

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

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

#### **A. Reading**

##### **1. Definition of reading**

Alyousef (2000:2) states that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. It means that reading is the process which readers are also mixed up with and involved in every discussions of the text. In addition, Dechant (1991:88) mentions that reading is known as perceptual process which means that reading occurs only when the reader understand what the symbol represents. In other words, reading occurs only when the reader can interpret the words they read and their focus is on the written text. Miculecky and Jeffries (1996:1) explains that reading has a significant role to improve the general language skill in English. They say that by reading, people can build a better vocabulary and feel comfortable with the written English, so that people can write better English.

They add that reading can help people in learning to think in English and help them if they plan to study in an English-speaking country.

Furthermore, Snow et al. (2002:15) says that reading is a complex developmental challenge which can be related to many other developmental competence such as attention, memory, language, and motivation. According to Grabe (2009:5-6), reading skill does not guarantee anyone to be successful, but success can be achieved by having reading skill. Lie adds that many students at school are expected to learn English as an additional language. Reading can be one of the ways for students to develop their English second language abilities to achieve curriculum goals at school.

Moreover, two other experts, as cited by Malino (2012). Gave some definition about reading as follow:

1. Reading is a physic and mental activity to reveal the meaning of written language. It is called a physic activity because the parts of body. The eyes particularly, do it. And it is called mental activity because perception and memory as parts of light are involved in it. Then. He concludes that the main goal of reading is a process to understanding written language (Fanani, 2012:9)

2. Reading is decoding and understanding written language. Decoding requires translating the symbol of writing system into spoken language, and understanding is determined by the purposes for reading, the context, and the readers' strategies and knowledge (Cline, 2006:2) “Ms. based on the two experts ‘definition above, hlalino (2012) conclude that reading is a processing of

decoding a writing system into a spoken language, and analyze the message in the text by paying attention to the intonation and pronunciation.

Form the definition above, it can be inferred that reading. Being one of the ways in getting knowledge and information, is one of importance skills in forming the critical thinking of a person. In addition, reading can be an activity that needs high attention and improve the vocabulary and writing skill.

## **2. Characteristics of Reading**

According to Brown (2001:303). The students are usually familiar with the general characteristics of their native written language. However, in English writing. The characteristics may be so different from their native language. The following are the characteristics of written language according to Brown (2002:303-306):

### **I. Permanence**

The reader has an opportunity to read again and again. If it is necessary, they can return to a word, a phrase, a sentence. or even a whole text, because written language is permanent.

### **2. Processing Time**

Most written languages allow readers to read at their own rate. They are not forced into following the rate of delivery, as in spoken language.

### **3. Distance**

The written language sends messages to across two dimension: physical distance and temporal distance. The task of the reader is to interpret messages

that are written in different place and time based merely on the written words as contextual clues. It means that readers are unable to confirm the author directly and ask what he see actually means in the text. This, among other things, makes reading a difficult task.

#### 4. Orthography

In written language, we have graphemes (i.e. a letter of the alphabet, a mark of punctuation, or any other individual symbol in a writing system) which help readers in reading. But readers must do their best to infer, to interpret, and to “read between the lines”.

#### 5. Complexity

The written language tends to have longer clauses and more subordination. Readers have to retool their cognitive preceptors in order to extract meaning from the written code.

#### 6. Vocabulary

In written language. Lower-frequency words often appear. Such words can present stumbling blocks to learners. However, sometimes the learners should refrain from using dictionary, because the meaning of many unknown words can be predicted from their context.

#### 7. Formality

Rhetorical or organizational formality in essay writing it is demands a writer’s conformity to conventions such as topic of paragraph, logical order for comparing and contrasting, etc.

### 3. Types of classroom Reading Performance

Brown (2001:312-313) divides the types of classroom reading performance into two categories as follow:

#### 1. Oral and silent reading

Oral reading is a reading process that involves the vocal of the reader. Thus, for oral readers, the intonation and the pronunciation of the word is more important. Meanwhile in silent reading, the meaning of the word is more important. The readers see the word without producing the vocalization for students at the beginning and intermediate levels, oral reading can provide a pronunciation check and an evaluative check on bottom-up processing skills. It also serves to add some extra student participation if you want to highlight a certain short segment of a reading passage. However, for advanced levels, oral reading cannot really work, because it is not a real reading activity for them. What they need is not how to pronounce the words, but how to understand the text. Furthermore, while one student is reading, others can easily lose attention. Thus, the students are unable to actually participate the activity.

