

## CHAPTER I

### INTRODUCTION

This chapter presents an overview of the study. It covers the background of the study, research questions, research purposes, research significances, rationale, and previous studies.

#### **A. Background**

English in Indonesia is taught as foreign language. Thus, students need appropriate strategy since English is not being used in daily conversation. In general, three strategies of learning activities are discerned: meta-cognitive, cognitive, and affective (White, 1993). In addition, Sheorey and Mokhtari (2001) classify reading strategies into three categories: cognitive, meta cognitive, and support strategies. Cognitive strategies are in the form of deliberate actions the readers take to enhance text comprehension when reading such as utilizing prior knowledge and adjusting reading rate, meta cognitive strategies take the form of advanced planning and comprehension monitoring, such as setting purpose for reading and previewing text. Meanwhile, support strategies are tools the readers take to aid comprehension, such as taking notes, and using references when reading.

It is related to the Indonesian educational system which has been applied nowadays. According to the newly introduced and implemented curriculum at the school related to this research which is called Curriculum 2013 (K-13), the learning process should improve the quality of both cognitive and affective aspects. Students are expected to think creatively and do collaboration with their

classmates so that their social ability will develop and create the competent and competitive students.

Comprehending English is one of the most crucial and complex things to do at this globalization era. It includes the ability to communicate thoughts and opinions, and also to understand the information which exists in daily life. The learners afterward should be able to produce the spoken and written text in four skills of English, which are listening, speaking, reading, and writing (Brown, 2007).

To be able to use English well, one of the four language skills that students have to master is reading skill. Students must improve their ability in reading comprehension to fully understand the text they read. We read for different purposes; sometimes to get the main idea, at times to locate specific information, frequently we read texts to learn something, and every now and then we need to synthesize information to take a critical position (Kaplan, 2002; Grabe & Stoller, 2001; Grabe, 1991). That is the reason why Katims (1997) suggests that reading without comprehension is worthless. According to Tarigan (2008), reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by the reader. In the other words, reading a text is not only about imagining each scene that has been written, but the readers are also expected to maintain the message the author wants to deliver and implement it in daily life.

As a matter of fact, based on the preliminary observation conducted at the second graders of junior high school in Subang, there are still many students who

just read the text given by the teacher without any feedback. Meanwhile the ability of students' reading comprehension should be followed by understanding the text; whether it is transactional, ideational or textual text from various interactive and monolog written texts. In addition, most students could not relate the material they have just learnt with their life; the reason why they have to learn such things. It means that they do not acquire the meaningful learning as what the curriculum expected to solve the problems in their life. It was not contextual, focusing on the ability of memorizing, and on thinking creatively and critically. That is why teacher should look for a teaching method which can help students interact and collaborate discussing a topic to solve the problem. One of the English teachers on the research site used a specific approach to solve this problem, namely Contextual Teaching and Learning approach.

Therefore, a case study to promote an approach of teaching literal reading comprehension, namely Contextual Teaching and Learning (CTL) which coordinate the subject materials with the reality is conducted. Johnson (2005) describes Contextual Teaching and Learning as an educational process that aims to help students to see the meaning in the academic material they are studying by connecting academic subjects with the context of their personal, social, and cultural circumstance. It is a technique in teaching and learning that relates subject matter content to the real life situation and motivates students to make connection between knowledge and its application in their life.

The research on improving students' reading comprehension using CTL Method has been done by several researchers such as the ones by Husna (2009)

and Peni (2011). The studies examined the use of contextual teaching and learning method to improve the reading comprehension of the first grade students in junior high school with specific different learning level. Another study is conducted by Tobing, et al (2017) which focuses on contextual teaching and learning method to improve students' comprehension on Civic Education of the first grade students in Junior High School. Specifically, the study focuses on written discourse on the use of narrative text to teach students' reading skill.

This study is meant to reveal the key succession and effectiveness of contextual teaching and learning strategy in improving students' literal reading comprehension on narrative text. This present research is different from the previous ones. This research focuses on observing both the teacher and the students in junior high school level in order to find out the applicability of CTL approach for teaching literal reading comprehension and also investigating the students' responses in teaching-learning process. Thus, this research entitled **“PROMOTING CTL APPROACH TO ELICIT STUDENTS' LITERAL READING COMPREHENSION ON NARRATIVE TEXT”** is conducted.

## **B. Research Questions**

From the description above, this study is intended to answer two following research questions:

1. How are the strategies of learning narrative text through CTL approach implemented by the teacher?
2. What are the students' responses toward the use of teachers' CTL approach on students' reading comprehension?

### **C. Research Purposes**

From the research questions above, this study is aimed at obtaining two following objectives:

1. To find out the strategies of learning narrative text through CTL approach implemented by the teacher.
2. To find out the students' responses toward the use of teachers' CTL approach on students' reading comprehension.

### **D. Research Significances**

The results of the research are expected to be beneficial in two aspects including theoretical and practical as follows:

#### **a. Theoretical Significance**

The structure of narrative text can be beneficial in furnishing literary reading skill since it is one of the genres of literary work which predominate other literary forms such as novel, short story, or drama script. The results of the research are expected to be useful and support previous theories by using Contextual Teaching and Learning Approach to improve student's reading comprehension on narrative text.

