Development of Theme - Based English Learning Model with *Contextual Teaching and Learning* (*CTL*) Approach to Improve Students' Reading Skills

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Original Research Article

ABSTRACT

This study is a Research and Development (R & D) which aims to (1) describe the needs of Theme-Based English Learning Model Development with CTL Approach to improve students' reading skills, (2) design a prototype of theme-based English learning model development with CTL approach to improve students' reading skills, (3) to measure the validity level of the development of theme-based English learning model with CTL approach to improving students' reading skills, (4) to measure the practicality level of the development of theme-based English learning model with CTL approach to improving students' reading skills, and (5) to measure the effectiveness level of the development of theme-based English learning model with CTL approach to improving students' reading skills. Subject of development of theme-based English learning model with contextual teaching and learning (CTL) approach to improve students' reading skills at SMP Negeri 19 Makassar. The research used a type of research and development (R&D) research that refers to

the ADDIE model, Sugiyono (2016: 298). This model consists of five stages, namely Analysis, Design, Development, Implementation and Evaluation. Data collection techniques were carried out using observation, interviews, tests, questionnaires, and documentation techniques. The research instruments used were learning implementation observation instruments, student learning outcomes assessment test instruments, learning device validation instruments and implementation observation sheet validation instruments. The data analysis techniques were carried out by (1) analysing needs, (2) analysing the level of validity, (3) analysing the level of effectiveness, and (4) analysing student and teacher response data. The results of this study indicate that there is a need to develop a theme-based English learning model with a CTL approach to improve students' reading comprehension skills. The validation test results showed that the model book, teaching manual, learning tools and several research questionnaires were declared very valid based on the experts' assessment. Furthermore, the results of the practicality test also stated that this model proved to be very practical based on the results of observations of learning implementation and teacher and student response questionnaires.

1. INTRODUCTION

English language education is essentially a process of learning activities to recognize and develop meaningful cultural values in humans through learning English. Globalization has placed English as one of the global and international languages that is very dominant in various domains of life [1] so that English language skills become tools and weapons to win various kinds of competition in today's world. "The status of English as a global and international language is due to its widespread use in various fields including politics, diplomacy, industry and international trade, science and technology, education, media, information technology, and popular culture. Even in the context of school internationalization, English language proficiency is a critical success factor" [2].

"Education in junior high school contributes greatly to the achievement of national education goals is the subject of English. The learning process is more influenced by the development of technological results that can be utilised for learning needs, students are positioned as learning subjects who play a major role, so that in the setting of the teaching and learning process students are required to be fully active, even individually studying teaching materials. Learning is basically a process carried out by teachers and students so that the learning process occurs in the sense of changes in the individual behaviour of the students themselves Ngalimun" [3].

Institutional Schools are one of the educational institutions responsible for producing reliable citizens, personalities, and have strong competitiveness both academically, politically, strategically, and economically. Because the institution produces experts and professionals who will act as drivers of national development and even national leaders.

"In this era of globalisation, the ability to speak English is not only needed by students after graduating from school to pursue a career in their field. Learners when they are still in school they need that ability to master the field of knowledge they study because English has become a tool of academic communication in the global world at large" [1]. "To succeed in today's world, students need knowledge and understanding of academic subjects, in addition to other skills such as critical thinking and problem solving, creativity and innovation, communication and collaboration" [4]

"English has dominated the development of science and technology. Most of the academic reference books on campus or in schools are written in English, and even more than 90% of the prestigious and most referenced scientific journals are also in English" [5]. Therefore, people, students or learners are required to master English to understand their field of knowledge, develop their careers, and direct their studies appropriately. Realising the importance of English in academic life, many schools are very concerned and do a lot to improve the English language skills of all their citizens.

