#### CHAPTER I

#### INTRRODUCTION

## A. Background of The Research

Reading is a complex activity deploying a large number of separate actions. One should use the understanding and imagination, observing, and remembering. We cannot read without moving the eyes or using our minds. Comprehension and reading speed become very dependent on proficiency in performing all the necessary organs for it<sup>1</sup>. Reading is central to the learning process. By reading activity, people may gain important information that is not presented by teachers in the classroom.

According to cognitive psychology and schema theory, the reader is an active participant who has an important interpretive function in the reading process<sup>2</sup>. Readers construct a meaning they can create from a text, so that "what a text means" can differ from reader to reader. Readers construct meaning based not only on the visual cues in the text (the words and format of the page itself) but also based on non-visual information such as all the knowledge readers already have in their heads about the world, their experience with reading as an activity, and, especially, what they know about reading different kinds of writing.

The teacher is one who gives knowledge to students. Teachers indeed occupy an honorable position in the eyes of society. That authority causes the teacher is respected, so that people do not ask about the teacher features. With the trust given by society, then on the shoulders of teachers are given tasks and heavy responsibilities<sup>3</sup>.

One of the most difficult tasks of a language teacher in the context of teaching English as a foreign language is to foster attitude toward

<sup>&</sup>lt;sup>1</sup> Soedarso, *Speed Reading Sistem Membaca Cepat dan Efektif,* (Jakarta: Gramedia Pustaka Utama, 1988), p. 4

www.writing.colostate.edu/index.cfm, Accessed on April 2, 2011

<sup>&</sup>lt;sup>3</sup> Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif*, (Jakarta: PT. Rineka Cipta, 2005), p. 31

reading. It is caused by the limited time and other constraints they face during the teaching and learning process. Teachers are often unable to encourage students to find entertaining and interesting information in reading materials. Therefore it often creates a negative mind-set in students who consider the effort to interact with reading materials as an unattractive activity compared to the process they may get from visual electronic media.

However, reading programs may help students develop their language skills necessary for success. But it is hard to implement an effective reading program, especially in countries where English is treated as foreign language. The success of implementing reading programs will depend on the students' interest. Since the beginning of reading material, reading must be comprehensive and meaningful. That is the teaching of early reading; children should be given material in a complete form, such as stories and poems<sup>4</sup>.

In relation to reading, the survey research administered by National Education Department of Republic of Indonesia showed surprising results. It is proved that reading comprehension competence of elementary school students were in a low level. Almost 76.95% of students were unable to use dictionary. Among those who were able to use dictionary, there were only about 5% can search words in Indonesian Dictionary systematically<sup>5</sup>

The same condition also happens in MTs At-Thosari Kalirejo Ungaran Timur. The problem they experienced in English is concerning reading competence. Most students are lack in English. It is shown from their passing grade in English that are below minimum passing grade required by the curriculum. As a more intensive observation undertaken, the problem is mostly in reading comprehension. Students are unable to comprehend the reading materials in the text. Therefore their understanding on material taught is quite poor.

<sup>5</sup> Syah Muhibbin, *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: PT. Remaa Rosdakarya Offset, 1995), p.34

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<sup>&</sup>lt;sup>4</sup> John W. Santrock, *Psikologi Pendidikan*, (Jakarta: PT. Kencana, 2008), p.422

Based on the curriculum, one of purpose of learning reading in junior high school at the eighth grade is to develop the ability to communicate in English verbally or written, so the students have ability to read the written text correctly<sup>6</sup>. Generally, not all schools can easily achieve the goal of learning reading in accordance with that state in the curriculum. Each of schools find the different obstacles in achieve that purpose. By considering the difficulties encountered and the solutions needed, the researcher thinks that there should be efforts to improve the effectiveness and efficiency in learning reading.

Effective reading is likely to impact on effective writing. As receptive skills, reading provides a stimulus to the writing. The effectiveness of learning reading and writing from the viewpoints of the teacher is likely to give optimal results if teachers use the potential efficiently. Learning efficiency of reading is also influenced y the use of the facilities available. The use of facilities available optimally will help students understand the material being taught. Usually students will have an idea when they connect language learning with the surrounding condition and their experiences.

Based on the fact above, it is necessary for language teachers to foster reading on their students. It may be done by selecting proper materials to the students. The reading programs may be useless if it is not done properly. Teachers should select reading materials that are relevant to the students' needs and interests. Teacher should also select methods that are fun for to the students, because selecting the wrong method will hinder the achievement of learning objectives<sup>7</sup>.

