

II. LITERATURE REVIEWS

In this chapter, the writer discussed the terms related to the study, i.e. reviews of the previous research, review of related literature, theoretical assumption and hypothesis.

2.1 Reviews of the Previous Research

In this section, the researcher presented some reviews of previous research dealing with Contextual Teaching and Learning (CTL). Sabriani (2011) has conducted a research dealing with the implementation of CTL in increasing students reading comprehension by using narrative text. The result of her study confirms that CTL is applicable to improve students reading comprehension.

Umran (2012) has conducted a quantitative research about the implementation of CTL in students' reading hortatory text. The study focused on how the teacher taught in the classroom and how he implemented all elements underlying CTL in teaching hortatory exposition. The findings of the research showed that the teacher and the students implement the whole seven elements of CTL well except in one aspect.

In addition, Gustiawan (2011) has conducted a research about the implementation of Contextual Teaching and Learning approach in students' narrative text writing. The research was conducted at the second year of SMAN 9

Bandar Lampung. The result of the research showed that CTL could significantly improve students' narrative text writing.

From the review of preview research above, the researcher concluded that CTL was applicable in this research. The seven components of CTL could be implied to improve students' ability in identifying non literal meaning of narrative text.

2.2 Review of Related Literature

2.2.1 Reading Comprehension

Reading is one of the major language skills which are distinctive characteristic from others. This is one facet of education that helps the individual attain full development of his potentials. The value of reading cannot be underestimated. According to Harris and Sipay (1980:9), reading may be defined as the act of responding with appropriate meaning to print or written verbal symbols. In line with this idea, Callahan and Clark (1982:260) assert that reading is an active process in which people attempt to extract ideas, concepts, thoughts, or images from the pattern of words set forth on the printed pages.

Reading is a receptive skill that involves active participation on the part of the reader. It is a means of language acquisition, of communication, and of sharing information and ideas. Villamin (1984: 3) defines reading as the key that unlocks the door to the world of enlightenment and enjoyment. She also notes that in our daily lives, 80 % of the things we do involve reading, such a task as filling out an order form, application form, enrolment form, etc. already calls for the use of reading skills.

Stuffer in Petty and Jensen (1980:207) also states:

1. Reading is a complex process.
2. Reading means to get information from printed page.
3. Reading is the ability to pronounce and comprehend the printed works.
4. Reading is interpreting sign, letters, symbols, by assigning meaning to them.
5. Reading is receiving ideas and impression from an author via the printed page.

Reading has a very important place in learning English as a foreign language. By reading books in English, students can study more about the components for language such as new vocabularies, pronunciation, and sentence structure of English texts.

The first point to be made about the reading process is reading comprehension (Simanjuntak, 1984:4). It is also stated by Dallman (1982) who says that reading is more than knowing what each letter of alphabet stands for; reading involves more than words recognition, and comprehension is an essential of reading that without comprehension, no reading takes place.

Richard (1986) defines comprehension as the process by which the person understands the meaning of the written or spoken language. 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, and also actively overcome difficulties in comprehension.

According to Smith (1982), 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 a book for two hours and scarcely understood a word. He also states 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. Comprehension can be regarded as a condition where no uncertainty exists.

There are five aspects that help the students comprehend English texts well, they are main idea, specific information, reference, inference and vocabulary.

2.2.2 Non-literal Meaning

According to Palmer (1976:6), linguistics is the scientific study of language. Linguistics has important role to component of language that include sound, the arrangement of word and meaning.

Semantics as the technical term to refer to the study of meaning is a part of linguistics, since meaning is a part of language. Unfortunately, meaning covers a variety of aspect language, and there is no general agreement about the nature of meaning, what aspect of it may properly be included in semantics, or the way in which it should be describe (Palmer, 1976:1).

Linguistic expressions are divided into two classes: **literal** and non-literal (**figurative**). Literal means based on the real or meaning of the utterance. It is thought to use the true meanings of words that denote what it really means. We can find literal meaning in the dictionary. For example, “He is a *lazy* student”. The meaning of the sentence is clear to understand.

