

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

By

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I. INTRODUCTION

A. Background of the Problem

The improvement of the language skills are required to achieve the objective of teaching English at school. Based on the School Based Curriculum, students are expected to be able to communicate both in spoken and written form. Those skills are known as language skills that consist of listening, speaking, reading and writing. Writing is productive skills which is very important for student to learn. It is frequently used to convey the idea in communicating with others. Myles (2001:3) defined writing as an act of communicating ideas into written form by using knowledge of the language.

Writing also involves composing, which implies the abilities either tell pieces of information into a form of narrative or description, or to transform information into new texts. However, the ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practice in formal instructional settings or other environments. Writing skill must be practiced and learned through experience (Myles, 2001:1).

According to School Based Curriculum, the goal of teaching and learning at Senior High School is that the students must be able to develop communicative competence in written as well as in spoken form to achieve functional literacy level. They are expected to be able to communicate in written as well as in spoken form to solve problems in their daily live. In this curriculum, the English material

is taught based on the text. There are many types of written form that should be learnt, for example, narrative, recount, report, news item, procedure, spoof, etc.

One of the texts that have to be learnt by the second year students of Senior High School is narrative text. The students have to be able to understand and create a narrative text cohesively based on the social function and generic structure of the text. In fact, the students only master about the generic structure and language features of those kinds of texts but they still confuse if they are asked to compose or write those kinds of texts.

Based on the writer's experience in the three-month-teaching training program in SMA Negeri 9 Bandar Lampung, the students generally have inadequate writing skill. They were unable to organize idea in a logical ways. They also couldn't compose several related sentences. As a result most of their writing compositions are not united and coherent. Students know or have ideas what they are going to write but they do not know how to put them into words. They can not build a good sentence, structurally, and coherently. It is also supported by Wulan Sari (2008:3-4), She showed that many students could not express their ideas smoothly although they had been given topic to write. It seems that they have difficulties in expressing their ideas even though they know what to be written. She states based on her preliminary test of her research that there should be an appropriate technique to be applied for students to develop their writing ability related to the five elements of writing, they are grammar, vocabulary, language use, organization, and mechanic. She also states that logically, the students should be taught how to plan and organize the ideas or supporting information before doing

the composition so that they are able to improve their writing ability. There are many activities that can be used in teaching writing such as jumbled sentences practice, guiding task, picture sequence and etc. And she chose jumbled sentence practice as the technique for teaching narrative text in her research.

Based on the statement above, the researcher can conclude that it is very important for the teacher to apply the best way to make the students aware on the use of the text in their daily live. The teacher needs to employ appropriate approach and maintain the teaching and learning process that builds students' awareness on using the knowledge rather than knowing it. He/She needs to apply an approach and technique that is not only improving students' writing ability but also teacher's performance and students' participation during teaching learning process. In addition, he/she should prepare lesson plan well and improve her ability in teaching the material in order to give effective feedback on the assignment. He/She also needs to reinforce the students to do more frequently practice in writing. This can be practiced through contextual teaching and learning.

Considering on the importance of applying appropriate approach, the researcher used CTL (Contextual Teaching and Learning) as the approach and he used picture sequences as media of CTL for developing students' narrative text writing. CTL is a concept of learning which helps teacher relates the material being taught to the students' real world and encourage the students to relate their knowledge in their daily lives (Department of National Education/Departemen Pendidikan Nasional, 2002). In Contextual Teaching and Learning (CTL) environment, students

discover meaningful relationships between abstract ideas and practical applications in a real world context. Students internalize concepts through discovery, reinforcement, and interrelationships. Contextual Teaching and Learning (CTL) creates a team, whether in the classroom, lab or in the worksite. CTL encourages educators to design learning environments that incorporate many forms of experience to achieve the desired outcomes (Hull and Souders, 1996: 27). The majority of students in schools are unable to make connection between what they are learning and how that knowledge will be used. This is because the way to process information and their motivation for learning are not touched by the traditional methods of classroom teaching.

Traditionally, students have been expected to make these connections by their own outside the classroom. According to contextual learning theory, learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner world of memory, experience, and response). Even when writing lessons are done in the classroom, they relate strongly to real life situations, motivating students and preparing them to write for audiences outside the classroom.

While picture used by the writer as media for developing students' narrative text writing so they can effectively improving their narrative text writing. The reason why the researcher chooses picture sequences, it's because picture or series of picture not only provides the basic material of composition but stimulates students' imaginative power. It means picture-sequences help students to expand their topic writing (Heaton, 1991:142). Picture sequence is also believed as a part of narrative text. Therefore, by using CTL as an approach and picture sequences

as a media to improve students' narrative text writing, the students' problem in learning narrative text can be overcome and the students are able to increase their abilities in writing narrative.

From the explanation above, therefore the writer entitled the research;

“Improving Students' Narrative Text Writing Through Contextual Teaching and Learning (CTL) At the Second Year of SMA 9 Bandar Lampung”.

B. Formulation of the Problem

In reference to the background, the researcher derived the following question:

“Is there any improvement of SMA students' narrative text writing ability after they are taught using contextual teaching and learning (CTL)?