Based on the results of preliminary observations made by researchers in class VIII SMP Negeri 19 Makassar on 20 December 2021, it was found that student activity in learning was still lacking because currently the learning model used in

English learning is still dominated by teacher centered, so it is necessary to develop a theme-based English learning model oriented towards the contextual teaching and learning (CTL) approach which is student centered which can be achieved through relevant models both in terms of competence and subject matter. The development of a learning model adapted to the steps of the contextual teaching and learning (CTL) approach that can facilitate students in building knowledge for English subjects, and can improve students' reading skills.

The results of the preliminary survey conducted by the author, which included observations and interviews with teachers and students at the research destination at SMP Negeri 19 Makassar, also obtained information that to reveal the problems faced by students, data on student conditions, student abilities, and student desires were obtained, as follows:

1. Interviews with students stated that teachers still apply the process of doing conventional learning assignments, namely the teacher giving lectures and students doing assignments. Learning is more centered on the teacher so that students are less active in learning. The teacher only teaches students to read text in English textbooks and does not use other media that can improve students' reading comprehension skills.
2. Based on the teacher's statement and the results of observations, students' reading ability is still lacking.
3. Based on the teacher's statement, students when given reading lessons seem less interested and less interested in the reading presented.
4. Interview with students, they want fun learning. During this time students consider learning to read very boring.
5. Lack of student activity in learning English because the learning activities are dominated by the teacher, English text reading questions.
6. The low ability of students in understanding the reading questions of English texts.

Seeing some of the needs needed for Junior High School 19 Makassar, researchers are interested in conducting research by developing learning models using theme-based English learning with the aim of being able to study reading material in English presented in learning models based on student characteristics adapted to the student learning environment with a contextual approach to assist their learning process in order to obtain satisfactory learning outcomes.

Other problems that need to be considered in learning English at this time are problems related to reading including, reading comprehension skills so that learning English in reading comprehension is not yet effective, students' interest in reading is still low so that it affects students' reading comprehension skills due to the difficulty in understanding questions English and feeling lazy when learning English. These factors cause the results of learning English students are still low.

Researchers consider the development of a learning model is very important. Therefore, in carrying out this research, researchers will develop a theme-based English learning model with a *contextual teaching and learning* (*CTL*) approach.

Theme-based language learning in the content-based learning framework is a flexible learning model and in accordance with the philosophy of communicative language learning. This model can be applied to all learning contexts, including the context of learning English, where English is a foreign language that is not always used in daily communication. In addition to being flexible, this model is also able to present a clear learning context, *motivating* because themes can be chosen according to students' interests and needs, and allows students to practice using language in an integrated manner as they use language in real life, namely language to access information and communicate it.

Student learning outcomes are the influence of real evidence of student inactivity during learning takes place. To focus on the learning process on students (*student centered*). The learning outcomes are influenced by the inaccuracy of the method used by the teacher in learning activities, also rooted in the old paradigm which always uses the lecture method without being interspersed with methods to solve problems for students.

Student-centered CTL learning can instill the habit of problem solving, critical thinking, creative and independent. Exploring the potential of students based on the experiences they have had to be linked to the knowledge to be learned.

This is appropriate in contextual learning students will experience a thinking process that involves experiences that are close to their lives, it is hoped that through this thinking process it can improve students' problem-solving abilities. In accordance with the constructivist theory that in constructing knowledge students do not depart from an "empty mind" (*blank mind*), students must have knowledge of what they want to know which is called initial knowledge.

Approach Which used is quantitative with type study *R and D*. Because in study this will know the development of English learning models with *Contextual Teaching and Learning* (*CTL*) on reading comprehension of language in English at Junior High School 19 Macassar. Study done as model used to develop model learning English with *Contextual Teaching and Learning* (*CTL*) approach to reading comprehension in learning English. Form study *R and D* is used *one-group pretest-posttest* design.

2. LITERATURE THEORY

Law Number 20 of 2003 concerning the National Education System in Chapter I article 1, states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, the community, the nation and the State. The educational paradigm is then formulated into Law Number 20 of 2003, concerning the National Education System in article 3, which stipulates that national education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of participants educate them to become human beings who have faith and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state.

