

The Ability of Reading Comprehension of French Literary Texts with Contextual Approach

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Abstract

The ability of reading comprehension of French literary texts is reflected in students' behavior in speaking, whether oral or written. One of the factors that influence such behavior is the approach to the teaching system, syntax, and semantics, as well as cultural aspects with regard to the use of language in the context of literature. Comprehension of literary text is a process that has a systematic level in order to understand the comprehensive information of a literary work, both in terms of linguistic information and its linguistic connection extra.

Students often have difficulty in understanding literary texts in French for they do not have basic knowledge about the source language, the subject of the text, and the background of the writing of the text. Without their knowledge of the cultural, social, political, and historical aspects, it will cause lameness in the acquisition of understanding, because the students won't be able to dig up a story from the literary text implicitly so that the contextual approach in this study is an approach that can improve the ability of reading comprehension of French literary text.

Keywords: reading comprehension, France literary texts, contextual approach

1. Introduction

Reading is an information searching activity through written signs and to understand the ideas both explicit and implicit in a text which involves cooperation among several components (Tarigan 2009: 2). Therefore, reading activity is closely related with learning process.

One of the types of reading which is often used in language learning in university level is reading comprehension. Reading comprehension is aimed to understand the content of a text and the search of information in a text. Besides, reading comprehension can also give information about ideas, facts, theories which function as source of knowledge and reading experience, and literary work.

Comprehension of a literary work read by university students plays an important role to respond to the literary work. Literary appreciation can be acquired through reading activity which is done to discuss various literary issues. It means that the appreciation towards a literary work can be done when one is able to comprehend the literary work. Hence, literary knowledge should be given from elementary school to high school levels through reading comprehension.

The ability to read a literary work is expected to improve the ability of literary appreciation. It means that the knowledge of literature is a complement of literary experience so that students acquire strong foundation. Related to the point, literary learning has two requirements related to personality, namely (a) literary learning is expected to develop more critical feeling, and (b) literary learning is expected to support the development of students' personality quality, such as, determination, intelligence, imaginary, and creation. By comprehending a literary work, students' inner experience

will be improved and students' insight will be wider in order to create a positive attitude in facing the prevailing norms in the society. Therefore, in the curricula of French Department, Faculty of Language and Arts (FBS), State University of Jakarta (UNJ), French Literature subject is included. The persistence of this subject is due to the important role of literary learning to acquire education purpose aspect, such as, education aspects of ethics, moral, attitude, and religion (Ratna 2008: 26). Ratna also explains that the purpose of literary learning is that students obtain literary experience and literary knowledge. One of the efforts to achieve literary teaching purpose is that literary knowledge given to students departs from an appreciation of a concrete literary work.

In the learning of comprehending French literary text, there are often cases that students have less interest and seriousness in following the lectures. They find it difficult to express their ideas into oral or written statements. In order to solve it, lecturers should choose the appropriate learning strategy. One of appropriate learning strategies is using a contextual approach. Learning with a contextual approach is expected to improve reading comprehension of French literary text and change students' attitude into the positive one. Based on the explained background of problems, the problem of this study is how the process of improving students' ability of reading comprehension is towards a 19th century French literary text with a contextual approach.

2. Aims of Study

This research is aimed to describe students' ability of reading comprehension of a 19th century French literary text and the change of students' attitude after *Littérature Française* subject with a contextual approach.

3. Theoretical Framework

The theory used as theoretical framework in doing this study includes reading ability, reading comprehension, French literary work, and contextual approach.

3.1 Reading Ability

Reading is an important skill to master by every individual. According to Tarigan, reading is a process which is done and used by the reader to get a message which is delivered by the writer through written language (2008:7).

Furthermore, Nuriadi states that reading is a process which involves physical and mental activities. One of physical activities in reading is when the reader moves his or her eyes through the letters in a text. Besides, reading involves mental activity which ensures a maximum acquirement of reading comprehension. Reading is not only moving the eyeballs from left margin to the right one but it is also a thinking activity to understand letters by letters. Meanwhile, Tampubolon thinks that reading is an interactive activity to obtain and comprehend meaning in a written material as well as a process done and used by the reader to get message delivered by the writer (1987: 15). While according to Harjasujana, reading is a complex ability. The reader doesn't only look at written signs but also tries to understand the written signs (1996: 5).

