

CHAPTER I

INTRODUCTION

A. Background of the Research

It is critical to have excellent reading comprehension skills. It improves the enjoyment and effectiveness of reading and is beneficial not only academically, but also professionally and in one's personal life. Although many children can read, reading and understanding what they read are two very different things. Reading requires the ability to parse and blend various phonetic sounds to form words. Reading comprehension, on the other hand, entails reflecting on the words that were just read and deriving a meaning for both those words and the entire text.

Reading comprehension is the ability to read, understand, process, and recall what has just been read. In this case, students are unable to comprehend what they read because they lack proper comprehension skills. According to Campbell et al. (1986: 67), reading is the most useful skill for foreign language learners because mastery of reading skills is the key to a successful academic life, a broadened horizon, and access to new knowledge and information. He also adds that reading is becoming more important as the world enters the information age. Reading can be interpreted as a tool for keeping up with the world's fast-changing development.

Teachers often believe that reading classes should be teacher-centered. According to Bedir (1998), if teachers adopt rote learning, learners are usually expected to tackle comprehension difficulties by themselves. Moreover, teachers must focus not only on language development, but also on reading strategy practice.

There are many things influencing the success of teaching reading such as materials given, the students, and the teacher who presents reading materials. According to Alderson (as cited in Erten and Karakas, 2007: 115), a teacher should be able to activate students' background knowledge and arouse their interest in pre-reading stage because he/she has a vital role in comprehending what is being read. In the eleventh stage, the whilst-reading activity, a teacher helps students to understand the writer's purpose and the information from text. Then, the teacher reflects on the material that has been discussed in the post-reading stage. In other words, teacher plays important roles in the whole process of reading activities.

The complexity of learning processes in reading comprehension requires the instructors to pick up various means of teaching and assessment to gain the best results (Heron, 1988, as cited in Jafari Kardegar, 2014), and it seems that one of the effective means is using proper reading strategies (Pasquella, Gottardo, & Grant, 2012). Pasquella et al. (2012) believe that some effective strategies, skills, and assistant tools should be surveyed in order to facilitate the learners' reading ability. More specifically, strategy training is considered a highly effective

pedagogical technique for enhancing reading comprehension (National Reading Panel, 2000).

According to Graesser (2007) as quoted by Riswanto (2012:192) stated that it is believed that reading strategy is one of a fundamental factor in gaining success in academic field. Strategy plays a prominent in comprehension because readers use them to construct the coherent mental representation and explanation of situation describe in the text. According to Afflerbach *et al.*, (2008) as quoted by Riswanto (2012:192) stated that Comprehension strategies are also regarded as deliberate and goal oriented processes used to construct meaning from text.

Based on the preliminary interview with the English teacher of the seventh grade at MTsN 4 Madiun, it was found that the English teacher apply the Contextual Teaching and Learning in teaching reading comprehension. As stated by the teacher, using Contextual Teaching and Learning are able to make the students consolidate and develop their skill through cooperation and teamwork. Students were motivated to connect the knowledge with their experience and share the knowledge each other. Furthermore, they can apply the knowledge and language skills both in and outside school.

In the interview with the English teacher, it was also stated by the that the use of Contextual Teaching and Learning (CTL) is elaborated with various learning media. One of the favorite learning media and commonly used by the English teacher is pictorial book or picture book. The teacher

stated that most students are not interested in reading, or they may not have the habit of reading. In this case, most of the students are not competent to understand English texts well because they are not interested in reading and lack motivation to read. This condition makes the students become passive in the teaching and learning process. Thus, to deal with the passiveness of students toward reading and motivate them in learning reading, pictorial book is used with Contextual Teaching and Learning (CTL). The teacher stated that picture books are excellent model texts for helping students understand how thoughtful questions can help them have a deeper understanding of the book. It can be well combined with the Contextual Teaching and Learning (CTL) model.

The results of interview with the English teacher above show that combining the Contextual Teaching and Learning (CTL) model with various learning media, such as pictorial book is considered effective for teaching and learning reading comprehension. Contextual teaching and learning is an approach which aims to help students understand the meaning of teaching materials based on the context of personal, social and cultural so that they have the knowledge/skills to actively construct their own understanding regarding the material given (Wandasari, 2011; Satriani & Emilia, 2012). Accordingly, picture books are meaningful media that use integration of words, illustration, and design. Based on this phenomenon, the researcher is intended to investigate more deeply about

the use of Contextual Teaching and Learning (CTL) with pictorial book in teaching reading at the seventh grade at MTsN 4 Madiun.

