

Improving Student's Reading Ability In Spoof Text By Using Contextual Teaching And Learning On Ninth Grade Students At SMP Swasta Sinar Husni Medan

Meningkatkan Kemampuan Membaca Siswa dalam Teks Spoof dengan Menggunakan Pembelajaran Kontekstual pada Siswa Kelas Sembilan di SMP Swasta Sinar Husni Medan

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ABSTRACT

This research is aimed at finding the improvement student's reading ability in spoof text by using Contextual Teaching and Learning method. It was a Classroom Action Research (CAR). The subject of this research is the students at the ninth grade at SMP Swasta Sinar Husni Medan. In collecting the data, the researcher used treatment in teaching as long as eight meetings. The researcher gave pretest and posttest to the students in order to know students' improvement reading ability in spoof text after giving treatment. The result of this research showed the improvement of the student's reading ability in spoof text was improved significantly. It was proved by the the learning completeness of the students in teaching and learning process in cycle I and cycle II. The post-test in cycle I from the 33 students who were 15 students complete (45,5%) categorized as very poor and became higher the post-test in cycle II from the 33 students who were 28 students complete (85%) categorized as very good.

Keywords : Classroom Action Research (CAR), Spoof Text, Contextual Teaching and Learning Method

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1. INTRODUCTION

Reading is one of the important language skills that should be learned and mastered by everyone. By reading, one can interact with feelings and thoughts, obtain information and improve their knowledge. According to Tarigan (1998) reading is a process which is used by a reader in order to get the purpose of the writer through the written word.

Furthermore, Patel & Jain (2008) explain that reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain understanding of the foreign culture. Rusmiati & Kamalina (2018) mentions that reading comprehension is the core of the reader because the purpose of written language is the communication of messages. If readers can read the words but do not understand what they read, they are not really reading. Reading comprehension is the process of understanding and constructing the meaning of a text that students need to have in order to gain knowledge and learn information about what they have been read.

On contrast, Students are not interested to read because they think reading is a boring activity. They feel sleepy when they read. Besides, students have no motivation to read because they are not exposed to reading activity more often. The teachers do not encourage the students to read. Then, the teachers do not give interesting text that can attract students' willingness. Teachers always use monotonous teaching

method. Therefore, students are not eager to read. Teachers should vary their class by using different teaching methods. These things are in line with what research found in SMP Sinar Husni when she had teaching practice in this school. The students should get in english but they get under than 80 the ninth grade students are still weak in english especially for reading skill. Their scores for reading are less than 80. Thus, it is a problem that need to be solved by students.

Nurma (2016) explains that Spoof text is text that tells a story that happened in the past ending, the aim is to entertain the readers. Students must have knowledge that has real application in everyday life, therefore students try to learn concepts as well as apply and associate them with the real world so that students are even easier to apply reading comprehension by using spoof text in the real world of those who have experienced it. Adds that spoof text tells a potentially factual story that has happened in the past with an unexpected and funny ending. Spoof aims to tell an event with a humorous twist, Moreover, the story usually has a moral message for the reader. According to those problems above , researcher providy contextual teaching and learning as the teaching method for reading Alamsyah (2014) says that Contextual Teaching and Learning is a learning concepts that helps teachers relate the material they teach to real world situations of students and encourages participants making connections between the knowledge they have and its application in their daily lives. Contextual Teaching and Learning focuses on a learning concepts in which the teacher presents real world situation to the classroom and encourages students to make connections between the knowledge they have and its application in their lives as members of the family and society In this research, reseacher will use spoof text.

2. LITERATURE REVIEW

A. Reading

Allan Wigfield (2004) states that reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text. According to Daiek & Anter (2004), reading is an active process that depends on both author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written.

B. Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) states that learning should be contextual for the teacher. In addition, learning must also be meaningful (meaningful) and relevant (relevant) to the situation and condition of the teacher. Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes the full involvement of students in discovering the material being studied and connecting it to real life situations.

