

**IMPROVING STUDENTS' READING COMPREHENSION
ON NARATIVE TEXTS THROUGH CONTEXTUAL TEACHING
AND LEARNING (CTL) AT GREAT NINE-2 OF
SMPN 2 KAMANG MAGEK AGAM REGENCY**

(THESIS)



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**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2009**

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NARRATIVE TEXTS THROUGH CONTEXTUAL TEACHING
AND LEARNING (CTL) AT GRADE NINE- 2 OF SMPN 2
KAMANG MAGEK – AGAM REGENCY**

**Submitted as one of the requirements to fulfill the degree of
Magister Pendidikan (M.Pd)**



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2009**

ABSTRACT

Saparudin. 2009. Improving Students' Reading Comprehension On narrative Text Through Contextual Teaching And Learning (CTL) At Grade IX-2 Of SMPN 2 Kamang Magek, Agam Regency. Thesis. Padang: Graduate Program of State University of Padang.

Many students of Grade IX-2 of SMPN 2 Kamang Magek, Agam Regency are poor in reading comprehension on narrative texts. The problems are caused by low interest, limited reading materials, poor students' prior knowledge, students' society, parents' supports, and as well as poor of vocabularies.

The purposes of this research were: to find out to what extent CTL could improve students' reading comprehension on narrative texts, and What factors can influence students' reading comprehension of narrative texts through Contextual Teaching and Learning (CTL) at grade IX-2 of SMPN 2 Kamang Magek Agam Regency.

This research was classified into Classroom Action Research (CAR). It consists of four phases (planning, action, observation, and reflection) and three cycles. The participants of this research were the ninth grade students of SMPN 2 Kamang Magek, Agam Regency, academic year 2008/2009.

The findings of this research indicated that was in the first cycle, only 9 students (40,90%) who got marks above the minimum standard (KKM), it was 60. Then, in the second cycle, there have been significant progress than the first cycle, i.e. 17 students (71,02%) who got marks above the minimum standard (KKM). In the the third cycle, there were 19 students (86,36%) who got marks above KKM. The factors could influence students' reading comprehension of narrative texts were the teacher' s and students' condition, setting of place and time, topic of reading materials, motivation, and interesting media. related to the teaching materials.

The result of this research indicated that CTL could improve students' reading comprehension of narrative texts. It is suggested for researcher himself (as an English teacher) to apply CTL in teaching and learning activity, especially in teaching of narrative texts..

ABSTRAK

Saparudin. 2009. Upaya Peningkatan Kemampuan Pemahaman Membaca Siswa dalam Teks Narasi Melalui CTL pada kelas IX-2 SMP Negeri 2 Kamang Magek, Kabupaten Agam. Tesis. Padang: Program Pascasarjana Universitas Negeri Padang.

Banyak diantara siswa kelas IX-2 pada SMPN 2 Kamang Magek, Kabupaten Agam menghadapi masalah dalam membaca pemahaman pada teks nararasi. Masalah ini disebabkan oleh minat siswa yang rendah, materi bacaan yang terbatas, latar belakang wawasan siswa yang kurang, dukungan orang tua dan masyarakat yang rendah, dan juga kosa kata siswa yang sangat terbatas.

Tujuan penelitian ini adalah untuk menemukan bagaimana rentangan CTL dapat meningkatkan membaca pemahaman siswa pada teks narasi dan faktor-faktor apa saja yang dapat mempengaruhi pemahaman membaca siswa melalui teknik CTL.

Penelitian ini dikelompokkan ke dalam Penelitian Tindakan Kelas (PTK). Penelitian ini terdiri atas empat fase (perencanaan, tindakan, observasi, dan refleksi) dan tiga siklus. *Participants* dari penelitian ini adalah siswa kelas sembilan-dua SMPN 2 Kamang Magek, Kabupaten Agam Tahun Pelajaran 2008/2009..

Temuan dari hasil penelitian ini menunjukkan bahwa pada siklus pertama, hanya 9 siswa (40,90%) yang memperoleh nilai di atas Kriteria Ketuntasan Minimum (KKM), yaitu 60. Kemudian, pada siklus ke dua, terjadi peningkatan yang cukup signifikan jika dibandingkan dari siklus pertama, yaitu sebanyak 17 siswa (71,02%) yang memperoleh nilai di atas KKM. Pada siklus ke tiga, juga terjadi peningkatan nilai yang amat berarti, yaitu sebanyak 19 siswa (86,36%) yang memperoleh nilai di atas KKM. Kemudian faktor-faktor yang mempengaruhi pemahaman membaca siswa pada teks narasi melalui CTL adalah kondisi guru dan siswa, *setting* tempat dan waktu, topik bacaan, motivasi, dan media yang menarik sesuai dengan isi cerita.