#### 2. Intensive and extensive reading

Intensive and extensive reading are subcategorized of silent reading. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning. Implications, rhetorical relationship, and the like. Meanwhile extensive reading is carried out to achieve a general understanding of a usually somewhat longer text. Extensive reading can sometimes help learners get away

from their tendency to overanalyze or look up words they do not know. Therefore, it is usually used as a skill in reading for understanding.

In addition, reading can be learned by 6 types of text: Narrative text, Procedure text, Descriptive text, Directive text, Expository text and Argumentative text. One of the texts to be learned is Procedure text.

## **B. Procedure Text**

### **1. Definition of text**

Before going to the definition of procedure text, it is better to know the definition of the text itself. Richar (2010:594) stated that text is a segment of spoken or written language. It has characteristics: it is normally made up of several sentences, has distinctive structure and has a particular communicative function or purposes, and often can be understood in relation to the context.

From the definition above, the researcher inferred that text is everything we hear or say in spoken language, and what we read or write in written language that has structure and function.

### **2. Definition of Procedure Text**

There are five major types of texts in our daily life. One of those texts is procedure text which is an instructional text that describes how to make something or how a series of sequenced steps or phases. In general, procedure text is text used to explain how to make something by using a sequence of steps or method. It is similar according to Bachtiar (2010:398) procedure text tells how

to make something through a sequence of actions or steps. It usually uses imperative sentences such as cut, place, use, etc. The purpose of procedural text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways.

Based on the professional Development Service for Teacher (2013) states that procedure is written to explain how something is done, in a series of sequenced steps. They are organized by goal, material, method and evaluation. Features of procedural writing include: detailed factual description, reader referred to in a general way, linking words to do with time, tense is timeless.

Whereas According to Wadirman, et al (2008:134) the characteristics of procedural text are:

a. Goal / purpose: to give information what we need. It means, to make procedure text the important thing that we need is the goal or the title to make clear what we need.

b. Material: Things that you need to make an object. It is most the important things, when you want make procedure text, because it will help us to finish something that we make. Without material, we will be difficult to make steps to get the final result.

c. Method/ Steps: The information about making an object. After we known the goal and materials, we should to do some steps to get the final result. It is the last way to achieve the best result, and make us easy to finish the goal.

From the explanation above the researcher concludes that the procedure text is text that have the specific characteristics includes the purpose, material and

steps do the something in order make the easily to accomplish something. They are very important things that should we known. Beside that procedure text also have language feature, like Mukarto, et al (2004: 174) say that:

a. A procedure text uses imperative sentence. An imperative sentence uses infinitive.

b. A procedure text also uses connector to put the steps in order. First is a word to express the sequence of steps.

From statement above it can be concluded that to make procedure text, not only focus on goal, material and steps, but the researcher must understand language feature, like imperative sentence and connector word.

### **3. The example of Procedure Text**

How to Make a Cheese Omelet  
 Ingredients: 1 egg, 50 g cheese, cup milk, 3 tablespoons cooking oil, a pinch of salt and pepper. Utensils: Frying pan, fork, spatula, cheese grater, bowl and plate.

#### Steps

- a) First, crack an egg into a bowl
- b) Second, whisk the egg with a fork until it is smooth
- c) Third, add milk and whisk well
- d) Fourth, grate the cheese into the bowl and stir
- e) Fifth, heat the oil in a frying pan
- f) Sixth, pour the mixture in a frying pan
- g) Seventh, turn the omelet with a spatula when it browns
- h) Next, cook both sides



i) Then place on a plate; season with salt and pepper.

j) Finally, Eat while warm

Thus from an example above, everybody know how to write procedure text. First, they must write a goal. Second, they write a list of materials that will be needed for completing the procedure, such as kind of ingredients and utensils. And the last, they need steps to achieve the goal with the purpose: to tell the making process of a cheese omelet to the reader.

In teaching procedure text there are many approaches can be use, one of them is contextual teaching and learning approach. About this approach we will discuss bellow.