C. Objective of the Researches

The objective of the research is to find whether there is improvement of SMA students' narrative text writing ability taught through contextual teaching and learning.

D. Uses of the Research

The result of this research can have the following uses:

1. Practically:
 - Can be made as the information for the teacher to improve their performance in teaching narrative text writing
 - Can develop students' ability in creating narrative text

- As a contribution to the English teacher and student about the use of contextual teaching and learning as an approach in writing narrative text at senior high school (SMA).
2. Theoretically:
- To support the previous research and theories about CTL in teaching narrative text writing.

1.5 Scope of the Research

This research was conducted at the SMA N 9 Bandar Lampung. The subject of this research was the second year students where the researcher was as the English teacher held the class. The reason of choosing the second year students was that as stated in the syllabus of KTSP that there are two standard competences of the narrative text that is one in the first semester and the other in the second semester. It means that narrative text is very highly demanded by second year students of SMA. Before conducting the research the students had already studied grammar, vocabulary, and narrative text. The sample was chosen randomly, since the second grade classes have the same appropriate materials and ability related to the issue of the research. The research focused on students' activity in the improvement of narrative text writing based on content, organization, vocabulary, language use, and mechanic. The researcher used picture-sequences and reading texts as teaching aids of CTL during the implementation of contextual teaching and learning (CTL) to gain an effective result. The picture sequences were taken from the magazine, Internet and student's English books while the reading texts were taken from The material was taken from students' English text books and

magazine and short story collection books. The improvement of students' narrative text writing was measured by a set of pre test and post test in form of writing text.

II. LITERATURE REVIEW

In order to have related ideas on the theoretical framework, a number of points are reviewed here. The points to be revealed cover the concept of writing, paragraph, concept of narrative text, concept of contextual teaching and learning, concept of picture-sequence, teaching writing, teaching narrative text writing, teaching narrative text writing through contextual teaching and learning, procedure of teaching narrative text writing through contextual teaching and learning, and advantages and disadvantages of using contextual teaching and learning in teaching narrative text writing.

A. Concept of Writing

Linderman (1982:11) states that writing is a process of communication uses a conventional graphic system to convey a message to readers. In this process, in order to have writing skill, one should know the step of arranging letters, words, sentences, paragraphs by using knowledge of structure, vocabulary, organization etc. Linderman (1982:27) also defines that writing is process of communication which conveys the meaning to the reader.

In fact, academic context requires students to be able to compose ideas into effective writing in order to communicate and transfer ideas clearly from one's mind to others with a little interfering noise as possible. The students then must learn that effective writing is not only characterized by high sense of correctness

on grammatical structure and vocabulary. it requires a lot number of things to be applied; a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structure to create a style which is appropriate to the subject matter and the eventual readers (Maley, 1998).

The importance of writing is also stated by Chakravety and Gautum (2000:4)

“Writing, an important part of language learning is an essentially reflective activity that requires enough time to think about the specific topic and analyze as well as to classify the background knowledge”.

The statement implies that in writing process, students are required to have good background knowledge of the topic and enough time to write. Related to the topic, writing enables students to describe their ideas in sequences and in communicative way. As Raimes (1983:3) states that writing also involves thinking. This means, the relationship between thinking and writing make writing as a valuable part of any language course.

In line with the concept of writing, Belo’s (1997:135) points that writing is a continuing process of discovering how to find the most effective language for communicating one’s thought and feelings. Writing also enhances language acquisition as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary which they learn in the class.

Similarly, Jacobs (1981:90) specifically mentions that in order to be effective: a piece of composition should meet the following qualities:

1. Content

Contents refer to the substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization

Organization refers to the logical organization of content. It is scarcely more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half- formed notion of purpose.

3. Vocabulary

Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precisely rather than skews it or blurs it.

4. Language use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5. Mechanic

Mechanic refers to the use of graphic conventional of the language, i.e., the steps of arranging letters, words, paragraphs by using knowledge of structure and some others related to one another.

In short, it is clearly seen that the quality of effectiveness writing is not only defined by its correct use of grammar and structure but there are other higher orders to be concerned such as content, organization, vocabulary, language use and mechanic.

In grading the students' writing score, the researcher evaluated students' writing score based on their judgment by considering five aspects of writing to be tested; they are content (30 point), organization (25 point) vocabulary (20 point), language use (20 point), and mechanism (5 point). This scoring criterion is based on ESL composition profiles by Jacobs (1981:92-96). It was meant to provide a well-defined standard and interpretive framework for evaluating composition effectiveness. This is described as follow:

Table 1. The ESL Composition Profile

SCORE	LEVEL	CRITERIA	COMMENT
CONTENT	30 – 27	EXCELLENT TO VERY GOOD: Knowledgeably • substantive • through development of thesis • relevant to assigned topic	
	26 – 22	GOOD AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lack detail	
	21 – 17	FAIR TO POOR: limited knowledge of subject • little substance • in adequate development of topic	
	16 – 13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent or not enough to evaluate	