Dari hasil penelitian ini ditemukan bahwa CTL dapat meningkatkan pemahaman membaca siswa dalam teks narasi di kelas IX-2 SMPN 2 Kamang Magek, Kabupaten Agam. Kemudian, peneliti menyarankan pada dirinya sendiri, (sebagai guru Bahasa Inggris) untuk selalu mengaplikasikan serta mengembangkan teknik CTL dalam proses pembelajaran bahasa Inggris, terutama pada pembelajaran teks narasi. .

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa :

1. Karya tulis saya, tesis dengan judul “Improving Students’ Reading Comprehension On Narrative Texts Through Contextual Teaching And Learning (CTL) At Grade IX- 2 of SMPN 2 Kamang Magek – Agam Regency ” adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan dari tim pembimbing dan penguji saya.
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Padang, September 8 th 2009
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PREFACE

Alhamdulillah the writer could finish this thesis under the title “Improving Students’ Reading Comprehension On Narrative Texts Through Contextual Teaching And Learning (CTL) At Grade IX-2 Of SMPN 2 Kamang Magek- Agam Regency”. It is written to fulfill one of the requirements to obtain the degree of magistrate education or *magister pendidikan* (M.Pd) at State University of Padang.

Here the writer wants to express his thanks to the following honorable persons:

1. Prof. Drs. H. Zainil, M.A., Ph.D and Dra. Yenni Rozimella, M.Ed., Ph.D as the thesis advisor and co-advisor, who have given him much attention, suggestion and advice to finish this thesis.
2. Prof. Dr. Mukhaiyar, Prof. Dr. Jalius Jama, M.A and Drs. Rusdi, M.A., Ph.D as thesis examiner and who have given him suggestions, corrections and idea contributions for this thesis improvement.
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Finally, the writer gives his deepest thanks to everyone who has supported and given him suggestions during the study. The writer wishes Allah SWT blesses them all. Amen.

Padang, September 8th, 2009

The Writer

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa :

1. Karya tulis saya, tesis dengan judul “Learning Strategies of Mastering English Applied by ICS of SMAN 3 Batusangkar” adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya.
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PREFACE

Alhamdulillah the writer could finish this thesis under the tittle “Learning Strategies of Mastering English Applied by ICS of SMAN 3 Batusangkar”. It is written to fulfill one of the

requirements to obtain the degree of magistrate education or *magister pendidikan* (M.Pd) at State University of Padang.

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2. Prof. Dr. Mukhaiyar, Prof. Dr. Jalius Jama, M.A and Drs. Rusdi, M.A., Ph.D as thesis examiner and who have given him suggestions, corrections and idea contributions for this thesis improvement.
3. The government of Tanah Datar Regency who provide him the educational scholarship and attend the lecturing at Graduate Program at State University of Padang.
4. Headmaster and vice headmaster of SMAN 3 Batusangkar who have helped him in getting data and some information to complete his research.
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Finally the writer gives his deepest thanks to everyone who has supported and given him suggestion during the study. The writer wishes Allah SWT blesses them all. Amin.

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The Writer

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the four major skills which need to be developed because it is the key for someone's efficacy in acquiring science and technology. Many activities, such as: listening, speaking, and writing are related with reading. If someone can not read well, he or she will meet difficulty in speaking, writing and listening. Furthermore, reading is useful for other purposes, as well. For example: it can be used to improve someone's careers, for pleasure and especially for studying purposes. For students, reading is very important for studying purposes science since it is a part of the learning process of language acquisition. If the students have ability to read, the language acquisition is likely to be even more successful. Reading can provide good model for writing; provide opportunities to study language; and even the way to construct sentences, paragraphs and texts. That is why, students should master the ability in reading.

As a matter of fact, reading- at English subject- has been learned from junior high school to university. Another reason to say about the significance of reading skill is that it becomes one of the important parts to be tested- as daily test, semester test, and final state examination or *ujian nasional* (UN). Students who like reading must be helpful very much (with their reading habits) to succeed in school academic and as well as in the final English examination.

In order to be success in reading skill, students must have good reading comprehension- they must comprehend the English texts well. To do this, they should have purposes in reading so that they know what they want to look for. Then, by having purposes, they will help them to understand the messages of the texts or paragraphs. Besides, they also have to know the strategy and techniques of reading. Next, it is also necessary for them to have prior knowledge or background knowledge about the text they read. Thus, if they have these, it will be easier for them to comprehend the texts.

Success or not a student in comprehending the English texts does not only depend on him or herself, but also depends on the teachers' strategy to conduct teaching and learning activity at class. Students will understand about what they read if the teacher has good strategy or technique to guide them in reading the texts. Therefore, teachers should have good approach with various techniques during their teaching and learning activity.

