

II. FRAME OF THEORIES

This chapter explains the concepts which relate to the research which was conducted by the researcher. There are a lot of concepts that the researcher use in this research. In order the reader can understand the concepts that relate to this research, the researcher has given further and deeper explanation below.

1.1 Concept of CTL

Contextual Teaching Learning or CTL (Depdiknas, 2002) is a concept that helps teachers relate subject matter content to real world situation and motivates students to make connections between knowledge and its application to the their lives as family members, citizens and workers. Reading is a process that requires thought; it needs the students' ability in understanding the meaning and the main idea of the text they are reading. In comprehending written text the readers also should use their background knowledge or schemata. The writer believes that CTL with its seven characteristics enables the students to comprehend narrative text more easily because besides it helps them to find out the information from the text, it also helps the students to improve their reading skills. CTL consists of seven elements that support each other, they are:

1. Constructivism

Constructivism is basically a theory - based on observation and scientific study – about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something

new, we have to reconcile it with our previous ideas and experiences, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask question, explore, and assess what we know. Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. Joe Exline adapted from “How People Learn” published in National Research Council (1999) says that by questioning themselves and their strategies, students ideally become” expert learners.

In this approach the students are actively involved in learning process based on the previous knowledge (entry behavior). They will try to achieve the learning goal based on their prior knowledge and use their own styles to achieve the goal. In other words, the students have their own self-regulated learning. The students will be able to monitor and evaluate their strengths and weaknesses. The role of the teacher is only as a facilitator and motivator.

2. Inquiry

Inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills an attitude that permit students to seek resolutions to questions and issues while they construct new knowledge. Individuals construct much of their understanding of the natural and human-designed worlds through the process of inquiry. Inquiry implies a “need or want to know” premise, but is not so much seeking the right answer – because often there is none – but rather seeking appropriate resolutions to questions and issues (Berns & Erickson; Johnson, 2002; Owens,2001). In advance, inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes of habits of mind that will enable individuals to continue the quest for knowledge throughout life. In other words, inquiry is a

cycling process of observing, questioning, investigating, analyzing, and concluding. (Depdiknas, 2002).

3. LearningCommunity

Learning in the context of sharing, responding, communicating with other learners is a primary instructional strategy in contextual teaching. Learning Community is a group of people who share their knowledge in learning. The principle of learning community is that learning in group will give better result than learning alone. The learner who knows will tell the others who do not know or the students who do not know will ask the students who knows. By doing so, in learning community the students indirectly try to speak and share ideas.

4. Questioning

In CTL, the teacher should not dominate questioning; the teacher is not frequently the questioner. Questions are not usually intended to provoke feedback about activity assignment, but also to enlarge the students' curiosity in finding something new. If the students are curious in something, automatically they will ask more about it to teacher or his classmates. If this situation happens, the teaching-learning process will be alive and the students will have motivation in learning.

5. Modeling

Modeling or giving example plays an important role in teaching-learning process. The teacher or the students can give modeling. If the teacher wants his students to pronounce the word correctly he should demonstrate it first and ask them to imitate it. Or if the teacher asks them to write a simple paragraph, he should first show the descriptive paragraph and its characteristics. It is not enough only to tell the definition of descriptive paragraph and ask them to write it.

6. Reflection

Reflection is way of thinking about what we have learned. Students and teachers review and respond the event, activity and experiences. They also record what they have learned, how they fell, and new ideas appeared. An example to encourage students to do reflection activity is by asking them to compare their work to the criteria. For example, the teacher asks the students to write a simple paragraph about animal. In helping students reflect about their paragraph the teacher can ask the students to answer the questions related to the material.

7. AuthenticAssessment

Authentic assessment is the multiple forms of assessment on instructionally relevant classroom activity (Suyanto, 2002). It is used to describe the real competence of a student to the subject matter. Assessment should be done during the process and after the process. Authentic assessment shows (among other things) that has occurred; are blended into the teaching/learning process and provide students with opportunity and direction for improvement. Authentic assessment is used to monitor students' progress and inform teaching practices. In this research the researcher used two level of reading comprehension, they are literal comprehension and interpretative comprehension.

For the CTL approaches to be most effective in student learning, teachers must plan, implement, reflect upon, and revise lessons. Such plans are based on CTL principles and approaches that require teachers to serve in the following roles: facilitator, organizer of the teaching/learning/assessment process, role model, learning mentor, content specialist, and knowledge dispenser.