Contextual teaching and learning (CTL) learning aims to equip students with knowledge that can be flexibly transferred from one problem to another and from one context to another. CTL learning as an approach has 7 principles or components that underlie the implementation of the learning process, namely: Constructivism, Inquiri, Questioning, Learning Community, Modeling, Reflection and Authentic Assessment.

C. Spoof Text

A spoof is a text which tells a potentially factual story that has happened in the past with an unpredictable and funny ending. Its social function is to entertain and share the story. The purpose of a spoof is to tell about an event with a humorous twist. More over, the story usually has a moral message for the readers. (Handayani & Harha, 2018). Sudarwati and Grace (2007) also explain that Spoof text is a text to tell an event with a humorous twist and entertain the readers. Spoof text has a generic structure/text organization and language features.

3. RESEARCH METHOD

This reasearch is a Classroom Action Research (CAR). It used to improve students' reading ability in spoof text on ninth grade students' at SMP Swasta Sinar Husni Medan by using Contextual Teaching and Learning. Classroom Action Research (CAR) is research that is conducted in the class. Classroom action research is portrayed as a cyclical of a spiral process involving steps of planning, acting, observing, and reflecting with each of these activities being systematically and selfcritically implemented and interested (Burns, 2010).

The study was conducted at SMP Swasta Sinar Husni Medan. Ninth grades at this school consist of three classes, A until C class. Every class consists of 30-35 students. The subjects of this study were eight grade of C class in academic years 2022/2023, it consists of 33 students they are 15 male and 18 female. The ninth grade of class was used as the subject of the study because this class had difficulty in comprehending reading, especially in spoof text.

To get the data, the researcher used the instruments as follows: (1) Observation Checklist. It used to collect data during the instruction process. The observation checked by the collaborator which is always joining tothe class while the teaching and learning process happening. The observation checklist contains about the researcher and the students' activities when pre-reading, whilst-reading and post-reading during the implementation of Contextual Teaching and Learning in the classroom. (2) Test. The test is needed to know how the improvement of the student achievements in English when teaching with Contextual Teaching and Learning applying to teach reading. (3) Interview. Interview was used to know the information and the real condition in the teaching and learning of reading process. In this research, the researcher interviewed the English teacher of the school to know her responses about teaching reading by using Contextual Teaching and Learning method, and to know the students' reading ability. (4) Questionnaire. The questionnaire distributes to the students at the end of research. Questionnaire is given to know the student comment on the teaching and learning process by using Contextual Teaching and Learning. The researcher uses closed questionnaire. It has a list of possible options or answers from which the respondents must choose.

4. RESULT AND DISCUSSION

A. *The Result of Pre - Test*

Before the Classroom Action Research (CAR) activity started, the researcher gave a pre-test activity to the students to find out how far their knowledge of the spoof text was and also to identify the problems students faced when doing reading activities. This pretest was conducted on Friday 19 May 2023.

Table 1 The Result of Pre-Test

No	Subject	Pre-Test	No	Subject	Pre-Test
1	ANC	50	18	MKS	50
2	AA	45	19	MH	45
3	AR	55	20	MS	55
4	AP	55	21	MA	55
5	ANS	80	22	MFI	80
6	BS	50	23	MFL	50
7	DA	65	24	MRA	50
8	DPA	55	25	NRT	50

9	DC	40	26	NN	45
10	FDA	50	27	NDA	50
11	IA	55	28	NS	45
12	JA	40	29	RP	80
13	KAT	55	30	RN	80
14	KA	55	31	SMPA	50
15	KIA	45	32	SWPA	55
16	MCR	50	33	SMP	55
17	MF	50			
Total					1790
Mean Score					54,2

Based on the table 4.1 above, the result of pre-test of the students' reading ability in spoof text before application of Contextual Teaching and Learning in cycle I, the result of pre-test is of all students have not achieved a passing grade.