"The Learning Model is a plan or pattern that is used as a guide in planning classroom learning or tutorial learning" [6]. The learning model is an approach in order to anticipate changes in student behavior adaptively and generatively. The learning model is very closely related to the learning style of students (*learning style*) and the teaching style of the teacher (*teaching style*). The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning, learning environment, and classroom management.

According to Joice (1992:4) in [6] "A learning model is a plan or pattern that is used as a guide in planning classroom learning or learning including books, films, computers, curricula, and *others*. Learning models have a broader meaning than approaches, strategies, methods, or procedures". "The learning model has special characteristics that are not possessed by strategies, methods or procedures, these characteristics are: a. The logical theoretical rationale compiled by the creators or developers, b. The basis of thinking about what and how students learn (learning objectives to be achieved) c. The teaching behavior required for the model to be implemented successfully, d. The learning environment is needed so that the learning objectives can be achieved" [6].

In relation to the language learning process, it is necessary It is known that the main goal of a language learner, especially English. According to the Ministry of Education and Culture, learning English has the following objectives.

a. Communication in English Through the use of English for various purposes and cultural contexts, students develop communication skills that accustom them to interpreting and expressing thoughts, feelings and experiences through a variety of English texts orally and in writing, to expand their interpersonal relationships to an international level and to gain access to the world of knowledge, ideas and values in English.
b. Understanding English as a System Students reflect or contemplate about the English used and the uses of English, and raise awareness about the nature of English, and the nature of their mother tongue through comparison. They increasingly understand the working system of language, and finally recognize the power of language for humans as individuals and members of society.
c. Cultural Understanding Students develop an understanding of the interrelationships between language and culture, and broaden their capabilities to cross cultures, engaging in diversity.
d. General Knowledge Students broaden their knowledge of language and relate to various ideas related to their interests, world problems and concepts originating from a range of learning areas.

In the context of learning English, a person should have strong motivation to be able to achieve the expected level of success, especially in reading comprehension of English. Students are expected to learn more effectively.

2.1 Theme-Based Language Teaching

The theme-based model means that this model focuses more on language than content. This model uses a particular theme or topic as the content of language learning and based on this theme the teacher determines language learning activities. *Theme- based models* are widely used in teaching English in schools where students study various fields of study, so teachers must be able to find themes according to students' interests.

[7] further stated that *the outcome* of theme-based language learning is usually in the form of presentation activities. Learning activities are determined based on the theme and adjusted to the age of the students.

Theme-based language teaching includes demanding teaching, so teachers are required to design from the start [7]. According to him, in designing *theme-based teaching,* the first step is to determine the theme. At this stage students need to be involved so that the themes and topics chosen are in accordance with the interests and needs of students. Involving students in the process of determining themes and topics also provides its own advantages. [8] states that learning becomes more meaningful if students are involved in the process of selecting themes and the way they learn. In this way too, a lifelong learning model can be brought to in a school context.

The second step is to determine learning activities and time allocation for each activity. At this stage the teacher needs to involve other teachers and do *brainstorming* to get more complete and varied ideas. In this way, ideas can be gathered non-linearly, so that themes and sub-themes can be more easily developed. Learning activities are determined based on the theme and adjusted to the age of the students.

The involvement students in the learning planning process, changing the teacher's role in *theme-based teaching,* the teacher is not the only determinant of learning, but more as a coordinator or facilitator [8]. In the learning process, the teacher acts more as a commentator and giver of input. In addition, teachers are also required to control the course of learning and student behavior. The teacher must also be prepared for all possible changes in the direction of learning so that the teacher is required to be more flexible and able to handle the class if language items appear in certain situations that were not planned beforehand.

