

## **ABSTRACT**

### **IMPROVING STUDENTS' NARRATIVE TEXT WRITING THROUGH CONTEXTUAL TEACHING AND LEARNING AT THE SECOND YEAR OF SMA 9 BANDAR LAMPUNG**

**By**

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Writing is one of the language skills that demanded students to express their idea into effective passage or text. It is stated in senior high school 2006 English curriculum that students are expected to be able to communicate both in spoken and written form. One of the texts that they have to master is narrative text. Considering that writing narrative text deals with tremendous number of the effectiveness, finding the proper narrative text writing technique is necessary. Contextual teaching and learning (CTL) is an innovative means of encouraging students to internalize concepts, reflect on experiences or create applications for theoretical ideas. The use of CTL in writing narrative text prompted initial scepticism from students but eventually highlighted their constructivist engagement with course concepts. Encouraging the use of creative writing as a form of narrative inquiry allowed students to tell their stories so that they were valued and connected to wider disciplinary concepts.

This quantitative study reports a research conducted in second year of SMA 9 Bandar Lampung to find out whether there is significant improvement of SMA students' narrative text writing ability taught through contextual teaching and learning. In doing so, the researcher used intact group pretest posttest design. The population of the research was the second year of SMA 9 Bandar Lampung. The sample was taken randomly through lottery. To collect the data, the writing was administered both in pretest and posttest. There were two raters to judge students' writing. Independent Group T-Test was used to analyze the data and the hypothesis testing was computed using SPSS version 13.0 at the significant level of  $p < 0.05$ .

The results of the research show that there is significant improvement of SMA students' narrative text writing ability taught through contextual teaching and learning. The hypothesis test showed that the mean scores of experimental class increased significantly from pretest to posttest ( $p < 0.05$ ;  $p = 0.01$ ). Referring to the result above, It can be concluded that CTL is applicable to improve students' narrative text writing.