

## **CHAPTER II THEORY REVIEW, FRAME OF THINKING, AND HYPOTHESIS**

### **2.1 Theory Review**

#### **2.1.1 Concept of Reading Comprehension**

Reading is a process that is carried and used by readers to get message, intended by the author through the medium of writing. Reading is essentially a physical and mental activities to discover the meaning of the text.

According to Tarigan (2008:7) reading is a process and it used by the reader to obtain a message that would be delivered by the author through the medium of words or written language. A process that has demanded that the word constitute a unity will be seen in a glimpse and the meaning of the words individually will be known.

Furthermore, reading is essentially a complex involving a lot of things, not just recite the writing, but also involves a visual activity, thinking psycholinguistics, and met cognitive. As a visual reading process is the process of translating the writings symbol (letter) into spoken words. As a process of thinking, reading includes activities word recognition, comprehension literal, interpretation, critical reading, and creative understanding. The introduction of said activity could be read word by using the dictionary (Crawley and Mountain in Rahim, 2008:2).

According to Grallet (1986:7) reading English text is important for us, because by reading English text the students can get the knowledge and information that might be useful for them. But it is not easy to be good readers, moreover if the English text is complicate. The students need more understanding

about the main ideas of the reading text. According to Harmer (2007:99), reading is an activity that is meaningful in language acquisition. It means that reading as a purposeful activity that can make students more understand about what they read and provide their vocabulary, spelling and writing. Furthermore, Harmer (2007:201) defines reading as the meaningful interpretation of print or written verbal symbols, "Reading is bringing and getting meaning from the printed or written materials" he said that reading is an active skill, where the reader interacts with the text, and to some extent the researcher.

Then reading can be said as the skill that made the students active in the teaching learning process because the students interacting with a reading text. Reading of course aims to get the meaning of information from the text message and read require an understanding of written the text. With the students read all the contents of reading the students will be able to understand the contents of the reading if students do not read the text then students would not understand the contents of the text.

Reading certainly implies comprehension, and reading is something that makes sense to the readers. The readers try to understand and get the meaning and information in the written text in from of symbols, letters, graphs, etc. Reading comprehension is a construct process of guessing, reading is also an active process of deriving meaning, Because It involves an interaction between thought and language. Reading as an active skill where the readers interact with the text, and to some extent the researcher. It means if a reader find interesting in a reading passage, his/her mind is fully engage in trying to comprehend the reading. Thus, they graph the researcher from the message text, reading comprehension

understand a written text means extracting the required information from it as efficiently as possible (Grellet,1986:3).

Furthermore, Klingner (2007:8), reading comprehension is a multi component, highly complex process in which interactions between the reader and the text occur and they take out their prior knowledge and strategy as well as variables related to the content of the text that they read. In other words, the readers can understand what they read because there is an interaction process between the readers with the text and the reader with the idea or message from their prior text to experiences and their knowledge. Besides, the reader will be interested in the text after they have read the text.

Comprehension also relates to the capacity of the mind to perceive and understand: the power, the act or process of grasping with the intellect; perception; understanding; as, a comprehension of abstract principles. In addition, a primary key of comprehending text content is reading where students cannot understand and comprehend reading content without first reading. Basically with the way a lot of reading, students can develop better comprehension skills. Comprehension is a construction process because it involves all of the elements of the reading process, working together as a text is read to create a representation of the text in the reader's mind.

Based on the theory above, reading comprehension is the process that involves many interactions between readers and what they have read about a text. Reading comprehension is an activity to obtain information and knowledge by observe, understand and think the written text that has been read, in other words,

reading comprehension is an activity that can enhance our information and ability because by reading the readers can get and find information that they read.

### **2.1.2 Assessing Reading Comprehension**

Basically, comprehending text is very complex process and sometimes students will not be able to comprehend what they read because of many factors. In this case, teachers not only need appropriate strategy in order that their students are able to improve their reading comprehension but they should prepare the appropriate text the measure their students' achievement as well. As a good teacher, in designing types of test, the teachers should consider the students need, students ability, and what they have learn. Besides, the assessment of reading ability does not only end with measurement of comprehension, but the strategy to make student get full understanding about the text is also an important factor to assess the students, especially in formative text.

