

**IMPROVING STUDENTS' ACHIEVEMENT IN READING
COMPREHENSION BY APPLYING CONTEXTUAL
TEACHING AND LEARNING (CTL)**

SKRIPSI

*Submitted In Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Department*

PUTRI MARIYATI
NPM: 1402050154



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2018



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

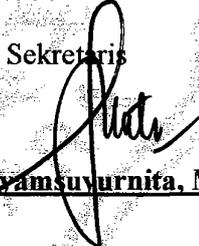


Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Senin, Tanggal 02 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Putri Mariyati
NPM : 1402050154
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning

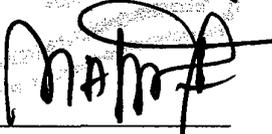
Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (**A**) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Ketua Sekretaris
 
Dr. Elfrianto Nasution, S.Pd, M.Pd **Dra. Hj. Syamsuyurnifa, M.Pd**

ANGGOTA PENGUJI:

1. Mandra Saragih, S.Pd, M.Hum
2. Erlindawaty, S.Pd, M.Pd
3. Dra. Diani Syahputri, M.Hum

1. 
2. 
3. 



LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Putri Mariyati
N.P.M : 1402050154
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning

sudah layak disidangkan.

Medan, Maret 2018

Disetujui oleh:

Pembimbing

Dra. Diani Syahputri, M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi



Dr. Efrianto Nasution, S.Pd, M.Pd

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Putri Mariyati
N.P.M : 1402050154
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Januari 2018
Hormat saya
Yang membuat pernyataan,



Putri Mariyati

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



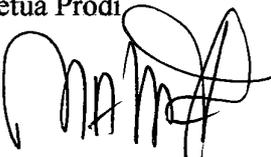
BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Putri Mariyati
N.P.M : 1402050154
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning

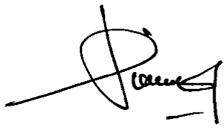
Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
12-03-2018	Abstrak	
	Acknowledgements, Table of Contents	
	Lists of table, Introduction, Review	
	of literature, Related Study, Research	
	design, data & data analysis,	
	References, Conclusion	
21-3-2018	Abstrak	
	Acknowledgement, Introduction	
	Research Design	
	Data & Data Analysis	
	Proving	
22-3-2018	Acc untuk diujikan	

Medan, Maret 2018

Diketahui oleh:
Ketua Prodi


(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing


(Dra. Diani Syahputri, M.Hum)

ABSTRACT

Mariyati, Putri. 1402050154. *“Improving Students’ Achievement in Reading Comprehension by Applying Contextual Teaching and Learning (CTL)”*. English Education Department. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara Medan. 2018.

This research was aimed to find out the significant improvement of the students achievement in reading comprehension by applying Contextual Teaching and Learning (CTL). The subject of this research was X grade of SMK Bandung-2 at Academic Year 2017/2018. It consisted of one class with 30 students as respondents. The objective was to discover the significant improvement of the students’ achievement in reading comprehension by applying Contextual Teaching and Learning (CTL). This research was conducted by using classroom action research. The instruments of collecting data were observation sheet, and tests. The result of data analysis showed that there was an improvement on the students’ reading on narrative text from each cycle. It was showed from the mean of pre-test which was 56.5 with percentage 0%. After CTL was applied in the first cycle, there was an improvement of the result of the students’ in reading comprehension the mean was 69.16 with percentage 33.3%. It means that there was an improvement from pre-test to post-test I was 33.3%. And for the second cycle after reflection on the first cycle, there was an improvement of students’ mean which was 85 with percentage 100%. Based on the result showed that there was an improvement after applying CTL was 66.7%. It concluded that students’ achievement in reading comprehension by applying contextual teaching and learning (CTL) improved.

Keywords: Reading Comprehension, CTL, and Narrative Text

ACKNOWLEDGMENTS



Praises be to Allah SWT for His Great Blessing, Health and Luck that have been continuously poured to the writer in the process of completing her studies and this piece of academic researcher. Praises are also addressed to our Prophet Muhammad SAW who has guided us to the better life of today. In the process of completing this thesis, researcher has to confess her profound thankfulness for the generous guidance and assistance which has been rendered to her by many people. It would be impossible to list all names but on this very special opportunity the researcher would like to express her gratitude to the following people.

During the process of writing this study, the researcher realized that she had to learn for more about this thesis. First of all, the researcher deepest appreciation and gratitude is dedicated to Arsid and Latifah Hanum as her parents for the guidance, motivation, love, suggestions and special notes for this thesis from the very beginning up to the end of this thesis.

Next, her deepest appreciation is addressed to her academic guidance and moral support during the completion this study.

1. Dr. Agussani, M.AP., as Rector of University of Muhammadiyah of Sumatera Utara.
2. Dr. Elfrianto Nasution, M.Pd as Dean of Faculty of Teacher Training and Education who has allowed this research to continue final examine.

3. Mandra Saragih, S.Pd, M.Pd and Pirman Ginting, S.Pd, M.Hum as the Head and Secretary of English Education Program of FKIP UMSU, who have allowed and guided her to carry out the research.
4. Dra. Diani Syahputri, M.Hum as supervisor who have given her guidance and valuable suggestions and advice to complete the ideas of this study.
5. Erlindawaty S.Pd, M.Pd as examiner in this research who has given many suggestions in completing this study.
6. All lecturers for their invaluable counsel and the knowledge they shared with her together with all of the Faculty staffs for given to her throughout the academic years at the university.
7. H.Jason Saragi, S.Pd,MM as Headmaster of SMK Bandung-2 who has allowed her in doing this research.
8. Raveni Agustina Panjaitan, SE.I, S.Pd as English teacher of SMK Bandung-2.
9. Mutiara Aisyah, Sutantri, Yullia, Jelita, Maysita, Putri MS, Kiki, Atika, Pranata, Rifi, Saipul as her beloved Friends who has given support and pray to her finishing the study, and her young sister Dea Alya Ningrum and young brother Muhammad Aldi Saputra for always support her.
10. Her Friends in Class eight evening and PPL SMK Bandung-2 who has given support and thank you to support the spirit and togetherness.

Medan, March 2018
The Researcher,

PUTRI MARIYATI
NPM 1402050154

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iv
LIST OF CHARTS	vii
LIST OF FIGURE	viii
LIST OF TABLES	ix
LIST OF APPENDICES	x
CHAPTER I. INTRODUCTION	1
A. The Background of the Study.....	1
B. The Identification of Problem	3
C. The Scope and Limitation of the Study	3
D. The Formulation of the Problem.....	4
E. The Objective of the Study.....	4
F. The Significance of the Study	4
CHAPTER II. REVIEW OF LITERATURE	6
A. Theoretical of Framework.....	6
1. Reading Comprehension	6
1.1 Technique of teaching Reading.....	8
1.2 The Purpose of Reading Comprehension	10
2. Level of Comprehension	11
3. Definition of Narative Text	13

3.1 Generic Structure of Narative Text	14
3.2 Language Features of Narative Text	15
4. Conventional Method.....	16
5. Definition of Contextual Teaching and Learning	17
5.1 Procedure of Contextual Teaching and Learning.....	18
5.2 Advantages of Contextual Teaching and Learning	19
5.3 Disadvantages of Contextual Teaching and Learning	21
B. Relevance of the Studies	21
C. Conceptual Framework	22
CHAPTER III. RESEARCH METHOD.....	25
A. Location of the Research.....	25
B. The Subject of the Research.....	25
C. Research Design	25
D. The Procedure of Data Collection	26
E. The Instrument of Collecting Data	31
F. Technique of Data Analyzing	31
CHAPTER IV. DATA AND DATA ANALYSIS	33
A. Data Collection	33
B. Data Analysis.....	33
1. Qualitative Data	33
2. Quantitative Data	37
C. Research Findings	44
CHAPTER V. CONCLUSION AND SUGGESTIONS	45

A. Conclusion.....	45
B. Suggestions.....	45
REFERENCES	47
APPENDICES	

LIST OF CHART

CHART I The Result of Students' Score	44
---	----

LIST OF FIGURES

Figure I Conceptual Framework	24
Figure II Research Design	26

LIST OF TABLES

Table 3.1 The Procedure of Activity in Cycle I.....	27
Table 3.2 The Procedure of Activity in Cycle II.....	29
Table 4.1 The Students' Score in Pre-Test	38
Table 4.2 The Students' Score in Cycle I.....	40
Table 4.3 The Students' Score in Cycle II.....	41
Table 4.4 The Result of Students' Score in Pre-Test, Cycle I, Cycle II	43

LIST OF APPENDICES

Appendix 1 Lesson Plan I Cycle I

Appendix 2 Lesson Plan II Cycle II

Appendix 3 Pre-Test

Appendix 4 Post-Test I

Appendix 5 Post-Test II

Appendix 6 Observation Sheet

Appendix 7 the result of students' test

Appendix 8 Form K1

Appendix 9 Form K2

Appendix 10 Form K3

Appendix 11 Lembar Pengesahan Proposal

Appendix 12 Pengesahan Hasil Seminar Proposal

Appendix 13 Surat Pernyataan Tidak Plagiat

Appendix 14 The Letter of Research

Appendix 15 Answer of the Letter of Research

Appendix 16 Berita Acara Bimbingan Proposal

Appendix 17 Berita Acara Bimbingan Skripsi

Appendix 18 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background Of The Study

Reading is central to the learning process. By reading activity, people may gain important that is not presented by teachers in the classroom. The reader is an active participant who has an important interpretive function in the reading process. It means that in the cognitive model, people as readers are more than passive participants who receive information while an active text makes itself and its meanings known to him/her. Actually, the act-of-reading is a push and pull between reader and text. As readers, people actively make, or construct meaning; what people bring to the text is at least as important as the text itself.

