THE CONTRIBUTION OF CONTEXTUAL TEACHING LEARNING (CTL) TO STUDENTS' READING MOTIVATION

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Abstract

This article reports a study aimed to investigate students' motivation in reading comprehension using a contextual learning approach (adapted from Crawford, 2001) and to find out the benefits of Contextual teaching learning in improving reading motivation. This research used a qualitative case research design. The data obtained from several instruments, namely interviews and questionnaires. The findings show that learning using CTL contributed to students' reading motivation. They admitted that the approach allowed them to practice pronunciation, increased their vocabulary knowledge and made Reading activities easier and more enjoyable.

Keywords: Contextual Teaching Learning, Reading Motivation

INTRODUCTION

The Contextual Teaching and Learning approach is an alternative learning approach in which educators position students as subjects, not as learning objects. In other words, educators act as facilitators. Contextual Teaching and Learning is a learning concept that links learning material with real-world situations that develop and occur in the environment around students so that they are able to connect and apply competency learning outcomes with everyday life. In CTL learning, the teacher's task is to create a learning environment that is natural, fun, not boring and makes it easy for students to learn. So that in the contextual learning proces is more related to learning strategies or methods. This learning strategy does not require students to memorize facts, but is a strategy that can encourage students to construct knowledge in their own minds. Through the CTL strategy, students are expected to learn through experiencing, not memorizing.

CTL includes several teaching techniques that involve contents as a key component. These techniques include students in a process of active learning. Specific or group implementation of the techniques can be done. The method presented by (Berns & Erickson, 2001) includes various teaching practices related to CTL: problem-based learning and cooperative learning, service learning and work-based learning. There are several techniques that teachers employ in class in conjunction with the application of CTL or contextual approach. Some American instructors have put these methods into practice.

In order to ensure that students have a feeling of interest and trust and a desire for undertakings, the application of the CTL, in particular the REACT (relating, experiecing, applying, coorperting, and transferring) methods in America (a construction technique). REACT CTL approach methods can increase the learning of students' (Crawford, 2001). Indonesia's CTL method has been adopted. There are several techniques that teachers employ in class in conjunction with the application of CTL or contextual approach.

   1. Relating

The relating in contextual teaching method is the most powerful aspect. It also implies that the learning of students' in the context of their lives or current knowledge (Crawford, 2001). In this respect, teachers associate a new notion with something that the students' don't know. This reaction was dubbed "feeling meaning" by Caine & Caine (1991). This emotion can be crucial, like if a student discovers a solution to an issue that has taken much time and effort to solve.

2. Experiencing

One strategy connects to another in a contextual approach. The previous sentence seems to suggest that new information relates to life experiences or existing knowledge brought into the classroom by students'. Teachers can overcome this obstacle and enable students to build new information using hand-in-hand experiences in the classroom. This technique is referred to as experience. By experiencing, discovery and innovation, children learn through experience (Crawford, 2001)

3. Applying

Learning may be described in the applying of strategy by using the ideas (Crawford, 2001). It is clear that when students engage in problem solving activities, they can apply the principles. Teachers might also encourage the desire to comprehend topics with exercises that are practical and meaningful. Connections and experiences are techniques for insight, meaning and understanding. It is a contextual method for teaching and learning that creates a deeper awareness.

4. Cooperating

When students work independently, they cannot make significant progress in a class. On the other hand, students working in small groups have little outside support to solve this complicated challenge (Pintrich & Schunk, 2002). The technique of cooperation is used by teachers who use student groups to perform exercises or hands-on activities. This technique is about learning to share, respond and communicate with others (Crawford, 2001). When they work with peers in a small group discussion, most students feel less self-aware and can questions without being ashamed. Another evidence that it may be ounterproductive is co-operative learning.

5. Transferring

The role of the students in the conventional classroom is to learn the information and practice the methods through exercises and word problems. Instead, the job of teacher is broadened in a contextual or constructivist classroom to incorporate a range of learning experiences focusing not on memory but on comprehension (Crawford, 2001). Transfer is a technique for education which we define in a new environment, which is not addressed in class. The transfer is a learning method. It indicates that pupils learning with knowledge may learn to transmit information (Bransford et al., 1999).

