

CHAPTER I
INTRODUCTION

1.1. Background of The Study

The main duty of a teacher was establishing the teaching activities. In order to those activities can be established effectively, the teacher must be know the teaching theory and strategy. Study is the process to change student's behavior through the interaction between individual and society where they lived. In this matter, the process is the continually combination, planed and integrated and overall that are coloring and giving characteristic of teaching process.

The teaching of the English at elementary schools is called English for young learner. In Indonesia English which formally was intoduce since 1994. English as a local content in elementary school. English is still a foreign language for elemntary school students. Thus, to teach it in a satisfactory manner, googd teacher of English is required.

In English curriculum for elementary school, English consists of four skills: listening, speakingner, reading, and writing and other components vocabulary and grammar (KTSP:2006). Reading is essential skill for English learner as a foreign language. Reading for elementary student is focused to create students to be able to understanding in simple English written. Reading is a fluent

process of readers combining information from a text and their own background knowledge to build meaning.

SDN Tlogopojok is the one of elementary school in Gresik. It is on Jl.Gubemur Suryo XII/54. The respondents in this research are students in the sixth grade. The criteria of success at sixth grade student's score were 75. Based on the observation before, the researcher found some problems in teaching learning English process, especially in reading. According to KTSP curriculum, the completeness of English study ideally for each indicator 0 -100% is 75%. The school has to decide The Criteria of Minimum Completeness (K.KM) for each lesson by considering the average of student's capability. In this section, the majority of students are getting low scores, and the scores were less than 75. The researcher assumed that students were getting difficulties to understanding in study English especially in reading comprehension. The researcher opinion the teachers' teaching strategy and material were not appropriate into students' condition. So they did not interest to join in the English lesson. In the reality, the English teacher taught the students using classical strategy. The teacher asked the students to read text silently and asked them to answer some questions based on the text book only.

Teaching strategy has important role in teaching learning process because it is one of the successful teaching learning process factors. Students need an appropriate strategy which is making them enjoyable in learning reading in English lesson. Based on the observation before, the English teacher only used

classical strategy. The other problem in this school is the availability of reading materials. In the teaching learning English process in SDN Tlogopojok, the teachers usually use text book all the time. Teaching reading through text books all the time will make students get bored easily. It may be caused by the fact that the text book content was monotonous and uninteresting. The monotony can be seen from the length and the topics of the reading text. The texts were very short and consisting of 2-3 short paragraphs. The topics of the reading texts are uninteresting. And also in the teaching learning process of English the students was fmd difficulties in comprehending the reading materials. The reading texts should have simple structures as well as vocabulary. Based on the problem above, the teaching learning process of reading is very important, because reading will enrich the students with new vocabulary words, structure of sentences, and the knowledge of the culture of the people whose language which are they learned.

To solving this problem, the researcher must be selective in determining of strategy in teaching reading to improve the reading skill of students, and the teacher must be able to find out the materials which can motivate students to learn English easily especially in reading section. Moreover, in selecting the materials the teachers have to know the several problems of approach and difficulty of reading text, such as students understanding of new or unknown word. Students learn new words and meanings largely through reading and they do not learn words in order to read. (Levine and Reves, 1990 in Nunan) have found that it is

easier for the reader of academic texts to cope with special terminology than with general vocabulary.

In this study, the researcher invites the English teachers especially in the elementary school level to improve their students reading acquisition in learning English. By using appropriate lessons, students are not just getting knowledge about language but they can be taught in using language proficiently.

This study will discuss about the importance of reading competency in English lesson which is the basic of teaching English. By reading students can be improve their knowledge that useful for their imagination, social and emotional development.

Then this study would like to solve that problem of students and teacher in reading competency by using CTL strategy through folktales as the material. Selecting teaching strategy and material are the best solution in this case. Using materials in teaching-learning process is the substance of teaching strategy as the way to improve the interaction process between teacher and students. The majority of students in this school are unable to make connection between what they are learning and how that knowledge will be used. This is because the way they process information and their motivation for learning are not touched by the traditional strategy of classroom teaching. The students have a difficult time to understanding academic concepts as they are commonly taught, but they desperately need to understand the concepts as they relate to workplace and to larger society in which they will live and work. The teacher has to teach the

students well. The teacher must be able to find out the appropriate teaching strategy and materials which can help them to motivate students to learn English and to decrease the student's boredom.

