

TRENDS AND OUTCOMES IN CONTEXTUAL-BASED INSTRUCTION FOR TEACHING READING: SYSTEMATIC LITERATURE REVIEW

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Abstract

Despite the popularity of Contextual-Based Learning (CTL), research on contextual-based instruction for reading instruction remains limited. Most researchers tend to focus on student variables rather than other factors in the learning process. When addressed, speaking and writing receive more attention compared to reading and listening. This systematic literature review provides a summary of the findings from studies on the trends and outcomes of Contextual-Based Instruction for teaching reading. The research data comprise 25 journals published between 2017 and 2023, obtained from sources such as Google Scholar, Scopus, and Crossref, specifically relevant to CTL-based reading instruction. The results indicate that contextual learning in reading skills is being explored by researchers to a lesser extent than other English skills. This is evident from the scarcity of publications over the years, and the trend appears to be declining even until June 2023. Further research on contextual learning in reading instruction has the potential to enhance the existing literature and knowledge in this field. Despite discrepancies between the findings of different researchers and even with the CTL theory, contextual learning demonstrates positive outcomes in improving students' comprehension. Future research can consider various areas of investigation, including teachers' perception of CTL learning, students' responses, classroom interaction, and the development of models or designs to effectively apply contextual learning and enhance students' reading performance and comprehension.

Keywords: Contextual-Based Instruction, Teaching Reading, Systematic Literature Review

Introduction

In the realm of education, the focus on effective instructional methods for teaching reading has always been a prominent concern. Among various approaches, contextual-based instruction has gained considerable attention as a promising strategy to enhance reading comprehension and engagement. The employment of the CTL approach offers numerous benefits to both educators and learners during teaching and learning activities (Hasibuan & Pricilia, 2020). CTL enables students to connect the information to their own lives, aiding comprehension (Johnson, 2002; Nawas, 2018). This approach assists educators in

linking classroom topics and events to help students understand the subject matter (Sears, 2003). Consequently, CTL encourages student participation and the application of knowledge to their roles in various contexts. It also enhances teacher education and offers a theoretical foundation for instructional activities.

The popularity of the contextual learning approach has grown, but there is little empirical research on its effectiveness in improving reading abilities. Existing studies primarily focus on students' overall perceptions of the English language, with less emphasis on specific language skills. This systematic literature review aims to

summarize the benefits of contextual learning in enhancing reading abilities. Its goal is to help educators, researchers, and students understand the advantages and connections between contextual learning and reading skills. The review will address two primary research questions by analyzing relevant literature.

1. What are the research trends of contextual learning in teaching reading between 2017 and 2023?
2. What are the research outcomes on contextual learning in teaching reading between 2017 and 2023?

Method

A systematic review rigorously analyzes and synthesizes research literature on a specific topic. It involves a structured process of identifying, selecting, appraising, and summarizing relevant studies from various sources. The goal is to provide a comprehensive summary, evaluate study quality, and draw meaningful conclusions from the evidence.

This study conducted a search for articles on teaching reading using the contextual learning approach in databases such as Google Scholar, Crossref, and Scopus. The research aims to highlight the unique aspects of the contextual learning approach in comparison to traditional teaching methods, specifically focusing on its effectiveness in teaching reading. The study employed three phases, adapted from Garcia and Martin et al., (Garcia, 2021; Martin et al., 2020), namely identification, screening, and eligibility and inclusion, to select relevant articles for analysis.

1. Identification phase

The selected articles had to satisfy the predetermined criteria. The databases utilized for this systematic review included

Scopus, Google Scholar, and Crossref. The articles had to be published within the timeframe of 2017 to 2023. Identification of the articles was based on specific keywords, as indicated in Table 1.

Table 1. The Keywords Employed for Locating Pertinent Articles.

