

**THE IMPLEMENTATION OF  
CONTEXTUAL TEACHING LEARNING (CTL)  
IN READING HORTATORY EXPOSITION TEXT AT THE SECOND  
YEAR OF MAN 1 BANDAR LAMPUNG**

**(A Script)**

**By:  
BENNY ARBY UMRAN**



**LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2012**

## **ABSTRACT**

### **THE IMPLEMENTATION OF CONTEXTUAL TEACHING LEARNING (CTL) IN READING HORTATORY EXPOSITION TEXT AT THE SECOND YEAR OF MAN 1 BANDAR LAMPUNG**

**By  
Benny Arby Umran**

The lack of students' competence in reading text ability, especially hortatory exposition text, usually hinders them in comprehending some texts. Therefore, this descriptive quantitative research is intended to find out how the English teacher treats the whole seven elements of Contextual Teaching Learning in his teaching learning process, namely constructivism, inquiry, learning community, questioning, modeling, reflection and authentic assessment. This research focuses on the "on going process" of teaching learning itself. The teaching stages as well as the students respond to them would be the source of the data.

Concerning the teachers' treatment toward each element underlying the CTL the researcher concludes that he has treated each of them well, shown by the result of observation sheet done by the researcher and other two raters. The teacher's performance in employing the seven CTL's elements scored 80% in aspect of inquiry, 76.6% in aspect of constructivism, 80% in aspect learning community, 76.6% in aspect of authentic assessment, 80% in aspect of reflection, and 76.6% in aspect of modeling. Only in terms of questioning, the teacher got less satisfactory performance (60%). The video record shows that the students enjoy the lesson and are active in the learning process.

Based on the research findings it is suggested that the teacher consider a follow up treatments to deal with the students' frequent errors in creating hortatory exposition text. In relation to the teacher's questioning technique, it is also suggested that the teacher give a clear question from the very beginning of the lesson to eliminate students' hindrance in answering the questions. He should consider using guided questions to help students to tell their ideas.

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**By:  
BENNY ARBY UMRAN**

**A Script  
Submitted in a Partial Fulfillment of  
The Requirements For S-1 Degree**

**in**

**The Language and Arts Department of  
Teacher Training and Education Faculty**



**LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2012**

Research Title : **THE IMPLEMENTATION OF CONTEXTUAL  
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Hopefully, this script will be useful for the reader or those who want to carry put further research.

Bandar Lampung, April 2012  
The writer,  
Benny Arby Umran

## **CURRICULUM VITAE**

The writer was born in Tanjung Karang, on November 11<sup>th</sup>, 1984. He is the first child of the four sons of a devout Moslem Couple, Drs. Hi. Umran Harun, M.Ag., and Hj. Zahrul Yati, B.A.

He entered TK Al-Jami' in 1989, and then he continued his study in Elementary School SDN 2 Sukarame in 1990 and graduated in 1996. Then, he continued his study in Junior High School SLTPN 1 Bandar Lampung and graduated in 1996. He went to MAN 1 Bandar Lampung and graduated in 2002. After graduating from Senior High School, he continued his study in D3 Program of Informatics Management at the Faculty of Computer Science STMIK Darmajaya and graduated in 2006. In 2003 he also took D3 English Profession Program at the Teacher Training and Education Faculty, Lampung University and graduated in 2006. Graduated from both universities in 2006, he has been working as a facilitator in the National Community Development Program (PNPM Mandiri Perkotaan), and now he serves as Assistant City Coordinator in that program. In 2007, he was registered as an S-1 college student of Lampung University at English Education Program of Teacher Training and Education Faculty.

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## **DEDICATION**

*This piece of paper is dedicated to*

*My beloved Parents, H. Umran and Hj. Zahrul Yati  
I love you Pah, Mah*

*My Wife, Otia Haryani J., SP  
Thank you for your love and your support.  
Let's make our dreams come true*

*My beloved brothers, Aris, Imam and Fahmi  
Let's make our parents proud of us*

*My beloved friends,  
Erlan, Eka, Usman, Nopri, Arie, Ida, Cahyo, Sahlan  
Thanks for your help & support*

*My Almamater*



**MOTTO**

***“Live With Knowledge, Die With Faith”***  
***(The writer)***

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