

# CHAPTER I

## INTRODUCTION

This first chapter of this thesis presents the Background of the Research, Statement of Research Problem, objectives of the Research, Significance of the Research, Scope and Limitation of the Research, Definition of Key Terms, and Organizational of the Research.

### A. Background of the Research

Reading is one of the ways to get information and build knowledge from text. Pang et al (2003:6) says that reading is about understanding written texts. In other words, people can understand what the text tells about after reading it. It is not only about how to read or pronounce them well, but also about understanding the written text. Klingner et al. (2007:2) states that knowing how to read words has ultimately little value if the student is unable to construct meaning from text. Meaning, learning, and pleasure are the ultimate goals of learning to read.

O'Shea et al., as cited in Klingner et al., (2007:2) says that ultimately, reading is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It can be considered that reading needs background knowledge that is related to the passage, because it can help a person to understand the reading.

An EFL learner has to be capable to relate the background knowledge with the passage to understand and get information in it. Therefore, it is better for the teacher to use appropriate approach of teaching reading so that learning objective can be reached. The appropriate approach of teaching reading can help the learning process run well in motivating students to be interested in learning English. If the approach used by teacher in the classroom can not interest student's attention, they feel boring and will not participate in learning process. In addition, many students think that reading is boring activity. However, if the teaching approach is good, the students will study seriously. So, the approach that teacher use will influence student's motivation in learning reading process.

It also mentioned in the school based Curriculum (KTSP) for the school grade of junior high school that students have to be able to understand the meaning of short functional written text and simple easy in recount, narrative, and procedure in daily life context and to access the knowledge (Depdiknas, SK/KD, 2006). They are urged to be capable to understand the written text and know the genre of the text.

Based on the writer's experience when the teaching experience practice (PPL) in the first grade of Junior High School at SMP N 2 Sumbergempol, from September 26. 2015 to November 14. 2015, the students had low ability in reading skill. Some of them still had difficulties in understanding written text especially in reading procedure text. Some factors which surely influence the student's ability in reading is their background

knowledge, and their motivation. We have to build up the student's motivation toward the rank of the school, because the school has low level of motivational education. Not only motivation of the student, but also the approach applied by the teacher is one of the main factor to get successfully balance in teaching and learning.

Then, the writer found that there is teacher in the second grade who uses one of the appropriate approaches in teaching reading procedure text. The approach is Contextual Teaching and Learning (CTL) approach. By using CTL approach is believed the student can easily understand what they have learned. *In addition, CTL approach can help teacher to make students understanding written text in procedure text easily.* Such an idea has been discussed by Berns and Ericson (2001:2):

Contextual teaching and learning is a conception of teaching and learning that help teachers relate subject matter content to real word situations; and motivates students to make connections between knowledge and it's applications to their live as family members, citizen, and workers and engage in the hard work that learning requires.

This approach is designed to make students understand why they are learning the concept and how those concept can be used outside the classroom. In addition, most student learn much more efficiently when they are allowed to work cooperatively with other students in groups or teams.

Johnson (2002:25) says that the Contextual Teaching and Learning (CTL) is based on the discovery that students find the meaning in their school

work when they join the content of academic subjects with the context of daily life. In other words, this approach can make the students find out what they have learned, because by using this approach teacher can relate the material to their real life. In this way, the researcher focus on constructivism philosophy of Contextual teaching and learning, the students get knowledge and skills through the context slowly one by one. The students must construct their knowledge themselves. Through constructivism philosophy, CTL is promoted as the choice of the new learning strategy. Through CTL, hopefully the students learn by doing not by memorizing, students create or construct knowledge as they attempt to bring meaning to their experience. Therefore, students are able to use the knowledge that they have gotten when studying by using this approach in their environment.