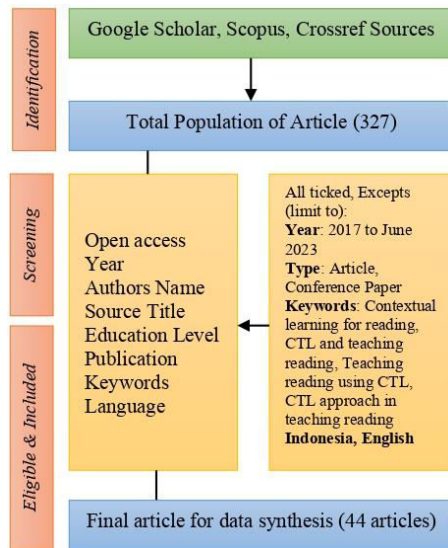
Databases	Keywords
Google Scholar, Scopus, Crossref	TITLE-ABS-KEY "Contextual Teaching and reading"
Limited to	The inclusion and exclusion criterion
Open access	All ticked
Year	All ticked (2017-2023)
Authors Nama	All ticked
Source Title	All ticked
Education Level	All ticked
Key Words	Contextual learning for reading, CTL and teaching reading, Teaching reading using CTL, CTL approach in teaching reading
Source Types	Journal, Conference Proceeding
Language	English, Indonesia

2. Screening Phase

During this stage, Articles undergo a filtering process based on titles and abstracts, ensuring alignment with keywords. Abstracts are carefully read to determine inclusion/exclusion criteria. According to Xiao and Watson (2019), reading the article abstracts helps in assessing the relevance of the research topic.

3. Eligibility and Inclusion Phases

At this stage, articles were assessed for eligibility. Only articles meeting these criteria were included. This step refines the search for relevant articles on contextual learning for teaching reading, as shown in Figure 1 of the PRISMA flow chart.



Findings and Discussion

Figure 2 presents an illustrative representation of the scholarly investigations undertaken on the contextual approach in the domain of reading instruction within the time frame of 2017 to 2023. The empirical basis for this study was derived from a meticulous bibliometric analysis conducted via VOSviewer, utilizing three distinct article search sources, namely Scopus, Crossref, and Google Scholars.

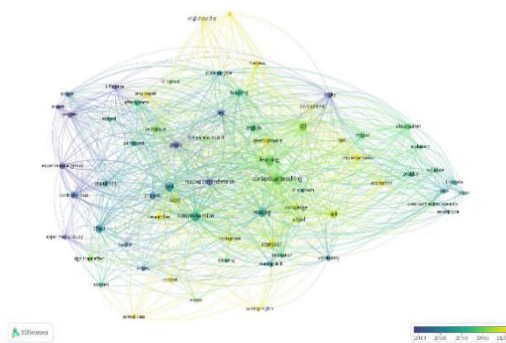


Figure 2 illustrates the temporal distribution of research pertaining to the contextual approach in teaching reading, primarily focusing on the period between 2018 and 2020. This is evident from the presence of larger circles representing "contextual

teaching" and "comprehension." The color intensity of the circles in the image serves as an indicator of the publication time of the associated research, with darker shades denoting studies conducted in recent years, while lighter shades signify more recent contributions. Moreover, the interconnected curved lines within the image signify the relationship between "contextual teaching" and various factors such as "comprehension," "reading comprehension," "vocabulary," "motivation," "ability," and others. These lines demonstrate that researchers have investigated the interplay of these variables. However, it is noteworthy that the smaller "CTL" circle, which represents the connection to variables such as "ability," "difference," "reading comprehension," and "English teachers," reveals a dearth of prior scholarly inquiry. Figure 3 highlights a set of variables that have received relatively limited attention and warrant further in-depth investigation.

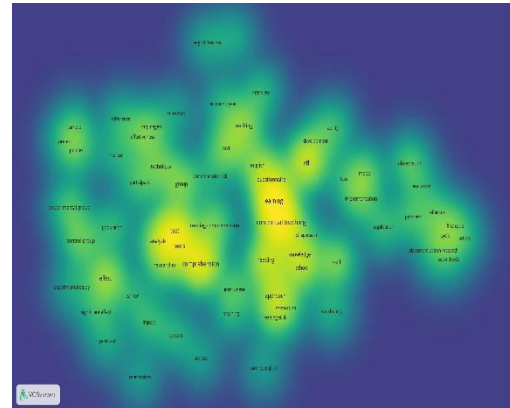


Figure 3 provides an insightful representation, wherein brighter images or variables serve as an indication of the extensive research conducted by a diverse range of researchers. Conversely, darker images signify the limited investigation carried out in those particular areas. This contrast between brightness and darkness offers important implications regarding the depth of research conducted on different

variables or topics. Consequently, the positioning of variables or items within the image serves as an indicator of the potential for further in-depth research. The farther a variable or item is positioned within the picture, the greater the potential for future studies to delve deeper into these areas. This finding highlights the need for further investigation to consider these variables, including students' diverse abilities, reading comprehension, the learning process, and English teachers, as well as the impact, interview, observation, evaluation, and problem aspects. Thus, the systematic article selection process, following the four stages outlined in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, is presented in detail in Table 2.