Therefore, it can be concluded that reading is a process which is done and used by the reader to get a message, which is delivered by the writer by word medium or written language.

3.2 Reading Comprehension

Reading comprehension according to Harjasujana and Damaianti includes comprehension of sentences. Comprehension of those sentences involves using theories about structural relationship among sentences. Knowledge about the structural relationship is useful for sentence comprehension process, because sentences are not only arrangements of words but also related to each other in specific ways (2003: 134-136).

The structural relationships which are important to comprehend the sentences' meaning are not only given in outer structure, but also in sentence content structure. Good comprehension cannot be acquired without comprehension of inter sentences content relationship. In order to have high level of readability, sentences arranged in a text should consider outer structure, content structure, and relationship between them. The problems related to the influence of sentence structure to reading process are in the specific area, namely readability (Harjasujana dan Damaianti 2003: 4).

Speaking of readability, every text or book writer, both fiction and nonfiction, must rely on the theoretical orientation, namely problems of sentence structure and vocabulary. As explained by Sakri (1993: 135), readability depends on vocabulary and sentence structure chosen by the writer for their text. Sentences with uncommon words are more difficult to understand than sentences with daily vocabulary. This is explained in the discussion about reading vocabulary. In addition, long and complex sentence structure are difficult to understand for readers with different age.

The writing of a text which in the writer's opinion has been appropriate with readers' age level, but does not consider vocabulary mastery and sentences used in the familiar text for the readers, can make the text fail in its readability.

The measurement on vocabulary and sentences mastery in reading materials by university students is very important to carry out as a basis for preparing the reading materials that have high level of readability. It is because reading means understanding the content (deep structure) of reading materials. The means of understanding is the outer structure (surface structure). Other experts argue that the length of sentences as the main element that causes difficulty in reading activities. Therefore, the length of sentences is used as a measuring instrument of discourse readability level, and it is usually used as the main point in readability formulas. The complex sentences are generally long. According to sentence arrangement, the meaning or intention in a single sentence is easier to understand than compound sentences. This occurs because the compound sentence is more complicated than a single sentence.

Based on the opinions of the experts on the definition, purpose, process, and reading learning, especially reading comprehension, it can be concluded that reading comprehension is an understanding gained from reading activities. Reading is a process that is performed and used to get the message conveyed by the author through the medium of words or written language. The comprehension process in reading is a process that is owned by and is influenced by many factors such as: intelligence, reading interest, environmental influences, psychological condition, the readers' personal knowledge/experience, discourse readability and linguistic competence in literature. Reading French literary works activity involves the readers, the texts, and the authors' message. Someone is considered able to understand the reading materials when he/she has got the information or message conveyed by the author, either explicit or implicit. It is the same as the process of understanding of French literary texts done by students.

The last achievement of the French Literature (*Littérature Française*) classes in the Faculty of Language and Arts (FBS), the State University of Jakarta (UNJ) is the students to have the ability to understand and to analyze some important literary works in French as well as other elements related to the author, community, and the background flow of the authors' work, starting from the Middle Ages until the 20th century refer to the assessment standards set by the university as follows 80-100% (Excellent), 70-79% (Good), 60-69% (Enough), 55-59% (Not Good), and <55 (Not Pass).

The different abilities to understand reading materials of each student are influenced by the intelligence of each student, their interest in reading, and the discourse readability in French literary work. The difficulties in understanding the work of French literature is generally because of the structure of sentences that appear in literary works are long and complex, also the use of uncommon vocabularies. Hence, a good reading skill is needed for students.

There are implementations of various approaches made in delivering the literary material that refers to the Seminar, Congress, or Workshop, which are held both at the national level by the Union of French Language Teachers across Indonesia (PPPSI) and International level by *Fédération*

International des Professeurs (FIPF). However, students are still experiencing difficulty to understand the French literary texts. Based on our observation within this time, text discussion in teaching French literature is only presented chronologically, analyzing text in outline, and the text is only as an example of the author or the flow hence the achievement of students are not satisfying yet.

