



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### II.1. Reading

##### II.1.1. Nature of Reading

Various definitions of reading have been given by many theorists. The definitions are very useful for the researcher in conducting research. In this case, the writers will give some definitions of reading from experts.

The goal of reading is understanding. In order to understand the texts, the students must be able to decode the words on the page and to extract meaning. Reading usually means dealing with language messages in written or printed form, it involves processing language messages, hence knowledge of language. Widdowson (1979) defines reading as the process of getting linguistic information via print.

According to Gibbons (1991:51) reading is process of getting the meaning from print. It means there is interaction between the author and the reader in this activity because the writer delivers her/his idea to the readers through the texts. The readers can also improve their understanding through reading activity.

Similarly, Ling, (2012: 147 ) states that reading is getting the text into the correct meaning. In this case, the readers have to observe, interpret, and evaluate the printed pages. It is a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension.



Furthermore, Johnson (2008) explained that there are four definitions of reading:

1. Reading is the practice of using text to create meaning. The two keys words here are creating and meaning, it means that if there is no meaning being created, there is no reading will be.
2. Reading is a constantly developing skill. We get better at reading by practice, like any skill. If we do not practice, we will not get better.
3. Reading integrates visual and non-visual information. During the act of reading, the visual information found on the page combines with the non-visual information in your head to create meaning.
4. Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.

Based on the theories above, it can be concluded briefly that reading is an interaction and a thinking process of transferring printed letters into meaning in communicating of message between the writer and the reader. It means that the readers have to discover ideas from the text based on their background knowledge about the texts. The readers also should pay attention about supporting ideas in the text. It will be useful for them to understand the content of the text as whole. Therefore, the readers should be the active reader to get the factual information of the texts.

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## II.1.2. Reading Comprehension

The major goal of reading for senior high school is comprehension. The students are expected not only to read but also to comprehend what they read. Burner and Pages (1985) stated that comprehension is the process where background knowledge or the words in the texts is to generate an understanding of an author's message. Therefore, the readers should have more concentration in reading activity in order to get better understanding.

Brooks (2004) states that the process of reading comprehension is viewed as the reader's ability to restate the text. So the reader tries to comprehend text being read, he attempt to use his/her knowledge to conclude his reading. Nunan (2005:71) pointed out reading comprehension refer to reading for meaning, understanding, and entertain. It involves high order thinking skills and is much more complex than merely decoding specific words. In conclusion, when person reads with higher order thinking skill he will get his own purpose of his reading.

To comprehend the text they read, they must have some important aspects, such as to filter, interpret, organize and reflect that incoming information. Interpreting the text there are some points readers should have, generally skills of word combination, prior knowledge of new information, the strategies used such as how to locate main ideas, make connection, question, infer and predict.

McCardle et al. (2002) suggest that comprehension processes draw on many cognitive and linguistic abilities; most notably, vocabulary, recalling background knowledge, sentence processing, verbal reasoning, knowledge of print conventions and working memories. It means the writer assumed that in the process of

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comprehending texts involved two main points, specific cognitive skill and linguistic abilities such as vocabulary, how to recall prior knowledge, sentence processing, and more.

Incapability of reading comprehension might cause the students disengage from the task of interpreting the texts. Effective readers are able to put information together, make connection, remember and retell the fact, evaluate what they read, and substantiate their opinion, conclusion and prediction. According to Ricketts et al. (2008) weak readers are unable to connect ideas together as they read, and they remember very little of the details after they have read a passage. Weak readers also do not think deeply about what they are reading, do not interact cognitively with the information, and do not monitor their own level of understanding.

Based on the definition about reading comprehension, it can say that reading comprehension is thinking deeply about passages which relate the experience and background knowledge of the reader. Reading without understanding cannot be called as reading comprehension.

King and Stanly in Darlis (2004) have argued that reading has 5 components contained in reading texts, which is appropriate with senior high school curriculum, they are as follows:

- a. Finding main idea

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is

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what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer.

b. Finding the detail information

Detail information requires readers to scan specific details. The detailed information question is generally prepared for students and those, which appear with WH question. There are many types of question: reason, purpose, result, time, comparison, and more in which of the answer can be found in the texts.

c. Finding meaning of vocabulary in context

It means that the reader could develop his/her guessing ability to the word, which is not familiar with him/her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

d. Identifying reference

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it, moreover for native English, they hate redundancy so much. Instead of repeating words or phrase several time, after it has been used we can usually refer to it that repeat it. For this purpose, we use reference words. Recognizing reference word and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are



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usually short and very frequently pronoun, such as: it, he, she, they, this, etc.

e. Making interferences

Interference is a skill where the reader has to be able to read between lines. King and Stanly divided into two main attentions. Draw logical interferences and make accurate prediction. Prediction can be made by correctly interpreting the sig a writer's gives.

### II.1.3. Teaching Reading

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides, it becomes a medium to get information. It is also a mean for expanding students' background knowledge about language (Rivers, 1981). The stages of teaching reading according to Brown (2001) and Vaughn & Bos (2009) can be summarized as follows:

1) Before reading

In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating schemata, and the other strategies that can help students comprehend the text. The use of prompts such as visuals, realia, and photos are recommended (Gower et al., 1995).



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#### 2) Whilst reading

In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

#### 3) After reading

At this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

According to Nunan (2003: 68), teaching reading has at least two aspects.

Firstly, it can refer to teaching learners who are learning to read for the very first time. Secondly, the aspect of teaching reading refers to teaching learners who already have reading skill in their first language. It means that the readers are demanding to read a lot so that they can have a good skill because in reading, it has two important aspects which should have the readers. It shows that it can conclude that the readers must understand two important aspects to teach, in order the students have a good skill in reading.

Moreover, Richards (2002: 273) says that reading receives a special focus on teaching. There are three reasons for this: Firstly, many foreign language students often have reading as one of their most important goals. Secondly, written text serves various pedagogical purposes. Thirdly, reading is a skill which is highly valued by students and teachers alike. It means that the reading is a skill that has good assessment for the students and teachers.

Based on the explanation above, it can be inferred that teaching reading is a process to get information and knowledge, reading is useful for other purposes;



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any exposure to English to provide students understand it more, is a good thing for language students, it also provides good models for English writing and provide opportunities to study the language.

## II.2. Writing

### II.2.1. The Nature of Writing

Writing means expressing one's ideas or feeling in written form of language which needs a communicative competence of the writer. It means, the writer must be able to use appropriate vocabulary and knows about connection purpose and etc in order to reach a good composition.