Reading process is something being not understandable well by the students. Many of them think that reading is only about uttering the words printed in the textbooks silently or loudly depending on they are reading for themselves or other people. Reading means to understand the meaning of printed words i.e. written symbols. Reading is an active process, which consist of recognition and recognition and comprehension skill.

In curriculum 2013, it expected that the students can analyzing, applying, and comprehending the story text in their daily life. In addition the students have to understanding the passage in reading text. Moreover, the students have to able find main idea in the passage on reading text because reading programs may help students develop their language skill necessary for succes. Nevertheless, it is to implement an effective reading program, especially in countries where English is

treated as foreign language. The success of implementing reading programs will depend on the students' interest.

However in reality, based on the researcher's observation in teaching English during PPL at SMK Swasta Bandung-2 Bandar Setia, it found that 40% students lack vocabulary in English study. It was shown from their habitation in reading that they were lazy to read the text. Furthermore, 40% students were unable comprehend the reading materials in the text so that their understanding on material is poor. In addition 10% students had low motivation either intrinsic motivation or extrinsic motivation. Besides, 10% students was not interest in learning English especially reading on narative text. And the teacher still using conventional method in teaching learning English especially in reading text. It made the students feel bored in learning English. It cocluded that students achievement in reading comprehension on narrative text was verry bad and many problems in the classroom.

Based on the problem above, the researcher found solution in improving students' achievement in reading comprehension, namely (CTL). As this strategy ever conducted bevore by the researcher such as Khaefiatunnisa (2015). The result of this present study showed that the use of CTL improved students' reading skill. It can be seen from the calculation of t-test in SPSS 17.0 for windows which showed that the experimental group's post-test score significantly improved than the score of control group. The experimental group's mean score was 86.53, while control group's mean score was 82.40. Besides, significant value from the

computation of independent t-test was sig. (2 tailed) = 0.018 which is lower than 0.05 ($0.018 < 0.05$), and the t_{obt} was higher than t_{crit} ($2.424 > 2.002$).

Based on the problem above, the researcher interested to conduct this research entitle "*Improving Students Achievement in Reading Comprehension by Applying Contextual Teaching and Learning*".

B. Identification of Problem

Based on the background of the study, the problems were identify as follows:

1. That the students lack vocabulary in english study.
2. Their habitation in reading that they were lazy to read the text
3. The students were unable comprehend the reading materials in the text.
4. The students had low motivation either instrinsic motivation or exstrinsic motivation.
5. The students were not interest in learning english especially reading on narative text.
6. The teacher still using conventional method in teaching learning english especially in reading text. It made the students feel bored in learning english.

C. The Scope and Limitation of The Study

The scope of this research focused on teaching reading comprehension through Contextual Teaching and Learning (CTL) and it was limited in literal

comprehension at X grade of SMK Bandung-2, Bandar Setia at academic year 2017/2018.

D. Formulation of the Problem

Based on the identification of problem, the problem were formulated, namely: “is there any significant improvement the students’ achievement in reading comprehension by applying Contextual Teaching and Learning (CTL)?”

E. The objective of the study

Based on the formulation of the problem, the aimed of the study, namely “To find out the significant improvement of the students’ achievement in reading comprehension by applying Contextual Teaching and Learning (CTL)”.

F. The Significance of the Study

It was expected that findings of the study were useful and relevant theoretically and practically.

1) Theoritically: the result of the research paper could be used as an input in english teaching learning process especially on reading competence, and it will be as additional reference for those who want to conduct a research in English teaching learning process.

2) Practically useful for:

- a. Students, it could improve students achievement in reading comprehension and made them be enjoyfull and interesting in learning english, especially in reading comprehension.
- b. English teacher, it could be reference for the english teacher in teaching english especially reading comprehension on narative text.
- c. Researcher, it could be enrich knowledge about CTL method and it could be refrence for future teacher.
- d. The university students' especially UMSU, it could be added as their refrences in doing research with different object.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical of Framework

A research is always based on existing theories of particular fields in science. Based on that, the theoretical framework is intended at presenting concepts that will be applied in this research. These concepts will head to a better analysis of the given theories because they are helpful in limiting the scope of the problem.

1. Reading Comprehension

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes; word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text. Readers typically make use of their background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency". Hence, reading is an activity in understanding written texts. For success in reading comprehension, the reader has to get the sense of knowledge and understanding from each passage in the text. Besides that, the reader has to be able to construct her thoughts and

perceptions to find the meaning in each sentence, each paragraph and each passage (Aprizani, 2016).

Reading comprehension is one of the Bahasa Indonesia skills that must be developed at school. This is because the reading comprehension has become something important and indispensable for students because students' success largely depends on their ability to read. If students' reading comprehension is lacking, it is possible to fail in learning or at least students will have difficulty in making progress. On the other hand, if the student has the ability to read with a good understanding, of course, they would have a better chance to succeed in learning. Reading comprehension ability in this context refers to the ability of students to grasp the information or ideas presented by the authors through readings so he can interpret ideas that they have discovered. States that the purpose of reading comprehension is part of the process of reading comprehension. That is characterized by the process when the readers get the messages and meaning of the text they have read. Furthermore, the message or the meaning conveyed can be in the forms of information, knowledge, and even happy or sad expression messages.

Similarly, according to Smith quoted by Somadyo (2013) that reading comprehension is essentially a process of building understanding of a written discourse. This process occurs in a way to match or connect schemata of knowledge and experience that have been previously owned with the content of information of the discourse in order to build a good understanding of the discourse that has been read. Suggests that reading comprehension is an activity

or activities undertaken by the reader to connect new information with old information in order to gain new knowledge. In addition, it is also done to link information and gain new knowledge.

The activities carried out by the reader in understanding the literature can be classified into literal comprehension, interpretive comprehension, critical comprehension and creative comprehension. Reveals that a reader can be said to have good understanding on the reading material being read if the reader can (1) recognize the words or sentences in reading and know its meaning, (2) connect the meaning of the experience that has gotten before with the meaning in the reading, (3) understand the whole meaning contextually, and (4) make a judgment on the content of reading material based on his reading experience. Furthermore, that the main principle of good readers are readers who actively participate in the reading process. They have clear goals and monitor their reading goal of reading texts that they read. Good readers use comprehension strategy to put them in ease when constructing meaning. This strategy involves the activity to make reviews, create their own questions, make connections, visualize, know how words shape meaning, monitor, summarize, and evaluate.

1.1 Technique of Teaching Reading

There are some techniques in teaching reading supported by Johnson, 2008), namely:

- a. Help children fall in love with books: reading is a pleasurable act. When I do it, I want to do more of it. There are wonderful stories and interesting characters found in books.

- b. Create a space every day for sustained, silent reading: Just like learning to play a musical instrument, children who are learning to read get better at it by practicing.
- c. Allow children to make choices about their reading material. Choice is important in helping readers grow. Reading is more pleasurable when we are able to make choices about what we read.
- d. Connect reading pleasure to reading practice. A simple behaviorist principle is that if we find something to be enjoyable (a positive reinforcement), we are more likely to do that thing again.
- e. Keep your reading program simple. In all areas, rigor is not the same as complexity. Just because a literacy program is complicated, uses a lot of big words, contains flashy graphs and pictures, has a detailed scope and sequence, includes an elaborate assessment plan, and costs a lot of money doesn't mean it is of any worth.
- f. Keep instruction simple. Good teachers make things seem as simple as possible. In this way they are like gymnasts. Gymnasts are able to perform complicated moves and make them look simple.
- g. Make reading like real life. The kind of reading and writing we have children do in school should be very much like the kind that adults do in real-life situations.
- h. Include talk and other forms of social interaction. Talking and social interaction enhances learning of any kind Children need to talk to each other about what they're reading and share their ideas and insights with others.

1.2 The Purpose of Reading Comprehension

According to Willis (2008) that strategies to build comprehension are available to increase neuralefficiency at each step of the comprehension process. Skilled readers comprehend more successfully than less skilled readers because skilled readers use strategies such as activating background knowledge to comprehend text and to draw valid inferences about what they have read. They also differ from unskilled readers in their ability to decode fluently and accurately. The neuroimaging and neurocognitive research about reading comprehension covers how the brain takes in new information through a variety of neural networks using patterns, categories, and relational connections, and builds the new data into comprehended knowledge. The strategies that influence the brain's metabolic neural activity in the regions involved in this processing of raw data into stored, comprehended knowledge will be described including engaged learning, personal connection, background knowledge, meaningful context, prediction, critical analysis, and metacognition.

As comprehension increases, so does appreciation of reading for both knowledge and pleasure. Constructing meaning from text or spoken language is not a separate literacy skill, but a merging of all acquired prior knowledge, personal experience, and vocabulary with the strategies of deductive and inductive reasoning and making connections. To be successful at reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge. Successful comprehension is augmented

when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading. To comprehend text, the reader must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their longer memories.

Beginning comprehension instruction builds on children's linguistic and conceptual knowledge and includes explicit instruction on strategies such as summarizing, predicting, and self-monitoring for understanding. Additional comprehension skills that must be taught and practiced include assessing and connecting with students' background knowledge, preteaching of new vocabulary, clarification of key concepts, linking to prior knowledge and personal relevance, instruction in strategies, teacher-guided and student-centered discussions about the content, previewing, predicting, summarizing, selecting main ideas, self-monitoring, and teacher feedback for understanding.

2. Level of Comprehension

Thomas Barrett quoted by Brassel (2008) has suggested the following three types of action with his three-level taxonomy of reading comprehension, namely:

- a. **Literal Comprehension:** Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes

largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

- b. **Inferential Comprehension:** Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers their background knowledge.
- c. **Critical Comprehension:** Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition,

determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.

