

II. FRAME OF THEORIES

2.1 Concept of Reading Comprehension

Nuttal (1984: 14) states that reading is the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skills, cognitive skill and the knowledge of the world. In this process, the readers try to recreate the meaning intended by the writer". Clark and Silberstein (1987: 21) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading consists of two sub-skills; "macro skills" and "micro skills" of reading comprehension. The distinction between these two levels of sub-skills is not made explicit, but it appears that the term "macro skills" refers to understanding the general ideas in the text (e.g., information, gist, argument) while "micro skills" refers to recognizing and interpreting the linguistic features of the text (e.g. referents, word meanings, discourse indicators).

The first point to be made about the reading process is reading comprehension (Simanjuntak, 1984: 4). Dallman (1982: 23) says that reading is more than knowing what each letter of alphabet stands for, reading involves more than words recognition;

that comprehension is essential of reading; that without comprehension no reading takes place.

Finocchiaro and Sako (1973) say that:

“Reading comprehension ability is the ability which depends on the accuracy and speed of graphemic perception that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy the ability to use contextual clues and recognition allusion.”

There are some of reading skills for example; determining main idea, vocabulary and specific information that need to be understood by readers in reading comprehension.

Then, the readers' knowledge background is absolutely needed to make understanding of the text easily. Sri Lestari (2005:8) quotes Grellet; he states that reading comprehension means extracting the required information from text as efficiently as possible. Simanjuntak (1988: 4) says that comprehension is always directed and controlled by the needs and the purposes of individual. Therefore, the information of the subject of his/her inquiry on those individuals has acquired knowledge of that subject. Reading comprehension is most likely to occur when students or readers are reading what they want to read or at least what they see some good reasons to read. It means that reading comprehension motivation cannot be separated.

Ellyana (1999: 8) quotes Richard (1986); he defines comprehension as the process by which the person understands the meaning of the written or spoken language.

Furthermore, Ellyana (1999:8) quotes Williams (1981); he says that comprehension is mind's act or power of understanding what has been written.

Schema theory, now widely accepted as playing a key role in reading comprehension, is based on the assumption that the reader's prior knowledge directly impacts new learning situations. While schema theory has existed in various forms since the 1930's, it has recently re-emerged and has been redefined as an important concept in reading instruction. Reading theorists view schema theory as a "framework" that organizes knowledge in memory by putting information into the correct "slots", each of which contains related parts. When new information enters memory, it not only must be compatible with one of the slots, but it must actually be entered into the proper slot before comprehension can occur (Nist & Mealey, 1991). If we accept this notion, reading shifts from a text-based activity to an interactive process in which the reader constructs meaning by interacting with the text. According to reading specialist John McNeil (1992:20), schemata are the reader's "concepts, beliefs, expectations, processes — virtually everything from past experiences that are used in making sense of reading. In reading, schemata are used to make sense of text; the printed word evokes the reader's experiences, as well as past and potential relationships".

Reading teachers emphasize three types of schemata:

- (1) knowledge of the concepts and processes that pertain to certain subject matter, i.e., science, math, humanities;
- (2) general world knowledge i.e., social relationships, causes and effects;
- (3) knowledge of rhetorical structures i.e., patterns, rules, structures for organizing text and cues to the reader. For most foreign language students, the major problem in

reading will simply be the gap between what they know and what a comparably educated native speaker knows in relation to the language and the content of written text. Eskey (1986) states that there are three specific problems identified in reading; (1) The purely lexical level deals with the one-word, one-meaning problem. (2) The lexical-syntactical boundary deals with the heavy noun phrases. (3) Lexical-rhetorical markers deal with the problem of assigning proper meanings to lexical cohesion markers which signal certain logical relationships between parts of the text as a coherent piece of discourse.

Referring to the statement above, the writer can conclude that reading is an activity which involves the schemata of the readers to build up their comprehension of the text. Reading comprehension means the students must read the text and interact the printed or written symbols with his cognitive skills and his knowledge of the world. It is clear that reading and comprehension are regarded as one activity to extract the meaning of written materials with full understanding. In the process of comprehension the students need skills related to the purpose of reading and consider the questions to concentrate on the important point.

2.2 Concept of Reading Skill

Reading is a skill which must be developed and can only be developed by means of extensive and continual practice. Simanjuntak (1988: 12) quotes Eskey (1986), he says that once reading material appropriate to the level and interests of a particular

student has been identified, the more of the material that student reads, the better and the more quickly his reading skills will develop. Milan (1988) says; there are some essential skills in reading, and they are:

1. Comprehension and Retention

The twin foundations of reading are able to ask specific questions (make predictions) in the first place, to know how and where to look at print so that there is at least a chance of making the questions answered. Comprehension is getting one's questions answered. The readers should be able to comprehend the text and memorize what they have read, (Smith, 1978: 166). The ways that can be used by the readers to build comprehension and retention are by determining the main idea of the paragraph and their purpose of reading, comprehending the main idea and distinguishing between main ideas and supporting details.

