

CHAPTER I INTRODUCTION

I.I Background of the Problems

Reading is an activity or a process of catching and understanding the message or information in the form of writing. It is acknowledged that reading is essential activities for someone who wants to improve and expand certain ability. Reading is also activity to digest and understand the symbol of interpreting as well as a symbol of stimulating the brain to do and understand the meaning of contained in a series of the symbol. It is believed that, it is a process to get the new information and message. It also activity or the process of trying to find a range of information contained in the text.

Reading is one of aspects of learning English. Reading is an important part of learning English that should be mastered by the students because when students can master the aspects of reading, students will be easy in understanding a text to catch the message. In reading, students can also expand the knowledge, add the information for them self. Reading for students is to expand the insight, open the window of the world for the reader, add the experience, as well as increase vocabulary mastery.

Ideally, students are hoped to achieve the purpose of reading that is used to inform someone's interested in, or to challenge certain our methods. Students may read to get information. However, reading is sometimes just used for their enjoyment, or to enhance knowledge of the language being read and to get

comprehension. Besides, in comprehending the written words, the reader must be able to understand what the text had been organized by the ideas and information and achieved it by using their own words. Furthermore, reading comprehension will help learners in their learning process and also influence their achievement in other skills.

However, the problems are often found in the process of learning that some students had difficulty in learning English especially in reading skill so that their reading comprehension was low. It is known that the students think that reading was difficult because they are afraid of doing any mistake in reading. Students were not required to be involved in the learning process. Students also had low vocabulary.

The teacher often taught by using lecturing method in the learning process. The teacher did not invite students to discuss with the students so that students were less active in the learning activities. The students felt bored in following this activity of learning English in the classroom because the teacher still used not effective method.

Based on observation September 01 2018 in SMPN 10 Kotabumi, the researcher found the ability of the reading comprehension especially in learning English students at the eighth grade of Sekolah Menengah Pertama Negeri 10 Kotabumi was still low. The lack of reading comprehension students can be seen from the scores of students who did not reach the school passing grade at the eighth grade of SMPN 10 Kotabumi academic year 2018/2019 is 7,5. Score of students often from the English teacher in SMPN 10 Kotabumi, it can be seen from the table below:

TABLE 1
STUDENTS SCORE IN ENGLISH TEST AT THE EIGHTH GRADE OF
SEKOLAH MENENGAH PERTAMA NEGERI 10 KOTABUMI
ACADEMIC YEAR 2018/2019

| No | Interval Score | Frequency | | Percentage | |
|--------------|----------------|-----------|--------|-------------|--------|
| | | VIII B | VIII D | VIII B | VIII D |
| 1 | 30 – 40 | 13 | 11 | 34% | 29% |
| 2 | 41 – 51 | 10 | 9 | 26% | 24% |
| 3 | 52 – 62 | 8 | 7 | 21% | 18% |
| 4 | 63 – 73 | 2 | 8 | 6% | 21% |
| 5 | 74 – 84 | 5 | 4 | 13% | 8% |
| Total | | 77 | | 100% | |

Source from: English teacher of Sekolah Menengah Pertama Negeri 10 Kotabumi

Based on the table above, there were only 5 students in class VIII B and 4 students in class VIII D who passed in learning English just 13% of students who achieved school passing grade. It was clear that the ability still of students in Sekolah Menengah Pertama Negeri 10 Kotabumi in English was low. This problem arised because they did not match the method with the learning English in the class. When they wanted to identify the specific information in a text, they read the whole of the text. They confused to identify the information in the text.

Contextual teaching learning is one of the cooperative learning method is considered to be effective. Contextual teaching learning emphasizes students to be active in the learning process. Students not only learn the material given by the teacher alone but this strategy learn the concepts and applying and associate it with the world real or in accordance with environment conditions. Contextual teaching learning is not only focused on providing capabilities theoretical

knowledge, but also how to make the learning experience of the students was always associated with actual problems that occur in their environment.

