

## **ABSTRACT**

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

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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.