People write literally to make the readers get the points and will not be misunderstanding of the true meaning. On the other hand, writer or speaker does not always write or speak literally or means what the words true mean. When the writer writes non-literally or means something different from what the words

mean, it is called non-literal meaning. Non-literal meaning paints word pictures and allows us to 'see' a point.

Leech (1981) explained types of non-literal meaning as follow:

1. Metaphor

Metaphors are kind of figurative expression by which a comparison is made between two things by identifying one with other. Metaphors are ways to describe something. Authors use them to make their writing more interesting or entertaining. For example:

Life is a barren field.

2. Simile

Similes are comparisons that show how two things that are not alike in most ways are similar in one important way. Similes are a way to describe something. Similes use the words "as" or "like" to make the connection between the two things that are being compared. For example:

His temper was as explosive as a volcano.

The sentence means his temper is being compared to a volcano in that, it can be sudden and violent.

3. Hyperbole

Hyperbole is a figure of speech in which statements are exaggerated. It may be used to evoke strong feelings or to create a strong impression, but is rarely meant to be taken literally. For example:

I could sleep for a year. The speaker does not mean to sleep for a year. He wants to sleep longer as he can. Again, he just wants to exaggerate his truth meaning.

4. Metonymy

Metonymy is a figure of speech characterized by the use of the name of one thing in place of the name of something that it symbolizes. For example:

They want to go to the white house. *White* is focus here, when the speaker says about White House, it refers to America. It does not mean I want to go to the house whose paint is white.

5. Litotes

Litotes is an understatement in which an affirmation is expressed by the negative of its contrary. For example:

Please come to my hut.

The focus is *my hut*, as we know *hut* is very simple. Nevertheless, in this situation *hut* is not the hut but actually, he has a big house. He does not want to tell the hearer the truth.

6. Personification

Personification is the treating of an abstract quality of thing as if it had human qualities. For example:

The leaves danced when the wind blew.

The sentence is not means leaves dance, but the effect of the wind when it blows make the leaves as if they danced. The speaker means the leaves sway, because the word dance only addressed to human not a thing.

7. Oxymoron

Oxymoron is figure of speech in which apparently contradictory terms are combined to produce an epigrammatic effect. For example:

Revenge is a kind of world justice.

When we hear about the word 'justice' that means nobody is damaged or loss. Everybody is sincere in accepting the decision, but here justice is wild. Therefore, it is contradictory. The speaker means revenge is the only way to get success justice not through the law.

8. Irony

Irony is the quality of an event or situation which is the opposite of what it is promised, expected, etc. and which therefore seems to mock ones expectation.

For example:

Your room is so tidy, I better sleep outside.

From the sentence it is not mean the room so tidy but the room very dirty, even the speaker chooses to sleep outside than sleep in the room.

We often find so many literary works contain non-literal meaning such as novel, prose, poem, or narrative texts. It is effective to use non-literal meaning in a literary works to beautify the language, make it sounds elegant, and give the magnificent word to attract the readers or audience.

Gibbs (1984: 287) states that literal language has no priority over non-literal language: Processing non-literal language does not necessitate processing the surface literal meaning first. Rather, non-literal meaning is processed directly, without the interference of the surface literal meaning. Understanding literal and non-literal language involves precisely the same complex comprehension processes and contextual information (Glucksberg *et al.*, 1982).

It is useful to identify the non-literary meaning in literary work, because there are a lot of people still confuse with the meaning in the sentences. People with no understanding about non-literal meaning will get difficult to discuss with

people who has. Therefore, the researcher hopes this research may help them to keep communication with the others especially to understand non-literal meaning.

