

The Effect Of Contextual Teaching And Learning On Reading Motivation

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Abstract: This study is an investigation the effect of Contextual Teaching and Learning (CTL) approach on developing English second semester students' eight reading motivation dimension. The study aimed to compare conventional and CTL group eight reading motivation dimension achievement and gain before and after receiving different treatment of the study. The study employed in quasi experimental research. The cluster random sampling technique was used in choosing the participants of the study. The random sampling was administered after analyzing the participants literal reading score of first semester through normality test, homogeneity test, and t-test. Questionnaire was used for the data collection. The result of the study revealed that CTL approach was effective to develop eight reading motivation dimension for second semester students of English department. The development of students' eight reading motivation dimension appeared in achievement and gain after the implementation of conventional and CTL treatment of the study to both of the group. CTL treatment was found to have more significantly effects on eight reading motivation dimension achievement and gain of English department students of Islamic Institute of Kerinci compared to conventional treatment. The study recommended CTL needed to be conducted to other skill of English and other level of students with more than two classes, and targeted other skills of English and other level of students for further research to determine whether the implementation of CTL approach has a positive effect for teaching and learning process outcome.

Index Terms: Contextual teaching and learning, reading motivation dimension

1 INTRODUCTION

Reading is one of important skill that need to be mastered by a learners of English as foreign language. It helps the students to acquire knowledge and gather information for both their careers and their academic success (Dorkchandra, 2010; Erlina et al., 2019; Haryanto et al., 2017; Marzulina et al., 2018; Mukminin et al., 2019; Nazurty et al., 2019). The goals of reading can be achieved through better comprehension of reading text, otherwise knowledge and information cannot be gathered by students after reading. This means that comprehension is a tool in understanding the text content. The reading comprehension cannot be separated from reading motivation which essential for students. Comprehension is constructed through reading motivation, because motivation is an important element of reading engagement. Many researches pertain to learning reading is the relationship between motivation and comprehension, especially among individuals with reading difficulties (Habibian, 2001; Hayikaleng, 2016; Karahan, 2017; Kharaghani, 2016; Mukminin et al., 2019; Tsujimoto, 2015). When students are motivated to read the text being learnt, they are more likely to remain the interest and engage with the text, while unmotivated students likely not remain their interest and engagement.

In other words, the students' reading motivation enables to effect on reading comprehension (Karahana, 2017). In motivating students to read in the process of teaching and learning in the classroom, the lecturers have to be able to combine academic rigor with practical educational experiences (Astrid et al., 2019), it is by engaging between teaching material need and real life context or natural surrounding (Bera, 2016). In this way, the students become the centered of teaching, and the lecturers only as facilitator who facilitate teaching and learning process in the classroom (Astrid et al., 2019). Li (2016) suggested that the lecturers have to have ability to play a role as facilitator to encourage students to become active learners in the process of teaching and learning in the classroom. In term of being a facilitator, the lecturers have to be able to design various instruction based on the learners' prior knowledge, current interest, and level of involvement (Stenger & Garfinkel, 2003). Beside the ability of designing various instructions, the lecturers also responsible to make students actively involved in the process of teaching and learning and establish their interest and confidence and a need for understanding of the teaching material (Crawford, 2001). One of the method to take a part in the process of teaching and learning in the classroom is contextual teaching and learning (CTL) method. In this method, the lecturers should focus the process of teaching and learning on students' role in the learning experience to motivate students to be involved in the learning activities. In relation to the importance of teaching method in the process of teaching and learning English in the classroom, it is a very crucial to undertake studies in a higher education context. It is important to investigate the influence of contextual teaching and learning (CTL) on students' reading motivation. CTL is the teaching and learning approach which attempt to motivate students to be actively involved in the process of teaching learning by connecting subject matter to real life situation (Sears, 2003; Davtyan, 2014; Nasrun, 2014; Berns & Erickson, 2001). It is a basic initiative which emerged from teachers' efforts to build upon situated-cognition research, and employed some strategies (Glynn & Winter, 2004). In other words, CTL is the teaching approach which connect the content of material being