The current English curriculum KTSP (*Kurikulum Tingkat Satuan Pendidikan*) or Unit Level Curriculum assigns English interactively. It emphasizes the teaching of English based on the "genre"- as it is called with genre based approach. There are several genres introduced at Junior High School, they are descriptive, narrative, recount, procedure and report. The genre of narrative gets the bigger part among other genres. This is introduced since the beginning at the grade eight. In genre narrative, students may get in touch with several good stories- legend, fable, heroic, unforgettable story, the animal tales, etc. As the narrative means to read and understand story that students love this genre very much. Furthermore, a narrative text also provides

them the moral value with education messages and that is why, this genre seems to be very important.

However, based on the researcher's preliminary observation- at SMPN 2 Kamang Magek The Regency of Agam, it seemed that most students of class IX-2 got problems with reading comprehension on narrative texts (as narrative is introduced at this grade). The first problem was that the students still did reading freely .They did not have any purposes in doing reading. They just read because of the teacher's instruction. Then, in order to know the content of the texts, they just relied on its translation. Moreover, based on the teacher's interviews, most of them in that class did not have much interest to study English because they said that English was a difficult subject to be understood. They had poor with English vocabulary, and had a very limited reading materials. As a result, If the teacher asked them to find or understand the content of the texts, they then just keep silent or behaved as the poor readers.

The second problem was related to the teacher' strategy. He only asked the students to read aloud after giving pre-reading activity. This activity was done one by one. Then, he taught some difficult words of the text before asking them questions to be answered. After that, he together with the students translated the texts. In translating the text, the teacher helped the students to translate difficult words they found in the texts. He did not guide them to guess the meaning of unfamiliar words of lead to find by their own ways (*inquiry*). Finally, he gave reading comprehension questions to his students

individually and pairs. This monotonous activity might make the students not interested to do reading activity.

Therefore, their reading comprehension tests were still low. This could be seen from the result of the students' reading in daily test, mid semester test or preliminary test, and final examination. In the first pre-reading test, daily test, among 22 students only 6 of them got above the minimum score or *Kriteria Ketuntasan Minimum (KKM)*. The minimum score is 60.

To overcome those problems, the researcher has done several methods or techniques conducted to improve students' reading comprehension on narrative texts, such as providing them with interesting reading materials (story books, Kangguru magazines, newspaper, cassettes, etc.), providing teaching media, such as; English cassettes, CD, and tape recorder. Others attempts which have been done were encouraging students to find sources from electronic media such computer program, design the school extra curricular such as; English story telling, English Conversation club. Those attempts were conducted to improve student's reading comprehension on narrative texts

Unfortunately, all these approaches have not given satisfied result because the researcher, as a teacher did not monitor students' progress very well. He neither gave various techniques in teaching reading skill as stated above. Since being an English key teacher of at MGMP-*musyawarah guru mata pelajaran* of SMP in Agam-Regency and a student of magistrate at UNP, the researcher has got a lot of training in teaching reading skill. One of them is Contextual Teaching and Learning (CTL).

Since the researcher has got a lot of training of the implementation of CTL in teaching and learning process, and read some books of CTL, he thought that this approach has a lot of advantages to be applied, they are : 1) it can be applied in all kinds of curriculums, as well as for the Competence Based Curriculum (CBC), and for Unit Level Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*; 2) it can be implemented at all education levels (from kindergarten to university); 3) it can be used for all subjects, it is based on Learning By doing; 4) it is the grass root of changing from traditional technique to contextual one..

CTL Academy Fellow (1999) in Nurhadi (2003: 7) states that it is relevant with the learning motto, i.e.- Students Learn Best By Actively Constructing Their Own Understanding (*Cara belajar terbaik adalah siswa mengkonstruksikan sendiri secara aktif pemahamannya*). Therefore it is presumed that CTL can be effective to improve the students' reading comprehension on narrative texts at grade nine of SMPN 2 Kamang Magek, Agam Regency.

B. Identification of the Problem

From preliminary observation done by the researcher at grade IX-2 of SMPN 2 Kamang Magek, Agam Regency there were some problems found in the process teaching and learning of reading. The problems of students' reading comprehension might derive from students- limitation of vocabularies, poor reading style, lack of reading materials, from parents- there is not a reading model at home, poor motivation and support, from environment- there

was no reading culture, from teacher- because of applying the conventional teaching and learning methods, poor media, etc.

Researcher thought that there were several teaching and learning techniques able to improve students' reading comprehension; *for example through semantic mapping, scaffolding, skimming, scanning, intensive reading, CTL (contextual teaching and learning), Jigsaw reading strategy, etc.* Since the researcher's students did not know how to do good reading and they tend to read individually, that researcher thought the CTL could be effective to improve their reading comprehension, because they were introduced how to do good reading and how to catch the reading ideas.

