

II. FRAME OF THEORIES

This chapter discusses about the concept of Contextual Teaching Learning, the Contextual Teaching Learning strategy, the elements of Contextual Teaching Learning, concept of reading comprehension, concept of hortatory exposition text, and the teaching procedure.

2.1 Concept of Contextual Teaching Learning

Contextual Teaching Learning is teaching that enables students to reinforce, expand and apply their academic knowledge and skills in a variety in-school and out-of-school settings in order to solve simulated or real-world problems. This assumption clarifies that the knowledge on the material the students got before could be reinforced in contextual teaching since the process of studying underlying the implementation of CTL gives many chances for students to construct their mind and relate the material with their own real-life (Johnson in www.cew.wisc.edu/teachnet/ctl.htm, 2005)

Contextual teaching and learning is a concept of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. Thus, CTL helps students connect the content they are learning to the life contexts in which that content could be used. Students then

find meaning in the learning process. As they strive to attain learning goals, they draw upon their previous experiences and build upon existing knowledge.

By learning subjects in an integrated, multidisciplinary manner and in appropriate contexts, they are able to use the acquired knowledge and skills in applicable contexts (Berns and Erickson, 2001).

2.1.1 Contextual Teaching and Learning Strategies

Johnson in www.cew.wisc.edu/teachnet/ctl.htm, 2005 states that, there are some strategies in Contextual Teaching and learning namely:

a. Problem-Based

CTL can begin with a simulated or real problem. Students use critical thinking skills and a systemic approach to inquiry to address the problem or issue. Students may also draw upon multiple content areas to solve these problems. Worthwhile problems that are relevant to students' families, school experiences, workplaces, and communities hold greater personal meaning for students.

b. Using Multiple Contexts

Theories of situated cognition suggest that knowledge can not be separated from the physical and social context in which it develops. How and where a person acquires and creates knowledge is therefore very important. CTL experiences are enriched when students learn skills in multiple contexts (i.e. school, community, workplace, family).

c. Drawing Upon Student Diversity

On the whole, our student population is becoming more diverse, and with increased diversity comes differences in values, social mores, and perspectives. These differences can be the impetus for learning and can add complexity to the CTL experience. Team collaboration and group learning activities respect students' diverse histories, broaden perspectives, and build inter-personal skills.

d. Supporting Self-Regulated Learning

Ultimately, students must become lifelong learners. Lifelong learners are able to seek out, analyze, and use information with little to no supervision. To do so, students must become more aware how they process information, employ problem-solving strategies, and use background knowledge. CTL experiences should allow for trial and error; provide time and structure for reflection; and provide adequate support to assist students to move from dependent to independent learning.

e. Using Interdependent Learning Groups

Students will be influenced by and will contribute to the knowledge and beliefs of others. Learning groups, or learning communities, are established

in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are established in schools, educators act as coaches, facilitators, and mentors.

f. Employing Authentic Assessment

CTL is intended to build knowledge and skills in meaningful ways by engaging students in real life, or "authentic" contexts. Assessment of learning should align with the methods and purposes of instruction. Authentic assessments show (among other things) that learning has occurred; are blended into the teaching/learning process; and provide students with opportunities and direction for improvement. Authentic assessment is used to monitor student progress and inform teaching practices

For CTL to be effective, these strategies that have been explained above must be present in the teaching/learning experience. Implementation of CTL may not require drastic changes in practice for all educators. It may require enhancement of practice in one characteristic and not another. Continual use and reflection on CTL processes broadens and deepens educators' knowledge and ability to facilitate learning. For CTL to be successful for all students, a school must value and support the approach. Newmann and Wehlage (1997) in www.cew.wisc.edu/teachnet/ctl.htm describe a system of support for authentic learning that has been adapted to describe supports for CTL as follow:

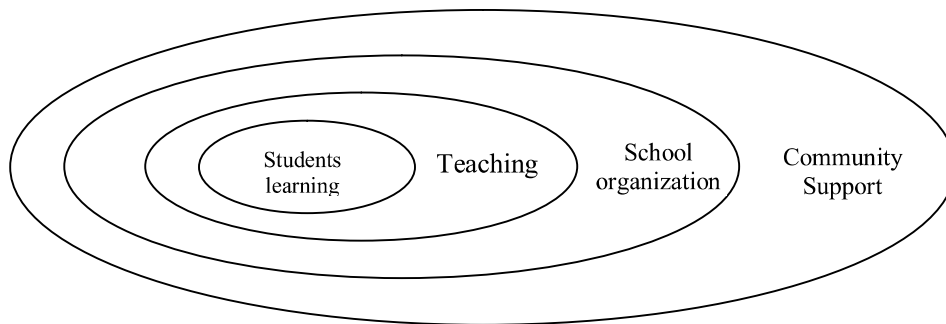


Figure.1 Newmann and Wehlage's circles (1997)

In Newmann and Wehlage's circles of support, the ultimate goal is to support high quality student learning. To do so, everyone in the school must agree on a definition of what students should learn and what strategies support learning.

Next, teaching and learning strategies, (whether in the classroom, school, or community) require considerable support from the school organization. Finally, external supports provide encouragement and resources to help students and educators create high quality teaching and learning environments.

2.1.2 Elements of CTL

Berns and Erickson in www.nccte.com (2001) state that Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

Based on Depdiknas (2002), there are seven elements underlying Contextual Teaching Learning, they are as follows:

1. Constructivism

It is claimed here that knowledge is not a set of facts concepts of rules that come accidentally. Knowledge grows through exposure and understanding becomes deeper and stronger if one tests it against new encounters. This means that in this stage students are actively involved in learning process based on the previous knowledge (entry behavior). They will try to predict the rhetorical of the text by previewing and constructing the provisional map. In other words, students preview the title and predict what they believe the text will be cover. The students should construct the

knowledge by themselves through the direct involvement of the students in teaching learning activity. The students become the main center of the activity not the teacher.

2. Inquiry

Inquiry is the core in Contextual Teaching Learning and learning activities. It is a cycling process of observing, questioning, investigating, analyzing, and concluding. In other words it can be said that the students find out something by them selves. In this process the students have chance to observe the phenomenon. They try to explain and describe the phenomenon being observed. Based on their observation, their try to test what they have observed and finally make conclusions.

3. Learning Community

The principle of learning community is that learning in-group will give better result than learning alone. In doing the tasks students will interact with one another in sharing the information/ideas that they get from the text so they could help each other in order to increase their achievement in reading comprehension. The essence of learning community is that learning in group will give better result than learning alone since they can help other friends who have difficult. Cooperation is encouraged here.

4. Questioning

In CTL the questioning should not be dominated by the teacher. The teacher should provide or create situations that make his students have curiosity. If the students are curious in something, automatically they will ask more about it to the teacher or his classmates. If this situation happens, the teaching learning process will be alive and the students will be motivated in learning.

5. Modeling

In Contextual Teaching Learning, the model is not only the teacher. The model can be organized by involving the students. It means that the teacher is not the only person who is responsible in giving the model or example.

6. Reflection

Self assessment (self reflection) occurs to enable learners to take more responsibility to help themselves progress. Self assessment can be introspective where the learners are asked to reflect back on their foreign language experience and rate themselves against some kind of scale. In reflection, students' and teacher review the event, activities and the experience. They also record what they have learned, how they feel, and the new ideas appeared; and

7. Authentic Assessment

Teacher who wants to know the students' development in learning should collect the data from the real activity while the students learn. The data are taken from the students' activity when they are learning whether it happens in the class or not, and the data of this model is called Authentic data. Contextual teaching learning is intended to build knowledge or skill in meaningful ways by engaging students in real life, or authentic context. Assessment also can be defined as the process of finding out who students are, what their abilities are, what they need to know, and how they perceive the learning will affect them. Assessment places the need of students' at the center of teacher's planning.

With these seven elements of CTL, the teacher are expected to relate the material taught with real-world situation and encourage students to make connections between the knowledge possessed by its application in their lives as members of society easily.

2.2 Concept of Reading Comprehension

Different people use the term *reading* in different ways, and much confusion can arise from consequent misunderstanding. Pang and Bernhardt (2000) says that Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Comprehension is the process of making sense of words, sentences and connected text. Good readers are aware of how well they understand a text while reading. Good readers also take active steps to overcome difficulties in comprehension.