In this research, the researcher talked about the using of non-literal meaning in narrative texts. The researcher got some reasons why she was interested in the topic above. Understanding the meaning of each word, each phrase and each sentence in the texts is important to make the students get the point of the texts. In this case, it is needed by the students to understand first the non-literal meaning of narrative texts. While, most students were still get difficulties in identifying the non-literal meaning of narrative texts they had read.

2.2.3 Narrative Text

A narrative text is a story that describes a sequence of fictional or non-fictional events in which one character or more face certain situation. According to Larson (1984:366), narrative text is an account of event, which is written mainly for entertainment. It means that narrative text is one that contains a series of events.

Labov (1972) also assumes all narratives are stories about a specific past event, and they have common properties. Those, which not only entertain but also instruct are highly valued. The story can be fiction or non-fiction. Narrative deals with problematic events, which lead to a crisis or turning point of some kind, which in turn finds a resolution. The basic purposes of narrative text are to entertain, to hold the reader's interest, and deal with actual or vicarious experience in different ways.

Derewianka (1990) states that a “narrative” is a story or part of story. It may be spoken, written or imagined, and it will have one or more points of view representing some or all of the participants or observers.

Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. Narrative text is based on life experience and is person-oriented using dialogue and familiar language.

There are some genres of narrative text:

1. Folktales, i.e., very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *Aladin*.
2. Wonder tales, i.e., a story tells about something amazing, human’s imagination, e.g., *Snow White*.
3. Fables, i.e., traditional short stories that teach moral lesson, especially one with animals as characters; these stories are considered as one group of animal stories, e.g., *The Bear and Rabbit*.
4. Legend, i.e., a story from ancient times about people and events that may or not be true, e.g., *Nyi Roro Kidul*.
5. 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 a place or people, e.g., *The Legend of Toba Lake*.
6. Mystery, i.e., a story about something that is difficult to understand or to explain which crimes and strange events are only explained at the end, e.g., *Sherlock Holmes*.

7. Science fiction, i.e., a story that science-oriented. It is not really happened in real life, e.g., *Time Machine*.
8. Fantasy, i.e., a story about a pleasant situation that people imagine but it is unlikely to happen, e.g., *Percy Jackson*.
9. Historical fiction, i.e., a story about people and events that is in or connected to the past, e.g., *Bumi Manusia*.

From these nine genres of narrative text, the researcher will only use five genres; they are folktales, wonder tales, fables, legend and myth.

The common structure or basic plan of narrative text is known as the Story Grammar. The typical elements are: 1) setting: when and where the story occurs. 2) Characters, the most important people or players in the story. 3) Initiating event: an action or occurrence that establishes a problem and/or goal. 4) conflict/goal: the focal point around which the whole story is organized. 5) Events: one or more attempts by the main character(s) to achieve the goal or solve the problem. 6) Resolution: the outcome of the attempts to achieve the goal or solve the problem. 7) Theme: the main idea or moral of the story. The graphic representation of these story grammar elements is called a story map. The exact form and complexity of a map depends upon the unique structure of each narrative and the personal preference of the teacher constructing the map.

In narrative text, there are certain characteristics, namely:

- a) The generic structure of narrative text is focused on a series of actions:
 1. Orientation refers to an introduction in which the characters, problem, setting and time of the story are established.

2. Complication denotes a crisis arises. It comprises initiating event, subsequent events and climax aspects when the main character faces the problems.
3. Resolution shows that the crises are resolved. In this part, the character does the act of solving or settling the problem for better or worse.

b) Social functions/ communicative approaches of narrative text are:

1. To entertain or amuse the readers.
2. To deal with actual/ various experiences in different ways.

c) Language features:

1. Use of past tense.
2. Use of temporal conjunction (time sequence/ chronological order) and temporal circumstances (time conjunction/ adverbial clause).
3. Use of the material process (action verbs).
4. Focus on specific or individual participants.
5. Use of relational and mental processes.
6. Use of behavioral and verbal processes.
7. Use of direct and indirect speech.