### **C. Contextual Teaching and Learning (CTL) Approach**

#### **1. Definition of CTL**

Approach can help teachers to make students comprehending the lesson given easily. Such an idea has been discussed by Berns & Erickson (2001: 2):

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.

They explain that this approach is designed to make students understand why they are learning the concept and how triose concept can be used outside

the classroom. In addition, most students learn much more efficiently when they are allowed to work cooperatively with other students in groups or teams.

Norhadi et al. (2004:12) defines contextual teaching and learning as a teaching and learning process 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 the stimulated or real-world problems. Moreover, Johnson (2002:25) says as follow:

The CTL system is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is. With the context in their personal, Social and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.

Baker (2009:6-8) states that Contextual Teaching and learning is a promising strategy that actively engages students and promotes improved learning and skill development. Lie also added that one of the goals and effects of CTL is to capture a students' attention by illustrating the relevance of the learning experience.

From those explanations above, the researcher views that CTL can help teacher to make students find meaning from what they have learned in the classroom and relate the knowledge to their daily life. This learning process aims

to make students are able to experience by themselves the lesson they have studied at school

## 2. The Principles of CTL

According to Berns & Erickson (2001, p. 1-2), CTL is developed from theories and writings of behaviorism and constructivism approach by Dewey (1900), Piaget (1929), Bruner (1966), and others. Other examples of theories and themes that underlie upon the principles of CTL as follow:

### 1. Knowledge based constructivism

Both direct instruction and constructivist activities can be compatible and effective in the achievement of the learning goals (Resnick & Hall (1998)).

### 2. Effort-based learning fence mental theory of intelligence

Increasing someone's efforts can motivate the individual to be involved in learning activities with a commitment to learn (Resnick & Hall (1998))

### 3. Socialization

Children learn the values, stanzas, and knowledge of society by raising questions and accepting challenges to find solution (Restrict & Hall (1998)). Indeed. Learning is a social process, requiring social and culture factors to be considered during instructional planning (Borko & Putnam (1998)).

### 4. Situated learning

Knowledge and learning are situated in particular physic and social context.

A range of settings may he used such as the home, the community, and the

workplace, depending on the purpose of instruction and the intended learning goals (Borko & Putnam (1998)). 5. Distributed learning People as an integral part of the learning process must share knowledge and tasks (Borko & Putnam 0998))

In line with the ideas above, Nurhadi et al (2004:5-6) conclude the principle of CTL. There are seven principles of CTL as follow:

### 1. Constructivism

Constructivism is the way how to develop students' cognitive based on their experience. The basic aspect is that an individual learner must actively build knowledge and skills. However, all advocates of constructivism agree that it is the individuals processing of stimuli from the environment and the resulting cognitive structure that produce adaptive behavior rather than the stimuli themselves. According to Nurhadi et al (2004:5), teachers can facilitate this process by making knowledge is relevant to the students, giving the students opportunities to find their own idea and getting students to apply their own learning strategy.

### 2. Inquiry

Inquiry is defined as a process of seeking and finding by thinking systematically. In applying inquiry activity in the classroom teaching, there are several steps that should be followed that are formulating problem, making a hypothesis, collecting data, analyzing data and finally making a summarize for the result of data to the readers, classmate, and other audients.

### 3. Questioning

Learning is basically questioning and answering. Questioning is the reflection of someone's curiosity, while answering reflects someone's ability in thinking. Sometimes, the teacher asks the students before, during and after the lesson in order to know the students' ability in mastering the material and motivate them in learning. At the same time, the teacher can also make the students focus on what they have to do and measure their curiosity.

According to Ur (1991:227-229), questioning is generally used as a technique of activation in teaching, mainly within the Initiation-Response-Feedback (IRF) pattern. IRF is a pattern of the way which teacher initiates a question, and one of the students answers it, then the teacher gives comment, correction, or assessment. The question is not only from the teacher, but the interaction in IRF also may occur between the students or between the students and the material. He adds that there are some reasons why a teacher may ask a question, as follows:

- 1.) To provide a model for language of thinking.
- 2.) To find out something from learners (facts, ideas, opinions).
- 3.) To check or test understanding of knowledge or skills.
- 4.) To get learners to be active in their learning.
- 5.) To direct attention to the topic to be learned.
- 6.) To inform the class via the answer of the stronger learners rather than

through the teacher's input.