According to Brown (2004:189), there are several types of reading performance that have been considered as assessment procedures namely, perceptive, selective, interactive, and extensive. He states that in order to assess reading plus comprehension, it is important that students read a passage and answer some question. In this test, the teacher gives a text and some questions in the form of multiple choice items (Philips in Brown,2004:205)

According to Brown (2004:187-188), there are two main fields then will be assessed in reading micro and macro skills. The objective of assessment in micro skill are (1) discriminate among the distinctive graphemes and orthography patterns of English, (2) retain chunks of language of different lengths in short-

term memory, (3) process writing at an efficient rate of speed to suit the purpose, (4) recognize a core of words, and interpret word order patterns and their significance, (5) recognize grammatical word classes (noun, verbs, etc), systems (e.g., tense, agreement, pluralization), patterns, rules and elliptical forms, (6) recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile, Brown (2004:187-188), stated that the objective that the assessed in macro skill are (1) recognize the rhetorical forms of written discourse and their significance for interpretation, (2) recognize the communicative functions of written texts, according to form and purpose, (3) infer context that is not explicit by using background knowledge, (4) from described events, ideas, etc, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification, (5) distinguish between literal and implied meanings, (6) detect culturally specific references and inference of interpret them in a context of the appropriate cultural schemata, and (7) develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Moreover, the capability assessment does not just end with the measurement of reading comprehension, but the strategy to make students get a full understanding of the text is also an important factors to assess the students. There are several types of reading performance which has been considered as the procedure of assessment, that perceptive, selective, interactive, and extensive. In

addition it also assessment, there are two main areas reading micro and macro skill which both have different purpose.

In addition, Djiwandono (2006:117-118) stated that there are eight indicators of reading skills. Furthermore, the nine indicators are divided into three levels of skill. The first level is elementary level. The second level is intermediate. Then, the third level is advance level. The following table is the description of each level and each indicators.

**TABLE 2**  
**INDICATORS OF READING SKILL IN EACH LEVEL**

No	Level	Indicators of Skill
1	Elementary	(1) Comprehending vocabulary (2) Identifying the generic structure (3) Identifying main idea (4) Identifying unstated information
2	Intermediate	(1) Comprehending vocabulary (2) Identifying the generic structure (3) Identifying main idea (5) Identifying unstated information Identifying reference (6) Making inference
3	Advanced	(1) Comprehending vocabulary (4) Identifying the generic structure (5) Identifying main idea (2) Identifying unstated information Identifying reference (7) Making inference Identifying linguistic vocabulary and idiom (8) Comprehending author's purposes

Based on the explanation above, the reading assessment used in this research is multiple choices. The students are given text and then given a set of question in multiple choices. In addition, in arranging the instrument, the researcher used the first level of reading skill as guide line. It is because the students which will be the research subject are the students at junior high school which are considered as biginer level in reading text. However, the aspects is limited on the vocabulary, main idas and unstated information (or supporting

details). Its became focus because the reading experience of the students are still limited.

### **2.1.3 Teaching Reading**

The aim of teaching reading is to develop the students reading skills so that they can read English texts effectively and efficiently. To be able to read effectively and efficiently, readers should have a particular purpose in their mind before they interact with the text. Thus the effective reading is always purposeful.

Ideally, teachers have important role in the classroom especially in their teaching. One of their roles is as teacher centered in the class. In this situation, learning, tries to ensure that every student participates on the classroom activity, and implies efficient comprehension strategies in teaching reading. Furthermore, reading can be efficient if student have been clearly identifying the purpose in reading something (Brown, 2004:366).

According to Harmer (2007:101), there are some principles for teaching reading. The first principle is that teacher should give motivation for students to read as often and as much as possible. Because by having much motivation, students will read more so that they will have a better comprehension in reading. The second principle is that the students must be engaged with the topic of a reading text and be made to enjoy in reading a text. Moreover during the lessons teacher should ensure that students have gotten much pleasure from the reading activity as much as possible.

The next principle is that students must be encouraged to explore their ideas about the message of a text. It is very important for students to learn about reading

text in order that they can get new information. Furthermore, the message of the text is also important to be known by students in order that they can share their feelings and responses about the topic of the text. The fourth principle is that making prediction before reading. For example, by looking the book cover, the students can guess the content of the book, so it can make them be interested in selecting which the book that they want to read.

The fifth principle is that teachers should choose any good reading tasks for their students such as the appropriate activities before, during, and after reading. Besides, making the right kind of the questions based on the level of students and the topic of the text. The last principle is that a good teacher can integrate the reading text into an interesting lesson by giving a reading text which is full of sentences, word, and ideas in order to bring the text to be more life.

Based on some of principles above, that teachers should give motivation to students in order to students more likes to again in reading because when students more often read the students will have a better understanding again in reading. The teacher also must be able to make the process of reading into activities that please for students so that students happy to read and do activities read as much as possible. As we know that reading so many benefits for students one is students would get new information, students are encouraged to explore the idea of the idea that they have about a text message they read.