All three levels of comprehension are important and need to be fostered. However, it has generally been the case that inferential and critical comprehension are not sufficiently addressed in many classrooms and reading programs. These levels are not easily evaluated and do not lend themselves to the "teacher asks and student answers" type of comprehension discussions that follow many reading lessons. Nevertheless, a focus on inferential and critical comprehension is appropriate, and nurtures the high-level thinking that one would expect to find in high-performing classrooms.

3. Definition of Narrative Text

According to Knapp (2005) that narrative is also a 'big' or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant. Countless books have been written about narrative and it is outside of the scope of this chapter to deal with anything more than the types of narrative that primary school-age students are expected to write. Our aim, therefore, is to provide a sound basis for teaching the basic techniques of narrative writing so that students may proceed beyond primary education to develop, and even break out of, some of the generic boundaries established here.

The genre of the text in this unit is narrative. The function of narrative genre is to amuse, entertain, and to deal with actual or vicarious experience in different ways. In some cases, narratives are set in historical ones. In writing this

historical narrative, writers perhaps lead readers to think about social issues of a particular period of time. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. There are many types of narrative. They can be imaginary, factual or a combination of both. They many include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, and legends, historical narratives, ballads, slice of life, and personal experience. However, narratives can also be written to teach or inform, to change attitudes or social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people or characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved (Dirgeyasa, 2014).

3.1 Generic Structure of Narative Text

Actually, every genre has its own characteristic in farms of the theoretical structure and textual elements, the narrative text also has its own theoretical structure and textual elements. Then each element of textual element has its own function. It states what the elements is for. The theoretical structure and textual elements of narrative writing consists of 1) Orientation 2) Complication, and 3) Resolution.

3.2 Language Features of Narrative Text

As explained above, the grammatical patterns or language usages of certain genre writing have their own distinct or specific features. This may occur because different and distinctive communicative purpose, readers, and contexts in terms of when it happens, how it happens, or why it happens. The common grammatical features of narrative text are:

- a. It mostly often uses the past tense, but may be in the immediate present for effect.
- b. It varies in sentences lengths: simple, compound or complex.
- c. It tends to use short sentences to increase tension; longer sentences provide contrast and detail.
- d. The use of dialogue will develop action and characters.
- e. Tense may change within the dialogue will develop action and characters.
- f. Active nouns: Make nouns actually do something. E.g. “it was raining” could become “Rain splashed down” or there was a large cabinet in the lounge could become “A large cabinet seemed to fill the lounge.”
- g. Careful use of adjectives and adverbs: writing needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide description and information for the reader.

4. Conventional Method

Conventional method is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor (in the form of lectures) and decision maker (in regards to curriculum content and specific outcomes). They regard students as having 'knowledge holes' that need to be filled with information. In short, the traditional teacher views that it is the teacher that causes learning to occur. According to Vierra (2008) states that conventional, teacher-centred teaching and lecture is the most common teaching behaviour found in schools worldwide. Teacher-centred teaching can be very effective, particularly for: (a) Sharing information that is not easily found elsewhere, (b) Presenting information in a quick manner, (c) Generating interest in the information, and (d) Teaching learners who learn best by listening.

However, teacher-centred teaching also presents several challenges, including: (a) Not all learners learn best by listening, (b) Keeping learners' interest is often difficult, (c) The approach tends to require little or no critical thinking and (d) The approach assumes that all learners learn in the same impersonal way. From the explanation above, it can be concluded that conventional method is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules.

5. Definition of Contextual Teaching and Learning

Satriani quoted by Khaefiatunnisa (2015) define contextual teaching and learning as “a learning philosophy that emphasizes students’ interests and experiences”. Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. Therefore, it can be inferred that CTL is an approach which relates materials to the students’ experience, interest, and its application in their real world outside classroom. By applying CTL, the students can see the relevance of the materials they learned in classroom with its application in their daily lives.

In applying contextual teaching and learning in teaching reading, there are continuous shifts from top-down to bottom-up processing. It can be seen from the strategy of CTL which is begun with the relating stage. In this stage, the students are asked to relate their prior knowledge or experience with the topic discussed. Here, the top-down approach is useful to predict probable meaning. In the next stage, the students are challenged to experience, apply, and transfer the new knowledge. In these stages, bottom-up approach is important to check whether the reader’s understanding is really what the text informs. It is in line with Clarke and Silberstein quoted by Khaefiatunnisa (2015) that reading skills rely on the efficient interaction between linguistic knowledge and knowledge of the world. Therefore, in comprehending the text, the students should activate their prior knowledge related to the topic to make prediction about the content of the text or vocabularies found in the

text, and use their linguistic knowledge to check the prediction they have made before.

5.1 Procedure of Contextual Teaching and Learning

Seven main components of CTL that explained above are the main requirements in classroom teaching learning process. Below are the procedures how to apply CTL in the classroom teaching learning process.

1. Improve the understanding that student will learn more effectively through self learning, self-inquiring, and self-constructing using their own knowledge and experience. First, Teacher need to encourage student to actively involved in learning process and use the students' idea and experience to conduct the learning and whole learning unit.
2. Do the inquiring activity to achieved desired competences in reading activity. In this step, the teacher presents the reading material (e.g. in the form of certain pictures or visual aid that describes) in which the students need to analyze it by their self. Try to challenge the students with their own ideas and conceptions to interpret it. Allows them to present their own idea and encourage them to apply their own ideas, experience and interest to direct learning process.
3. Create learning community or learning in groups. This step will help student to improve their leadership and their cooperation among the student. In this step, the students discuss the material with their friends and then they present it in front of the class. To make the learning process more effective, teacher need to encourage the students to express their own ideas before the teacher did it.

4. Questioning as a learning tool, it is useful for improving student's curiosity. The teachers allow the students to ask something related to the material after the discussion and presentation session finished. It will give them more understanding in material discussed.
5. Do the reflection in the end of learning to make students feel that they have learned something. Provide enough time to reflect, analyze, and respect all ideas that are expressed by all students. Teacher need to engage the students in searching the information that can be applied in solving the problem in their own life. Therefore, the learning process will give them many benefits in their real life.

5.2 Advantages of Contextual Teaching and Learning

According to Sanjaya (2008) there are 10 characteristics of learning with CTL strategy, namely: (1) CTL placing students as subjects as subjects to study, (2) In the CTL students learn through group activities, (3) In the CTL associated learning in real , (4) In CTL the ability based on experience, (5) The final destination of the learning process through the CTL is self satisfaction, (6) In CTL action or behavior is built on self-awareness; (7) In CTL knowledge possessed by each individual always develop in accordance with the experience that happened; (8) In CTL learning student is responsible in monitoring and developing their own learning; (9) In CTL learning can occur anywhere within different contexts and settings as necessary; and (10) Objective to be achieved in CTL is success measured by several ways of learning, for example with the

evaluation process, student work, performances, recordings, observation, interviews, and so forth. The task of teachers in contextual learning is to assist students in achieving its goals. That is, teachers are more dealing with the Strategy rather than giving information. Teachers just manage class as a team that works together to find something new to students.

According to Sanjaya (2008) in contextual teaching allows the five forms of learning are important, namely linking (relating), experience (experiencing), applying (applying), cooperation (cooperating) and transfer (transferring). Linking is the most powerful strategy and is central to constructivism. Teachers using this strategy when he linked the new concept with something already known to students. So this, linking what is already known to students with new information. Meanwhile Experience is the essence of contextual learning where experience means linking new information with the experience and know in advance. Learning can occur more quickly when students are able to manipulate equipment and materials and perform other forms of active research. Students apply a concept when he engaged in solving the problem.

Teachers can encourage the students by providing a realistic and relevant training. In the process of the cooperation of students who work as individuals often do not help a significant progress. Conversely, students who are working in groups often can solve complex problems with minimal assistance. The experience of cooperation not only helps students learn the material, but consistent with the real world. Furthermore, transfer, namely the role of the

teacher makes a variety of learning experiences with a focus on understanding rather than memorization.

5.3 Disadvantages of Contextual Teaching Learning

1. Base learning on an overarching problem, which is in the context of students' community. So there is still a bit difficult in its application in teaching and learning in the classroom.
2. Plan for learning to be in multiple contexts, so students are still difficulties in finding a variety of knowledge that will be experienced.
3. Examine students' learning outcomes by incorporating authentic assessment strategies, so it is rather difficult to apply the ratings, because take a fair amount of time.

B. Relevance of the Studies

To make this study clear and different, the researcher provides some previous studies which were related to the reading comprehension by applying CTL research.

Putri (2010). After analyzing the data, it was found out that the students' reading test score increased from the first meeting until the last meeting, based on the result of the study that there is an improvement of students' reading comprehension if it is taught through stop think do method. It is showed by the mean of the students in first meeting pre test (38.03) in second meeting (48.20) in third meeting (56.70) in forth meeting cycle I (67.33) in fifth meeting (71.30) in

sixth meeting (73.37) and last meeting cycle II (78.60). The students' felt more enjoyable and interested in learning reading comprehension through Stop Think Do method . It is showed by their enthusiasm in reading comprehension inthe two cycles and their responds while asked about Stop think Do method.

Handayani (2014). It found by applying think Pair Share strategy, because students can learn being aware they are studying, thus witout boring, they can learn how to share information, summarize idea, identify the components of narrative text namely generic structure, social function, and the language features. Furthermore, students to active Think Pair Share strategy was motivated the students to active in reading comprehension. It gives much opportunity to the students to share their thought, and cooperate in a small group. By looking on those relevance studies, the researcher is sure that CTL method also can improve students' achievement in reading comprehension. Contextual Teaching and Learning methods will makes students more anthusiatic and interested in learning reading comprehension.

