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# PEDAGOGIK

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**Pedagogik: Jurnal Ilmiah Pendidikan dan Pembelajaran  
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## PENGANTAR EDITORIAL

Syukur kehadiran Allah Swt, karena hanya izin-Nya Jurnal Pedagogik yang sekarang berada di tangan para pembaca dapat diluncurkan. Selawat dan salam kita sampaikan kepada Nabi Muhammad Saw yang telah membawa ummat manusia ke jalan kebajikan dan keselamatan di dunia dan di akhirat.

Jurnal ilmiah ini diadakan untuk memfasilitasi dan mendorong lahirnya karya tulis ilmiah, berupa hasil penelitian dalam dunia pendidikan dan pembelajaran. PEDAGOGIK: Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh ingin membagi pendapat dan ide dalam pengembangan dan peningkatan mutu pendidikan dan pembelajaran secara nasional maupun internasional. Keberadaan jurnal ini menjadi semakin penting untuk memacu tumbuhnya nuansa akademis di lingkungan para pendidik mulai pada tingkat rendah hingga perguruan tinggi serta bagi para peneliti pendidikan dan pembelajaran. Tetapi tidak tertutup kesempatan bagi pihak lain yang juga memiliki inisiatif untuk memaparkan hasil penelitiannya yang relevan dengan pendidikan dan pembelajaran.

Pada edisi ini, Jurnal Pedagogik menyajikan beberapa tulisan yang menganalisis isu-isu pendidikan dan pembelajaran yang bersumber dari berbagai perspektif yang meliputi pendidikan dalam konteks sains, sosial, agama, dan bahasa; pendidikan karakter; organisasi dan manajemen pendidikan; serta strategi pembelajaran dan kurikulum terutama selama pandemi covid-19. Berdasarkan tema tersebut, beberapa artikel menarik yang disajikan yaitu: Bimbingan Karier Berorientasi *Transferable Skill* Bagi Siswa Tunanetra oleh *Fajriani, Mamat Supriatna, dan Sunaryo Kartadinata*; Pelaksanaan Pendidikan Profesi Guru pada Jurusan Pendidikan Matematika Universitas Almuslim oleh *Rahmi Hayati, Wiwin Apriani, Zuraini, dan Isralidin*; Dampak Implementasi Program Merdeka Belajar Kampus Merdeka pada Program Studi Sastra Jepang Universitas Komputer Indonesia oleh *Fenny Febrianty, Soni Mulyawan Setiana, Anisa Arianingsih, dan Mohammad Ali*; Implementasi Humanisme terhadap Pembentukan Karakter Mahasiswa dalam Pembelajaran Pendidikan Agama Islam di Era *Cyberculture* oleh *Fuadi*; *Using Contextual Method in Showing Students' Understanding Perception* oleh *Cut Mawar Helmanda dan Rahmatun Nisa*.

Selanjutnya juga ada *Students' Strategies in Understanding Listening Section of Paper-Based TOEFL Tests (A Study at the Fourth Semester of English Departement Students of Tarbiyah Faculty of UIN Ar-Raniry)* oleh *Muhammad Kharizmi*; Pengaruh Kuliah Daring Saat Pandemi Covid-19 terhadap Kemampuan Mahasiswa di Indonesia oleh *Febyolla Presilawati, Nuzulman, dan Windi NR Wardhani*; Pengembangan Buku Panduan Menulis Puisi Menggunakan Model *Mind Mapping* pada Siswa SMP Nurul Huda Pajaran Poncokusumo oleh *Nurwakhid Mulyono*; Metode Pembelajaran di Pesantren Tradisional oleh *Saiful*; Analisis Sosiologis Pengembangan Kurikulum oleh *Zulkifli*; Penerapan Strategi Metakognitif terhadap Kemampuan Berpikir Kritis Matematis Siswa oleh *Lilis Arini, M. Duskri, dan Muhammad Yani*.

Sesuai dengan jurnal ilmiah, publikasi Jurnal Pedagogik ini diharapkan dapat menjadi bahan rujukan dan sumber kajian yang relevan dan aktual serta memberikan wawasan para pembaca dalam pendidikan dan pembelajaran. Kepada penulis, tim penyunting dan penerbit serta semua pihak yang telah memberikan dukungan atas terbitnya Jurnal Pedagogik ini, kami sampaikan ucapan terima kasih. Semoga Allah Swt berkenan memberikan balasan yang setimpal atas usaha baik ini.

