

CHAPTER I

INTRODUCTION

This chapter provides a brief description about the content of the study including background, statement of the problem, aims of the study, scope of study, significance of the study, clarification of key terms, and organization of paper.

1.1 Background

Reading is one of the skills that should be acquired by the students in learning English. It is in line with Harmer (2007, p. 99) who states that reading gives effects on students' vocabulary knowledge, spelling, and writing. However, Indonesian students' reading ability is low. *Media Indonesia* (as cited in Sukyadi and Hasanah, n.d) reported that sixty nine percent (69%) of 15-year-old Indonesian students have internationally worst reading performance. Another discussion in *Kompas* daily newspaper (as cited in Sukyadi and Hasanah, n.d) found that around 37.6% of 15-year-old students can only read the texts without understanding the meaning carried by the text. Only 24.8% out of them are able to relate the texts with their prior knowledge. This reflects that many students in Indonesia still have inadequate ability to comprehend the texts.

Besides, in one vocational school, it was found that many students had difficulties in reading. They could not understand the passage and answered the questions given, since they had lack of vocabularies. The students' failure in reading achievement also occurred as a result of not putting the reading materials and vocabularies in a context when they were used in teaching and learning process. Thus, the students were not able to get clear idea of the overall meaning of the text and they seemed to forget what they have learned.

Beare (2014) states that giving contextual clues is important to help students understand unfamiliar words that they find in the text, thus the context clues can help students to increase their existing vocabulary knowledge. In order to provide context clues in teaching and learning process, Contextual Teaching and Learning (henceforth CTL) approach is applied. In relation to the School Based Curriculum (KTSP) of Vocational School released by National Education Ministry year 2006, the basic competence number 2.6, “Understanding simple Instructions”, demands students to develop their reading skill to comprehend the instructions or procedures. Thus, the implementation of CTL is crucial as one of the choices to help students understand the instructions and recognize the vocabulary used in the text.

According to Satriani, Emilia, & Gunawan (2012), the contextual approach is “A learning philosophy that emphasizes students’ interests and experiences”. A study of the Office of Vocational and Adult Education (2001) explains that contextual learning occurs when teachers relate the subject matter to real world situations. Therefore, the students are motivated to make connections between the knowledge they learned and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. The Contextual Teaching and Learning (CTL) strategies according to Crawford (2001) consist of *relating, experiencing, applying, cooperating, and transferring* (REACT). These strategies enable students to relate their prior knowledge to the new concept, construct the new knowledge by experiencing it in the classroom, implement the concept in problem solving activities, work cooperatively in group or pair work activities, and use the knowledge they got in a new context.

Since this study is conducted in Vocational School, it is important to apply English for Specific Purposes (henceforth ESP). As described by Hutchinson and Waters (1986, p. 17), English for Vocational Purposes (EVP) is a branch of English for Specific Purposes (ESP). Therefore, ESP materials should be used in teaching

English to Vocational School students. It is supported by the content standard released by National Education Ministry number 22 in 2006 related to the purpose of English subject in Vocational School, which is “Understanding the knowledge and basic skill of English to support the achievement of major’s competence”. Besides, in relation to the approaches of CTL proposed by Berns and Erickson (2001), *work-based learning* is applied to integrate the materials with the workplace situation.

Previous research on the implementation of CTL had been conducted in Indonesian classroom setting. The study conducted by Wandansari (2011) on the first grade students of Senior High School found that the use of CTL approach could improve students’ reading comprehension. Besides, Reardon (2011) conducted a research to adult English language learners in the Community Education English class in Wisconsin. It was found that the context clues were beneficial to increase students’ reading comprehension significantly and helped the students to understand unknown vocabulary words. The research in the same zone was also conducted by Muhlisson (2011) on the second grade students of private Junior High School in Central Java. The result of the study showed that the application of CTL on English learning influenced pupil achievement. Another research on the use of CTL was conducted by Husna (2009) on the first grade of public Junior High School. She found that the students were able to increase their reading ability because of the enjoyable learning situation in the teaching and learning process.

