

CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, formulation of research question, purpose of the study, scope and limitation of the study, significant of the study, and definition of key term.

A. Background of the Research

Language is important in our daily communication. People communicate with other or express their feelings, by using language. Language is signaling system which operator with symbolic vocal sound, and which is used by a group of people for the purpose of communication. In Oxford Learner's Pocket Dictionary (2004:240), language is system of sound, word, etc used by humans to communicate thoughts and feelings. It means that language is very important for communication in our daily life. And language is one of instrument of communication. English is one of international language which has an important role in the world. In Indonesia English is a foreign language that is taught from elementary school to University.

English is one of the important languages that is used all over the world whether as the first, second or foreign language. English teaching covers four skills, namely listening, speaking, reading and writing. All these components are taught in integrated ways. At schools in Indonesia, English subject aimed at

developing communication competence in oral and written form (Depdikbud, 2004:6). This means the students have progress in listening, speaking, reading and writing. One of the four language that the students have to master is reading skill. It is very important in the process, so students can communicate effectively with the materials or with main idea or writer. By learning reading, students will get a lot of information, ideas and knowledge which can enrich the students vocabulary, expression, and terms that is very useful in developing English Skill such as, listening, speaking and writing. Teaching reading as second language in Indonesia is classified in the teaching reading comprehension since it aims to improve the learner's skill who have been able to read in their first language and EFL in understanding the meaning of written text. Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. Teaching reading comprehension was based on a concept of reading

as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing.

Teaching reading comprehension was viewed as a mastery of these skills. Comprehension instruction followed what the study called mentioning, practicing, and assessing procedure where teachers mentioned a specific skill that students were to apply, had students practice the skill by completing workbook pages, then assessed them to find out if they could use the skill correctly. Instruction did little to help students learn how or when to use the skills, nor was it ever established that this particular set of skills enabled comprehension. Many methods of teaching and learning reading comprehension such as contextual teaching and learning.

Nowadays, various methods are offered in teaching English. So, it is not easy for a teacher to choose a suitable method because each method has advantages and disadvantages. Contextual Teaching and Learning approach is one of the methods used today. The contextual approach recognizes that learning is greatly enhanced when the materials presented were familiar to the student so that students can discover the knowledge themselves.

Contextual teaching and learning helps teachers relate subject matter content to realworld situations; and motivates students” (Berns, 1). This type of learning style also incorporates the social issues that students are going to face when outside of school.

Once students become ready to interact with people on their own, they do so in a group or with a partner. Why, then, do teachers still insist on keeping students

separated in the classroom and problem solving by themselves? Even in an office setting, in which each person has their own desk, computer, and materials; the employees rarely work on projects without the help and ideas of their colleagues. The saying “two heads are better than one” holds true in the classroom as well. In order to help students today become more productive members of society they need to learn basic interaction, problem solving, and socialization skills. Although the subject content in which they learn is extremely important, the subject matter is of no use if the student cannot apply the content or skills when he is not in a classroom.

The philosophy of Contextual Teaching Learning is based on Dewey (1916) who states that students will learn well if what she/he studies is closely related to what he/she has known and activities or events around her/him. CTL is aimed at building knowledge and skills in meaningful ways of engaging students in real life or authentic contexts. In addition to this, CTL puts the learners as the center of an active learning process.

In Contextual Teaching and Learning (CTL) environment, students discover meaningful relationships between abstract ideas and practical applications in a real world context. Students internalize concepts through discovery, reinforcement, and interrelationships. Contextual Teaching and Learning (CTL) creates a team, whether in the classroom, lab, worksite, or on the banks of a river. CTL encourages educators to design learning environments that incorporate many forms of experience to achieve the desired outcomes (Hull & Souders, 1996: 27).

The majority of students in our schools are unable to make connection between what they are learning and how that knowledge will be used. This is because the way to process information and their motivation for learning are not touched by the traditional methods of classroom teaching. The students have a difficult time in understanding academic concepts as they are commonly taught, but they desperately need to understand the concepts as they relate to the workplace and to the larger society in which they will live and work. Traditionally, students have been expected to make these connections on their own, outside the classroom. To facilities comprehension and contextual teaching and learning as one of technique in this researcher.

Based on the previous study, in qualitative research which conducted by Daimah Fatmawati contextual teaching and learning can increase students learn. Concerning with teaching and learning reading at school SMP AT TAQWA BEKASI. Mrs. Daimah research, in this Junior High school, it has also many problems the are faced by students. It had been knew from preliminary study. Therefore, in this research the researcher is interested to provide a solution to help the students improve their reading comprehension with contextual teaching and learning method.

The aims of teaching English in Junior High School, the writer decide to do a research on implementation of Contextual Teaching and Learning in Teaching Reading Comprehension. The research is under title “The Implementation of Contextual Teaching and Learning in Teaching Reading Comprehension by English Teacher at MTs. Assyafi’iyah Gondang. MTs.

Assyafi'iyah Gondang is one of Junior High School that have teacher who implement the contextual teaching and learning to assess the process and the product of the student, the english teacher teach on eight grade.

B. Statement of Research Problem

The questions are related the implementation of contextual teaching and learning in teaching reading comprehension by teacher at MTs. Assyafi'iyah Gondang , the reserach problems are formulated as follow :

1. How the implimentation of contextual teaching and learning in teaching reading comprehension by english teacher ?

C. Objective of the Research

Based on the research problem, the study is formulated as follow :

1. To discribe the implimentation of contextual teaching and learning in teaching reading comprehension by english teacher

D. Scope and Limitation of the Study

1. Scope

The scope of the study covers the implementation of contextual teaching and learning in teaching reading comperehension by English teacher and students on sevent grade, second semester, and academic year 2015-2016 at MTs. Assyafi'iyah Gondang

2. Limitation

The limitation of this study the writer only focused the implementation of contextual teaching and learning in teaching reading comprehension by English teacher

E. Significant of the study

1. Theoretically

Theoretically, the result of the research are expected to give contributions to teaching reading comprehension in junior high school.

2. Practically

Practically, application of contextual teaching and learning is hoped can motivate the student for more active in reading comprehension in classroom and improve reading comprehension process to be better.

F. Definition of Key Terms

Definition of key terms are necessary to be given in order to avoid misunderstanding and misinterpretation of some terms used in the title of this study. The terms are :

1. Implementation

Implementation is the carrying out, execution, or practice of a plan, a method, or any design for doing something. Implementation is the action that must follow any preliminary thinking in order for something to actually happen.

2. Contextual teaching and learning

Contextual teaching and learning helps teachers relate subject matter content to realworld situations; and motivates students” (Berns, 1). This

type of learning style also incorporates the social issues that students are going to face when outside of school

3. Teaching

Teaching is a process to transfer idea and knowledge from the teachers to the students in order to help students to develop their knowledge, skills, and to increase students' motivation and attention in learning English

4. Reading comprehension

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

5. Teaching reading comprehension

Teaching reading comprehension was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing. Teaching reading comprehension was viewed as a mastery of these skills.