ORGANIZATION	20 – 18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive	
	17 – 14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main idea stand out • limited support • logical but incomplete sequencing	
	13 – 10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9 – 7	VERY POOR: does not communicate • no organization • or not enough to evaluate	
VOCABULARY	20 – 18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word from mastery • appropriate register	
	17 – 14	GOOD TO AVERAGE: adequate range • occasional error of word/idiom form, choice, usage but meaning not obscured	
	13 – 10	FAIR TO POOR: limited range • frequent error of word/idiom form, choice, usage • meaning confused or obscured	
	9 – 7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • or not enough to evaluate	
LANGUAGE USE	25 – 22	EXCELLENT TO VERY GOOD: effective complete constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, preposition	
	21 – 18	GOOD TO AVERAGE: effective but simple construction • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured	
	17 – 11	FAIR TO POOR: major problems in simple/complex construction • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments run-ons, deletions meaning confused or obscured	
	10 – 5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • or not enough to evaluate	
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confuse or obscured	
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • or not enough to evaluate	
TOTAL SCORE		READER COMMENT	

In order to provide clear range score for determining the quality of the students' writing performance, the range of score designed in the ESL Composition Profile is adjusted by dividing the range of score of each quality (except for very poor quality) into two equal range. This adaptation of score is illustrated as follows:

Table 2. The Adapted Range of Writing Score

No	Quality	Content	Organization	Vocabulary	Language use	Mechanics	Total
1	Very poor	13.00-16.45	7.00-9.49	7.00-9.49	5.00-10.49	0.00-2.00	34.00-51.99
2	Poor	16.50-18.99	9.50-11.49	9.50-11.49	10.50-13.99	2.01-2.59	52.00-59.99
3	Fair	19.00-21.49	11.50-13.49	11.50-13.49	14.50-17.49	2.60-3.00	60.00-67.99
4	Average	21.50-23.99	13.50-15.49	13.50-15.49	17.50-19.49	3.01-3.59	68.00-75.99
5	Good	24.00-26.49	15.50-17.49	15.50-17.49	19.50-21.49	3.60-4.00	76.00-83.99
6	Very good	26.50-28.49	17.50-18.99	17.50-18.99	21.50-23.49	4.01-4.59	84.00-91.99
7	Excellent	28.50-30.00	19.00-20.00	19.00-20.00	23.50-25.00	4.60-5.00	92.00-100

In more details, Jacobs (1981:92-96) explained the description and criteria of writing scoring system (see *appendix 3*).

B. Concept of Narrative Text

A narrative text is an account of event which is written mainly for entertainment (Larson, 1984: 366. [http://wikipedia.org/wiki/narrative text](http://wikipedia.org/wiki/narrative_text)). Those which not only entertain but instruct are highly valued. The story can be fiction or it can be non fiction. The purpose of narrative text is to entertain, to tell story, or to provide an esthetic experience. However, narratives can also be written to teach or inform, to change attitudes / social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people/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. Narrative text is based on life experience and is person-oriented using dialogue and familiar language.

Here are the genres that fit the narrative text structure; they are (1) folktales, i.e., very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *Abu Nawas*. (2) wonder tales, e.i., a story tells about something amazing, human's imaginations, e.g., *Harry Potter*. (3) Fables, i.e., traditional short stories that teach moral lesson, especially one with animals as characters; these stories are considered as one group of animal stories, e.g., *Winnie the Pooh*. (4) Legend, i.e., a story from ancient times about people and events that may or may not be true. (5) Myth, i.e., a story from ancient times, especially one that was told to explain about natural events or to describe the early history of a place or people, e.g., *Tangkuban Perahu*. (6) Mystery, i.e., a story about something that is difficult to understand or to explain which crimes and strange events are only explained at the end, e.g., *Doctor Jekyll and Mr. Hyde*. (7) Science fiction, i.e., a story that science oriented. It is not really happened in real life, e.g., *Time Machine*. (8) fantasy, i.e., a story about a pleasant situation that people imagine but it is unlikely to happen, e.g., *Alice in Wonderland*. (9) Historical fiction, i.e., a story about people and events that is in or connected to the past, e.g., *Bumi Manusia*.

Basically, a narrative text is organized by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of the story containing the setting, the characters, and the characters' problem(s)

(Larson, 1984:234). The middle of a narrative is organized around a plot. The plot includes a series of episodes written by the author to hold our orientation and build excitement as the story progresses.

The plot contains (1) an initiating event, the event that starts the main character on a series of events to solve the problem, (2) a series of events in which the main character attempts to solve the problem. The excitement builds until the climax, the high point in the story where the problem is solved. In these events there may be some roadblocks that the character encounters while attempting to solve the problem. These roadblocks are set backs for the character. During these events the excitement of the story builds as the character goes about solving the problem.

