

CHAPTER II
REVIEW OF THE RELATED LITERATURE
The Effectiveness of Contextual Teaching and Learning
to Teach Reading Comprehension

A. 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:

Dinny Eritha Ningrum's (1124000013, Faculty of Science of Education, UNNES) research under the title *Efektivitas Pendekatan Kontekstual (Contextual Teaching and Learning) dalam Mengatasi Kesulitan Belajar Bahasa Inggris Siswa Kelas VIII Semester I SMP Negeri 1 Brangsong Kendal Tahun Pelajaran 2004/2005*. In her research, she wrote that teaching and learning at school is only focus grammar instruction and less gave chance to students to practice speak English. So the teacher should choose other teaching methods like Contextual Teaching and Learning that can emphasize in active learning student. So that it will build interaction in teaching and learning.

The other research is done by Hafidh Mudhofar (A410040191, Faculty of Teachership and Science of Education, Muhammadiyah University) under the title *Model Pembelajaran Berbasis Contextual Teaching and Learning (CTL) Untuk Peningkatan Pemahaman Konsep Program Linear (PTK Pembelajaran di Kelas X SMK Pertiwi Kartasura)*. In his research, he wrote that CTL has a purpose to give students the skills connecting mathematics with daily life and apply them in the questions. The use of CTL model needs to be given by teachers in teaching and learning, in order to achieve better learning results.

The similarities with these researches are the research uses contextual learning strategies. This approach involves students fully in the

learning process. Learning Contextual is not only listen, and record, but learning is a process experienced directly. This strategy focuses on students' 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.

Essentially, this research has no difference with the researches above. The only difference is the subject, application, and the media that used of the research. In this research, the application of CTL method in teaching reading comprehension is to read the text using various media such as magazine, newspaper, tabloids, etc.

B. Theoretical Framework

1. Reading

a. The Understanding of Reading

Reading is one of the four basic language skills, it is a part or component of written communication, symbols sounds of language is converted into written symbols or letters¹. Reading is essentially a complex that involves many things. It is not only recite the text, but also involves a visual activity, thinking, psycholinguistics, and metacognitive. As a visual process of reading is a process of translating written symbols to spoken words. As a process of thinking, reading includes the introduction of activities word, literal comprehension, interpretation, critical reading, and creative insight². In modern society, reading is a part that cannot be excluded, because without this ability of our world will be closed and limited only to surrounding environment³.

Reading is about understanding written text. It is complex activity that involves both perception and thought. In reading, there are two main

¹Tampubolon, *Kemampuan Membaca: Teknik Membaca Efektif dan Efisien*, (Bandung: Angkasa, 1987), p.5

²Farida Rahim, *Pengajaran Membaca di Sekolah Dasar*, (Jakarta: PT. Bumi Aksara, 2005), p. 2

³Soenjono Dardjowidjojo, *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*, (Jakarta: Yayasan Obor Indonesia, 2005), p. 299

stages; they are beginners and advanced stage. At the beginner stage, the child's ability to understand the regularity of the letter will have prerequisites that are psychological and neurological disorders⁴. Psychologically, the students must have developed a cognitive ability that he has been able to distinguish a form from another form. In neurology, students will not be possible to start reading before the neuro-biology allows. At advanced stage of the process of reading comprehension, emphasizes the significance of the material being read. In this stage of reading can be defined as a process to analyze the input in the form of written material and produce output in the form of an understanding of the material⁵.

Reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself question. This should be taken into consideration when devising reading comprehension exercise. It is possible, for instance, to develop the students' powers of inference through systematical practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs.