In the previous research, there is thesis entitled “The Effectiveness of Contextual Teaching and Learning to Teach Reading Comprehension” by Muhlison from IAIN Walisongo Semarang. The research used Contextual Teaching and learning approach to teach reading comprehension in junior high school of MTs At-Thosari Kalirejo ungaran timur, the Research used Experimental research design by using two classes that were control class and experimental class. Other previous research entitled “The Influence of The Application of Contextual Teaching and Learning (CTL) Approach on the Students Ability in Writing a Descriptive Text at English Grade Students of SMP N 1 Krangeng” by Laeliyah Nurohmawati from IAIN Syekh Nurhati Cirebon. The research used Contextual Teaching and Learning to teach writing

procedure text at SMP N 1 Krangkeng. The writer has used quantitative approach, the formulation with t-test. The researcher used design 2: pre-test and posttest group. Both of the previous research used Contextual Teaching and Learning approach to teach reading and writing skill in form of quantitative research design. In this research, the researcher use Contextual Teaching and Learning to teach reading skill in form of Qualitative research design. The research want to know the effect of using Contextual Teaching and Learning to increase students ability in reading procedure text at junior high school in SMP N 2 Sumbergempol, Tulungagung.

From the discussion above, the researcher assumes that teaching English by using CTL approach is one of the best methods of teaching reading procedure text. Another reason, based on the researcher experience, many students at Junior High School still have difficulty in understanding written text. For those reasons, the writer is interested in conducting a study about Contextual Teaching and Learning approach in order to know the application of CTL in teaching reading procedure text for the second grade students at SMP N 2 Sumbergempol and researcher also wants to know what students' responses after they are taught by using CTL method.

## **B. Statement of Research Problem**

Based on background of the study, the problems of this study formulated as follows:

1. How does the teacher use Contextual Teaching and Learning (CTL) approach in teaching reading procedure text?
2. What are the student's perspectives after they are taught by using Contextual Teaching and Learning (CTL) approach?

## **C. Objectives of the Research**

Based on the research problem, the study is intended to:

1. To know the application of contextual teaching and learning in teaching reading procedure text by the teacher.
2. To know students 'perspectives after they are taught by using Contextual Teaching and Learning (CTL) approach?

## **D. Significance of the Research**

This research is intended to provide both theoretical and practical contributions in line with the teaching of reading procedure text. Theoretically, this study is aimed to support some theories and references as well as to enrich literature reviews in teaching reading procedure text using Contextual Teaching and Learning approach. While practically, the researcher hopes this study will give contributions to teachers, students, and other researchers. Teacher can use this technique to improve their students

procedure text. Students are also interested in learning reading. In addition, other researchers can do research further about this study.

#### **E. Scope and Limitation of the Research**

This study only focuses on the application of Contextual Teaching and Learning approach in constructivism theory done by the teacher in teaching reading procedure text for the second semesters of one class in 8<sup>th</sup> grade of SMP N 2 Sumbergempol and their perspective towards Contextual Teaching and Learning approach after they are taught by using CTL approach.

#### **F. Definition of Key Terms**

Definitions 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. Reading**

Alyousef (2000:2) states that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. It means that reading is the process which readers are also mixed up with and involved in every discussions of the text. In addition, Dechant (1991:88) mentions that reading is known as perceptual process which means that reading occurs only when the reader understand what the symbol represents. In other words, reading occurs only when the reader can interpret the words they read and their focus is on the written text. Miculecky and

Jeffries (1996:1) explains that reading has a significant role to improve the general language skill in English. They say that by reading, people can build a better vocabulary and feel comfortable with the written English, so that people can write better English. They add that reading can help people in learning to think in English and help them if they plan to study in an English-speaking country.

## 2. Procedure Text

Based on the professional Development Service for Teacher (2013) states that procedure is written to explain how something is done, in a series of sequenced steps. They are organized by goal, material, method and evaluation. Features of procedural writing include: detailed factual description, reader referred to in a general way, linking words to do with time, tense is timeless.

## 3. Contextual Teaching and Learning

Berns & Erickson (2001:2) states that Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations: and motivates students to make connections between knowledge and its applications to their lives as family members. Citizens. And workers and engage in the hard work that learning requires.



## **G. Organization of the Research**

The writer divides the research into five chapter, they are as follow:

**Chapter I** is introduction. This chapter presents the background of the research, research problems, objectives of the research, significant of the research, scope and limitation of the research and definition of key terms.

**Chapter II** is review of related literature. This chapter includes review of related theories, and review of previous studies.

**Chapter III** is research method. This chapter explains of research design, data and data sources, technique of data collection, technique of data verification and data analysis.

**Chapter IV** is findings. This chapter presents the data presentation, and data finding.

**Chapter V** is discussion. This chapter explains the discussion of the study.

**Chapter VI** is the last chapter. This chapter present conclusion and suggestion.