II. LITERATURE REVIEW

This chapter contains some crucial elements of reading skill related to the topics under discussion. In this part, the writer gives explanations on the variables used in this research, the procedures in this research and the hypothesis.

2.1. Concept of Reading Comprehension

There are two kinds of reading activity, namely reading aloud and silent reading. What the readers 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 emphasize in silent reading.

Clark and Silberstein (1987) state *reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning*. While Ronald Mackay (1979) in Simanjuntak (1988: 15) defines *reading is an active process*. The readers from preliminary expectation about the material then select the fewest, most productive cues necessary to confirm or reject the expectation. This is a sampling process in which the reader takes advantage of his knowledge of vocabulary, syntax, discourse, and the real world. Therefore, reading involves an interaction between taught and language. Moreover, Christine Nuttal (1982:12)

defines *reading as the meaningful interpretation of printed or written verbal symbols*.

These concepts basically state that reading always deals with printed materials, which stresses on the grasping meaning from the printed language. It means that reading activity is the interaction between the perception of the graphic symbols that represent the language and the readers' language skill, cognitive skills and the knowledge of the world. In this process, the reader tries to create meaning intended by the writer.

Someone has a purpose when he is reading. Usually the purpose of reading a passage is to find ideas from the reading passage. As Suparman (2005:1) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get).

At the same time, Richard (1986) defines *comprehension as the process by which the person understands the meaning of the written or spoken language*. Moreover, Williams (1981) says that *comprehension is mind's act or power of understanding what has been written*. From these statements, the writer concludes that comprehending is the process of mind's act understanding the meaning of written or spoken language.

According to these views, it is clear that reading and comprehension are regarded as one activity which cannot be separated, and each program is depend on the

progress of activity of mind. In other words, reading comprehension is an activity to grasp the meaning of written materials with fully understanding.

Finocchiaro and Bonomo (1973:132) suggest that *reading comprehension is ability which depends on the accuracy and speed of grapheme perception, that is, perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusion.*

Heilman, Blair, and Rupley (1981:242) said that *reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language.* Comprehension is the result of reading. Moreover, they categorize reading comprehension into three levels of comprehension:

1. Literal comprehension

    Literal comprehension is the process of understanding the ideas and information explicitly stated in the passage such as: knowing the meaning of the words, recall of details directly stated or paraphrases in own words, understanding of grammatical clues, subject, verb, pronouns, conjunction, so forth. Recall of main idea explicitly stated and knowledge of sequence of information presented in passage.

2. Interpretative comprehension

    Interpretative comprehension means understanding of ideas and information not explicitly stated in the passage. For example: to

understand the author's tone, purpose and attitude, interfactual information, main ideas, comparisons, cause-effect relationship and also summarize the story content.

3. Critical comprehension

   Critical comprehension is analyzing, evaluating and personally reacting to information presented in a passage. For example: personally reacting to information in a passage, indicating meaning to the reader, analyzing the quality of written symbol or information in the terms of standard.

From the explanation above, it is quite clear that comprehension is important in reading. Comprehension is the result of reading. By comprehension meaning that we use our previous knowledge to response with the written text. In comprehension, we process deeply information, so that we can make a meaningful interpretation of it. In this research, the writer focussed on the interpretative comprehension.

Here the researcher 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 see and identify the symbol in front of them. This is necessary because when a reader reads a text, the communication process between the reader and the 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 intellect and emotion interrelated with prior knowledge to understand the message communicated.

2.2 The Process of Reading

Many experts define that reading is an involved and complex process and many factors interact to prevent the reading process. However, through increased understanding not only of the factors that influences reading development, but also what is involved in the process of reading that the reading behaviours noted in the foregoing are placed in proper perspective.

There are three models of reading process discussed here. They are Bottom-up model, Top-down model and interactive model. It is said that the first point to be made about the reading process is comprehension, which begin with the word level, from where decoding synthesizes. This word identification includes both a top-down and bottom-up process which are called interaction.

