

ABSTRAK

Penelitian ini bertujuan untuk mengkaji efektivitas penggunaan pendekatan pembelajaran kontekstual dalam meningkatkan kemampuan membaca teks prosedur siswa dan mengetahui respon siswa terhadap penggunaan pendekatan pembelajaran kontekstual dalam proses pembelajaran. Penelitian ini menggunakan metode kuasi eksperimen dengan melibatkan dua kelompok siswa, yaitu kelas eksperimen dan kelas kontrol. Data dalam penelitian ini diperoleh dari *pretest*, *posttest*, dan wawancara. Data yang diperoleh dari *pretest* dan *posttest* dianalisis untuk mengetahui efektivitas pendekatan pembelajaran kontekstual dalam meningkatkan kemampuan membaca teks prosedur siswa, sedangkan data wawancara dianalisis untuk mengetahui respon siswa terhadap penggunaan pendekatan pembelajaran kontekstual dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa pendekatan pembelajaran kontekstual dapat meningkatkan kemampuan membaca teks prosedur siswa. Selain itu, data yang diperoleh dari wawancara menunjukkan bahwa pendekatan pembelajaran kontekstual memotivasi siswa untuk belajar dan membantu siswa memahami materi pembelajaran. Berdasarkan hasil penelitian yang diperoleh, disarankan bahwa pendekatan pembelajaran kontekstual dapat diimplementasikan dalam pembelajaran membaca teks prosedur.

Kata Kunci: pendekatan pembelajaran kontekstual, membaca, teks prosedur

ABSTRACT

This study aimed to investigate the effectiveness of Contextual Teaching and Learning (CTL) approach in improving students' reading skill in procedural text and to find out the students' responses toward the use of CTL in learning process. The quasi experimental design was employed in this study involving two classes which were assigned as experimental and control groups. The data were collected through pretest, posttest, and interview. The data from pretest and posttest were analyzed by using SPSS to examine the effectiveness of CTL approach in improving students' reading skill in procedural text, while the interview data were analyzed to find out the students' responses toward the use of CTL in learning process. The findings obtained from statistical computation showed that CTL approach could improve students' reading skill in procedural text. In addition, the interview data showed that the use of CTL motivated students to learn and helped the students to understand the materials. Based on these findings, it is recommended that CTL approach is implemented in teaching reading procedural text.

Keywords: contextual teaching and learning, reading, procedural text

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