Here is the analysis of Narrative Text Structure (Generic Structure) :

1. Orientation refers to the characters, problem, place and time, such as; who is the character? What is the problem? Where does it happen?
2. Evaluation retells a stepping back to evaluate the plight. In this part, it tells about the first condition of the character before facing the problem.
3. Complication denotes a crisis arises. It comprises initiating event, subsequent events and climax aspects when the characters face the problems.
4. Resolution shows that the crises are resolved. In this part, the character does the act of solving or settling the problem for better or for worse one.
5. Re-orientation indicates optional point. This means that a story does not always use this, and usually, it states the conclusions of the events based on the writer point of view.

The significant grammatical features of narrative text comprise (1) focus specific and usually individualized participants. (2) Use of material processes, behavioral and verbal processes. (3) Use of temporal conjunction, and temporal circumstances. (4) Use of past tense.

Here is the example of narrative text:

Two Travelers and a Big Tree

Once, two men traveled on a dusty rough road that had no trees on its sides. They were walking on the distant village during daylight to attend a wedding feast.

The summer sun was so hot that they were sweating a lot

They looked for a shady tree for shelter from the sun. After sometimes, they saw a big old tree with thick, green leaves and branches spread far and wide like a big umbrella. They made the tree a shelter, put their small bundles on the ground and stretched themselves out in the cold shadow of the tree. They felt relieved and rested for a while. Talking about the wedding feast.

After about an hour, one of the travelers said to his friends, "look! What a useless ugly old tree! so big and yet it bears no fruit at all".

On hearing this, the tree felt insulted. Angriely, it yelled, "You, ungrateful man! You are enjoying my cool shadow and using it for a shelter, yet you call me useless and ugly! Can there be a more wretched creature than you? So now, get up and get away from here

Feeling scared that a tree could talk, the two men ran away in horror

And here is the organization of the narrative text:

Two Travelers and a Big Tree

Orientation:

Once, two men traveled on a dusty rough road that had no trees on its sides. They were walking on the distant village during daylight to attend a wedding feast.

Complication:

The summer sun was so hot that they were sweating a lot

Resolution:

They looked for a shady tree for shelter from the sun. After sometimes, they saw a big old tree with thick, green leaves and branches spread far and wide like a big umbrella. They made the tree a shelter, put their small bundles on the ground and stretched themselves out in the cold shadow of the tree. They felt relieved and rested for a while. Talking about the wedding feast.

Complication:

After about an hour, one of the travelers said to his friends, “look! What a useless ugly old tree! so big and yet it bears no fruit at all”.

Resolution:

On hearing this, the tree felt insulted. Angrily, it yelled, “You, ungrateful man! You are enjoying my cool shadow and using it for a shelter, yet you call me useless and ugly! Can there be a more wretched creature than you? So now, get up and get away from here

Re-orientation:

Feeling scared that a tree could talk, the two men ran away in horror

In this research students were not expected to fulfill and make the generic structure in their writing. They were only as a guidance for the students to make unity and coherence composition.

C. Concept of Contextual Teaching and Learning

Contextual teaching and learning (CTL) is an approach of learning that appears because of the tendency that students will learn better if the environment can be created naturally (Department of National Education/Depdiknas 2002). CTL is a concept that help teachers relate subject matter content to real world situation and motivate students to make connections between knowledge and its applications to their lives as a family members, citizens, and workers and engage in a hard work that learning requires (U.S. Department of Education). According to Legawa (2004) CTL is a learning process that involved learner-centered and learning in context. Context means a condition that influences students' lives in learning. Its goals are to increase students' learning result and to make practical materials related to the school condition.

According to Owens (2002), CTL enables students to process, expand, and apply their academic knowledge and skills in variety of schools and out school setting in order to solve simulated or real-world problems. In CTL, the knowledge that the students get before can be reinforced. They have a chance to construct their mind and relate what they have got to the new materials. Moreover, Ashuri (2003) in

Martini (2006) states that students would learn well if he/she is learning closely related what they have known and related to activities or events around him/her. Thus, the teaching learning process at school should always involve student's real world and experience to make them aware of the benefits of their learning. For instance, in teaching narrative text, teacher gives a topic to be discussed that related to the students' environment.

According to Department of National Education/Depdiknas, CTL has seven main components, they are:

1. Constructivism

Constructivism is a philosophical base of contextual approach which learners increase knowledge little by little since the knowledge is not a set of facts, concepts, or rules that come accidentally. It has to be constructed by learners through real experience. In this stage learners are actively involved in learning process based on the previous knowledge or entry behavior. For instance, before going to the main topic of the material (narrative text), teacher can correlate to the material that will be discussed. Therefore, to achieve the learning goal, they will use their prior knowledge and their own style. Usually the teacher does not give all his knowledge to the learners. The learners build their own understanding by a becoming part of teaching learning process. Therefore, the role of the teacher is only as facilitator or motivator.

2. Inquiry

Inquiry is the basic part of CTL. The key word for inquiry is the learners seek the truth, information or knowledge by themselves. For example, the students are asked to make a good narrative text. The teacher explains how to make it by

giving some examples. From this explanation, students then know how to make it. Observing, questioning, investigating, analyzing, and concluding are cycling process of inquiry. The learners have a chance to observe phenomena. They try to explain and describe the phenomena being observed. They will ask when they find something outlandish and they make their own hypothesis based on the answer of their questions, finally, based on the observation, they make conclusion.

