

## I. INTRODUCTION

### 1.1 Background of the Problem

There are four kinds of language skills to be mastered in learning English, namely: listening, speaking, reading and writing. Based on 2006 School Based Curriculum the students are expected to learn English from various types of the text. It means that the students have to deal with many texts during the English lesson, for example descriptive text, recount text, explanation text, discussion text, commentary text, reviews text and also narrative text. In the syllabus of 2006 School Based Curriculum it is stated that the students should be able to identify the topic from the text read, identify certain information, identify the meaning of the words in the text read and identify the meaning of sentences in the text read.

The School Based Curriculum (Depdiknas: 2006) also states that the students must be able to communicate through oral and written text, mainly in the narrative, recount, explanation, discussion, commentary, and review by stressing on the interpersonal meaning and variety of textual meaning. Therefore, the students need to deal with many texts during the English lesson, so they need to have reading skill to make them easier in getting the main idea and specific information from the text.

Smith (1978:2) states that reading is a matter of making sense of written language rather than decoding print to sound. It means that reading is not simply reading the text aloud, but it is about

comprehending the idea of the text itself. In other words, it can be said that there will be no reading without comprehension.

Unfortunately, based on the writer's experience when he took part in the field Practice Program at SMA Persada Bandar Lampung 2009-2010, he found that one of the problems faced by the students was that they often found difficulty in comprehending the text. As the result their average score of reading was low. Based on the teacher's data their average reading comprehension test score was 60 which was lower than the Minimal Mastery Criterion (KKM) of that school which was 62. Their mean was 60. The writer assumes that this happens because they are unable to identify the main ideas, specific information, reference and interference of each paragraph of the text. And also they find many unknown words on the text. This problem leads them to spend much time in opening their dictionary to find the meaning of the difficult words. Another side effect that can not be ignored is that they, some times, also force the teacher to translate the words for them when they can not find the meaning of the words in the dictionary. And in the writer's opinion, it may lead the students to become unindependent learners.

The writer then comes to realize that the students need to be taught with an appropriate technique to be applied in their effort to comprehend the text easily. US Department of Education Office states that CTL is a technique of teaching and learning that helps teachers relate the subject matter content to real world situations and motivates students to make connection between knowledge and its application to their lives as family members, citizens, and workers. Flora (2004) confirms that CTL which relates subject matter content to real world situation is needed during the teaching learning process so that the students know the benefit of learning in the

classroom. Based on that principle, the researcher infers that by CTL teacher creates a natural environment, so the students experience not just knowledge the language but also knowledge how to implement their knowledge in the real world. In addition the teacher can function as an organizer, facilitator and motivator in order to make the students feel relax and engaged in active learning.

Referring to Contextual Teaching and Learning, Kartika (2005) has done a research implementing this technique to increase students' reading comprehension at SMA Taman Siswa Teluk Betung. She found the students' score within experimental class increased significantly from 58,65 to 70,85 point while the increase of the students' score within control class was only from 56,95 to 59,87 point. She convinces that Contextual Teaching and Learning techniques carries benefits toward students' reading comprehension. In this research the researcher used one group pretest and posttest design, it means that the researcher only used one class, that is, experimental class.

Based on the reason above and the strength of the uses of CTL the researcher will focus his research on the students' ability in reading comprehension by using CTL in order to increase the students' reading comprehension ability of narrative text. The researcher chooses SMA Persada because the researcher has taught there and there is no research on reading by using Contextual Teaching and Learning has been conducted there.

## **1.2 Research Problem**

Based on the background above, the writer comes to the question as follow:

## **Is there a significant increase of students' reading comprehension achievement of narrative text in intensive reading after they are taught by using Contextual Teaching Learning in SMA Persada Bandar Lampung?**

### **1.3 Objective of the Research**

In relation to the problem stated previously, the research objective is to find out whether there is a significant increase of students' reading comprehension achievement of narrative text in intensive reading after treatment using Contextual Teaching and Learning in SMA Persada Bandar Lampung.

### **1.4 Uses of the Research**

It is expected that the result of this research have the uses as follow:

1. Theoretically, it may support theories that Contextual Teaching and Learning (CTL) can improve student's reading comprehension ability in narrative text.
2. Practically, it may inform teachers that Contextual teaching and learning (CTL) can give some benefits to increase the student's achievement particularly in improving student's reading comprehension ability in narrative text.

### **1.5 Scope of the Research**

This quantitative research was conducted in the second grade of SMA Persada Bandar Lampung in the first semester 2010-2011. The treatment was conducted for three times by using Contextual Teaching and Learning. The writer used the seven elements of Contextual Teaching and Learning. The writer focused the research in intensive reading. The material was taken from the

student's book and internet. The materials used narrative texts by considering School Based Curriculum (KTSP) that the students should be able to communicate through oral and written text by stressing on the interpersonal meaning and variety of textual meaning. The tests used narrative text and consisted of pretest and posttest of 20 objective multiple choice items.

### **1.6 Definition of Terms**

- Contextual Teaching and Learning is a technique that helps teachers relate subject matter content to real world situation and motivates students to make connections between knowledge and its application to their lives as family members, citizens and workers.
- Reading is the ability to grasp the main idea and scan piece of information.
- Reading comprehension is the product, which depends on the knowledge and the need of the readers in order to grasp the explicit and the implicit information from the text.
- Reading achievement is the level of successfulness, the extent or ability and the progress in any or all reading skills, which will be measured by a test.
- Narrative text is a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language. The purpose of narrative text is to entertain, to tell story and to provide an esthetic experience.
- Intensive Reading means that the readers take a text and study it line by line.