B. Cycle 1

1) Planning

At this stage the researcher made a plan that had been a reference for researcher in taking further actions. The steps taken by the researcher in the research plan were that the researcher prepares to conduct research, then identifies and analyzes the existing problems, after that the researcher developed data collection instruments and write down what methods used to solve the problem. Researcher also prepare lesson plans, and prepare learning materials, also design learning application scenarios and determine indicators of success of actions.

2) Action

This stage was the realization of an action that has been designed in the planning. The step that the researcher did at this stage was that the researcher prepared the lesson plans to be applied in the learning process. First, the researcher divided the students into several groups, then the researcher gave an explanation about students' material under title Story of Abu Nawas Saved by Stilts. And then, the researcher directed students to read the Story of Abu Nawas Saved by Stilts.

3) Observation

At this stage, the researcher made observations that were carried out simultaneously with the action. The activities carried out were in the form of recording everything that was needed and that occurs during the implementation of the action. Researcher collected data containing the implementation of actions and plans that have been made, as well as their impact on the process and learning outcomes. The data collected were in the form of test results, attendance and data describing student activities.

Table 2 The Result of Post-Test in Cycle I

No	Subject	Post-Test I	No	Subject	Post-Test I
1	ANC	60	18	MKS	75
2	AA	75	19	MH	75
3	AR	85	20	MS	75
4	AP	85	21	MA	65

5	ANS	50	22	MFI	85
6	BS	85	23	MFL	75
7	DA	90	24	MRA	75
8	DPA	85	25	NRT	60
9	DC	60	26	NN	75
10	FDA	85	27	NDA	85
11	IA	85	28	NS	75
12	JA	50	29	RP	90
13	KAT	85	30	RN	85
14	KA	60	31	SMPA	85
15	KIA	75	32	SWPA	75
16	MCR	85	33	SMP	85
17	MF	75			

Total	2515
Mean Score	76,2

4) Observation

The reflection stage was an evaluation effort carried out by researcher in this study. This includes analysis, synthesis, and assessment of the results of observations of the actions taken. At this stage the researcher takes feedback from the teaching and learning process from the test results that have been given. The purpose of this phase is to improve students' reading ability in spoof text. Based on the data obtained, the researcher continued in cycle 2 to get better results.

Table 3 Analysis of Students' Reading Ability in Spoof Text in Cycle I

No	Category	Value Range	Frequency	Percentage (%)
1	Very Good	80-100	15	45,5
2	Good	75-79	11	33,3
3	Sufficient	60-74	5	15,1
4	Poor	50-59	2	6,1
5	Very Poor	0-49	-	-
Total			33	100

Based on table 4.3 above, it can be seen that from the 33 students who were in the very good category there were 15 students (45,5%), and the good category there were 11 students (33,3%). While those in the sufficient category amounted to 5 students (15,1%) While in the poor category there were 2 students (6,1%), These results also show an increase in students' reading ability in spoof text. From the test results, it could be concluded as followed the students' reading ability in spoof text was still not good, especially in students material under title Story of Abu Nawas Saved by Stilts;

Seeing the results of these observations where only 15 students (45,5%) were complete students, the researcher decided to follow up in Cycle II, in order to make more efforts to improve students' reading ability in spoof text by using contextual teaching and learning.

C. Cycle II

1) Planning

At the planning stage in this second cycle, researcher take lessons in the first cycle that has been completed. Researcher took almost the same action as the first cycle and gave only a slight change. The step taken by the researcher was to prepare to continue the second cycle of research, then prepare strategies to overcome the problems identified in the first cycle. Researcher also prepare lesson plans and prepare learning materials, as well as design learning application scenarios and determine indicators of action success.

2) Action

The step taken by the researcher at this stage was that the researcher prepares a learning plan that will be applied in the learning process in the second cycle. The researcher again divided the students into groups and sat together with their respective groups, then the researcher directed the students to read Abu Nawas dan Enam Ekor Lembu.

