

ABSTRAK

Ellyanus. 2011. The Effect of Contextual Teaching and Learning on Reading Comprehension at the 11th Grade of the Second Semester Students of SMA Negeri 3 Gunungsitoli Academic Year 2009/2010. Thesis. Program Pascasarjana Universitas Negeri Padang.

Keywords: Reading comprehension, Contextual Teaching and Learning, IQ

Penelitian ini bertujuan untuk mengetahui pengaruh strategi pembelajaran kontekstual pada pemahaman membaca siswa berdasarkan tingkat kecerdasan siswa (IQ tinggi and IQ rendah). Dalam penelitian quasi experiment ini, diambil 2 kelas secara cluster sampling sebagai sample dari 8 kelas populasi. Variabel independen terdiri dari 2 tingkat yaitu group yang diajar dengan pembelajaran kontekstual (kelas eksperimen, XI-B) dan group yang diajar dengan strategi konvensional (kelas control, XI-C). Instrumen pengumpulan data terdiri dari tes pemahaman bacaan dan tes IQ.

Data dianalisa dengan t-test dan anova dua jalur. Hasilnya menunjukkan bahwa (1) siswa yang diajar dengan pembelajaran kontekstual memiliki pemahaman membaca yang lebih tinggi dibanding dengan siswa yang diajar dengan pembelajaran konvensional; (2) siswa dengan IQ tinggi yang diajar dengan pembelajaran kontekstual memiliki pemahaman membaca yang lebih tinggi dibanding dengan siswa dengan IQ tinggi yang diajar dengan pembelajaran konvensional; (3) siswa dengan IQ rendah yang diajar dengan pembelajaran kontekstual memiliki pemahaman membaca yang lebih tinggi dibanding dengan siswa dengan IQ rendah yang diajar dengan pembelajaran konvensional; (4) tidak terdapat interaksi antara strategi pembelajaran dengan IQ siswa terhadap pemahaman membaca siswa. Sebagai kesimpulan dari penelitian ini, bahwa pembelajaran kontekstual adalah strategi pembelajaran yang efektif untuk mengajarkan pemahaman bacaan dan pembelajaran kontekstual dapat diaplikasikan pada semua level kecerdasan siswa.

ABSTRACT

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This research aims to investigate effects of Contextual Teaching and Learning (CTL) strategy on students' reading comprehension of groups of students based on their level of IQ (high IQ and Low IQ). The cluster sampling procedure was used to take 2 classes (from 8 classes of populations) in this quasi-experimental research. The independent variables had two levels, i.e. the Contextual Teaching and Learning strategy (experimental group, XI-B students) and Conventional strategy (control group, XI-C students). The instruments consisted of an reading comprehension tests and IQ test.

The data were analyzed by using t-test and two way anova. The results shows that (1) the students who are taught by Contextual Teaching and Learning strategies have significantly higher result on reading comprehension than those who are taught by using Conventional strategy; (2) the students with high IQ taught by Contextual Teaching Learning strategy have significantly higher reading comprehension than those who are taught by conventional strategy; (3) the students with low IQ taught by Contextual Teaching Learning strategy have significantly higher reading comprehension than those who are taught by conventional strategy; (4) there is no interaction between teaching strategy (CTL and Conventional Strategy) and students' IQ toward the students reading Comprehension. As a conclusion of this research, Contextual Teaching and Learning strategy is an effective strategy to teach reading comprehension. And Contextual Teaching and Learning strategy can be applied to all level of students' IQ.

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis dengan judul **“The Effect of Contextual Teaching and Learning on Reading Comprehension at the 11th Grade of the Second Semester Students of SMA Negeri 3 Gunungsitoli Academic Year 2009/2010”**, adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik di Universitas Negeri Padang maupun perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan Tim Pembimbing yaitu Prof. Dr. M. Zaim, M. Hum dan Dr. Hamzah, M.A., M.M, dan Tim Penguji yaitu Prof. H. Jalius Jama, Ph.D., Prof. Dr. Anas Yasin, M.A., dan Prof. Dr. Jufrizal, M.Hum.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali dikutip secara tertulis dan dicantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, 22 Agustus 2011
Saya yg Menyatakan,

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Padang. August 2011

The researcher,

Ellyanus

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching reading is a process to make the students understand what they read. Teaching reading will not be successfully if the students can only read words, without understanding the message being read. In other words, whatever we read, it should be understood. To make the students understand what they read, a teacher usually asks the students to skim or scan the text to construct the meaning. This is also followed by guiding the students to indentify main ideas and specific information of the text through questions and answers activities and class discussion.

In teaching English, as one of the compulsory subjects in Indonesia, reading receives a special focus. It is reasonable for reading is one of the basic ways of acquiring information (Adam in Spiro, Bruce and Brewer, 1981:11). Furthermore, Debat (2006) says that reading is a crucial skill for students of English whether it is as a second language or a foreign language. When the students have a good competence in reading English, it will help them to obtain and enrich their knowledge. Due to the importance of reading, English curriculum of senior high school, especially at the eleventh grade, stresses that students are expected to comprehend the meaning of the short functional text and simple essay in the form

of narrative, *spoof*, and *hortatory exposition* in the context of daily life and for accessing the science.

