IV. RESULT AND DISCUSSION

A. Result of the test

This research was conducted to find out whether there was any increase of students' reading comprehension achievement of narrative text in intensive reading after the students were given the treatment by using Contextual Teaching and Learning technique. The population of this research was the students of second year of SMA Persada Bandar Lampung from November 2010 until December 2010. There were six classes. XI IPA 2 was chosen as the try out class while XI IPA 1 was chosen as the experimental class. Those two classes were chosen and assigned as the try out class and experimental class by using simple probability sampling through lottery.

To know whether the objectives of this research could be achieved or not, the researcher taught reading comprehension of narrative text in intensive reading to the students of experimental class by using Contextual Teaching and Learning and analyzed the results of both pretest and posttest.

1. Result of the pretest

To reveal the students' ability of reading comprehension before the treatment of Contextual Teaching and Learning, the researcher administered the pretest on 18 November 2010 in 40 minutes in experimental class. There were 20 items of objective multiple choice of reading test with four alternative answers for each item (A, B, C and D), one was the correct answer while the others were distracters. The mean score of the pretest was 60, 28; the highest score was 75

while the lowest score was 45 and the standard deviation was 7,66. The distribution of the scores

is served in Table 2 below.

Table 2. Distribution of Pretest Scores

Score	Frequency	Percent
45	3	8.6
50	1	2.9
55	7	20
60	12	34.3
65	7	20
70	2	5.7
75	3	8.6
Total	35	100

The researcher did not use score interval because there is no 46, 47, 48 or 49 score.

Statistics

N	35
Missing	0
Mean	60.2857
Median	60.0000
Mode	60.00
Std. Deviation	7.66417
Range	30
Minimum	45
Maximum	75

2. Result of the posttest

After giving three times of treatments to the students by Contextual Teaching and Learning, the

researcher administered the posttest to know whether there was increase of students' reading

comprehension achievement of narrative text in intensive reading or not. There were 20 items of

objectives multiple choice reading test. The posttest was conducted for 40 minutes in

experimental class. The mean score was 70,42; the highest score was 85 while the lowest score was 55. The distribution of the scores is served in Table 3 below.

Table 3. Distribution of Posttest Scores

Score	Frequency	Percent
55	1	2.9
60	4	11.4
65	6	17.1
70	14	40
75	5	14.3
85	5	14.3
Total	35	100

Statistics

N	35
Missing	0
Mean	70.4286
Median	70.0000
Mode	70.00
Std. Deviation	7.70518
Range	30.00
Minimum	55
Maximum	85

3. Increase of Students' Reading Comprehension Achievement of Narrative Text

As shown in the results of pretest and posttest, it can be stated that applying Contextual Teaching and Learning technique in the classroom could increase the students' reading comprehension achievement of narrative text in intensive reading. From the analysis of Paired Sample Test, it can be seen that Contextual Teaching and Learning can be used to increase students' reading

skill significantly. The total score of the pretest was 2110 up to 2465 in the posttest and the mean of pretest was 60,28 up to 70,42 in the posttest. Table 4 below provides students' mean scores of pretest and posttest.

Table 4. Result of the Students' Reading Comprehension Achievement of Narrative Text

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig.(2-tailed)
Pair 1 posstest-pretest	10.14286	3.92685	.66376	8.79394	11.49178	15.281	34	.000

Table 4 above shows that sig. (2-tailed) is .000 sig<α(p<0.05, p= 0.000). It means that there is increase of mean 10.14286 point of the students' achievement after the students were taught by using Contextual Teaching and Learning technique.

Table 5. Mean Scores of Pretest and Posttest

Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair	Posttest	70.4286	35	7.70518	1.30241
1	Pretest	60.2857	35	7.66417	1.29548

Paired Sample Correlation

	N	Correlation	Sig.
Pair 1 posttest & pretest	35	.869	.000

Based on Appendix 12, it could be stated that gain score from the pretest and posttest was 355 (mean 10,14), in other words, the increase was 10,14%.

In testing the hypothesis, the researcher used statistical computerization i.e. *repeated measures T-test of Statistical Package for Social Science (SPSS)for windows version 15* to test whether the increase of students' gain is significant or not, in which the significance was determined by $p<0.005$. It means that the probability of error was only 5%. The T-Test revealed that the result was significance ($p=0.000$). Table 4 above shows that t value is 16.987 while t table is 1.697. so t value is higher than t table (16.987>1.697) Thus, there is significant increase of students' reading comprehension achievement on narrative text in intensive reading after the students were taught by using Contextual Teaching and Learning.