Students Motivation in Reading Comprehension

Reading is one of the important skills that learners of English as a foreign language need to master. This helps students to acquire knowledge and gather information for both their career and academic success (Dorkchandra, 2010; Erlina et al., 2019; Haryanto et al., 2016; Indrayadi et al., 2020; Marzulina et al., 2019; Mukminin et al., 2019; Nazurty et al., 2019)

The purpose of reading can be achieved through a better understanding of reading the text, otherwise knowledge and information cannot be gathered by students after reading. This means that understanding is a tool for understanding the content of the text. The reading comprehension cannot be separated from reading motivation which is important for students. Comprehension is built through reading motivation, because motivation is an essential element of reading engagement.

There are two side to reading. The first view at it's skills including phonemic awareness, phonics, word recognition, vocabulary, and simple comprehension. Second, language attitudes

in reading. The reading attitude in English is synonymous with reading motivation (Cambria & Guthrie, 2010).

Cambria and Guthrie (2010) state that motivation refers to interest, dedication, and trust. A student who is interested in reading because he likes it; a dedicated student reads because he believes it is important; and a student who confidently reads because he can do it. Guthrie, Wigfield, Metsala, and Cox (1999) define motivation as individual characteristics, such as their goals, competency-related beliefs, and needs that influence their achievement and activities. They argue that students want to read because they are motivated and have a desire to read

According to Mc.Donald, motivation is a change in energy in a person which is marked by the emergence of "feelings" and is preceded by a response to a goal. From Mc. Donald above illustrates that someone will be motivated if doing so will benefit him. Reading motivation is a highly potent and focused concentration. By reading everyone will get very useful information, therefore we must increase the motivation for reading interest. Reading is one of the language skills learning, by reading often you will find various forms of language that are rarely found in everyday life. Basically reading is a form of activity that is complicated because it involves many things, not just reciting writing, but also involving the activation of vision and thinking. One of the challenges of teachers in creating special moments for students is to motivate students to like reading. The low motivation to read in students leads to low reading habits. Even though interest in reading is a strong source of motivation for students to want to read. The position of interest in reading is at the top, because without someone's interest it will be difficult to do reading activities. When students already have an interest in reading, and they get motivation to always read. students will realize their desires by trying to find reading material and then read it on their own awareness.

The Application of Contextual Teaching and Learning in Class

CTL learning in the classroom involves seven main components. This is as determined by the Directorate General of Primary and Secondary Education, Ministry of National Education, namely: 1) constructivism, 2) inquiry, 3) questioning, 4) learning community, 5) modeling (modeling), 6) reflection, 7) true assessment (authentic assessment). Based on these components, the CTL approach is expected to help students be more active and creative, especially in terms of reading comprehension.

The teacher should have utilized seven components in the application of the contextual teaching and learning in a classroom:

1. Constructivism
    The philosophy of contextual teaching and learning is constructivism. The teacher transfers student information and learners from the restricted background step by step and builds their own knowledge to find a profound understanding via meaningful learning experiences.
2. Inquiry
    Inquiry is fundamental activity of contextual learning. Knowledge and skill got by the students expected not from remembering the facts, but from self inquiry. Inquiry is the regulated activities included observing, asking, analyzing and formulating theory whether individual or in group.
3. Questioning
    Questioning is the main issue of CTL. This isn't really a new teaching approach. This technique has already been implemented by teachers. The new question is not just that the teacher monopolizes it but also that the students ask it. The teacher leads the students to know something, suggests the students to learn, and evaluates the students' ability to think critically.
4. Learning community

Learning community suggests that the outcome of teaching and learning is derived by completing work with other students in group. Grouping may lead the students to exchange their experiences among peers, solve the issues together, and generate better learning than learn alone.

5. Modeling

Before teaching to the students', the teachers presented the example and show what their students had to understand. The model may be developed by students as well as not simply by the teacher.