In academic task of students as second language learning, learners are required not only to be able to speak, to listen, and to read but also to be able to write. Through writing we can tell about people, remember facts and ideas. Generally, writing is a way to send message from the writer to the reader. The writer expresses his thoughts, ideas and feeling through writing.

Nunan (2003) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbols or an email message.

Olsthain (2001), as quoted by Murcia, defines writing as "an act of communication which takes place between the writer and the reader via text".





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Through writing people can communicate with others around the world in different place and time by text.

Based on the statement above, writing plays important role for the students' future. Through writing the students can be successful because writing always needed in all aspects of life.

Syed (2007)states that writing does not only involve transformation of language into written signs but it is a thinking process, which involve conscious effort and time at the part of the writer. It could be inferred that writing becomes necessary when one want to express his/her ideas into written language. Besides, in teaching writing, teacher should aware not only has the final resulted of students' task of writing but also the process of its composition. Therefore, teachers enable themselves to provide some strategies of writing in order to treat students' process in composing an essay to be much better.

In line with Brown (2001) stated that written products are often the result of thinking, drafting, and revising procedures that require specialized skill, skill that not every speaker develops naturally. Writing needs thinking that focuses students on how to generate ideas. In written product it involves thinking, drafting, and procedure. The main point is writing needs a long process and practice. The role of teacher is to set students' skill. It could likely require them to get experience through extensive reading. This way might help students to rich their vocabularies and recognize structure of sentences.

In line with Nunan (2003)argued that writing is composed of successful development in three other language modes, deriving its focus from aural, oral, and



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receptive components. From these definitions, it can be indicated that in writing there are three things that were built by aural, oral and receive components. Therefore, to be able to write well the students should be able to master these three things.

Besides, Meyer (2005) explains that writing also an action – a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them. It means that writing has many processes; first thinking about what one is going to say, write the idea down, then, after finished writing, the writer needs to re-read to the written text and make changes and corrections when necessary.

Based on the theories above, it can be concluded that writing is a productive skill to express or present the writer's though, feeling or idea by considering the important skill in writing ability. In addition, writing skill is the most difficult skill to teach, so it is important to find an appropriate method in order to make an effective writing teaching process.

### II.2.2. Writing Ability

Writing is one of the ways in communication by using letters. In writing, we have to consider many aspects in order to send our ideas in a correct form so that our writing is understandable. Writing is a process of putting ideas in a paper for transforming the information. Harmer (1991) states that writing is one of the four basic language skills that is categorized into productive skill. It is essential to master English. It is a subject that must be taught in senior high school. In addition, it is one of the skills which is able to enhance students' language and stimulate the student cognitive in learning a language.



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Homstad and Thorston (1994) claim that writing has commonly been seen as a supported skill; it is used to affirm the acquisition of grammar. They add that on the second language, writing provides an overview of some major ideas and resources.

Linked to this line, Hoel in Homstad and Thorson (1994) offer that process writing is as a tool to find out and expand the ideas in writing itself. Furthermore, Lindbergh (2008) adds that writing is more than a means to create a document; it can be a method to discover topic and explore ideas.

Furthermore, Oshima and Hogue (1999:3) say that writing is not easy to conduct, since the students need to consider to several process of writing in order to be able to generate a good composition. In line this idea, Mumtaz (2007) adds the ability to write well is not naturally acquired. It is learned as a set of practical and learned experience. Writing also involves composing, which implies the ability to tell information.

Dealing with someone above, it can be concluded that writing is a sort of linguistic aspect which needs a process and procedure in order to generate a good composition. The process can be begun from prewriting (brainstorming, clustering, outlining), writing first draft, sharing, revising, and final draft. The process is to help students in generating their writing ideas easily. By considering the process, it is expected that the students are able to do a good writing.

Marcus in Nunan (1999) maintains that process writing really becomes feasible with the development of word processing. It means that every process has a product as a result. So, the process of writing produces the draft. White and Arndt (1991), they view writing as complex, cognitive process that requires sustained



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intellectual effort over a considerable period of the time. There are some steps to make a good writing, as follows

1. Discussion (class, small group, pair)
2. Brainstorming/ making notes/ asking questions
3. Fast writing/ selecting ideas/ establishing a view point
4. Rough drafting
5. Preliminary self-evaluation
6. Arranging information/ structuring the text
7. First draft
8. Group/ peer evaluation and responding
9. Conference
10. Second draft
11. Self-evaluation/ editing/ proofreading
12. Finished draft
13. Final responding draft

White and Arnt (1997) point out that process approach is aimed at helping the learner to develop a set of skill. In short, it needs some steps to get the good writing. The students cannot be good writers if they just use their ideas.

Reading, vocabulary, and grammar are parts of writing activity. Reading is to help the writer to get idea, give supporting idea or information. Vocabulary should be mastered because the writer should master in choosing the word in order to the reader get information easily and avoid the ambiguity. Grammar is to help the writer completes the written text based on rule of language.



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As a language skill, writing is necessary to be taught to senior high school student. A good writing is a major cognitive challenge, because it can be a test off memory, language, and thinking ability (Kellogg and Raulerson, 2007). It seems that writing is able to enhance the cognitive sciences of someone, since while doing writing there is a process of cognitive in gathering an idea to write. Moreover, through writing the student are able to develop and demonstrate their ability (knowledge) in any academic area. Then, it may help them to discover their own creative abilities, become aware of the beauty, and power of language.

Dealing with some experts' theories explained above. Writing is an important of learning a language because it explores the vocabulary, spelling, and sentence patterns. It is able to be a crucial factor of student at high stage. Shortly, it can be implied that writing has essential role for the students, which it may expand their cognitive process, in order to be more independent and productive in any short of academic area.

### II.2.3. Components of Writing Ability

Doing a good composition, a writer should consider to the components of writing itself. Related to this point, Guadiani in Homstad and Thorson (1994) argues that group editing process in writing focused not only on comprehension and accuracy, but also style, organization, and synthesis. Then, Gordon in Griffiths (2008) adds that writing is seen as an extension grammar, therefore, it focuses on accuracy. Moreover, he mentions that good writer should consider to vocabulary, strategies, meaning, grammar, clear, and coherent.



Furthermore, Hughes (1989:100-102) provides five elements in a good writing. They can be seen as follows:

1. *Grammar (language usage)*

Grammar is essential to be mastered by student, since it is the basic to understand the language. In writing, the use of grammar must be used correctly based on the context of the writing itself.

