

CHAPTER I

INTRODUCTION

A. Background of Study

Reading comprehension is one of an important English ability. This talent is extremely useful and must be learned by English students, therefore English teachers must devise appropriate learning strategies to implement reading comprehension. In today's world, English teachers are able to enhance their classroom teaching skills in a variety of ways.

As an English teacher who is expected to be able to create effective and fascinating work, English teachers must have their own approach of executing the educational strategies that must be used with students in order for them to reach their learning objectives, teachers can employ a variety of learning models to achieve their English learning objectives (Hermania, 2023). Nevertheless, education in Indonesia remains predominantly traditional, with education identified solely referred to as 'knowledge transfer' (Saefulmilah & Saway, 2020). Teachers keep doing to have a stronghold on the classroom as the primary source of information for students, resulting in one-way learning. Students are solely positioned as 'empty glasses' that teachers have to replenish through the teaching and learning process, without leaving adequate opportunity for students to explore for their own knowledge (Hidayat, 2021).

Students do not have many opportunities to think critically, examine their knowledge, and find new things to learn. The fact that this happens of course, causes students to only 'memorize' the teachings presented at school, without grasping the importance of any knowledge they receive, much less linking it to the context of their daily lives (Hasudungan, 2022).

In the simplest terms, students' must comprehend, not simply recall information, but also be able to build information in their thoughts (Hasudungan, 2022). In order to carry out and achieve this, a suitable approach to learning or strategy is required. This is what led to the development of Contextual Teaching Learning, or CTL. Constructivism-based components are used in contextual teaching and learning to help students grasp learning better. Constructivism is the cornerstone of CTL thinking, which stresses that learning is not merely memorizing and retaining facts, but rather a teaching and learning process in which learners actively cognitively create their knowledge based on the knowledge structure they have (Nuryana, Hernawan, & Hambali, 2021). As an instance, in teaching reading comprehension, one of them is Contextual Teaching and Learning, which is an approach in teaching and learning. English teachers may utilize contextual teaching and learning methods and implement their aspects in the teaching and learning process. Contextual Teaching and Learning is a useful approach for achieving learning objectives. Teachers who teach English are expected to devise an effective learning strategy that helps with reading comprehension. One of the learning approaches that could

potentially be used to achieve learning objectives is contextual teaching and learning (CTL) (Haerazi, Prayati, & Vikasari, 2019). The CTL approach includes various teaching practices that emphasize content as a crucial component. These tactics involve students in an interactive process of learning. The tactics can be implemented separately or as a group (Nasaruddin, Saliya, & Jafar, 2020). Furthermore, Contextual education can encourage students to actively engage in reading literature in the English language (Indrayadi, Yandri, & Kamil, 2020).

As stated in Surah Al-Nahl verse 125 of the *Qur'an*, using the proper teaching strategies or procedures can aid pupils in learning.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِ لَهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ
أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

The requirement of teaching and learning and its ways are discussed in QS al-Nahl (16): 125 above. In this surah, Allah Almighty gives instructions on the Prophet Muhammad, peace be upon him, and his people's duty to educate and learn using appropriate teaching techniques (*billatiy hiya ahsan*). In order for students' reading comprehension skills to align with the prescribed educational orientation, they must be enhanced through a variety of relevant learning activities. Teachers must modify their teaching strategies in light of these needs in order to support students' reading comprehension abilities. It is thought that this modification will facilitate students' learning. Students can

improve their reading comprehension skills utilizing a variety of tactics and learning paradigms, one of which is the Contextual Teaching and Learning (CTL) approach.

This research is necessary because it is going to establish how to utilize Contextual Teaching and Learning in reading comprehension in the classroom and to find the advantages of applying Contextual Teaching and Learning in reading comprehension.

B. Definition of Key Terms

1. Contextual teaching and learning

CTL is an approach for incorporating real-world scenarios into the learning process that might facilitate students' connections to their ideas. The contextual teaching and learning are an approach that boosts students to draw connections between their knowledge and how it can be used in everyday life by studying concepts that assist teachers in connecting the subjects they teach with real-world situations. Contextual Teaching and Learning in this research is the learning approach used by an English teacher in class VIII.1 at *MTs. Raudhatul Islamiyah Sungai Tabuk*.

2. Reading Comprehension

Reading comprehension involves a reciprocal flow of ideas between the reader and the written word (text). Specifically, the capacity to read a

text carefully, absorb it, and comprehend its content. Therefore, the reader must go through the steps of solving the challenging task, deducing the meaning, determining what to keep and what to discard, and then continuing forward. In this research, researcher focused on reading comprehension in class VIII.1 at *MTs. Raudhatul Islamiyah Sungai Tabuk*.

C. Research Questions

1. How is the utilization of Contextual Teaching and Learning in reading comprehension?
2. What are the advantages of Contextual Teaching and Learning in reading comprehension?

D. Objectives of Study

Based on the research questions above, this study focuses on investigating:

1. To find out the utilizing Contextual Teaching and Learning in reading comprehension.
2. To find out the advantages of Contextual Teaching and Learning in reading comprehension.

E. Significance of Study

This research is supposed to bring theoretical and practical positive aspects. The meaning of research is to describe the utility or value of research in both scientific and social contexts.

1. The teacher can provide useful knowledge by utilizing Contextual Teaching and Learning approach in teaching reading comprehension. The information gathered from this research has the potential to contribute to the creation of better and more applicable reading learning strategies.
2. This research can be a model for future researchers to learn more about the utilization of contextual learning approach in reading comprehension and the advantages of using a contextual learning approach in reading comprehension with different learning focuses or participants