3.3 French Literature Work

Literature is a loan word of *śāstra* in Sanskrit literature, which means “text containing instructions” or “guidelines”, from the basic word *śās-* that means “instruction” or “teaching”. In Indonesian, this word is used to refer to the “literature” or a type of writing that has a specific meaning or beauty. In addition, in terms of literature meaning, literature can be divided into written literature or oral literature. Here literature does not really relate to the writing, but to the language that is used as a vehicle to express certain thoughts or ideas. Literature’s form and content must complete each other, which can create a deep impression in the hearts of the readers as the embodiment of the values of the artwork. If the content of the writing is quite good but the language which is used to express the idea is bad, the work can not be called a literature work, and vice versa.

Literature is a familiar world in human life since they were kids until they turn to adults. Many people are keen to explore the literature world, because literature is a reflection (reflection, mimetic) of community life. Literature itself can be understood as an imaginative work that uses language as medium and has a dominant aesthetic function (Wellek and Warren 1993: 14). Furthermore, Sumardjo (1986: 3) states that literature is the expression of a person in the form of experiences, thoughts, feelings, ideas, spirit, and belief in a concrete reality that evokes fascination with language tools.

According to Wellek and Warren (1993: 14) and Sumardjo (1986: 3), it can be concluded that language has an important role in literature and it can be said that language cannot be separated from literature. As a branch of art, which requires a medium, as a medium of dance with movement, like music which uses sound as medium and dance which needs movements as medium, language uses literature as medium (Second order of Semiotics). This brings the consequence that in order to understand literary works, the ability of understanding the language is required.

A literary work is a creation that is delivered communicatively which tells the author's intention for aesthetic purposes. These works often tell a story, either in the first or third person, with the plot and through the use of various literary devices related to the time. According to the shape or subject, literary works may have different types such as narrative (a prose, such as a novel or short story), poetry (composition in verses that expresses the feeling of the author), drama, epic (verses that tell heroes’ or Gods’ actions) or teaching (which seeks to direct the readers or listeners). Literary works can also be a written text (book or other printed media that play a story without changes) or oral (passed down from generation to generation and often change from time to time, such as legends or folklore).

One of literary works known by public is French literary work which shows a picture of life of French society, which includes inter-community relationship, human, and events that occur in a person. French literature can be traced back to the middle Ages. France does not have a united language; the language was divided into several dialects (mainly: dialect of north *oïl* and south *oc*). Each author uses his own spelling and vocabulary. Several French Middle Ages texts are not marked as *Tristan* and *Iseult* or *Lancelot* and the Holy Cups, among others. Most Middle Ages French poetries and literatures were inspired by the French problems such as *The Song of Roland* and the various *Chansons de geste*. *Roman de Renard* was written in 1175 by *Perroux de Saint Cloude* and tells the Middle Ages character *Reynard* (Wolves); it is also an example of a popular French story. Many unknown characters in many French literary works in the Middle Ages, so some Middle Ages writers became famous: Chrétien de Troyes, for example Culture of 'Oc is also well known in the Middle Ages. An early example of vernacular poetry in Occitan was *Duke William IX of Aquitaine* (Claude Bouthier, 2009: 11).

Regarding the history of the French language, one of the most important authors is *François Rabelais*. Modern French got benefit from his style. His most famous work is *Gargantua and*

Pantagruel. In addition, *Jean de La Fontaine* wrote “*Fables*”, a collection of short stories, written upside down, and always ends with a “moral teaching”. During the 17th century, the works of *Pierre Corneille*, *Jean Racine*, and *Molière*, moral and philosophical books *Blaise Pascal* and *René Descartes* affected the aristocracy which left an important heritage for the future writers. However, in the 18th and the 19th century, the French literature and poetry reached their glory. The 18th century is the period of writers, essayists and famous moralist to arise namely *Voltaire*, *Denis Diderot* and *Jean-Jacques Rousseau*. Since there were many French literatures at the time, *Charles Perrault* was the richest one, with stories such as *La Belle au Bois Dormant* (Sleeping Beauty Hundred Years), *Le Petit Chaperon Rouge* (The Red Riding Hood), *La Barbe Bleue* (The Bluebeard), *Le Chat Botte* (Cat Inline Bot), *Les Fees* (fairy), *Cendrillon* (Cinderella), *Riquet à La Houppe*, (the crest Riquet) and *Le Petit Poucet* (Little Thumb). In the mid 17th century, in France, there was also development of refined short novel, “*nouvelle*”, by authors such as *Madame de Lafayette*. The 19th century was the birth of many famous French novels: *Victor Hugo*, *Alexandre Dumas*, and *Jules Verne* were the famous authors, both within and outside of France, with the famous novels such as *Les Trois Mousquetaires*. The other fiction writers of the 19th century include *Emile Zola*, *Guy de Maupassant*, *Théophile Gautier* and *Stendhal*. A symbolic poet in the 19th century was also proved as a strong movement in the world of French poetry, with the artists such as *Charles Baudelaire*, *Paul Verlaine* and *Stéphane Mallarmé*. Meanwhile, in the 20th century writers such as *Louis-Ferdinand Céline*, *Albert Camus*, and *Jean-Paul Sartre* became famous within and outside France. Another example in the world of kids' literature was *Antoine de Saint Exupéry*, who had his *Little Prince* famous for decades for kids and adults around the world (Claude Bouthier, 2009: 34).