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studied with real world situation or based on students experience outside the classroom. In this approach, Experiencing is the basic key that needed to be considered in the process of learning by context because without experience, CTL approach can not be implemented in the process of teaching and learning (Syker & Kiyoshi, 2014). CTL approach encourages the students to connect teaching content with real life experience. Connecting concepts to life situations helps to teach learners to apply previous knowledge with new concepts in order to construct new cognitive schemes (Goodroe, 2010; Berns & Erickson, 2001). It also helps them learn the concept by experiencing and practicing the actions that are straight connected to real-life work (Davtyan, 2014). To implement CTL effectively, there are some strategies used by the teachers or lecturers which enable students to relate their preexisting knowledge with the new concept by experiencing it in the classroom. There are five strategies proposed by Crawford (2001) as follows: Relating, experiencing, applying, cooperating, and transferring. These strategies are implemented in problem solving activities, work cooperatively in group or pair work activities, and use the knowledge they get in a new context (Khaefiatunnisa, 2015). Relating is the most important strategy in CTL approach. It used by the lecturer to link the new concept to something familiar to students. In using this strategy the teachers must connect new perceptions with something familiar for students (Davtyan, 2014). Moreover, Crawford (2001) emphasized that careful planning is needed because often students do not automatically connect new information to the familiar, because although students may bring memories or prior knowledge that is relevant to a new learning situation, they can fail to recognize its relevance. Second, experiencing is learning in the context of exploration experience (Davtyan, 2014). This strategy enable to help students to practice action in the learning process that connect to their real-life work outside the classroom which they get in their daily life. This strategy will not effectively implement if the students do not have appropriate experience or prior knowledge related to the material learn in the learning process in the classroom. Third, applying strategy is a process putting the concepts and information in an appropriate situation. Students apply a concept when they can apply their real world experienced to their problem-solving activities. (Davtyan, 2014; Crawford, 2001, p. 8). Implementing real world experience guides the students to problem solving. In this strategy, teachers can also motivate a need for understanding the concepts by assigning realistic and relevant exercises (Satriani, Emilia & Gunawan, 2012). Fourth, cooperating with other students is initiated by the reason of working individually making the students hard to solve the problems in problem solving exercise. Cooperative learning strategy is the strategy using small groups learning in which the students work cooperatively in the process of teaching learning in the classroom (Holubec, 2001). The students will feel self-conscious and more readily explain their understanding of the concept to other students in solving the problems (Crawford, 2001, p. 11). Finally, transferring is learning in the context of existing knowledge (Davtyan, 2014). It is a teaching strategy that using knowledge in a new context that has not been covered in class (Satriani, Emilia & Gunawan, 2012; Mestre, 2002). It can prepare students for future learning which enable to make them become productive in society. Based on the explanation previously, the purpose of this study was to determine the effect of CTL on eight

reading motivation dimension according to Wang and Guthrie (2004). In order to establish the effect of CTL on eight reading motivation dimension, the following research questions were posed in the study:

1. Does CTL condition have an effect on students' reading curiosity?
2. Does CTL condition have an effect on students' reading involvement?
3. Does CTL condition have an effect on students' reading challenge?
4. Does CTL condition have an effect on students' reading recognition?
5. Does CTL condition have an effect on students' reading grades?
6. Does CTL condition have an effect on students' reading social?
7. Does CTL condition have an effect on students' reading competition?
8. Does CTL condition have an effect on students' reading compliance?

2 METHODS

2.1 Design

The quasi experiment was used in this study. The quasi experimental research involves two groups of the participants in a research conducted; they are experimental and control groups. The experimental group is the group which receives a treatment, but the control group doesn't (Gay & Arasian, 2000). Manipulation is actively given to experiment groups only to prove the existence of cause-and-effect relationships (Johnson & Christensen, 2014). Different services or instructions to both of the groups are as the ethical issues of the quasi experimental research. This mean that the researchers provide a new method to stimulus the students of some kinds such as interest, motivation in a research conducted. This study used conventional and CTL approach conditions as the independent variable and eight reading motivation dimensions as the dependent variables.

