CONTEXTUAL TEACHING AND LEARNING (CTL) WITH PICTORIAL BOOK IN TEACHING READING COMPREHENSION AT MTsN 4 MADIUN

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

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I truthfully ensure that there is no plagiarism of literary work in this research paper that I submitted. This research paper is really the work of mine based on the references written in the bibliography. Later, it is proved by the plagiarism result.

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MOTTO

"Life is a journey to be experienced, not a problem to be solved."

- Nynda Elvariana Dhevi

(*Hidup adalah sebuah perjalanan yang bisa dijadikan pengalaman bukan sekedar masalah yang harus diselesaikan*)

"One of the greatest regrets in life is being what others would want you to be, rather than being yourself."

- Shannon L. Alder

(*Satu- satunya penyesalan terbesar dalam hidup adalah menjadi seperti orang lain inginkan dibanding menjadi diri kita sendiri*)

DEDICATION

Gratefully, I dedicate this research paper to:

- My beloved parents, mother and father
- My beloved Future husband
- My beloved friends

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The Researcher

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ABSTRACT

This research has purpose to (1) describe the application of Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension at MTsN 4 Madiun, (2) find out the problems faced by the teacher in teaching reading comprehension using Contextual Teaching and Learning (CTL) with pictorial book at MTsN 4 Madiun, and (3) identify the responses of students to the application of Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension at MTsN 4 Madiun.

In conducting this research, the researcher used descriptive qualitative study. This research was conducted at MTsN 4 Madiun, using the English teacher and students of the seventh grade as the subject or informants in this research. The data in this research were in the form of interview results and some documents, while the sources of the data were the English teacher and students. In collecting the data in this research, the researcher applied interview and document analysis. Data analysis was based on Miles and Huberman (1994) cited Sugiyono (2014: 247-252) which covers three steps: data reduction, data display, and conclusion drawing/verification. Then, validating the data by using triangulation technique of data sources.

The finding of this research is divided into three, (1) The process of teaching reading comprehension using Contextual Teaching and Learning (CTL) with pictorial book consists of Inquiry, Questioning, Learning Community, Reflection, and Modeling. It is in accordance with the instruction of Contextual Teaching and Learning (CTL) model. (2) There are four problems identified, they are selecting the suitable text, difficult in controlling the class, difficult to practice all the learning material in the real life, and difficult in managing time. (3) Students show positive and negative responses; the positive responses stated that students feel learning reading using Contextual Teaching and Learning (CTL) with pictorial book is interesting and fun, it can motivate them in the learning, and they can actively follow the learning very well. Meanwhile, the negative responses stated that students feel rather difficult to follow the learning process of reading comprehension using Contextual Teaching and Learning (CTL) with pictorial book.

Keywords: Contextual Teaching and Learning (CTL), Pictorial book, Reading

ABSTRAK

Penelitian ini bertujuan untuk (1) mendeskripsikan penerapan Contextual Teaching and Learning (CTL) dengan buku bergambar dalam pembelajaran pemahaman membaca di MTsN 4 Madiun, (2) mengetahui permasalahan yang dihadapi guru dalam mengajar pemahaman membaca dengan menggunakan Contextual Teaching and Learning (CTL) dengan buku bergambar di MTsN 4 Madiun, dan (3) mengidentifikasi tanggapan siswa terhadap penerapan Contextual Teaching and Learning (CTL) dengan buku bergambar dalam pembelajaran pemahaman membaca di MTsN 4 Madiun.

Dalam melakukan penelitian ini, peneliti menggunakan studi kualitatif deskriptif. Penelitian ini dilakukan di MTsN 4 Madiun, dengan menggunakan guru bahasa Inggris dan siswa kelas VII sebagai subjek atau informan dalam penelitian ini. Data dalam penelitian ini berupa hasil wawancara dan beberapa dokumen, sedangkan sumber datanya adalah guru bahasa Inggris dan siswa. Dalam pengumpulan data dalam penelitian ini, peneliti menggunakan wawancara dan analisis dokumen. Analisis data didasarkan pada Miles dan Huberman (1994) yang dikutip Sugiyono (2014: 247-252) yang meliputi tiga langkah yaitu reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Kemudian dilakukan validasi data dengan menggunakan teknik triangulasi sumber data.

Temuan penelitian ini terbagi menjadi tiga, (1) Proses pembelajaran pemahaman membaca dengan menggunakan Contextual Teaching and Learning (CTL) dengan buku bergambar terdiri dari Inquiry, Questioning, Learning Community, Reflection, dan Modeling. Hal ini sesuai dengan instruksi model Contextual Teaching and Learning (CTL). (2) Terdapat empat masalah yang diidentifikasi, yaitu untuk menentukan atau memilih teks yang sesuai, sulit mengendalikan kelas, sulit untuk mempraktekkan semua materi pembelajaran dalam kehidupan nyata, dan sulit dalam mengatur waktu. (3) Terdapat tanggapan positif dan negatif dari siswa; respon positif menyatakan bahwa siswa merasa pembelajaran membaca menggunakan Contextual Teaching and Learning (CTL) dengan buku bergambar menarik dan menyenangkan, dapat memotivasi mereka dalam belajar, dan mereka dapat secara aktif mengikuti pembelajaran dengan baik. Sedangkan tanggapan negatif menyatakan bahwa siswa merasa agak sulit untuk mengikuti proses pembelajaran pemahaman membaca dengan menggunakan Contextual Teaching and Learning (CTL) dengan buku bergambar.

Kata Kunci: *Contextual Teaching and Learning (CTL), Buku bergambar, Membaca*

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