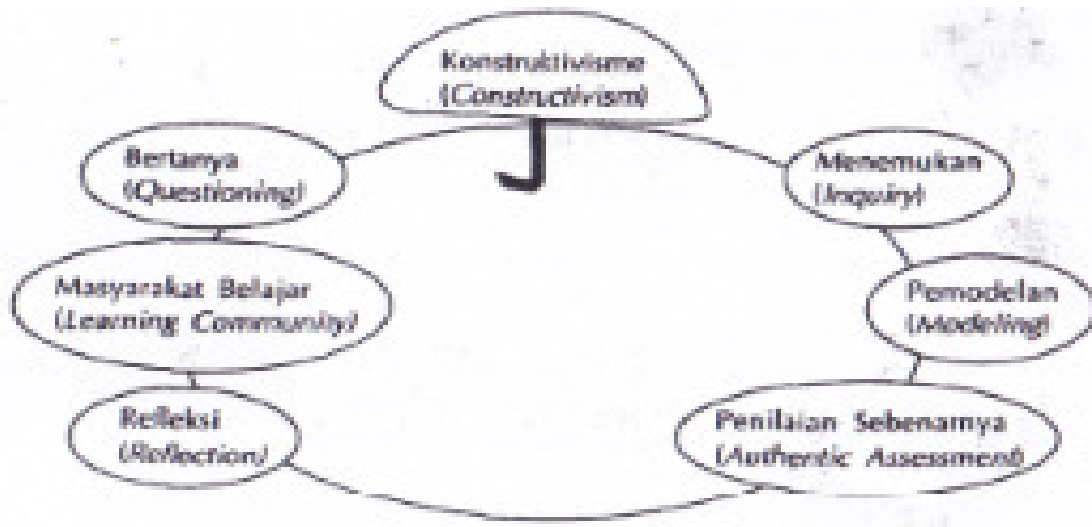
3.4 Contextual Approach

Contextual Approach (*Contextual Teaching and Learning*) is a learning concept that helps lecturers link between what materials taught and students real-world situations and encourage students to make connections between their knowledge and its application in their daily lives, with the involvement of the seven major components of effective learning, namely (1) Constructivism, (2) Questioning, (3) Inquiry, (4) Learning Community, (5) Modeling, (6) Reflection , and (7) Authentic assessment (Depdiknas, 2003: 5).

Furthermore, Nurhadi (2003: 5) states that the contextual approach is one of learning approaches that emphasizes the importance of the natural environment was created in the learning process so that the class is more alive and more meaningful because the students experience themselves what they learn. Application of Contextual Teaching and Learning (CTL) according to him is fairly easy in the class. In general, the steps are as follow: (1) developing students' ideas to learn more meaningfully by working on their own, finding on their own, and reconstructing their new knowledge and skill on their own, (2) doing inquiry for all topics expansively, (3) developing students' personality to be curious by asking questions, (4) creating 'learning society' (studying in groups), (5) presenting a 'model' as an example of learning, (6) doing reflection at the end of the meeting, (7) doing the actual assessment in various ways.

To make the linkage of the seven components clear, it can be seen in the following figure (Masnur, 2007).