3. Questioning

Questioning emerges because of someone's curiosity. Curiosity is a basic critical thinking. Someone is curious in something because he/she wants to know about it. When learners find something peculiar, they will ask it becomes like that.

Questioning can be implemented between learner to learner, learner to teacher, teacher to learner, learner to others who come to the class, and so on. Therefore, they can ask questions to their friends or the teacher when they do not know about something. In order to encourage students to make questions, the teacher should provide or create situation that make the students to have curiosity. If the students are curious in something, automatically they will ask more about it to the teacher and the teaching learning process will be alive.

In conclusion, questioning has some advantages such as to find out information, to check the understanding of the learners, to measure how far the curiosity of the learners, to refresh the competence, etc.

4. Learning community

Learning community is a group of people who share their knowledge in learning. The principle of learning community is that learning in-group will give better result than learning alone. In learning community, student will share their

knowledge. By sharing knowledge, the learners who know will tell others who do not know or learners who do not will ask learners who know. In other word, the students in group will be involved in the activity, they will ask, answer, or even share their ideas since they have the same goal that is doing the task given by the teacher. Cooperative is encouraged here.

5. Modeling

Modeling or giving example plays an important role in teaching learning process. It helps students to understand the materials faster. In this scope, the learners are supposed to perform some activities that the model does. In teaching learning process of narrative text, for example, the teacher gives some examples of narrative text. Based on the examples given, the students are asked to make narrative text by themselves. In this scope, either the teacher or students can give modeling. It means that the teacher is not the only person who responsible in giving modeling or example. By listening or seeking the other in demonstrating how to do something, the learners will know and they can utilize it by themselves.

6. Reflection

Reflection is the way of thinking about what has been taught or what has been done in the past. The students and teacher review and respond the events, activities and experiences they have done. In other words, reflection is a respond toward even, activities and the latest information. For example, the students pronounce the word “abuse’ incorrectly and the teacher corrects it by demonstrating. From the model given by the teacher, the students realize that what they have done is wrong and try to pronounce it correctly by imitating what the teacher has done. At the end of teaching learning process, teacher should give

time for the students to think and do such reflection; it can be in the shape of direct statement from the students about what they have learned.

7. Authentic assessment

Authentic assessment is a process of gathering the data that can give information about the students' development. It aims at evaluating students' abilities in real world context. It is used to describe students' real competency to the subject matter. In other words, the aim of authentic assessment is to provide valid and accurate information about students' progress and what they really know and are able to do.

Assessment can be done during or after teaching learning process. During the teaching learning process, teacher can assess students' activities in class by ticking names of students who are actively involved in teaching learning process (such as answering questions, giving questions, and participating in group) in her/his data. The data can be used as information for the teacher in order to make students more active. Moreover, teacher can assess students through test held after process of the treatment.

The reason why the researcher will use contextual teaching and learning (CTL) because it is an approach that can help the students succeed in understanding or creating narrative text in long-range life. CTL is a concept of learning which helps teacher relates the material being taught to the students' real world and encourage the students to relate their knowledge in their daily lives (Department of National Education/Departemen Pendidikan Nasional, 2002).

D. Concept of Picture-Sequence

Based on Stevick (1957:74) picture is one visual aid as anything visible, which helps the students to learn the language more clearly. It is supported by Zainudin quoted in Rohimah (2001:14) picture is one of the visual aids that can raise students' motivation in learning. It can be said that picture is able to stimulate students' idea to appear.

In more details, Gardner (2007) states the following:

“Simply distribute or show picture that tells a story and encourages students to brainstorm words and ideas about the image before writing a story that tells a background on the image or extends details on what has happened, gives the students chance to think critically about their interpretation of the events in the images and to write that ideas”.

Meanwhile, Heaton (1991:142) says that picture or series of picture not only provides the basic material of composition but stimulates students' imaginative power. It means picture-sequences help students to expand their topic writing. In the term of organization (coherence), it is clear that picture-sequences can help students to form outline. This outline can make students easier to develop their paragraph smoothly, since the picture is in sequence. Moreover, Nelson (1989:33-36) suggests to offer the use of picture-sequences in the class with the idea that words can be associated by a picture. From the collection of the words, the students will be able to develop the main idea.

Based on the explanation above, the writer concludes that picture-sequence can convey an outline of a paragraph since picture only shows what is obviously seen and easily described. Through picture-sequence, students may be motivated to develop a paragraph. Engaging picture in writing narrative text will help students to create a plot and develop the paragraph. Picture also will capture and hold students' interest and attention

E. Concept of Teaching Writing

Teaching writing covers teaching of language ability and organization of ideas. It will stimulate the student to present their ideas into written form.

Related to this, Harmer (1983:48) points out that there is certain particular needs to be taken into account when teaching writing, e.g. sentence organization, paragraph arrangement, and coherence in the writing itself. More specifically, it is said that teaching writing requires the elements of writing skill including grammar, sentence organization, vocabulary and mechanics (Madsen, 1983:120).