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The definition of contextual learning is an approach that emphasizes students being actively involved, as well as providing flexibility in finding the material being studied and connecting it to real life situations using their academic abilities to solve various problems of everyday life. Contextual learning is a learning idea in which the teacher is assisted because learning materials and students' knowledge are connected and applied to the real world of students as part of society. Based on the above understanding, it can be concluded that Contextual Understanding is learning that occurs and is closely related to actual experience.

Teaching *and Learning (CTL)* according to [9] is "a concept that helps teachers relate the material they teach to real-world situations and encourages students to make connections between the knowledge they have and its application in their lives as members of the family and society". According to [10], " *Contextual teaching and learning (CTL)* is a holistic educational process and aims to motivate students to understand the meaning of the subject matter they learn by linking the material to the context of their daily lives, personal, social, and cultural) so that students have knowledge and skills that can be flexibly applied (transferred) from one problem or context to another problem or context".

Based on some of the opinions above, it can be concluded that *Contextual Teaching and Learning (CTL)* is a learning process that links learning material with the real world of students both in the family, community or school environment, with the aim that students can understand and master the material learning being taught.

The contextual learning approach is a learning approach that connects or associates learning material with real situations accompanied by learning that is able to convey movements containing messages in the form of informative and instructional facts. The advantage of contextual learning is that students know the intent and benefits of the material they are studying. Contextual learning will be carried out successfully if the teacher provides opportunities for students to try and experience it for themselves.

Blanchard [11] suggests that contextual learning is a learning and teaching concept that helps teachers relate the material taught to students'

real-world situations and encourages students to make connections between the knowledge they have and its application in their lives as members of their families, citizens, and workers.

"*Contextual Teaching and Learning* (CTL) is an approach to learning that highlights students in carrying out activities, so that it will provide a very valuable learning experience for students. This right is in line with Sanjaya's thinking that: Contextual teaching *and learning* is a learning approach that emphasizes the full involvement of students to be able to find the material being studied and relate it to real life situations so that it encourages students to be able to apply it in their lives" [12].

The view above focuses on achieving student competency by involving directly going into the field observing the material to be studied. While competency learning itself according to [13] is a holistic learning, which consists of various interrelated components, if these components are implemented it will have an impact according to their role [12].

From the above understanding it can be interpreted that contextual learning emphasizes student involvement in finding subject matter. This means that this approach prioritizes direct experience from students. By studying directly in the field also means encouraging students to be able to find the relationship they are learning with reality in life in society so that the material learned is not easily forgotten. In addition, contextual learning will also encourage students so that the knowledge they have learned can be applied in people's lives.

The steps or syntax of the English Learning model in CTL learning are:

1. Information and motivation. At this stage conveying goals, guidance, motivating students to be enthusiastic about learning, and the teacher provides information related to the themes to be studied.
2. Discovery (inquiry). At this stage carrying out inquiry activities for various topics and concepts in theme-based English learning.
3. Student organizing. At this stage the teacher and students jointly divide study groups, and help students define and organize tasks in each group.
4. Exploration. At this stage the teacher asks students to study the reading text that will

be studied, and the teacher gives students the opportunity to ask questions if there is still unclear material.

5. Construction of knowledge and understanding of concepts. At this stage the teacher distributes worksheets to each group for sharing and discussion and students construct their own knowledge and understand concepts based on the themes to be studied.
6. Reflection. At this stage the teacher reviews learning and facilitates students to convey the results of their group work, and the teacher provides feedback.
7. Evaluation and *Assessment.* At this stage the teacher directs to provide conclusions and provide an assessment.

3. METHODS OF RESEARCH

This research is a type of development research or *Research and Development* (R&D), which aims to develop a new product or perfect an existing product. This means that the stages in this research follow the research and development steps developed by ADDIE. This type of research is defined as producing the development of a theme-based English learning model to improve students' reading comprehension skills. Research and development is a research process used to develop and validate research products. The terms of this product are not only tangible material goals, such as model books, teacher books and student books, but also things that aim to establish processes and procedures such as: Learning Implementation Plans (RPP), Student Worksheets (LKS).