- 7.) To provide weaker learners with an opportunity to participate.
- 8.) To stimulate thinking (logical, reflective, or imaginative): to probe more deeply into issues;
- 9.) To get learners to review and practice previously learnt material.
- 10.) To encourage self-expression.
- 11.) To communicate to learners that the teacher is genuinely interested in what they think.

#### 4. Learning Community

Learning community in CTL suggests to make the result of learning from gathering others and sharing with friends or other groups. Wijarwadi (2008:28) states that learning community has the meaning as follows: 1) Group of learning which communicate to share the idea and experience, 2) Working together to solve the problem, and 3) the responsibility of each member of learning group.

According to Ur (1991:232), in learning community learners can perform a learning task through a small-group interaction. It may give an Opportunity to the learners to be more active in sharing ideas. Learning community also can develop Learners 'responsibilities and independence, increase their motivation, and create a feeling of cooperation and warmth in the classroom. Thus, learning community is a very useful activity in teaching learning process.

### 5. Modeling

Modelling is a learning process by showing and demonstrating to students to study and act what the teacher need to be done by students. Modeling activity can be summarized into demonstrates how the teacher wants the students to learn.

### 6. Reflections

Reflection is the ways of drinking about what the students have learned and drinking about what the students have done in the past. Teachers need to do the reflections in the end of teaching learning process in order to make reinforcement about the material learned.

### 7. Authentic Assessment

Authentic assessment is a procedure to measure students' achievement in learning. Assessments of students' performance can come from the teacher and the students. According to Harmer (2001:100), authentic assessment is the process of collecting the data that can give the description of student learning development.

## **3. Teaching and Learning Activities in CTL**

Seven main aspects of CTL explained above are the main requirements in classroom teaching learning process. Bems & Erickson (2001:3) say “to implement CTL a variety of teaching approaches may be used”. They add that there are five concepts for implementing CTL, as follow:

### 1. Problem-based learning

Mott'rt (2001) says, Problem-based learning is an approach that makes learners investigate the problem-solving. It is included gathering information related to the problem given. Synthesizing it, and presenting Endings to others.

## 2. Cooperative learning

Holubec (2000) states that Cooperative learning is an approach that using instructional in small learning group in order to make student to work together to achieve the learning goals.

## 3. Project-based learning

Buck Institute for Education (2001)). States that Project-based learning is an approach that focuses on discipline and involves students in problem-solving investigations and other tasks. This approach is also allow students to work autonomously to construct their own learning.

## 4. Service learning

McPherson (2001). States that service learning is an approach that give a practical application of newly acquired knowledge.

## 5. Work-based learning

(Smith (2001). States that work-based learning is an approach in which workplace or workplace-like. Activities are integrated with classroom content for the benefit of students.

From the concept in implementation CTL above, the researcher focus on implementation of contextual teaching and learning in constructivism theory. (Bransford, Brown, and Cocking, 1999) states that constructivist theory, people naturally construct new knowledge and understandings based on what they



already know and believe. Teachers in constructivist classrooms do more than impart knowledge, they engage students in the learning process by leading them through hands on activities, by encouraging them to discuss problem-solving strategies with one another, and by allowing them to shape and reformulate their ideas in groups. Constructivist teachers stimulate interest, instill confidence, and show students the need for understanding. In short, they motivate students to learn.

Crawford and Witte (1999) state that there are five common strategies on constructivism theory, they are: relating, experiencing, applying, cooperating, and transferring.

#### 1. Relating

Teachers use relating when they link a new concept to something completely familiar to students, thus connecting what students already know to the new information. When the link is successful, students gain almost instant insight. Caine and Caine call this reaction “felt meaning” because of the “aha!” sensation that often accompanies the insight. Felt meaning can be momentous, as when a student first sees the solution to a problem that he or she has spent significant time and effort in solving. Felt meaning can also be subtle, as when insight leads to a milder reaction, such as, “Oh, that makes sense.”

A teacher using relating could begin the lesson by asking questions that almost every student can answer from life experiences outside the classroom: “Have you ever made fruit punch from frozen concentrate? What did the

instructions say?" The teacher then reinforces the students' prior knowledge by reading the instructions from a real container.