Teaching writing guides students not only to write sentences in a paragraph but also to organize ideas. Referring to this, Arapoff (1966:14) says that learning to write involves not only learning to use orthographic symbol, but also primary how to select and organize experience that has occurred to the writer. A purposeful selection and organization of experience require active thoughts.

It can be said that teaching writing covers not only the use of grammar such as sentence sense, word order and mechanics, i.e., the use of graphic symbols, but also teaching writing covers the organization of ideas expressed into the correct of writing (Madsen, 1983:120).

Based on the definition above, the writer concludes that writing is important means of indirect communication that referred to the productive and expressive activity. In this case students are expected to be able to express their ideas, feeling, and thought in written language.

F. Teaching Narrative Text Writing Through Contextual Teaching and Learning

In teaching learning process of CTL, a teacher is expected to apply seven components of CTL, as mentioned before. The material should be related to the students' real world situation. The students have to be motivated to make connection between knowledge and its application on their daily lives. In this context, the students have to understand what the meaning of learning is, what the benefits are, and how to reach it. They know what they are learning is useful for the future. According to Yuwono (1994:6) in Susanti (2006:10), in order to be successful in writing, an English teacher should guide his students on writing, in which the material presented are relevant to their interests, needs, capacities, and age until they are able to make composition with few or even no error.

In writing narrative text the students must be able to organize the story by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of the story containing the setting, the characters, and the characters' problem(s). They can start by describing the plot of the story. The plot contains (1) an initiating event, the event that starts the main character on a series of events to solve the problem, (2) a series of events in which the main character attempts to solve the problem. By writing the plot the students can develop the

story based on its setting, characters, and the problems. Thus, in order to encourage the students to make the plot, the teacher should provide situation or topic that can make them have curiosity. If this situation happens, the teaching learning process will be alive.

In order to make a good narrative text, the teacher should provide some examples of narrative text before asking the students to write. For example, teacher explains that narrative text should be arranged based on its generic structure; Orientation (refers to the characters, problem, place and time. Evaluation (retells a stepping back to evaluate the plight). Complication (comprises initiating event, subsequent events and climax aspects when the characters face the problems). Resolution (shows that the crises are resolved). Re-orientation (indicates optional point). The process above can be easily reached by introduced pictures-sequence to the student. Teacher can gain more information from the students by asking the theme/plot of each pictures provided. It is expected they can utilize it by themselves.

After the teacher gives some examples of good narrative text, the students can reflect the text which has been explained by the teacher. Reflection can be said as a respond toward the setting, character and the problems. By doing such reflect the students are able to think about what they have learned, what they have done and whether it is right or wrong in order to make their narrative text better.

In CTL class, the teacher is suggested to make heterogeneous learning class. The students who know are expected to tell the other who do not know. In this context, the teacher should divide the students into some groups in doing tasks. In group, they can share their ideas, information, and knowledge to the others.

To get description of students' development or ability in writing narrative text, the teacher needs to assess the students. Assessment is important to measure the students' knowledge and skill (Depdiknas, 2002). Therefore, the teacher needs the authentic assessment, which can be done during the process or after the process of teaching learning activities. He/she can assess the students based on their activities in the class, while at the end of the class, he/she can assess their writing result. Based on the assessment above, the teacher can get valid and accurate information about the students' progress.

In conclusion, the seven components of CTL should be applied during teaching and learning process of narrative text writing to see whether the students make the progress or not.

G. Procedures of Teaching Narrative Text Writing through Contextual Teaching and Learning

According to Edelstein and Pival (1988:11), there are three steps of writing. These steps are used to make the writing more affective. They are:

1. Pre-writing refers to selecting the general subject, restricts the subject, generates the ideas and organizes the ideas.
2. Writing denotes to setting on the paper the ideas in her or his mind into words, sentences, paragraph and so on.
3. Re-writing concerns with evaluating her/his writing, deals mainly with:
 - a) Correcting the content and form
 - b) Correcting the vocabulary, punctuation, and grammar

- c) Correcting writing errors, word duplications and omission

Referring to the statement above, the researcher used the steps consist of pre-writing, writing and re-writing. Here are the procedures of writing narrative using contextual teaching and learning

1. Pre-writing

- a) Teacher asked some questions related to the topic. (constructivism)
- b) Teacher shown some pictures at glance and ask the students whether they were familiar or not with the picture. (inquiry)
- c) Teacher asked the main idea/plot of the picture (questioning)
- d) Teacher gave an example, explained the generic structure, and how to organize narrative text. (modeling)

2. Writing

- a) Teacher asked the students to make a group and distributes the pictures-sequences. (learning community)
- b) Teacher asked the group to arrange and write the main idea/plot of picture-sequences. (authentic assessment)
- c) Teacher asked the group to write narrative text based on the plot that they have made. (authentic assessment)

3. Re-writing

- a) Teacher checked their writing and asked them to re-write if there were some errors in grammar, vocabulary, content and form, etc. (authentic assessment)
- b) Teacher reflected the lesson that they have learnt (reflection)