2.2.4 Contextual Teaching Learning (CTL)

Contextual teaching and learning is a method of learning that appears because of the tendency that students will learn better if the environment can be created naturally (Department of National Education/Depdiknas 2002). It is a conception of teaching and learning that helps teachers relate subject matter

content to real world situations and motivate students to make connections between knowledge and its application to their lives as family members, citizens, and workers and engage in a hard work that learning requires (Bern and Erickson, 2001).

Johnson (2002) defines 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 that 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 life.

According to Legawa (2004), contextual teaching and learning is a learning process that involved learner-centered and learning in context. The context here means the condition that influences the students' lives in learning. The students' will learn well by studying the material that related to students' real world and experiences. It makes the students aware of the benefits of their learning and be interested of the material.

According to Depdiknas (2002), CTL has seven components, they are:

1. Constructivism

Learners build their knowledge themselves since the knowledge is not a fact or concept of rules that come accidentally. They build the knowledge continuously and the product of learning is generalized through limited context. The learners should construct it through real experience.

Knowledge grows with exposure and the understanding becomes deeper and stronger if learners are involved in learning process based on the previous knowledge.

2. Inquiry

Inquiry is the basic part of CTL. The learners seek the truth, information or knowledge not from memorizing, but finding by themselves. The teachers plan any activities and the learners have a chance to do an observation. They get some questions and then make their own hypothesis. Based on the observation, they will make a conclusion.

3. Questioning

In CTL, the questioning should not be dominated by the teacher. Students are the center and the teacher should create the situation that makes the students curious. Questioning can be implemented between learner to learner, learners to teacher, and so on. Students will ask more to their teacher or their classmates if they have curious. The situation will make the teaching-learning process alive and motivate students in learning.

4. Learning community

The concept of learning community is that learning in group will give better result than learning alone. The result of teaching and learning is gained in students group-working. The product of learning is gained of sharing between friends. Students will interact with one another in sharing the information/ideas that they get from the text, or the students who do not know will ask the students who know. Cooperative is encouraged here.

5. Modeling

In (CTL), giving example helps the students to understand the materials faster. But the teacher is not the only one who is responsible in giving the modeling. Model can be organized by involving students.

6. Reflection

Self assessment (self reflection) can be introspective where the students are asked to reflect back on their foreign language experience and rate themselves against some kind of scale. Reflection is a way of thinking about what students have learnt. Teacher and students review and respond the activities and experiences they have done. They also record what they have learnt, how they feel, and appeared new ideas.

7. Authentic assessment

In this process the teacher collect the data to get information about the students' development in learning. It is used to describe students' real competency to the subject matter. The aim of authentic assessment is to provide valid information about the students' progress and evaluate the students' activities in a real world context. Authentic assessment can be described as the result of students learning and motivation. It motivates students to be able to use their knowledge achievement in a real life. Assessment places the need of students at the center of teacher's planning.

Using Contextual Teaching and Learning (CTL), the researcher expected to help the students succeed in identifying the non-literal meaning of narrative text and relate the material to their real-lives situation.

2.2.5 Teaching Reading through CTL

Teaching means giving instruction or a knowledge skill to a person or people, and teaching reading means giving instruction or a skill in reading written language. The purpose of teaching reading is to help students find out the information they want quickly besides to show the students that understanding just a few words is often sufficient to get the message. According to Salomon (1985:55), teaching reading skills can be divided into: skimming, scanning, on going prediction, reading for the main ideas and reading in detail.

William (1984:45) states that there are three-phase approaches to teach reading in the classroom. They are pre-reading phase, while-reading phase and post-reading phase.

A pre-reading phase is anything teachers do in class before students begin to read the selection and can affect comprehension. The writer gives the students the preparatory activity, such as brainstorming.

The while-reading phase or during-reading activity draws the students on text and involves them in the thinking process. The activities here will help the learners understand the writer's purpose, the text structure, and the context.