2.2 Participants

Only two classes were chosen as the participants of this study due to the financial concern and based on the technique of sample in quasi experimental research. This sampling technique is known as cluster random sampling technique. However, to gain homogeneity between groups and improve the generalizability of the results, it is better to choose a control group with comparable characteristics to the experimental group (Veldman, 2016; Gay& Arasian, 2000). The selection of the participants for this study will be based on Literal reading score. All of students' score from each class is compared to get homogeneity between groups to be involved as the participants of this study. The criterion both groups needed to be evenly matched in academic performance (Nagisetty, 2015).

2.3 Procedures

The duration of the research for control and experimental groups were fourteen weeks based on academic calendar of State Islamic Institute of Kerinci. This duration of the research was due to the consideration that it's impossible to evaluate the effectiveness of the treatment for short time. The instructional design for the control group in this study was the

conventional method without applying the strategy of CTL method. But the communication based class activities were implemented in teaching the reading material for this study. It was implemented by giving warming up question and using visual aids at the initial of teaching in order to enhance the quality of teaching in the control group. While for experiment group, some components of contextual teaching and learning which usually implemented in teaching, however the service learning were used in teaching reading comprehension for experimental group to make it specific. These components of contextual teaching and learning are characterized by (1) relevant and meaningful service with the community, (2) enhanced academic learning, and (3) purposeful learning. The implementations of this component were due to the consideration that it enables to enhance student academic learning and stimulate students for active participation in the process of teaching and learning reading. In implementing service learning for the experimental group, there were five main steps composed. (1) Presenting about the way to identify reading comprehension indicators of texts. (2) Grouping the students, (3) distributing text for each group, (4) setting the students' to work collaboratively in identifying reading comprehension indicators. The presentation of identifying reading comprehension indicators need to be done at pre-teaching starting from identifying author purpose in a text up to vocabulary in context. This step enables the students to answer questions related to reading comprehension indicators that is used in comprehending texts. After presenting the teaching, the students were set to work collaboratively with teammates in answering the text questions. Then, each group was asked to present their answers in front of the class in turn with different reading comprehension indicator. Other groups that not yet get turn to present their answers in front of the class were given chance to give question related to topic of discussion presented.

2.3 Data Analysis

The data of the study were taken from descriptive statistics analyses and the result of the students reading motivation dimension achievement and gain of control and experimental group. The descriptive statistics analyses data were used for determining demographic information frequency and percentage of male and female for both conventional and CTL groups' participants. While, the result of reading motivation dimension achievement and gain were used for evaluating both of conventional and CTL group after receiving different treatment of the study. Both of reading motivation dimension achievement and gain data were taken through questionnaire. Shapiro wilk, levene statistics, mann whitney u test, t and t'-test were used to examine the research hypothesis based on the data of descriptive analyses. These kinds of tests usually used in determining the intervention effect of a treatment. Effect intervention enables to guide the researcher to distinguish participants' values and make judgment as to whether the data of control and experiment group based on the researcher knowledge of measures (Creswell, 2012). Then, result of reading motivation achievement of conventional and CTL group was analyzed through formula of criteria referenced interpretation and norm referenced interpretation. Gain of reading motivation from pre-test to post-test were analyzed based normalized gain formula of Meltzer (2002) that is introduced by Hake (1999).

