

CHAPTER I

INTRODUCTION

This chapter will present an introduction containing research context, research focuses, research objectives, significances of study, scope and limitation and definition of key terms.

A. Research Context

Reading has some benefits such as add new knowledge in one's life. Other then one reading is an active process of constructing meanings of words. According to Jeremy Hammer, reading is useful for language acquisition.¹ It means that reading with a purpose helps the reader to get the information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. It allows the reader to use what he or she may already know and also called with previous knowledge. There are several kinds of text to add to the knowledge, one of them is reading comprehension.

Generally, reading comprehension is one of the kinds of reading skill. Reading skill is having relationship with pronunciation, intonation, strss and rhythm. Reading has the benefit a broad and bring new knowledge in one's life. Other then one reading is an active process of constructing meanings of words. According to

¹ Jeremy Harmer, *How to Teach English* (England: Pearson Longman, 2008), 99.

Jeremy Hammer, reading is useful for language acquisition.² It means that when the teacher teach the student about reading text, the teacher implement some methods to make the materials more understand and one of the methods that implemented by the teacher with Contextual teaching and learning.

Contextual teaching and learning has been differently defined by many experts. Some experts define contextual teaching and learning as a concept that helps teachers and students relate the meaning and real world situations with the subject matter in the right way.³ It means that Contextual teaching and learning is a conception of teaching and learning that helps teacher related subject matter content to real word situations; and motivates students to make connections between knowledge an its applications to their lives as family members and the teacher can help his students to apply what they learn in the classroom to the real world, and also students can express what's in the brain.

To create learning process as above are very difficult especially in English. More students can't improve and develop their skills because many learning given by written text. So, if the teacher asks the students to read, they will be difficult to arrange and the vocabularies to a good oral sentence. So it needs a method that triggers reading habit in learning. Beare stated that giving contextual clues is important to help students understand unfamiliar words that they find in the text, thus

² Ibid, p.99

³ Intan Satriani dan Emi Emilia, "CONTEXTUAL TEACHING AND LEARNING APPROACH TO TEACHING WRITING," *Indonesian Journal of Applied Linguistics* 2 (Juli 2012): 11.

the context clues can help students to increase their existing vocabulary knowledge.⁴ When students know the meaning of the vocabulary in a reading text that can make it easy to understand text they have been studying.

Based on my prior research in English, the tenth class students of MA Al-Falah tend to like study English with contextual teaching learning. When the teacher use contextual teaching learning can give students motivation especially to read the text in the classroom, the learning process that help the relation between teacher and student to make correlation material taught with real-world situations of students and encourage students to make connections between the knowledge possessed by their applications in their lives as family members and the community.⁵

When the teachers implement contextual teaching and learning in reading comprehension, the teacher will do; first, the teacher divides the students into a lot of groups. Second, the teacher will read the reading text to that will be learned. Third, the teacher inform to the student to discuss reading text that the teacher has been delivered. Fourth, the teacher gives questions to all groups. Fifth, the teacher asks each group to explain the questions that the teacher has given in front of the class according to the results they have been discussed in each group. Last, teacher explains the lesson and associate materials with the real life so that students can apply the materials they have been learned in the real world. After the teacher explains

⁴ Khaefiatunnisa, "THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND LEARNING IN IMPROVING STUDENTS' READING SKILL IN PROCEDURAL TEXT," *Journal of English and Education* 3 (2015): 81.

⁵ Taken from teacher, Sohiburrahman, 19 Agustus 2019.

related to the material, the students will understand how to read reading text as well as students can apply the materials that have been learned in the daily life.⁶

There are many researcher who studies about Contextual Teaching and Learning to made students easy to understand about English. The first has done by Yulia Agustin. According to Yulia Agustin's research is in SMPN 1 Larangan the students dislike to study English, when the teacher utilize Contextual Teaching and Learning the student interest to study English. Learning strategy is more overlooked than the results, in contextual teaching and learning students active in the class and the students comfortable to study English because make questioning method and this method help the students to correct and unmistaken to speak in the class.⁷ The second has done by Nuzzul Imamiyah and the research focus on how the teacher utilize the contextual teaching and learning in writing descriptive text and shows that the teacher utilizes Contextual Teaching and Learning in teaching descriptive text and shows the student respont in their writing skill.⁸

The first research about The Effect of Questioning in Contextual Teaching and Learning to the Seventh Grade Students speaking Skill. The differences with this research is Yulia Agustin focus on Speaking Skill. The second research is about Contextual Teaching and Learning in teaching descriptive text. This research is Nuzzul Imamiyah focuse on writing descriptive text. The differences with this

⁶ Ibid, (19 Agustus 2019).