Researcher' students were at the grade ninth of Junior High School. The English curriculum- KTSP- assigns that students of this grade learn the genre narrative a lot. As he found from his reading class process that students' reading comprehension test on narrative was very low- 17 of 22 students got reading score below minimum standard or *Kriteria Ketuntasan Minimum (KKM)*, the standard minimum score is 60,00. (Source: Administration office of SMP Negeri 2 Kamang Magek, Agam Regency). This phenomenon could be the reason for researcher to conduct the research to improve students reading comprehension on narrative text through Contextual Teaching and Learning technique at SMP Negeri 2 Kamang Magek, Agam Regency.

C. Limitation of the Problem.

Based on the background of the problem and the identification of the problem above, the limitation of this problem is as follows;

Improving the students' reading comprehension on narrative texts through Contextual Teaching and Learning (CTL) at grade IX-2 of SMPN 2 Kamang Magek, Agam Regency.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates his research as follows:

- 1 To what extent can Contextual Teaching and Learning (CTL) improve the students' reading comprehension on narrative texts at grade IX-2 of SMPN 2 Kamang. Magek, Agam Regency ?
- 2 What factors can influence students' reading comprehension on narrative texts through Contextual Teaching and Learning (CTL) at grade IX-2 of SMPN 2 Kamang Magek, Agam Regency ?

E. Purpose of the Research

The purposes of the research are to find out:

- 1 Whether CTL can improve the students' reading comprehension on narrative texts at grade nine-2 of SMPN 2 Kamang Magek-Agam regency.
- 2 The factors to which the CTL can improve students' reading comprehension on narrative texts at grade IX-2 of SMPN 2 Kamang Magek- Agam Regency.

F. Significance of the Research

This classroom action research is expected to give contributions and considerations to both practical and theoretical values. Practically, it is beneficial for helping teachers to increase students' reading comprehension on narrative texts. The students are directed with guidance and lead in-questions

so that the students will be active and motivated in reading. The findings might also be meaningful for teachers who have the same classroom reading problems.

Besides, it has benefits for teachers in teaching; this research will also be more beneficial for students. It can make the students involved and engaged actively in the learning process of narrative texts, and even it can make the students self confidence, not reluctant and not embraced to involve their selves in the learning process of reading.

Theoretically, the research findings will enrich the techniques of teaching reading, especially for English teachers or educators who are interested in applying CTL as a method in teaching reading on narrative texts.

G. Definition of Key Terms

To avoid the misunderstanding in this research, the researcher clarifies specific key terms, as follows:

- 1 Students' reading comprehension is the degree or quality of the students in understanding the reading text.
- 2 Contextual Teaching and Learning (CTL) is a teaching of instruction based on a philosophy that the students learning when they know meaning of context and they connect new information with prior knowledge and their own experiences.
- 3 Narrative text is a kind of reading text used to inform or tell a story, whose parts are orientation, complication, and resolution. The texts can be imaginary or factual or combination of both of them to entertain the readers or listene

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

Based on the findings of the students' reading comprehension of narrative texts through CTL for three cycles of classroom action research, it can be concluded that:

1. CTL can be better improve students; reading comprehension of narrative texts at grade IX-2 of SMPN 2 Kamang Magek, Agam Regency. The students' improvement in reading comprehension of narrative texts through CTL could improve significantly. It could be seen from the students' reading comprehension score in cycle 1, cycle 2 and cycle 3. The improvement is as follows; for main idea : 43,2 %, 50%, 54,5 %, 68,2%; for finding topic 45,5 %, 63,6%, 69,2%, 72,7%; for finding purpose of the text 59,1 %, 68,2%, 72,7%, 77,2%; for general information 45,5%, 54,5%, 59,1 %, 63,6%; for finding specific information 60,5%, 65,5%, 64,5%, 81,8%, generic structure 59,1%, 63,6%, 72,7%, 81,8%, guessing the words 56 %, 63,6%, 59,1 %, and 72,7%.
2. The factors that influence students' reading comprehension on narrative text are: teacher and students' condition, setting of place and time, topics of reading materials, students' motivation, and interesting media

B. SUGGESTIONS

Based on the result of this research, it is suggested the following:

1. The researcher as the English teacher who will teach reading comprehension at the Junior High School should use CTL in teaching reading of narrative texts.

2. The researcher as the english teacher at the Junior High School, should be more creative and inovative in using the teaching materials and interesting media that can improve the teaching and learning process, especially in improving students' reading comprehension of narrative texts through CTL
- 3.For others teachers who have the same problems could use CTL in improving students' reading comprehension .

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