2. *Vocabulary*

The ability in choosing appropriate vocabulary in writing is strongly important, since it help the writer in composing their writing well.

3. *Mechanics*

Mechanics cover several matters; punctuation, spelling, and capitalization. Spelling is important in order to find out a meaningful writing. Using wrong spelling influences the meaning of words. Punctuation is for a reader to sum up his/her voice or drop his/her speed and stop reading. It helps the reader understanding the content of the composition itself.

4. *Fluency (style and easy of communication)*

A paragraph is stated fluent when the choice of the structure and vocabulary consistently appropriate

5. *Form (organization)*

It is essential for a paragraph to have form (organization), which means that all the sentences in the paragraph discuss only one main idea.



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The students have to use all of these categories to be good writing. All categories have close relation each other. For example, grammar has a close relation to mechanic. So, student should pay attention to them in writing skill.

Moreover, related to this point Harmer (1991) says that there are special consideration in writing, which are included the organizing of sentences in paragraph, how paragraph joined together, and the general organization of ideas into coherence piece of discourse. Those descriptions show that there are several points in writing that should be paid attention much by writer such as organization, unity, and coherence.

Furthermore, Jacob, et.al (1981) explain some components of writing, which cover content, organization, vocabulary, language use and mechanics. Content covers understanding of the subject, main topic, sufficient details, and interrelationship of the subject. Moreover, organization consists of coherence and cohesion, controlling ideas and relationship of ideas within and among paragraphs. Furthermore, vocabulary covers accurate vocabulary, idiomatic, word from mastery, and appropriate register. Next, language use is related to the use of tense, effective complex construction, number, and word order. At least, mechanics show about spelling, punctuation, capitalization, paragraphing, and handwriting.

In line with this case, O'Malley and Pierce (1996) describe that there are several components in writing which should be scored.

#### 1). Idea development (organization).

It concerns on main idea with appropriate elaboration and conclusion.



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2). Fluency (structure).

It focuses on how to use a correct verb on variety of tenses, which should be considered on grammatical syntactic structure systems.

3). Word choice.

It uses varied and precise vocabulary appropriate for purpose.

4). Mechanics.

It concerns on using spelling, capitalization, and punctuations.

From these point of views, it can be clearly seen that in a good composition covers some components of writing such as grammar (language use), vocabulary, fluency, organization (form) and mechanics. It is expected that the students are able to use all of them in their writing in order to generate a good composition.

**II.2.4. The Way to Measure Writing Ability**

In measuring writing, Hughes (1989:100-102) says that there are some aspects or components that should be considered, the writing aspects or components are

The aspect of writing	Scores	Descriptions
Grammar	1	Errors of grammar or word order as severe as to make comprehension virtually impossible
	2	Errors of grammar or word order very frequent; reader often has to rely on own





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- interpretation.
  - 3 Errors of grammar or word order frequent; effort of interpretation sometimes required on reader's part.
  - 4 Errors of grammar or word order fairly frequent; occasional re-writing necessary for full comprehension.
  - 5 Some errors of grammar or word order which do not, however, interfere with comprehension.
  - 6 Few (if any) noticeable errors of grammar or word order
- Vocabulary
- 1 Vocabulary so extreme as to make writing virtually impossible.
  - 2 Vocabulary so limited and frequent misused that reader must often rely on own interpretation
  - 3 Limited vocabulary and frequent errors clearly hinder expression of ideas.
  - 4 Using wrong and appropriate word fairly frequent; expression of ideas may be



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		limited because of ideas inadequate vocabulary.
	5	Occasionally uses inappropriate term relies circumlocutions, expression of ideas hardly impaired.
	6	Use of vocabulary and idiom rarely (if it all) distinguishable from that of educated native writer.
Mechanic	1	Error in spelling or punctuation so severe to make comprehension virtually impossible.
	2	Errors in spelling or punctuation so frequent that reader must often rarely on own interpretation.
	3	Frequent errors in spelling or punctuation, lead sometimes to obscurity.
	4	Errors in punctuation or spelling fairly frequency; occasional re-writing necessary for full comprehension.
	5	Occasional lapses in punctuation or spelling which do not, however, infer with comprehension.



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	6	Natural English, minimal errors, few (if any) noticeable lapses in punctuation or spelling.
Form / organization	1	Lack of communication so serve that communication is seriously impaired.
	2	Individual ideal may be clear, but very difficult to deduce connection between them.
	3	Little or attempt at connectivity through writer can deduce some organization.
	4	Some lack of organization; re-writing required for classification ideas.
	5	Material well organized; links could occasionally be clearer but communication not impaired.
	6	Highly organized; clear progression of ideas of liked; like educated native writer.
Fluency style	1	A “hotch-patch” of half learned misused structure and vocabulary item rendering communication almost.



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- 2 Communication of impaired by completely inappropriate of misused structure and vocabulary.
  - 3 Structure and vocabulary items sometimes not only appropriate but also misused; little sense of ease communication.
  - 4 “patch”, with some structure and vocabulary items noticeable inappropriate to general style.
  - 5 Occasional lack of consistency in choice of structure and vocabulary which does not, however, impair ease of communication.
  - 6 Choice of structure and vocabulary consistently appropriate; like that educate native writer.
- 

In case of adapting writing rubric scores of school, the writer tried to adjust the rubric score of Hughes and rubric score which is applied at school. So, the writing rubric score was like:



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Aspects of writing	Descriptions	Score
Grammar	Few errors of grammar or word order.	4
	Some errors of grammar or do not interfere with meaning.	3
	Errors of grammar of interpretation sometimes required on reader's part.	2
	Errors of grammar make meaning virtually impossible.	1
Vocabulary	Use of vocabulary and idiom correctly.	4
	Wrong words but not interfere meaning.	3
	Wrong words but interfere meaning.	2
	Difficult to understand.	1
Mechanic	Use of punctuation correctly.	4
	Wrong punctuation but not interfere meaning.	3
	Wrong punctuation but interfere meaning.	2
	Difficult to understand	1
Form/organization	Very clear	4
	Quite clear	3
	Clear	2
	Not clear	1
Fluency/style	Very clear	4



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Quite clear	3
Clear	2
Not clear	1

To measure the student's ability in writing procedure text, the writer adapted the standard scoring to persuasive writing from Hughes (1974) as seen in table below:

No	Score	Level Ability
1.	80-100	Good to Excellent
2.	60-79	Average to Good
3.	50-59	Poor to Average
4.	0-49	Poor

### II.3. Contextual Teaching and Learning

Until now, education in Indonesia is still dominated by class that focuses on the teacher as the main knowledge. So, teacher's centered would be the main choose in determine learning strategy. Furthermore, the students' centered always ignores by the teacher. Therefore, we need a learning approach that uses the students as main focus. One of that approaches is contextual teaching and learning (CTL).



