ABSTRACT

INCREASING THE STUDENTS’ READING COMPREHENSION ABILITY THROUGH CTL BY USING NARRATIVE TEXT AT SECOND GRADE OF SMP KRIDA KARTIKATAMA METRO

By:
Resya Sabriani

Reading comprehension is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning (Silberstein, 1987). Based on the researcher experience was conducted at Second Grade of SMP Krida Kartikatama Metro, she found that the students still had difficulty in reading comprehension. This research was conducted from the consideration that the students still got low scores in reading comprehension test. Therefore, the researcher employed the CTL technique to increase the students’ reading comprehension. CTL is a technique in teaching and learning that relates subject matter content to real world situation and motivates students to make connection between knowledge and its application to their lives. There are seven elements of CTL; Constructivism, Inquiry, Learning Community, Questioning, Modeling, Reflection and Authentic Assessment. The CTL is carried out in order to increase students’ reading comprehension.

The subject of this research was the students of SMP Krida Kartikatama (VIII F). The study employed one group pretest and posttest design, the students were given three treatments. To collect the data, the researcher analyzed the data by using repeated measure T-test. Based on calculation of T-test, the result shows that the total score of pretest increases from 2252 up to 2717 in the posttest. Then, the mean score of pretest increases from 56.30 up to 67.93 in the posttest and the gain score is 11.63. The result of T-test indicated that the significant (2-tailed) value was 0.000 (p<0.05, p=0.000). It showed that the hypothesis was accepted, because there was an increase of students’ reading comprehension after being taught through CTL. Therefore, CTL is recommended as a reference to teach reading comprehension.