C. Conceptual Framework

The research was done in order to know the improvement of students' achievement in reading comprehension that results from the application of CTL. The writer is interested in this topic because of several facts that found in classroom teaching ehen doing the observation in SMK TI YPB Medan. The students' reading ability is still low and even there are som students who cannot understand the text in English at all. Ideally, the students of the second year of

senior high school should have a good ability in english. As we know, that english has been decided as the compulsory subject to learn since 4th grade of elementary school. It means that they have been learning english for six years.

One of the reasons of that problem is because the majority of students in the schools are unable to make connections between what they are learning and how that knowledge will be used. This is because the way they process information and their motivation for learning are not touched by the traditional methods of classroom teaching. Because the students are not fully involved in the classroom and they are just functioned as the receiver of knowledge transferred by the teacher. Many times, this situation made them feel bored in facing the english subject. As a result, the students have a difficult time in understanding academic concepts of english language as they are commonly taught (that is, using an abstract, lecture method), and they feel difficult to understand the concept as they relate to the real life situation and to the larger society in which they will live and work. Traditionally, students have been expected to make these connections on their own lives and outside the classroom. These facts make them difficult in developing their english language ability.

The researcher believes that Contextual Teaching and Learning can be a solution to tackle the problem in learning reading comprehension. In a CTL learning environment, students can discover meaningful relationships between abstract ideas and practical applications in a real world context. Meanwhile, CTL also encourages to achieve desired outcomes. The writer believes that the application of Contextual Teaching and Learning (CTL) in english language

teaching will help students' in improving their achievement in reading comprehension and encourage them to learn well because they are held accountable in their learning process in classroom teaching.

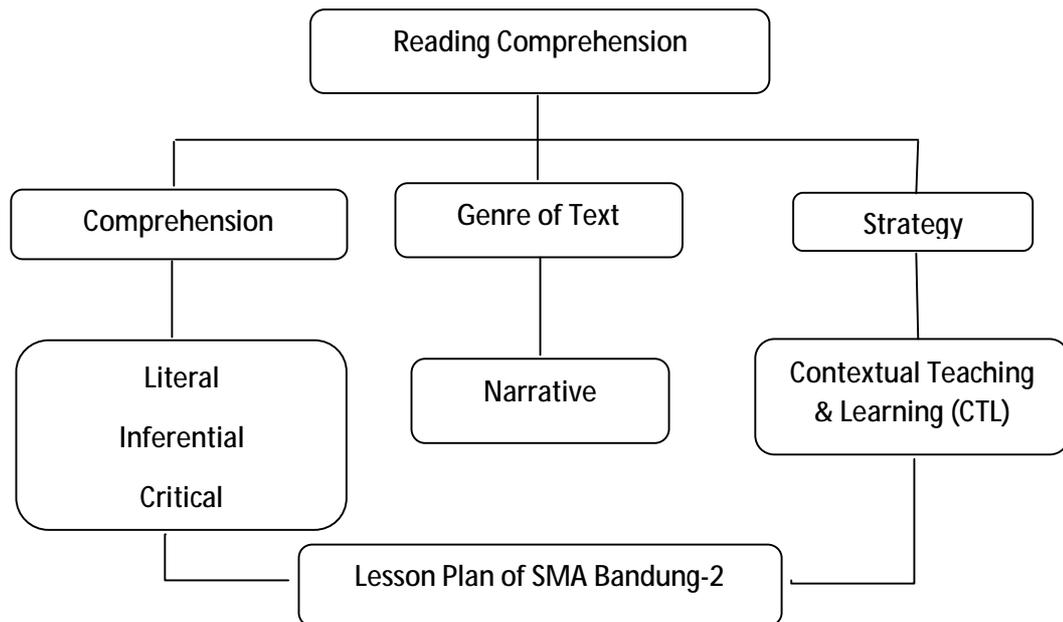


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Location of The Research

This research was conducted at X grade of SMK Swasta Bandung-2 Bandar Setia, was located at jln. Pengabdian no.72 Bandar Setia Kec. Percut sei tuan Kab. Deli Serdang. The reason choose this school because based on the researcher observation on PPL in that school it was found many students got the problems in reading comprehension, and the students had not good motivation in studying English, especially in reading comprehension.

B. The Subject of The Research

The subject of the research was X grade students of SMK Swasta Bandung-2 Bandar Setia at academic year 2017/2018. Which, consisted of one class included of 30 students.

C. Research Design

This research was conducted by classroom action research. The name of action research was given to a series of procedures that teachers can engage in, either because they wished to improve aspects of their teaching, or because they wish to evaluate the success and appropriateness of certain activities and procedures.

D. The Procedure of Data Collection

The procedure of data collection of this study was conducted by administering six meetings and two cycles. Each cycle consist of three meetings. The four steps were planning, action, observation and reflection, which involved in each cycle.

1. Analysis of situation

In order of knowing the situation, the test was be given to identify the students' ability in comprehending text and to predict students' problem.

2. Analysis of the background

In this step, it was made a short interview about the students' difficulties in comprehending a text. It was useful in order to know the background of their difficulties, from outer or inner of the students.

In this procedures can be drawn as foloows:

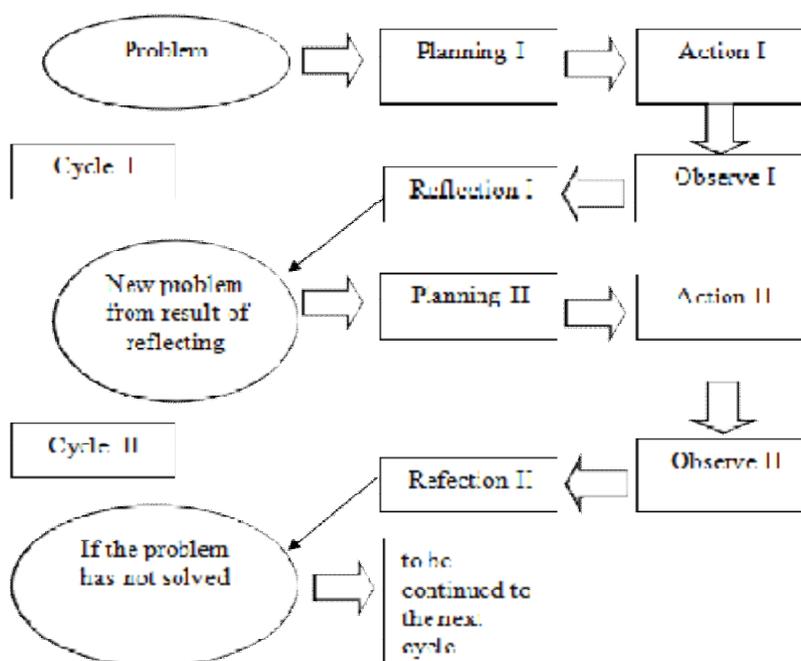


Figure. Classroom Action Research by Kemmis & Tanggert (2001)

Cycle 1

Planning

There were some preparations in planning. They can preparing lesson plan, preparing teaching media such as text copies, prepering research instrument such as diary note and reading comprehension test.

Based on the problem that it found after analyzing situation and background, then it was planned a solution to solve the problem by constructing a lesson plan.

Action

In this step, Contextual Teaching and Learning (CTL) strategy was applied based on lesson plan. The students were given the same text selection. After having the learning process, then the students face the test. The result of the test benefit to know how successful the teaching and learning process and the students' difficulties in comprehending a text. In this steps, it was seen the different results between the students' comprehension before and after the contextul teaching and learning (CTL) strategy was applied. The main activities of Cycle 1 can be seen as the following :

Table 3.1
The Procedure of activity in cycle I

	Teacher's Activities	Students' Activities
M	Presented of narrative text.	Paid attention to the teacher
E	Explained the narrative text.	Listened to the teacher's explanation
E	Asked the students' knowledge about the three types of text and ask the students to discuss with their pairs.	Responded to the teacher's questions and discussed with their pairs
T	Built the context by introducing the	Listened to the teacher's

I	social purpose of narrative text to the students	explanation and made their own notes
N	Gave the examples of narrative text to the students	Read the examples of texts silently
	Model the text by familiarizing the students with the generic structure and language features of narrative text	Paid attention to the teacher's explanation and the sample texts
S	Gave some tasks to the students regarding on the narrative text	Done the task individually
	2 Asked the students to discuss about the answers as a whole class	Discussed about the answers of the tasks given as a whole class
&	3 Checked the students' understanding	Asked some questions to the teacher if there was something unclear or need more explanation

Observation

In this step, the teacher observed the situation of teaching and learning process that was applied whether based on the teaching and learning program and lesson plan or not. The observer observed the strategy that could be used by the writer in order to improve the students' reading comprehension competence. The observation was done while the teaching and learning process was taking place. It was about the behavior and all the activities in the teaching and learning process.

Reflection

Reflection referred to the feedback process from the action was conducted. It was necessary to make the decision for what to do or revise based on the data were collected by doing the action, and I could be drawn a conclusion whether or not the second cycle will be necessarily done or not.

Cycle 2

Planning

After analyzing all observation sheet, students' test of the first cycle. It was concluded that the second cycle could be applied in order to improve students' achievement. Some revised plans according to students' needs.

