

USING “CONTEXTUAL TEACHING LEARNING” (CTL) TECHNIQUE TO ENHANCE STUDENTS’ READING COMPREHENSION OF DESCRIPTIVE TEXT

(A Classroom Action Research At The Second Grade Student’s SMP Darussalam Baureno in the Academic
Year of 2017/2018)

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Abstract

Reading is one of four skills which are faced by the students when they learn English. Reading is about understanding the written texts. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. Elizabeth et al. (2003:6) state that reading is a complex activity that involves both perception and thought. Reading as the receptive skill should be applied in the classroom in order to give new information to widen the students’ knowledge. The Research is aimed to improve students’ reading comprehension of descriptive text by using Contextual Teaching and Learning (CTL) at VIII grade of SMP Darussalam Baureno. This research is related to the result of a preliminary study showed that the students were still confused to comprehend the passage in reading skill; especially in descriptive text. In conducting this study, the researcher used Classroom Action Research (CAR) as the method of the research. She used research design of Kurt Lewin which consisted of two cycles and each cycles consisted of four phases, they are: Planning, Acting, Observing and Reflecting. Each cycle conducted in two meetings. To collect and Analyze the data, the researcher gained the information from observation, interview, questionnaire, Test and Documentation.

Keywords;CTL; Contextual Teaching and Learning; Reading Comprehension; Descriptive Text;

INTRODUCTION

Nowdays, English is used as general language to communicate with other countries. English is the most common language used in international communication. English as an international language; it is obvious that in the developing countries, it has become more and

more important. In the education world, the government asks all schools in Indonesia to use English as one of the majors in learning process.

As the writer has observed at SMP Darussalam Baureno, some

difficulties that are faced by students in learning reading comprehension can be caused by some factors such as the limitation of time, so the teachers do not give them the material optimally, because some students did not realize in condition so reading is various in one of some students.

Reading is the most complex and difficult for most students in Indonesia especially for second grade in Junior School. All those students who study reading comprehension is not a simple process. Because English is a second or foreign language, the students' still find difficulties in comprehending the English text. According to Johnson (2008:3), reading is the practice of using text to create meaning. Being a good teacher of reading starts with an understanding of what reading is. An English teacher must have good responsibility as they are demanded to have teaching strategy in order to solve the problem. They are demanded to motivate the students in order to learn English well. Students often complain that they do not like to read the text because it is not interesting. In many classes if students do not read the text, they will not be able to do the final examination. The difficulties of the reading material can encourage or discourage a student from studying the next.

A Preliminary observation in the second years students of SMP Darussalam Baureno shows that the reading ability of students was unsatisfactory. They had difficulties in mastering the above skills, especially reading. Most of the students did not know the real of reading skill especially in reading comprehension. They read because the teacher wanted them to read. The student were not interested in reading text book. They thought that reading makes them bored and tired, because they tend to read word by word. In order word, the students had less motivation and interest in reading.

The Researcher used the method in teaching reading comprehension that is Contextual Teaching and Learning. This method requires the teachers to be able to make interesting materials for the students in the process of teaching and they have to know how to apply it. The teacher should attract the students' attention and make them becoming creative and active. The researcher tried to implement Contextual Teaching and Learning. This method Method in teaching reading skill to comprehend of descriptive text for second grade in SMP Darussalam Baureno. Contextual Teaching and Learning is an alternative in terms of reading material. It is an activity which is completely contained in a single worksheet.

The role of each student in Contextual Teaching and Learning is to participate actively, reading text, writing the questions, and predicting. During the Contextual Teaching and Learning activity the teacher becomes a facilitator. The teacher monitors the students, helping them to clear up the doubt.

Based on the problem above, in order to help students' problems to enhance their reading comprehension, the writer will use the Contextual Teaching and Learning to make it easier. Then the teacher attempts to enhance the students' comprehension in reading are by using suitable approach in teaching reading, and must be useful in learning process is it can build students' motivation and stimulate them to be more focus in the study.

Educators find the necessary to think over about how they teach; they feel that learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their own frames or references, (Hadi:2003). Therefore, the appropriate approach should be used in order to make the learning process really work.