#### **b. Pedagogical Significance**

The results of the research can be beneficial for English teachers in discovering the key of succession to teach narrative text to EFL students by using CTL method to improve students' reading comprehension. In addition, this

research can also help students to think creatively and get more knowledge other than theories to connect the material to the real life experience. Since it is about narrative text which is the main material to learn in middle school, high school and university in Indonesia, this research can be useful for those in needs of understanding reading comprehension.

### **E. Rationale**

Peter Westwood (2008) stated that reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example, as literal, inferential and critical. The most basic level (literal) is where the reader is be able to understand the factual information presented in a passage of text. It means that the objective of reading comprehension development is not only to build students' ability to understand the words passage but also the messages or the intention of the author as well just like G. Woolley (2011) defines reading comprehension as the process of making meaning from the text. The goal, therefore, is going to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Along with the definition, it is said that reading involves processing language messages, a process of receiving and interpreting information encoded in language via the medium of print (Urquhart, 1998).

Reading can be divided into two types; reading aloud and reading for comprehension. Reading aloud of written material is called oral performance. It is closer to pronunciation rather than comprehension. According to Huang (2003),

this type of reading can help students to practice pronunciation, improve oral English, get deeper understanding, and improve the classroom atmosphere.

The second one is reading for comprehension which tends to be called as silent reading. The purpose of silence reading is to secure meaning. This type of reading deals with extensive and intensive performance.

Robinson (Jose, Ma. Jaycel et al) analyzed that there are five levels of comprehension on reading process which includes;

1. literal meaning; it is what the author really stated such as facts and detail, rote learning and memorization, surface understanding only.
2. interpretive meaning; deals with what is implied or meant, rather than what is actually stated in terms of drawing inference, tapping into prior knowledge or experience, attaching new learning to old information, and reading between the lines to determine what is meant by what is stated
3. applied meaning; taking what was said (literal) and then what was meant by what was said (interpretative) and then extend (apply) the concepts or ideas beyond the situation.
4. Appreciative; this highest level of comprehension is more abstract and is based on a deeper understanding and even emotional reactions to the authors language, ideas, imagery, and values.

## **F. Previous Studies**

There are several previous studies concerning teachers' use of CTL approach to teach reading comprehension of narrative text. The results of the previous studies are useful reference for the consideration in this present study.

The first study was conducted by Husna (2009) who investigated the students' reading comprehension using CTL method at SMPN 2 Ciputat. The investigation and the teaching process conducted using case study research to find out the application of CTL method in teaching reading and the procedure to select which text is appropriate to the CTL method characteristics. In analyzing the data, descriptive analysis of the teaching and learning using CTL method was held. Afterward, the students were being interviewed about learning activity to minimize the problems of understanding reading materials on descriptive text. The final result shows that it is still difficult for the teacher to select an appropriate descriptive text which can connect content to the context to be given to the students. Therefore, teacher should look for more other texts from other sources.

The second study was conducted by Peni (2011) who revealed the study entitled *The Effectiveness of CTL Method to Teach Reading Comprehension Viewed by Students' Intelligence*. Conducted with quasi experimental study, this research focused on whether the Contextual Teaching and Learning Method was more effective than Grammar Translation Method in teaching reading, whether the students having high intelligence quotient had better reading comprehension rather than those having lower ones and whether there was any interaction



between teaching methods and the students' intelligence in teaching reading. This research concluded that CTL method is an effective method to teach reading comprehension and it affected by the students' intelligence degree.

Meanwhile, Panggabean (2012) conducted an experimental study with the similar aspect to be investigated entitled Developing Students' Reading Comprehension of Narrative Text through Contextual Teaching and Learning (CTL). This research was focused on finding out whether there is significant difference in reading comprehension of narrative text achievement students taught by CTL method and those who are taught by Grammar Translation Method of the first grade students of SMAN 1 Bandar Lampung in the academic year 2010-2011. The result of the data analysis obtained that there was a significant increase from pretest to posttest after being taught through CTL method in the experimental class. The average score was noted from 62.88 up to 72.31. It proves that the application of CTL method improved students' achievement of reading comprehension of narrative text.

Viewed from those three previous researches, it can be seen that there were various elements to be investigated about the use of CTL method to improve students' reading comprehension. First, Husna (2009) investigated the application of CTL method and the procedure to select the appropriate text to be taught through CTL method. Then, Peni (2011) revealed the effectiveness of CTL method to teach reading comprehension viewed by students' intelligence and the comparison between the use of CTL method and GTM. The last one was

conducted by Pangabebean (2012) who investigated the comparison between the use of CTL method and Grammar Translation method with experimental study.

In this present study, exploring the teachers' technique on teaching reading comprehension on narrative text through CTL approach is conducted. Afterwards, the second grade students of junior high school take part as the sample to investigate whether the CTL approach improves their mastery in literal reading comprehension of narrative text after the teaching-learning activity as well as the students' responses.





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