3 FINDINGS

The t-test was used in analyzing the mean equality for reading for curiosity and reading for compliance. The using this statistical analysis due to the consideration that these two of reading motivation dimension was homogenous for conventional and CTL group data based on the Shapiro wilk test. The result of t-test analysis of conventional and CTL group showed that the probability significance of reading for curiosity and reading for compliance was (.00) lower than .05. The t-test data of reading for curiosity and reading compliance showed that there was significance different of mean score between conventional and CTL group after receiving different treatment during duration of the study. Reading motivation mean score of reading for curiosity for conventional group was (M=16.45) and reading for compliance was (M=23.00), while CTL group mean for reading for curiosity was (M=19.67) and reading for compliance was (M=25.43). It could be summarized that the mean score of CTL group was greater than conventional group after receiving different treatment during duration of the study. Then, the data of reading for involvement, reading for challenge, reading for grade, reading for social, and reading for competition was analyzed through mann whitney U test. This statistical analysis is used for measuring reading motivation dimension of not normally distributed for one or both conventional and CTL group data based on the normality test of Shapiro wilk. In other words, this non parametric statistical analysis is used when one or both of the data conventional and CTL group measured not meet the assumption of variance analysis. The data of reading motivation dimension in term of reading for involvement, reading for challenge, reading for grades, reading for social, and reading for competition in post-test which analyzed by using Mann-Whitney U showed that all of significance score of six reading motivation dimension were lower than .05. It indicated that there was significantly different mean of of reading for involvement, reading for challenge, reading for grades, reading for social, and reading for competition between conventional and CTL. The significance score of reading motivation achievement of conventional group of reading for involvement was (M=16.25), reading for challenge (M=12.95), reading for recognition was (M=16.25), reading for grade (M=16.10), reading for social (M=19.80) and reading for competition was (M=16.40), while, CTL of reading for involvement was (M=18.86), reading for challenge (M=15.09), reading for recognition was (M=18.38), reading for grade (M=18.48), reading for social (M=21.67) and reading for competition was (M=18.43). Based on the result of t-test and man whiney u test of eight reading motivation dimension previously, the mean score of CTL was greater than conventional group. This mean that CTL approach significantly affect the students eight reading motivation outcomes. The eight reading motivation achievement mean of conventional and CTL group were figure out in the figure 1 below. This figure details the significant difference of each reading motivation dimension achievement mean of conventional and CTL group in pre-test and post-test. The result pre-test and posttest of each reading motivation dimension were presented in the figure 4.5 below:

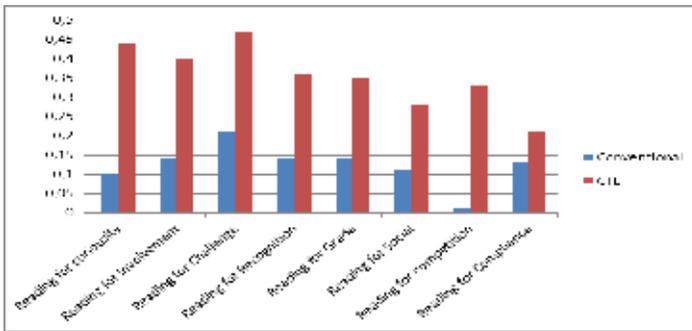


Figure 1. Eight reading motivation achievement mean of conventional group

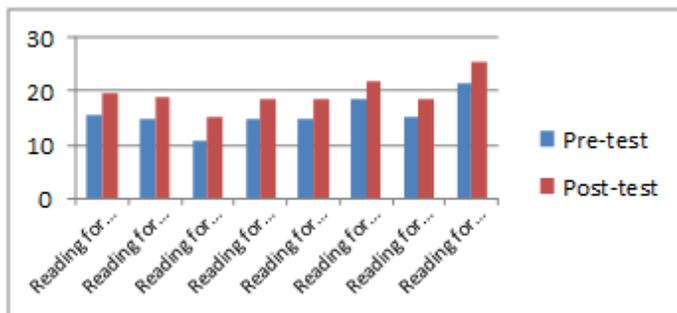


Figure 2. Eight reading motivation achievement mean of CTL group

The reading motivation gain was analyzed after reading motivation achievement analysis. Gain score of reading motivation for conventional and CTL group were gathered from pre-test and post-test of reading motivation of both group. The equality mean of reading for curiosity, reading for involvement, reading for recognition, reading competition, and reading for compliance was analyzed through t-test. While reading for challenge, reading for grade, and reading for social were analyzed through mann whitney u test. Gain of conventional group from pre questionnaire to post questionnaire of reading for curiosity was ($M=.10$) with standard deviation ($SD=.15$), reading for involvement was ($M=.14$) with standard deviation ($SD=.13$), reading for recognition was ($M=.14$) with standard deviation ($SD=.09$), reading for competition was ($M=.01$) with standard deviation ($SD=.13$), and reading for compliance was ($M=.13$) with standard deviation ($SD=.12$). On the contrary, gain of CTL group of reading for curiosity is ($M=.44$) with standard deviation ($SD=.14$), reading for involvement ($M=.40$) with standard deviation ($SD=.12$), reading for recognition ($M=.36$) with standard deviation ($SD=.13$), reading for competition was ($M=.33$) with standard deviation ($SD=.14$), and reading for compliance was ($M=.21$) with standard deviation ($SD=.10$). Moreover, Gain of conventional group from pre-test to post-test of reading for challenge was ($M=.21$) with standard deviation ($SD=.09$), reading for recognition was ($M=.14$) with standard deviation ($SD=.09$), reading for grade was ($M=.14$) with standard deviation ($SD=.12$), reading for social was ($M=.11$), with standard deviation ($SD=.14$), while gain of CTL of reading for challenge ($M=.47$) with standard deviation ($SD=.13$), reading for grade ($M=.35$) with standard deviation ($SD=.18$), and reading for social was ($M=.28$) with standard deviation ($SD=.10$). It indicated that gain of reading

for challenge, reading for grade, and reading for social of CTL group was greater than conventional group. From the mean gain of reading for curiosity, reading for involvement, reading for challenge, reading for recognition, reading for grade, reading for social, reading competition, and reading for compliance. It can be summarized that CTL mean gain was greater than conventional group. The result pre-test and posttest of each reading motivation dimension were presented in the figure 3 below:

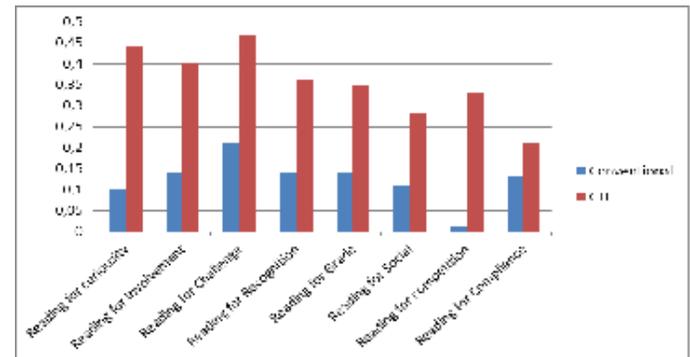


Figure 3. Mean of eight reading motivation dimension gain

4 DISCUSSION

The result of the study generally indicated that CTL treatment that used for teaching reading was better than conventional instruction in enhancing the students' reading motivation and reading comprehension. This study result strengthened the research conducted by some researchers related to CTL in teaching four English skills. They are Satriani, Emilia, and Gunawan (2012), Rafida (2016), Yusmalinda (2017), Annisa (2015), and Wahyuni (2013). Generally, the process of teaching CTL group had been applied based on the steps or strategies of CTL. It could be seen from the pre teaching activities of CTL group. The authentic text based on the students' experienced was provided to be discussed by each group. The students were actively involved in learning and sharing the knowledge to group member in the discussion as seen the appendix 38. In other words, the students cooperatively worked in answering the text questions. After finishing all of text questions, all of the group member were asked to present their discussion result in turn helped by each of the group members to be compared with other group. The participants of CTL group seemed awkward at the first time of contextual teaching and learning treatment implementation. It occurred because this treatment was strange for the students and never used by the lecturers in teaching reading and other lecturers at English department of State Islamic Institute of Kerinci. Beside that, the students also had to discuss the text questions in group and present the discussion result turn. However, the implementation of small group discussion is as the special interest for the students during duration of the study. In other words, group discussion guide the students to share information they know to other students in group. Reading motivation dimension achievement and gain, after discussing the participants reading motivation achievement and gain, the eight reading motivation dimension in term of reading for curiosity, reading for involvement, reading for challenge, reading for recognition, reading for grades, reading for social, reading for competition, and reading for compliance need to