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The Washington State Consortium for Contextual Teaching and Learning developed CTL that involved 11 universities, 20 schools, and other educational organizations. CTL is a learning concept that helps a teacher connects the material to the students' real world situation and motivates the students to make connection with their knowledge and the implementation in their everyday live US Department of Education (2001). In this context, the students need to understand; what is the meaning of learning? What are the advantages of learning? And how they can reach it?

The majority of students in our schools are unable to make connections between what they are learning and how that knowledge will be used. This is because the way they process information and their motivation for learning are not touched by the traditional methods of classroom teaching. The students have a difficult time understanding academic concept as they are commonly taught (that is, using an abstract, lecture method), but they desperately need to understand the concepts as they relate to the workplace and to the larger society in which they will live and work. Traditionally, students have been expected to make these connections on their own, and outside the classroom.

### **II.3.1. The Nature of Contextual Teaching and Learning**

Until now, education in Indonesia is still dominated by class that focuses on the teacher as the main knowledge. So, teacher's centered would be the main choose in determine learning strategy. Furthermore, the students' centered always ignores by



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the teacher. Therefore, we need a learning approach that uses the students as main focus. One of that approaches is contextual teaching and learning (CTL).

Johnson (2002:25) says that the contextual teaching and learning approach 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 of their personal, social, and cultural circumstance. To achieve this aim, the system encompasses the following eight components; 1). Making meaningful connections, 2). Doing significant work, 3). Self-regulated learning, 4). Collaborating, 5). Critical thinking, 6). Nurturing the individual, 7). Reaching high standards, and 8). Using authentic assessment.

Herrel (2001: 26) explains that Contextual Teaching and Learning strategy is a strategy that emphasizes involvement of the children in full process to be able to find materials to lead and connect the teacher with real situation.

In addition, Berns and Errickson (2007) 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 knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

Based on the previous definitions, the writer concludes that Contextual Teaching and Learning is the way or the concept of teaching that help teacher and students to relate subject matter to the real life situation and motivate students to connect and apply all aspect of learning into their role in real life. When we talked about context, most people say that it related to their social life. In the classroom





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teaching, CTL means teacher should present the student real world inside the classroom.

### II.3.2. The theory of CTL

One of the approaches that emphasizes the process and content of writing, which was discovered by Dewey (1916), is a contextual approach. John Dewey, an expert of classical education proposed the theory of curriculum and teaching methodology related to the students' 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 in 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 continue. The theory of Cognitive 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 their selves. 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 activity.

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



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new learning strategy. CTL emphasize the learning process through constructing not memorizing and teaching is interpreted as an activity of in 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. 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. In the process of searching the meaning of CTL, writer has found several definitions about it from different resources.

Contextual teaching and learning has been differently defined by many experts. Some experts define contextual teaching and learning as a concept that helps teachers and students relate the meaning and real world situations with the subject matter in the right way (Johnson, 2002; Sears, 2002). In other words, CTL motivates the learners to take charge of their own learning and to relate between knowledge and its application to the various contexts of their lives.

In addition, Berns and Erickson (2007) 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 knowledge and its applications to their lives as family member, citizens, and workers and engage in the hard that learning requires.

Herrel (2001: 26) explains that Contextual Teaching and Learning strategy is a strategy that emphasizes involvement of the children in full process to be able to find materials to lead and connect the teacher with real situation. The same idea also stated by Sears (2003:3), she states that Contextual Teaching and Learning (CTL) is a



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concept that helps teachers relate subject matter to real world situation. So, Contextual Teaching and Learning strategy is a strategy that used by the teacher in learning process based on the students' experience in their environment.

Based on the previous four definitions, the writer conclude that CTL is the way or the concept of teaching that help teacher and students to relate subject matter to the real life situation and motivate students to connect and apply all aspect of learning into their role in real life. When we talked about context, most people say that it related to the social life. In the classroom teaching, CTL means teacher should present the student real world inside the classroom.

### II.3.3. The Components of CTL

CTL also has seven components,Johnson (2002:25), they are:

#### 1) Constructivism

According to Spivey (1997) in Brown (2000), the constructivism is an emphasis on active process of construction (of meaning) attention to texts as a means of gaining insight into those processes and interest in the nature of knowledge and its variations, including the nature of knowledge associated with the membership in particular group. The task of the teacher is to facilitate the constructivism process as follow:

- a. Making meaningful knowledge and relevant for students
- b. Giving opportunity for students to propose and to apply their ideas
- c. Making students aware for applying their own strategy in study.

#### 2) Inquiry



Inquiry is core part of CTL. It is designed to meet the needs of students at their own development level with their understanding of concept. Students will be independent learners with their curiosity to know and explore something with guidance of the teacher. The key word of inquiry is students seek out the information and skill by themselves, Department of National Education(2003: 12).

When the students want to get information, they will ask some questions based on the observation result and then hypothesis will be done in the process of decision making. There are some activities needed in the applying of inquiry. The activities are formulating problem, doing observation, analyzing and presenting result in the form of writing, report, table list and other work.

### 3) Questioning

Questioning is viewed as the teacher activity to support, guide and evaluate the students' thinking skill. While it is used by the students in doing activities based on inquiry, Department of National Education (2003:14).

Questioning usually appears if students find difficulties in learning process, when students find problem, questioning will form automatically. Questioning is not merely happening between students and teacher but it could be happened among students too.

### 4) Learning Community

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According to Department of National Education (2003:15), learning community is taking and gives activity to help learning process in the class.

Learning community is established in workplace and schools in an effort to share knowledge focus on goals and allow all to teach and learn from each other. In other words, learning is not only done in class but it can come from society. Learning community can be started from small group or called as group work. In this small group, among students could give input one to others.

#### 5) Modeling

According to Department of National Education (2003:16), modeling is to give something in doing something, in teaching learning process, modeling in CTL dedicated to support learning process; the model can be imitated or observed by the students. A model can operate and demonstrate something. The model is not only from the teacher but also can be constructed by involving the students who have ability for the study. Teacher asks for another student to describe their experience orally by using questioning approach.