3) Observation

Similar to the previous cycle, at this stage the researcher made observations which were carried out simultaneously with the action. With the activities carried out in the form of recording everything that was needed and that occurs during the implementation of the action, collecting data containing the implementation of the actions and plans that have been made, as well as their impact on the process and learning outcomes and which were collected in the form of test results, attendance and data describing student activities.

Table 4 The Result of Post-Test in Cycle II

No	Subject	Post-Test I	No	Subject	Post-Test I
1	ANC	85	18	MKS	90
2	AA	90	19	MH	85
3	AR	95	20	MS	85
4	AP	95	21	MA	70
5	ANS	75	22	MFI	90
6	BS	95	23	MFL	85
7	DA	100	24	MRA	85
8	DPA	100	25	NRT	75
9	DC	75	26	NN	85
10	FDA	90	27	NDA	95
11	IA	90	28	NS	85
12	JA	75	29	RP	100
13	KAT	95	30	RN	90
14	KA	95	31	SMPA	95
15	KIA	85	32	SWPA	85
16	MCR	90	33	SMP	90
17	MF	85			
Total					2905
Mean Score					88,03

4) Observation

After giving scores on the second cycle test of students' reading ability in spoof text with contextual teaching and learning, the researcher found that students' scores showed that their

scores had increased dramatically from the Pre-Cycle activities, Cycle I activities and Cycle II activities. Students were also more active and enthusiastic to learn to hone their skills in reading ability in spoof text. This means that the use of contextual teaching and learning was able to motivate students in the teaching and learning process.

Table 5 Analysis of Students' Reading Ability in Spoof Text in Cycle II

No	Category	Value Range	Frequency	Percentage (%)
1	Very Good	80-100	28	85 (%)
2	Good	75-79	5	15 (%)
3	Sufficient	60-74	-	-
4	Poor	50-59	-	-
5	Very Poor	0-49	-	-
Total			33	100

Based on table 4.5 above, it can be seen that from 33 students, 28 (85%) students who were in the very good category, and the good category there were 5 students (15%). Seeing the results of these observations where 28 students (85%) were complete students, it could be concluded as followed the ability of students in reading spoof text began to increase, students begin to get excited in reading spoof text and some of them, of course, were still lazing around, but not as much as in the previous cycle. In this cycle the students seemed to be more focused on learning and interested.

D. The Student Learning Outcomes of the Students' Reading Ability in Spoof Text

Improving students' reading ability in spoof text in class IX-I SMP Swasta Sinar Husni Medan, students obtained a comparison of explanation text writing skills in the activities of cycle I and cycle II as follows:

Table 6 The Student Learning Outcome

NO	The Student Learning Outcome	Category	Frequency	Percentage (%)
1	Pre-Test	Complete	4	12,1
		Incomplete	29	87,9
1	Post-Test I	Complete	15	45,5
		Incomplete	18	54,5
2	Post-Test II	Complete	28	85
		Incomplete	5	15

Based on the table 4.6 above, the student learning outcomes of the students' reading ability in spoof text after application of Contextual Teaching and Learning in cycle I, the student learning outcomes of the students' reading ability in spoof text is 15 (45,5%) students complete and 18 (54,5%) students incomplete. In cycle II, the student learning outcomes of the students' reading ability in spoof text is 28 (85%) students complete and 5 (15%) students incomplete.

Based on explanation above there are significant improvement the student learning outcomes of the students' reading ability in spoof text by using of Contextual Teaching and Learning Method. To view clearly the improvement the student learning outcomes of the students' reading ability in spoof text, that following chart present.