H. Advantages and Disadvantages of Using Contextual Teaching and Learning in Teaching Narrative Text Writing

The advantages and disadvantages of using CTL in teaching narrative text writing are as follows:

1. The advantages are:
 - a. CTL encourages students to be more active and involve directly in teaching and learning process
 - b. Topic discussed in the material is related to the students' environment
 - c. The knowledge that the students get before can be reinforced
 - d. There are connection between knowledge that students get and its application to their lives
 - e. Students are more aware of its benefits of learning because the teacher relates the material being taught to the students' real events or activities
 - f. Students are supposed to perform some activities that the model does
 - g. Students seek truth, information, and knowledge by themselves
 - h. Students are provoked in order to have curiosity
 - i. Students are given a chance to share their ideas each other
 - j. Assessment is adapted with the material the students have learned
 - k. Students can learn from the mistakes they did during teaching learning process
 - l. CTL helps students remember the material they have studied easily. They could remember the material in long-range life
2. The disadvantages are:
 - a. The students imitate what the teacher does. If the teacher does mistakes, students will do too

- b. Class will be noisy since the students are supposed to be active in teaching learning and there are group activities
- c. The teacher needs a lot of energy because he/she has to make the class alive. He/she plays the important role in the class activities

Therefore, to see the improvement, the researcher applies CTL as approach for teaching narrative text writing.

I. Theoretical Assumption

Based on the literature review the researcher assumes that CTL is applicable to improve the students' narrative text writing ability. This assumption is supported by the activities that are involved in CTL. *Constructivism* increases knowledge little by little since the knowledge is not a set of facts, concepts, or rules that come accidentally. *Inquiry* checks the understanding of the learners, to measure how far the curiosity of the learners, to refresh the competence, etc. *Learning community* shares knowledge. *Modeling* gives example that helps students to understand the materials faster *Reflection* reviews and responds the events, activities and experiences they have done. *Authentic assessment* provides valid and accurate information about students' progress and what they really know and what they are able to do. While picture sequence helps students to develop their idea in writing narrative text. Thus, CTL and picture sequence can be implemented to stimulate the students' narrative text writing to be better.

J. Hypothesis

Based on the theoretical assumption above, the researcher would like to formulate the hypothesis as follow:

H_0 : Teaching narrative text writing through contextual teaching and learning (CTL) does not give improvement in increasing students' ability in the terms of *content, organization, vocabulary, language use and mechanic*".

H_1 : Teaching narrative text writing through contextual teaching and learning (CTL) gives improvement in increasing students' ability in the terms of *content, organization, vocabulary, language use and mechanic*".

III. RESEACH DESIGN

The design of this research is organized in a manner that allows composition between pre-test and post-test result. To do this, analytical data measuring the caliber of students' writing was collected using pre-test and post-test. Using a controlled analysis of the result as channeled through the research design, the transformation of the subjects' writing skills can be adequately revealed and composed across the two-test period.

A. Research Design

This research is a qualitative study which is intended to see the students' narrative writing improvement after the implementation of the contextual teaching and learning. The research design is intact group posttest-pretest design. Intact group design is pre-experimental designs in which the sample is chosen randomly. The design used two classes, one as the experimental class which received the treatment of contextual teaching and learning (CTL) and the other as control class which was taught with regular teaching learning activity by the classroom teacher. This design used pretest to find out the students' initial ability before the treatment (Hatch and Farhady, 1982: 21-22). It can be illustrated as follows:

G1	=	T1	X	T2
G2	=	T1	O	T2

Note:

G1 : experimental class

G2 : control class

T1 : pretest

T2 : posttest

X : contextual teaching and learning (CTL)

O : regular teaching learning (Hatch and Farhady, 1982:22)

B. Population and Sample

The population of this research was the second grade students of SMUN 9 Bandar Lampung. The researcher selected the sample randomly one of the classes by using lottery since the second grade had some appropriate materials and ability related to the issue of the research. The treatment was conducted in three meetings, where the researcher taught the experimental class and the control class was taught by the classroom teacher. This research was conducted in the second semester of 2009/2010 academic year. It means that there was no doubt that the sample had had the concept of narrative text writing in their first semester. It can be said that the writing test administered in this research was related to their knowledge they had learned.

There were nine classes of the second year students in this school. Each class consisted around 25 students. Before the researcher selected the sample, there were three classes offered by the classroom teacher which were needed to be considered by the researcher. The three classes belong to SBI (International Based School) program. They were XI science 1, XI science 2, and XI science 3. Finally

the classroom teacher and the researcher decided to choose class XI science 2 as control class and class XI science 1 as experimental class since both of the class were studying narrative text at that time. The treatment conducted in three meetings. The length of the meeting was 90 minutes. Both experimental class and control class received different treatment. The experimental class received contextual teaching and learning (CTL) as the treatment.