Action

Action in cycle 2 was the implementation of revised plans of cycle 1. This cycle was conducted in four meetings. There were aspects or procedures that was changed in order to improve students' achievements in the reading process. The activities in the second cycle could be seen as follows :

Table 3.2
The Procedure of activity in cycle II

	Teacher 's Activities	Students' Activities
M E E T I N G 5	Explained and reminded about narrative text to the students	Listened and paid attention to the teacher's explanation
	Gave a text in narrative genre	Read the text given by the teacher
	Asked the students to find the main idea of each paragraph	Done the teacher's instruction
	Discussed about the main idea briefly	Discussed the main idea
	Gave and asked the students to do	Done the teacher's instruction
	Some tasks regarding on the social function, generic structure, and language features of narrative text	And done the tasks individually
	Checked the students' tasks	Collected their tasks
	Discussed the correct answer with the students	Discussed the correct answer of the tasks
M	Explained and reminded about narrative text of the students	Listened and paid attention to the teacher's explanation
	Gave a text in narrative genre	Read the text given by the teacher

E E T I N G 6	Asked the students to find the main idea of each paragraph	Done the teacher's instruction
	Discussed about the main idea briefly	Discussed the main idea
	Gave and asked the students to do some tasks regarding on the social function, generic structure, and language features of narrative text	Done the teacher's instruction and do the tasks individually
	Checked the students' tasks	Collected their tasks
	Discussed the correct answer with the students	Discussed the correct answer of the tasks

Observation

Observation was done when the classroom action research was going on four meetings by the collaborator using observation sheet by the teacher. The researcher observed the whole process of action involve teacher, students, and the context of situation as in cycle 1.

Reflection

After answer sheets of some tests of students, observation sheet for the cycle 2 was collected, teacher and her collaborator evaluated the result of the test, the observation. It could be analyzed in order to know the surplus and the lacks of the application of the revised plan that was done. In test 3, most of the students get score improvement up to seventy.

E. The instrument for collecting data

In collecting the data, the researcher used test and observation sheet as instrument of this research. The test was multiple-choice test which consisted of 20 questions of multiple choice test that related to the texts they read. The time was 30 minutes for them to answer and finish all the questions in the test.

F. Technique of Data Analysis

Qualitative and quantitative data were applied in this study. The qualitative data was found by describing the situation during the teaching and learning process takes place. Observation sheet and interview sheet could used in analyzing the qialitative data. On the other hand, the quantitative data was be found by analyzing the score of the tests done by the students. Computing the scores of the reading test will the way of analyzing the quantitative data.

The technique for analyzing the data in this study used the following formula Sugiyono (2017):

$$\bar{X} = \frac{\sum \bar{X}}{N}$$

\bar{X} = Mean of the scores

$\sum \bar{X}$ = Total score

N = Number of students

In scoring the result of the test, the cumulative score range was 0-100. To obtain the score, the correct answers will counted as the following:

$$S = \frac{R}{N} \times 100$$

S = the score

R = the number of correct answer

T = the number of question

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this research were qualitative data included of observation sheet and quantitative data included of test wick had been gathered within in two cycles. Cycles I consisted of three meetings and cycle II consisted three meetings. So, the totally of two cycles were six meetings in this research. The data were taken from X grade students of SMK Bandung-2 wick consisted of 30 students. For it made information clearly, it was show in data analysis below.

B. Data Analysis

1. Qualitative Data

Qualitative data consisted of observation sheet where observation sheet were filled by english teacher as collaborator of this research based on the observation sheet, it was concluded that teaching learning process by applying Contextual Teaching and Learning (CTL) runwell. The situation in giving motivation in teaching learning process was very good. In addition Contextual Teaching and Learning (CTL) created good environment and interaction between students and teacher in classroom wick became the students briefly and enthusiastic in saying their opinion. Besides, students' interaction in group discussion was very good were the teachers' ability in organizing the class and giving explanation about material was very good. From the result of observation sheet, it can be concluded that Contextual Teaching and Learning (CTL) can

improve students achievement in reading comprehension especially narrative text and created good environment in classroom enjoyable, comfort, and focused. To more information clearly, it could be seen in appendix six.

The Activities in Pre-Test

In cycle one was done in three meetings. Before the researcher prepared planning 1 in cycle 1 the reasercher had given pre-test to the students' to know their achievement before applying Contextual Teaching and Learning (CTL). After the evaluation and gave the score in pre-test, all of the students got bellow. Because the researcher found the problems in this study so, the researcher continue to cycle 1.

The Activities in Cycle I

In this test, there was some problems in cycle I. So, the researcher continued in cycle II with three meetings.

1) Planning

In planning, the researcher prepared lesson plan to teach reading comprehension by applying (CTL). After that the researcher prepared material and task. It was planned to solve the problem from pre-test.

2) Action

In this step, the researcher applied Contextual Teaching and Learning (CTL) in the classroom. The researcher gave the examples of each type of text to the students, and than model the text by familiarizing the students with the generic

structure and language features of narrative text. Next gave some tasks to the students regarding of narrative text. Than asked the students to discuss about the answers as a whole class. The last check the students' understanding.

3) Observation

After the researcher explained the material using Contextual Teaching and Learning (CTL). Then, the researcher gave the test about reading comprehension in multiple choice form. When the students did the test while the researcher observed the students ability in doing the test. During the observation, most of the students still difficult in passing the test of reading comprehension. However, some of the students can answer the question and enjoyable in learning reading comprehension.

4) Reflection

After the students answered the test, the researcher evaluated the result of test with given by the researcher. The result showed that twenty students failed to get up 70 point. But there was improvement from pre-test because ten students faced to get up 70 point. It means that most of the students still difficult in comprehending the text especially in narrative text. That is why, the researcher continued to the next cycle.

The Activities In Cycle II

In this test, there was some problems in cycle I. So, the researcher continued in cycle II with three meetings.

1) Planning

After the researcher evaluated the result of students in cycle I, the researcher revised lesson plan in cycle II. In cycle II, the researcher prepared picture as media in teaching learning process. It aimed to repair the problems in cycle I.

2) Action

Firstly explained and remind about narrative text to the students, then gave a text in narrative text, next asked the students to find the main idea of each paragraph, and then discuss about main idea briefly, and ask the students to sit in their groups of five, then gave each group narrative text in their different genre, and next asked the groups to identify the narrative texts by stating the social purpose, generic structure, and language features, and next asked the groups to find the main idea of the paragraphs in narrative text, then asked the students to discuss about their answers in groups, and then asked the students to summarize the lesson to check their understanding.

3) Observation

After applying CTL in cycle II, there was improvement from the students in learning reading comprehension especially in narrative text. During observation in cycle II, students' attention and enthusiasm in material reading comprehension was very good. Moreover, students' interaction in group discussion was a very good and they were brave in delivering their ideas and opinion in learning reading comprehension.

4) Reflection

After the researcher gave test in post test II, the result show that applying CTL can improve students achievement in reading comprehension especially narrative text. It was proven from the students score showed significant improve from pre-test, post –test, and post test II. In post test II all of students(30 students) passed to get up 70 point. That is why the researcher stoped until here because students achievement can improve significant in reading comprehension.

2. Quantitative Data

In quantitative data, test was given two students with 20 quetions in pre-test, the result of students score show was very low it could be seen in table 4.1below:

Table 4.1
The Students' Score in Pre-Test

No	Students' Initial	Score Pre-Test
1	AA	60
2	AAG	55
3	ADP	50
4	AFR	55
5	AK	50
6	AM	45
7	AR	50
8	BAP	50
9	BH	50
10	DE	55
11	FRY	55
12	HP	60
13	I	50
14	IM	60
15	IS	65
16	JF	55
17	MAQ	65
18	MAS	65
19	MRA	60

20	MRP	50
21	OAG	60
22	PDP	55
23	RA	65
24	RM	60
25	RMS	55
26	RP	60
27	RR	55
28	S	65
29	SF	55
30	WH	60
Total		1695
Mean		56.5

From the table above, it showed that the total and means' score was very bad. The total score in pre-test was 56.5 and the number of students were 30 students so the mean score in pre-test was

$$\bar{X} = \frac{\sum \bar{X}}{N}$$

$$\bar{X} = \frac{1695}{30} = 56.5$$

From the analysis above, students' achievement in reading comprehension of narrative text was low. The mean of students was 56.5 and to look the number of students' who were competent in reading comprehension test was calculated by applying the following formula:

$$S = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{0}{30} \times 100\% = 0\%$$

From analysis, the students' achievement in reading comprehension was low. The mean of students was 56.5 nobody students passed in pre-test session (0%). It can be concluded that the students' achievement in reading

comprehension is still low. It continued to the next cycle in post-test I. The students' score in post-test I could be seen in table 4.2 below.

Table 4.2
The Students' Score in Cycle I

No	Students' Initial	Score
1	AA	65
2	AAG	70
3	ADP	60
4	AFR	65
5	AK	75
6	AM	60
7	AR	60
8	BAP	60
9	BH	60
10	DE	65
11	FRY	65
12	HP	80
13	I	70
14	IM	75
15	IS	80
16	JF	65
17	MAQ	80
18	MAS	80
19	MRA	70
20	MRP	75
21	OAG	70
22	PDP	65
23	RA	75
24	RM	65
25	RMS	80
26	RP	65
27	RR	65
28	S	75
29	SF	65
30	WH	70
Total		2075
Mean		69.16

From the table above, it show that the total and means score was good The total score in post-test I was 69.16 and the number of students were 30 students so the mean score in post-test I using formula:

$$\bar{X} = \frac{\sum \bar{X}}{N}$$

$$\bar{X} = \frac{2075}{30} = 69.16$$

From the analysis above, students' achievement in reading comprehension of narrative text was good. The mean of students was 69.16 and to look the number of students' who were competent in reading comprehension test was calculated by applying the following formula:

$$S = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{10}{30} \times 100\% = 33.3\%$$

From analysis, the students' achievement in reading comprehension was categorized still low because just 10 students passed in post-test I session (10%). However, there was improvement in teaching reading comprehension especially in narrative text by using Contextual Teaching and Learning (CTL). That is why, the researcher continued to cycle II and it could be seen in table 4.3 below.