2. Inferences and Conclusion

In relation to make inferences, Mc Whorther (1989: 254) 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 you draw between what you observe or know and what you do not know”.

Inference is drawing a conclusion or opinion about something or ideas in the text. In reading activity the readers should make inferences on what they are reading and also make conclusion toward the text they have read. In this term, the reader tries to

connect the knowledge they have to comprehend the ideas of the text and then draw a conclusion or reach an opinion about that.

3. Critical Thinking and Analysis

In this term the readers should distinguish the text they are reading, whether it is text of fact or opinion. In relation to fact, Askew (2005) stated that fact is knowledge or information based on real occurrences. From this statement we can conclude that text of fact is a kind of reading text which written based on reality, real occurrence or something really happened.

Patrick in Chappel (2005: 2) states that:

“In many contexts, ‘opinion’ seems to have definite connotations of justification or uncertainty; but I think, perhaps they are just connotations...The fact that; opinion; rather than ‘knowledge’ was used in sentence will often be a reason to take it as meaning ‘merely opinion’ or ‘opinion’ not ‘knowledge’ even though the two are not mutually exclusive”.

Based on the statement it can be seen that a text of opinion is reading text which is written based on someone ideas or point of view about something such as feature of the text. And that is not must be right or important. Therefore, in reading a text he/she is reading, whether it is a fact or opinion text. They also should think critically whether the information or message in the text is important for them or not.

Besides the skills above, in comprehending text the readers should also use their background knowledge or schemata; the individual prior experience of the readers (Meilinda, (2006) quotes Bartlett in Carell, (1983)). In reading comprehension, there

are two sub major processes of reading which determine the comprehension of the readers toward reading materials that is identification and interpretation (Simanjuntak, 1988). Mandler in Carell (1983) also says that background knowledge has also been shown to play a significant role in story and reading comprehension. Related to this, the researcher tried to reactive the students' schemata about the reading material with CTL approach.

2.3 Concept of CTL

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. One of the reasons for applying Competence Based Curriculum is that English mastery of SLTP and SMU students is still unsatisfactory.

UGA CTL project states "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. Owen in www.washington.edu/wctl/publications.htm states that Contextual Teaching is teaching that enables students to reinforce, expand and apply their academic knowledge and skills in a variety of in-school and out-of-school settings in order to solve stimulated or real world problem. 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) in Flora (2003:1) there are seven elements of CTL:

1. Constructivism

In this approach, the 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 a cycling of observing, questioning, investigating, analyzing and concluding (Depdiknas, 2002). Knowledge and skill 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 the tasks students will interact with one another in sharing the information/idea that they get from the text so they could help each other in other to increase their achievement in reading comprehension. Falsetti (1986) in Laily Martini (2006: 19) suggests that group should be of mixed abilities so that beginning students can learn from more advanced ones. Freeman

(1986: 98) states that in-group students can learn from each other as well as the teacher. Cooperation is encouraged here.

4. Questioning

In CTL, questioning should not be dominated by the teacher. The teacher should provide or create situation that make her students to have curiosity. If the students are curious in something, automatically they will ask more about it to the teacher or her classmates. If this situation happens, the teaching learning process will be alive and the students will be motivated in learning. (Flora; 2004).

5. Modeling

In the Contextual Teaching 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 her/his friend 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 'sick' incorrectly and the teacher corrects it by demonstrating. Underhill (1987: 23) states that self-assessment can be introspective, where the learners are asked to reflect back on his foreign language experience and rate themselves against some kind of scale. 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

CTL is intended to build knowledge and skills in meaningful ways by engaging students in real life or authentic contexts. Authentic assessment is used to monitor student progress and inform teaching practices. Teacher who wants to know the students' development in learning should correct the data from the real activity while 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. Authentic assessment aims at evaluating students' abilities in "real world" context. It does not encourage rote learning and passive test taking. Instead, it focuses on students' analytical skill in the multiple form of assessment that reflect students' learning achievement on instructionally relevant classroom activities (Suyanto: 2002).

2.4 Text Forms

According to KTSP curriculum, the types of text that Junior High School students find as their reading include monologue/essay e. g: narrative, recount, report, descriptive and procedure.

- 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. A narrative is a type of spoken or written text that tells a story of one character or more who face certain

situations. Narrative has also been used in Knowledge Management as a way to elicit and disseminate knowledge, encourage collaboration, generate new ideas and "ignite change". The examples of narrative text are Folktales; it includes fables, legend, myth, or realistic tales, mysteries, fantasy, science or realistic fiction. The generic structure of narrative text consists of orientation, complication and resolution.

