

I. INTRODUCTION

1.1 Background of the Problem

English is one of the important subjects that learned from the elementary school up to university. There are four basic skills in the English learning, they are listening, speaking, reading, and writing. Reading is one of necessary things in the language learning and very essential to get information from the written English. Therefore through reading, we are able to get easier to understand information. According to Smith (1978: 2), reading is a matter of making sense of written language rather than decoding print to sound.

The purpose of reading a particular text is important to determine the reading strategy. The problem of reading classes are often used to teach language rather than reading because the types of tasks set in reading classes frequently reflect total comprehension rarely required in everyday life. Reading materials from students' text book make the students feel bored since the materials are monotonous, just taken

from the English Text book available in the school and they do not give any entertainment to the students. Reading can provide the students with the message and information given in form of written text. Reading activity encourages the reader to be able to interpret the written text. Clark and Silberstein (1987) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It means that reading is an active process in which the readers are active in organizing their purpose and using their brain and also their schemata to comprehend the text in order to get both explicit and implicit information stated there.

Based on the 2006 curriculum (school-based curriculum), the students are able to understand monologue and functional texts. The types of text that Junior High School for second grade students find as their reading include monologue/essay e. g: descriptive, recount, procedure, narrative, report and functional texts e. g: advertisement, brochure, schedule, message, notice, personal letters, invitation (Depdiknas, 2006).

In reading, students have to be able to comprehend the text and find implicit and explicit information from the text i. e. the main idea or the specific information. For example, the students have to identify the specific information in text quickly; they always read the whole passage words per words. It makes the reason for teachers have to create more interesting material and approach. William Grabe (1986: 44) in Simanjuntak (1988: 36) states that the role of teacher is to facilitate reading, raise consciousness, build confidence, ensure continuity and systematic, show involvement and demand

performance. Therefore Contextual Teaching Learning is used in the 2006 curriculum (KTSP) in order to help the teachers relate the subject to real situation. The methods employed by teachers in teaching should convey the techniques that relate subject matter content to the real world so that the students may construct their knowledge based on their previous knowledge mastered. Then, the students are able to apply their knowledge in the daily life.

Facing the problem above, the teacher has the responsibility to find the alternative way for solving the problems. The writer infers that by CTL teacher creates a natural environment therefore the students experience not just knows the knowledge but also know how to implement their knowledge in the real situation. In CTL, the teacher's role is as an organizer, facilitator and motivator in order to make the students able to be active in the learning process. Considering the background above, the writer would like to focus the research on the classroom activity by using CTL in order to see the increasing of students' reading comprehension. In this case the writer wants to observe the second grade of SMP Krida Kartikatama Metro.

1.2 Formulation of the Problem

Based on the background of research above, the writer focuses the research on CTL approach toward increasing students' reading comprehension achievement. The writer will try to formulate the problem as follows; is there an increase of the students' reading comprehension through CTL by using narrative text?

1.3 The Objective of the Problem

Based on the research problem above, the objective of this research is to find out; whether there is an increase of the students' reading comprehension through CTL by using narrative text.

1.4 The uses of the Research

The uses of this research are:

1. Theoretically, the results of this research are expected to confirm and clarify the previous theories about teaching reading through CTL.
2. Practically, the results of this research are intended to give information for English teacher of SMP about the process of the teaching reading through CTL.

1.5 The Scope of the Research

The research was conducted to the second grade of SMP Krida Kartikatama Metro and the class is chosen by lottery drawing. This research focused on the implementation of some of CTL components (Constructivism, inquiry, questioning and learning community) in the reading comprehension by using narrative text, in order to help the students increase their reading comprehension. The writer saw the

increase of students' reading comprehension through CTL by giving pretest and posttest based on curriculum.

1.6 Definition of Term

- Reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skills, cognitive skill and the knowledge of the world. (Nuttal, 1984: 14)
- Reading comprehension is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning. (Silberstein, 1987; Simanjuntak, 1998:15)
- Reading comprehension ability is the ability which depends on the accuracy and speed of graphemic perception that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy the ability to use contextual clues and recognition allusion.(Finocchiaro and Sako)
- CTL, according to Depdiknas (2002) in Flora (2003:1) is connecting educational theoretical knowledge to community practical applications. CTL is a technique in teaching and learning that relates subject matter content to real world situation and motivates students to make connection between knowledge and its application to their lives.
- A narrative is a type of spoken or written text that tells a story of one character or more who face certain situation.