be discussed. It is as the way to evaluate each reading motivation dimension achievement and gain after receiving different treatment during duration of the study. Reading for curiosity achievement and gain, the reading motivation criteria for reading for curiosity showed both of conventional and CTL group data was significantly different based on criteria referenced interpretation and Norm Referenced Interpretation for reading for curiosity. The conventional group achievement score was not good, while CTL group was good. In other words, CTL group of reading for curiosity was greater than conventional group. Similarly, the gain score of reading for curiosity also indicated that conventional and CTL group gain was significantly different. The gain of conventional group was moderate, and CTL was good based on the normalized gain of reading for curiosity. This means that different gain of reading for curiosity caused by different treatment. Based on reading motivation achievement and gain above, the significantly different of conventional and CTL reading motivation achievement and gain caused by different treatment implemented in teaching reading. Reading for involvement achievement and gain, the reading motivation achievement criteria of conventional group for reading for involvement was sufficient, while CTL was good. It was indicated that there was a significantly different of reading motivation achievement between conventional and CTL group. In other words, reading motivation achievement of CTL was greater than conventional in post-questionnaire after receiving CTL treatment during duration of the study. The different also appeared in term of gain for both conventional and CTL group of reading for involvement. Conventional group gain was low, and CTL group was moderate based on the normalized gain for reading for involvement. The greater gain appeared in CTL as mentioned before. From the reading motivation achievement and gain of reading for involvement above, it can be summarized that CTL treatment significantly affect the reading motivation achievement and gain in this study. Reading for challenge achievement and gain, the students' reading motivation achievement of conventional group and CTL group enhanced after teaching through conventional instruction and CTL approach during duration of the study. However, there was significant different of reading motivation achievement for both of the group. The reading motivation achievement of reading for challenge of conventional group was sufficient, while reading motivation achievement of reading for CTL group was good. Gain of conventional and CTL group was also different for reading for challenge based on the normalized gain for reading for challenge. Gain of conventional group was low, while CTL group was moderate. This means that CTL gain was greater than conventional group. It can be summarized that both of the treatment contributed different effect of reading motivation achievement and reading motivation gain for reading for challenge. CTL contributed significantly effect of reading motivation achievement and gain compared for reading for challenge to conventional group. Reading for recognition achievement and gain. Reading motivation achievement score of conventional for reading for recognition was sufficient, while CTL was good after receiving different teaching treatment during duration of the study. It indicated that a significant enhancement of reading motivation score appeared in CTL group. This mean that CTL treatment enabled to enhance reading motivation score significantly compared to conventional instruction. Similarly, reading motivation gain of CTL for reading for

recognition also significantly different between conventional and CTL. It was seen from the table of eight reading motivation dimension gain that conventional group gain was low, and CTL gain was moderate based normalized gain of reading for recognition. Based on the reading motivation achievement score and gain of conventional and CTL group, CTL group reading motivation achievement score and gain was greater than conventional group. This mean that CTL approach significantly affect the students' reading motivation achievement and gain of reading for recognition. Reading for grade achievement and gain, the implementation of CTL treatment significantly enhanced the students' reading motivation achievement and gain of reading for grade for CTL group. It was seen that reading motivation achievement for CTL group was good based on the table of Eight Reading Motivation Dimension Achievement Criteria of reading for grade. On the contrary the reading motivation achievement criteria of conventional group was sufficient. Similarly, gain of CTL group was also significantly different between conventional and CTL. Conventional group gain was low and CTL was moderate. This mean that CTL group gain was greater than conventional group of reading for grade. Both of reading motivation achievement and gain of reading for grade significantly different between conventional and CTL based on the explanation above. reading motivation achievement and gain of CTL was greater than conventional group. it can be summarized that CTL approach not only enable to enhance the students' reading motivation achievement, but also enable to enhance reading motivation gain of reading for grade. Reading for social achievement and gain, based on the reading motivation achievement and gain of reading for social for conventional and CTL group, there was a different criteria of reading motivation achievement and gain based on referenced interpretation and Norm Referenced Interpretation and normalized gain. The reading motivation achievement of conventional group of reading for social was sufficient, while CTL group was good. On the contrary, the reading motivation gain of conventional and CTL group was the same. Both of the group reading motivation gain was low. Although both of the group had the same criteria of reading motivation gain as mentioned before, the CTL gain was greater than conventional group. From the discussion of reading motivation achievement and gain above, it can be summarized that there were a significant different reading motivation and gain of both conventional and CTL. In other words, CTL group reading motivation achievement gains greater than conventional group. Reading for competition achievement and gain, the CTL approach treatment more stimulated the students' desire to compete in gathering information and meaning from reading text material compared to conventional group. The students become more motivated to study hard in comprehending reading text material in English. It was proved by the reading motivation achievement enhancement score. In this dimension of reading motivation achievement, the conventional group reading motivation achievement score was not good, while CTL group was good. Similarly, Gain of CTL group for reading competition was also greater than conventional group. Gain of conventional group was low and CTL group was moderate. From the result discussion of conventional and CTL reading motivation achievement and gain of reading for competition, CTL of motivation achievement and gain was greater than conventional group. This means that CTL was effective in enhancing reading motivation and gain. Reading for