3.1 Procedures of Model Development

The development of model ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*). The advantage of the ADDIE development model is "there is an evaluation at each stage so as to minimize the level of errors or deficiencies product in the final stage of The development of model ADDIE uses five stages of development, namely: *Analysis, Design, Development*, *Implementation, Evaluation.*

3.2 Subject of the Research

The subjects of this research were students of SMP Negeri 19 Makassar.

3.3 Research Instrument of Collection Data

3.3.1 Validation sheet

The assessment validation sheet for the development model of Theme-Based English Learning with the *Contextual Teaching and Learning (CTL) Approach* to improve students' reading skills was prepared with the aim of obtaining data on the validity of the learning model. This sheet is filled in by an expert (validator). The validation contained in the development of this learning model is used to determine the validity of the learning model used as learning for students and teachers.

3.3.2 Observation sheet

This research observation sheet was prepared with the aim of collecting data in several activities, which include: observing the implementation of the learning model, observing the management of the learning model, and observing the activities of students and teachers. The three types of observation sheets compiled and carried out in research are:

a. **Learning model implementation observation sheet:** The observation sheet of the implementation of the development model of Theme-Based English Learning with Contextual Teaching and Learning (CTL) Approach to improve students' reading skills was prepared to obtain field data about the practicality of the learning model.
b. **Learning model management observation sheet:** The observation sheet for the management of the Theme-Based English Learning Development Model with Contextual Teaching and Learning (CTL) Approach to improve students' reading skills, was prepared to obtain data on the teacher's ability to manage learning as one of the supporting data for the effectiveness of the developed learning model.
c. **Learner and teacher activity observation sheet:** Learner and teacher activity observation sheets are prepared to capture one of the supporting data for the effectiveness of the Theme-Based English Learning Development Model with Contextual Teaching and Learning (CTL) Approach to improve students' reading skills. This observation sheet is a guideline used to observe the activities of students

and teachers with a predetermined time limit.

3.3.3 Student and teacher response questionnaire

Student and teacher response questionnaires were developed to capture one of the supporting data for the effectiveness of the Theme-Based English Learning Development Model Using the *Contextual Teaching and Learning (CTL) Approach* to improve reading skills.

3.3.4 Evaluation sheet

There are two evaluation sheets prepared, namely: (1) Results test learning before applying the Theme-Based English Learning Development Model with a *Contextual Teaching and Learning (CTL) Approach* to improve reading skills hereinafter referred to as *the pretest*, (2) the test of learning outcomes after applying the Theme-Based Language Learning Development Model with an Approach *Contextual Teaching and Learning (CTL),* hereinafter referred to as *the posttest*.

3.4 Technique of Data Analysis

Analysis results of development device learning and trial results device learning to use Model Theme-Based English Learning with a *Contextual Teaching and Learning* (CTL) Approach. Analysis of the data obtained become three parts namely: (1) validity data analysis (result data validation device learning; model book guide , lesson plans and worksheets), (2) practical data analysis outcome data observation implementation Model Theme-Based English Learning with the *Contextual Teaching and Learning* (*CTL*) Approach used), and (3) analysis of effectiveness data (result data observation against ; teacher's ability to manage learning, activity student, response students, student reading skills questionnaire).