According to Grace (2005), narrative text has certain characteristics, namely:

1. Social Function/ communicative/ approach/ purpose
 - a. To amuse or entertain the readers.
 - b. To deal with actual/ various experiences in different ways.
2. Generic Structure/ Text Structure Organization
 - a. Orientation: (introduction) in which the characters, setting and time of the story are established. Usually answers who? When? Where?
 - b. Complication or Problem: the complication usually involves the main character(s) (often mirroring the complications in real life).
 - c. Resolution: there needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.
3. Language features
 - a. Focus on specific or individual participants.
 - b. Use of the material process (action verbs)
 - c. Use of the behavioral and verbal processes (saying verbs/ speaking verbs)
 - d. Use of relational process and mental process (thinking verbs)

- e. Use of past tense
- f. Use of temporal conjunction (time sequence/ chronological order) and temporal circumstances (time conjunction/ adverbial clause)
- g. Direct and indirect speech

- Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

- Report Text

A non-chronological text written to describe or classify. The text often begins with a general classification, moving to a description of particular characteristics with a final summary. It is often written in the continuous present tense with generalized participants (people, cats, buildings).

- Descriptive Text

Descriptive is to describe a text about something. The descriptive text tells about characteristic about something, e. g.: physical appearance.

- Procedure Text

Procedure is a text which telling about step how to do something. The generic structure consists of aim/goal, material and step.

2.5 Advantages and Disadvantages of CTL

The advantages of reading comprehension through CTL:

- CTL is expected able to help understand the text easily in teaching learning process.
- CTL requires the learner to be actively involved in teaching learning process based on their previous knowledge that the students have to construct their own understanding.
- In CTL, the students can reflect their own answer on the previous knowledge.
- CTL can stimulate the students' background of knowledge.

The disadvantages of reading comprehension through CTL:

- In reading, we still get need more time to understand the text because of constructing the students' schemata to real world is not easy.

2.6 Teaching Procedures

In teaching procedures, the researcher uses three elements in teaching reading through CTL. The researcher tries to make a general procedure of teaching which is adjusted to the English curriculum used in the school, i. e. KTSP, as follow:

Pre-reading

In the first element, before being given the reading material the teacher and students are doing some elements as follow:

- a. Opening the class with greeting

(e. g.: good morning)

- b. Constructing the students' background knowledge that related to the topic with showing the picture as stimulant.

(e. g.: what is this picture?)

- c. By doing the constructivism at the beginning, it would easy for the students to inquire the gist of the text in the next step (while reading).

While reading

The students then do the following steps as the while reading activity:

- a. After constructing their schemata, the students read the text. In the reading process, they will realize whether their prediction and locating the schemata is correct or not.
- b. Then inquiry process will be happen after the students get the gist of the text by engaged their background knowledge with the new information they get from the text.
- c. After finishing their reading, the teacher asks a question to her students whether any difficult word or not. In this process, the teacher does not give straight answer to their question but trying to ask other students that to know the answer. Therefore, the modeling is not only got by teacher but also the other students are able to do it.
- d. Next, the students make a learning community with discussing the exercise which is given by their teacher. The students make into group work and discuss the text. Then knowing the students' comprehending of the text the

teacher asks to the students do the tasks that are given based on the text that they have read. This way can help to solve the problem easier.

- e. After reading and correcting the tasks, the students can reflect their own answer on the previous knowledge. Whether their knowledge are in line with the text or not.

Post reading

- a. Doing evaluation of the reading comprehension through reading tasks and discussing the difficulty is got in the learning process.
- b. Making conclusion of the lesson.
- c. The teacher gives assessment for the students to make more understood the lesson that has been given in order to keep their interest to the lesson. Such as; the students find out their favorite theme based on the topic has been given by the teacher.
- d. Close the meeting.

2.7 Theoretical Assumption

Reading is a part of necessary in language learning where we are able to learn understand a text as communication tool not only orally. Nuttal (1984: 14) states that reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skills, cognitive skill and the knowledge of the world. In this process, the readers try to recreate the meaning intended by the

writer. Reading is one of the important skills, which is required by students. By reading, the students are able to get a lot of information from the text and the narrative text is chosen in this research. The researcher only took four elements of CTL; constructivism, inquiry, learning community and questioning because the researcher wanted the students to focus on understanding of the text. And then the CTL requires the learner to be actively involved in teaching learning process based on their previous knowledge that the students have to construct their own understanding. Therefore, researcher assumes that the using of CTL by using narrative text is expected able to help understand the text easily in teaching learning process; automatically the students are wished able to get better in the understanding of text.

2.8 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follow: there is an increase of students' reading comprehension through CTL by using narrative text in teaching learning process.