

ABSTRACT

PANGESTI, ANGGITA DHEA. 2018. *Promoting CTL Approach to Elicit Students' Reading Comprehension on Narrative Text*. A Paper. English Education Department, Faculty of Teacher Training, Sunan Gunung Djati Islamic State University.

Literal reading comprehension is the first level of comprehension in which the reader is expected to draw the surface understanding of a passage. In order to help students achieve the maximum result of narrative text material, the contextual teaching and learning (CTL) approach is promoted. The objectives of this study are to investigate teachers' contextual teaching and learning approach used to elicit students' literal reading comprehension on narrative text, to identify students' responses toward teachers' contextual teaching and learning approach used to elicit students' literal reading comprehension.

This qualitative case study involved one English teacher who observes the teaching and learning process conducted by the researcher and thirty-six second graders of SMPN 1 Tanjungsiang. The data are obtained from observation and questionnaire.

The results of the study reveal that the teacher's strategy of learning narrative text through Contextual Teaching and Learning (CTL) Approach is successfully implemented since the steps of the strategy are implemented well, shown from the observation sheets of both students and teacher. The findings also show that a number of methods applied by the teacher are effective to be implemented to improve their literal reading comprehension and to attract students' attention during the teaching and learning process seen from students' enthusiasm and comments from the teacher. Furthermore, the study explores the students' responses toward the use of CTL Approach on narrative text material. The result of the study shows that the students give positive responses to the English activities and the implementation of CTL Approach. The use of different techniques of teaching makes them enjoy the class and feel excited during the teaching and learning process and the intervention of group members and teacher help them achieve the maximum understanding of the material.

Therefore, CTL Approach is recommended to be used to improve students' literal reading comprehension on narrative text.