4. RESULTS AND DISCUSSION

The research process was carried out in 8 meetings with a sample of 61 students, which consisted of the first meeting carried out a pretest or before applying a theme-based English learning model with a Contextual Teaching And Learning (CTL) approach and the second, third, fourth, fifth, sixth, seventh meetings, applying/treating using an English learning model with a Contextual Teaching And Learning (CTL)

approach and the eighth meeting was a posttest to see whether there was an increase in learning outcomes or not by using a theme-based English learning model with a Contextual Teaching And Learning (CTL) approach. Contextual Teaching and Learning (CTL) learning there is an increase in students' English reading comprehension. [14] argues that the Contextual Teaching and Learning (CTL) learning model is a learning model to train students' skills in writing that emphasises the need for students to communicate the results of their thinking. [15] mentioned that activities that can be done to develop concept understanding and communication skills with the application of Contextual Teaching and Learning (CTL). The results of the study after using the theme-based English learning model with the Contextual Teaching and Learning (CTL) approach showed that students began to have a significant increase in English reading comprehension. The results of the data obtained using software SPSS 20, are presented as follows:

**Table 1. Descriptive statistics reading comprehension**

Reading comprehension		
N	Valid	61
	Missing	0
Mean		92,3361
Std. Error of Mean		,71304
Median		92,5000
Mode		97,50
Std. Deviation		5,56905
Variance		31,014
Range		25,00
Minimum		75,00
Maximum		100,00
Sum		5632,50

The learning process using the English language learning model with the Contextual Teaching and Learning (CTL) approach went well, this is indicated by the increase in learning outcomes achieved by students. So, from this study it can be concluded that the research data obtained, namely the results of reading comprehension with initial test data (pretest) before applying the Contextual Teaching and Learning (CTL) learning model and final test data (posttest) after applying a theme-based English learning model with a Contextual Teaching and Learning (CTL) approach with a test of English reading comprehension learning outcomes in class VIII students of SMP Negeri 19 Makassar can be seen in the following Table 2.

Table 2. Result of the study and posttest results reading comprehension

Intervals	Results study		Reading comprehension skill		Category
	Frequency	**Percentage (%)**	**Frequency**	**Percentage (%)**	
85 -100	44	72.1	56	92,8	Good Very
76–85	17	27,9	5	8,2	Good
70–75	0	0	0	0	Enough
55–69	0	0	0	0	Not enough
< 55	0	0	0	0	Very Not enough
Sum	61	100%		100%	
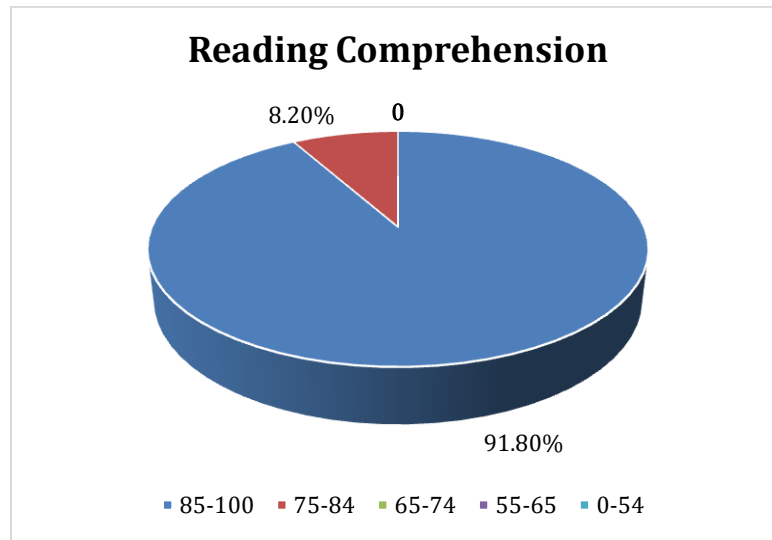
Fig. 1. Diagram of reading skill

Table 3. List of reading skill result data

Interval	Frequency	Presentation	Category
75 – 100	61	100 %	Completed
0 – 74	0	0 %	Not Completed

Normality test, next done to results Study to understanding reading text with aim for knowing population data distributed normal or No. Test normality done with help computer with program *SPSS 20.*

Based on the table related to the results of the questionnaire score analysis of students' reading comprehension skills. The results show that students' reading comprehension skills are in the excellent category.