2.2.1 Bottom-up Process

Bottom-up process denotes that reading begins with the letters and their sound to get the meaning out. Eskey (1986) denotes that the bottom-up model of the reading process is that reading is precise process involving exact, detailed, sequential perceptions and identification of letters, words, spelling pattern and larger language units. From the statements above, it is obviously states that in bottom-up process reading considered essentially a mechanical decoding process. This model assumes that a reader proceeds by moving his eyes from left to right across the page, first taking in letter, combining these to form words, then combining the words to forms the phrases, clauses, and sentences of the text which we can be decoded for meaning. In this process, information is transferring of specific "bits" of information from one system to another.

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 representations 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.

2.2.2 Top-down Process

Contrary to the bottom-up process that denotes reading is essentially a mechanical decoding process, where the reader moves his eyes, recognizes letters, combines them to form words, phrase, clusters, and sentences which we can be decoded in the meaning. Top-down process deals with reader's previous experience to construct the meaning in the text.

Eskey (1986) in Simanjuntak (1988:7) viewed that top-down model of reading process deals with the general notion of reading as the reconstruction of meaning based on a skilful sampling of the text, and such specific notions as the use of linguistic redundancy, the crucial role of prior knowledge in prediction, and the necessity for reading at a reasonable rate in larger, more meaningful chunks of the text. This model involves an interaction between thought and language.

From the above explanation, it is clear that in the top-down model, the process of comprehension deals with the background knowledge to predict the meaning of the text. What readers bring to the text separately in terms of their prior

knowledge of the topic and their knowledge about language, assist them to predicting what the upcoming words will be.

2.2.3 Interactive Process

Eskey (1986) in Simanjuntak (1988:7) mentioned that the interactive process in reading deals with a particular type or cognitive behaviour, which is based on certain kinds of knowledge, which form a part of the reader's cognitive structure in the brand, that is; with what the reader knows, what is stored as schemata in his long term memory. In this view, good readers are boot good decoders and good interpreters of text, their decoding skills becoming more automatic but no less important as their reading skills develop (Eskey, 1992). Obviously, the interactive model predicts that good readers will not become progressively less concerned with identification, but rather progressively more efficient at it as they develop their interpretive skills.

To infers, it is understood that for rapid and accurate acquisition of the basic information contained in any text, simple decoding skills will surface. But to make any sense of information thus acquired, the good reader must relate it to what he already knows about the subject at hand, to his cognitive structure, and in combining two, he must in fact create new structures of meaning. At this level, the reader must negotiate a meaning with the writer text, which the text serving as spokes person for the writer.

In this research the writer used the interactive model, because in this model the reader can develop their interpretive skills, which cover the ability of a good

reader. The researcher did not use bottom-up and top down process because in the interactive process has covered the others process.

2.3 Concept of Narrative Text

A narrative is a story that is created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or non-fictional events.

Narrative text is a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language.

The purpose of narrative text is to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narrative is always deals with some problems which lead to the climax and then turn into a solution to the problem.

The examples of genres that fit the narrative text structure:

- Folktale is very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *The Mighty*

- Fairy tale is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g., *Cinderella.*

- Fables is traditional short stories that teach moral lesson, especially one with the animals as characters; these stories are considered as one group of animal stories, e.g., *The Lion and the Mouse*

- Myth is 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., *Tower of Babel*

Text organization of narrative text:

- Orientation

  (Refers to the characters, problem, place and time, such as: who is the character in the text, what is the problem in the text and where does it happen in the text)

- Complication

  (Denotes a crisis arises. It comprises initiating event, subsequent event and climax aspects when the characters face the problems)

- Resolution

  (Shows that the crisis is resolved. In this part, the character does the act of solving or settling the problem for better or for worse one)

- Re-orientation

  (Indicates the optional point. This mean that a story not always uses this, and usually, it states the conclusions of the event based on the writer point of view)

Language Features of narrative text:

- Focus on the specific and individualized participants.