In spite of the great importance of reading, reading proficiency of the students particularly in English is far from expectation or is very unsatisfactory. Based on the researcher observation in SMA Negeri 3 Gunungsitoli, the aims of the standard competence were not fulfilled yet. This was reflected by the poor performance of the students in the reading class as well as in their everyday life. The students failed to comprehend the reading material properly. Generally, it can be said that the students do not understand what they read.

This problem is caused by many factors. First, the students lack of motivation in reading. It can be happened for the students are not aware of the importance of reading. Besides that, the students also find difficulties dealing with vocabulary and grammar while reading text. We can see that the students are busy to consult their dictionary to get the meaning from the text. Then, the students get frustrated for the fail to understand.

Second, the students think that the reading materials they read do not have any relation with their real world. This makes the students are not interested to read. The students just follow the learning process because they have to. They are afraid to make the teacher upset. On the other hand, they do not want to get a bad mark for English lesson. And at the end, they got nothing for reading.

Third, intelligence is one of the factors that is considered has relation with students' reading comprehension (Huey, 1908 in Worth, 2005:4). It means

that students whose IQ is high should be high achievers in reading comprehension and the students whose IQ is low should be low achievers. In addition, Ormrod, (2006) writes that the result of IQ test is often used to predict the students' achievement.

Fourth, strategy used by the teacher in the classroom is often considered as the factor that causes the students' reading problem. The strategy used by the teacher can be the cause of success or failure in language learning. Based on the writer's observation in SMA Negeri 3 Gunungsitoli, reading activities in the classroom tend to be teacher-centered, not learner-centered, so students' involvement in learning through question and discussion is insignificant. Students do not have chance to communicate or interact with the teacher or among themselves. Teacher's activities mainly consist of simple oral presentation throughout class time. The tasks or exercises for students are to finish pages in the text book as their homework because there is no enough times to finish them in the classroom.

To solve the problems, English teacher should find appropriate strategies that make the students interested in following the reading class. Whitcher (2005:2) writes that when students have interest in their education, positive attitudes usually follow. It means that the first step that the teacher should do is to make the learning process meaningful for the students.

There are many strategies of language teaching that may be selected for teaching reading comprehension. One of them that are appropriate is Contextual

Teaching and Learning (CTL). CTL is a strategy to help students relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives. In reading process, CTL is implemented through the seven elements of CTL, namely: constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment (Nurhadi, 2004). Through constructivism, the readers construct their prior knowledge and relate it to material given. Inquiry teaches students to find problems while reading and to solve the problems using high critical thinking. Questioning in CTL is used to raise students' interest, motivate them, and lead to attract their attention to get comprehension. In learning community, students learn from each other. Working together with others may result in achieving greater and more satisfying result than working alone. Modeling is used to make the students easy to understand what they are going to do. Reflection is a form of conscious response to a situation or event, and the experiences within that situation or event. Authentic assessment is used to see the development of the student.

B. Identification of the Problem

Based on the background of the problem described above, the researcher identifies some problems that caused the students have low achievement in reading comprehension. First, the problems come from the students' side. The students fail to comprehend the reading material. The students do not understand what they read because the students are not aware of the importance of reading; they think that reading is meaningless in their real world. Furthermore, the

students are poor in vocabulary and grammar in English. All of these make the students are not interested in reading.

Second, the problem came from the teachers' side. In reading class, the teachers still use the Conventional strategy that tends to be teacher-centered. The teacher uses the same techniques from time to time. He asks the students to read the text and answers the questions that are usually prepared in the reading text. Wherever the students find difficulties dealing with vocabulary and grammar, the teacher tends to handle the entire problems by himself. The interaction in the learning process happens only when the teacher asks questions where the students are usually reluctant to answer the questions. To overcome these problems, the researcher suggests CTL.

The other factors that can be considered have influence in students reading comprehension is intelligence that commonly showed by IQ. IQ scores often do predict school achievement. As a result, intelligence tests are frequently used by school psychologists and other specialists in their efforts to identify students with special educational needs (Ormrod, 2006).

C. Limitation of the Problem

Related to the identification of the problems above, the researcher restricts the problem on the strategy the teacher used in teaching reading. This research will be limited on using of CTL and its effect on reading comprehension in SMA Negeri 3 Gunungsitoli.

The researcher chooses CTL for the reason that through this strategy the teaching learning process are students-centered. Students construct their own knowledge through active learning whereas the role of the teacher is as facilitator. In the learning process, the interaction between the teacher and students, student and student are real. Students are free to express what they have in their mind.

Related with these, the researcher also wants to find out the correlation between IQ and the students' reading comprehension taught by CTL and Conventional strategy.