The normality test was carried out on the learning outcomes of reading comprehension of reading text with the aim of knowing whether the data population was normally distributed or not. The normality test was carried out with the help of a computer with the SPSS 20 programmed.

4.1 Test Normality

4.1.1 Inferential statistics

After conducting the normality test, the next homogeneity test was carried out with the help of SPSS 20 computer by using leven's test for variance. The homogeneity test is useful for knowing whether the data to be analysed meets a constant variant (homogeneous). The hypothesis to be tested is as follows Table 5.

Table 4. One-sample Kolmogorov-Smirnov test

		Reading Skill	Result of the study
N		61	61
Normal Parameters[a,b]	Mean	92,3361	87,2133
	Std. Deviation	5,56905	4,39599
Most Extreme Differences	Absolute	,151	,229
	Positive	,102	,148
	Negative	-,151	-,229
Kolmogorov-Smirnov Z		,151	,229
Asymp. Sig. (2-tailed)		,451[c]	,392[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Table 5. Test of homogeneity of variances reading skill

Levane Statistic	df1	df2	Sig.
2,556	4	55	,749

Table 6. One-sample test

	Test Value = 75					
	t	Df	Sig. (2-tailed)	Mean difference	95% Confidence Interval of the difference	
					Lower	Upper
Reading skill	129,496	60	,000	92,33607	90,9098	93,7624
Result ot the study	154,950	60	,000	87,21328	86,0874	88,3391

4.2 Test Homogeneity Data

4.2.1 Pretest

After conducting a homogeneous test, hypothesis testing was then carried out with the help of spss 20 computer by using the T-test. Hypothesis testing aims to determine the average value of the reading comprehension test homogeneous test that will be tested as follows Table 6:

Based on the results of independent data analysis sample test sig (2-tailed). Obtained mark as big 0.00 with *rates significance* ≤ 0.05 Which means that There is influence understanding read with thereby H 1 in accept. With application English learning model-based theme with the CTL approach, to understand results of students Class VIII of Junior High School 19 Makassar.

5. CONCLUSION

Based on the results of the research and discussion, it can be concluded as follows:

1. Based on the analysis and description of the needs of junior high school teachers and students, in the English learning programme through the results of interviews, observations, and document analysis, it is necessary to develop a theme-based English learning model with a contextual teaching and learning (CTL) approach to improve students' reading comprehension skills which results in a product in the form of a model book, a model guidebook, and learning tools consisting of Learning Implementation Plans (RPP), and Student Worksheets (LKS).

2. The design of theme-based English learning model with contextual teaching and learning (CTL) approach to improve reading skills with syntax arranged in 8 phases, namely: (1) information and motivation phase, (2) inquiry phase, (3) student organisation phase, (4) exploration phase, (5) knowledge construction and concept understanding phase, (6) applying phase, (7) reflection phase, (8) evaluation phase. The products as a support system

are: model book, model guidebook, lesson plan, and student worksheets.

3. In developing a theme-based English learning model with a CTL approach to improve students' reading skills through the stages of analysis, design development, implementation and evaluation which produces a valid and practical learning model product based on:

   a. Expert validator assessment of the model book, model guide, learning tools and research instruments with very valid results.

   b. Assessment of practitioners/observers who observe the implementation of the model and students' activities using research instruments with very practical results and very good teacher and learner responses to the learning model developed.

4. The development of a theme-based English learning model with a contextual teaching and learning (CTL) approach was declared effective based on the results of pretest testing before model implementation and posttest after model implementation using the N-Gain test and responded positively by students and teachers.

The use of English learning model with Contextual Teaching and Learning (CTL) approach to the results of English reading comprehension skills of Class VIII SMP Negeri 19 Makassar can be applied in the learning process because it can provide a significant improvement to the quality of learning in junior high school. Based on the results of research in Class VIII SMP Negeri 19 Makassar, it provides an increase in the results of students' reading comprehension skills.

CONSENT

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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