Smith (1982) says that reading certainly implies comprehension – as when we ask if someone is enjoying reading a book and sometimes it does not – as when they reply that they have been reading the book for two hours and scarcely understood a word. Smith also states that comprehension can be regarded as a condition where no uncertainty exists. Then, he also says that Comprehension in reading as a matter of “making sense” of text, of relating written language to what we know already and to what we want to know. More Over, Pang and Bernhardt (2000) says that Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

There are two kinds of reading activity namely reading aloud and silent reading. What we are doing in silent reading is to use our eyes and our ability to understand the meaning of the written sign, thus comprehending the text will be given more emphasizes in silent reading. www.nclrc.org/essential/reading.htm states that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reading is also as an cognitive process of interacting with print and monitoring comprehension to establish meaning.

In reference to the views, it is clear that reading and comprehension are regarded as one activity which can not be separated and each program depends on the progress of activity of mind. In other words, reading comprehension is an activity to grasp the meaning of written materials with full understanding. In addition, Eskey (1986) says that schemata play a major role in reading comprehension. To make any sense of the formulation acquired, the good reader must relate it to what he already knows about the subject at hand and in combining two. Here the writer sees that in reading comprehension, it is important that the reader should be able to interpret what they read and associate with their experience, not only identify the symbol in front of them. This is necessary because when a reader reads a text, the communication process between the reader and writer has happened. The reader tries to interact with print, his/her prior knowledge combined with the visual (written) information result in his comprehending the text. In short, we can say that reading comprehension is a combination of recognition of intellect and emotion interrelated with the prior knowledge to understand the message communicated.

Teaching reading is a part of Senior High School program which must covered in teaching learning process, and the aims of teaching reading skill in teaching English is to enable students to comprehend the text and get the implicit and explicit information from the text. The second aim is to master genre that is the competence in understanding and producing some kinds of texts, that is narrative, spoof, hortatory exposition, analytical exposition, news item both orally and written. Text type is one of the major topics that should be acquired by high school students in Indonesia. The purpose of designing such curriculum in English

lesson hopefully leads the students to understand various kinds of text presented and written in English as applicable passages which are found in the student's daily life.

2.3 Hortatory Exposition Text

A Hortatory exposition is a type of spoken or written text that is intended to explain to the listeners or readers that something should or should not happen or be done (Cahyono, Dwi and Purnama, 2006). To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be also called argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among scientific, academic community and educated people.

Hortatory is similar to analytical exposition but to differentiate both from one to each other, we can analyze the generic structures of the text. What makes hortatory different from analytical exposition is the final step which is analytical exposition is ended by a reiteration while hortatory is finalized by certain recommendation. The generic structure of hortatory exposition text is as follow:

1. Thesis : Containing the statement or announcement of issue concern
2. Arguments : Containing the reasons for concern that will lead to recommendation
3. Recommendation : Covering the statement of what should or should not happen or be done based on the given arguments

The Generic Features of Hortatory Exposition consists of :

1. A Hortatory exposition focuses on generic human and non human participants, except for speaker or writer referring to self.
2. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.
3. It often needs material processes. It is used to state what happens, e.g...has polluted... etc.
4. It usually uses Simple Present Tense and Present Perfect Tense.
5. Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly ... Finally, etc.

The five generic features of hortatory exposition text above should be considered in creating the correct form of hortatory exposition text.

2.4 Reading Process

Eskey (1986) says that there are three models of reading, namely:

2.4.1 Bottom up Model

The bottom up model of reading process is that 'Reading is a precise process involving exact, detailed, sequential perceptions and identifications of letters, words, spelling patterns and larger language units'. This model assumes that a reader proceeds by moving his eyes from left to right across the page, first taking in letters, combining these to form words, then combining the words to form the phrases, clauses, and sentences of the text.

Based on the theories above it is understood and can be assumed that there are 6 points regarding what is involved in the bottom-up process:

1. Letters are transformed into phonemes representation
2. Phonemics representation are then transformed into word representation
3. Words are next assigned meaning
4. Words are combined into meaning bearing sentences
5. Meaningful associations are formed
6. Information is finally stored

2.4.2 Top Down Model

The top down model of the reading process deals with the general notion of reading as the reconstruction of meaning based on a skillful sampling of the text, and such specific notions as the use of linguistics redundancy, the crucial role of prior knowledge in prediction, and the necessity for reading at a reasonable rate in larger more meaningful chunks of text. Carel and Eisterhold (1987) in Simanjuntak (1989) denote that top down processing occurs as the system makes general prediction based on higher level, general schemata and then searches the input for information. From the explanation above, it is clear that in the top down model, the process of comprehension deal with the background knowledge to predict the meaning of the text.

