



CHAPTER I

INTRODUCTION

I.1. The Background of the Study

English is a foreign language in Indonesia that must be learned for it is an important language for international communication. Crystal (1997), states that English is the language spreading out very rapidly throughout the world. It is also the most extensively dominant in such many important fields as international commerce, education, and communication.

Nowadays, millions of people want to improve their command of English or to ensure that their children achieve a good and active English. They are expected to absorb and keep up with the development of science, technology, and arts. That is probably why the Ministry of National Education confirms that English should be taught from Junior up to university level (Depdiknas 2013).

The students are demanded to be able to use English to fulfill their daily needs such as to read text books, newspaper, magazine and to communicate in the form of both spoken and written. Therefore, the purpose of English teaching and learning in schools is mainly for communication skill, along with grammar knowledge, discourse competence, comprehension.

There are four language skills that should be mastered by student that is, listening, speaking, reading, and writing. Listening and reading are called receptive skills, speaking and writing are productive skills. Reading and writing have been recognized to bear and beg learners a specific ability to quickly get any information

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and put their thought into words in a meaningful form and to mentally interact with the message. Hannel (2008:26) states that reading can enhance one's life and be a source of great pleasure. In reading activities, the students are not just obligated to be able to read what is written but also to capture the information or message within the reading texts. Andrew (2008:14) states that reading is the practice of using text to create meaning. Before they get the points of the message, the students must understand or comprehend the text material. Nail (2003:68) conveys that the goal of reading is comprehension. Vicki (2010:14) adds that comprehension is grasping or understanding the meaning of informational materials.

KlingerVoughn and Boardman (2007:12) state that reading comprehension is the process of constructing meaning by coordinating a number of complex process that includes word reading, word knowledge and fluency. These are very essential and cannot be separated for comprehension. Knowing how to read a text has little value if the students are not able to know the meaning of the text.

Ling, (2012:147) states that reading is getting the text into the correct meaning. In this case, the readers have to observe, interpret, and evaluate the printed pages. It is a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension. Reading is therefore an interaction and a thinking process of transferring printed letters into meanings in communicating of message between the writer and readers. It means that the readers have to discover ideas from the text based on their background knowledge about the texts. The readers should also pay attention about supporting details or ideas in the text. It will be useful for them to understand the content of the

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text as whole. Therefore, readers should be active to get the information in the texts. In this process, a reader has to know the intention of the text writer.

Alice Oshima and Ann Hogue (1999:3) state that writing is a process of formulating and organizing ideas in right words to deliver the aim. They add that writing is also a powerful instrument for readers to express their thought, feelings, and judgments about what they have read, seen or experienced. In addition, they claim that in this is not easy, particularly academic writing. It needs a thorough study and practice to develop this skill. Students must consider that writing is a habit in their daily life. Writing is one of communication modes that enable people to communicate with other people without limitation of time or distance. Through writing, one can communicate with other people within distant areas. However, it is less frequently used compared to a speech as human daily activities force them to speak more than to write.

Writing is such a complex process that students are not just to put words together without rules of grammar, but should also pay attention to other rules in order to be good text readers. Lewit, (1990: 17-23). Good readers will know whether a text is good or not.

A good text is a text that is easily understood by readers and its content consists of qualified and effective paragraphs which means that the text quality must meet certain conditions, one of which deals with so-called “coherence or cohesion” between sentences within the paragraph. The coherence of a text is very important because without coherence, readers will have difficulties in understanding it. In other

words, if a text is less coherent, readers will be so frustrated that they are likely to stop reading it.

As a matter of fact, writing is generally recognized as a difficult task for language learners, especially for foreign language ones. The difficulties deal with translating their native language into English, particularly in producing ideas, and organizing them systematically (cohesion). Maintaining the cohesion in their writing is the main problem for them. Meanwhile, it is extremely needed for a good writing. In this case, Harmer (1991) describes and suggests that there are many reasons for getting students to write both in and outside class. This might be intended to make students to have and use more 'thinking time' for language processing.

Some researchers claim that writing is the most difficult of the four skills mentioned above. It requires an intricate combination of neurological, physical, cognitive and affective competencies (see, for example, Levine, 2004). Besides, Elbow and Belanof, 2000) also claim that even if writing is so complicated that demands a good skill and capabilities, it is still possible to make it easy.