There are two conflicting views about the reading process, it's between top-down and bottom-up processing. In metaphorical terms this can be linked to the difference between looking down something from above-getting an overview-and on the contrary being in the middle of something and understanding where we are by concentrating on all the individual features. It is the difference between looking at a forest, and studying the individual trees within it.⁶

Learning in schools today is not as expected, when associated with students' understanding of course material. This is caused the use of

⁴ Soenjono Dardjowidjojo, *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*, p. 300

⁵ Soenjono Dardjowidjojo, *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*, p. 303

⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001), 3rd Ed, p. 201

traditional learning systems which students were given only a verbal knowledge, so that students accepted the abstract knowledge without experience or see for themselves.

b. The Kinds of Reading Activity

To help students develop communicative efficiency in reading, there are some activities are used in the classroom to promote the development of reading skills in our learners. The discussions below centers on the major types of reading activities that can be implemented as follows:

a. Discussion

Discussion is probably the most commonly used in the speaking skills classroom activity⁷. It is a common fact that discussion really useful activity for the teacher in order to activate and involve student in classroom teaching. Typically, student are introduced to a topic via reading, listening passage, or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like. Normally, people need time to assemble their thought before any discussion and that is something needs to consider. So, teacher must take care in planning and setting up a discussion activity. According to Marianne Celce Murcia, there are several steps that should be done by the teacher before starting the discussion activity, that are: first, planned (versus random) grouping or pairing of students may be necessary to ensure a successful discussion outcome. Second, students need to be reminded that each person should have a specific responsibility in the discussion, whether it is kept on time, take note or report results. And finally, students need to be clear about what they are to discuss, why they are discussing it, and what outcome is expected. In order to manage a good discussion

⁷Marianne Celce-Murcia, *Teaching English As A Second or Foreign Language*, (Boston: Heinly and Heinle, a Division of Thomson Learning, Inc. 2001), p.106

activity, the writer concludes that the steps above are really important to do because most teachers hope that they will be able to organize discussion session in their classroom, particularly if the exchanges of opinions provoke spontaneous fluent language use.

b. Scanning

When we need to read something to find specific information, we move our eyes very quickly across the text. When we scan like this, we don't read every word or stop when we see a word we don't understand; we read quickly and pause only to find the particular information we are looking for⁸. It is a technique we often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, we know what we're looking for, so we're concentrating on finding a particular answer. Scanning involves moving our eyes quickly down the page seeking specific words and phrases. Scanning is also used when we first find a resource to determine whether it will answer our questions. Once we've scanned the document, we might go back and skim it.

c. Skimming

Skimming for content is a useful skill that can help we read and comprehend faster. We can get a good idea of the content of a passage without reading every word or sentence. By skimming quickly over the text we can pick up on the main points of the passage as well as the main idea of what the reading is about⁹. Skimming is a process of speed reading that involves visually searching the sentences of a page for clues to meaning. For some people, this comes naturally, and usually may not be acquired by practice. Skimming is usually seen more in adults than in children. It is conducted at a higher rate (700 words per minute and above) than normal reading for comprehension

⁸ Neil J. Anderson, *Active Skill for Reading, Student Book 4*, (Boston: Heinly, a Division of Thomson Learning, Inc, 2003), p.2

⁹ Neil J. Anderson, *Active Skill for Reading, Student Book 4*, p.44

(around 200-230 wpm), and results in lower comprehension rates, especially with information-rich reading material¹⁰.

As with scanning, skimming does not involve reading every word. Instead, we may skim by reading:

- Title
- Subheading
- words in that are in **bold**, in *italics* or underlined
- Diagrams
- A report's abstract, introduction or conclusion
- The first sentence of every paragraph
- Chapter questions
- Chapter objectives
- Chapter summaries¹¹

d. Reading Aloud

Read aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. The read aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. Reading aloud can be used to model the use of reading strategies that aid in comprehension¹².

c. Factors Affecting Student's Reading Ability

There are many factors that affect the ability to read. Generally, the ability to read is directed by someone on reading comprehension and reading speed level owned¹³. Factors that include:

¹⁰ <http://en.wikipedia.org/wiki/skimming.html>, it was retrieved on April 27, 2011

¹¹ Davies W.M., *Help Sheet Reading Skills, Teaching and Learning Unit*, Faculty of Business and Economics, the University of Melbourne. <http://tlu.fbe.unimelb.edu.au/>, it was retrieved on April 1 2011

¹² <http://www.esiponline.org/classroom/foundations/reading/readalouds.html>, it was retrieved on April 26 2011

¹³ <http://guruit07.blogspot.com/2009/01/faktor-faktor-yang-mempengaruhi.html>, Posted by guru IT at 7:32 PM Labels: *Artikel Bahasa Indonesia*. It was retrieved on April 30 2011

1. The level of intelligence

Reading itself is in essence the process of thinking and solving problems. Two different people his IQ was bound to different results and the ability to read¹⁴.