According to the explanation above, the researcher resumed the strengths and the weaknesses of CTL. The strengths of CTL are as follows:

1. It built up the students' creativity; the students are not only seated as passive learners.
2. CTL gives the real examples of structure to the students by relating to the real world of them so they will organize around real world experiences.
3. Self-discovery of the rules keep retention longer than when accepted passively from the teacher.
4. CTL teaches students to monitor and direct their own learning so they become self-regulated learners.
5. Encourage students to learn from each other and together.

The weaknesses of CTL:

1. Self-discovery will not occur if the whole students in one group consist of weak students.
2. It spends much time during the teaching learning process.

Both of the strengths and weaknesses should become a consideration for teachers in order to improve the effectiveness of teaching learning process. By seeing the weaknesses of each technique, it is expected that teachers are able to minimize the weaknesses to make improvement of students' ability in reading comprehension especially narrative text. During the research to minimize the weakness of Contextual Teaching and Learning the researcher mixed between the good students and low students.

2.2 Concept of Reading Aspects

In this paper, the researcher used five reading aspects in conducting the research, they are:

1. Main Idea

In line with Mc. Whother (1986:36) the sentence which states this main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that the author develops through out the paragraph.

2. Specific Information

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation.

3. References

According to Latulippe (1986:20) defines that reference are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader to find the meaning elsewhere in the text.

4. Inference

In relation to make inferences, Kathleen (1986:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws between what he observes or knows and what he does not know.

5. Vocabulary

According to Wallace (1987:30) vocabulary is the stock of word used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

2.3 Concept of Reading Comprehension

Before we talk about reading comprehension, let us talk about reading first. Reading is a process that requires thought; it needs the students' ability in understanding the meaning and the main idea of the text they are reading. Wadsworth (1978) states that reading is a process of deriving meaning from written symbols. To convey a meaning readers perceive the symbols and try to determine what they mean, either while perceiving them or shortly thereafter. For the reader there are functionally related aspects to reading. One aspect is perceiving written symbols, a visual activity; the other is ascribing a meaning to, or comprehending the collection of symbols. Symbols presents letters, words, sentence and paragraph that encode meaning.

There are two kinds of reading, intensive reading and extensive reading. Let us go further to know more about them.

a. IntensiveReading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact. Palmer (1921) states that "intensive reading" means that the readers take a text, study it line by line, and

refer at every moment to the dictionary about the grammar of the text itself. But in this case the researcher focused on vocabulary.

Intensive Reading practice can focus more intentionally on essential core vocabulary, patterns of text organization and types of text processing needed to adequately comprehend text. Paran (2003) confirms that intensive reading activities are beneficial for four main reasons: to help learners comprehend written texts, to become more aware of text organization, to learn how to use and monitor effective reading strategies, and to develop general literacy skills necessary to generate productive expressions in L2.

Intensive reading is usually confined to the classroom, and materials are usually short in length. The main intention is to train students in the strategies needed for successful reading, for instance, predicting, guessing, concluding, etc. Texts are studied closely so that the features of written English are familiarized gradually by students. So intensive reading is a process of learning instead of acquisition.

b. Extensive Reading

[Cobb \(2007\)](#) states that Extensive reading is an approach to [language learning](#), including [foreign language learning](#), by means of a large amount of reading.

Palmer (1964) states that “extensive reading” is considered as being reading rapidly. The readers read books after books. His attention is paid to the meaning of the text itself not the language.

The purpose of extensive reading is for pleasure and information. Thus, extensive reading is also termed as “supplementary reading”. Day and Bamford (1998) identify the ten characteristics of an extensive reading approach, they are:

1. Students read as much as possible, perhaps in and definitely out of the classroom.

2. A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
3. Students select what they want to read and have the freedom to stop reading material that fails to interest them.
4. The purposes of reading are usually related to pleasure, information and general understanding. The purposes are determined by the nature of the material and the interests of the student.
5. Reading is its own reward. There are few or no follow-up exercises after reading.
6. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
7. Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
8. Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.
9. Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
10. The teacher is a role model of a reader for the students -- an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

That is the explanation of intensive reading and extensive reading. In this research, the intensive reading is used. Now we come to comprehension. According to Dubin et al (1986:6) "comprehension means relating what we do not know, or new information, to what we

already know , which is not a random collection of facts but a “ theory of the world” (Smith, 1982:84) in each of our head called “cognitive structure”.Moreover,Dubin also states that “comprehension is always directed and controlled by the needs and purposes of an individual and therefore crucially depends on what the individualhas acquired.