6. Reflection

Reflections play a major part in contextual teaching and learning. Reflection reflects, analyzes and answers what they have learned. It's done by inquiring what was already the learner at the end of the learning process.

7. Authentic assessment

This is the data collection for descriptions of student development. Knowing the students who progress in learning does not depend on the exam, but on the involvement of students in or out of a course.

Strengths and Weaknesses of Learning CTL

Each learning model always has advantages and deficiency. Likewise with the Contextual Teaching and Learning (CTL) has several advantages in its use, namely:

1. Students participate actively in the process of learning.
2. Students learn from friends through group activities.
3. Discussion and correcting each other.
4. Students are asked to be responsible for monitoring and developing their respective studies.

Whereas related weaknesses with this model, including:

1. Students are required to learn through own experience instead of memorizing
2. For students who less able to learn he will find it difficult carry out the learning process.

The Relationship between Motivation Reading and Contextual Teaching Learning

Yap (2016) argues that teachers must have the ability to act as facilitators to encourage students to become active learners in the teaching and learning process in class. In terms of being a facilitator, the lecturer must be able to design various kinds of learning based on previous knowledge, current interests, and student engagement levels (Stenger & Garfinkel, 2003). In addition to the ability to design various instructions, lecturers are also responsible for making students actively involved in the teaching and learning process and building their interest and self-confidence and the need to understand teaching materials (Crawford, 2001).
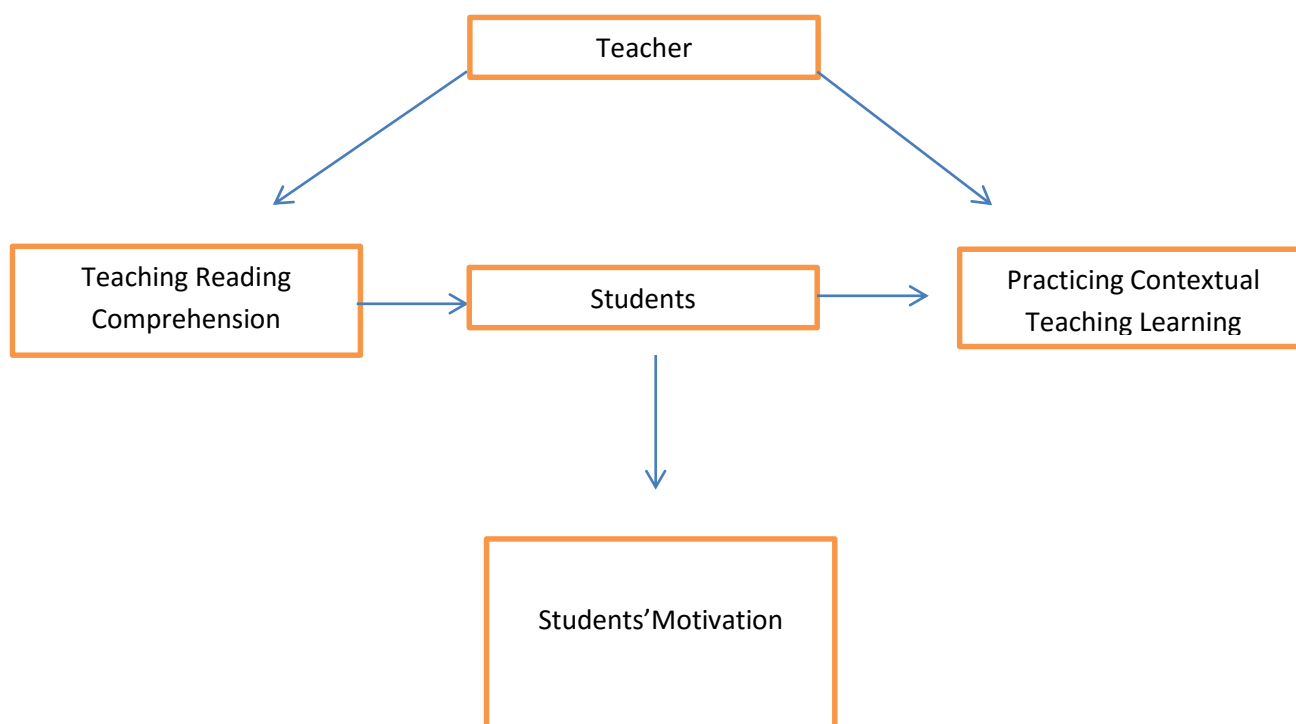
One way to take part in the teaching and learning process in the classroom is contextual teaching and learning methods (CTL). In this method, lecturers must focus the teaching and learning process on students' roles in the learning experience to motivate students to become involved in learning activities. In connection with the importance of teaching methods in the teaching and learning process of English in the classroom, it is very important to do learning in the context of higher education. It is important to investigate the influence of contextual teaching and learning (CTL) on students' reading motivation.

