

CHAPTER I

INTRODUCTION

This chapter presents an overview of the research. It consists of nine sections; they are background, statement of the problems, scope of the research, aims of the research, significance of the research, hypothesis, research methodology, clarification of terms and organization of paper.

1.1. Background

Students often read texts from printed and electronic media such as newspaper, magazine, novel, essay, internet, and so on. To read those various texts, they need reading skill in order to get the intact information. So, the need for reading and extracting the information from these various texts seems to be vital. In other words, reading skill is highly necessary for EFL students, as Bernhardt (1991) in Rajabi (2009) states that the skill to read is the most stable and durable of foreign language modalities.

In the context of Indonesia, one of the English teaching goals in school-level curriculum of class X of senior high school is to enable students to develop their skills on oral (listening and speaking) and written (reading and writing) English in functional level of literacy. Particularly in reading skill development, it is stated in the competence standard number 5 released by the National Education Ministry that students are expected to be able to comprehend simple written short

essays and functional texts in recount, narrative, and procedural forms closely to their environment.

Students are expected to acquire important basic reading skills to comprehend the text. Smith and Barret (1976) have identified eight skills of reading comprehension. These involve locating details, recognizing main ideas, drawing conclusions, recognizing cause and effect relationship, understanding words in context, making interpretations, and making inferences.

It is supremely important to bring those skills to students through designing appropriate methods in teaching reading skill. According to Sunandar (2006), in many schools, teachers employ conventional methods covering activities of making list of difficult words, translating their meanings into L1 (First Language), asking students to read loudly and/or silently, and having students answer the questions related to the text. This kind of teaching method may result negative effects on students' reading skill (Swan, 1988). For instance, students may read slowly and carefully and pay attention to individual points, but without succeeding in getting clear idea of the overall meaning of the text.

By overlooking the background above, some methods have been managed to avoid students' failure in reading skill. Using Contextual Teaching and Learning to teach reading skill is one of the options. Newmann and Wehlage (1997) states that Contextual Teaching and Learning (CTL) helps students relate subject matter content to real world situations and motivate them to make connections between knowledge and its application to their lives as family members, citizens, and workers and engage in the hard work that learning

requires. Besides, the statement belonging to Johnson (2002) describes CTL as a strategy which assumes that naturally thought tries to find the meaning of context appropriate to real situation or experience.

The Contextual Teaching Learning (CTL) applied in this research employs Crawford's procedures; *Relating, Experiencing, Applying, Cooperating, and Transferring* (REACT). Previous research has been conducted towards the use of CTL. Rahmad Kuncoro (2008) in his research entitled *The Improvement of Reading Competence through Contextual Teaching and Learning (CTL)* found that learning reading using CTL results greater gains in comprehending text and vocabulary knowledge.

Therefore, the research will investigate the use of Contextual Teaching and Learning (CTL) in improving students' reading skill. The kind of texts involved in this study is procedural text. The reason why the research specifies on procedural texts is because procedural texts are close to students' surroundings and help students in operating computer, operating mobile phone, making some meals, and so on. The research is conducted to first graders of one private senior high school in Bandung. The purpose of the research tries to find out whether CTL improves the 1st grade senior high school students' reading skill particularly reading procedural text and also find out the challenges of using *REACT* faced by the students in teaching procedural text.

1.2. Statements of the Problem

Using Contextual Teaching and Learning (CTL) in improving students' reading skill is investigated in the research. Thus, the research questions for this study are:

1. Does *REACT* as a technique proposed in Contextual Teaching and Learning (CTL) improve the 1st grade of senior high school students' reading skill particularly reading procedural text?
2. What are the challenges of using *REACT* faced by the students in teaching procedural text?

1.3. Aims of the Research

In accordance with the research questions, the aims of the present research are hopefully to:

1. find out whether *REACT* as a technique proposed in Contextual Teaching and Learning (CTL) improves the 1st grade senior high school students' reading skill particularly reading procedural text.
2. find out the challenges of using *REACT* faced by the students in teaching procedural text.

1.4. Scope of the Research

The research focuses on finding out whether *REACT* as a technique proposed in Contextual Teaching and Learning (CTL) improves the 1st grade senior high school students' reading skill particularly reading procedural text and

finding out the challenges of using *REACT* faced by students in teaching procedural text.

There are two groups investigated and first graders of one private senior high school in Bandung are involved in the present research.

1.5. Significance of the Research

The results of this research highlight the use of Contextual Teaching and Learning (CTL) in improving students' reading skill in procedural text at one private senior high school in Bandung. This research is hopefully able to present a real portrait of using CTL in improving students' reading skill at that school, to contribute to other researchers discussing similar zone, to become reference for the next researchers who are interested in research related to using CTL in improving students' reading skill in procedural text, and to offer an input for educators in order they can know the challenges of using CTL in their class.

1.6. Hypothesis

The hypotheses applied in this research are the *null hypothesis* and the *alternative hypothesis*.

H_a : there is difference between the experimental group (class using CTL in learning reading procedural text) and the control group (class without using CTL in learning reading procedural text).