Murcia (2000) explains that writing is the production of the written word in the form of text; hence, it must be read and comprehend in order for communication to take place. English teachers need to understand that writing is a complicated process because a writer has to consider not only the content of his/her writing, but also the reader who will read his/her writing. One will have to express his/her idea by considering who will read the writing and how they will receive and understand his/her message through it. As stated by Oshima (1998), whenever a writer writes, he/she has to consider the people who will read what he/she has written.

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According to Curriculum 2013, the purpose of teaching reading at Senior High School is the students are expected to be able to understand the meaning of interpersonal and transactional written texts in the form of recount, descriptive, narrative, report, analytical exposition, hortatory exposition, spoof, explanation, and procedure texts. Meanwhile, the purpose of teaching writing is the students are able to write that kinds of text correctly.

One of the genre that is taught at MAN 2 Pekanbaru is recount texts. Recount text is a text which lists and describes past experiences by retelling events in the chronological order. This text uses past tense. In this case, we can see that reading and writing are essential skills in English that have to be mastered by students. But in fact, many students claim that both of reading and writing are the most difficult skills. It seems that the students feel reading and writing class are the unsatisfying class for them. They do not have any motivation and self-confidence in joining it.

Based on preliminary study conducted on April, 23, 2017 at MAN 2 Pekanbaru, several interviews were conducted to an English teacher. The English teacher explained that MAN 2 Pekanbaru has a passing grade to all subject taught includes English. The passing grade is called KKM (Kriteria Ketuntasan Minimum), the passing grade for English is 80. She added, the students' grade was still below minimum successful criteria (KKM). Among 26 students, there were only 12 students who reached KKM (80). It meant only 46.15% the students whose grade reached KKM. The rest (63.85%) the students' average were still below KKM. In reading, the majority of students were not able to identify the main idea, lot of students also were not able to find the value stated in passage of texts, students were not able to find

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reference and inference of the text. On the other hand, it was found that most of students' writing consisted of ungrammatical sentences; their ideas moved away from focus and sometimes did not have any supporting details because they had problems with vocabularies mastery. Besides, an incorrect spelling and punctuation error also frequently occurred in their writing.

Furthermore, from the interview which performed to the students, it was found that the teacher rarely gave feedback to the student regarding their writing task. Most of them believed that writing in English were very difficult and complicated because too many things and rules to think about when they had to write something. Things like grammar, punctuation, spelling, and choice of words or vocabulary, these things made them felt depress. In line with that they felt difficult in comprehending the text. They said that even their dictionary did not help much in finding appropriate word or meaning of word they wanted to know about something. In brief, it could be said that the students were unable to write and read in English well. It proved that the strategy used by the teacher in teaching reading comprehension and writing ability still not effective to improve the students' reading comprehension and writing ability.

Choosing an appropriate teaching strategy is an important decision in teaching learning process. Based on this phenomenon, teachers should use an appropriate strategy in teaching reading and writing in order to help students to comprehend a text well and write. Many strategies can be applied in teaching reading comprehension and writing ability such as Contextual Teaching and Learning (CTL) strategy. In this research, the writer assumed that the use of Contextual Teaching and Learning (CTL) is a suitable approach in teaching reading and writing, especially in a

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recount text. With CTL, students can explore their ideas and help them in reading and writing recount text. With this kind of technique, the researcher believes that teacher and students will enjoy teaching and learning a recount text.

Johnson (2002) said that the contextual teaching and learning system is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstance. Sears (2003:3), states that Contextual Teaching and Learning (CTL) is a concept that helps teachers relate subject matter to real world situation. So, Contextual Teaching and Learning strategy is a strategy that used by the teacher in learning process based on the students' experience in their environment. Based on the explanations of CTL before, it can be concluded that CTL really engage the students to real-life situation to reach their knowledge. The students can understand about the material well, if they see and learn from what is closed to them.

