

**STUDENTS' CONTEXTUAL TEACHING AND LEARNING IN READING
CLASS: REVEALING ACADEMIC AND NON-ACADEMIC
ACHIEVEMENTS OF THE TENTH GRADERS OF SMK
MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF
2019/2020**

S-1 THESIS

This Thesis is submitted to the Board of Examiners in partial fulfillment of the requirements for obtaining Undergraduate Degree in the English Education Study Program of Faculty of Teacher Training and Education



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TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF WIDYA DHARMA KLATEN

KLATEN

2020

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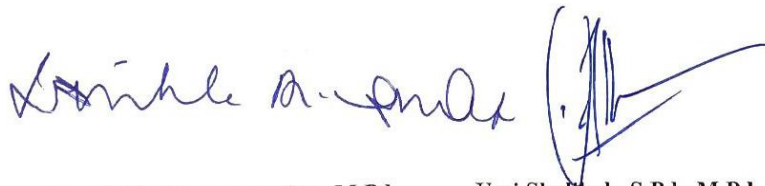
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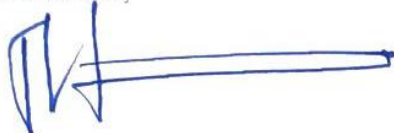
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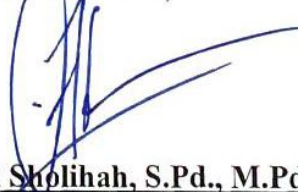
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PRONOUNCEMENT

This is to certify that I, myself write this thesis entitled “STUDENTS’ CONTEXTUAL TEACHING AND LEARNING IN READING CLASS: REVEALING ACADEMIC AND NON-ACADEMIC ACHIEVEMENTS OF THE TENTH GRADERS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF 2019/2020”

This thesis is not a plagiarism or made by others. Anything related to others’ works are written in quotations, the sources of which are listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, June 2020



DWI SRI RAHAYU
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MOTTO

*Book is a window of the world but without reading you
cannot open the window.*

-The Writer-

PRESENTATION

This thesis is presented to:

1. My Beloved mother and father.

“Thank you for your support prayers all this time. May God always takes care of both of you and our families always be happiness. Thank you for everything. I love you all.”

2. My grandma, who always supports and gives me advice to finish this thesis. My brother, my little brother, uncle, aunt and all of my family who can not be mentioned one by one. Thank you so much.

3. My close friend, Muhammad Mutakin Al Amin. Thank you for your patience and understanding so far. Thank you for being a good listener and always accompany me in all condition.

4. My best friends (Yustikawati, Mesya, Eko Yunianto, Agus Suwarno, Muhammad Waahid) and also my whole friends of English class.

“Thanks for your supports. I will always remember our togetherness and memories. I hope all of us will reach our dreams. See you on top, guys!”

5. My friend, Kalisna Latifa who accompanies me as long as I did the research. Thank you so much.

ACKNOWLEDGEMENTS

First of all, I would like to thank to Allah for giving me strength and ability to finish this thesis. This thesis is a particular fulfillment of the requirement for the undergraduate degree of Education in English Education Study Program.

I realize that this thesis cannot be finished without helping from other people. In this occasion, I would like to express the deep appreciation to:

1. Prof. Dr. H. Triyono, M.Pd., as the Rector of Widya Dharma University;
2. Dr. H. Ronggo Warsito, M.Pd., as the Dean of Teacher Training and Education Faculty of Widya Dharma University;
3. Ana Setyandari, S.Pd., M.Pd., as the Head of English Education Department of Teacher Training and Education Faculty of Widya Dharma University;
4. Dr. Didik Rinan Sumekto, M.Pd., as the first consultant, who kindly and warmly taught and guided me during the process of making this thesis and always supported me to complete this thesis as soon as possible;
5. Umi Sholihah, S.Pd., M.Pd., as the second consultant, who kept me company in answering my concerns and questions related to completion of my thesis and always patiently guide and gave me valuable advice and suggestions;
6. Prihari Darwiyono, S.Pd., as the Headmaster of SMK Muhammadiyah 2 Klaten Utara;

7. Yustin Nugraheni S.Pd., as the English Teacher in SMK Muhammadiyah 2 Klaten Utara who helps me to do the research;
8. The students of class X AKL 2 of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020 who have participated for this research.

I realize that this thesis is still far from perfection. Therefore, I would like to accept suggestion, criticisms from readers in order to make this thesis perfect.

Finally, I hope that this thesis report will be useful for especially the English students and readers in general.