Table 2. The Metadata of the Articles

No	The Metadata of The Article
1	Utami, N., Yahrif, M., Rosmayanti, V., & Siradjuddin, S. (2023). The Effectiveness of Contextual Teaching and Learning in Improving Students' Reading Comprehension. <i>Journal of Languages and Language Teaching</i> , 11(1), 83–93. (Utami et al., 2023)
2	Subaedah, S., Bundu, P., & Yahya, M. (2023). Development of Theme-Based English Learning Model with Contextual Teaching and Learning (CTL) Approach to Improve Students' Reading Skills. <i>Asian Journal of Education and Social Studies</i> Volume, 45(1), 28–39. (Subaedah et al., 2023)
3	Jumraini, S. (2022). The Implementation of the Contextual Teaching and Learning in Soppeng Regency. <i>English Education Journal</i> , 1(1). (Jumraini, 2022)
4	Govender, T., & Arnedo-Moreno, J. (2022). Expert Review of Contextual Learning through Extensive Reading in a Digital Game-Based System. <i>International Journal of Languages, Literature, and Linguistics</i> , 8(3), 137–141. (Govender & Arnedo-Moreno, 2022)
5	Pratama, A., & Sumardi, M. S. (2022). Contextual Teaching and Learning Using Local Content Material on Students' Reading Comprehension at a Junior High School in Indonesia. <i>SALEE: Study of</i>

- Applied Linguistics and English Education*, 3(2), 184–194. (Pratama & Sumardi, 2022)
- 6 Irfan, N. (2022). Developing English Reading Teaching Materials with Islamic Materials and Values For Students At Islamic Boarding Schools Based On Contextual Teaching Learning. *Jurnal AL-Lughah*, 11(2), 16–27. (Irfan, 2022)
- 7 Rosa, E., Salom, R., & Perea, M. (2022). Contextual diversity favors the learning of new words in children regardless of their comprehension skills. *Journal of Experimental Child Psychology*, 214, (Rosa et al., 2022)
- 8 Zulkifli, M. A. (2021). Teachers' perceptions of using contextual teaching and learning (ctl) method in teaching English at sma negeri 22 Makassar a thesis. Makassar Muhammadiyah University. (Zulkifli, 2021)
- 9 Nurfadila, A. (2021). Empowering reading and writing skills of primary students with the contextual teaching learning approach. *LADU: Journal of Languages and Education*, 1(2), 89–95. (Nurfadila, 2021)
- 10 Dendy, A., & Pamungkas, M. Y. (2021). The Implementation of Contextual Teaching and Learning Approach in Teaching Reading Comprehension to Analytical Exposition Text. *PROJECT (Professional Journal of English Education)*, 4(5), 750–757. (Dendy & Pamungkas, 2021)
- 11 Azzahra, A. F., & Ambarwati, E. K. (2021). The Contribution of Contextual Teaching Learning (Ctl) To Students' Reading Motivation. *PROJECT (Professional Journal of English Education)*, 4(5), 857–869. (Azzahra & Ambarwati, 2021)
- 12 Risan, R., Hasriani, H., & Muhayyung, M. (2021). The Implementation of CTL Method in teaching English to the students of MAN 1 Enrekang. *Language Circle: Journal of Language and Literature*, 16(1), 125–136. (Risan et al., 2021)
- 13 Sulistio, A. (2021). Upaya Meningkatkan Pemahaman Reading Comprehension Mata Pelajaran Bahasa Inggris Melalui Pendekatan Contextual Teaching and Learning (CTL) Pada Peserta Didik Kelas XI IIS 2 Semester Ganjil Man 4 Kediri Tahun Pelajaran 2018-2019. *Educational: Jurnal Inovasi Pendidikan dan Pengajaran*, 1(1), 36–44. (Sulistio, 2021)
- 14 Pinoliad, E. (2021). Contextualization in Teaching Short Stories: Students' Interest and Comprehension. *Middle Eastern Journal of Research in Education and Social*