#### 6) Reflection

Reflection is the way of thinking what they have just learnt or what they have done in the past. In this case, the students review and respond events, activities or knowledge that they have just accepted. In learning process, reflection can be found in the form of presentation, note, suggestion or discussion. In telling experience, implementation or reflection will be presented to the teacher and classmates, and later on, the audiences are going



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to give comments to the presentation. Comments of presentation have been done by themselves. Thus, the teacher takes part to give input, so the students are motivated to give the best of their presentation.

### 7) Authentic Assessment

The point uses to assess students' achievement are: students' performance or presentation, homework, demonstration, quiz, journal, report, students' activity and written test, Department of National Education (2003:19). Authentic assessment is used to describe the form of assessment which can describe students' result of learning motivation, learning acquisition, and attitudes toward relevant learning to classroom activities. O' Malley, (1996:4).

CTL plays important role for teacher to motivate and develops students' interest in teaching and learning process. All of the components of CTL can be conducted in applying CTL in the classroom, such as: developed thought that students will learn more meaningful by finding and constructing their by themselves; inquiry for all topics; develops students' curiosity by asking; create learning community and present a model in teaching and learning; do a reflection in the end of meeting; moreover, do authentic assessment in various ways.

The implementation of those seven components of CTL can be reflected as follow: 1) Teacher constructs students' mind and knowledge from the basic knowledge by asking the students' experience that related to the topic reflected as constructivism. 2) Teacher gives opportunity to the students to find out knowledge, skill, or information before teacher explanation reflected as inquiry. 3) Teacher asks some question to encourage the students' thinking ability reflected as questioning. 4)



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Teacher asks the students to make group of discussion. Group consists of 4 or 5 the heterogeneous students. The student discuss with their group about the topic reflected as learning community. 5) Teacher gives sample or shows a model of the material. 6) The teacher asks the students about their impressions, suggestion about the lesson, discussion, reading student's note, and students' task in the end of teaching learning process reflected as reflection. 7) The last, Teacher asks the student to do task, quiz, or homework to know how far the development of students in learning process, reflected as authentic assessment.

### II.3.4. Procedure of Contextual Teaching and Learning

Seven main components of CTL that explained above there are the main requirements in classroom teaching learning process. Below are the procedures how to apply CTL, including reading and writing class activity, in the classroom teaching learning process proposed by Johnson (2002). They are:

1. 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 need to encourage student to actively involved in learning process and use the student's idea and experiences to conduct the learning and whole learning unit

2. Do the inquiring activity to achieved desired competences in writing activity

In this step, the teacher presents about the topic which the student have to conduct a recount text based on the topic. Try to challenge the students with



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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.

### 3. 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 do group task. To make the learning process more effective, teacher need to encourage the students to express their own ideas before the teacher did it.

### 4. 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.

### 5. Do the reflection in the end of learning to make student feel that they have learned something.

Provide enough time to reflect, analyze, and respect all ideas that are expressed by all students. Teacher need to 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.

The other procedure if implementation of CTL is based on strategies (REACT) proposed by Crawford (2001) as follow:



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### 1. Relating

Relating is the most powerful element in contextual teaching strategy. It also suggests that students' learning in the context of one's life experiences or preexisting knowledge (Crawford, 2001). In relating, teachers link a new concept to something completely unknown to students. Caine & Caine (1993) called this reaction "felt meaning." That reaction can be momentous, as when a student finds the solution to a problem that he or she has spent significant time and effort in solving.

### 2. Experiencing

In contextual approach, one strategy relates to another. The previous statement appears to indicate that relating connects new information to life experiences or prior knowledge that students bring to the classroom. Teachers are able to overcome this obstacle and help students construct new knowledge with hand-on experiences that occur inside the classroom. This strategy is called experiencing. In experiencing, students are learning by doing through exploration, discovery, and invention (Crawford, 2001).

### 3. Applying

Applying strategy can be defined as learning by putting the concepts to use (Crawford, 2001). Clearly, students can implement the concepts when they are engaged in hands on problem solving activities. Teachers can also motivate a need for understanding the concepts by assigning realistic and relevant exercises. Relating and experiencing are strategies for developing

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insight, felt meaning, and understanding. Applying is a contextual teaching and learning strategy that develops a deeper sense of meaning.

#### 4. Cooperating

Students are not able to make significant progress in a class when they work individually. On the other hand, students working in small groups can handle that complex problem with little outside help (Pintrich & Schunk, 1996). Teachers using student-led groups to complete exercises or hands-on activities are using the strategy of cooperating. This strategy refers to learning in the context of sharing, responding, and communicating with other learners (Crawford, 2001). Most students feel less self-conscious and can ask questions without feeling embarrassed, when they work with peers in a small group discussion. Another fact of cooperative learning is that it can be counterproductive. For example, some students may not participate in the group processes at all, while others may dominate and the group members may refuse to accept or share responsibility for the group's work.

Johnson (1990), who are the leading researchers in cooperative learning, have established guidelines to help teachers avoid those negative conditions and create environments where students may be expected to learn concepts at a deeper level of understanding. The guidelines are divided into five points: structuring positive interdependence within students learning groups; having students interact while completing assignments and ensuring that the interactions are on-task; holding all students individually accountable for completing assignments and not letting them rely overly on the work of



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others; having students learn to use interpersonal and small group skills; and ensuring that learning groups discuss how well the group functions.

#### 5. Transferring

In traditional classroom, students' roles are to memorize the facts and practice the procedures by working skill drill exercises and word problems. In contrast, in a contextual or constructivist classroom, the teachers' role is expanded to include creating a variety of learning experiences with a focus on understanding rather than memorization (Crawford, 2001). 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. It suggests that students who learn with understanding can also learn to transfer knowledge (Bransford, Brown, & Cocking, 1999).

The writer will use the first procedure by Johnson (2002) because of three reasons. First, it is the most suitable for his research. The procedures in Johnson (2002) are easier to apply and he thinks that these procedures are comprehensible for the students.

Secondly current curriculum 2013 requires students to be active in teaching and learning process at the same time. The first procedure provides active learning as the students will be the center of the learning (student-centered).

The last reason is that the explanation in Johnson (2002) is more related to what the researcher is going to do while doing research in the classroom. For those reasons, the researcher finally decides to use the



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procedures designed by Johnson (2002) with necessary modification for the situation in the classroom.