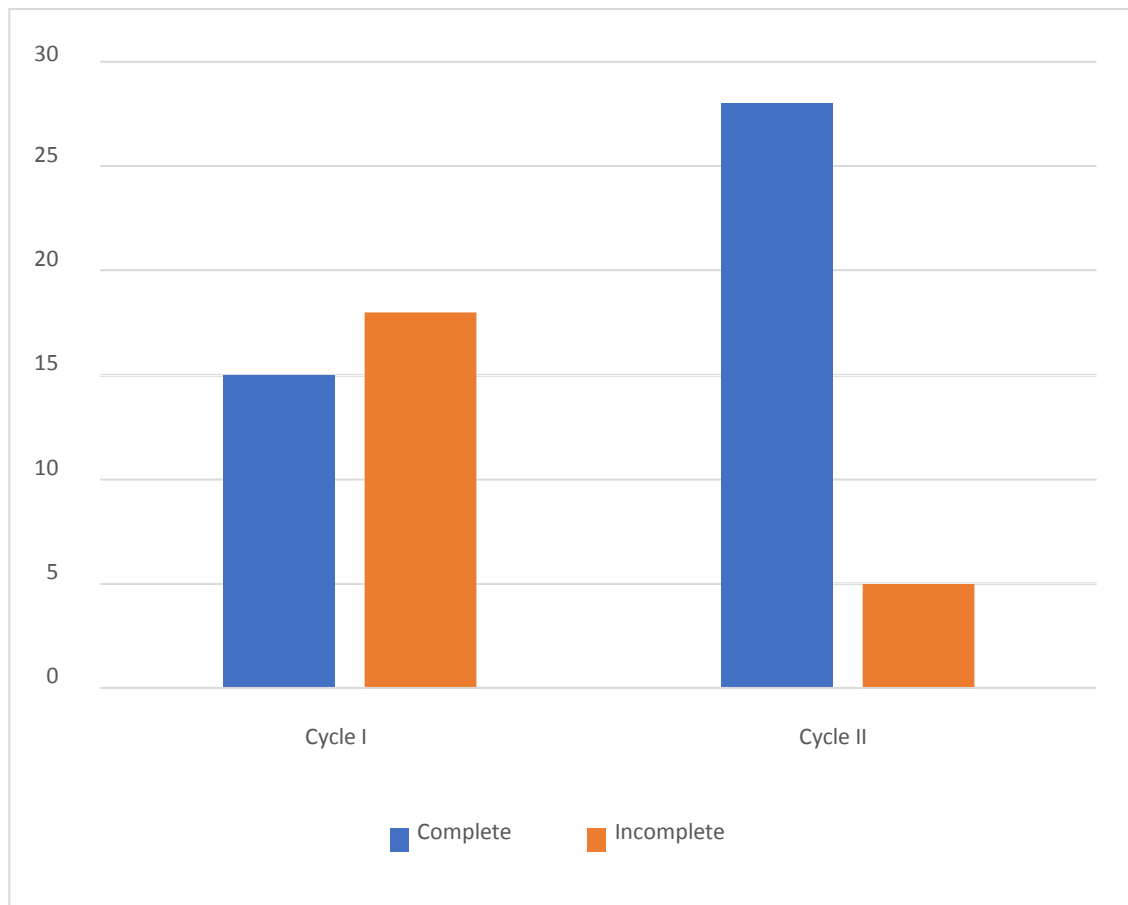


Figure 1 The Improvement Student Learning Outcomes of the Students' Reading Ability in Spoof Text

E. The Result of the Students' Activeness in Learning Process

The result of observation of the students' activeness in teaching and learning process during the application Contextual Teaching and Learning method in improving the students' reading ability in spoof text on ninth grade students' at SMP Swasta Sinar Husni Medan which was conducted in two cycles during 8 meeting is taken by the observer through observation sheet.

In cycle I the students' activeness in each meeting improve significantly it can be seen clearly in table that the students' activeness in the fourth meeting is higher than the first, the second and the third meeting, where the first meeting in cycle I the students' activeness is 65% and it aim to 67% in the second meeting, and then students' activeness in the third meeting 68% increases to 83% in the fourth meeting. So, the average percentage of the students' activeness in cycle I is 71%.