- Sciences, 2(1), 31–55. (Pinoliad, 2021)
- 15 Indrayadi, T., & Yandri, Hengki, and K. D. (2020). The Effect of Contextual Teaching and Learning on Reading Comprehension. *IRJE |Indonesian Research Journal in Education*, 4(2), 569–583. (Indrayadi & Yandri, Hengki, 2020)
- 16 Syahdinar, E., Ridhani, A., & Sili, S. (2020). Increased Reading Skills Aloud Using Modeling Strategies in Grade II Students of Sdn 009 Sangata Utara. *PENDAS MAHAKAM: Jurnal Pendidikan Dasar*, 4(2), 116–123. (Syahdinar et al., 2020)
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- 20 Gruhn, S., Segers, E., & Verhoeven, L. (2019). Moderating role of reading comprehension in children's word learning with context versus pictures. *Journal of Computer Assisted Learning*, July 2019, 29–45. (Gruhn et al., 2019)
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- 24 Syahputri, D., & Mariyati, P. (2019). Improving S tudents ' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning (CTL). *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(3), 58–69. (Syahputri & Mariyati, 2019)
- 25 Saryati, T., & Yulia, Y. (2019). Contextual teaching and learning approach to supplementary reading materials based on 2013 Curriculum. *Journal of English Language and Pedagogy*, 2(1), (Saryati & Yulia, 2019)
- 26 Sosiawan, M. ., A.A.I.N., M., & N.L.P.E.S.D., D. (2019). the Effect of Contextual Comic Strip on Eighth Grade Students' Reading Comprehensionat Smp Negeri 6 Singaraja. *International Journal of Language and Literature*, 3(2), (Sosiawan et al., 2019)
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- 31 Peni, K. K. (2018). The Effectiveness of Contextual Teaching and Learning to Teaching Reading Comprehension Viewed from Students' Intellegence. *Pakistan Research Journal of Management Sciences*, 3(2), (Peni, 2018)
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- 35 Karina, S. (2018). Developing Reading Materials Based On Contextual Submitted as Partial Fulfillment of Requirements to Obtain Undergraduate degree (S-1) of English Education program. (Karina, 2018)
- 36 Mulyadi, Outhay, A., Sundari, S. S., & Etiyasningsih. (2018). The Effect of Contextual Teaching and Learning Method and Motivation toward the Results of English Learning. *The 1st International Conference on Recent Innovations ICR*. (Mulyadi et al., 2018)
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- 40 Lowell, R., & Morris, R. K. (2017). Impact of contextual constraint on vocabulary acquisition in reading*. *Journal of Cognitive Psychology*, 29(5). (Caceres-Serrano & Alvarado-Izquierdo, 2017)
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- 44 Philiyanti, F. (2017). The Impact of Learning Community in Japanese Reading Learning Model through Contextual Approach. *Journal of Education and Practice*, 8(32). (Philiyanti, 2017)

Based on the analysis of the forty-four articles listed in Table 2, this review will present its findings in two distinct sections. The first section will focus on the results pertaining to the initial research question, highlighting the research trends observed in terms of (a) year trends, (b) education level, (c) research variables, and (d) research methods. By examining these factors, a comprehensive overview of the current state of research in the field will be presented.

Moving on to the second section, the findings of the second research question will be explored, shedding light on the data collected in terms of (a) research results and (b) implications and recommendations. This section will delve into the outcomes of the studies and their significance, while also identifying any actionable insights or suggestions for further research that have emerged from the reviewed literature.

The Research Trends

Document by years

Figure 3 depicts the distribution of research endeavors pertaining to contextual learning in the realm of reading pedagogy, displaying a discernible upward trajectory in recent years. Nevertheless, it is essential to acknowledge that, as of June 2023, the corpus of literature dedicated to this specific domain remains relatively limited, encompassing solely two publications. The findings derived from this comprehensive review emphasize the dearth of scholarly inquiry into the application of contextual

learning in conjunction with the reading variable. Despite an extensive temporal scope spanning from 2017 to the present, the analytical investigation has unearthed a mere 44 articles that delve into this subject matter. This paucity of scholarly contributions underscores the exigency for further investigation to holistically elucidate and comprehend the potential interplay between contextual learning and reading. The existing scholarly literature serves as a clarion call for augmented academic involvement in this sphere, with the aim of expanding our erudition and enriching our insights in this field.

