

ABSTRACT

DEVELOPING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH CONTEXTUAL TEACHING LEARNING (CTL) AT THE FIRST YEAR OF SMAN 1 BANDAR LAMPUNG

By

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Reading is one of the important skills that the students have to master. Students must improve their ability in reading comprehension, so they can get information from the text. As a matter of fact, the students' ability in reading comprehension is far from the goal being expected. Many students have difficulties in comprehending the reading text. In fact the teachers in school do not teach reading comprehension using an effective technique in helping students understand reading comprehension easier.

The objective of this research was to find out whether there is significant difference in reading comprehension of narrative text achievement between students taught through Contextual Teaching and Learning (CTL) and students taught through Translation Method. This research was conducted based on the experimental method. It applied pre-test – post test control group design modified from the idea suggested by Hatch and Farhady (1982). This experimental method deals with two groups: an experimental class and a control class. The samples of the research were the first year students of SMAN 1 Bandar Lampung in the year 2010/2011. In determining the experimental class and the control class, the researcher used Random Sampling Technique, by using lottery. Since the data is the form of students' ability in reading comprehension of narrative text, the data was collected by using two reading tests: pre- test and post-test.

The result of the test shows that there was a significant increase from pre-test to post-test after being taught through CTL in the experimental class. The increase is from 62.88 up to 72.31. The result of the computation shows that the value of two tailed significance was 0.000. It means that H_1 was accepted and H_0 was rejected since $0.00 < 0.05$. It proves that the treatments given by the researcher had better effect of the students' achievement. Based on the data, the researcher concludes

that the application of CTL improves students' reading comprehension of narrative text achievement. Therefore, CTL is recommended to be used by teachers to improve their students' reading ability.