## II.4. Review of the Related Studies

- a. Many researchers have observed about Contextual Teaching and learning (CTL) Suharni (2016) conducted research entitled, “Improving Students’ Writing Ability by Using Contextual Teaching and Learning”. This research is aimed at finding the effect of using Contextual Teaching and Learning Strategy toward students’ ability in writing. It was an experimental research. The population of this research was students at SMPN 31 Padang, Class VIII. The sample was chosen by using cluster sampling technique. In collecting the data, the researcher used treatment in teaching as long as eight meetings. The researcher gave a pretest and posttest to the students in order to know students’ improvement in writing after giving treatment. The result of this research showed that Contextual Teaching and Learning Strategy gave significant effect toward students’ writing ability.

This research and her research have similarities, Which both of this research and her research involved CTL as independent variable. Both this and hers also involved writing skill as dependent variable. However, we have difference in number of variables. This research has 2 dependent variables, they are reading comprehension and writing skill. But her research only focused on writing skill. This research is an experimental research but her



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research is action research. Her research treatment was done 8 meetings but this research treatment only 4 meetings in each classes.

- b. SusiloriniTiningsih (2014) also tested research about writing entitled, “Writing Skills Enhancement Using The Contextual Teaching And Learning (CTL) Approach In Jayapura”. This study tried to improve the skills of the renewal of the students wrote a paragraph arguing through contextual teaching and learning approach (CTL). This study used qualitative and quantitative method. Data collection techniques in this research just for every student can learn the process of writing paragraphs argument, which is learned in the first cycle, the first cycle and second cycle. The result showed, there was an increase for students of writing skills paragraphs inJayapura after learning to wrote a paragraph arguing with contextual approach. In the first cycle of student learning success percentage of 21%, the second cycle was increase to 63%, the third cycle was increase to 89%. Eventually, the attitude or behavior of students will experience a change in the system to learn from negative behaviors into positive ones. In the second cycle, students were still showed negative behaviors, such as talking with friends, sleeping in class, and so forth. In the third cycle, there was a positive behavior so that they were ready to accept the lesson with a good strategy and structure as well.

The aim of Ningsih’s research was to improve students’ writing skill by using CTL. While this research aimed to investigate the effect of using CTL on students’ reading comprehension and writing skill. This research is an experimental research with using quantitative method. But her research used



action research with using quantitative and qualitative method. Both this research and her research involved CTL as independent variable and writing skill as dependent variable.

- c. Similarly Intan Satriani (2012) conducted research with title, “Contextual Teaching And Learning Approach to Teaching Writing”. The purpose of this study to investigated the strategies of Contextual Teaching and Learning (CTL) (as adapted from Crawford, 2001) and the advantages of using CTL approach. The study employed a qualitative case study research design. The data were obtained from several instruments, namely class observations, students’ interview and students’ writing products which were then analyzed using writing assessment criteria taken from Rose (2007, as cited by Emilia, 2011, p. 151). The findings revealed that the teaching writing program was successful to improve students’ recount writing skill. Specifically, they showed some improvement on schematic structure, grammar roles, and graphic features. Moreover, the data from observation, interview, and documentation of students’ text showed some benefits of CTL.

This research aimed to investigate the effect of using CTL on students’ reading comprehension and writing skill. Further, Intan’s research aimed to investigated the strategies of Contextual Teaching and Learning (CTL) and CTL advantages. The Intan’s research design was qualitative with a case study. This research is quantitative study which the data were analyzed statistically. However, both this research and her research used CTL to improve writing skill.

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d. However, Andi Tenri Ampa (2013) conducted a research entitled, “The Development of Contextual Learning Materials for the English Speaking Skills”. The purpose of this research was to develop the contextual learning materials to be used in speaking subject. The Instructional design used to develop the contextual learning materials was derived from several instructional design models, such as the ADDIE, Kemp, Dick and Carey, and ASSURE Models. The results showed that the contextual learning materials with the criteria of the psychological, pedagogical, and methodological aspects were very valid (93.28%). Therefore, the stages of the instructional design are suitable to produce the contextual learning materials for the English speaking skills.

This research and Ampa’s research had different purpose. This research aimed to investigate the effect of using CLT on reading comprehension and writing skill but his research aimed to develop the contextual learning materials to be used in speaking subject. This research only involved writing skill and reading comprehension but his research involved speaking skill. However, both this research and Ampa’s research used CTL as independent variable.

e. Aceng Hasani (2016) conducted research entitled, “Enhancing argumentative writing skill through contextual teaching and learning”. This study aimed to describe the influence of contextual learning model and critical thinking ability toward argumentative writing skill on university students. The population of the research was 147 university students, and 52 university



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students were used as sample with multi stage sampling. The results of the research indicated that; group of contextual learning model had more significant influence than group of non-contextual learning model, there was an interaction between learning model and critical thinking ability, there was a significant difference of argumentative writing skill between group of contextual learning and non-contextual learning for the group with high critical thinking ability, and there was also significantly different argumentative writing skill between contextual learning and non contextual for the group of low critical thinking ability. Based on the finding, the researcher concluded that critical thinking ability and contextual learning model have significant influence toward argumentative writing skill.

Hasani conducted a research aimed to describe the influence of contextual learning model and critical thinking ability toward argumentative writing skill on university students. Further, this research was conducted to investigate the effect of using CTL on reading comprehension and writing ability. His research participants were university students but this research involved senior high school students. However, both this and his research involved CTL to improve students' writing skill.

- f. In contrast, Yudha Aprizani (2016) conducted a research about reading entitled "Improving Reading Comprehension Using Contextual Teaching and Learning (CTL)". This study aimed to find out whether teaching-learning reading comprehension using Contextual Teaching and Learning (CTL) would get better results than using Direct Instruction approach. The research





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used a quantitative method. The population of the research was students from the Islamic University of Kalimantan Muhammad Arsyad Al-Banjari. The researcher used cluster random sampling to select two sample groups, the control group and the experimental group. The control group with 25 students was the class that continued to use the Direct Instruction approach. The experimental group, with 20 students, was the class tested using the CTL approach. The test was a written test with five multiple choice questions plus an essay test. The test was used to obtain the data. The students' scores were the data for the study of reading comprehension comparing CTL and Direct Instruction. Based on the results of the study, the researcher found that CTL was more effective than Direct Instruction because the null hypothesis was rejected and the alternative hypothesis was accepted so that CTL was found to be better for teaching reading skills. CTL encourages materials that are related to the students' surrounding so that it helps them use English related to their daily activities.

On Aprizani's research, He used an action research design in conducting his research. The research aimed to improve students reading comprehension by using CTL. Further, this research aimed to investigate the effect of using CTL on reading comprehension and writing ability. This research is an experimental research. Both this and his research used quantitative method by using statistic data.

- g. BambangWijaya (2013)conducted a research entitled "Improving Students' Listening Comprehension By Using Contextual Teaching And Learning



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Approach”. The purposes of this research were to improve and to know the improvement of the students’ listening comprehension by using CTL approach (Contextual Teaching and Learning). This research was conducted with CAR (Classroom Action Research) and data was collected by open-ended interview, observation, and measurement techniques. The sample of this research was a single classroom of 35 students of grade tenth (X3) of SMAN 1 Sungai Ambawang in academic year 2013/2014. The researcher found that CTL approach was appropriate for the SMAN 1 students’ knowledge and the context of meaningful learning. The result of the research showed CTL approach improved SMAN 1 students listening comprehension from cycle to cycle. It indicates the use of CTL approach can improve well the students listening comprehension.

The research used CTL to improve students’ listening comprehension. The difference with this research is, which this research focused on two skills, they are reading comprehension and writing skill. Bambang’ research is an action research that conducted in some cycles. But this research is an experimental research. Even though this and his research had differences but both this and his research involved CTL in conducting the research as independent variable.

- h. Khaefiatunnisa (2015) conducted research entitled, “The Effectiveness Of Contextual Teaching And Learning In Improving Students’ Reading Skill In Procedural Text”. This study aimed to investigate the effectiveness of Contextual Teaching and Learning (CTL) approach in improving students’ reading skill in procedural text and to find out the students’ responses toward



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the use of CTL in learning process. The quasi experimental design was employed in this study involving two classes which were assigned as experimental and control groups. The data were collected through a pretest, a posttest, and an interview. The data from pretest and posttest were analyzed by using SPSS to examine the effectiveness of CTL approach in improving students' reading skill in procedural text, while the interview data were analyzed to find out the students' responses toward the use of CTL in learning process. The findings obtained from statistical computation showed that CTL approach could improve students' reading skill in procedural texts. In addition, the interview data showed that the use of CTL motivated students to learn and helped the students to understand the materials. Based on these findings, it is recommended that CTL approach is implemented in teaching reading procedural text.

This research and Nisa's research have similarities and differences. Both this research and Nisa's research used CTL on reading comprehension. But this research also involved writing skill as dependent variable. This research aimed to investigate the effect of using CTL on reading comprehension and writing skill. But her research aimed to know the effectiveness of using CTL on reading comprehension.

- i. Lalu Suparman, A.A.IN Marhaeni, N. Dantes (2013) conducted research entitled, "The Effect Of Contextual Teaching And Learning Approach And Achievement Motivation Upon Students' Writing Competency For The Tenth Grade Students Of Sman 1 Keruak In The Academic Year 2012-2013". This



research aims at investigating the effect of contextual teaching and learning approach and achievement motivation upon students' English writing competency. The population of this study was the students of grade ten in SMA Negeri 1 Keruak. The numbers of the population were 227 students, where 88 students were selected to be the sample. It was an experimental study of posttest-only control group with 2x2 factorial design in which the treatment lasted from October 2012 until December 2012. The data of students' writing competency in this study were analyzed using Two-way ANOVA and Tukey test, meanwhile the data collection were collected through achievement motivation questionnaire and writing competency test. The findings of the research are (1) students taught using contextual teaching and learning approach can significantly achieve better in writing than those taught by using conventional approach, (2) there is a significant interaction between contextual teaching and learning approach and achievement motivation upon students' writing competency, (3) for students with high achievement motivation, students' taught using contextual teaching and learning approach achieved significantly better than those who were taught using conventional approach, (4) for students' with low achievement motivation, there is a significant difference between the students who were taught using contextual teaching and learning approach and those who were taught using conventional approach.

On their research, it involved CTL and achievement motivation in writing competency. But this research involved CTL on reading

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comprehension and writing ability. Both this and their research are an experimental research. However, this research used two skills those are reading comprehension and writing skill. But their research only focused on writing skill.

j. NiningWulandari (2016) conducted a research entitled “The Implementation of Contextual Teaching and Learning to Improve Students’ Speaking Skills Viewed from Students’ Creativity”. Based on the data description and interpretation in the research, it can be concluded that teaching speaking through Contextual Teaching and Learning at XI grade of MAN Ngrambe, Ngawi, is reasonable enough to be believed in improving students’ creativity in learning speaking. It can be seen from the interview, observation, questionnaire and students achievement of the pre test and the post test. The average of students’ creativity in the end of the research is 102.87% or 73.47%. It showed that speaking using Contextual Teaching and Learning may improve students’ creativity in learning speaking.

Based on the related studies above, there are similarities and differences. The similarities of this research with the related studies are in research design. Some related studies above also used an experimental research with quantitative method. But, others used action research. Some related studies also used reading comprehension as dependent variable, some studies used writing as dependent variable, and there is a research that used speaking as dependent variable. Based on the participant, some studies used university students, others used Senior high school students. Most studies



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used random sampling to choose the sample of the research. No one of the studies which focused on two dependent variable ( reading comprehension and writing skill. Yet, this research focused on reading comprehension and writing ability, this also was applied in Senior High School. And the differences of this research with related studies are some related studies used exposition and narrative text while this research uses recount text, there is no one of the researchers before used recount text and there is no one of them used two skills at the same time, and the related studies used two variables while this research used three variables.

## II.5. Operational Concept and Indicators

### II.5.1. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular word in order to make it easy to be measured. Operational concept was the concept used to clarify the theorist used in the research. Importantly, this research was an experimental group which focused on gaining effect of CTL toward students' their reading comprehension and writing ability. Therefore, in analyzing the problem of this research, three variables were used. They were Variable (X) and variable (Y1 & Y2). Variable X was using CTL and variable Y1 was students' reading comprehension, while Y2 was students' writing ability.