The activities in the post-reading phase encourage learners to make use of acquired information to express their opinion and form ideas. Ideally, post-reading work should contribute to the writing, speaking, and listening skills. Students' activities can be varied such as writing, drawing, interviews and discussion research.

Teaching reading through Contextual Teaching and Learning (CTL) is the way teacher teaches the students how to read by using simulated situation and

environment. In this regard, Dougill and Jones (1987) agree that CTL is “mirror real life” and “reality of function in a simulated and structured environment”. CTL is not real life; it is only a type of simulating real life in a simulated environment.

2.2.6 Procedure of Teaching Narrative Text through CTL

Modified from William’s statement (1984:45), teaching narrative text through CTL is divided into three stages, they are:

1. Pre-reading

Pre-reading is used to prepare students for the reading material. In this part, the teacher and students do some elements as follow:

1. Students greet the teacher to open the class.
2. Activate students’ background knowledge of the topic. (Constructivism)
3. Do the constructivism to make it easy for students to inquire the main point of the text in the next step. (Constructivism)
4. Clarify any cultural information that may be necessary to comprehend the passage. (Inquiry)

2. While-reading

1. Teacher asks the students to read the text to check whether their prediction of schemata is correct or not. (Inquiry)
2. The students will get the information they are looking for when they are reading for the specific information. (Inquiry)
3. After the inquiry process happens, the teacher will highlight some sentences in the text and ask the students to tell about the meaning of the sentences. (Questioning)

4. Teacher gives some example from the text. Since the modeling is not only done by the teacher, the teacher also asks the students to find certain sentences with ambiguous meaning. (Modeling)
 5. The students make a group and discuss the exercise that is given by their teacher. (Learning Community)
 6. The teacher asks the students to find out the non-literal phrases/ sentences in the text, and discuss the meaning of the phrases/ sentences. (Learning Community)
 7. The teacher and students reflect their understanding of the material they have learnt. (Reflection)
3. Post-reading
1. Do evaluation of the students' comprehension and difficulty during the learning process. (Reflection)
 2. Make conclusion of what they have learnt. (Reflection)
 3. Give homework for students to make some examples of sentences with non-literal meaning to make them more understand and interest to the material. (Authentic Assessment)
 4. Close the meeting.

This procedure was modified from William's statement (1984:45) about teaching reading in classroom. The researcher modified it by implementing the seven components of CTL in the activities. The use of this procedure was to help the teacher to manage the teaching learning process, so the activities in classroom kept on implementing all components of CTL.

2.2.7 Advantages and Disadvantages of Using CTL

There are some advantages and disadvantages of using CTL in teaching learning process. They are:

1. The advantages of CTL

- a) By relating the subject matter they have learnt to their real-life situation, they can apply it to their lives and know how that knowledge will be used.
- b) Encourages the students to be more active and involve directly in teaching and learning activity.
- c) This approach provokes the students to be more curious to the learning matter.
- d) It builds up the students' cooperation to share their ideas to each other and realize the better result of learning in-group.

2. The disadvantages of CTL

- a) Teacher cannot monitor the students' self-discovery if they work in one group with weak students.
- b) The teaching learning process spends much time.
- c) The students imitate what the teacher does. If the teacher does mistakes, they will do too.

Every method has advantages and disadvantages. Finally, the teacher will find CTL relatively effective to teach a language as means of communication.

2.3 Theoretical Assumption

Reading is one of the important skills, which is required by the students. Students are able to get a lot of information from the text they read and narrative text is chosen in this research. Based on the literature review, the researcher assumed that CTL was expected able to improve the students' ability in identifying the non-literal meaning of narrative text. This assumption was supported by the seven components that are involved in Contextual Teaching and Learning. CTL requires the learners to be actively involved in teaching learning process and construct their own understanding based on their previous knowledge. The students were expected to be able to get better in the understanding of text and the main components included.

2.4 Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis as follow: there is an improvement of students' ability in identifying the non-literal meaning of narrative text through CTL.