2. Speaking ability

If someone face readings whose language is not never heard it will be difficult to comprehend the reading text. The cause is not another because of its limited vocabulary.

3. Attitudes and Interests

The attitude is usually indicated by a sense of happy and unhappy. Attitudes are generally latent or long. While interest is a state in the one who encouraged her to do something. More interest for a moment.

4. Situation Readings

Level of difficulty is removed, the aspect of appearance of, or design these pages of the books, the size of the letters and the like also can affect the reading process.

5. Reading habits

The habit in question is whether a person has the tradition of reading or not. The meaning of this tradition is determined by a lot of time or opportunity provided by a person as a necessity.

6. Knowledge About How to Read

Knowledge about such a person, finding the main idea quickly, captures key words quickly, and so forth.

7. Background on Social, Economic and Cultural

Someone will have difficulty in capturing the content of the reading if the reading was reading a cultural background.

¹⁴ <http://guruit07.blogspot.com/2009/01/faktor-faktor-yang-mempengaruhi.html>, Posted by guru IT at 7:32 PM Labels: *Artikel Bahasa Indonesia*. It was retrieved on April 30 2011

8. Emotions

Emotional state that changes will affect one's reading.

9. Knowledge and Experience Previously Owned

The process of reading the daily accumulation of capital is essentially the knowledge to read next.

In addition to the factors that influence the reading process which has been described, in the process of reading there are also obstacles such as:

- a) Less able to concentrate to read:
 - 1. Inherently less able to concentrate
 - 2. Health is being compromised
 - 3. Mood not calm
 - 4. Environmental conditions that is less supportive.
- b) Speed reading decreases resistance:
 - 1. The wrong body position,
 - 2. Lighting that does not support

d. Teaching Reading in KTSP

Reading is one of skills that taught in English language material. KTSP is current curriculum applied by Indonesian government. KTSP is similar with KBK or curriculum-based competence in several ways. The different are that KTSP give more space to the school to determine basic competency (kompetensi dasar) and indicator (indikator) based on the situation of the school¹⁵. So, the government only determined the standard of competency and then it is interpreted by each school.

a) The Standard Competence

To implement KTSP (Kurikulum Tingkat Satuan Pendidikan,) the local government now has right to improve more how to implement it

¹⁵ E. Mulyasa, *Kurikulum Tingkat Satuan Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 2009), p. 10

in school level. It is obviously stated on the government decree number 19 year 2005 about National Standard Education:

- Sekolah dan komite sekolah, atau madrasah dan komite madrasah, mengembangkan kurikulum tingkat satuan pendidikan dan silabusnya berdasarkan kerangka dasar kurikulum dan standar kompetensi lulusan di bawah supervisi Dinas Pendidikan Kabupaten/Kota yang bertanggungjawab terhadap pendidikan untuk SD, SMP, SMA, dan SMK, serta Departemen yang menangani urusan pemerintahan di bidang agama untuk MI, MTs, MA, dan MAK (Pasal 17 Ayat 2).
- Perencanaan proses pembelajaran meliputi silabus dan rencana pelaksanaan pembelajaran yang memuat sekurang-kurangnya tujuan pembelajaran, materi ajar, metode pengajaran, sumber belajar, dan penilaian hasil belajar (Pasal 20).

So it is understood that school could explore and modify KTSP according to school's need and its vision and mission. Furthermore, KTSP implementation is also stated on National Education Minister's decree number 22 and 23 year 2006. In implementing KTSP, one of the points that need to be considered is how to develop the syllabus. In English subject, the syllabus is designed based on Standard Isi which is consist of subject, identity, competence standard and basic competence, main learning material, learning activity, and indicators, assessment, time allocation and learning resource¹⁶.