2.4.3 Interactive Model

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension (Carel and Eisterhold, 1987). The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills, and strategies include:

- a. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
- c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
- d. Strategic competence: the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

In this model, the reader also should know the language well enough in its written form and know enough about subject matter of the text to insure that the text will be comprehensible to him. In this approach to reading, the word 'interactive' refers to both the interaction of the readers' several kinds of knowledge and the interaction of the reader and the text.

2.5 Teaching Procedure

Alyousef in his book *Teaching Reading comprehension to ESL/EFL learner* (2005) states that there are three steps in teaching reading first is Pre Reading, second is While Reading and the third is Post reading.

2.5.1 Pre Reading

In this step the teacher should give some questions to guide the students into the topic. As a facilitator, the teacher takes an important role to spark interest and motivate students to read and also build, or activate students' prior topical and linguistic knowledge so that the students are actively involved in the learning process based on their previous knowledge (entry behavior).

2.5.2 While Reading

During the reading activity, students will realize whether their prediction and locating the schemata are correct or not. Here students note the macrostructure of the material is indeed what they predicted before reading. In this activity, the inquiry happens. Students get the gist of the text by engaging their background knowledge with the new information they get. After reading, the students will find and keep in their mind the new information that they get. In this process the students also try to analyze or identify the generic structure of the text. After finishing their reading, students will ask the teacher whether any difficult word or not. In this activity, the teacher does not straight answer their question but try to ask other students that

know the answer so modeling that they get not only from the teacher but also from their own friends (students').

Next activity to know the students' comprehending of the text and ability in identifying the generic structure of the text the teacher should asks the students to do tasks that are given based on the text that they have read. In doing tasks, students' divided into groups or works in pair. By doing so, in learning community it could make them easier to solve the problem by discuss and share their information that they get from text. After reading and correcting the tasks, the students' can reflect their own answer on the previous knowledge. Whether their knowledge or perception in line with the text or not.

2.5.3 Post Reading

In post reading the teacher should be able to encourage reflection on ideas, themes, issues, concepts, generic structure and the writer's craft as encountered in the text. Next, the teacher also plays an important rule to engage students in analysis, synthesis, organization, and expression of ideas. The teacher also should clarify and extend comprehension examine relationships between prior knowledge and experience, and new ideas and information. In post reading, to make the students feel relax or refresh, the teacher can also give another tasks that could keep students motivation or interest to the lesson such as guessing games and quiz.

2.6 Teaching Learning Activities

Alyousef procedure has been modified by the researcher into the following steps:

Pre-Activities

1. The teacher greets the students.
2. The teacher checks the students' attendance list.
3. The teacher tries to review the materials that have been learnt previously by asking some questions to the students.

While Activities

4. The teacher tries to brainstorm the students by asking them to memorize their arguments according to their own experience.
5. The teacher asks one of the students to express an argument about thing related to their daily life.
6. The teacher gives an example of an argument by telling it to the students orally.
7. The teacher asks the students some questions related to argument that they just heard.
8. The teacher tells the students that they are going to learn about the hortatory exposition text.
9. The teacher gives an example of hortatory exposition text in written form to students.
10. The teacher asks the students to read aloud the text given by imitating the teacher's reading.
11. The teacher explains to the students about hortatory exposition text in detail.
12. The teacher asks students to find some difficult words and to identify the constructions of the hortatory exposition text (lexico grammatical, generic structure) used within the hortatory exposition text
13. The teacher gives the students some questions from the text and asks students to answers it orally.
14. The teacher lets the students to ask some questions related to hortatory exposition text that they haven't understood yet.

15. The teacher divides the students in groups consisting of four students.
16. The teacher asks students to identify the incorrect order hortatory exposition text by determining which one is the thesis, the argument and the recommendation. The students have to do it individually.

Post Activities

17. The teacher asks the students' reflection by asking them, what they have got and what they have learnt.
18. The teacher gives the students homework to make a hortatory exposition text.
19. The teacher closes the meeting while greeting the students.