H_0 : there is no difference between the experimental group (class using CTL in learning reading procedural text) and the control group (class without using CTL in learning reading procedural text).

1.7. Research Methodology

Research methodology in the present research includes research design, population and sample, research location, data collection and data analysis.

1.7.1. Research Design

The core issue investigated in the present research is the implementation of Contextual Teaching and Learning (CTL) in improving students' reading skill in procedural text employing quantitative approach with quasi experimental method. The design applying in the present research is treatment by levels design (Soetrisno Hadi: 1994).

In this present research, there are two groups investigated. The first group is the experimental group, that is, class using CTL in learning reading procedural text and the second group will be the control group, that is, class without using CTL in learning reading procedural text.

1.7.2. Population and Sample

The research was conducted at one private senior high school in Bandung. The subjects of population were taken from the first year students in that school. There were 7 classes in this grade with 30 students in each class. The classes used

as sample were 2 of 7 classes; those were class X-E as control group and class X-F as experimental group.

The students involved in the research were 60 students, where 30 students at the treatment group and the other 30 at the control group. The subjects involved in the research were both male and female.

Schematically, the experimental design in the research is described as follows:

G1	T1	X	T2
G2	T1		T2

Notes:

G₁ : Experimental Group

G₂: Control Group

T1: Pretest

T2 : Post-test

X : The treatment of the experimental group through CTL

(Hatch, E and Farhady, H, 1982:21)

The sampling method applied in the research is purposive sampling. According to Sugiyono (2004) purposive sampling selects people on the particular purpose of the experiment.

1.7.3. Data Collection

The technique for collecting data applied in the present research included instruments that were used and the procedure of the research.

1.7.3.1 Instruments

Pre-test question, which served as the research instrument, was employed to find the identity of student in what level (high, middle, or low); on the other hand, post-test also served as instrument to find out the improvement of their reading skill. In addition, questionnaire, which also served as the research instrument, was used to find out the challenges of using REACT faced by the students in teaching procedural text.

1.7.3.2. Research Procedure

The procedures of the research can be described as follows:

1. Organizing teaching procedures in experimental class;
2. Organizing the research instrument, pre-test ;
3. Trying out the research instrument, pre-test;
4. Analyzing the try-out data to find out the validity, reliability and practicality;
5. Using Contextual Teaching and Learning (CTL) in learning reading skill to experimental group;
6. Administering post-test for that group to find out the result of treatment;
7. Administering questions for questionnaire for experimental group to find out more information about the challenges of using CTL faced by the students in teaching procedural text based on student's point of view.
8. Analyzing the data collected from pre-test, post-test and questionnaire.

1.7.4. Data Analysis

In accordance with the design in the research, that was quasi experimental design, the data were analyzed by using t-test that enabled to find out the comparison between dependent variable and independent variable of two groups. By using t-test we can examine the differences between the means of control group and experimental group and decide whether those differences are likely to happen by chance or by treatment effect.

The t-test used in this research would be formulated as follow:

$$t = \frac{\bar{X}_e - \bar{X}_c}{S_{(\bar{X}_e - \bar{X}_c)}}$$

Notes:

t = t-test

\bar{X}_e = mean of experimental group

\bar{X}_c = mean of control group

$S_{(\bar{X}_e - \bar{X}_c)}$ = standard error of differences between means

(Hatch and Farhady, 1982:111)

In the last process of data analysis, it determines the effectiveness of using Contextual Teaching and Learning (CTL) in improving students' reading skill.

1.8. Clarification of Terms

In order to avoid unnecessary misunderstanding, some terms are clarified as follow:

- a. Reading skill : an attempt to search and gain information, knowledge or ideas by comprehending the meaning of the content of the materials printed or in written form.
- b. Procedural text : a text-type concerned with procedures, which tells how something is accomplished through a sequence of actions or steps.
- c. Contextual Teaching and Learning (CTL): teaching and learning approach which helps teachers and students to connect the lesson contents with a real life situation and motivate students to make a relationship between knowledge and its implementation in their life.
- d. Relating : learning in the context of one's life experiences or preexisting knowledge.
- e. Experiencing : learning by doing through exploration, discovery, and invention.
- f. Applying : learning by putting the concepts to use.
- g. Cooperating : learning in the context of sharing, responding and communicating with other students.
- h. Transferring : using knowledge in a new context or novel situation.

1.9. Organization of Paper

This paper will be presented into five chapters, as follow:

Chapter I: Introduction

In this chapter, the paper elaborates the background of the study, statements of the problem, aims of the research, significance of the research, scope of the research, research method, clarification of terms, and organization of the paper.

Chapter II: Theoretical Foundation

This chapter elaborates the theories related to the topic being investigated in the paper.

Chapter III: Research Methodology

This chapter presents the methods of how to analyze the data provided. The approach used is quantitative, and the method is descriptive one.

Chapter IV: Findings and Discussion

This chapter presents findings (or data) as the results of the research, analysis of the data, and the discussion.

Chapter V: Conclusions and Suggestions

This chapter presents the conclusion and suggestion based on the analysis and the discussion in Chapter IV.