From the previous research, CTL is applied with General English material. So far, there has been a little evidence of empirical study on the use of CTL in teaching reading procedural text with the application of ESP materials in Indonesian classroom setting. Therefore, this study is going to cover the effectiveness of CTL in teaching reading procedural text to Vocational School students and the students’ responses toward the use of CTL approach in the learning process.

1.2 Statement of the Problems

In conjunction with background of the problem, this study formulates the problem in the following research questions.

1. Does the use of Contextual Teaching and Learning (CTL) approach improve the students' reading skill particularly reading procedural text?
2. What are the students' responses toward the use of CTL approach in the learning process?

1.3 Aims of the Study

Based on the formulation of the problem, the aims of the study are formulated as follows.

1. Investigate the effectiveness of Contextual Teaching and Learning (CTL) approach in improving students' reading skill in procedural text.
2. Find out the students' responses toward the use of CTL in the learning process.

1.4 The Scope of Study

This study is limited to the use of CTL in improving students' reading skill in procedural text which is implemented to eleventh graders of one of the public vocational schools in Bandung. In addition, this study demonstrates the students' responses toward the use of CTL approach in reading procedural text. Two classes are taken as the sample of this study, those have the function as the experimental and control groups.

1.5 Significance of the Study

This study is expected to contribute both theoretically and practically to the teachers, students, school, and further researchers. Theoretically, it is expected that

this study can enrich the teaching reading theory and method. Practically, for the teachers, it is expected that this study can help teachers to get more information about how to teach reading, especially reading procedural text by using CTL approach. Whereas, for the students, hopefully this study can motivate students to learn English, improve their reading skill, help them to enhance their vocabulary and increase their knowledge through the texts given. For the school, it is expected that this study can be used as reflection in order to gain effective and innovative teaching and learning process by applying the CTL approach to improve students' reading skill in procedural text. For the other researchers, this study is expected to be used as an additional source especially for those who conduct a research on the method used in teaching reading.

1.6 Clarification of Key Terms

In order to avoid misunderstanding, some terms are clarified as follows.

- The contextual approach is a learning philosophy that emphasizes students' interests and experiences (Satriani, et al, 2012). CTL approach in this study is a method used in teaching reading procedural text.
- Reading is an ability to draw meaning from printed page and to construe information appropriately which entails a great deal of practice and skill (Grabe and Stoller, 2002; Mereilon, 2007 as cited in Alemi and Ebadi, 2010). Reading in this study refers to reading procedural text on the eleventh grade of Vocational School.
- Procedural text is one of types of the text which instructs in how to do something through a sequence of the steps (Emilia, 20011, p. 28). Procedural text in this study focuses on the instructions used in Computer and Networking Technology.

- REACT is strategies of teaching which consist of *relating, experiencing, applying, cooperating, and transferring* (Crawford, 2001). REACT in this study refers to stages of activities in CTL approach.
- ESP is an approach to language teaching which aims to meet the needs of particular learners (Hutchinson and Waters, 1986, p. 21). ESP in this study refers to English for Computer and Networking Technology.

1.7 Organization of Paper

This research is organized into five chapters as follows.

CHAPTER I Introduction. This chapter consists of background, statement of the problem, aims of the study, scope of study, significance of the study, clarification of key terms, and organization of paper.

CHAPTER II Theoretical Foundation. This chapter highlights the theoretical framework of the study, which serves a set of relevant theories as a base for investigating research problems. In addition, previous studies related to the use of Contextual Teaching and Learning (CTL) approach are also reviewed to match both of the theories and the fact gained from the study conducted.

CHAPTER III Research Methodology. This chapter presents the research method for conducting the study including research design, research hypothesis, population and sample, data collection, and data analysis technique.

CHAPTER IV Findings and Discussion. This chapter presents the research findings obtained from pretest, posttest, and interview, and the discussions of the research result.

CHAPTER V Conclusions. This chapter elaborates some conclusions and recommendations for further better study.