Teaching and learning process of English in Junior High School mostly emphasize reading, writing, listening and speaking integratedly. Besides those four language skills in teaching English such language

<sup>&</sup>lt;sup>6</sup> Depdiknas, Kurikulum 2004; Standar Kompetensi Mata Pelajaran Bahasa Inggris sekolah Menengah Pertama dan Madrasah Tsanawiyah, (Jakarta: Pusat kurikulum, Balitbang Depdiknas, 2004), p.28

<sup>&</sup>lt;sup>7</sup> Syaiful Bahri Djamarah, Guru dan Anak Didik dalam Interaksi Edukatif, p.223

components as vocabulary, structure, spelling etc must also be paid attention to. The competence standard should be mastered by SMP students in reading is to understand various meaning in written texts. The competence covers interpersonal, ideational, and textual meaning<sup>8</sup>. It means that the students should master the above meanings in written texts. Teaching English for Junior High School, especially in reading class for the second grade, conveys the competence of identifying ideational meaning in the text, identifying interpersonal rhetoric in the context, and reading loud the texts. Such a process requires certain approach in the teaching.

As stated in the new curriculum, the methods employed by teachers in teaching should convey the techniques that relate subject matter content to the real word so that the students may construct their knowledge based on their previous knowledge mastered. Such a method is called Contextual Teaching and Learning (CTL)<sup>9</sup>.

According to Johnson, CTL is describing as follows:

Contextual teaching and learning is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with context of their personal, social, and cultural circumstance. To achieve this aim, the system encompasses the following components: making meaningful connections, doing significant work, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment. 10

Contextual teaching and learning (CTL) is a teaching method that provides a constructivist model. The model helps students connect the content they are learning to the life contexts in which that content could be used. Therefore, students may find meaning in the learning process. As

<sup>9</sup> Depdiknas, Kurikulum 2004; Standar Kompetensi Mata Pelajaran Bahasa Iggris sekolah Menengah Pertama dan Madrasah Tsanawiyah, p.17

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<sup>&</sup>lt;sup>8</sup> Depdiknas, Kurikulum 2004; Standar Kompetensi Mata Pelajaran Bahasa Inggris sekolah Menengah Pertama dan Madrasah Tsanawiyah, , p.16

<sup>&</sup>lt;sup>10</sup>Elaine B. Johnson, *Contextual Teaching and Learning*, (Califorrrnia: Corwin Press, Inc., Thousand Oaks, 2002), p.25

they try to attain the learning goals, they draw upon their previous experiences and build upon existing knowledge.

According to Johnson, CTL as learning approach consists of the following eight important elements. They are Making meaning connection, Doing significant work, Self regulates learning, collaborating, critical and collaborative thinking, nurturing the individual, and reaching high standards and using authentic assessments.

One of the approaches used in the teaching-learning process by using CTL cover bottom-up processing and top-down processing. These approaches may work well in schools that have high quality inputs such as schools located in big cities. However, the approach may encounter problems when they are applied in small town schools.

It is interesting to study the teachers' strategies in teaching reading employing the above approaches as implemented in small town school. Based on the background above, the writer is intended to do further research about teaching reading using CTL.

### **B.** Question of The Research

Based on the background of study, statement of the problem: is there a significant of the influence Contextual Teaching and Learning in teaching reading comprehension at eighth grade students of MTs At-Thosari Kalirejo Ungaran Timur?

# C. Objective and Benefit of The Research

The objective of the research is to know the significant influence of effectiveness using Contextual Teaching and Learning in student reading improvement. The writer hopes this research may become supporting material to get the better way of language teaching.

Based on objectives above, the benefit of the research can be stated as follows:

The result of the study is expected to give advantages as follows:

- 1. Theoretically; the result of the study can be input in English teaching learning process especially on reading. And also, it can be used as additional for those who want to conduct a research in English teaching learning process.
- 2. Pedagogically; the result of the study is expected to be as follows:
  - a) Motivator for the students to improve the quality of reading comprehension skill.
  - b) Reference in English language teaching for young learners not only for the teachers but also for the writers and the readers.
  - c) Reflection of MTs At-Thosari Kalirejo Ungaran Timur., which at least, it can examine the instructional practice at the MTs At-Thosari Kalirejo classroom. It will become consideration not only for MTs At-thosary itself, but also for Junior High Schools in making instructional decisions such as teaching materials, methods, and learning assessments.