Simanjuntak (1984; 4) states that the first point to be made about the reading process is reading comprehension. It is supported by Dalmann (1982:23) who says that ;reading is more than knowing what each letter or alphabets stand for. Reading involves more than word recognition, that comprehension is essential for reading that without comprehension no reading takes place.

From these statements it can be concluded that in reading it is not enough for readers to understand a set of words in a sentence only. The readers also must be able to comprehend the reading text in order to get the message and information from what they have read. The writer assumes that reading comprehension is the students’ competence in comprehending letters, words, sentences or paragraphs in order to achieve their purposes.

Barret (1981) categorizes comprehension into three levels of comprehension, they are:

a. Literal Comprehension

Literal Comprehension is the process of understanding the ideas and information explicitly stated in passage. In this level the abilities needed by the readers are; knowledge of word meaning, recall of the details directly stated or paraphrased in own words, understanding of grammatical clues subject, pronouns, verb, conjunctions and so forth. In this level the readers are also required to recall the main idea explicitly stated and knowledge of the sequence of information presented in the passage.

b. Interpretative Comprehension

Interpretative Comprehension is understanding the idea and information not explicitly stated in the passage. The abilities needed by the readers are; reason with information presented to understand the author's tone, purpose and attitude, infer-factual information, main ideas, comparison, cause effect relationship that not explicitly stated in the passage and summarization of the content.

c. Critical Comprehension

Critical Comprehension is analyzing and personally reacting to information presented in a passage. The abilities needed by the readers are; personally reacting to information in a passage indicating meaning to the readers, analyzing the quality of written symbol of information in terms of some standards.

In this research the researcher focused on literal comprehension and interpretative comprehension.

2.4 Concept of Reading Achievement

Reading, as Clark and Silberstain (1987) said is actually a conversation between a writer and a reader and they also define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Emerald (1982:25) states that reading is more than a sensory process; it is more than simple recognition of the graphic symbols of the words. He then states that reading is a progressive comprehension of the meaning of ideas represented by sequence of words. It includes recognizing the words in its context. It means that reading is not only calling out the names of the words but also knowing the meaning of the words, messages of the text and translating the printed words into spoken words.

In addition, Mackay in Simanjuntak (1988:15) states that reading is an active process. He refused people's opinion who states that reading is a passive activity where readers just get unfamiliar words rather than gain the meaning of the reading material. The readers should activate their brain by using their previous or existing knowledge in order to get the meaning.

Now, let's talk about achievement. Achievement was used because it relates to the students' score. Travers (1970: 447) states that achievement is the result of what an individual has learned from some educational experiences. In addition to that, Yelon, Weinstein, & Weener (1977: 301) express achievement as the successfulness of individual. While Garrison, Kingston, and McDonald (1955-1964: 331) affirm the definition of achievement as the progress pupils make toward the goals and objectives of the curriculum, they then assert further about the definition that achievement may be the one's ability or the extent of his/her knowledge in a specific content area.

Based on the definition and explanation above about reading and achievement, the writer assumes and concludes that reading achievement is level of successfulness, the extent or ability and the progress in any or all reading skills, which will be measured by a test. So, every student will have different success in reading depending on their ability.

2.5 Concept of Text

Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words of sentences. Darewianka (1992: 17) says that text is any meaningful stretch of language – oral or written. Not all texts are the same. Based on School Based Curriculum (KTSP), there are many kind of text. They are narrative, recount, explanation, discussion,

review, descriptive, procedure, report, hortatory, analytical exposition, spoof and news item. One factor, which accounts for differences in texts, is the purpose for which the text is being used. Texts are structured in different way to achieve their purposes. The purpose of narrative text, take for example, is to entertain the reader or listener. The structure of such a text would typically move through the following stages:

- Orientation : introduce the setting and figures in the story
- Complication/crisis: : expand the conflict and the problems that appear
- Resolution : problem solving or action taken to respond to the problem
- Reorientation : the end of story
- Evaluation (optional) : conclusion from the story (comments from the writer about the story)

We can refer to this as the schematic structure (generic structure) of the narrative text. When we look at how the schematic structure of a text helps the students to achieve its purpose, we are considering its genre (genre refers to particular text types). The genre of a text is partly determined by the culture in which the text is used, since different cultures achieve their purposes through language in different ways (Darewianka: 18). Besides that, texts differ not only in term of their purpose (genre) but they also differ according to particular situation in which they are being used. The researcher will focus on narrative text.

2.6 Concept of Narrative Text

According to School Based Curriculum (KTSP), there are several types of text that can be implemented for teaching, namely descriptive, procedure, recount, narrative and report.