## 2. Experiencing

Simply assigning reading and providing lectures represents one end of a continuum of teaching strategies. Teachers who only lecture maintain total control of the learning environment. Open ended discovery represents the other end of the continuum. At this extreme, students have total control of the environment. Research shows that consistently working at one of these extremes is not effective for many students the best strategy lies somewhere in the middle, using relating and experiencing to prepare students for lecture and reading. Relating and experiencing are two strategies for enhancing student ability to learn new concepts. But knowing when and how to integrate these strategies in instruction is not simple. Teachers need research, collaboration, and excellent instructional materials to know when to activate familiar experiences and prior knowledge, when to design and orchestrate activities that help students construct new knowledge for themselves, and when it is best to lecture or assign reading.

## 3. Applying

We define the applying strategy as learning by putting the concepts to use. Obviously, students apply concepts when they are engaged in hands-on problem-solving activities and projects like those described above. Teachers also can motivate a need for understanding the concepts by assigning realistic and relevant exercises.

## 4. Cooperating

Working in small groups, most students feel less self-conscious and can ask questions without feeling embarrassed. They also will more readily explain their understanding of concepts to others or recommend problem-solving approaches for the group. By listening to others in the group, students reevaluate and reformulate their own sense of understanding. They learn to value the opinions of others because sometimes a different strategy proves to be a better approach to the problem. When a group succeeds in reaching a common goal, student members of the group experience higher self-confidence and motivation than when students work alone.

#### 5. Transferring

Transferring is a teaching strategy that we define as using knowledge in a new context or novel situation one that has not been covered in class. Teachers design tasks in many variety that will make students interest. Teachers seem to have a natural ability to introduce ideas that motivate students intrinsically by invoking curiosity or emotions. Students also have natural curiosity about unfamiliar situations. A teacher can capitalize on student curiosity with problem-solving exercises.

#### **D. Previous Research**

About this research, there has been a plethora of Contextual Teaching and Learning research. The writer takes review of related literature from other references as comparison that closes relation to the Contextual Teaching and Learning. They are:

Muhlison (2010/2011) from IAIN Walisongo Semarang, research under the title "The Effectiveness of Contextual Teaching and Learning to Teach Reading Comprehension". The researcher used Contextual Teaching and learning approach to teach reading comprehension in junior high school of MTs At-Thosari Kalirejo ungaran timur, the Research used Experimental research design by using two classes that were control class and experimental class. Subjects of this research are 40 students that are divided into two classes, namely control class (20) and experiment class (20). The writer used cluster random sampling technique to determine the sample.

The writer collected the data using test and observation. Furthermore, the data was analyzed by using descriptive statistical analysis technique and the hypothesis used t-test. Hypothesis test shows that contextual teaching and learning is more effective to improve students' reading comprehension. This can be seen from the results of test score, it shows that the experimental class which was given treatment using contextual teaching and learning got higher score than control class without contextual teaching and learning.

The other research is done by Laeliah Nurohmawati (2012/2013) from IAIN Syekh Nurhati Cirebon, research under the title "The Influence of The Application of Contextual Teaching and Learning (CTL) Approach on the Students Ability in Writing a Descriptive Text at English Grade Students of SMP N 1 Krangeng". In this research, the writer has used quantitative approach, the formulation with t-test. The researcher used design 2: pre-test and posttest group. The material in this research such as the nature of CTL approach, the

nature of the student's ability in writing a descriptive text and etc. The place and time of the research at *SMPN 1 Krangkeng*, in this research there are two variable the namely is X1 variable and X2 variable, the sample of the research consist of 34 students from the total grade students Class A-G is 244 students. The techniques of collecting data used are observation, interview, Questionnaire and test.

The similarity of the previous research are the uses of contextual teaching and learning strategies. This approach involves students fully in the learning process. Learning contextual not only listen and record, but learning is process experienced directly. This strategy focuses on student's full engagement process in order to find material to learn and connect it with real life situations, encouraging students to be able to apply it to their lives.

The difference with the researches above is the research used Contextual Teaching and Learning approach to teach reading and writing skill in form of quantitative research design. In this research, the researcher use Contextual Teaching and Learning to teach reading skill in form of Qualitative research design. The research want to know the effect of using Contextual Teaching and Learning to increase students ability in reading procedure text at junior high school in SMP N 2 Sumbergempol, Tulungagung.