B.   Discussion

The research's result indicates that the increase of the students' reading comprehension scores after the students are taught by using Contextual Teaching and Learning is significant, i.e. $p=0.000$, ($p<0.005$). Based on the hyphotesis testing, it is proved that H_1 of this research is accepted. From the result above, it shows that students' achievement increase significantly. We can see from the result of the pretest and posttest. It means that Contextual Teaching and Learning is an effective technique in teaching reading comprehension. Contextual Teaching and Learning give positive contribution to the students' reading comprehension might be because Contextual Teaching and Learning has some elements which do not exist in other technique, for example constructivism, learning community, modeling and reflection. Those elements really

help the students in the teaching and learning process. So, they can be easier for them to comprehend the narrative text.

In thisdiscussion, the process of the research will be reviewed. In the first treatment, there were many students who were not interested in the reading activity and also the learning process. They seemed lazy to read the text. At the first step (pre reading), the teacher gave some questions (constructivism) to the students to guide them into the topic to construct their schemata or background knowledge about narrative text. This constructivism still ran well. Constructivism is one of important part of Contextual Teaching and Learning (CTL) because it can construct students' mind and relate the materials with the students' real-life situation. This idea is in line with US Department of Education Office states that Contextual Teaching and Learning (CTL) is a technique of teaching and learning that helps teachers relates the subject matter content to real world situations. And also in line with Flora (2004) who confirms that Contextual Teaching and Learning (CTL) which relates subject matter content to real world situation is needed during the teaching learning process so that the students know the benefit of learning in the classroom. For example, when the students learn about narrative text, indirectly they learn simple past tense. It is hoped that after they learn narrative text, they know and are able to use simple past tense in their daily lives.

Then at the second step (while reading) the teacher gave modeling, inquiryand authentic assessment. Diane (1994) confirms that authentic assessment can be successfully used with students of varying cultural backgrounds, learning styles, and academic ability and authentic assessment promotes a more student-centered approach to teaching. When reading activity was running, most of the students got difficulty in comprehending the text, this happened because

they had lack of vocabulary, so the teacher should guided them and gave clues that they could understand the whole meaning of the text. Then the other problem appeared when the teacher and the students came to the next elements, questioning and learning community. The students felt afraid to convey their questions so they kept silent and they made noise in the learning community. They did not do the task seriously. For example only two groups paid attention to the teaching and learning process. At the last step (post reading) the teacher forced the students to pay attention for reflection element, as the result they got the idea and could comprehend the main idea of each paragraph. As Cruickshank (1987) states that through reflection, teacher can improve their teaching and their students' learning.

At the second treatment, the teaching and learning process run better than before. There was no problem in the constructivism. The students also paid attention in the questioning and learning community, as a result their ability in comprehending the text also increased. They began giving questions and did not make noise in the learning community. Their problem of vocabulary sometimes could be solved in the learning community element. For example some students did not know the meaning of "poison", so they could ask their friends in their group. Some of them opened the dictionary, so the students who knew could help the students who did not know. Sometimes the students were more comfortable to ask their friends rather than their teacher. By learning community the students can share their ideas freely and help each other. Harmer (1984) confirms that grouping is one of the ways to deal with bigger classes besides to make students free to express their ideas with their own friends before it is presented in the class. But it still did not satisfy the teacher. Because there were students did not study seriously and were not active, for example students number 2, 15 and 20. But overall of this step run well. In the post reading, all students paid attention carefully.

At the last treatment, all the students paid attention to every element of reading activity seriously and actively. They asked a lot of questions, for examples, "what is the meaning of plough?", "what is the meaning of ask?", "what is the meaning of tie?". Nurhadi (2004:46) states some benefits of questioning, they are : 1. To find out information. 2. To check students' understanding. 3. And refresh students' knowledge. So, it is good when the students ask a lot of questions. They ran the learning community effectively and they shared and gave ideas to each other, so that they could comprehend the text easier and they were able to answer to questions given by teacher.

After conducting posttest in the research it was found that 30 students passed the KKM and five students below KKM. It was satisfied enough, because almost all the students passed the KKM. And for the students who got the score below KKM, the researcher recommend for them to have remedial.

After conducting his research the researcher finds out if the seven elements of Contextual Teaching and Learning (CTL) are applied well in the class, it could be easier for the students to comprehend the narrative text. This assumption is also supported by Kartika (2005) who has done a research on implementing Contextual Teaching and Learning in increasing students' reading comprehension at SMA Taman Siswa Teluk Betung. She found out that the students' score within experimental class increased significantly from 58.65 to 70.85 point while the increase of the students' score within control class were only from 56,95 to 59,87 point. The researcher also finds by applying seven elements of Contextual Teaching and Learning (CTL) in the class, it can make the students easier in solving the problem they are facing in the learning. This idea is in line with Sears (2002) who confirms that Contextual Teaching and Learning

(CTL) can promote higher order thinking and problem solving. For example, by using learning community and reflection it will help the students in facing and solving the problems they have and also it will help them to achieve better thinking. By using learning community and reflection, the students can share their ideas and knowledge. Therefore, the researcher confirms that Contextual Teaching and Learning techniques carries benefits toward students' reading comprehension.