact on students’ comprehension and critical thinking skills. Through contextualized activities such as inquiry and authentic assessment, students are trained to analyze, synthesize, and evaluate information, rather than merely memorize linguistic rules. Yuliani and Lengkanawati (2017) found that CTL helps learners develop better reading comprehension because they interpret texts not only linguistically but also contextually, making meaning construction more holistic. Authentic assessment, such as portfolios and real-world performance tasks, further allows teachers to assess students’ communicative competence comprehensively rather than through traditional grammar-based tests.

In addition, CTL fosters lifelong learning attitudes by integrating reflection and real-life problem solving. Reflection sessions, which are central to CTL, allow students to evaluate their learning experiences, identify strengths and weaknesses, and plan strategies for further development. This process enhances metacognitive awareness and self-regulation, important aspects of becoming autonomous English learners.

2) Challenges of Implementing Contextual Teaching and Learning in English Language Learning

Despite its advantages, the implementation of CTL in English language teaching also presents several challenges, especially within formal school contexts. One common difficulty concerns teachers' readiness and pedagogical competence. Many teachers are accustomed to traditional, teacher-centered methods that focus on grammar instruction and textbook exercises. According to Muslich (2008), CTL requires teachers to shift their roles from knowledge transmitters to facilitators, which demands new skills in designing contextual activities, managing collaborative learning, and conducting authentic assessments. Without sufficient training or professional development, teachers may find it difficult to integrate CTL principles effectively.

Another obstacle involves time management and curriculum demands. Designing and conducting contextual tasks often require more time than traditional instruction because students engage in discussion, exploration, and project work. Depdiknas (2002) notes that CTL demands flexibility in lesson planning and assessment, which can be challenging in tightly structured curricula or when teachers must complete a large number of learning targets within limited time.

Moreover, the availability of learning media and resources often limits the implementation of CTL. Schools with insufficient facilities such as access to authentic materials, technology, or community-based learning environments may struggle to create meaningful contextual experiences. Teachers sometimes rely on textbooks that lack real-life relevance, making it difficult to apply CTL principles effectively (Sanjaya, 2006).

Lastly, students' readiness and language proficiency can also be a barrier. Some students may initially resist active learning methods, especially those who are used to passive listening or memorization.

Learners with low English proficiency might find it challenging to engage in open-ended discussions or project-based activities. According to Rahmah (2015), students with limited vocabulary and confidence may experience anxiety when required to participate in communicative tasks, which can reduce the effectiveness of CTL unless proper scaffolding is provided.

In summary, CTL provides numerous benefits for English language learning, including increased motivation, active participation, deeper comprehension, and the development of critical and reflective learners. However, successful implementation requires overcoming challenges related to teacher competence, time constraints, resource limitations, and student readiness. Therefore, continuous professional development, curriculum flexibility, and institutional support are essential to maximize the effectiveness of CTL in English language classrooms.

2. Reading Comprehension

In this study, reading comprehension is analyzed based on Barrett's Taxonomy (1976), which consists of four levels: literal, inferential, critical, and creative comprehension. These indicators are also used as the basis for the observation checklist and interview guidelines.

a. Literal Comprehension

Literal comprehension refers to students' ability to understand information explicitly stated in the text (Barrett, 1976). This includes identifying main ideas, specific information, factual details, vocabulary meanings, characters, settings, and events directly presented in the reading passage.

In the implementation of CTL, teachers facilitate literal comprehension by guiding students to identify the main idea of a paragraph, locate explicit information, answer factual questions, and discuss unfamiliar vocabulary. Observation focuses on how teachers help students understand information that is directly stated in the text.

b. Inferential Comprehension

Inferential comprehension refers to the ability to understand information that is not directly stated in the text and to draw logical conclusions based on textual clues (Barrett, 1976).

During CTL activities, teachers encourage students to predict events, identify implied meanings, infer the writer's intentions, and connect textual information with their prior knowledge. Observation focuses on how teachers guide students to make inferences and construct meaning beyond the literal level.

c. Critical Comprehension

Critical comprehension refers to the ability to evaluate, analyze, and judge information presented in a text (Barrett, 1976). Students assess the credibility of information, identify the author's purpose, compare ideas, and express opinions about the text.