Based on the problem above the researcher uses CTL to conducting the research. A Contextual Teaching and Learning is a strategy to teaching and learning that recognizes and addresses the situated nature of knowledge through connection both and out of classroom. A CrL strategy aims at making experience relevant and meaningful to students by building knowledge that will have applications to lifelong learning. In general, CTL aims to build collaboration between the school and community in ways which are mutually beneficial.

The one of the materials to improve reading is learning by using folktales. Folktale is the one of narrative text. The text usually is imaginer but sometimes can also factual (Depdiknas, 2004b:1). Folktale is also the children's literature. Children's literature has been important and successfully applied in elementary and middle schools. Children's books contain beautiful language, which can provide students with good models to practice and increase their language skills (Allen, 1989; Cullinan & Galda, 1994; Rothlein & Meinbach, 1991).

Folktales always very important roles in the processes of language learning because folktales usually contain repetitive language patterns, phrases, or questions, refrains, strong rhythm and rhyme, sequences of numbers or days of the week (Cooper & Collins, 1992; Cullinan & GaIda, 1994; Hill, 1999; Kowalski, 2002; Mallan, 1992; Nodelman, 1996). For example, repetitive patterns can be the

schema for students' comprehension of the children's stories and predicting the action in the plot and the ending (Allen, 1989; Nodelman, 1996). In addition, folktales make it easy for students to remember the vocabulary and grammatical structures contained in them (Kowalski, 2002).

There are some reasons why the researcher uses folktales as material to increase the teaching reading. Firstly, it is based on the fact that folk tales has been passed from generation to the next. Most folk tales are familiar for them because they often get those stories from their parents when they were child. Secondly, the folk tales are accompanied by fun story which makes them interested to the stories that are talked about. Thirdly, folktales not only gives the fun story which make we interested, and laugh but also folk tales have moral value to do kindness for us especially for children. And the fourthly is the researcher hopes folk tale is the materials can be minimize the boring situation in studying English and it can be enjoyable one.

Based on that explanation, the researcher will create a class action research to improve reading which are using Contextual Teaching and Learning Strategy and using folktales as the material. The researcher hopes the folk tales can be an alternative material to improve reading. Besides that, the teacher gets the new idea, inspiration, and motivation in their teaching process by using CTL strategy. They will be able to improve their ideas and creative make their students to be interest and more creative in English lesson.

1.2. Problem Statement

Based on the background of problem that is explained above, the researcher formulates the problem statement that will used in this study is "How do Teaching Folktales Using Contextual Teaching and Learning Strategy improve reading of sixth grade students at SDN Tlogopojok Gresik?"

1.3. Objectives of Study

Based on the research question above, there is one objective of this study to found out how teaching Folktales Using Contextual Teaching and Learning Strategy improve reading of sixth grade students at SDN Tlogopojok Gresik.

1.4. Significance of the Study

The writer hopes that the result of this study will be useful for both teacher and students. It expects that this study gives contribution to teaching English especially teaching reading and teacher can create variety of teaching strategy by using folktales as the material. Then, for the students, the researcher expects this study can be an alternative way to encourage them to learn English, to increase student's achievement in studying English especially reading, and to stimulate them to be good readers and more like reading English text than before.

1.5. Scope and Limitation

This study is focused on improving reading using Contextual Teaching and Learning Strategy combined Folktales material improve reading at the sixth

grade students of SDN Tlogopojok Gresik in 6A Class. The subjects of the study consisted of 30 students (12 males and 18 females).

The researcher will conduct a classroom action research in one cycle and it consists of 6 meetings. The criteria of success for this study are the student have to reach score 75. The topic of material is appropriated to the curriculum (KTSP) and lesson materials. If the 1st cycle will be successful, the researcher will not need to conduct the 2nd cycle.

1.6. Definition of Key Terms

To avoid misunderstanding and misinterpretation of the meaning of the terms in this study, definition of key terms is provided. It hopes that the readers will have the same interpretation in understanding this study.

- a. Teaching in general is showing or helping someone to learn how to do something with knowledge, giving instruction, and guiding the study of something.
- b. Reading is the activity while the reader is reading and comprehending the text. It is about understanding of written text.
- c. A Contextual Teaching and Learning (CTL) is a strategy to teaching and learning that recognizes and addresses the situated nature of knowledge through connection both and out of classroom.

CTL is the building communication between school learning and life outside of the classroom.

- d. Folktale is the one of narrative text which is read before the children sleep in the night. It usually about legend, adventures, culture, animal, and human characters