D. Formulation of the Problem

The problem of this research is formulated as follows:

1. Do the students who are taught using CTL strategy have significantly higher comprehension than those who are taught using Conventional strategy at the 11th grade of the second semester students of SMA Negeri 3 Gunungsitoli, Academic Year 2009/2010?
2. Do the students with High IQ taught by CTL Strategy have significantly higher reading comprehension than those who are taught by conventional strategy at the 11th grade of the second semester students of SMA Negeri 3 Gunungsitoli, Academic Year 2009/2010?
3. Do the students with Low IQ taught by CTL Strategy have significantly higher reading comprehension than those who are taught by conventional strategy at the 11th grade of the second semester students of SMA Negeri 3 Gunungsitoli, Academic Year 2009/2010?

4. Is there any interaction between teaching strategy (CTL and Conventional Strategy) and students, IQ toward the students reading Comprehension?

E. Purpose of the Research

Based on the problem above, the researcher wants to find out:

1. Whether the students who are taught using CTL strategy have significantly higher comprehension than those who are taught using Conventional strategy at the 11th grade of the second semester students of SMA Negeri 3 Gunungsitoli, Academic Year 2009/2010.
2. Whether the students with High IQ taught by CTL Strategy have significantly higher reading comprehension than those who are taught by conventional strategy at the 11th grade of the second semester students of SMA Negeri 3 Gunungsitoli, Academic Year 2009/2010.
3. Whether the students with Low IQ taught by CTL Strategy have significantly higher reading comprehension than those who are taught by conventional strategy at the 11th grade of the second semester students of SMA Negeri 3 Gunungsitoli, Academic Year 2009/2010.
4. Whether there is any interaction between teaching strategy (CTL and Conventional Strategy) and students' IQ toward the students reading Comprehension.

F. Significance of the Research

Theoretically, this research finding is aimed to give contribution to the Senior High School teachers in teaching reading, especially in making the students are involved in the learning process, making the students feel that the learning process is meaningful for them and making the students are interesting in reading. In addition, this research also tries to show the correlation between IQ and reading comprehension taught by CTL and Conventional strategy.

Practically, this research finding is expected to give a valuable contribution to develop the quality of teachers' strategy in teaching reading at Senior High School. In addition, the result of this research can be useful for educators who have responsibility in planning and developing English curriculum, especially in teaching reading comprehension. The researcher also hopes that the result of this research can be useful for other researcher who will conduct researches of the same characteristic with the setting of this research.

G. Definition of Key Term

- 1) Effect is the result caused by CTL on students' reading comprehension
- 2) Contextual Teaching and Learning (CTL) is a strategy used by the teacher in teaching reading through constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment.
- 3) Conventional Strategy is the strategy in teaching reading comprehension which is usually used by the teacher in the location of the research. This strategy is resemble with discussion strategy.

- 4) Students' reading comprehension is the score obtained by the students after having treatment, in experimental group using CTL and in control group using Conventional strategy.
- 5) Intelligence quotient is the scores obtained through IQ Test

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the data analysis and findings of this research, the researcher draws some conclusions. First, the students' reading comprehension is better taught by using Contextual teaching and learning. It could be seen based on the analysis of students mean, mode and median in both group and also in the result of hypothesis testing 1. Second, the researcher found that the students with high IQ taught by Contextual Teaching and learning strategy have significantly higher reading comprehension than the students' with high IQ taught by conventional strategy. Third, it is also found that the students with low IQ taught by Contextual Teaching and Learning have significantly higher reading comprehension taught by conventional strategy. Fourth, there is no interaction between teaching strategy (Contextual teaching and Learning and Conventional strategy toward the students' reading comprehension

B. Implications

The result of the research has proven that the using of contextual teaching and learning is an effective strategy in teaching reading comprehension. The result also shows that the using of contextual teaching and learning is not limited to the students with high IQ nor to the students with low IQ.

This research shows that when students involve in meaningful learning process, they are motivated to comprehend what they are reading. Therefore, English teacher, In teaching reading, should attempt to make the reading material meaningful and relevant to the students life. She needs to give a chance to the students to find and apply their own idea and use their own strategy in comprehend a reading material.

The most important factor in teaching reading comprehension is how to make the student to be a critical thinking. Thinking critically make the students use their knowlegde and intelligence effectively. Therefore, in choosing a strategy in teaching reading comprehension, a teacher should find a strategy that can make students think critically.

C. Suggestions

Referring to the conclusions and implications of the research, some suggestions can be given, as follows.

1. It is suggested that the teacher of SMA Negeri 3 Gunungsitoli and other teachers to use CTL in teaching reading comprehension.
2. In teaching reading comprehension, English teachers need to create an attractive learning process, by consideration that students become the center of the learning.
3. This research is only limited on reading comprehension, it is suggested to other researchers to attempt conducting a research on other skills like listening, speaking, and writing.
4. The moderator variable in this research is only IQ. It suggested to the other researcher to conduct a research on other moderator variable like multiple intelligences, motivation, and so forth.

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