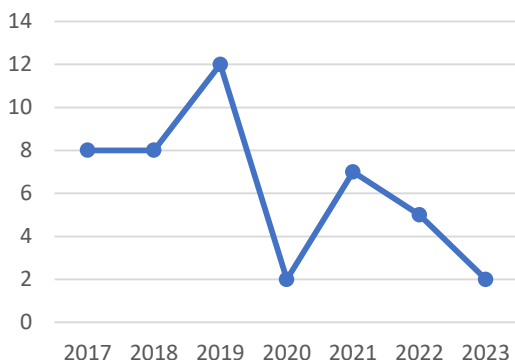


Figure 3. The Article' Document by Year

Document by Education Level

Research on contextual learning in reading instruction reveals an intriguing trend, as seen in Figure 4. In this figure, it is evident that the majority of research has been conducted at the junior high school level, followed by the senior high school level. However, research conducted at the elementary and university levels is still relatively scarce. This indicates that there are still ample opportunities for conducting research at both of these levels.

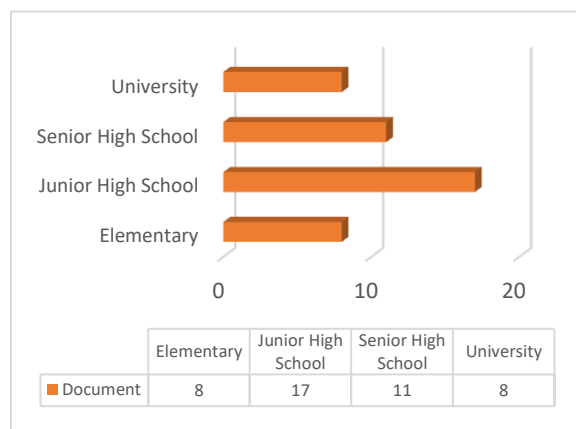


Figure 4. Document by Education Level

Document by Variable

Figure 5 displays the distributions of research variables within the contextual learning approach, both in terms of dependent and independent variables. The dependent variables are categorized into twelve distinct outcome concepts, each representing a specific aspect. These outcomes include contextual diversity, local content material, reading comprehension, reading skill, reading motivation, teachers' perception, learning outcomes, students' interest, students' locus control, vocabulary retention, vocabulary acquisition, and reading interest.

Simultaneously, numerous contextual approaches are identified as independent variables. These variables encompass various aspects, such as learning new words, reading comprehension, English reading material, contextual comic strips, word learning with context, the use of contextual clues, contextual guessing techniques, motivation, learning communities, contextual constraints, local culture, and socioeconomic factors. The distribution of these independent variables highlights the diverse range of contextual factors considered in the research on the contextual learning approach.