Contextual teaching and learning has been widely explored by many researches. They tend to examine improving Students' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning (CTL) (Syahputri, 2019) and the effectiveness of contextual teaching and learning in improving students' reading skill in procedural text (Khaefiatunnisa, 2015). The findings showed that there was an improvement on the students' reading

achievement on narrative text from each cycle and CTL approach could improve students' reading skill in procedural text. Based on mentioned previous study, it is clearly that Practicing the Contextual Teaching Learning (CTL) Approach to Investigate Students' Motivation in Reading Comprehension in general, the problems studied in this study are:

1. How does the implementation of the Contextual Teaching Learning (CTL) approach in Student Motivation in Reading Comprehension ?
2. What are the benefits of CLT in improving Reading Motivation?

This study aims to investigate students' motivation in reading comprehension by using a contextual learning approach and to determine the benefits of Contextual teaching learning in improving reading motivation.

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                          │     Teacher     │
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                          ↙                ↘
┌──────────────────┐   ┌──────────────┐   ┌──────────────────────┐
│ Teaching Reading │ → │   Students   │ → │ Practicing Contextual│
│  Comprehension   │   └──────────────┘   │   Teaching Learning  │
└──────────────────┘          ↓           └──────────────────────┘
                     ┌──────────────────┐
                     │                  │
                     │ Students'Motivation│
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METHOD

The research location is the place where the research will be carried out, to obtain related data or information with a problem or research focus. Place or region which will be used as locations in this study are agencies, namely: MTS Al- Ahliyah. It is located in Jl. Jend Sudirman No. 15, Karawang, Jawa Barat 41374. This research starts April 2021 until June 2021.

The subject of research can be called about what is be the focus of research or it can be called research variables, namely everything in what form researchers set out to be studied so obtained information about it, then withdrawn the conclusion. (Lodico et al., 2006) states "Depending on the type of question asked, researchers want to select subjects so that they can provide important key information for research". This means that in qualitative research, the researcher chooses a subject based on the subject's knowledge that is able to answer the question. Seeing the above understanding, it can be concluded that the object of research is everything that is observed and become a point of attention in scientific research activities.

The research object studied in this descriptive analysis research was the Contextual Teaching Learning Method in the motivation of students to read Junior High School Students of the Al-Ahliyah Foundation for the 2020/2021 academic year.

In this study, researchers chose students who had studied using the Contextul Teaching Learning method. And the researchers selected five students from 9A,9B, and 9C classes. to compare the implementation of the CTL method in students' reading motivation and that consideration makes the subject selecte dare:

1. This subject covers 5 students in that class,
2. Respondents were selected according to their mix ability, namely high, medium, and low in class.
3. Researchers assume that respondents have their own way of learning, especially in reading lessons, have good mastery and can provide valuable information in this study.

Data Collecting Technique and Instrument

The instrument is a necessary tool for obtaining information and in this research the researchers themself is the instrument here. In qualitative research, the tool itself is the scientist Sugiyono (2008, p. 222). Researchers must therefore auto-validate their research skills. Researchers have to conduct many data collecting procedures in order to acquire accurate data. Researchers utilized questionnaire-supported interviews in this investigation.