Figure 1: Steps Application of Contextual Teaching and Learning (CTL)



4. Research Methods

A qualitative approach used in this study with the descriptive data analysis technique that consists of quantitative and qualitative techniques to present an overview of students reading comprehension of French literary works of the 19th century through learning with contextual approach. Meanwhile, the target and the source of data are the students who join the *Littérature Française* class amounting 17 students. The data of this research is the initial test result, observation, interview, and the final test result. The research instrument used is the tested and non-tested instrument. The level of mastery is in the range is 70-79% (Good).

5. Results and Discussion

Literary text at the early test is the text of *Notre Dame de Paris*, a French literary work of the 19th century by *Victor Hugo* who was known as a poet, playwright, novelist, statesman, human rights activist, and a pioneer of the Romantic Movement in France. The Text is in the form of narrative and dialogue, glance autobiography with pictures of *Victor Hugo*, the explanation of difficult vocabularies (*Pour mieux comprendre*), general questions (*Découverte*) includes 5 questions, and 7 specific questions (*Exploration*).

The text in the initial test was selected from the teaching book material *Littérature Progressive du Français avec 600 activités* compiled by *Littérature Française* lecturer at the Université Paris 8, France *Nicole Blondeau*, *Ferroudja Allouache*, and *Marie Françoise*. The text of the story is presented not in the complete story but only the summary of the story.

Here's the summary of the text of *Notre Dame de Paris*.

La Esmeralda se mit à émietter du pain, que Djali mangeait gracieusement dans le creux de sa main.

Du reste Gringoire ne lui laissa pas le temps de reprendre sa rêverie. Il hasarda une question délicate.

- *Ne voulez-vous donc pas de moi pour votre mari?*
- *La jeune fille le regarda fixement, et dit: Non.*
- *Pour votre amant? Reprit Gringoire.*
- *Elle fit sa moue, répondit: - Non.*
- *Pour votre ami? Poursuivit Gringoire*
- *Elle le regarda encore fixement, et dit après un moment de réflexion:*
- *Peut- être.*

Ca peut-etre, si cher aux philophosphes, enhardit Gringoire

- *Savez-vous ce que c'est que l'amitié? Demanda t-il.*
- *Oui, répondit l'Égyptienne. C'est etre frère et soeur, deux âmes qui touchent sans se confondre, les duex deux doigts de la main.*
- *Et l'amour? poursuivit Gringoire*
- *Oh! l'amour! dit-elle, et sa voix tremblait , et son oeil rayonnait. C'est être deux et n' être qu'un. Un homme et une femme qui se fondent en un ange. C'est le ciel.*

La danseuse des rues était, en parlant ainsi, d'une beauté qui frappait singulièrement Gringoire, et lui semblait en rapport parfait avec l'exaltation presque orientale de ses paroles ...

Victor Hugo, Notre Dame de Paris, 1831

Time allocation of learning is 4 (four) credits including initial activities/introduction, core activities, and enrichment activities/end of the lesson. Based on the text, the materials given by lecturers using the lecture method **without giving** the whole content of the novel.

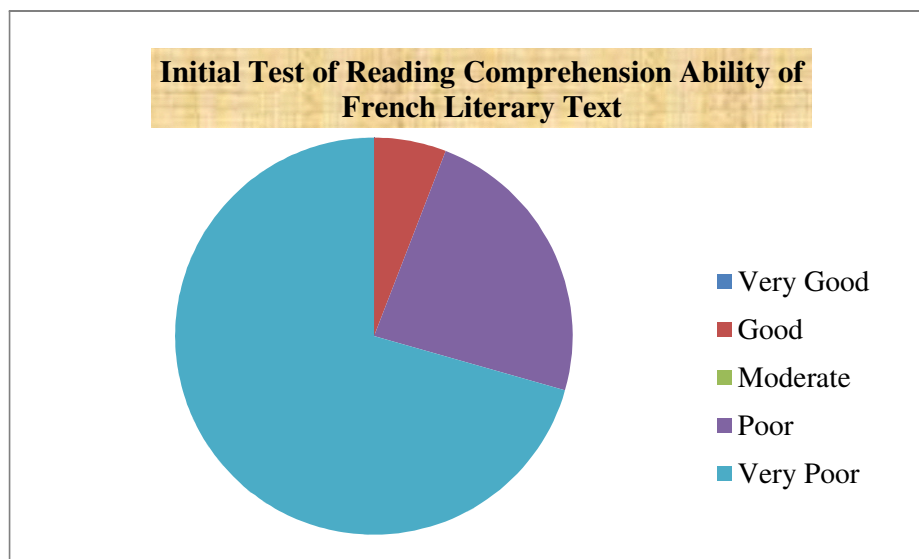
The form of assignment given by lecturer begins by describing the subject matter of the ability to read French literary texts and provides the opportunity for students to answer some questions related to literary texts. Here is the summary of the story content of *Notre Dame de Paris*.