- The use of noun phrases

  (A beautiful princess, a huge temple)

- The use of connectives

  (First, before that, then, finally)

- The use of adverbial phrases of time and place

  (In the garden, two days ago)

- The use of simple past tense

  (He walked away from the village)

- The use of action verbs

  (Walk, sleep, wake up)

- The use of saying verbs

  (Say, tell, ask)

- The use of thinking verbs, feeling verbs, verbs of senses

  (She felt hungry, she thought she was clever, she smelt something

  burning)

Example of narrative text:

Beauty and the Beast

Orientation	Once upon a time there was a beautiful girl named Beauty. She lived with her father and her two sisters. She was a hard worker; she always helped her father on the farm.
Complication	One day, her father set out for the city. He saw an old castle and went it. None was in but there was food on the table. Then he walked around the castle. He picked a rose from the garden for Beauty. Suddenly, an angry beast appeared. He wanted to kill Beauty's father unless Beauty was brought to him.
	Beauty's father told his daughter what had happened, Beauty's sister ordered her to see the beast.
	Beauty went to see the beast and had to stay at the castle. She left scared, lonely, and sad. She tried to run away but was stopped by the beast.
	The beast treated the beast's magic mirror. Beauty saw that her father was sick.
	The beast allowed her to go home. Her father was happy to see Beauty.
Resolution	One night, Beauty had a dream; a fairy told her that the beast was sick. Beauty hurried saw the beast dying, she began to cry. Tears fell onto the beast, suddenly the beast change into a handsome prince. Beauty and the beast got married and lived happily ever after.

2.4 Concept of Contextual Teaching and Learning (CTL)

Newman and Wehlage (1997) state that contextual teaching and learning (CTL) is a technique of teaching and learning that helps teachers relate subject matter content to real world situation and motivate students to make connection between knowledge and its application to their lives as family members, citizens, and workers. They also state that a stimulus or real problem is the opening material for CTL. Therefore, the students are invited to use a critical thinking skills and systematic approach to inquiry of the problem or issues. Of course the problem that are relevant to the students' families, school experiences, workplaces, and community hold greater personal meaning for students.

It is also stated that CTL is combination between school-based teaching and learning and community-based teaching and learning. Students learn in the field of their interest, often providing a service to the community during the learning experience. CTL promotes the development of the knowledge and skills for success in the real world. In this process, CTL is connecting educational theoretical knowledge to community practical applications.

Furthermore, according to Depdiknas (2002) there are seven elements of CTL:

1. **Constructivism**
   In this approach, the students are actively in learning process based on the previous knowledge (entry behaviour). 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 centre of the activity, not the teacher.

2. **Inquiry**
   Inquiry is a cycling of observing, questioning, investigating, analyzing and concluding (Depdiknas, 2002). Knowledge and skills that the students have are not a result of memorizing but as result of finding by themselves. Moreover, during

reading activity students will realize whether their prediction and locating the schemata are correct or not.

3. Learning Community

The principle of learning community is that learning in-group will give better result than learning alone. In doing tasks the 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.

4. Questioning

In CTL, questioning should not be dominated by the teacher. The teacher should provide or create situation that make his students to 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 the Contextual Teaching and Learning, the model is not only the teacher. Model can be organized by involving the students. In short, the teacher can ask the students to give the model to his/her friends about how to spell and pronounce a difficult word that they find in reading text.

6. Reflection

Students and teacher review the respond the event, activities and the experience. They also record what they have learned, how they feel, and the new ideas appeared. For example, the students pronounce the word 'sad' incorrectly, and the teacher corrects it by demonstrating. From the model given by teacher the students realize that what they have done is wrong and try to pronounce it correctly by imitating like what the teacher has done.

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.

Approaches for Implementing CTL

To implement CTL, a variety of teaching approaches may be used. Over the years, five teaching approaches have emerged that include context as a critical component (Berns and Erickson, 2001). They engage students in an active learning process. These approaches are not discrete. They can be used individually or in conjunction with one or more of the others. Although varying in the

literature, the following definitions are intended to capture the essence of the concepts as means for implementing CTL:

- Problem-based learning is an approach that engages learners in problem-solving investigations that integrate skills and concepts from many content areas. This approach includes gathering information around a question, synthesizing it, and presenting findings to others (Moffitt, 2001).

- Cooperative learning is an approach that organizes instruction using small learning groups in which students work together to achieve learning goals (Holubec, 2001).

- Project-based learning is an approach that focuses on the central concepts and principles of a discipline, involves students in problem-solving investigations and other meaningful tasks, allows students to work autonomously to construct their own learning, and culminates in realistic products (Buck Institute for Education, 2001).

- Service learning is an approach that provides a practical application of newly acquired (or developing) knowledge and skills to needs in the community through projects and activities (McPherson, 2001).