The students' participation in the first meeting of cycle II is 70% then the second meeting of the students' participation is 80% and the third meeting and four meeting of students' participation are 86% and 91% and the average score of students' participation in cycle II 82%.

The research findings indicates that there is the improvement of the students' participation from cycle I to cycle II, where in cycle I the average score of students' participation score is 71% become 82% in cycle II. It means that the students' participation gets 11% progress.

There is improvement of students' activeness in teaching and learning process where in cycle I is 71% lower than cycle II, but after conducting the strategy in cycle II the students' activeness in learning process become 82%.

Based on explanation above there are improvement the students' activeness in learning process of the students' reading ability in spoof text with used of Contextual Teaching and Learning Method. To view clearly the students' activeness in learning process of the students' reading ability in spoof text, that following chart present.

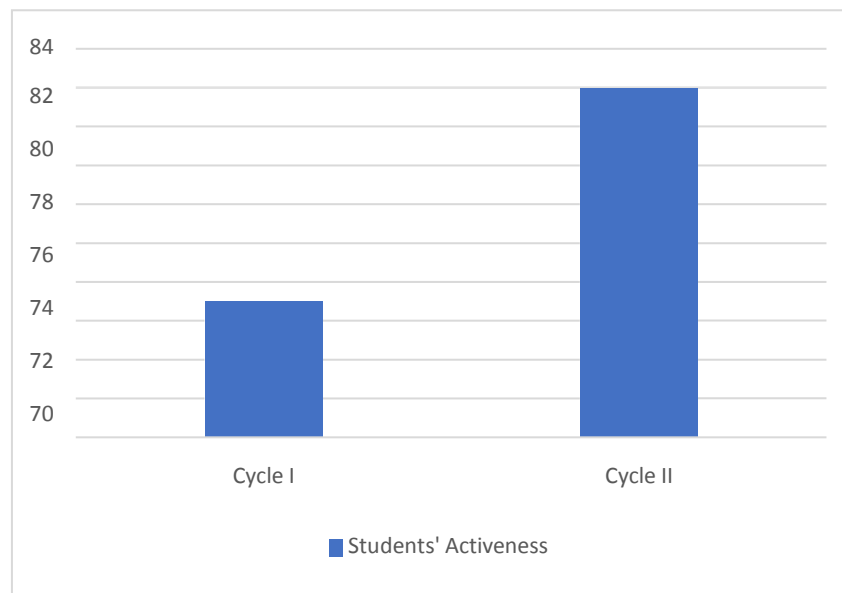


Figure 2 The Improvement Students' Activeness of the Students' Reading Ability in Spoof Text
F. Discussion

This part presents the result of the data analysis. The data find on two tests; these are cycle I, cycle II and the observation result of the students' presence activeness in teaching and learning process. The improvement of the students' reading ability in spoof text on ninth grade students' at SMP Swasta Sinar Husni Medan with Contextual Teaching and Learning method, it has different results from cycle I and cycle II, where the student learning outcomes and learning completeness from cycle II is higher from cycle I.

At the first meeting in cycle I, the researcher gave students material under title Story of Abu Nawas Saved by Stilts. At the first activity the researcher explains the general description about the strategy that can be used then give the text to the students. During the teaching learning process some students confused to answer the question and made conclusion because they still strange and low ability about the vocabulary. It can be seen by the reaction of the students, they have low enthusiasm in learning. They get achievements that not get the target, and then the researcher gives them motivation.

At the second meeting, the researcher gave to the students' a new material about the title Abu Nawas Dan Enam Ekor Lembu, at this there are some students more active than the first meeting. At this meeting the students answer some questions that are given by the researcher.