The novel centers on two characters. The first is an ugly hunchback named Quasimodo. He was regarded as a bandy-legged and one-eyed monster that is scorned and feared. Kids were afraid to see his face. The women who were pregnant may miscarriage just by facing him. Quasimodo was raised from the baby by Claude Frolo. When he has grown up, he was given the job to ring the church bell of Notre Dame. This condition slowly made Quasimodo deaf and mute. While the second character is La Esmeralda which was described as a pretty and graceful lady. A gypsy girl who was always accompanied by a white male goat named Djali became the center of attention of the four men who wanted her.

The Setting of this novel was in the early 15th century atmosphere of Paris with the sacred of Notre Dame Cathedral. However, the tragedy of love that involved Esmeralda and four men felt more touching for a romantic novel at that time. Pierre Gringoire was rescued by La Esmeralda from the death penalty, and then he was eager to get the love of the gypsy girl. La Esmeralda herself only fell in love with Captain Phoebus de Chateaupers, but the love was unrequited. The gallant Captain Phoebus has had another woman in his heart. Furthermore, the pastor Claude Frollo who was amazed at the elegance of La Esmeralda at first sight and then trying to get her love blindly. The pastor even tried to kill the Captain Phoebus when he was with La Esmeralda. The murder failed and it only made Esmeralda as alleged perpetrators of the murder. Meanwhile Quasimodo, he loved La Esmeralda in its own way which is covered by impossibility. He saved La Esmeralda and Djali of course, from the legal verdict hanging, but finally the rescue was failed. La Esmeralda chose to be punished despite of Claude Frollo seduction to save her. The Gypsy woman in her escape, who had met her biological mother, eventually underwent the execution.

After the lecturer explained the text of *Notre Dame de Paris* **without** a contextual approach to the questions in the written test, the early test result was 70.50% with the < 55 mastery level students, which means they are in the category of “not pass”. This means that the comprehension reading ability was still under the 70-79% mastery level (diagram 1).

Figure 2: Initial Test of Reading Comprehension Ability of French Literary Text



Next, the discussion on a limited basis is carried out through small discussion between the researcher and her colleagues; hence a remedial is necessary with seven major components-based contextual approaches of effective learning, namely: Constructivism, Questioning, Inquiry, Learning Community, Modeling, Reflection, and Authentic Assessment. During the implementation of remedial,

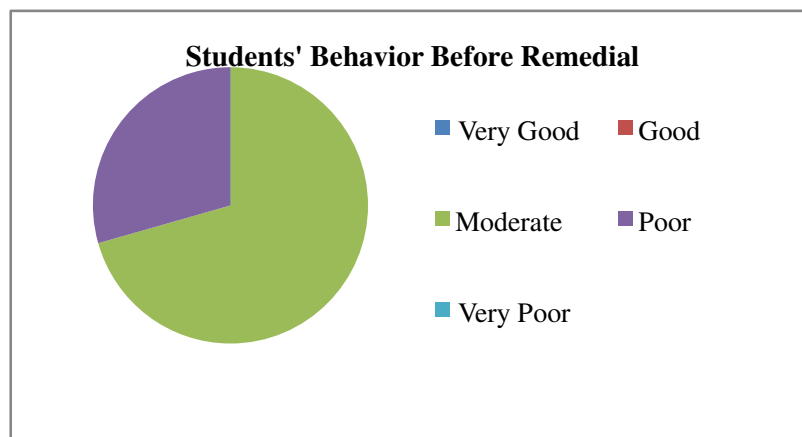
the lecturer carried out the observation of the students' behavior on the learning process activity in the comprehension reading process of French literary texts. The indicators which are assessed and used to measure the ability to read French literary texts in this study were (1) the interest and motivation to learn, (2) the development of the idea/notion of knowledge/experience, (3) conducting a question and answer to discuss the tasks assigned by the lecturer through a study group, (4) conducting cooperation among the group members in doing the task, (5) developing ideas based on real experience of everyday life, (6) conducting an assessment on the assessment and test comprehension and assessment among friends (group members). The students' behavior was measured by the assessment scale.