Table 4.3
The Students' Score in Cycle II

No	Students' Initial	Score Cycle II
1	AA	85
2	AAG	80
3	ADP	75
4	AFR	85
5	AK	95
6	AM	75

7	AR	75
8	BAP	75
9	BH	75
10	DE	80
11	FRY	80
12	HP	95
13	I	80
14	IM	95
15	IS	95
16	JF	80
17	MAQ	95
18	MAS	95
19	MRA	80
20	MRP	95
21	OAG	80
22	PDP	85
23	RA	95
24	RM	85
25	RMS	95
26	RP	80
27	RR	85
28	S	95
29	SF	80
30	WH	80
Total		2550
Mean		85

From the table above, it showed that the total and means score was very good. The total score in post-test II was 85 and the number of students were 30 students so the mean score in post-test II using formula:

$$\bar{X} = \frac{\sum \bar{X}}{N}$$

$$\bar{X} = \frac{2550}{30} = 85$$

From the analysis above, students' achievement in reading comprehension of narrative text improved. The mean of students was 85 and to look the number

of students' who were competent in reading comprehension test was calculated by applying the following formula:

$$S = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{30}{30} \times 100\% = 100\%$$

From analysis, the students' achievement in reading comprehension improved which proven from 30 students got up 70 point in post-test II (100%). It can be concluded that the students' achievement in reading comprehension on narrative text improved by using Contextual Teaching and Learning (CTL). To know the improvement students' score from pre-test, post-test I, and post-test II could be seen in table 4.4 below.

Table 4.4
The Result of Students' Score in Pre-test, Cycle I, Cycle II

No	Students' Initial	Pre-Test	Cycle I	Cycle II
1	AA	60	65	85
2	AAG	55	70	80
3	ADP	50	60	75
4	AFR	55	65	85
5	AK	50	75	95
6	AM	45	60	75
7	AR	50	60	75
8	BAP	50	60	75
9	BH	50	60	75
10	DE	55	65	80
11	FRY	55	65	80
12	HP	60	80	95
13	I	50	70	80
14	IM	60	75	95
15	IS	65	80	95
16	JF	55	65	80
17	MAQ	65	80	95
18	MAS	65	80	95
19	MRA	60	70	80

20	MRP	50	75	95
21	OAG	60	70	80
22	PDP	55	65	85
23	RA	65	75	95
24	RM	60	65	85
25	RMS	55	80	95
26	RP	60	65	80
27	RR	55	65	85
28	S	65	75	95
29	SF	55	65	80
30	WH	60	70	80
Total		1695	2075	2550
Mean		56.5	69.16	85

From the table above, it show that the total of students score in pre-test was 1695 and the mean score was 56.5. In pre-test nobody students failed got up 70 point. Than in post test one there was improvement students achievement in reading comprehension were the total of score was 2075 and the mean score was 69.16. In post test one there was 10 students passed got up 70 point. In post test two the total students was 2550 and the mean score was 85. In post test two all of students got 70. It concluded that CTL can improve students' achievement in reading comprehension in narrative text. And CTL success applied in teaching reading.

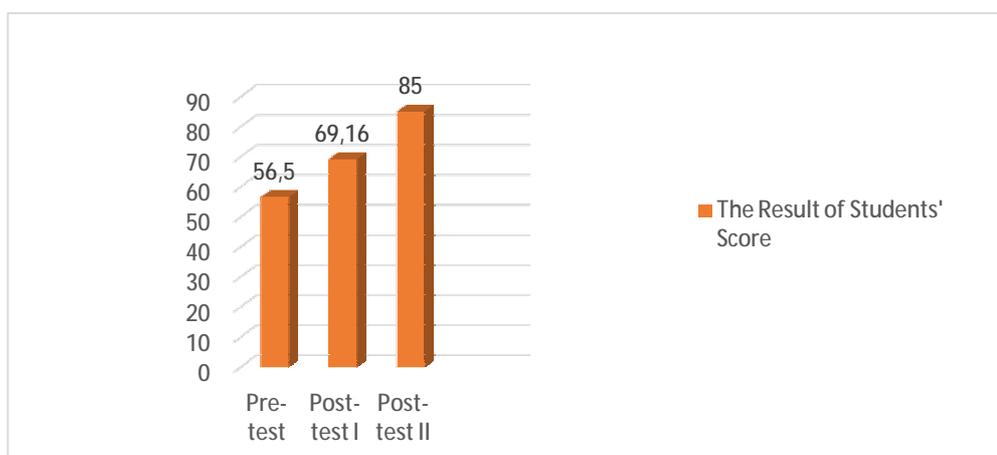


Chart 1. The Result of Students' Score

C. Research Findings

From the Result in Data Analysis, it could be found in this research that there was improvement in students reading comprehension by applying Contextual Teaching and Learning (CTL). It was show from the mean of pre-test which was 56.5 with percentage 0%. After CTL was applied in the first cycle, there was an improvement of the result of the students' in reading comprehension the mean was 69.16 with percentage 33.3%. It means that there was an improvement from pre-test to post-test I was 33.3%. And for the second cycle after reflection on the first cycle, there was an improvement of students' mean which was 85 with percentage 100%. And based the result of observation showed that students aenthusiasm and motivation in learning reading comprehension especially narrative text was very good. In addition, the students brave in delivering their ideas and opinion in classroom and they can create good environment in learning reading comprehension by applying Contextual Teaching and Learning (CTL).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed the data, it was found that Contextual Teaching and Learning (CTL) significantly improved the students' achievement in reading comprehension of narrative text. The conclusion could be drawn there was improvement of students' achievement in reading comprehension having analyzed the data that have presented in the previous chapter. It is shown by the mean of the students. In the pre test showed 56.5 with 0% who got 70 and the first cycle showed 69.16 with 33.3% (ten students) who got 70. The second cycle showed 85 with 100% (thirty students) who got 70.

B. Suggestions

The result of this study showed that using Contextual Teaching and Learning (CTL) could improve students's achievement in reading comprehension of narrative text. In relation to the conclusions, suggestions are staged as follows:

- a. Students, it could be applied in learning reading comprehension especially narrative text.
- b. English teacher, it must be used by English teacher and always using variety strategies in teaching English to create good environment and enjoyable in the classroom.
- c. Researcher, it was suggested to deeper this study and could be referenced in teaching English especially reading comprehension

- d. The Universities especially UMSU, it could be guided in conducting the researcher about Contextual Teaching And Learning (CTL) strategy in different object and added their knowledge about Contextual Teaching And Learning (CTL) strategy.

REFERENCES

- Aprizani, Yuda. 2016. *Improving Reading Comprehension Using Contextual Teaching and Learning (CTL)*. *Studies In English Language And Education*, 3(2), 170-187.
- Brassell, D and Rasinski, T. 2008. *Comprehension That Works*. New York: Shell Education
- Dirgeyasa, I Wy. 2014. *Emic Writing A Genre Based Perspective*. Medan: Unimed press.
- Handayani, U. 2014. *Improving Students' Achievement in Reading Comprehension Through Think Pair Share Strategy*. Medan: Unimed
- Jhonson. A. 2008. *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. New York: Lanham
- Johnson, E. 2002. *Contextual Teaching and Learning: What it's and why it's here to stay*. California: Corwin Press, Inc.
- Khaefiatunnisa. 2015. *The Effectiveness of Contextual Teaching And Learning In Improving Students' Reading Skill In Procedural Text*. *Journal of English and Education* 2015, 3(1), 80-95
- Knapp, P. & Megan, W. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing*. Australia: University of New South Wales Press.
- Putri. E. 2010. *Improving Students' Reading Comprehension Through Stop Think Do Method*. Medan: Unimed
- Putra, D.A. 2011. *Improving Students' Achievement in Reading Comprehension by Applying Contextual Teaching and Learning*. Medan: Unimed
- Robert G. Berns and Patricia M. Erickson, 2004. *Contextual Teaching and Learning: the Highlight Zone*. Research@work No. 5
- Sanjaya, W. 2008. *Strategi Pembelajaran Berorientasi Standar Proses Pembelajaran*. Jakarta. Kencana Premedia Group.
- Sugiyono. 2017. *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta
- Somadayo, S. 2013. *The Effect of Learning Model Drta (Directed Reading Thinking Activity) Toward Students' Reading Comprehension Ability*.

Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.8.

Vierra, B. 2008. *Traditional vs. Modern Teaching Methods. Journal English Language and Literature.*

Willis, Yudy. 2008. *Teaching the Brain to Read.* Virginia: ASCD

Website:

<http://www.nccte.com> retrieved on Saturday, 23 December 2017

APPENDIX I

Lesson Plan I Cycle I

School	: SMK Swasta Bandung-2
Subject	: English
Class/Semester	: X TKR/Tenth
Semester	: Two
Skill	: Reading
Time allotment	: 4 x 45 minutes

A. CORE COMPETENCE (KI)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. BASIC COMPETENCE and INDICATORS

Basic Competence

1.1 Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.

2.1 Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.

2.2 Indicating honest, discipline, self-confidence and responsible in conducting transactional communication between teacher and his/her friends.