There are several researches have proven that Contextual Teaching and Learning (CTL) is a good model for teaching teaching and learning foreign language. Research by Sunarti (2019) found that Contextual Teaching and Learning (CTL) model is more effective than Grammar Translation Method (GTM) to teach reading comprehension. Research by Indrayadi (2020) also found that contextual teaching and learning approaches impacted on students' reading comprehension achievement and gain.

So from the conclusion of the interview above, the use of the CTL model with pictorial book in teaching reading comprehension at MTsN 4 Madiun is able to make students effective in teaching and learning English and motivate students to understand the content of the text. Then, there are still some students who still cannot understand English lessons even though they have been carried out by English teacher uses the contextual teaching and learning (CTL) with a pictorial book. In other words, the teacher has tried to teach students using the Contextual teaching & learning model with pictorial book in teaching reading comprehension. Here the researcher has research limitations that cannot be studied as a whole. This research remains focused on the use of Contextual teaching and learning with pictorial book, problems faced by English teachers, and

student responses in applying the Contextual teaching & learning with pictorial book.

From the above explanation, this research is intended to describe the use of Contextual Teaching and Learning (CTL) with pictorial book by the English teacher in teaching reading comprehension at the seventh grade of MTsN 4 Madiun. Therefore, this research is entitled **“CONTEXTUAL TEACHING AND LEARNING (CTL) WITH PICTORIAL BOOK IN TEACHING READING COMPREHENSION AT MTsN 4 MADIUN”**.

B. Limitation of the Research

This research has broader scope and it is impossible for the researcher to handle all problems. Therefore, in this research, the analysis is limited on the application of Contextual Teaching and Learning with pictorial book by the English teacher in teaching reading comprehension at MTsN 4 Madiun. Furthermore, this research identifies the problems encountered by the English teacher in teaching reading comprehension using Contextual Teaching and Learning with pictorial book, as well as the responses of students to the English teacher's use of Contextual Teaching and Learning with pictorial book in teaching reading comprehension. The observation of this research is focuses on the seventh-grade students of MTsN 4 Madiun. The main informant is the English teacher who teaches using Contextual Teaching and Learning with pictorial book.

C. Problem Statement of the Research

Based on the background written above, the researcher proposes the following research problems:

1. How does the teacher apply Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension at MTsN 4 Madiun?
2. What are the problems faced by the teacher in teaching reading comprehension using Contextual Teaching and Learning (CTL) with pictorial book at MTsN 4 Madiun?
3. How do the students respond to the application of Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension at MTsN 4 Madiun?

D. Objective of the Research

Based on the problem statements that has been formulated before, the research objectives are as follows:

1. To describe the application of Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension at MTsN 4 Madiun.

2. To 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.
3. To 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.

E. Significance of the Research

From this research, there are two kinds of significance can be taken into consideration, theoretical and practical significance. They are as follows:

1. Theoretical Significance
 - a. The results of this research can be used as a reference for further research, particularly on teaching and learning reading comprehension using Contextual Teaching and Learning (CTL) with pictorial book.
 - b. The results of this research can give more contribution to support the study of English teaching and learning process of reading comprehension using Contextual Teaching and Learning (CTL) with pictorial book.
2. Practical Significance
 - a. For the Students

Generally, this research is expected to enhance the students' motivation and improve the students' performance in the teaching and learning process, particularly reading skill.

b. For the English Teachers

Hopefully, this research can give input in enriching the English teachers with alternatives combination of teaching model and media that can be used for teaching reading comprehension.

c. For Other Researchers

It is expected that this research can become a kind of references to conduct the same type of research.

F. Research Paper Organization

This research paper is organized into several chapters in order to make it easier to understand the contents of this research, the content of the research is divided into five chapters as follows:

Chapter I is introduction. It concerns with background of the research, problem statement, objective of the research, limitation of the research, significance of the research, and research paper organization.

Chapter II is review of related literature. This chapter discusses literature review and previous study. Literature review explains theories related to this research such as Definition of Reading, Definition of Comprehension, Definition of CTL (Contextual Teaching and Learning), and Definition of Pictorial Book.

Chapter III is research method. This chapter presents type of the study, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data, and the last is data validity.

Chapter IV is research finding and discussion. In this chapter, the researcher describes (1) the application of Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension at MTsN 4 Madiun, (2) 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) the responses of students to the application of Contextual Teaching and Learning (CTL) with pictorial book in teaching reading comprehension at MTsN 4 Madiun.

Chapter V is conclusion and suggestion. This chapter presents the conclusion of this study and purposes the suggestion for future studies.