In CTL-based reading activities, teachers encourage students to evaluate the content of a text, discuss social issues, express agreement or disagreement, and provide reasons to support their opinions. Observation focuses on how teachers promote students' critical evaluation of the reading material.

d. Creative Comprehension

Creative comprehension refers to students' ability to extend ideas from the text and apply them to new situations (Barrett, 1976). Students use information from the text to create new ideas, solve problems, and connect reading materials to their personal experiences.

Through CTL activities, teachers encourage students to relate reading materials to their daily lives, propose solutions to real-life problems, create projects, and share personal experiences related to the topic. Observation focuses on how teachers facilitate students in transferring and applying their understanding beyond the classroom context.

3. The Relationship between Contextual Teaching and Learning and Reading Comprehension

Contextual Teaching and Learning (CTL) is closely related to reading comprehension because it helps students construct meaning from texts by connecting reading materials with their prior knowledge, experiences, and real-life situations. According to Johnson (2002), CTL promotes meaningful learning by encouraging students to actively engage with learning materials rather than passively receiving information. In reading instruction, this approach supports students in understanding texts at literal, inferential, critical, and creative levels of comprehension.

The relationship between CTL and reading comprehension can be explained through the five components of the REACT strategy proposed by Crawford (2001), namely Relating, Experiencing, Applying, Cooperating, and Transferring.

a. Relating and Reading Comprehension

Relating helps students activate their prior knowledge before reading a text. When students connect the topic of a reading passage to their own experiences, they can understand the content more easily and identify the main ideas and explicit information in the text. This component supports literal comprehension and helps students make inferences by linking textual information with their background knowledge.

b. Experiencing and Reading Comprehension

Experiencing encourages students to learn through exploration and direct involvement. In reading activities, students actively interact with texts, identify important information, and explore the meaning of unfamiliar concepts. This process helps students understand the context of a text and supports both literal and inferential comprehension.

c. Applying and Reading Comprehension

Applying allows students to use information obtained from reading texts in meaningful situations. Through contextual tasks and problem-solving activities, students learn how information from a text can be used in real life. This component strengthens students' understanding of the text and supports critical comprehension because students evaluate and apply ideas from the reading material.

d. Cooperating and Reading Comprehension

Cooperating emphasizes collaborative learning through discussion and interaction with peers. During reading activities, students exchange ideas, discuss meanings, clarify misunderstandings, and evaluate different interpretations of a text. Through collaboration, students develop deeper understanding and improve their inferential and critical comprehension skills.

e. Transferring and Reading Comprehension

Transferring refers to the ability to apply knowledge and comprehension strategies acquired from one reading activity to new situations. Students use what they have learned from a text to understand other texts, solve problems, and relate information to different contexts. This component supports creative comprehension because students generate new ideas and connect textual meaning to their personal experiences and real-life situations.

Based on the explanation above, CTL contributes to the development of reading comprehension by providing meaningful learning experiences through the REACT components. Relating, Experiencing, Applying, Cooperating, and Transferring help students understand explicit information, infer implied meanings, evaluate textual content, and creatively connect reading materials to their own lives. Therefore, CTL is considered an appropriate approach for improving students' reading comprehension skills.

B. Conceptual Framework

This study focuses on analyzing the implementation of Contextual Teaching and Learning (CTL) in teaching reading comprehension at MTs Al Hikmah. The framework is based on the assumption that reading comprehension can be facilitated through contextual learning activities that connect reading materials with students' real-life experiences.

The implementation of CTL is examined through the five REACT components proposed by Crawford (2001): Relating, Experiencing, Applying, Cooperating, and Transferring. These components serve as the analytical framework for observing how teachers conduct reading instruction in the classroom.

During the learning process, the researcher observes how CTL is implemented in classroom reading activities. Particular attention is given to how the teacher helps students understand reading texts through contextual activities, discussions, problem-solving tasks, and connections to real-life situations. The analysis also focuses on how students respond to these activities and how reading comprehension is facilitated through the CTL approach.

In addition, the study explores challenges encountered during the implementation of CTL in reading comprehension classes. These challenges may come from teachers, students, learning materials, classroom conditions, or instructional resources. Understanding these challenges is important for describing the realities of CTL implementation in the classroom.

Furthermore, the study investigates the solutions used by the teacher to overcome the challenges encountered during CTL implementation. These solutions provide insights into how teachers adapt contextual learning strategies to support reading comprehension activities effectively.

Based on these aspects, the study aims to provide a comprehensive description of CTL implementation in teaching reading comprehension at MTs Al Hikmah. The conceptual framework of this study can be illustrated as follows:

