

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is aimed at giving brief discussion on what is related to the focuses of this study. This chapter discuss the theories about contextual teaching and learning, and teaching reading comprehension.

A. Definition of Contextual Teaching and Learning

Contextual teaching and learning helps teachers relate subject matter content to realworld situations; and motivates students” (Berns, 1). This type of learning style also incorporates the social issues that students are going to face when outside of school.

Once students become ready to interact with people on their own, they do so in a group or with a partner. Why, then, do teachers still insist on keeping students separated in the classroom and problem solving by themselves? Even in an office setting, in which each person has their own desk, computer, and materials; the employees rarely work on projects without the help and ideas of their colleagues. The saying “two heads are better than one” holds true in the classroom as well. In order to help students today become more productive members of society they need to learn basic interaction, problemsolving, and socialization skills. Although the subject content in which they learn is extremely important, the subject matter is of no use if the student cannot apply the content or skills when he is not in a classroom.

Another important element of contextual teaching and learning is parent involvement. The best way to learn how to apply new skills in “the real world” is to practice. Since the parents are the teachers when students are at home, we must ask parents “to involve themselves in contextual-learning experiences with their children.” (Parnell, 147) The schools also have an obligation to invite representatives from the local businesses into the classroom. The delegates can bring in a specific point of view that the teachers and parents may not have about particular jobs. They can tell students exactly what skills they use each day in a real world job to make the subject matter meaningful to them. The model of contextual teaching and learning cannot be accomplished by just one teacher. It takes many teachers across grade levels, parents, administrators, and the local business community to teach children what they need to know to be productive members of society.

1. Contextual Teaching and Learning Classroom

Characteristics of the Contextual Teaching and Learning classroom can be attributed to the roles and responsibilities of the teacher, student, and methods of assessment. Each of these dimensions will be briefly explained.

The subject matter can be delivered using the Contextual Teaching and Learning pedagogical model while also building critical and problem solving skills and social skills (Medrich, Calderon, & Hoachlander, 2002). However, to use the Contextual Teaching and Learning pedagogical model skillfully, teachers need to think and act in certain ways. For example, there is less direct instruction

on the part of the teacher, yet students are provided with a clear set of learning objectives. The teacher's role is to guide, discuss, question, listen, and clarify (Souders, 1999); a facilitator of knowledge rather than a dispenser of knowledge. In order to accomplish these roles, the teacher must be actively engaged with students. In using Contextual Teaching and Learning, teachers often need new equipment as well as new skills (Predmore, 2005; Souder, 1999), and sometimes an adjusted or new philosophy of teaching. Teachers interested in implementing Contextual Teaching and Learning should participate in professional development.

The student in a Contextual Teaching and Learning classroom plays an active role in his or her own learning. The student's role is to explore, investigate, validate, and discuss (Souders, 1999). As these roles are new for most students, many may initially be uncomfortable with the open-endedness and self-directed learning that Contextual Teaching and Learning often entails (Medrich et al., 2002). With guidance from the teacher, students can make the transition from traditional teaching to teaching using the Contextual Teaching and Learning model.

To assess students' progress in a Contextual Teaching and Learning classroom, teachers may need to use alternative methods of evaluation. As teachers focus on process and products d demonstration of understanding, they may also rely on portfolios, journal entries, self-evaluations, and rubrics in addition to objective-type questions (Llewellyn, 2000).

2. Benefits of Contextual Teaching and Learning

USA Today (2006) has teamed with the Ohio State University's College of Education to help prepare teachers to use Contextual Teaching and Learning strategies. The three benefits as given on USA Today's website are as follows: (a) students are more responsive when using their knowledge and skills in real-world situations; (b) students are more likely to engage in their own learning if it applies directly to their lives as family members, citizens, and present/future workers; and (c) parents, students, and community members can all use and relate to these ideas.

3. Strategy of Contextual teaching and learning

a. Relating

Learning to say the context of the real experience, the context is a framework designed to help teachers so that students learned significantly.

b. Experiencing

Learning is the "experience" of learners actively processed by the learned and try to do the exploration of things that were examined, trying to find and create new things from what he learned.

c. applying

Learning emphasis on demonstrating the knowledge possessed by the context and use was.

d. Cooperative

Learning is a process of collaborative and cooperative through group activities, interpersonal communication.

e. Trasfering

Learning emphasized the realization ability to use knowledge in new situations or contexts.