1. Interview

   Interview is an event between the interviewer and resource individuals, where the interviewer asks a number of questions that the resource person answers. Damaianti (2011) also says that interviews have two purposes in qualitative research. The first is the major approach of data collection in the form of interview transcripts and the second is the supplementary strategy. Creswell also categorized interviews into four different sorts of interviews, namely: (1) one-to-one, (2) one-to-one. Interviewing of the group, (3) interview with telephone, (4) interview with e-mail.

   The researcher prepared several questions related to the implementation of the CTL approach in students' reading motivation. To collect interview data, The researcher made several procedures. Namely (1) drafting the concept of questions to be asked to the subject and (2) the researcher transcribes the results of the interview.

2. Questionnaires

   A survey is a compilation of participants' questions or remarks. In (Sugiono, 2008), a questionnaire is an information collecting strategy performed by providing respondents with many questions or remarks. In this study, the researcher created 10 statements concerning the CTL's reason for reading.

   The survey will support and gain the validity of interviews in reading motivation employed by the topic connected to the implementation of the CTL method. Before the researcher carried out an interview with the subject, the questionnaire was provided.

The researcher evaluates the data after collection. "Data analysis in qualitative research involves the classification, description and synthesis process," said (Wiersma, 1991). For the description and understanding of the studied event, data reduction is required." In summary, data analyzes are processed in order to examine the acquired data.

The researcher utilizes qualitative descriptions for analysis of the data. In terms of descriptive qualitative research, Sugiyono (2008, p. 245) states that three actions have been undertaken to examine data. These operations include data reduction, presentation of data and drawing/verification of conclusions. The researchers split the data analysis activity into three

actions based on these statements: data reduction, display of information and conclusion drawing.

Data reduction is the process of selection, identification, categorization and coding of significant data. Researchers will receive much data in performing study. Researchers must thus select t data which will be provided in this study with relevant information. Researchers must reduced first to analyze data. This researcher was chosen to identify the implementation of CTL Approach in the motivation of students and strategies in the reading understanding used. To look for problems in student interest reading, and the solution used to solve the problem so that the motivation is created.

In short, the steps in data analysis are: (1) interview and questionnaire acquire data from the researcher. The researcher next picks the data, identifies them and concentrates on the formulation of the topic of research. (2) The researcher shows the data in good phrases after picking the data. (3) The conclusion is formed after the display of the data. The interview is further supplemented with a questionnaire in order to get validity of the data.This questionnaire is analyzed by using descriptive statistics where frequency counts are tabulated and converted to percentages.

RESULTS AND DISCUSSION

Results

This section presents findings related to research questions about students' experiences of using the CTL approach during online learning due to COVID-19 in increasing reading motivation. The discussion is explained through the interpretation of the results shown in the table which is outlined with the findings from the questionnaires and interviews.
The experience of students learning reading text by using videos and uploading them to the MTS AL-Ahliyah E-Learning Web and the Youtube application for online learning in English classes in pandemic situations. The questionnaire is written in Bahsa Indonesian to make it better facilitates grade 9 students in understanding the items in the questionnaire.
In Table 1, it can be seen that most of the respondents chose to Yes (80%) and NO (20%) that they were enjoy with learning reading English through video media and the learning materials provided by their teachers in online learning using CTL helped them to remember some new vocabulary in English text, besides that Contextual Learning improves their understanding of a text and also of tenses. In conclusion, according to them learning using contextual teaching learning in reading English is very fun.