So, the government has defined standard competence for reading in the eighth grade (kelas delapan) at second semester of junior high school level as follows¹⁷:

1. Mengungkapkan makna yang terkait dengan wacana transaksional dan interpersonal dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narative, descriptif, recount, dan anekdot dalam konteks kehidupan sehari-hari

¹⁶ E. Mulyasa, *Kurikulum Tingkat Satuan Pendidikan*, p.12

¹⁷ Depag RI, *Kurikulum 2004: Sandar Kompetensi Madrasah Tsanawiyah*, (Jakarta: Depdiknas, 2005), p.173

b) The basic competence

The basic competence is the minimum competence that needs to be mastered by the students in achieving reading skill; it is the modification of standard competence. The basic competences for reading skill in the second semester of eighth grade students at MTs At-Thosari Kalirejo Ungaran Timur are:

1. Mengungkapkan makna yang terkait dengan wacana transaksional dan interpersonal dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narative, deskriptif, recount, dan anekdot dalam konteks kehidupan sehari-hari.

Further detailed of basic competence operational in reading skill for junior high school in eighth grade students at second semester will be explained in the indicator of learning outcome.

c) The Indicator

The learning outcome or the indicator indicates some areas that need to be gained by the students in achieving reading skills. Below are the learning outcomes at second semester¹⁸:

1. Mengidentifikasi makna gagasan (ideasional) dalam teks diantaranya
 - a. Gagasan utama,
 - b. Gagasan pendukung,
 - c. Informasi rinci,
 - d. Makna kata, frase, dan kalimat.
2. Mengidentifikasi langkah-langkah retorika (interpersonal) di dalam wacana-wacana
 - a. Naratif, (Orientasi>evaluasi>komplikasi>resolusi>reorientasi)
 - b. Deskriptif, (identifikasi>deskripsi)
 - c. Recount, (orientasi>kejadian nyata)

¹⁸ Depag RI, *Kurikulum 2004: Standar Kompetensi Madrasah Tsanawiyah*, p.178

- d. Anekdote. (abstrak>orientasi>krisis>coda)
3. Membaca nyaring secara bermakna wacana naratif, descriptive, recount, dan anekdot.

2. Contextual Teaching and Learning

a) The Understanding of CTL

The philosophy of CTL was rooted from progressivisms of John Dewey¹⁹. John Dewey, an expert of classical education proposed the theory of curriculum and teaching methodology related to the student's experience and interest. Principally, the students will learn effectively if they can make a connection between what they are learning with the experience they had, and also they actively involved in learning process in the classroom. John Dewey, as quoted by Donald Freeman, said that what an individual has learned in the way of knowledge and skills in one situation becomes an instrument of understanding and dealing effectively with the situation which follows. The process goes on as long as life and learning continue²⁰.

The word 'contextual' naturally replaced 'applied' academics because the word 'applied' was simply too small to encompass the startling innovations achieved by this grassroots reform movement. The more comprehensive contextual in context implies the interrelatedness of all things. Everything is connected including ideas and actions. Contextual also directs our thinking toward experience. When ideas are experienced, in context, they have meaning.

The theory of Cognitivism also influenced the philosophy of CTL. The students will learn so well if they actively involved in the classroom activities and have a chance to inquiry it by themselves.

¹⁹ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana Media Group, 2009), p.225

²⁰ Donald Freeman, *Changing Teaching: Insight Into Individual Development In The Contexts Of School*, On Christopher Ward and Willy Reynanda (Ed.), *Language Teaching, a New Insights For The Language Teacher* (Singapore: SEAMEO Regional Language Center, 1999), p.34

Students will show their learning achievement through the real things that they can do. Learning is regarded as an effort or intellectual activity for developing their idea through introspection activity²¹.

Based on two theories above, the CTL philosophy was developed. CTL is a proven concept that incorporates much of the most recent research in cognitive science. It is also a reaction to the essentially behaviorist theory that have dominated American education for many decades. CTL is promoted as the alternative for the new learning strategy. CTL emphasizes the learning process through constructing not memorizing and teaching is interpreted as an activity of inquiring process not only transferring knowledge to the students. In CTL, students are expected to develop their own understanding from their past experience or knowledge (assimilation). It is important because our brain or human mind functioned as the instrument for interpreting knowledge so that it will have a unique sense.

Meanwhile, several attempts have been made to define the meaning of CTL method. In the process of searching the meaning of CTL, the writer has found several definitions about it from different resources.