4. Components of Contextual teaching and learning

a. Constructivism

Constructivism is the process of build or develop new knowledge in students' cognitive structure based on experience.

b. Inquiry

The second principle is the inquiry in contextual learning. That is, the learning process is based on a search and discovery through a process of thinking systematically.

c. Questioning

Learning is basically asking and answering questions. Questioning can be regarded as a reflection of the curiosity of every individual, while answering the questions reflects a person's ability in thinking.

d. Learning Community

In the contextual teaching and learning (CTL) implementation of learning communities can be done by applying learning through study groups.

e. Modeling

Modeling is a learning process as an example to demonstrate something that can be emulated by every student.

f. Reflection

Reflection is the process of settling the experience has been learned that is done by re-sorting events or events that have gone through the learning.

g. Authentic Assessment

Authentic assessment is the process by the teacher to gather information about the students learning progress. This assessment is needed to determine whether students are actually learning or not.

5. The characteristics of Contextual Teaching and Learning

- a. Meaningful learning
- b. The existence of a strong link between the material being studied with the real world.
- c. Students act critically and teacher creative and inovative.
- d. Using authentics assessment

B. Teaching Reading comprehension

Reading is a form of communication between reader and the author. In the process of reading, a reader has to understand and catch the meaning of the text. At the same time, the author tries to give understanding through the words. As Farris (2004) said that reading comprehension is the process of understanding the message that the author tries to convey.

In short, there is an interaction between a reader and an author. The result of this interaction, the readers should understand what the author means. While reading, a reader tries to understand the information from the text they read. Understanding a written text means extracting the required information from it as

efficiently as possible Therefore, there is no meaning if a reader just reads without comprehending and catching the information from it.

Reader and the author are the subjects in reading process. There is a connection among them. An author tries to explain his/her idea through the words and the readers also tries to understand the text they read. Zemelman, Daniels & Hyde (1998) stated, that the essence of reading is a transaction between the words of an author and the mind of a reader, during which meaning is constructed. In short, there is a construction of understanding concept. The readers have to construct their own understanding about the text they read. However, reading cannot be separated from other skills like writing, listening and speaking. There is a relationship among them, especially in writing. According to Stephanie Harvey and Anne Goodies as cited in Farris (2004), "Like writing, reading is an act of composition. When we write,

We compose thoughts on paper. When we read, we compose meaning in our minds. Thoughtful, active readers use the text to stimulate their own thinking and to engage with the mind of the writer. Based on the theories above, Reading is a kind of activity to understand the text. When a reader reads, s/he interprets written text and comprehends the meaning. It is not only find the meaning of each word sentence, but the significant one is how the readers construct their understanding about what they read and understand an author's ideas.

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or

practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Clara Wong Kee (1997: 9) states that reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text interact ie. the reader tests clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader.

b) Eksay in Amir (2004: 6) states, "Reading comprehension in general is viewed in this research as the resulting from the four way interaction between readers, text, task, structured activity. The success of this interaction depends of the availability of quality of content and strategist schemata to new problem solvingsituations.

c) Simanjuntak (1998: 4) states that reading comprehension is not just Reading with aloud voice but reading is established to understand the meaning of words, sentences, and paragraph as well as sense relationship among the ideas. Whenever a student just read loudly but cannot understand the content of the text, it means that he fails in comprehending the passage. We can also define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Teaching reading comprehension is an active process of constructing meaning, not skill application. The act of constructing meaning is:

- **Interactive** – It involves not just the reader, but the text and the context in which reading takes place.

- **Strategic** – Readers have purposes for their reading and use a variety of strategies as they construct meaning.

The Factors Influencing Reading Comprehension There are many factors influencing reading comprehension. According to Anderson (1977) and Rumelhart (1980), a major factor in reading comprehension, which has been documented in recent years, is the background knowledge or “schemata” of the reader. It is clear that understanding reading depends on the knowledge of the reader because during the process of understanding reading, one tries to comprehend the text they read. In the reading process, the readers construct various interpretations for the text by connecting the new knowledge with their background knowledge.