#### **2.1.4 Concept of Contextual Learning**

Contextual teaching and learning is one of the contextual method to be effective to help students in reading comprehension. CTL is teaching method that connects materials taught by the environment was around.

According to Sanjaya, Wina (2006: 253), Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes the process of involvement of students in full to be able to find the material studied and relate them to real life situations that encourage students to be able to apply in life real. (Nurhadi in Rusman 2010:9), CTL is a concept of learning that can help teachers link between what is taught with real-world situations students and encourage students to help relationship between the knowledge possessed by the application in their lives as members of the family and society.

According to Heriawan (2011:189), CTL enables students to connect the content of academic subjects with the immediate context of Reviews their daily lives to discover meaning. It enlarges open context furthermore, by providing students with fresh experience that stimulate the brain to make new connection and consequently, to discover new meaning. Meanwhile, Jhonson (2002:65), CTL method is a comprehensive system, consisting of parts connected to each other. If these parts intertwined with each other, it will produce the effect that exceeds a given outcome of its parts separately.

Furthermore, Rusman (2010:187), Contextual learning is an attempt to make students active in pumping ability without losing the identity in terms of benefits, because the students are trying to learn and applying concepts and relating them to the real world. According to Suprijono, Agus (2009:70-80), CTL is a concept that

helps teachers teach the link between the material to real world situations and encourages students to make connections between the knowledge possessed by the application in their lives as family members and society.

Based on some theories above, Contextual Teaching and Learning method is a method which is assumed as effective to apply in process learning and teaching because this method is very helpful for the students to understand the material and associate it with the lives of students. Connecting every material or the topic of learning with the real life, this method is appropriate to be applied at the school. This method emphasized process engagement students actively in the learning process are teaching students had to be prosecuted to more active to find new information that has never they get before. In the pump the ability to students because process learn teaching in the class students in full can find the material studied and is linking up with the situation real life. So it can be encourage students to apply in their lives as a family members and community, and is the concept of learning that can help teachers in connecting between the ministers taught by the situation of the real world.

### **2.1.5 Contextual Learning Principles**

The principle of learning contextual also more encourage process and the result of learning a broader and deep, and it is a lot of found elements who had previously never think by teachers and students.

According to Rusman (2010: 193-197) Seven principles of contextual learning that must be developed by teachers, namely:

1. Constructivism is the foundation of thinking (philosophy) in the contextual teaching and learning, namely that human knowledge is built by little by little the results of which extended through a limited context. The think the approach CTL is constructivism, namely philosophy learned that emphasized that learn not only memorizing, knowledge build by a human being by little (Nurhadi et al, 2002:33).
2. Inquiry is the core activity of contextual teaching and learning through an effort to discover will provide confirmation that the knowledge and skills and other abilities needed is not the result of a given set of facts, but is the result find themselves. According to Ahmadi et al (2011:57) inquiry is a learning activity which involves a maximum around the ability of students to search and investigate a (object, people, or events) in a systematic, critical, logical, and analytical so that they can formulate their own inventions with full confidence.
3. Questioning, through the implementation of asking, learning will be more alive, would drive the process and learning outcomes are the wider and deeper, and will be found related elements that were previously unthinkable either by teachers or by students. According to Nurhadi (2002:45) that questioning is the teachers who intended to encourage students to learn something, guide or directing students to obtain information and assess the students' ability to think critical.
4. Learning Community is to familiarize students to cooperate and utilize learning resources from friends learning. The result of learning obtained

from cooperation with other people sharing between friends, between the groups and between knows and no not know (Nurhadi et al, 2002:47).

5. Modeling the development of science and technology, the complexity of life problems faced and the demands of the students of the growing and diverse, has an impact on the ability of teachers who have the ability to complete, and it is difficult to meet. In learning skills or the knowledge of there was a model who can be emulating (Nurhadi et al, 2002:49).
6. Reflection is a way of thinking about what had happened or have just learned. in other words reflection is backward thinking about anything that has been done in the past, students precipitate what is newly learned as new knowledge structures are an enrichment or revision of previous knowledge. Is a was to think about what had learned or thinking back about what we do in the ago (Nurhadi et al, 2002:51).
7. Authentic assessment as an integral part of the learning function that was decisive to get quality information and learning process through the implementation of Contextual Teaching and Learning. Authentic assessment is process of the collection of various data to provide a picture of the development of learning students (Nurhadi et al. 2002:52).