Salam,  
Tim Penyunting

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## USING CONTEXTUAL METHOD IN SHOWING STUDENTS' UNDERSTANDING PERCEPTION

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**Abstrak:** Penelitian ini menggunakan metode kontekstual dalam menunjukkan persepsi pemahaman di kelas *reading comprehension*. Tujuan dari penelitian ini adalah untuk mengetahui cara dosen menerapkan metode *Contextual Teaching and Learning* (CTL) dalam pembelajaran *reading comprehension*, sehingga mahasiswa mampu memahami dan menjawab pertanyaan-pertanyaan teks bacaan setelah mempelajari *Reading comprehension* dengan menggunakan CTL. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif. Wawancara dan observasi digunakan sebagai instrumen. Hasil penelitian menunjukkan bahwa dosen menggunakan *Contextual Teaching Learning* dalam proses pengajaran *reading*. Dosen menerapkan CTL berdasarkan prosedur yang melibatkan mahasiswa aktif belajar. Penulis merangsang dan mendorong pelajaran sebelumnya dan menyajikan bahan bacaan di mana siswa perlu menganalisisnya sendiri. Ia memimpin siswa untuk menanyakan sesuatu yang berhubungan dengan materi setelah sesi diskusi dan presentasi selesai. Akhirnya, dia memberikan umpan balik terhadap pemahaman mereka dan menyimpulkan pelajaran. Mahasiswa tahun kedua Jurusan Bahasa Inggris Universitas Muhammadiyah Aceh mampu menunjukkan pemahamannya dengan melakukan apa yang diminta dosen.

**Kata Kunci:** Pembelajaran Contextual Teaching, Pemahaman

**Abstract:** This study is about the using of Contextual Method in showing understanding perception in Reading Comprehension class. The purpose of this study is to find out the ways of the lecturer in applying Contextual Teaching and Learning (CTL) method in teaching reading comprehension, hence the students are able to comprehend and answer the questions of reading text after learning reading comprehension by using CTL. The method used in this study was qualitative research. The interview and observation were used as the instrument. The result showed that The lecturers used Contextual Teaching Learning in the process of teaching reading. The lecturer applied CTL based on the procedure which involved the students learn actively. The writers stimulated and encouraged the previous lesson and presented the reading material in which the student need to analyze it by themselves. The writers lead the students to ask something related to the material after the discussion and presentation session finished. Finally, the researchers gave feedback toward their understanding and concluded the lesson. The second year students of English Department of University of Muhammadiyah Aceh were able to show their understanding by doing what the lecturer asked

**Keywords:** Contextual Teaching Learning, Understanding.

### A. INTRODUCTION

One of the most crucial abilities in learning English is the ability to read. people can gain knowledge and information by reading. As Nuttal (2002) said "Reading is getting something from the writing; facts, ideas, enjoyments, and message in print." It means that



identifying the words in the text, creating an understanding from them (a process known as comprehension), and creating meaning are all necessary components of reading.

Moreover, according to Sousa (2005) “Comprehension of reading material occurs when readers are able to place the meaning of individual words into the structure and context of the entire sentence” People read for a variety of reasons, depending on their motivation. The purpose may be portrayed as the directing and motivational factors that impact a reader's decision to start reading, stay on track, and generate the energy, potency, and push needed to get them to the conclusion.

Grabe (2005) says that Reading activity is to obtain information for some purposes or because we are curious about some topics, they are to obtain instruction on how to perform some tasks for our work or daily life, to act in a play, play a game, do a puzzle. Then, to keep in touch with friends by correspondence or to understand business letter, to know what is happening or has happened (as reported in newspaper, magazines, reports), and finally, for enjoyment or excitement.

There are several types of reading. Reading is usually divided into two categories: silent reading and reading aloud or oral reading. Both processes are almost identical, with the second requiring the loud utterance of visual symbols in order to impart information to the reader. Furthermore, reading comprehension and critical reading are both types of reading.

Reading may increase students' knowledge and experience because they not only get knowledge and experience, but they also comprehend the meaning of entire sentences by comprehending every part of reading, such as syllables, pronunciation, punctuation, and how to collect information, allowing them to deduce what the reading material is discussing.

A reader may be characterized as a successful reader if he or she extracts as much information as they desire and need from the texts. For example, while reading a newspaper advertisement for a new job, a reader will ignore irrelevant material and simply check for information on the job availability.

In reality, through learning reading, the students were able to understand the text's content. They demonstrate their grasp of a text by answering questions from it. “Comprehension is the ability to understand,” says Hornby. Furthermore, students' ability to master reading comprehension is dependent not only on their understanding of reading technique, but also on the method that teachers utilize in the classroom to teach reading comprehension.

Bindu (2017) stated that it is important to ensure that teaching and learning takes place in an enjoyable and meaningful environment. Contextual Teaching and Learning (CTL) is an interesting method because it is an approach that helps teachers connect material to students' real life situation. Johnson said, "Contextual Teaching and Learning engages students in significant activities that help them connect academic studies to their context in real-life-situations." Contextual learning is one of the student-centered strategies that leads the students to build relationships in an environment that is more relevant and meaningful to them through contextual teaching and learning. So it is no surprise that contextual learning is frequently proposed as a useful teaching strategy. As mentioned by Suyawati and Kamisah (2017), contextual learning strategies can be used as an alternative strategy in the Active, Innovative, Creative, Effective and Fun or also known as Pembelajaran Aktif Inovatif Kreatif Efektif dan Menyenangkan (PAIKEM). Furthermore, Borich encouraged the teachers how to engage students in the learning process, manage the classroom effectively, and increase student achievement.