Furthermore, Adams & Bruce (1982) state, background knowledge consists of several components including conceptual knowledge, social knowledge, and story knowledge. The less familiar readers are with the concepts of the text make them more difficult to construct a meaning in their mind. They have to understand the content of the text specifically. While, if the readers do not have attention in the social relationship and how language functions in various settings, comprehension can be affected. Likewise, readers who do not have the story knowledge such as the general story of the world and how they are memorized will influence their reading.

The relationship between knowledge and reading comprehension was realized long ago, but the new research has greatly increased our understanding of how background knowledge functions in the reading process.

Therefore, background knowledge is a very important factor in reading comprehension because it helps the reader get the meaning by connecting what they have with the new information they have learned.

David Pearson (1978) explains the factors influencing reading comprehension into two categories, inside factors and outside factors. Each category will be divided into some components related to them. Inside factor is divided into four components. The first is linguistic competence. It explains what the readers know about the language. When students learn language, they learn three systems they are:

a. Phonological knowledge

The phonological system includes knowledge of the different phonemes (individual sounds) in the language, knowledge of how they are blended together to create words, as well as knowledge of things like stress, juncture, and pitch.

b. Syntactic knowledge

The syntactic system refers to the orderly arrangement among words in sentences. A child's knowledge of syntax is remarkably sophisticated by the time he or she enters school.

c.Semantic knowledge

Semantic knowledge refers to our knowledge of words meanings. It also includes our knowledge of the relationship among words. We believe that semantic system is most important. Second category of the factor influencing reading comprehension is interest. It is an important thing in reading comprehension. If the students interested in the topic presented in their class they will understand more about that topic. In contrast, as Whitehead (1967) said, “There can be no mental development without interest. Interest is the sine qua non for attention and apprehension”.

As a facilitator, the teacher has to give the explanation about the material in many ways. One way to improve comprehension of a given topic is generate student interest in that topic through a variety means; filmstrips, movies, field strips, other book, community resources person. Therefore, the teacher has to use any resources relate to the topic to make the students are more interested into the topic they study. Another way to capitalize on interest is to allow students to read selections of high interest.

The teacher gives opportunity to their students to read everything from any resources such as magazine, books, journal, etc. Their interesting in reading can influence their comprehension. The third category is Motivation. Most of the readers usually read what they want to read and what they have to read. According to Grellet (1981) the reader start reading the text to find a number of things in it, such as expecting to find answers to a number of questions and specific information or ideas we are interested in it.

Therefore, the different reasons of the readers also influence their comprehension because each reason has different power to make the reader try to understand more what they read. Motivation can influence the students' comprehension. There are two kinds of motivation, intrinsic and extrinsic motivation. Intrinsic motivation is in the reader, it comes from the learner itself. As teacher we try to give the extrinsic motivation so that they will be more motivated. We offer incentives, reinforces, feedback, and other stimuli to try to alter a student's level of motivation. The last category of the factor influencing reading comprehension is reading ability. It is one of the factors influencing reading comprehension that explains how well the reader can read. It is almost tautological to say that the more reading ability one possess, the better one will comprehend. The readers have to read everything and try to understand the message of what they read. Therefore, the reading ability has to become a habit in everyday life. The outside factor influencing reading comprehension is divided into two categories. The first is the Written Message such as books, magazine, pamphlet, newspaper and etc.

Each written message has different level of difficulty and ease. The reader has to classify it in order to comprehend it. There are some factors in the written message which could affect comprehension such as word frequency, word abstractness, sentence complexity, story structure, the matic information, and visual displays can all be manipulated to increase or decrease comprehension. The second outside factor of influencing reading is in the environment which could affect comprehension. According to Pearson (1978) there are two factors in

reading environment; home environment and school environment. In the home environment, the parents have significant role to improve the reading skill of their children. For example, if the parents read some books everyday, their children will be influenced by the parents' activity. The significant influence of the home environment in reading comprehension based on the base of language and the background knowledge that children bring to school. School environment is another important factor to develop students' reading ability. Reading environment will be constructed if the teachers motivate their student to read and make students want to read more.