Different from the cycle I learning process, in cycle II most of students' get enthusiasm and ready to learn because before the researcher give the students text, the researcher simulates the students with told information related to the text and sharing as a warming up, so the students more interest to learn

and ready to activated their prior knowledge. It indicates that the result of cycle II is higher than cycle I, and it can be concluded that the using of this strategy is success.

Implementation Contextual Teaching and Learning method in the class, the researcher found that the students. The researcher taught about the spoof text in the cycle I, where there are 33 students who were in the very good category there were 15 students (45,5%), and the good category there were 11 students (33,3%). While those in the sufficient category amounted to 5 students (15,1%). While in the poor category there were 2 students (6,1%), The learning completeness of the student's reading ability in spoof text is 45,5% (very poor). The researcher find that the student has difficult to read the spoof text. The students have low skill in translate to reading text.

Based on the unsuccessful teaching in the cycle I, the researcher decides to do cycle II. In the cycle II, the researcher revises the lesson plan. Where, when the researchers explain about text the researcher should explain more clearly, if gave the students occasion to ask about the material. Besides that, the researcher has to give better guidance for the students. In cycle II, there is good improvement, from 33 students, 28 (85%) students who were in the very good category, and the good category there were 5 students (15%). and the learning completeness of the student's reading ability in spoof text is 85% (very good).

Finally, the learning completeness of the students in cycle I is 45,5% (very poor) and the mean score of the students' cycle II is 85% (very good), it means that the target in the chapter I could be achieved. In the other word, teaching reading comprehension of spoof text by using contextual teaching and learning method able to improve the achievement on the ninth grade students at SMP Swasta Sinar Husni Medan.

The results of this study are in line with research by Syahputri & Mariati (2019) with research title "Improving Students' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning (CTL)", the result showed that there was an improvement after applying CTL was 66.7%. It concluded that students' achievement in reading comprehension by applying contextual teaching and learning (CTL) improved.

Besides that, the results of this study are in line with research by Aprizani (2016) with research title "Improving Reading Comprehension Using Contextual Teaching and Learning (CTL)", the result of this research the researcher found that CTL was more effective than Direct Instruction because the null hypothesis was rejected and the alternative hypothesis was accepted so that CTL was found to be better for teaching reading skills. CTL encourages materials that are related to the students' surrounding so that it helps them use English related to their daily activities.

5. CONCLUSION

Based on the findings and discussion in the previous chapter, the researchers concluded that the improvement of the students' reading ability in spoof text on ninth grade students' at SMP Swasta Sinar Husni Medan by using Contextual Teaching and Learning Method was improved significantly. It was proved by the the post-test of the students in teaching and learning process in cycle I and cycle II. The post-test in cycle I is from the 33 students who were in the very good category 15 students (45,5%), and the good category there were 11 students (33,3%). While those in the sufficient category amounted to 5 students (15,1%) and in the poor category there were 2 students (6,1%). The learning completeness of the student's reading ability in spoof text is 45,5% (very poor). The post-test in cycle II is from the 33 students, 28 (85%) students who were in the very good category, and the good category there were 5 students (15%) and the learning completeness of the student's reading ability in spoof text is 85% (very good). It could be concluded as followed the ability of students in reading spoof text began to increase, students begin to get excited in reading spoof text and some of them, of

course, were still lazing around, but not as much as in the previous cycle. In this cycle the students seemed to be more focused on learning and interested. The interview result showed that the students seems to enjoy it during teaching-learning process, and pays more attention during teaching-learning process than before, interesting, fun, and what is very clear is that learning is more interactive and so his reading ability in spoof text certainly improved after using contextual teaching and learning method. The research findings observation that there is the improvement of the students' participation from cycle I to cycle II, where in cycle I the average score of students' participation score is 80% become 85% in cycle II. It means that the students' participation gets 5% progress.

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Finally he hopes this scientific papers can give a bit contribution to the language education especially English major and further pedagogical research and also she hopes it can be useful for researcher, readers and the next researchers.

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