In CTL, the teacher's responsibility is to assist students in discovering facts, meanings, concepts, and principles for themselves. Once these eight traits are implemented in the classroom, both students and teachers will benefit from a positive environment in which learners take ownership of their learning. According to the statement above, CTL is a strategy that assists students in connecting subject matter information to real-world circumstances, pushes students to develop connections between information and its applications to their lives and encourages students to engage in the hard work that learning necessitates. In this study, there is research question that should be determined, it is: How does the lecturer apply Contextual Teaching and Learning (CTL) in showing students' understanding perception?

By applying this research question, the writer formulates the aim of the study as the following: To find out the ways of the teacher in applying Contextual Teaching and Learning (CTL) in teaching reading comprehension

## **B. RESEARCH METHODOLOGY**

This study used qualitative method to collect the data needed. The writer did observation and interview. Observation was one of the most important techniques in finding the implementation of CTL in teaching reading in Reading class. The writer observed all related things that occur in the classroom.

Interview was done to get the information on the study's goal, the difficulty and benefits of using CTL, and the lecturer's instructional strategies for the students. The writer created 10 questions for the Reading Comprehension lecturer. The interview contained with questions concerning the use of contextual teaching learning to apply reading (CTL).

### C. RESULT AND DISCUSSION

As, it has been discussed above, Contextual Teaching Learning is one of the methods that helps the educators to teach the materials. There are some main principles of CTL of the procedures how to apply CTL, including teaching reading, in the classroom teaching learning process. They are:

#### 1. Improve the understanding

Student will learn more effectively through self-learning, self-inquiring, and self-constructing using their own knowledge and experience. First, Teacher need to encourage student to actively involved in learning process and use the student's idea and experience to conduct the learning and whole learning unit

#### 2. Do the inquiring activity to achieved desired competences in speaking activity.

In this step, the teacher presents the speaking material (e.g in the form of certain pictures or visual aid that describes some activities) in which the student need to analyze it by their self. Try to challenge the students with their own ideas and conceptions to interpret it. Allow them to present their own idea and encourage them to apply their own ideas, experience and interest to direct learning process.

#### 3. Create learning community or learning in groups

This step will help student to improve their leadership and their cooperation among the student. In this step, the students discuss the material with their friends and then they present it in front of the class. To make the learning process more effective, teacher need to encourage the students to express their own ideas before the teacher did it.

#### 4. Questioning as a learning tool. It is useful for improving student's curiosity

The teachers allow the students to ask something related to the material after the discussion and presentation session finished. It will give them more understanding in material discussed.

#### 5. Do the reflection in the end of learning to make student feel that they have learned something.

Provide enough time to reflect, analyze, and respect all ideas that are expressed by all students. Teacher need to engage the students in searching the information that can be applied in solving the problem in their own life. So, the learning process will give them many benefits in their real life.

According to the interview data, the lecturer stated that the majority of the students were interested in learning to read with CTL since it was one of the reading abilities that needed to be learned. There were certain variables that challenged the students in showing their understanding perception, they are: lack of vocabulary mastery and self-motivation. She solves difficulties by motivating students, for example, she constantly encourages them to use dictionary, study in groups, and ask the lecturer or peers.

CTL improves students' performance in showing their understanding more effectively than conventional methods. According to the lecturer's interview, when students learn through CTL, they are more active in the process of teaching-learning, and they are able to ask questions and express their opinions. As the result, they are capable of mastering the material. In short, it has a greater impact on the students' ability in showing their understanding.

Based on observation checklist, the teaching learning process run well. The method used by the lecturer seemed appropriate to motivate the students. She applied the student-centered approach to encourage the students to cover the material. Furthermore, the atmosphere became attractive.

The lecturer used Contextual Teaching Learning includes making learning significant to understudies by associating with this present reality. It draws upon understudies' different abilities, interests, encounters, and societies and coordinates these into what and how understudies realize and how they are surveyed. All in all, context oriented instructing arranges learning and learning exercises, in actuality, and professional settings to which understudies can relate, not only content, the "what," but more focus on the reasons why that learning is significant.

According to interview result, it was done to get the information on the study's goal, the difficulty and benefits of using CTL, and the lecturer's instructional strategies for the students. The collected data showed that the use of CTL could build up the students centered learning model, hence, they could be more active to get involved during the teaching learning process. This also connect to the result of Sianipar's research (2018) that there is a significant effect of using Contextual Teaching and Learning Method toward students' reading comprehension.



## D. CONCLUSION AND SUGGESTION

### 1. Conclusion

Derived from the explanation, it can be drawn some conclusions, the writer concluded that: The lecturer used Contextual Teaching Learning in improving students' understanding in reading comprehension lesson. She applied CTL based on the procedure which involved the students' activity. She stimulates and encourages the students' willing to take a part in the teaching learning process. She challenged the students to understand the material given.

### 2. Suggestions

To improve the students' ability in mastering reading comprehension, some suggestions are expressed, they are:

1. Contextual Teaching Learning is one of the suitable methods to be applied to stimulate students' motivation. Hence, the lecturers should apply this as one of the proper methods.
2. In learning by using Contextual Teaching and Learning, the students should always try to connect the materials given which match their real life experience.

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