Beside that, school environment especially teachers, peers, and the "classroom ecology," all influence the reading comprehension of students. Peers can be positive or negative. The positive influence will appear when there is friendly competition among the students. Therefore, it can be develop their reading ability. Beside, there is a cooperative venture among the students. In this activity there is a group problem solving and help each other. Therefore, it will be positive influence for students to increase their comprehension n in reading . The negative influence of peers related with their psychology as teenagers. But one's peers can be mean. They can belittle scholarship to the point where a student learns that it is best not to try very hard to do well. The teacher can minimize it by giving them the strong motivation and understanding that peers can become good partner to improve their knowledge.

1. Types of Reading

- Extensive Reading

There have been conflicting definitions of the term “extensive reading.” (Hedge, 2003, p.

202) Some use it to refer to describe “skimming and scanning activities,” others associate it to quantity of material. Hafiz and Tudor state that: the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners’ command of the L2. (1989, p. 5)

- Intensive Reading

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials.” These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies. Hafiz and Tudor (1989)

differentiate between extensive and intensive reading:

In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to ‘flood’ learners

with large quantities of L2 input with few or possibly no specific tasks to perform on this material.

2. The importance of teaching reading

Hedge (2003) states that any reading component of an English language course may include a set of learning goals for the ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.

- building a knowledge of language which will facilitate reading ability
- building schematic knowledge.
- the ability to adapt the reading style according to reading purpose (i.e. skimming, scanning)
- developing an awareness of the structure of written texts in English
- taking a critical stance to the contents of the texts

There are two elements that make up the process of reading comprehension: **vocabulary knowledge** and **text comprehension**. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story will not either. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the

point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied than vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension

Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written in Egyptian hieroglyphics with no understanding of their meaning. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose.

C. Previous Studies

There are one previous studies that use the same method to teaching reading for young learner. Two researchers they are Daimah (2009) have conducted their research on teaching reading by using Contextual Teaching And Learning.

The first study was conducted by Daimah Fatmawati in academic year 2008 entitled “Teaching reading comprehension based on contextual teaching and learning at second year students of SMP AT TAQWA Bekasi.

The research used experimental with quantitative approach. Based on the data that have been collected from the test hypothesis and analysis, the writer concludes that there is significant difference in reading comprehension by using Contextual Teaching and Learning (CTL). It can be show from the value of “t o” is 6,655. It is higher than the value of “ t” of the table, the sig nifice 5% is 2,00. The post test result of the students who learn reading comprehension by using Contextual Teaching and Learning is higher than pre test. It means that alternative hypothesis (Ha) of the research is accepted and null hypothesis (Ho) is rejected.

The second study was conducted by Nida Husna in in academic year 2008 entitled “Teaching reading using Contextual Teaching And Learning Approach” first year students of SMPN CIPUTAT.

The research used qualitative with descriptive analysis. Based on the preceding explanation, researcher concludes that teaching reading through contextual teaching and learning approach can made the learning in reading more

enjoyable. It seems the students were not forced by the teacher to learn the subject matter. The students learn by relating the material to their own frames and then constructing their new knowledge their self. Teacher just encouraged, suggested, and motivated student through interesting learning strategy. Using contextual Teaching and Learning approach can be one alternative way to increase student skill in reading. By using this approach, students were encouraged increasing their skill by constructing their own understanding. They experienced the knowledge themselves and shared the knowledge with other member in classroom. Moreover, the teacher should prepare the strategies to make this approach really implemented in the classroom.

In conducting this research, the writer also found some problems that faced by the teacher and the student. Selecting the suitable text and control class was a problem that faced by the teacher while types of learning activity and comprehension was problem faced by the student. Both of the problems could be solved by the researcher used some theories provided.

According one researcher above, those were showed that Contextual teaching and learning method can improve students' reading comprehension for Junior High School. Based on some previous study above there were some different with the researcher research. In previous study the researcher teach teaching and learning method at Junior High School and use used experimental research design with quantitative approach. In this study, the researcher conducted research in teaching reading by using teaching and learning.

The researcher used qualitative research design with descriptive analysis, and described the implementation Contextual teaching and learning method in teaching reading to increase students reading. The researcher observation English Teacher to know the approach CTL in teaching reading comprehension in eighth grade at MTs.Assyafi'iyah Gondang.