Klaten, June 2020

Dwi Sri Rahayu

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ABSTRACT

Dwi Sri Rahayu. Student Number: 1611200030. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, Klaten. 2020. Undergraduate Thesis: *Students' contextual teaching and learning in reading class: Revealing academic and non-academic achievements of the tenth graders of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.*

This research aims at revealing tenth-graders' reading skills that accommodates their contextual teaching and learning approach in order to obtain either academic or non-academic outputs. This research involved twenty-four tenth-graders of Senior Vocational High School "SMK Muhammadiyah 2" Klaten Utara in academic year of 2019/2020. Data collection used reading's multiple test and self-assessment's questionnaire with a 5-Likert scale rubric. Data were analyzed through the SPSS program addressing the descriptive statistics and factor analysis. The results showed that tenth-graders' reading skills improved accordingly. Meanwhile, tenth-graders' character-based learning contributions positively revealed five aspects, namely: honesty ($M= 3.83; SD=.380$), collaboration ($M = 3.29; SD = .624$), respectfulness ($M = 2.21; SD = .588$), communication ($M = 2.17; SD = .637$), and social relationship ($M = 2.13; SD = .338$). This research was constructively granted to be successful in revealing tenth-graders' reading skills and character-based learning contributions through the contextual teaching and learning approach.

Keyword: Contextual teaching & learning, recount reading text, character-based learning

CHAPTER I

INTRODUCTION

I. The Background of the Study

Interest in reading is the desire or tendency of a broad heart to read. The definition is in line with the opinion of someone who states that interest in reading is a tendency of the soul that encourages to do something about reading. Interest in reading grows from each person's personality, so to increase interest in reading requires awareness of each individual. The issue of reading interest is still a fairly actual theme. This theme is often used as the topic of scientific meetings and discussions by observers and experts who care about the development of reading interest in Indonesia. Developed countries are countries that have a high public interest in reading. Therefore reading interest occupies an important position for the progress of a nation. Compared to other countries that are members of ASEAN and other foreign countries, Indonesia still ranks lowest in terms of reading interest. At the international level, Indonesia has a reading index of 0.001. That means that in every thousand people, only one person has a high reading interest. The condition is far different when compared to the United States which has a reading index, 45, and Singapore 0, 55. Based on the UNESCO survey, Indonesian people's reading interest ranks 38 out of 39 countries studied.

In the general schools, almost all of the teacher states that the students who often ask, are they who understand the material. This

statement is supported by the expert, Goldsmith (2013; Sumekto (2018: 195) that those who are talking the most are also learning the most. The case is often found where the teachers mostly dominate talks giving the material in front of the class but the students inactively sit down or being passive, ever they are being silent when the teacher asked them about the material. From the issues, students' interaction can be reasonably well-functioned in harmonizing their day-to-day reading class by being given opportunities to share their knowledge, learn from one another, and practice important social skills either in diversity or inclusive classrooms (Friend & Bursuck, 2009; in Sumekto, 2018: 195)

Reading is the receptive skill which is a process of acquiring meaning from a written text. According to Yang (2017:374), reading is a comprehending process which combines the known information with the unknown information. Also, Scott (2000: 1) argues that reading is used to refer to a process of transformation in which the reader does more than merely interpret the symbols on the page, but also interacts with the text, generating meanings and understandings for himself. Reading not only introduces the reader to new words but shows the reader how to use them.

Nunan (2003: 1) states that language skills consist of listening, reading, writing, and speaking. On the other hand, there are three aspects of language which support the skills that the learners must understand. They are grammar, vocabulary, and spelling. They cannot be separated because they are related to each other.

The first aspect is grammar. Grammar is understood as a metalinguistic set of (also normative) statements of regularities in a language which is the way most students think of grammar (Saaristo, 2015: 279). Grammar is really important to learn because grammar is the basis of communication to understand oral and also written to provide information that helps readers or speakers understand. It is the most important thing in writing and speaking.

The second aspect is vocabulary. According to Alqahtani (2015: 21), vocabulary learning is an important part of learning a foreign language as the meanings of new words are illustrated very often in books or classrooms. Graves (2016; Nazir (2017: iv) states that vocabulary knowledge holds key importance in learning to read, academic success in all school subjects, and achievement in life beyond school. From the statements can be concluded that vocabulary learning is an important thing to make the students understand the text easily. The last aspect is spelling. Spelling, according to Wai, Chan & Zhang (2014: 22), is a complex process involving different abilities at the same time when a word is spelled. Besides, Kareema (2013: 2) claims that many researchers prove that English spelling is complex while some intellectuals argue that English spelling has regularity. Based on the statements above the teacher has to teach the students spelling constantly to make the students understand how to spell the words.

Most of the students have a problem to understand text when they read it. They cannot understand what they read because their vocabulary ability is not enough. When they do not have enough vocabulary, they get difficulties to understand what they read. It is supported by the theory of Tovani (2000: 2) which states that "ever since I could read words, I have wanted to know what else a person had to do to make sense of the text. I did not have a problem decoding. I had a problem understanding".