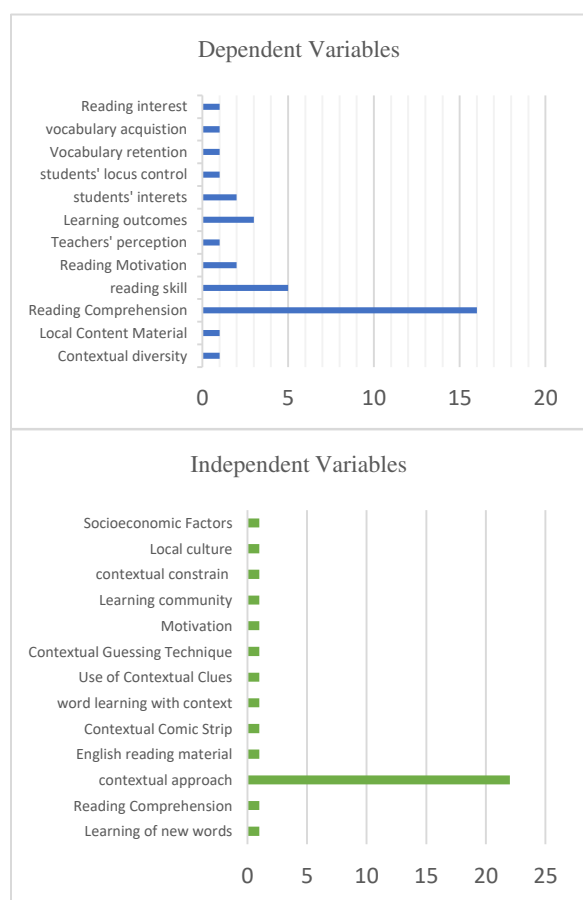


Figure 5. Document by Variables

Document by Research Method

Figure 5 illustrates the distribution of research methods employed in the analysis of forty-four articles, highlighting the use of qualitative (n=8), quantitative (n=21), and mixed methods (n=14). Qualitative research encompassed case studies and descriptive studies as its primary study designs, while the quantitative approach relied on experimental research. In the mixed methods category, action research and research and development (R&D) were incorporated. The data presented in Figure 5 reveals a strong inclination among researchers towards employing a quantitative approach, indicating relatively lower interest in qualitative and mixed methods. This

inclination is further reinforced by the limited utilization of case studies, R&D, and descriptive studies within both the qualitative and mixed approaches. Consequently, these findings suggest that researchers specializing in contextual learning have the opportunity to explore alternative research methods that have not received substantial attention in previous studies.

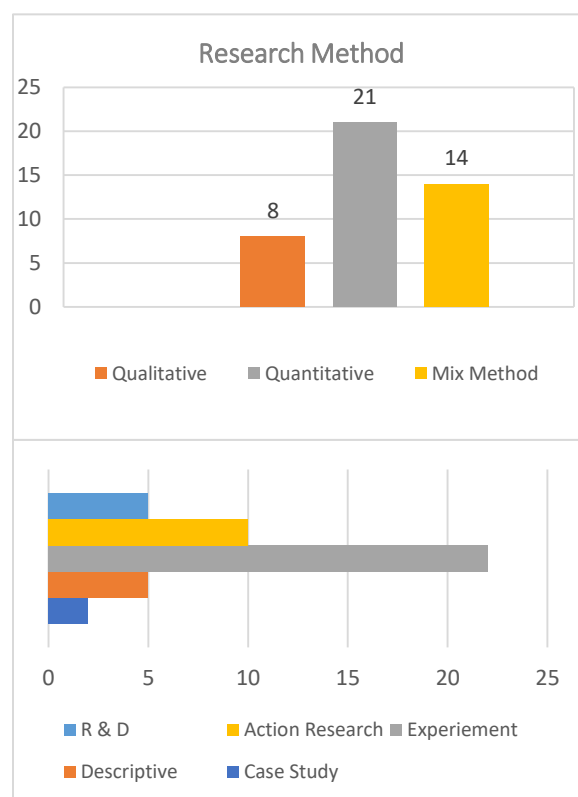


Figure 5. Document by Research Methods

The Research Outcomes

The Positive Effect of Contextual Learning on Students' Academic Performance

The entirety of the article provides evidence supporting the positive impact of implementing the contextual learning approach on students' academic performance. The subsequent articles serve as exemplars, illustrating the favorable influence of contextual learning on students' educational outcomes, such as “increasing

students' reading comprehension (Caceres-Serrano & Alvarado-Izquierdo, 2017; Sagita, 2017; Sianipar, 2018; Sosiawan et al., 2019; Utami et al., 2023), "reading skill" (Mariyam, 2019; Suwardini et al., 2018; Syahdinar et al., 2020), "students' locus control" (Sunarti & Herning Puspita, 2019), "reading motivation" (Haerazi et al., 2019; Mulyadi et al., 2018), "reading interest" (Pinoliad, 2021), "teachers' perception" (Zulkifli, 2021), "contextual diversity" (Rosa et al., 2022), "vocabulary retention", (Tuyen & Huyen, 2019), "students' interest" (Pinoliad, 2021), "Local Content" (Amin, 2017; Pratama & Sumardi, 2022), and "vocabulary acquisition" (Lowell & Morris, 2017).