Johnson defines CTL as follows:

CTL is an educational process that aims to help student see meaning in the academic subject with the context of their daily lives, that is, with the context of 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, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments²²

In addition, Berns and Errickson stated that,

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

²¹ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. p. 255

²² Elaine B. Johnson, *Contextual Teaching and Learning: What It Is and Why It's Here to Stay* (Thousand Oaks: Corwin Press, Inc, 2002) p.25

*knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires*²³.

Meanwhile, The Washington State Consortium for Contextual Teaching and Learning, as cited in Wina, formulate the definition of CTL as follows,

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 the stimulated or real world problems²⁴.

b) The Characteristics of CTL

Johnson, as quoted by Wina, characterizes CTL into eight important elements as follows:

a. Making Meaningful Connections

Students can organize themselves as learners, who learn actively in improving their interest individually, person who can work individually or collectively in a group, and a person who can do learning by doing.

b. Doing Significant Work

Student can make relationship among schools and the various existing contexts in the real world as business maker and as a citizen

c. Self-Regulated Learning

Students do the significant work; it has purpose, it has connection with others, it has connection with decision making and it has the concrete results or products

²³ Robert G. Berns and Patricia M. Erickson, *Contextual Teaching and Learning Preparing Students for the New Economy*. www.nccte.com, it was retrieved on April, 4 2011

²⁴ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. p.225

d. Collaborating

Students are able to work together. The teacher helps students in order to work effectively in a group and teacher helps them to understand the way how to persuade and communicate each others.

e. Critical and Creative Thinking

Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.

f. Nurturing the Individual

Students carry on themselves, understand, give attention, possess high wishes, motivate and empower themselves. Students can't get the success without the support from adult people. Students should respect their companion and adult person.

g. Reaching High Standards

Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teacher shows to students how to reach what called 'excellent'.

h. Using Authentic Assessments

Students use academic knowledge in the real world context to the meaningful purposes. For example, students may describe the academic information that have learnt in subject of science, health, education, math, and English subject by designing a car, planning the school menu, or making the serving of human emotion or telling their experience²⁵

These eight characteristics make CTL different from other methods. These characteristics became the main components in applying CTL method. It is also clearly seen that these eight characteristics asks the students for actively involving in classroom activity. Collaborating, nurturing the individual, creative and critical thinking ask the students to responsible for their own learning. The role

²⁵ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. p.268

of teacher in CTL is to facilitate student to find the fact or the meaning, concept, or principles for themselves. Once these eight characteristics applied in classroom, it will help both student and teachers in creating a good atmosphere where the learners have a great responsibility in achieving their success in learning activity.

c) Principles of CTL

a. Constructivism

Constructivism is the foundation of CTL. The basic premise is that an individual learner must actively “build” knowledge and skills. However, all advocates of constructivism agree that it is the individual’s processing of stimuli from the environment and the resulting cognitive structure that produce adaptive behavior rather than the stimuli themselves²⁶. In the classroom teaching learning process, the application of constructivism are applied in five step of learning that are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge and reflecting on knowledge. The constructivism paradigm has led us to understand how learning can be facilitated through certain types of engaging, constructive activities. This model of learning emphasizes meaning making through active participation in situated context socially, culturally, historically, and politically.

b. Inquiry

Basically, inquiry is a complex idea that means many things to many people in any contexts. Inquiry is asking, asking something valuable that related to the topic discussed. Inquiry is defined as a seeking for truth, information or knowledge-seeking information by questioning. In applying inquiry activity in the classroom teaching, there are several steps that should be followed that are formulating problem, collecting data through observation, analyzing and presenting

²⁶ www.chiron.valdosa.edu/whuitt/cogys/construct.html. it was retrieved on April 21, 2011

data (through written form, picture, report and table) and finally, communicating and presenting the result of data to the readers, classmates, and the other audiences.

c. Questioning

Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and the important aspect of learning.

Sometimes, the teacher asks to the students before, during and after the lesson. At other times, they are posed effectively by the students to focus their own lesson, keep them engaged and help them monitor their understanding of what was learned. In a productive teaching learning, questioning activity are useful for checking students comprehension, solving problem faced by students, stimulating responses to the students, measuring student's curiosity, focusing student attention, and refreshing students prior knowledge.

d. Learning Community

In learning community, the result of learning can be gotten from gathering others and also can be taken from sharing with friends, other groups, and between make out person and not. Actually, 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 group²⁷.