2.3 Indicating responsibility, care, cooperative and peace love in conducting functional communication.

3.1 Analyzing social function, text structure, and linguistics element in narrative text

4.1 Comprehend reading text in narrative text

4.2 Finding main idea and aim in the reading text especially narrative text.

Indicators

1.1.1. Students are able to express their gratitude for the opportunity can learn English.

2.1.1. Students are able to responsible for the actions of his/her members during the discussion.

3.1.1. Students are able to analyze social function, text structure, and linguistic elements in narrative text.

4.1.1. Students are able to Comprehend reading text in narrative text.

4.1.2. Students are able finding main idea and aim in the reading text especially narrative text.

C. LEARNING PURPOSES

After studying this Chapter, students are expected to:

1. Identify social function, text structure, and linguistic elements in
2. Comprehend reading text in narrative text
3. finding main idea and aim in the reading text especially narrative text.

E. TEACHING METHOD

1. Approach : Students Center approach
2. Strategies : Contextual Teaching and Learning

F. MEDIA AND SOURCES OF MATERIAL

1. Media : Text
2. Instrument : White board, board marker, and Paper
3. Sources of material : 2013 Curriculum, Syllabus.

G. LEARNING ACTIVITIES

Activity	Descriptive Activity	Time Allotment
Pre Activity	<ol style="list-style-type: none">1. Teacher greets the students using English in order to create English Environment2. Teachers and students pray together3. Teacher checks the student's attendance4. Delivers the outline of the materials and explains about the activity which is going to be conducted.5. Brainstorming.	20 minutes
Whilst Activity	Present the three genres of text (narrative, spoof, and hortatory exposition)	

	Explain the three genres one by one	
	Ask the students' knowledge about the three types of text and ask the students to discuss with their pairs	
	Build the context by introducing the social purpose of each text to the students	
	Give the examples of each type of text to the students	
	Model the text by familiarizing the students with the generic structure and language features of each sample text	
	Give some tasks to the students regarding on the three types of text	
	Ask the students to discuss about the answers as a whole class	
	Check the students' understanding	
	Instruct the students to form groups of four	
	Ask the students to discuss in their groups the similarities and differences of the three types of text that has been discussed in the text previous meeting	
	Inform the students that they have to present the result of their discussion after 15 minutes discussion	
	Ask the students to present all of their findings in their group discussion	
	Ask the students to discuss as a whole class and give feedback after all the groups have presented	
Post Activity	<p>Students with teacher conclude the learning.</p> <ul style="list-style-type: none"> ·Teacher gives an assessment on their understanding (knowledge) ·Students reflect on the activities that have been carried out. 	20 minutes

	·The lesson is finished and closed by praying together and teacher say good bye to all students.	
--	--	--

11. Assessment

1. Type/TechnicalAssessment

- Attitude : Through observation rubric during learning attitude.
- Knowledge : Multiple choice test(answering questions based on the type of test).
- Skills : Reading.

Scoring Guide:

$$\text{Final Score} = S = \frac{R}{N} \times 100$$

Known by
English Teacher

Bandar Setia, February 2018
Researcher

Raveni Agustina Panjaitan, SE.I,S.Pd

Putri Mariyati

The HeadMaster of SMK Bandung-2

H.Jason Saragi, S.Pd,MM.

APPENDIX II

Lesson Plan II Cycle II

School	: SMK Swasta Bandung-2
Subject	: English
Class/Semester	: X TKR/Tenth
Semester	: Two
Skill	: Reading
Time allotment	: 4 x 45 minutes

A. CORE COMPETENCE (KI)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. BASIC COMPETENCE and INDICATORS

Basic Competence

1.1 Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.

2.1 Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.

2.2 Indicating honest, discipline, self-confidence and responsible in conducting transactional communication between teacher and his/her friends.

2.3 Indicating responsibility, care, cooperative and peace love in conducting functional communication.

3.1 Analyzing social function, text structure, and linguistics element in narrative text

4.1 Comprehend reading text in narrative text

4.2 Finding main idea and aim in the reading text especially narrative text.

Indicators

1.1.1. Students are able to express their gratitude for the opportunity can learn English.

2.1.1. Students are able to responsible for the actions of his/her members during the discussion.

3.1.1. Students are able to analyze social function, text structure, and linguistic elements in narrative text.

4.1.1. Students are able to Comprehend reading text in narrative text.

4.1.2. Students are able finding main idea and aim in the reading text especially narrative text.

C. LEARNING PURPOSES

After studying this Chapter, students are expected to:

1. Identify social function, text structure, and linguistic elements in
2. Comprehend reading text in narrative text
3. finding main idea and aim in the reading text especially narrative text.

E. TEACHING METHOD

1. Approach : Students Center approach
2. Strategies : Contextual Teaching and Learning

F. MEDIA AND SOURCES OF MATERIAL

1. Media : Text
2. Instrument : White board, board marker, and Paper
3. Sources of material : 2013 Curriculum, Syllabus.

G. LEARNING ACTIVITIES

Activity	Description of Activity	Time Allotment
Pre Activity	<ol style="list-style-type: none">1. Teacher greets the students using English in order to create English Environment2. Teachers and students pray together3. Teacher checks the student's attendance4. Delivers the outline of the materials and explains about the activity which is going to be conducted.5. Brainstorming.	20 minutes
Whilst Activity	Explain and remind about narrative text to the students	
	Give a text in narrative genre	

	Ask the students to find the main idea of each paragraph	
	Discuss about the main idea briefly	
	Give and ask the students to do	
	Some tasks regarding on the social function, generic structure, and language features of narrative text	
	Check the students' tasks	
	Discuss the correct answer with the students	
	Explain and remind about spoof text of the students	
	Give a text in spoof genre	
	Ask the students to find the main idea of each paragraph	
	Discuss about the main idea briefly	
	Give and ask the students to do some tasks regarding on the social function, generic structure, and language features of spoof text	
	Check the students' tasks	
	Discuss the correct answer with the students	
	Explain and remind about hortatory exposition text to the students	
	Give a text in hortatory exposition genre	
	Ask the students to find the main idea of each paragraph	
	Discuss about the main idea briefly	
	Give and ask the students to do some tasks regarding on the social function, generic structure, and language features of hortatory	
	Check the students' tasks	
	Discuss the correct answer with the students	

	Ask the students to sit in their groups of four	
	Give each group three texts in there different genre	
	Ask the groups to identify the three texts by stating the social purpose, generic structure, and language features	
	Ask the groups to find the main idea of the paragraphs in each text	
	Ask the students to discussabout their answers in groups	
	Ask the students to summarize the lesson to check their understanding	
Post Activity	<ul style="list-style-type: none"> · Students with teacher conclude the learning. · Teacher gives an assessment on their understanding (knowledge) · Students reflect on the activities that have been carried out. · The lesson is finished and closed by praying together and teacher say good bye to all students. 	

11. Assessment

1. Type/TechnicalAssessment

- Attitude : Through observation rubric during learning attitude.
- Knowledge : Multiple choice test(answering questions based on the type of test).
- Skills : Reading.

Scoring Guide:

$$\text{Final Score} = S = \frac{R}{N} \times 100$$

Known by, February 2018

English Teacher

Researcher

Raveni Agustina Panjaitan, SE.I

Putri Mariyati

The HeadMaster of SMK Bandung-2

Jason Saragih, S.Pd.MM

APPENDIX III

Pre-test & Post-test 1

SANGKURIANG

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunting to the wood using his arrow. When he went hunting , Tumang was always with him. One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did not know each other. So they fell in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was her son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult conditions. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for her honeymoon.

Sangkuriang agreed. With the help of genies and spirits, Sangkuriang tried to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distance the mountain really looks like an upside-down boat.

1. What is the story about?
 - A. A wrath son
 - B. West java's tales
 - C. Tumang a Dog husband
 - D. The legend of Tangkuban Perahu
 - E. Dayang Sumbi's rejection to marry Sangkuriang

2. According to he story, Tumang was....

- A. Actually a handsome prince
- B. Married to Dayang Sumbi
- C. Sangkuriang pet dog
- D. Good at hunting deer
- E. In fact Dayang Sumbi's father

3. What did Dayang Sumbi look like?

- A. She liked weaving clothers
- B. She looked for the heart of a deer
- C. She was beautiful
- D. She was looking at her fallen tool
- E. She and her son were alike

4. What made Dayang Sumbi stay young?

- A. She set up conditions in doing things
- B. A young man fall in love with her
- C. She married a dog
- D. She knew how to take care her body
- E. God gave her an eternal beauty

5. Who are the main caracters in the story?

- A. Dayang Sumbi and Sangkuriang
- B. The king Dayang Sumbi, the dog and Sangkuriang
- C. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
- D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
- E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God

6. What moral value can we learn from the story?

- A. People must keep their words all the time
- B. Do not make a promise to easily
- C. Never be reluctant to do good things
- D. We should not hate our descendants
- E. Just do what we have planned

7. "He brought her the falling tool"

The underline word refers to.....

- A. Sangkuriang
- B. Tumang
- C. Dayang Sumbi
- D. The king
- E. Father

8. "if you are male, I will marry you" (paragraph 2)

the sentence mean that the one who helped Dayang Sumbi became her....

- A. Husband
- B. Maid
- C. Boss
- D. Son
- E. King

9. The complication starts when....

- A. Sangkuriang arrived at his own village
- B. Tumang came bringing Dayang Sumbi fallen thing
- C. Dayang Sumbi asked Sangkuriang to find deer's heart
- D. Dayang Sumbi and Sangkuriang fell in love and decided to mrry
- E. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

10. "once upon a time in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1)

What is the function of the above sentence?

- A. A crisis
- B. A complication
- C. An orientation
- D. A reorientation
- E. A resolution

A WOMAN AND THE WOLVES

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions.