The researcher interviewed the English teacher, SMK Muhammadiyah 2 Klaten Utara, Mrs. Yustin on February 3, 2020, at 11. a.m. She confirmed that she found many problems when conducting the reading activity, such as lacking vocabulary. In the reading activity, the students were difficult to remember what the information that they have read because they think that English is difficult and reading is boring. It was shown when the researcher tried to observe and give the pretest on February 3, 2020, at 12:55 p.m. Pre-observation was done in class X AKL 2 in the reading section. In the classroom, they often asked the meaning of the words and the sentences to the teacher. They also never brought a dictionary. To understand the meaning of the statement they should re-read the whole of the text until they are so bored with the situation.

The teaching and learning process did not merely occur fluently, there were some obstacles found during the teaching and learning process in the classroom, like the students bored and did not enjoy the teaching and learning activities because of the monotonous technique, unsuitable

teaching technique applied, lack of the opportunity of the teacher often taught based on the textbook and dominated all the activities without giving the students a chance to improve their understanding.

Because of those, the researcher and teacher choose the CTL method because they believe that the method is appropriate to solve the students' problem and able to improve the students' reading skills and make them more active. It makes the students be active, to read, to give feedback, and to apply the communication and information technology. According to Johnson (2010: 14), CTL is a learning system based on the theory that when students understand the essence of the academic material they obtain, they can comprehend lessons and grasp the significance of school assignments if they can equate new information with the knowledge and experience they had before. While Satriani & Gunawan (2012) define contextual teaching and learning as "a learning philosophy that emphasizes students' interests and experiences". Hudson and Whisler (2008: 54) claim that contextual teaching and learning is defined as a way to introduce content using a variety of active learning techniques designed to help the student connect what they have already known to what they are expected to learn and to construct new knowledge from the analysis and synthesis of this learning process.

From the statements above, the researcher hopes that character education can improve students' reading skills using the CTL method. In this research, the researcher conducts a reading skill research at the tenth

year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. Therefore, this research entitles, "Students' Contextual Teaching and Learning in Reading Class: Revealing Academic and Non-Academic Achievements of the Tenth Graders of SMK Muhammadiyah 2 Klaten Utara in Academic Year of 2019/2020".

II. THE REASON FOR CHOOSING THE TOPIC

The reason and consideration of why the researcher has chosen the topic are, as follows:

1. The students are bored and did not enjoy the teaching and learning activities because of the monotonous technique,
2. Students are still passive and only reading the text without understanding the meaning. Sometimes they are reluctant to read during the lesson. When the students are requested to answer the question or to retell and describe the text, the students are looked confused and can not answer the questions.

III. THE LIMITATION OF THE STUDY

To make the problem in this research concise, the researcher wanted to clarify them by limiting the study. Related to the background above, the limitation of this research was formulated in the following terms:

1. This research would reveal the implementation of contextual teaching and learning (CTL) method teaching and learning reading to the tenth

graders of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

2. This research would reveal the academic and non-academic achievements of the tenth graders of SMK Muhammadiyah 2 Klaten Utara in Academic Year of 2019/2020

IV. THE PROBLEM STATEMENT

The problem statement of the study would be “can contextual teaching and learning method improve both academic and non-academic achievements on reading subject among of the tenth graders of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020?”

V. THE AIM OF THE STUDY

The study aims to reveal the tenth graders' reading achievements at SMK Muhammadiyah 2 Klaten Utara through the CTL, to identify this method will be also effectively applied for identifying the tenth graders' non-academic achievements in reading subject in terms of revealing its character-based learning contribution in academic year of 2019/2020.

VI. THE USE OF THE STUDY

The result of the study was expected to be useful both theoretically and practically, as follows:

A. The Theoretical Use

It could be used to enrich the repertoire of character-based teaching and learning processes especially on reading competence. The students

could be more focused on the process of teaching and learning and it could also be used as a reference for those who wanted to research the English teaching and learning process.

B. The Practical Use

It could help the students to improve their reading skills which facilitates them to master English subjects easily. Improve meant that the student could enrich their understanding of reading skills, especially in recount text, and also gave the students new learning experience of using the CTL method to improve reading skills, not only for the students but also the teacher. The practical use could give the teacher an understanding of a new learning method such as CTL (Contextual Teaching and Learning) to be applied and to improve the reading skill of their students.

VII. THE CLARIFICATION OF THE KEY TERMS

To get a clear concept of the terms used in this research, there are some key terms applied in this study, namely:

A. Improvement

Mulyasa (2009: 8) says that enhancing action research means improving the quality of learning so that learning processes can improve continuously. This means enhancement is an operation to enhance someone's output to be better than before. Besides that, Aranson (2002: 4) claims that improving is the existence of change to be better. In this research, improvement means revealing the academic

and non-academic achievements by using contextual teaching and learning method of the tenth graders of SMK Muhammadiyah 2 Klaten Utara in Academic Year of 2019/2020.