Based on some principles above, the researcher argued that the learning contextual so good to students especially on process comprehension of the reading. Because the principle of learning contextual is an attempt to find the knowledge and skill as well as the ability of other needed is the result of the discovery of her. The principle of learning contextual also more encourage process and the result of learning a broader and deep, and it is a lot of found

elements who had previously never think by teachers and students. A method contextual also demanding students to more active in the learning process in class to find a new information and links materials that students can with the surrounding environment. The principle of learning contextual also thinking about what just happened on students or what was done in the past and students to get what had learned as knowledge of the new. Contextual method so good to applied in the school because it can help students linking material with the real would ha happened to him in the past.

#### **2.1.6 Contextual Learning Method**

Application of contextual learning have five strategy is relating, experiencing, applying, cooperating, transferring. According to Suprijono, Agus (2009: 83-84) strategy is chosen activity or facility that can provide assistance to learners to achieve learning objectives. The application of contextual learning strategy as follows:

1. Relating, learning associated with the context of real-life experience.  
Context is a framework designed to help learners teacher learned that meaningful.
2. Experiencing, learning is experiencing activity, learners actively proceed with the things learned and attempts to explore the things studied, trying to find and create new things from what he learned.
3. Applying, learning emphasizes the process of demonstrating knowledge in context and utilization.

4. Cooperating, learning is a process through a collaborative and cooperative learning in groups, interpersonal communication or inter subjective relationship.
5. Transferring, learning emphasis on the realization of the ability to use knowledge in new situations or contexts.

### **2.1.7 The Advantages and Disadvantages using CTL Method**

According to Nurhadi, et al. (2002), the Contextual teaching and learning method has some advantages they are:

1. Provides opportunities for students to be able to go ahead in accordance with the students potentials so that students are actively involved in teaching and learning.
2. Students can think critically and creatively in collecting the data, understand the issue and solve problem, and teacher can be more creative.
3. Awareness of students about what they learned.
4. The selection of information based on the needs of students is not determined by the teacher.
5. Learning by fun and not boring.
6. Help students work effectively in groups.
7. Attitude formed from the good cooperation between individuals and groups.

Besides having advantages, Contextual teaching and learning method also has some disadvantages as follow:

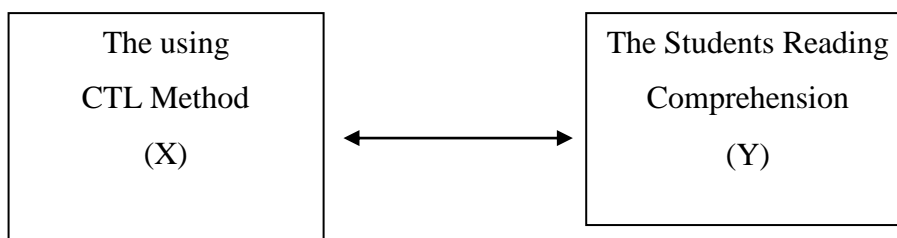
1. The selection of information or the material in class is based on the students needs, while the level of students ability in the class is different so that teachers will be difficult to determine the subject matter to be taught by using CTL method. Therefore, sometimes student achievement levels are not the same.
2. CTL method is sometimes in efficient because it requires a rather long time in teaching and learning process.
3. In the learning process, CTL influences among students who have high ability and students who have low ability, which then lead to insecurity for students who have low ability.
4. Knowledge gained by each student will vary and uneven.
5. The role of teachers do not seem so important anymore because the teachers role in CTL is only as a steering and guiding because it requires students to be active and try their own search for information, observing the facts and discovering new knowledge in the field.

## **2.2 Frame of Thinking**

Student reading comprehension can be developed through various technique. The same technique might be better to be applied in reading ability. One of reading comprehension for the student is identifying the specific information. The students have to be able to identify the specific information in

various types of functional text as reading material for Sekolah Menengah Pertama Negeri 10 Kotabumi. In addition, those texts contain the detail information that requires the students to identify. So that, a Contextual Teaching and Learning Method to be match with students purpose in reading. The researcher assumes that CTL Method influence students reading comprehension is in identifying the specific information.

Based on the theory review and the explanation above, it can be assumed that CTL Method influence students reading comprehension in identifying the specific information and functional text for Junior High School students. It made students aware of their purpose of reading and could motivate them to identify the specific information in the text. The researcher states the figure of the frame of thinking as follows:



**PICTURE I**  
**FRAME OF THINKING**

### **2.3 Hypothesis**

Based on the theories and assumption above, the researcher has hypothesis as follow:

$H_0$  :There is no significant influence of contextual teaching and learning (CTL) method toward students reading comprehension at the eighth

grade of sekolah menengah pertama negeri 10 kotabumi academic year 2018/2019.

$H_a$  :There is a significant influence of contextual teaching and learning (CTL) method toward students' reading comprehension at the eighth grade of sekolah menengah pertama negeri 10 kotabumi academic year 2018/2019.