For example, Sagita (2017) conducted a research in increasing students' reading comprehension using CTL approach. This research found that implementation of CTL Strategy has the potential to enhance students' reading comprehension skills when it comes to narrative texts. Sianipar (2018) investigated the effect of CTL approach on students' reading comprehension. This research revealed that CTL give positive contribution on students' reading comprehension. Those findings are supported by Utami et al.,(2023) investigate the effectiveness of CTL approach in enhancing students' reading comprehension. The findings showed that CTL has significant impact on students' comprehension.

Then, Sunarti and Kerning Puspita (2019) conducted an experiment research to example the comparative effectiveness between CTL and GTM approach viewed locus of control. This research found that Students with a higher locus of control demonstrate superior reading comprehension compared to those with a

lower locus of control. Additionally, The teaching methods and locus of control exhibit an interaction when it comes to the instruction of reading. Haerazi et al.,(2019) conducted a research to enhance students' reading comprehension through the implementation of the CTL approach, with a specific focus on their motivation levels. The findings showed that CTL approach has the potential to enhance both student motivation and reading comprehension. Zulkifli (2021) explored teachers' perception on CTL approach. This research found that teachers has positive and negative perception on CTL approach. Pinoliad (2021) examined how contextualization in teaching Philippine short stories in English influenced students' reading comprehension and the relationship between their reading interest and comprehension levels. The finding revealed that the utilization of Philippine literary works, specifically short stories, enhance students' learning interest and advance their comprehension abilities.

Finally, Pratama and Sumardi (2022) examined CTL approach using local wisdom material on students reading comprehension. They stated that the utilization of contextual teaching and learning with locally relevant content yielded positive outcomes. Rosa et al.,(2022) investigate the use of contextual diversity in acquiring new word. The finding showed that the presence of contextual diversity greatly enhances the incidental learning of vocabulary, and its impact on the acquisition of new words remains independent of individuals' reading comprehension skills.

The different Perspectives on the Effect of Contextual Teaching and Learning (CTL) Approach

Besides having a positive effect as desired by previous researchers, the CTL approach also produces contradictory results. Although in general the CTL approach is associated with increased learning motivation, interest, and understanding, there are several studies showing different results. Some researchers have found that the effectiveness of the CTL approach can vary depending on the learning context, student characteristics, and other factors that influence the application of the approach. For example, Azan et al.,(2017) Investigate the impact of CTL on students' reading comprehension. This research examined the effect of CTL and traditional approaches. The results showed that there is no statistically significant distinction in reading comprehension levels observed between low-achieving students instructed through the Contextual Teaching and Learning (CTL) approach and those taught using a traditional approach. Additionally, the implementation of the CTL approach did not yield significant improvements in the reading comprehension of students characterized with limited vocabularies.

Then, Peni (2018) examined the effectiveness of CTL and GTM approach on students' reading comprehension. The findings of research showed that The CTL approach is considered appropriate for students with high intelligence, while the GTM is more suitable for students with low intelligence. In addition, the efficacy of the method is contingent upon the students' level of intellectual ability. This research is supported by Sunarti and Herning (2019). In their research showed that employing the GTM approach for teaching reading proves to be more effective for students with a low locus of control compared to implementing the CTL approach for the same group.

Conclusions

The most recent comprehensive literature review on contextual learning in reading instruction, covering the period from 2017 to June 2023, encompasses a total of 44 articles for further examination. The results indicate that compared to other English skills, contextual learning research specifically focused on reading has received less attention from researchers. This is evident in the limited number of publications each year, which has even declined up to June 2023. Nevertheless, reading remains an essential skill that educators should prioritize when implementing contextual learning. It's worth noting that the scarcity of literature regarding research reviews limits the scope of the analyzed research. Therefore, all articles identified during the specified timeframe and related search keywords were used as data sources for conducting the research review. These findings contribute to the existing literature by expanding our understanding of the relationship between contextual learning and reading instruction. Furthermore, there is a need for further research on contextual learning in teaching reading, which can enhance the existing knowledge base. Additionally, exploring various research areas such as teachers' perceptions of contextual learning, students' responses, classroom interaction, the development of effective models or designs for implementing contextual learning, and improving students' reading performance and comprehension, as well as creating models for implementing contextual learning in students' reading comprehension, can provide valuable insights in this field.

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