⁷ Yulia Agustin *The Effect of Questioning in Contextual Teaching and Learning to the Seventh Grade Students speaking Skill at SMPN 1 Larangan Pamekasan.*

⁸ Nuzzul Imamiyah *Implementation of contextual teaching and learning (CONTEXTUAL TEACHING AND LEARNING) in writing descriptive text at seventh grade students at MTs Sunan Kali Jaga Larangan Luar Pamekasan.*

research is Nuzzul Imamiyah focus on writing descriptive text. The differences with this research are Yulia Agustin focus on Speaking Skill and Nuzzul Imamiyah focus on writing descriptive text. The researcher focus on the implementation Contextual Teaching and Learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam Kadur.

B. Research Focus

Focus is something that can be researched.⁹ Research focus is guide to doing research on something that will be studied. The researcher targets what is expected of the research focus. It is clear that the research focus is a review of the research objectives and usually the problem studied in the form of questions.

Considering the research context above, the researcher conclude the research focuses as follow:

1. How does the teacher implement contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam?
2. What are the advantages of implementation of contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam?
3. What are the disadvantages of implementation of contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam?

⁹ *Pedoman Penulisan Karya Ilmiah*. (Pamekasan: Stain Pamekasan Press), 18.

C. Research Objective

John W. Creswell state that objective of the study as purpose statement, according to him the purpose statement is a statement that advance the overall direction or focus for the study. Researchers describe the purpose of the study in more succinctly formed the sentence. It is used both in quantitative and qualitative research and is typically found in the “statement of the problem” section.¹⁰ It means that the researcher should comprehend with the research problem because it is the goal answer from the research problems. So that, from researcher problem above, the researcher formulates the researcher objective.

Based on the problem researcher would like to arrange answer the problem of the reseach such as follow:

1. To describe how the teacher implement contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam.
2. To observe the advantages of implementation contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam.
3. To observe the disadvantage of implementation contextual teaching and learning in reading comprehension at tenth class MA Al-Falah Sumber Gayam.

¹⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Press, 2012). P.110

D. Significance of Study

This research will be expected to give some benefits theoretically and practically. Significance of the study is to explain the use or the important of research, both of scientific or social use.¹¹

1. Theoretically

This research is very important to know reading comprehension by teacher in teaching English for contextual teaching and learning in the School.

2. Practically

By doing this researcher, the research will hopefully it can be used and useful for:

a. For the Teacher

Teachers can apply methods to develop students' reading skill and teachers can use to their creativity to develop reading comprehension.

b. For the Researcher

This research will be a significant experience and can help researchers to find out how to overcome students' difficulties in developing reading skills at tenth class MA Al-Falah Sumber Gayam Kadur.

¹¹Ibid, page 19

c. For the Students'

It is expected for Students at tenth class MA Al-Falah Sumber Gayam Kadur.

E. Scope and Limitation

Scope is range of things that a subject, an organization.¹² The purpose of scope is to make the research as clear as possible about the explanation. In this study the scope is the implementation of contextual teaching and learning in reading comprehension.

Limitation is limiting or controlling the subject, fact or condition that limit.¹³ In this study the limitation is the tenth class MA Al-Falah Sumber Gayam Kadur.

F. Definition of Key term

There are some of keys terms to make reader understand about this research, the keys terms consist of:

1. Reading comprehension is essential for success in life and can be broadly defined as understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

¹² Oxford University Press, *Oxford Learner's Pocket Dictionary* (Oxford University Press, 2003), 393.

¹³ *Ibid*, 256.

2. Implementation is specified set of planned and intentional activities designed to integrate evidence-based practice into real-world service settings within health and allied professions
3. Contextual teaching and learning is a learning concept that can help teachers associate the material they teach with real-world situations of students and encourage students to make connections between the knowledge they have and how to apply them in their lives as family members and communities.