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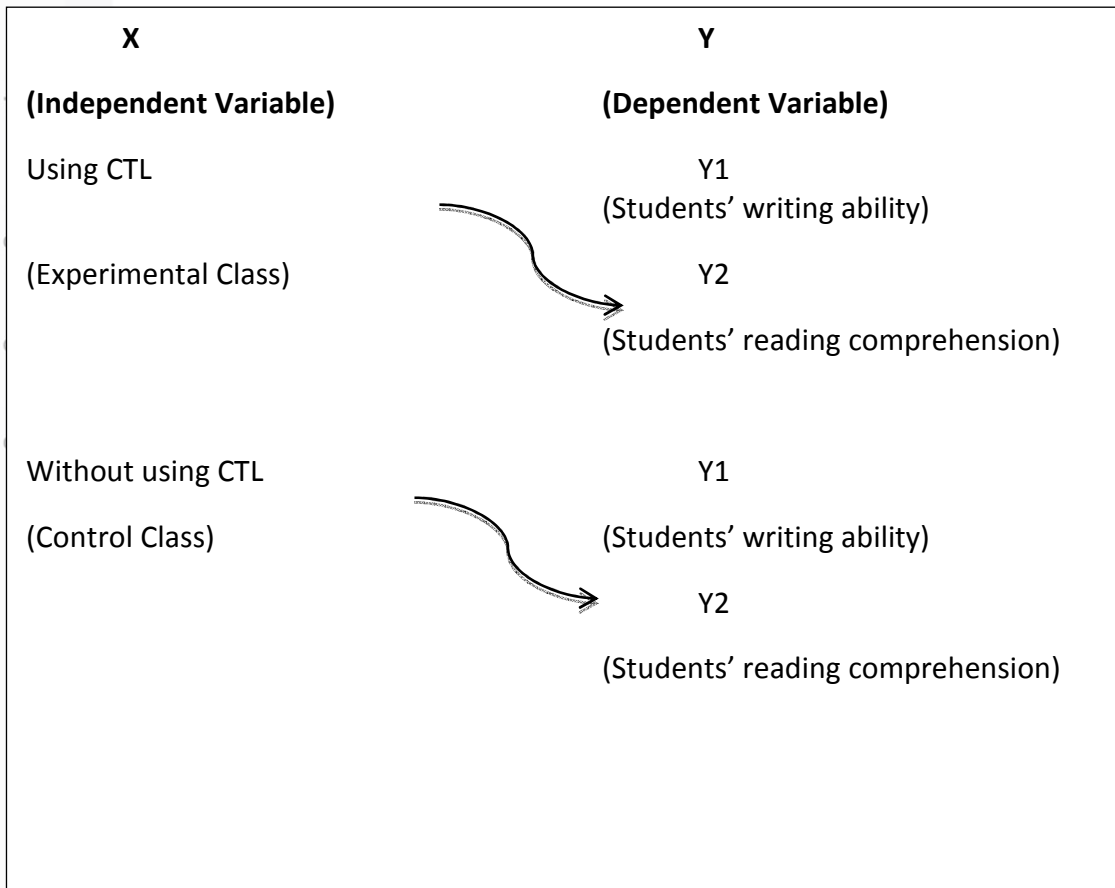


Figure 1

## II.5.2. Indicators of X Variable

### II.5.2.1. Experimental Class

Indicators of X variable CTL, they were:

- 1) Teacher introduces the idea of recount text to students
- 2) Teacher constructs students' mind and knowledge from the basic knowledge by asking the students' experience that related to the topic
- 3) Teacher gives opportunity to the students to find out knowledge, skill, or information before teacher explanation



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- 4) Teacher asks some questions to encourage the students' thinking ability
- 5) Teacher asks the students to make a group discussion. Each group consists of 4 or 5 the heterogeneous students. The student discuss with their group about the topic
- 6) Teacher gives a sample or shows a model
- 7) Teacher asks students to share their experiences which are similar to the topic in group
- 8) Teacher asks students to retell and explain what they have understood about recount text after performing the discussion
- 9) Teacher gives more example of recount texts
- 10) Teacher guides students to generalize the function and grammar feature of recount text
- 11) Teacher asks students to write their own recount text about certain topics.
- 12) Teacher asks students to share their writings to other groups and students will have to read and check the writing
- 13) Teacher asks students to give conclusion





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### II.5.2.2. Control Class

Using non CTL or traditional/Conventional Method:

The classrooms in the control group used traditional method. These included the use of a basal reading series with related workbook and follow-up worksheet activities

### II.5.3. Indicators of ‘Y ‘ Variable

#### II.5.3.1. Students’ reading comprehension

According to Barret Taxonomy (Clymer, 1968) cited in Reading in a foreign language, Alderson &Uquart, Longman. 1984, it designed originally to assist classroom teacher in developing comprehension question and or test questions for reading, is especially useful for classroom questioning in other content areas as well. There were five indicators of students’ reading comprehension, they were:

No	Indicators
	<b>Literal comprehension</b>
1	Students identify information directly stated.
	<b>Reorganization</b>
2	<i>Students organize or order the information a different way than it was presented.</i>
	<b>Inference</b>
3	<i>Students respond to information implied but not directly stated.</i>



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- |   |   |
|---|---|
| 4 | <b><i>Evaluation</i></b><br><i>Students make judgments in light of the material.</i>    |
| 5 | <b><i>Appreciation</i></b><br><i>Students give an emotional or image-based response</i> |
- 

### II.5.3.2. Students' writing ability

The indicators of students' writing ability (writing recount text) were as follow, the students are able to:

- 1) Use correct grammar
- 2) Choose appropriate vocabularies.
- 3) Use correct mechanic (spelling, punctuation, and capitalization).
- 4) Arrangement fluency or correct structure in order to make composition easy to understand.
- 5) Form organization of the texts.

## II.6. Assumption and Hypothesis

### II.6.1. Assumption

In the research, there are many strategies that can be used by teacher in teaching and learning process. The assumption of the research states that the effect of Contextual Teaching and Learning can increase the students' reading comprehension and writing ability in recount text.



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**II.6.2. Hypotheses**

“Hypothesis is researcher’s tentative prediction of the results of the research findings” (Gay, 2009: 71). It means hypothesis states researchers’ anticipation which concerns on the relationship between two variables in the research problem. According to Creswell (2009:134-135), there are two kinds of hypothesis, alternative hypothesis and null hypothesis as follows:

Ha1 : There is a significant effect of using Contextual Teaching and Learning(CTL) on students’ reading comprehension of the experimental group at MAN 2 Pekanbaru.

Ha2 : There is a significant effect of using Contextual Teaching and Learning(CTL) on students’ writing ability of the experimental group at MAN 2 Pekanbaru.

Ha3 : There is a significant effect of using Contextual Teaching and Learning (‘CTL) on students’ reading comprehension and writing ability in experimental group at MAN 2 Pekanbaru.