Furthermore, Contextual Teaching and Learning (CTL) is a kind of teaching methods that helps teachers to relate subject matter content to real world situations. Motivated students to make connections between knowledge and its applications to their lives such as family members, citizens, and works, besides, it engages in the hard work that learning requires, Komalasari (2011:6). CTL involves students totally in a learning process. Students are motivated to be active to study the materials of learning suitable with the topic. Furthermore, CTL emphasizes on the process of the students involvement in order to be able to find the materials they will learn and connect it with the real situation. So it motivated the students to apply what they learn in their daily lives. Learning in CTL is not only listening and talking note. On the other hand, learning in CTL is a direct experiencing process. Moreover, by the having the experience, it is hope the students development can happen. They did not only develop their cognitive aspect, but also their affective and psychomotor aspect. Moreover, by using CTL, it is hoped that the students found the learning materials directly or it is not given by the teacher, but they understood the material by their own discovery.

Based on unit of education curriculum in SMPN 10 Kotabumi the students was expected to be able to understand the text short functional and monologue. The text contents a lot of specific information (date, name, amount, time, etc). They had to interact with types of text they did not know what to do with the text. Unfortunately, they only read the text and get nothing. Students were not the text overall and brand difficult to answer the questions given by the teacher. In this

case researcher aimed to help students easily in understanding of the material text short functional and monologue as well as students can answer questions.

Based on the explanation above that the method of learning was a very important factor in the process of learning. The researcher wanted to know whether the CTL method can be influential in the highest ability of reading comprehension of the students. In other word, this research aimed to determine whether the CTL method can help increasing the students' interest in following the process of learning English in classroom. The students in SMPN 10 Kotabumi had a variety of the problem in the process learning English, thus made the students difficulties in the process of learning and understanding the materials. Therefore, researcher interested to conduct research in an effort to improve the ability of students with CTL method in the learning English with the title “ The influence of contextual teaching and learning method toward students reading comprehension at the eighth grade of Sekolah Menengah Pertama Negeri 10 Kotabumi academic year 2018/2019”.

1.2 Identification of the Problems

Based on background of the problems above, the researcher defines the problems as follows:

1. The students reading comprehension is low,
2. The students reading skill is stii insufficient,
3. The students are lack of vocabulary,
4. The students are not enhanced in the learning process,

5. The students need more opportunities to discuss or share with other students in teaching learning process,
6. The students feel bored in learning English activity in the classroom.

1.3 Limitation of the Problem

Based on identification of the problem above, the researcher focus on the influence of CTL method students toward reading comprehension at the eighth grade of Sekolah Menengah Pertama Negeri10 Kotabumi academic year 2018/2019.

1.4 Formulation of the Problem

Based on the identification and the limitation of the problem above, the researcher formulates the problem of this research: is there influence of CTL students toward reading comprehension at the eighth grade of Sekolah Menengah Pertama Negeri 10 kotabumi academic year 2018/2019 ?

1.5 Objectives of the Research

The objective of this research is to reveal whether there is influence of CTL students toward reading comprehension at the eighth grade of Sekolah Menengah Pertama Negeri 10 Kotabumi academic year 2018/2019.

1.6 Uses of the Research

The researcher hopes that the result finding of this research will give both theoretical and practical benefits.

1. Theoretically, the result of this research can be used:

- a. As the contribution for English teacher in solving the problem of teaching reading comprehension at the eighth grade students of Sekolah Menengah Pertama Negeri 10 Kotabumi.
 - b. To support the existing theory of CTL and reading comprehension.
2. Practically, the result of this research can be used:
- a. For English Teacher

The researcher hopes that this research study can improve the teacher's ability to help the student in teaching reading in the class. Besides that, the English teacher is able to use the interesting media to improve the students' ability in reading.
 - b. For The Next Researcher

Researchers hope this research can be a reference material for readers who will conduct research in order to perform better research.