It is sometimes forgotten that language classes operate as communities, each within its own collection of shared understandings that have been build up over time. The overall character or each language class is created, developed, and maintained by everyone in room. Each class member has a specific role to play, even those with ostensibly low profile such as 'onlooker' or 'observer' (noticing what is going on), 'knower' (being privy to shared class understanding) and

²⁷ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, p.267

follower (reacting in the same way as everyone else to certain teacher or student initiatives).

e. Modeling

Basically, modeling is verbalization of ideas, teacher demonstrates to students to study and acting what the teacher need to be implemented by students. Modeling activity can be summarized into demonstrates the teacher's opinion and demonstrates how does the teacher want the student to learn²⁸.

f. Reflection

Reflection is the ways of thinking about what the students have learned and thinking about what the students have done in the past²⁹. Reflection is figuration of activity and knowledge that just have received. Teacher needs to do the reflections in the end of teaching learning process. In the end of teaching learning process, teacher spends a little time and ask student to do the reflection. The realization of reflection can be done by giving direct statement about the information that acquired in the lesson, some notes or journal on student book, some impression and suggestion from students about the learning process and discussion.

g. Authentic Assessment

Authentic assessment is a procedure of achievement in the CTL. Assessments of students' performance can come from the teacher and the students. Authentic assessment is the process of collecting the data that can give the description of student learning development. In the process of learning, not only the teacher that can be placed to provide accurate assessments of students' performance, but also students can be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness,

²⁸ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, p.267

²⁹ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, p.268

we can greatly enhance learning³⁰. Meanwhile, authentic assessment has some characteristics that are: (a) Involves real world experience, (b) Allows access to information, (c) Encourages the use of computer, dictionary and human resources, (d) Engages the students by relevance, (e) Uses open-ended format, (f) Includes self-assessment and reflection, (g) Warrant effort and practice, (h) Identifies strength to enable students to show what they can do and (i) Make assessment criteria clearer to students³¹.

d) The Procedure of CTL in Teaching Reading

Seven main components of CTL that explained above are the main requirements in classroom teaching learning process. Below are the procedures how to apply CTL, including reading class activity, in the classroom teaching learning process.

- a) Improve the understanding that student will learn more effectively through self-learning, self-inquiring, and self-constructing using their own knowledge and experience.

First, teacher needs to encourage student to actively involved in learning process and use the student's idea and experience to conduct the learning and whole learning unit.

- b) Do the inquiring activity to achieve desired competences in reading activity.

In this step, the teacher presents the reading material (e.g. in the form of certain pictures or visual aid that describes some activities) in which the student need to analyze it by themselves. Try to challenge the students with their own ideas and conceptions to interpret it. Allow them to present their own idea and encourage them to apply their own ideas, experience and interest to direct learning process.

³⁰ Jeremy Harmer, *The Practice of English Language Teaching*, the Third Edition (Great Britain: Pearson Education Limited, 2001), 3rd Ed, p. 100

³¹ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. p. 268

c) Create learning community or learning in groups

This step will help student to improve their leadership and their cooperation among the student. In this step, the students discuss the material with their friends and then they present it in front of the class. To make the learning process more effective, teacher needs encourage the students to express their own ideas before the teacher did it.

d) Questioning as a learning tool. It is useful for improving student's curiosity

The teachers allow the students to ask something related to the material after the discussion and presentation session finished. It will give them more understanding in material discussed.

e) Do the reflection in the end of learning to make students feel that they have learned something.

Provide enough time to reflect, analyze, and respect all ideas that are expressed by all students. Teacher needs engage the students in searching the information that can be applied in solving the problem in their own life. So, the learning process will give them many benefits in their real life.

C. Hypothesis

This research is to answer the question about the significance different between teaching reading using CTL and teaching reading using non CTL Method. Therefore, writer proposes hypotheses as follows:

Alternative Hypothesis (Ha):

There is a significant difference between the students who are taught using CTL get higher score than taught using non CTL method.