There are several method proposed in order to achieve the goal of the study. Each method offered many gains. CTL method is one of methods proposed. John Dewey was the first proposed the application of

Contextual Teaching and Learning was first proposed at the turn of the 20th century, progressivism, which is belived that the students will best learn if what they have learned the materials which are related with they have already known and teaching learning process will be productive if the students are active in the process will be productive if the students are active in the process of teaching.

According to Johnson, Contextual Teaching and Learning 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 lives, that is, with context of their personal, social, and cultural circumstance (Johnson, 2002:25). In this understanding, by using CTL system, students are to connect the subject materials with the context of their daily life. It means the subject materials should go along with daily need.

Contextual Teaching and Learning is a conception of teaching and learning that helps teacher relate subject matter content to real world situation and motivate students to make connection between knowledge and its application to their lives as family member's citizens and workers and engage in the hard work that learning requires. Based on this statement, CTL can help the teacher relates her or his subject to real world situations and also can

motivate students to connect between what is being learned and their prior knowledge. Based on the preceding definitions, the writer conclude that CTL is a conception of teaching and learning that helps students to get a better understanding about the knowledge as they relate to the context of real life.

Based on the background of the study presented above, the writer tries to present statements of the problem of research as follow : (1) Can the use of Contextual Teaching and Learning enhance the students' reading comprehension of descriptive text to the eight grade of SMP Darussalam Baureno in academic year 2017/2018?. (2) How does Contextual Teaching and Learning enhance the students' descriptive reading in the second year of the eight grade of SMP Darussalam Baureno in academic year 2017/2018?.

The benefits of this study is useful to give the alternative solution in teaching reading descriptive text through Contextual Teaching and Learning. Especially in teaching reading comprehension to students of SMP. It is hoped that students can enhance descriptive reading comprehension by Contextual Teaching and Learning method.

METHODOLOGY

This study is Classroom Action Research. It was conducted at SMP Darussalam Baureno which is

located on Baureno, Bojonegoro. The subject of this study was students of class VIII-D, consist of 27 students (11 boys) and (16 girls). And this study uses data from the instruments in study include : Questionnaire, Interview, and observation,

This study was conducted into two cycles. Each cycle consisted of severalstages of Classroom Action Research procedure, they are : planning, Acting, andReflecting. In planning, the researcher prepared lesson plans, teaching materials, andteaching media to be taught to the students. In acting, the research implemented thelesson plans by using Contextual Teaching and Learning (CTL) in Reading class.

Inobserving, the research observed the weaknesses and strengths during teaching andlearning process by using Contextual Teaching and Learning (CTL). In the last stepof reflection, the research evaluated the use of Contextual Teaching and Learningcontinuestudy to the afterward point.

FINDING AND DISCUSSION

The action research consisted of two cycles. Each cycle followed theprocedures of action research involved planning, acting, observing, and reflecting. Every cycle was conducted in three meetings, the

first and the second meeting was implementation of the action, the third meeting was post-test. Every meeting 80 minutes. The topic of this research was people. The timetable of the action research could be presented in the following table:

Moreover, CTL was suitable for teaching or learning. The researcher also found some improvements in classroom situation, as follows: The class situation became more fun and active learning during teaching learning process. The students were more enthusiastic during the teaching learning process. The students were also active in discussing the reading task with their group. It helped them to find their motivation to learn English lesson. The students were not bored anymore during the teaching learning process. The students did their task by themselves. Beside that, the improvement could also be seen from the students mean score from pre-test until post test two. The improvements are clearly seen on their mean score in every cycle, as follows :

Based on the result above, it could be concluded that using CTL could be concluded that using CTL could improve the students' reading skill especially in their reading comprehension at the second grade students of SMP Darussalam Baureno in academic year 2017/2018.

Meanwhile, in collecting qualitative data was collected by the researcher of the students' scores of the tests. It was included pre-test, post-test 1, and post-test 2. The Researcher was recorded overall the students' reading skill based on the reading elements assessments. From the score above, it showed the significant improvement in each test. Started average score is pre-test 50, the average score of post-test 1 is 65,53 and post-test 2 is 79,26. It is proven that the students' reading skill improves and reach the standard. The Result of the Research Data from students consist of 78% (18 students) like the teaching learning process, especially the material of reading descriptive text. Then there were 70% (16 students) that felt that the learning process was better than before doing the implementation. Next, it showed that 87% (20 student) felt motivated in teaching learning process. Then, it showed that 65% (15 students) stated that CTL was suitable to teach reading.