Table 1. Students' Questionnaire

No	Question	Yes	No
1.	I enjoy learning reading english through video media	80%	20%
2.	Contextual learning makes it easier for me to pronounciacion some vocabularys correctly	100%	-
3.	Contextual teaching learning makes it easy for me to remember some new vocabulary on english text	80%	20%
4.	Contextual teaching learning improves my understanding of a text	80%	20%

5. Learning with CTL in reading English so much fun	80%	20%
6. Contextual teaching learning motivates me to improve my ability to understand text content easily	100%	-
7. Contextual teaching learning motivates me to improve reading skills	100	-
8. Contextual teaching learning makes me understand about tenses	80%	20%

5 respondents also agree (100%) that using Contextual learning makes it easier for them to pronounce some English vocabulary correctly, their reading ability increases after learning through Contextual Learning, Contextual learning motivates me to improve reading skills, and the last contextual learning motivates them to improve their ability to understand text content easily.
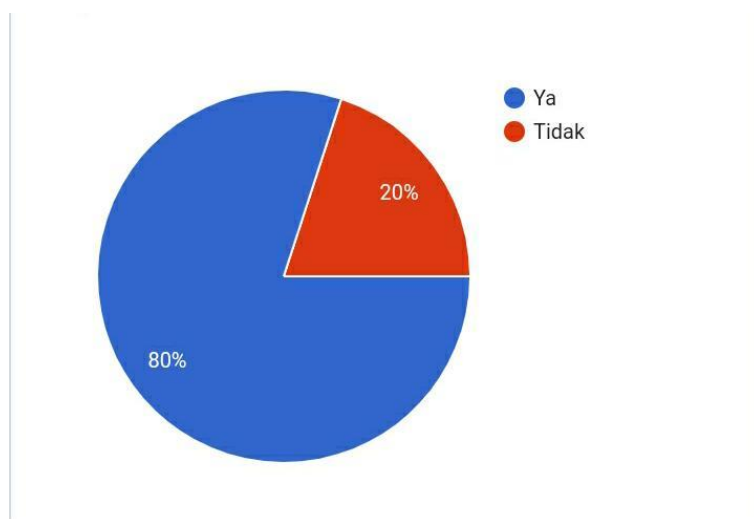
Figures 1. Learning with CTL in reading English so much fun

Figures 1 show that there is learing with Contextual teaching learning in reading english so much fun. The interview resulted in multiple responses by five respondents who were interviewed online. Five respondents are asking this question "Tell me what you like and don't like about learning reading using CTL?" and each of their answers are as follows:

Respondent 1:
"From this learning, I add insight, learning becomes easy and fun and there is nothing I don't like."

Respondent 2:
"Learning becomes easier and more fun, getting to know more new vocabulary but there are still some things that are difficult to understand."

Respondent 3:
"Contextual teaching learning motivates me to improve my reading skills and it seems that students who don't take English lessons using the CTL method don't get the same knowledge and experience as other friends, because they don't experience it themselves."

Respondent 4:

"What I like about contextual teaching learning is that it can improve my reading ability, making it easier for me to pronounce English vocabulary. Even though I am not very fluent in speaking English"

Respondent 5:

"It's very fun because I can learn a lot about English and there are still a few explanations that I don't understand"

Whereas there are students who are neutral and disagree with question number 3 which states whether online learning can motivate them to learn about the lesson. However, the highest percentage was still seen in students who chose to agree (80%) and strongly agree (20%).
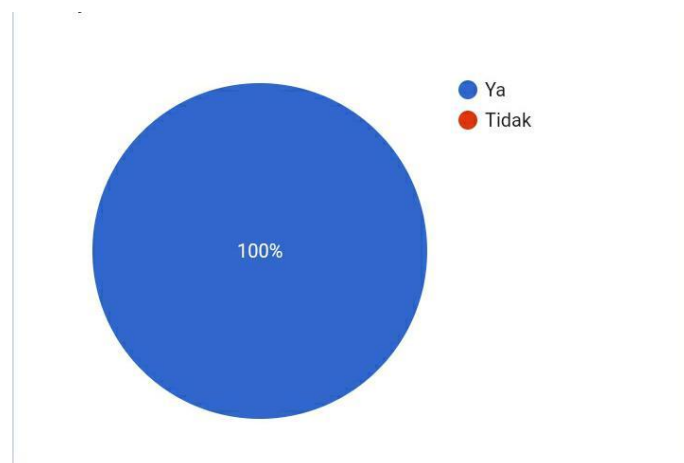
Figures2. Contextual teaching learning motivates me to improve reading skills