Table 1: The Tabel of Behavior Indicator towards *Littérature Française* Subject

No	Behavior Indicator	Scoring Scale				
		5	4	3	2	1
1.	Attending the classes of <i>Litterature Française</i> diligently.					
2.	Inviting friends to actively discuss the lessons and study together.					
3.	Being friendly and helpful when their friends find difficulty in comprehending the text.					
4.	Submitting assignments on time.					
5.	Being discipline and never coming late.					
6.	Doing assignments at the examination honestly.					

In the remedial stage, behavior assessment is done for 70,50% students with moderate category. It means that the behavior of students towards *Litterature Française* subject is merely moderately diligent but they do not do the examination honestly and come late at the examination. The following diagram 2 shows the attitude of students towards *Littérature Française* subject.

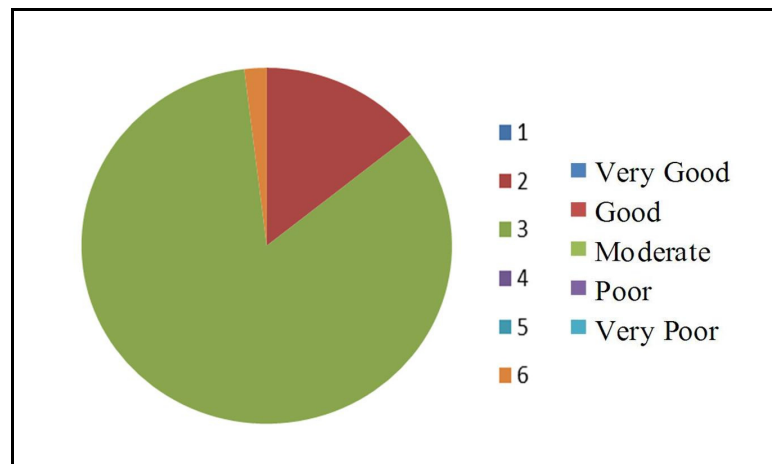
Figure 3: Diagram 2. Students' Behavior Before Remedial



Reflection is in form of interpreting and explaining activities to the data or information collected during the remedial learning and teaching activity. The data and information which become the main discussion material in reflection are suitable with the purpose of this study namely test score of literary text reading ability with a contextual approach. The remedial result shows 23,52% of students achieve mastery level of 70-79% with the highest score 75,50. Meanwhile, the number of students with mastery level of 50-59% is only 11,76% with the highest score 58. It indicates that in

terms of reading comprehension of French literary text only 23,52% of students achieve 70 -79% mastery level (diagram 3)

Figure 4: The Remedial of French Literary Text Reading Comprehension Ability



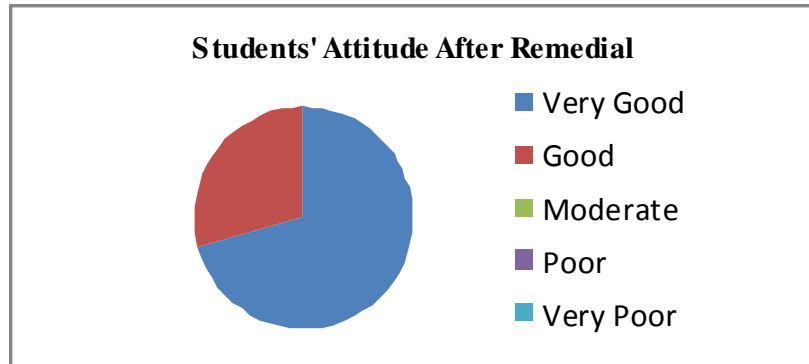
The result of remedial shows that 23,52% of students are on the 70-79% mastery level, 64,72% of students are on the 60-69% mastery level, and 11,76% of students are on the 50-59% mastery level. As the test result has not achieved the target, the next remedial in form of group discussion of several literary texts chosen by the lecturer with a contextual approach.