Narrative text is one of the most popular. Larson (1984:366) defines that narrative text is an account of event. Narration tells a story about a series, events or action. The story can be fiction or it can non-fiction. The purpose of narrative text is to entertain, to tell story or to provide an esthetic experience. Narrative text is based on life experience and is person-oriented using dialogue and familiar language. In line with definition of the narrative text, here are the examples of genres that fit the narrative structure; they are (1) Folktale, i.e., very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *Bandung Bondowoso and Roro Jonggrang*. (2) Fairy tale, i.e., an old story about magic things happened intended for amusing and giving lessons, meanings, and moral value, e.g., *Cinderella*. (3) Fables, i.e., traditional short story that teaches moral lesson, especially one with animal as characters. (4) Myth, i.e., a story from ancient times, especially one that was told to explain about natural events or to describe the early history of place or people, e.g., *Tangkuban Perahu*.

To achieve the purpose of narrative text, the students should move through a different set of stages:

- Orientation : introduce the setting and figures in the story
- Complication/crisis : expand the conflict and the problems that appear
- Resolution : problem solving or action that taken to respond the problem
- Reorientation : the end of story
- Evaluation (optional) : conclusion of the story (comments from the writer about the story)

The stages above are the generic structure/text organization of the narrative genre.

Beside generic structure, narrative text also has language features (lexicogrammatical features).

The following are the language features of narrative text:

1. Focus on specific participants: a particular person or thing.
2. Use simple past tense.
3. In the beginning text usually use: one day, once upon a time, in the beginning, and soon.
4. Use action verb : walk, talk, read, run.
5. Use adjective

The following is the example of narrative text.

Snow White

Orientation : Once upon a time there lived a little girl, named Snow White. She lived with her aunt and uncle because her parents had died.

Complication/crisis : One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Resolution : Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she ran away from home when her aunt and uncle were having breakfast, she ran away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Reorientation :Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; “What is your name?”. Snow White said; “My name is Snow White”. One of the dwarfs said; “If you wish, you may live here with us”. Snow White told the whole story about her. Then Snow White and the seven dwarfs lived happily ever after.

2.7 Procedure of Teaching Narrative Text through Contextual Teaching and Learning

The narrative reading text will be taken from many sources (Internet or students' textbook.) in this research. Based on Alyousef, H.S (2005) the steps of this activity are divided broadly into three phases, included *pre-reading*, *while-reading* and *post-reading*. The procedures in conducting the treatments in this research are as follow :

Pre-reading:

1. Teacher asks the students about their daily activities and about the fiction story (e.g. “do you know story of Cinderella or snow white?”).
2. Teacher asks questions related to the material they will learn e.g. Who is Cinderella? Who are the characters in the story? What is the plot? (Constructivism).

While-reading:

1. Teacher arranges the students' answers on the whiteboard based on the generic structure and grammatical features of narrative text (Modeling).
2. Teacher explains about the generic structure, grammatical features, and social function of the text (Inquiry).

3. Teacher gives a chance for the students to ask question (Questioning).
4. Teacher gives text 1 and text 2 to the students.
5. Teacher breaks the class into some groups and asks them to read and discuss a narrative text given by the teacher. (Text 1), (Learning community, authentic assessment).
6. Teacher moves among the students to control their activities and help them if necessary.
7. Teacher asks the students to do the reading comprehension test (Text 1).
8. Teacher and the students discuss the answer of reading comprehension test together.
9. Teacher asks the students to read narrative text (Text 2) individually and answer the reading comprehension test given.
10. Teacher collects the students' answer sheet and discusses the reading comprehension test.

Post-reading:

1. Teacher asks the students about what they have learnt.
2. Teacher asks the students the difficulty in understanding the lesson.
3. Teacher gives the summary of the lesson. (Reflection).

2.8 Theoretical Assumption

Reading is a process that requires thought; it needs the students' ability in understanding the meaning and the main idea of the text they are reading. In addition, in comprehending written text the readers also should use their background knowledge or schemata.

Contextual Teaching and Learning (CTL) is a method in teaching and learning that can help the teacher relates subject matter content to real world situation and motivates students to make connection between knowledge and its application to their lives.

The writer assumes that CTL with its seven characteristics enables the students to comprehend narrative text more easily because besides it help them to find out the information from the text, it also help the students to improve their reading skills. CTL is a good method to be used in teaching reading narrative text.

2.9 Hypothesis

Based on the theoretical assumption above, the writer formulates the hypothesis as follow: **There is a significant increase of students' reading comprehension achievement of narrative text in intensive reading afterstudents are taught by using Contextual Teaching Learning.**