1. What separated between one village to another a long time ago in the New Territories ?

- a. Another village
- b. Mountains
- c. Forests
- d. Hills
- e. Towers and logs

2. Who was Ah Tim ?

- a. The young woman's brother
- b. The young woman's son
- c. The young woman's brother and nephew
- d. The young woman's brother's son
- e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

- a. Ah Tm
- b. The woman
- c. The woman's son
- d. Her brother's nephew
- e. The baby and his mother

4. How could the wolves catch Ah Tim ?

- a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The woman cried
- e. The wolves were good runners

5. The woman gave her son to the wolves because

- a. She loved her nephew than her son.
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy
- e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

- a. For the weapon to beat the wolves
- b. To bring the woman's nephew
- c. For the fire woods.
- d. For play
- e. For building a house for the woman.

7. “ all men in the village fetched thick stick ... “ the word “ fetched” has a similar meaning to :

- a. Received
- b. Caught
- c. Got
- d. Hit
- e. Lifted

8. From the passage we learn that the villages were
- a. Located in one huge area
 - b. Situated in a large district
 - c. Separated by untamed jungles.
 - d. Wild and unsafe
 - e. Dark and very dangerous
9. The brother let her son go with his aunt as she left home because
- a. Ah Tim wanted to see the wolves
 - b. His aunt wanted him to come long
 - c. Ah Tim was bored to live with his parents
 - d. The baby was too cute to be alone
 - e. Ah Tim would be a guardian for them
10. What is the purpose of the writer by writing the story above ?
- a. To describe the danger of the villages
 - b. To entertain the readers of the story
 - c. To tell the villagers' relationship
 - d. To explain how important a relative is
 - e. To narrate how the wolves were playing with the baby.

APPENDIX IV

CYCLE II

Pre-test

TEST II



Malin Kundang

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much. One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn't allow him, but finally she let him go with tears. Malin Kundang worked hard in big town. And in a short time he became a rich man. However, he completely forgot his poor old mother. Some years later, he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said, "You aren't my mother. Go away!" His mother became very sad and before she went away, she said, "Oh Malin Kundang, you're wicked son, you'll never be safe now. You and your money will turn into stone.

Someday later, his ship left the harbor. The sea was calm but when he reached the open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang.

1. What is the text about?
 - a. the legend of the old woman
 - b. the legend of Malin Kundang
 - c. the most of popular legend in west-sumatera
 - d. the legend of the sailor
2. Where did the story take place?
 - a. at the ocean
 - b. at the lake
 - c. at the river
 - d. at the jungle
3. What is the main idea of the first paragraph above?
 - a. an old woman and a son lived in a village
 - b. a son was named Malin Kundang
 - c. an old woman and a son loved each other
 - d. they lived ever after
4. Which of the following statement is wrong according to the text above?
 - a. Malin Kundang had been cursed by his mother
 - b. An old woman finally met with her son happily
 - c. Malin Kundang is a good sailor
 - d. Malin Kundang became a rich man
5. Based on the next, we can conclude that the relationship between an old woman and Malin Kundang are...
 - a. Mother and her daughter
 - b. Mother and her son
 - c. Father and mother
 - d. Friendship
6. "You'll never be safe now. You and your money will turn to stone."
The underlined word refers to...
 - a. A son
 - b. The sailor
 - c. Malin Kundang

- d. an old woman
7. What lesson can we learn from the story?
 - a. do not ever forget our parents
 - b. do not be a greedy
 - c. do not be an arrogant people
 - d. be your self
 8. Which is paragraph show resolution based on the text?
 - a. paragraph 6
 - b. paragraph 5
 - c. paragraph 4
 - d. paragraph 3
 9. What is the opposite of “near”?
 - a. Quite
 - b. Calm
 - c. Far
 - d. slow
 10. How is the character of Malin Kundang?
 - a. Smart
 - b. Stubborn
 - c. Foolish
 - d. Greedy

TEST 2



The Tale of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a huge golden fish in his trap. It was the largest catch which he ever had in his life. Surprisingly, this fish turned into a gorgeous princess. He fell in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and questioned her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a huge earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. What is the text about?
 - a. the man who living in the shore in North Sumatera
 - b. the tale of lake toba
 - c. the man's hobby is fishing
 - d. the man was a farmer
12. What is the main idea of the first paragraph above?
 - a. there was a man who was living in north Sumatera
 - b. the man was living in the complicated place
 - c. the man likes hunting in the jungle
 - d. the man likes fishing
13. Which of the following statement is false according to the text above?
 - a. the gold fish have changed to the beautiful princess
 - b. the man has one daughter
 - c. the man happily ever after
 - d. his wife became a huge golden fish back
14. What is the purpose of the text above?
 - a. to retell the story between the man and a fish
 - b. to know the reader about the man who was living in North Sumatera ago
 - c. to describe the lake in North Sumatera
 - d. to inform the reader about the tale of lake toba
15. Based on the next, we can conclude that the relationship between the man and a huge golden fish are...
 - a. father and sister
 - b. husband and wife
 - c. father and daugther
 - d. father and his friend
16. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster." The underlined word means...

- a. Agreement
 - b. Appointment
 - c. Application
 - d. approximately
17. What lesson can we learn from the story?
- a. take care of your self
 - b. fullfil you have a promise
 - c. always believe your friend
 - d. obeying your mother's advice
18. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". What does the word "you" in the sentence refer to?
- a. the daughter
 - b. the golden fish
 - c. the man
 - d. someone else
19. Why did daughter want to come back to home after met his father?
- a. because, her mother asked to her come back to home
 - b. because, a big disaster will be happen
 - c. because, her father said that she was a fish
 - d. because, her father asked to her bring his lunch
20. What did her mother do after know the reason why her daughter cry ?
- a. asked her husband to run up the hills
 - b. suggest her daughter to run up the hills
 - c. she was crying and screaming
 - d. she was angry

APPENDIX V

CYCLE I

KEY WORDS PRE-TEST

SANGKURIANG

1. Jawaban : D
2. Jawaban : B
3. Jawaban : C
4. Jawaban : E
5. Jawaban : A
6. Jawaban : A
7. Jawaban : B
8. Jawaban : A
9. Jawaban : E
10. Jawaban : C

A WOMAN AND THE WOLVES

1. Jawaban : C
2. Jawaban : D
3. Jawaban : A
4. Jawaban : B
5. Jawaban : B
6. Jawaban : A
7. Jawaban : C
8. Jawaban : C
9. Jawaban : E
10. Jawaban : B

CYCLE II

KEY WORDS PRE-TEST

MALIN KUNDANG

1. Jawaban : B
2. Jawaban : A
3. Jawaban : A
4. Jawaban : C
5. Jawaban : B
6. Jawaban : C
7. Jawaban : C
8. Jawaban : A
9. Jawaban : D
10. Jawaban : B

THE TALE OF LAKE TOBA

11. Jawaban : B
12. Jawaban : A
13. Jawaban : C
14. Jawaban : D
15. Jawaban : B
16. Jawaban : B
17. Jawaban : B
18. Jawaban : C
19. Jawaban : C
20. Jawaban : B

APPENDIX VI**OBSERVATION SHEET**

No.	OBSERVER	Cycle I			Cycle II		
		1	2	3	1	2	3
1.	Teacher's capability in opening the class (How the teacher greets the students)						
2.	Teacher's giving motivation in the teaching and learning process (How the teacher gives the apperception before starting the teaching and learning process)						
3.	Teacher's mastery is about the teacher's capability in mastering the material taught)						
4.	Teacher's teaching material clearly is about the clearness of the teacher's teaching)						
5.	The systematically teaching performance is about appropriateness with the lesson plan)						
6.	Teacher's ability in organizing the class is about the class management performed by the teacher)						
7.	Teacher's ability in closing the class is about how the teacher closes the class and gives summary)						
8.	The student's attention to the teacher's explanation is about whether the students are focus and serious to the students' explanation)						
9.	Motivation and enthusiasm of students in teaching learning process is about the curiosity and the enthusiasm of the students during the learning process)						

10.	Student's bravery in saying their opinion There is comment and opinion from students during the learning process)						
11.	Student's interaction in group discussion is about the activity of each students in their group and their activeness)						
12.	Interaction and communication between students and teacher in teaching learning process Good communication between teacher and students to support the students' understanding)						
13.	Teacher and students' role in teaching learning process Teacher's role in controlling the class and group and students' role in the class and group)						

Note :

1 = Bad 2 = Good 3 = Very Good

Medan, 01 March 2018

English teacher as observer,

Raveni Agustina Panjaitan, SE.I,S.Pd

Picture in Pre-Test





Picture in Cycle I



Picture in Cycle II







Attending List

No	Students' Name	Meeting 1 12/02/2018	Meeting 2 15/02/2018	Meeting 3 19/02/2018	Meeting 4 22/02/2018	Meeting 5 26/02/2018	Meeting 6 01/03/2018
1	Ade Arwansyah						
2	Ari Agustin						
3	Ario Darma Putra						
4	Aka Fahru Rahmad						
5	Ari Kisananda						
6	Aris Munandar						
7	Ahmad Rifai						
8	Bayu Aditya Pamungkas						
9	Bambang Hardi						
10	Dimas Ermando						
11	Fedi Rahmana Yuza						
12	Hendra Permana						
13	Ismail						
14	Izha Mashuri						
15	Imam Siswoyo						
16	Josua Fernando						
17	M. Abdul Qadir						
18	M. Ardi Syahputra						
19	M. Rian Affandi						

20	M. Rianda Pohan						
21	Okky Agum Gumelar						
22	Putra Dwi Pramudya						
23	Rahul Andrianes						
24	Roni Maulana						
25	Rizki Muhammad Said						
26	Rico Pradana						
27	Reva Riansyah						
28	Sutrisno						
29	Syafrizal Fahri						
30	Willy Handoko						

Bandar Setia, 01 Maret 2018
The HeadMaster of SMK Bandung-2

H.Jason Saragi, S.Pd,MM.