Based on the explanation describe above, it is assumed that Contextual Teaching and Learning can affect students in reading comprehension and writing ability. Therefore, it is necessary to investigate the problems by composing a research entitles: "The Effect of Using Contextual Teaching and Learning (CTL) on Students' Reading Comprehension and Writing Ability at MAN 2 Pekanbaru"

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1.2 Statement of the Problem

This research explored The Effect of Using Contextual Teaching and Learning (CTL) on Students' Reading Comprehension and Writing Ability in Recount Text at MAN 2 Pekanbaru. Reading and writing are two basics language skills that are important of the first phase of primary education. According to Guy (1993), reading is the process of getting the meaning from print. It means that the students not only able to read but also know what they read..Oshima and Hogue (1999) argue that writing is not easy to be conducted, since the students need to consider to several process of writing in order to be able to generate a good composition. In short, both of them should be mastered by the student. However, many students claim that both of reading and writing class are the most difficult skills and they do not have any motivation and self-confidence in joining it. Therefore, the students' average grade was still below minimum successful criteria (KKM)

Many researchers conducted researches about CTL for instance, Suharni (2016) conducted research entitled, "Improving Students' Writing Ability by Using Contextual Teaching and Learning". It was an experimental research. The result of this research showed that Contextual Teaching and Learning Strategy gave significant effect toward students' writing ability. Further, YudhaAprizani (2016) conducted a research about reading entitled "Improving Reading Comprehension Using Contextual Teaching and Learning (CTL)". This study aimed to find out whether teaching-learning reading comprehension using Contextual Teaching and Learning (CTL) would get better results than using Direct Instruction approach. the researcher found that CTL was more effective than Direct Instruction. Then, SusiloriniTiningsih

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(2014) also tested research about writing entitled, “Writing Skills Enhancement Using The Contextual Teaching And Learning (CTL) Approach In Jayapura”. The aim of Ningsih’s research was to improve students’ writing skill by using CTL. While this research aimed to investigate the effect of using CTL on students’ reading comprehension and writing skill. This research is an experimental research with using quantitative method. But her research used action research with using quantitative and qualitative method. Both this research and her research involved CTL as independent variable and writing skill as dependent variable. BambangWijaya (2013) conducted a research entitled “Improving Students’ Listening Comprehension By Using Contextual Teaching And Learning Approach”. The purposes of this research were to improve and to know the improvement of the students’ listening comprehension by using CTL approach (Contextual Teaching and Learning). This research was conducted with CAR (Classroom Action Research)

Many researchers conducted research that focused on the use of CTL in teaching learning process. However, many researchers still focused on one skill. The researches are rarely focused on two skills or more. So, this research focused on reading and writing skill. In teaching learning process, a strategy plays important role in learning process. The students’ outcomes can be influenced by the strategy used. Therefore, considering appropriate strategy is needed to maximize the students’ outcome both in reading and writing skill. Teaching reading and writing can use a text example recount text. Recount text is one of text learned at MAN 2 Pekanbaru based on government curriculum.

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Based on the researches on related studies, there was no research about Contextual Teaching and Learning on students' reading comprehension and writing skill. Most research only focused on one skill such as reading or writing. There was no research involving both skill. Most the research design on previous researches used action research design. This research focused on experimental research design. Many researches were conducted to investigate the use of CTL in teaching learning process.

From the observation, it was found that the teacher had applied conventional strategy to help students in enhancing reading and writing skill. The teacher stated, she had applied some various strategies but the students still unmotivated in teaching learning process. She also explained that writing skill was seldom practiced because it was considered as difficult skill. When they were studying in class, only 20% of students respond to the learning process. The others looked confused and bored.

Berns and Errickson (2007) stated that, Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family member, citizens, and workers and engage in the hard that learning requires

1.3 Limitation of the Problem

Refer to the background and statement of the problem about reading comprehension and writing ability, it is impossible to discuss all of the problems due to time limitation, facilities and funding. Therefore this research focused on the

teaching strategy used by the teacher. It may be better if the teacher uses various teaching strategy in teaching. This research focused on the effect of Contextual Teaching and Learning (CTL) on the students reading comprehension and writing ability in recount texts. Recount text is one of the genres taught at MAN 2 Pekanbaru. Recount text was used to measure students' reading comprehension and writing focusing on factual recount. The participants of this research consisted of two classes located at MAN 2 Pekanbaru

In this case, two classes had different names and treatments specifically one class is an experimental group and another class is a control group. The experimental class gets the CTL treatment, while the control has no treatment of CTL. Each class was given a pre-test before being given a treatment. A post-test was given after being given a treatment. The groups were the first year students of MAN 2 Pekanbaru. The group chosen based on the information of the teacher, the students have equivalently capabilities and they are taught by the same teacher.

I.4 Purpose and Objectives of the Research

The purpose of the research was to investigate the effect of using Contextual Teaching and Learning on students' reading comprehension and writing ability in recount text at MAN 2 Pekanbaru.