compliance achievement and gain, the criteria of eight reading motivation dimension achievement table previously showed there was a different of reading motivation achievement score between conventional and CTL group of reading for compliance. Reading motivation achievement score of conventional group was sufficient, while CTL group was good. It indicated that reading motivation achievement score of CTL was greater than conventional group. The difference was also shown in the normalized gain table of eight reading motivation dimension. The reading motivation gain of conventional group for reading for compliance was low and CTL group was moderate. The CTL was greater than conventional group. It can be summarized from the discussion of reading motivation achievement score and gain of reading for compliance, both of the group significantly different in term of reading motivation achievement score and gain. CTL group reading motivation achievement score and gain were greater than conventional group.

5 CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

The implementation of CTL approach in teaching reading impacts on students eight reading motivation dimension achievement and gain for both conventional and CTL methods. Although both of the group showed achievement and gain improvement. However, the CTL was group greater than conventional group. This means that CTL approach is more efficient than conventional instruction in enhancing the students' eight reading motivation dimension. The implementation of CTL showed greater eight reading motivation dimension achievement and gain. It appears that CTL facilitate learning not because of interest and experienced reading material, but also stimulate students to be actively involved in the learning process through small group discussion. The small group discussion provided places for students to share the knowledge to their group member. Moreover, the implementation of CTL approach enabled to develop the lecturer's creativity in integrating the reading text material with students' experience. However, in this approach the lecturers should aware that they are ruled as mediator and facilitator in teaching in teaching and learning process in the classroom. This study has several limitations in regard to the scope, scale, methodology, and the extent of the data collected and analyzed. Limitation affecting the credible finding of the study that supports the generalization of a causal relationship. First, there was no individual random sampling for the participants of the study. Second, the limitation of the students reading motivation only emphasized on reading motivation based on Wang and Guthrie (2004). The third limitation of the study was related to different treatment implementation. The conventional instruction was implemented for the control group (conventional group), while CTL treatment for experimental (contextual teaching and learning group). The fourth limitation of the study was that both conventional instruction and CTL were only implemented for fourteen weeks, the fifth limitation was the reading motivation and reading comprehension measurement. The study only measure the students eight reading motivation dimension achievement and gain, these measurement was for evaluating the students reading motivation outcome after receiving different treatment during duration of the study. The final limitation of the study was the issue generalization result finding. These findings of the study are not generalized to

whole semester of the English department students of state Islamic institute of Kerinci, but only for beginner students (semester two students). As lecturers in higher education search for teaching approach to promote reading motivation achievement among students, they should decide to use this approach in enhancing the students reading motivation in teaching and learning process of the present study. Further study related to CTL needed to be conducted to other skill of English and other level of students with more than two classes. The present study only conducted to one control group and one experimental group of English department students' academic year 2018/2019. However, the further study could be targeted to other skill of English and other level of students to determine whether the implementation of CTL approach has a positive effect for teaching and learning process outcome. More research related to CTL might open the door for educators to this approach implementation in teaching in the class, especially four English skills.

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