Figures 2 shows that there is an increase in the ability to read motivation. Outline of the percentage of results obtained from this study by applying the contextual learning method (100%) because 5 yes from the five respondents. In addition, the ability to understand text content easily increases, speaking skills increase and also reading skills increase after learning through contextual teaching learning However, Respondent 2 shared his experience of *" what he did when you were lazy to read."* This can be explained in this transcription:

F.A: "I will stop reading and divert it with a short break, do the things that I like, then go back to reading Motivate myself & Make a Regular Study Schedule"

Respondent 3's response when asked this question "Is learning English fun for you?" and the answer is:

"Of course it's very fun. I learned English through the internet and also from the teacher. I really like when studying with Master, he is very patient when teaching, the material given is easy to understand. The internet is also very helpful in finding materials or references for studying."

Teaching Strategies Used

Implementation of contextual teaching earning learning in this school in reading lessons is by giving reading assignments and making videos and then uploading them to youtube / google drive and displaying the link on the MTS Al- Ahliyah E-learning Web. After all the assignments were collected and checked all the student videos, in the assessment the teacher found some children who were still wrong in pronunciation, intonation that was not clear, even reading carelessly. Finally, the teacher sent a good and correct reading video. That is where the teacher's role is to motivate children to read better, besides that the implementation of Contextual teaching learning also helps teachers to motivate students'. The students' were given an

evaluation in the class whatsapp group chat and also the video was given, namely the teacher's video motivating students.

The teacher's task in contextual learning is to assist students in achieving their goals. That is, the teacher is more concerned with strategy than providing information. The teacher simply manages the class as a team that works together to find something new for students. The teaching and learning process is more student centered than teacher centered.

The data sources for observations and interviews data which is collected through the contextual learning technique by five interviewers on the motivation for reading, (Crawford, 2001) proposes many teaching strategies, such as relating, experiencing, applying, cooperating and transferring. The following offers more clarification of the instructional techniques employed.

Relating

Relating in a strong contextual teaching method is the most potent aspect. The instructor links a new idea to something entirely unfamiliar to the student in the framework of the life experience context or the pre-existence of knowledge when dealing with techniques (Crawford, 2001).

On the result of the questionnaire, students' information was available and what they had to accomplish in the class was straightforward for them to comprehend. Students used to wrong pronounce words and now they know how to pronounce correctly. The student discovers a solution for an issue, based on prior data, and spends considerable time and effort on it (Caine & Caine, 1991). Similar to the following declaration by Caine & Caine (1991), by writing in a text, students can address their difficulties. On the other hand, It is the same with reading text. It is visible that when students first read the material, the grammar, punctuation and spelling responsibilities may learn from their errors.

Experiencing

One strategy relates to another in a contextual approach. It is clear that the new material relates to life experiences or previous knowledge that students bring to the classroom. Teachers can overcome these barriers and help students develop new information through practical experiences in the classroom. This technique is referred to as experience. This can be seen from the motivation given by the teacher when students start to be lazy to do assignments, in addition to providing motivation the teacher also gives a special touch to students who are still lazy. In Contextual teaching learning in reading the teacher plays an important role in increasing students' reading motivation.

Students learn through exploration, discovery and discovery in experiential strategies (Crawford, 2001). In this method, students can analyze the text before they read it by paying attention to the language characteristics and generic structure. In addition, it was experienced by students who were able to make reading text videos independently, there were even students who edited the video so that the text of the video reading was more conveyed, but there were also some students who did not edit the video and immediately uploaded it.

Based on the student interview sessions in the next sub-chapter, the REACT method can increase their knowledge through the teacher's experience in giving exemplary texts to students. Before teaching to the students', the teachers presented the example and show what their students had to understand. The model may be developed by students as well as not simply by the teacher. According (Satriani et al., 2012) modeling is one of the components of CTL. Modeling in this technique indicates that students have some knowledge or ability to model. In this study, the instructor offered a real-life recall of text, a number of slides in the recital section and a video of the teacher reading the same text, pronounced correctly, intonation and

punctuation. Instructors are not the only models with the CTL method. Models can be developed by involving students because modeling focuses on presenting content and familiarizing students with it.