The contextual approach in the second remedial is an approach which enables students to strengthen, widen, and apply their knowledge and academic skill in various environments both in the campus and outside campus. Besides, students are trained to solve problems they face in a situation, for example, in form of simulation, and the problems exist in the real world. The stages of the second remedial are as follow: (1) developing students' ideas to learn more meaningfully by working on their own, finding on their own, and reconstructing their new knowledge and skill on their own, (2) doing inquiry for all topics expansively, (3) developing students' personality to be curious by asking questions, (4) creating 'learning society' (studying in groups), (5) presenting a 'model' as an example of learning, (6) doing reflection at the end of the meeting, (7) doing the actual assessment in various ways.

The implementation technique is that the lecturer divides students into 5 (five) learning groups. Every group consists of two people with presentation activity (exposé) of several literary texts decided at the beginning of the lecture. The texts discussed in the next remedial are among others *La cravate et La montre in Calligrammes* by Guillaume Apollinaire, *La maison de Claudine* by Colette, *L'Etranger* by Albert Camus, *Pour moi ton amour* by Jacques Prevert, *L'Amant* by Marguerite Duras.

In this activity, some students appear to pay attention on the lecturer's explanation and write down important things as well as give examples about the technique or way to understand literary texts. Then, the lecturer distributes assignment papers to every student, namely the assignment to answer questions based on the literary texts. Students do the assignment orderly and do the learning process activity based on the assignment given by the lecturer. In addition to the remedial, an observation of behavior change is also done. The result of behavior change is 70,50% in Very Good category (VG).

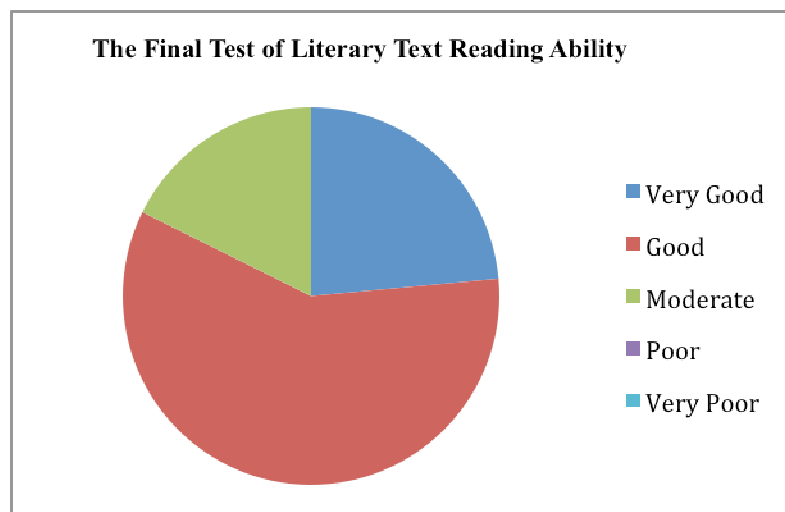
Figure 5: The Change of Behavior after the Remedial



The last stage is implementation of final test. The study finding at the final test shows 23,52% of students achieve 80-100 score range with the highest score 90. Meanwhile, the percentage of students who achieve 70-79 score range is 58,82% with the highest score 79, while the rest 17,66% of students are in 60-69 score range.

In conclusion, the finding of this study indicates that the percentage of literary text reading comprehension ability level is 58,82% of students achieving criteria score of finishing their study in the decided subject with the range of score 70 -79% through a contextual approach (diagram 5).

Figure 6: Reading Comprehension Ability of French Literary Text in the Final Test



6. Conclusion and Recommendation

6.1 Conclusion

Reading comprehension of French literary text is concluded as a process to recognize and identify texts, then recall the content of the texts. Reading comprehension also means as an activity to make orders about organizing content of the text. It can be evaluating as well as responding to what the texts have both implicitly and explicitly.

The difficulty to comprehend French literary works in *Littérature Française* class is mostly due to long and complex sentence structure in the literary works and the use of uncommon vocabulary so that it needs a good reading ability of the students.

6.2 Suggestion

The implementation of a contextual approach in the learning activity of French language can improve reading comprehension ability of literary texts both in learning process aspect of comprehending literary texts and giving positive effect to the aspect of students' change of behavior.

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