B. Reading

According to Gilakjani & Sabouri (2016: 229), reading is an immersive process in which readers use successful reading techniques to create a meaningful representation of a text. In addition, Birch (2007) and Rumelhart (1980; Lems, Miller & Soro (2010: 33) state that reading is an *interactive* that takes place between the text and the reader's processing strategies and background knowledge. In this research, reading skills means the ability of students to understand procedures of the text, to answer a question about the main idea of the text, and to detect references based on the text.

C. Contextual Teaching and Learning (CTL)

According to Johnson (2010: 14), CTL is a learning system based on the theory that when students understand the essence of the academic material they obtain, they can comprehend lessons and grasp the significance of school assignments if they can equate new information with the knowledge and experience they had before. Besides that, Sihono (2004: 63) argues that contextual teaching and learning is a new strategy is claimed can encourage students to construct knowledge into their minds. While Hudson and Whisler (2008: 54) claim that contextual teaching and learning is defined as a

way to introduce content using a variety of active learning techniques designed to help the student connect what they have already known to what they are expected to learn and to construct new knowledge from the analysis and synthesis of this learning process.

It means that CTL is effective to improve students' achievements. CTL makes the students easier to understand and memorize the material and immediately apply them in their daily activities. In this research, contextual teaching and learning is an approach that includes students in important activities that help them relate academic studies in real-life situations with their context.

D. Cognitive Skills

Cognition refers to capabilities including memory, thinking, and reasoning, spatial processing, problem-solving, language, and perception. Importantly, theories of cognitive development aim to explain the mechanism of change, thus development, rather than to merely describe the capabilities of children across ages or between children, adults, and population (Richland, Frausel & Begolli, 2016: iv). In addition, Hoque (2016: 51-52) states that the cognitive domain includes content knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts and concepts that serve developing intellectual abilities and skills.

From the definitions above the researcher concludes that the cognitive domain is the domain that contains learning skills predominantly related to mental (thinking) processes.

E. Non-Cognitive Skills

Character education is a discipline with a deliberate attempt to improve the ethical behavior of students, according to Agboola and Tsai (2012: 163). Next, Setiawati (2017: 348) states that character education can be interpreted as value education, moral education, which aims to develop students' ability to make good, bad decisions maintain goodness, realize and spread goodness in daily life with all their heart. From the theories above, it can be known that character education is an education aiming at shaping a person into good behavior. Kamaruddin (2015: 225) strengthens the theory of character education as the efforts made by the institution in the context of the formation of the character of students. Therefore, from all the previous theories, the writer concluded that character education means inserting the learning process in reading class, such as students' responsibility, motivation, creation in both academic and non-academic contributions.

VIII. THE ORGANIZATION OF THE STUDY

In order to facilitate the thesis arrangement, the researcher organizes the report into five, as follows:

Chapter I is the introduction. It consists of the background of the study, the limitation of the study, the statement of the problem, the aim

of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is a review of related literature. It consists of previous studies, the position of the study, the theory of reading, teaching reading through the CTL method, theoretical framework, and research hypothesis.

Chapter III is research methodology. It deals with the meaning of the research method, the strategy of the research, the data and source of data, the technique of collecting the data, the validity of data, the procedure of the action, the analysis of data, and testing performance indicator.

Chapter IV is research findings and discussion. It consists of the data and the discussion of the research findings.

Chapter V is conclusion and suggestion. It consists of a conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the whole steps of this research, then its can be research, then its can be like to give conclusion as the result of this research. Furthermore, relate to the conclusion the researcher also gives suggestion. They are described one by one below.

A. Conclusion

Based on the result of the study, it can be concluded tha contextual teaching and learning can improve the teaching and learning of reading skill to the tenth graders students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. It makes The students could be more focused and enjoy in the process teaching and learning. The students are also active and able to answer tthe teacher's question because they always pay attention when the researcher explains recount text. There is an improvement both the students' academic and non- academic on reading sujet among of the tenth graders of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. It is proven with the students' mean score which improves from 65.62 to 68.16. Also, the result of the non academic by using questionnaire, they are honesty (M= 3.83), collaboration (M= 3.29), respectfulness (M= 2.21), communication (2.17), and social relationship (2.13).

B. Suggestion

Based on the conclusion, some suggestions are directed towards the teacher. For the English teacher, teacher was recommended to be able to use CTL method as one of the foundations to design the learning activity, conduct the process of meaningful and fun learning English as well as to emerge learning independence. The teacher can actively involve students in developing their knowledge, attitudes, and skills in an open and democratic learning environment. Besides that the students must be active in teaching and learning process because contextual teaching and learning can practice reading English outside the classroom by reading short story or diary especially in recount text.

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