Applying

Strategy can be described as learning through applying concepts (Crawford, 2001). This shows that when students complete assignments, they can apply knowledge. These results indicate that students can easily understand the information when the reading evaluation is carried out. Students can read the text easily and get minimal errors and also, some are pronounced correctly when students evaluate their pronunciation.

The student interviews also confirmed that "*They agreed to read as many books as they liked and listen to English conversational dialogues to encourage them to read more efficiently*". Then students show that they can improve readability through the use of the REACT technique. Realistically and authentically, activities can inspire students to develop a better understanding of academic ideas.

Tasks are designed to be applied, diverse and interesting in applying strategies. The aim is to provide students with a variety of activities and to ensure their aspects are interesting, fresh, inspiring or surprising. For example, in this technique students are asked to identify text components from different books related to students' real lives (Crawford, 2001). Furthermore, Pintrich and Schunk (2002) say teachers should highlight the importance and authenticity of academic activities achieved in the classroom that have real-world relevance.

Cooperating

When students study individually, they cannot make significant progress in their class. On the other hand, kids in small groups can deal with a little external aid with complicated problems (Pintrich & Schunk, 1996). Individual students frequently make little difference. Students working in groups, by contrast, can often handle complicated issues with minimal support. In addition to helping students understand instructional contents, collaborative experience is congruent with the actual world.

The interview data confirms this: cooperative learning makes the teacher's teaching skill "think parity" compatible with the aspects of cooperative learning, and to find out how the group is compatible. The teacher uses most of the elements of cooperative learning, there is positive interdependence, individual responsibility, social skills without face to face and group work due to time constraints. The teacher's consideration to solve students' problems in reading makes students more active and confident. In addition, the students gave a positive response to the teacher's cooperative learning technique. This is shown when students make their presentations in video. From that it can be concluded that the use of "Think Pair-Share" (Ifana, 2017). It seems that students learn in the context of sharing, responding, and communicating with other students in the reading process.

Cooperative learning has established guidelines, according to Johnson and Johnson (1990), to allow teachers to avoid conditions and build an environment that enables students to absorb topics more fully. After applying the criteria to this study, the researcher studied the interaction between students and interpersonal skills when completing tasks.

Transferring

Transferring is the last method to be covered in this discussion in the contextual teaching learning approach. Students are using their knowledge in new situations at this level. By starting the Google translation, listening to the correct pronunciation and revising the reading text at the transfer stage. from the interview results most students tried to read the text first and heard how to pronounce the vocabulary that was difficult for them to pronounce before taking the videos

for their teacher assigment. Students experience their understanding in new situations in this technique.

The statement above is consistent with (Bransford et al., 1999) who argues that transfer is an instructional technique, which in a new environment, is not integrated into a classroom and is defined as the use of information. This means that students who learn with knowledge can also learn to translate knowledge. The students can read the recount text in the right pronunciation at the transfer stage to support the above findings. The findings are also consistent with the Crawford (2001) contextual education idea that the purpose of the teacher is to provide diverse learning experiences with an emphasis on understanding instead of memorization. The goal of the teacher is to create a variety of learning experiences focused on comprehension not memory.

CONCLUSION

This article aims to determine students' motivation in reading comprehension using a contextual learning approach adapted from (Crawford, 2001) and to find out the benefits of Contextual teaching learning in increasing reading motivation. The findings show that learning using CTL contributes to students' reading motivation. They recognized that the approach allowed them to practice pronunciation, increased their vocabulary knowledge and made Reading activities easier and more enjoyable. It is expected that all teachers can use active learning, to develop the learning process, one of which is using the CTL approach, because the application of CTL is expected to activate students in the process of increasing student motivation in reading. Motivation to read is a very strong and focused attention to reading with pleasure. By reading everyone will get very useful information, therefore we must increase the motivation to read.

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