FINDING AND CONCLUSION

Based on the results of the action researcher concluded that: CTL can improve students' reading skill especially in reading comprehension. The students could improve their reading using CTL. The improvement of students' reading

skill can be seen from their ability as follows : (1) starting main idea of the text, (2) find the synonym of word, (3) able to find the reference, (4) able to find the explicit and implicit information. The improvements could be seen on their post-test result in each cycle.

CTL is an effective to be applied in reading class. The method involved the students' participation and gained more attention. The students were more active, fun, enjoyable, interesting in the teaching and learning process.

They were also enthusiastic in joining the lesson. They were more confident in sharing their idea to the member of the material and presented their result to the others group. The situation of teaching learning became cooperative work.

In this study, the writer conducted pre interview with unstructured interview. It held on Saturday, 14th of April 2018 started at 9.30 a.m. to 10.00 a.m. here the writer asked some questions to the teacher. The question talk about general condition in English class, the problem have been faced the students in reading material, the kinds of strategies that conducted by the teacher before previously implementation of Classroom Action Research (CAR).

The interview began with question related general condition in English class and problem have been

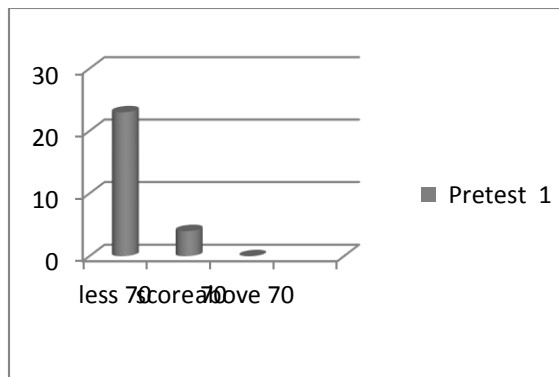
faced the students in reading skill. Then the teacher said some students like the English lesson because it is fun and some of them did not like because they thought English is difficult. the methodology that the teacher have done, she thought it still less for this era, because she have taught using Then about the problem has faced by student here mainly about reading skill, because they did not understand the passage meaning, so they did not answer the question correctly. In this semester they have faced recount text and descriptive text said the teacher. Then the writer asked about how many KKM (Criteria of Minimum Completeness) that concerning with school program. The students should get 70 (seventy) score in English subject. And about traditional method. The pretest was conducted on Monday, April 16th 2018. In pretest, the students assigned to answer the question based on descriptive text. The test consists of 20 questions in multiple choice and the students have done for 30 minutes.

Based on the result of the pre test, the data showed. That the mean score of pretest was 56.48. There were only three students or 14.81% of the students who pass the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* meanwhile the other 20 students did not pass that criterion. The lowest achievement gained score 40. From that analyzing, it could be seen that

almost of VIII-D class students' comprehension of descriptive text was still very low.

Figure 4.1

The Result of Students's Score in Pretest



The researcher delivered the questionnaire to the students in two sessions; before and after implementating the action. Then, she compared the result to know whether the student felt satisfied with the method and whether this study was success or not. The detailed percentage of the students' response before.

In numerical the data, the writer calculates the students mean of the score, calculates the class percentage and also calculates the percentage of the achievement score from pre-test, post-test I and post-test II.

a. Post-Test I

After scoring the pretest in preliminary, the writer calculated the result of posttest 1 in the second meeting of cycle I. it was to know

the improvement from the pretest to posttest 1 result. However to measure that improvement, it was needed to know the mean score of the class by using the formula as:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1740}{27}$$

$$\bar{x} = \mathbf{64.44}$$

From the absolute numerical data, it was known that mean score of the class in the posttest 1 derived 64,44. it gained any improvement was 7.96 (64.44 – 56.48) from the pretest or having 13.00% from the pretest to the posttest 1 result. To know that improvement into percentage, the writer calculated as following:

$$P = \frac{y1-y}{y} \times 100\%$$

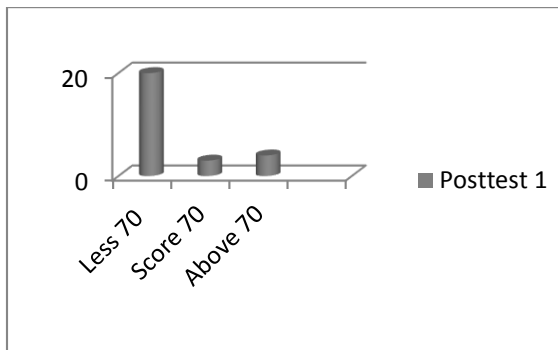
$$P = \frac{64.44-56.48}{56.48} \times 100\%$$

$$P = \frac{7.96}{56.48} \times 100\%$$

$$P = 14.09\%$$

Figure 4.2

The Result of Student's Score in Posttest1



After conducting action in cycle 2, the writer has got numerical data from the posttest II. The writer again calculated the data of post-test II into three parts of calculation. First the writer calculates the mean score of class, second students' achievement or improvements's score into percentage and third the class percentage who passed the KKM (70).

In order to know the mean score of the class in posttest II, the writer uses the formula as below:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1940}{27}$$

$$\bar{x} = \mathbf{71.85}$$

Based on calculation above, it is showed the mean score of the class in post-test II is 71.85. it gained any improvement was 15.37 (71.85-56.48) from the pretest or having 27.21% from the pretest to the posttest II result. Then the writer calculates the data again in order to get the percentage of

students' achievement score, the calculatrion as follow the formula below:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{71.85 - 56.48}{56.48} \times$$

100%

$$P = \frac{15.37}{56.48} \times 100\%$$

$$P = \mathbf{27.21\%}$$

In order second cycle of posttest II, there were 21 students who passed the KKM. If it was calculated into class percentage, it was derived 77.77% through the formula:

$$P = \frac{F}{N} \times 100\%$$

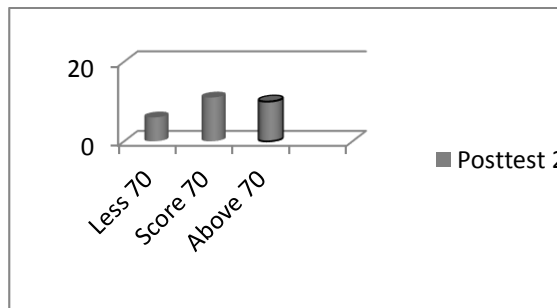
$$P = \frac{21}{27} \times 100\%$$

$$P = \mathbf{77.77\%}$$

Based on the calculation the data above, it is about 77.77% of students in 8-D class of SMP Darussalam Baureno could reach KKM (70). It means, there were 21 students who could reach KKM (70), and only 6 students did not pass KKM. In other hand, the students' score have increased from the pretest and posttest I before. It could be seen from the diagram below:

Figure 4.3

The Result of Student's in Posttest II



Conclusion

Related to the research conducted at second grade students of SMP Darussalam Baureno in academic year 2017/2018, the writer concludes that the implementation of Contextual Teaching and Learning can improve students' comprehension in understanding reading descriptive text. The improvement could be seen from the quantitative study; test result (pre-test and posttest) and questionnaire result, and qualitative study; observation and interview result.

Based on quantitative study; first it is derived from the test result. The pretest gains 3 students (13.04%) who passed the KKM score (70). Meanwhile, the result of post-test I is 8 students (34.78%) who have already passed the KKM. Then, the result of post-test II is 17 students (73.91%) who have already achieved the target score of KKM. Second, based on the questionnaire result, it was found that most of the students were responded positively to the implementation of Contextual Teaching and Learning in teaching reading descriptive text.

Related to qualitative study; first, it is derived from the observation result in which the Contextual Teaching and

Learning is successful in improving students' participation in teaching reading descriptive text. They seem more enthusiastic in the teaching learning process rather than before implementation of CAR. Second, based on the interview result with the English teacher, it can be known that students of grade VIII-D at SMP Darussalam Baureno are able to improve in understanding reading descriptive text.

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