- Work-based learning is an approach in which workplace, or workplace-like, activities are integrated with classroom content for the benefit of students and often businesses (Smith, 2001).

In this research, the writer used the problem-based learning approach (Moffitt, 2001). Problem based learning (PBL) is a student centered instructional strategy in which students collaboratively solves problem and reflect on their experiences. In PBL, students are encouraged to take responsibility for their group and

organize and direct the learning process with support from a tutor or instructor. Advocates of PBL claim it can be used to enhance content knowledge and foster the development of communication, problem-solving, and self-directed learning skill. PBL positions students in simulated real world working and professional contexts which involve policy, process, and ethical problems that will need to be understood and resolved to some outcome. By working through a combination of learning strategies to discover the nature of a problem, understanding the constraints and options to its resolution, defining the input variables, and understanding the viewpoints involved, students learn to negotiate the complex sociological nature of the problem and how competing resolutions may inform decision-making.

Based on the explanation above, the writer assumes that this approach enables students to acquire information from many types of text, especially in narrative. Students can receive the message easily and comprehend it as new information for them.

2.5 Teaching Procedures

In developing students' reading comprehension of narrative text the writer will like to present the application of CTL technique. The researcher's purpose is to make it easier for students to improve their reading comprehension of narrative text. The teacher takes some steps in the presentation of CTL as follows:

Pre-activity

1. Greeting.

2. Checking students' attendance list.

3. Students are asked about their daily activities and about the fiction story (e.g. "do you know story of *Cinderella* or *Snow White*?).

4. Students are asked the questions related to the material they will learn *"Do you know about narrative text?", "What do you know about narrative text?", "Have you ever read narrative text?"*. (Constructivism).

Whilst-activity

1. Students' answers are arranged on the whiteboard based on the generic structure and grammatical features of narrative text (Modeling).

2. Students are explained the generic structure, grammatical features, and social function of the text from the teacher (Inquiry).

3. Students are given a chance to ask question (Questioning).

4. Teacher breaks the class into some groups (Learning community).

5. Teacher gives narrative text to the group, and each group has different title of the text.

6. Students are instructed to solve the problem in the narrative text. The problem consist of:

   a. Getting main idea

   b. Identifying generic structure

   c. Understanding difficult vocabularies

   d. Getting specific information

These questions are based on the interpretative comprehension and aspects of reading that are used in this research. The students should understand the ideas and information not explicitly stated in the passage.

(authentic assessment)

7. Students are guided to discuss the problems that they have finished. (The students present the result of their discussion in front of the class).

8. Teacher explains narrative text that they have been discussed completely.

9. Students are given other title of narrative text.

10. Students are asked to read narrative text (Text 2) individually and answer the reading comprehension test given. (authentic assessment)

11. Checking the students' work

Post-activity

1. Reviewing what students have learnt

2. Students are asked the difficulty in understanding the lesson.

3. Teacher gives the summary of the lesson. (Reflection).

4. Close the meeting.

2.6 Theoretical Assumption

Based on the frame of theories, it is assumed that Contextual Teaching and Learning (CTL) is an effective technique to be used in teaching reading in order to improve the students' achievement in reading comprehension of narrative text. As

has already stated that in reading activity the student makes contacts and communication with ideas that related to the previous knowledge or schemata. It is important that students should be able to interpret what they read and associate with their experience, not only see and identify the symbol in front of them, and the CTL involves those things. CTL requires the learners to be actively involved in teaching learning process based on the previous knowledge that the students have to construct their own understanding. CTL requires the learners to process the information deeply. It enables the students to understand the information better. In CTL, the students are asked to construct their own sense of meaning from new experience based on prior knowledge and motivate the students to make connection between knowledge that they get and its application to the real world, so the students experience not just know the knowledge. Therefore, the writer assumes that after doing a process on the information contains in the text, automatically the students will get better understanding on the text, and as the result, it assumes that CTL can be an effective technique in teaching reading.

2.7 Hypothesis

Based on the theoretical assumption above, the writer formulates the hypothesis as follow: There is significant difference in reading comprehension of narrative text achievement between students taught through Contextual Teaching and Learning (CTL) and students taught through Translation Method.