In particular, the objectives of the research are stated below:

- a. To find out the effect of using Contextual Teaching and Learning (CTL) on students' reading comprehension in experimental group at MAN 2 Pekanbaru.



- b. To find out the effect of using Contextual Teaching and Learning(CTL) on students' writing ability in experimental group MAN 2 Pekanbaru
- c. To find out the effect of using Contextual Teaching and Learning (`CTL)on students' reading comprehension and writing ability in experimental group at MAN 2 Pekanbaru

I.5 Research Questions

The research questions of the research are formulated as in the following question:

- a. Is there any significant effect of using Contextual Teaching and Learning(CTL) on students' reading comprehension in experimental group at MAN 2 Pekanbaru?
- b. Is there any significant effect of using Contextual Teaching and Learning(CTL) on students' writing ability in experimental group at MAN 2 Pekanbaru?
- c. Is there any significant effect of using Contextual Teaching and Learning (`CTL) on students' reading comprehension and writing ability in experimental group at MAN 2 Pekanbaru?

I.6 Significance of The Research

This study is apparently one of the attempts to investigate the effect of using Contextual Teaching and Learning on the students' reading comprehension and students' writing ability. Therefore, this study may provide a useful launching pad for



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further research in this area of interest. The findings of this study provide some forms of empirical data for future research in this area. It perhaps also assist in the more effective implementation of Contextual Teaching and Learning, not only in reading and writing, but also in other language skills such as speaking and listening. The finding of this research hopefully can give benefits in the English teaching and learning process, both practically and theoretically, and to give some contributions to some stakeholders such as teachers, students, and school.

For the English teacher, Contextual Teaching and Learning (CTL) provides students with an incentive, more effective, enjoyable, and efficient to help each other within the group. Through the appropriate approach of teaching English, teacher will have a particular success in their teaching presentation. The appropriate approach that is used also hoped useful to the English language students in order to have better learning strategy or technique on students' reading comprehension and writing ability in recount texts. So, it can improve teachers in science and technology in order to be a professional teacher.

The students at the school where this research conducted, it can improve students' achievement in reading comprehension and writing ability and they will enjoy teaching and learning process.

For school, especially to the headmaster of MAN 2 Pekanbaru, this research may bring valuable experiences to improve teaching and learning process, as well as knowledge of innovative teaching technique for teachers who teach at school itself in order to achieve the optimal instructional goals.



1.7 Rationale of the Study

In this research, CTL is as an alternative strategy and considered as an effective strategy in teaching reading and writing. According to Johnson in Wijarwadi (2008)“CTL is an educational process that aims to help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments”

From this point, applying CTLin the classroom will give positive impact to the students, because students involved in discovery learning of material given by the teacher. And also Richard (2006) added the role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and learning. The teacher will give more opportunity to the students to know about topic given. The role of teacher is to facilitate and encourage the students, creating good atmosphere between students to students and teacher to students in the classroom, so that the process teaching and learning is effective, efficient and more enjoyable.

According to Johnson (2002), Contextual Teaching and Learning is an educational process that aims to help student see meaning in the academic subject

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with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. In addition, Berns and Errickson (2007) stated that, Contextual Teaching and Learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

So, by implementing CLT in the classroom, the students are expected able to know comprehend the texts and writing form.

1.8 Definition of the Terms

In order to avoid misinterpretation of the terms in the title, the definitions of the terms are given as follows:

1. Contextual Teaching and Learning (CTL)

Johnson (2002:25) says that the contextual teaching and learning approach is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstance. To achieve this aim, the system encompasses the following eight components; 1). Making meaningful connections, 2). Doing significant work, 3). Self-regulated learning, 4). Collaborating, 5). Critical thinking, 6). Nurturing the individual, 7). Reaching high standards, and 8). Using authentic assessment.

2. Reading Comprehension

Ricketts et al. (2008) reading comprehension is an ability to understand a text in a term of finding the meaning of the story, identifying the main idea, identifying explicit and implicit information of the text. In this research, reading comprehension means read recount text in which the students read a text about how to do or make something.

3. Writing Ability

Jyi-Jeon Yi (2009) defines that writing ability in this process/cognitive-oriented to initiate and evolve ideas and then use certain revising and editing practices to develop them to maturity in a given context. In this research, writing ability means the students' ability in writing recount texts.

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