The researcher used picture sequence during the implementation of CTL in experimental class, in order to help students to develop the main idea/plot of the narrative text. While the control class received regular teaching and learning by the classroom teacher. The pretest and posttest were free narrative writing. During the teaching and learning process there were only 18 students who participated effectively. Because of that the researcher only chose 18 students as the sample of the research.

C. Data Collecting Technique

To gain the data of the text analysis instruction impact on the students' narrative text writing performance, a series of procedures was set out as follows:

1. Pre-test

The pre-test was administered before the treatments. The pre-test was administered to the experimental class and control class. It was to see the basic quality of students' writing performance before receiving the treatment. The pretest was free narrative writing. The pre-test was conducted in 90 minutes.

2. Post-test

The post test was administered to the students after they got the treatments. It was done to find out the improvement of students' narrative text writing after being taught using contextual teaching and learning (CTL). The researcher used picture sequences as the media. The post-test was free narrative writing. The post test was conducted in 90 minutes.

D. Procedures of Data Collecting Technique

In collecting the data the researcher used the following procedures:

1. Selecting materials for treatment

In selecting the materials for treatment, the researcher selected some samples of narrative text from some English books, and magazines and short story collection books. The researcher also used picture sequences as a media to help students in developing the main idea/plot of narrative text. The researcher selected the pictures based on students' interest by choosing interesting story that was closed to their life, e.g. the story about friendship, fairytale, love, and mystery. The pictures were taken from the internet, magazines, and short story collection books.

2. Determining the population and selecting sample

The population of the research is the second year student of SMAN 9 Bandar Lampung. The researcher chose experimental class and control class randomly by using lottery, since every class had the same opportunity to be chosen as the experimental class and control class. Introduction and observation was done during this step. The researcher spent one day to come to three classes which

was offered by the classroom teacher with the consideration that those classes were studying narrative text at the moment. Finally the researcher chose XI science 3 as the experimental class and XI science 2 as the control class, with the consideration that both classes were studying narrative text at that moment. There were 25 students in experimental class and control class. However, there were only 18 students of each class who participated actively during the three meetings treatment.

3. Administering the pre-test

The researcher conducted the pre test before giving contextual teaching and learning (CTL) as a treatment which lasted 90 minutes. The pre test was conducted to investigate the students' present narrative writing ability. Pretest was given to measure the students' competence in narrative text writing. The students were asked to develop narrative writing freely.

4. Conducting the Treatment

After giving the pretest to the students, the experimental class was given treatment by using contextual teaching and learning (CTL) as an approach and picture sequence as a media. While the control class was given regular teaching and learning by the classroom teacher. The treatment was conducted in 90 minutes, based on the time allocation in the syllabus of the second grade of SMA. The treatment was conducted in three meetings, where the researcher held the experimental class, and the classroom teacher held the control class. The reason why the treatment conducted only in three meetings was because the advancements in the writing ability of students (in a narrative format) could be seen when the students were trying to develop the plot that they had made

5. Administering the post-test

Post-test was conducted to measure the students' narrative writing achievement after being taught contextual teaching and learning (CTL). This test was administered to both experimental class and control class. The test was in form of writing. The students were asked to develop their narrative text writing freely based on their interest. The post-test was conducted in 90 minutes.

6. Analyzing the Data

After collecting the data that refers to the content, organization, vocabulary, language use, and mechanic, the data gained was done. First, the data, in form of score, gained from pre-tests and post-tests was tabulated. Then, the mean of the pretest and the posttest and its standard deviation was calculated. Repeated Measures T-Test was used to draw the conclusion to see whether the hypothesis proposed by the writer was accepted or not. The comparison of two means tell us the difference of students' writing ability of narrative text before and after the treatments that indicates the correlation itself. The data was computed through SPSS 16 that showed t-value, degree of freedom (*df*), and two tail significance for equal variances.

E. Instrument of the Research

Writing test is a device which requires the students to compose their own idea, and extended responses to problems set by the teacher. The instrument of this research was narrative text writing. The researcher administered writing test to find out whether there was significant improvement of students' narrative text writing ability taught through contextual teaching and learning or not. That is

why, the students were asked to write a narrative text. The students were given a chance to make writing composition for about 90 minutes.

The test was free narrative text writing. The test was given by following instructions including, among others, time allocated, some key words, etc, instruction. To be clearer below is the sample of writing test.

Direction:

1. Write a narrative text (complication and resolution) by following the orientation provided!
2. The time provided is 90 minutes
3. You may use these words in your passage, e.g. first, second, then, next, before, after, finally, etc.
4. You may also use these key words, e.g. One day, a long time ago, Once up on a day, Last year, One year ago, Two years ago, etc.
5. To make your writing unified and coherent, pay attention in your spelling, capital letter and punctuation. For examples period (.), coma (,), colon (:), semi colon (;), exclamation point (!), question mark (?), apostrophe ('), quotation mark (" ") etc.
6. And also pay attention to your grammatical structure. Check them carefully before you submit it.

Due to the subjectivity of a writing test, it was decided that two raters would be used to reduce subjectivity in judging the writing ability of students. The two raters were the researcher himself and a native English teacher who currently resides in Bandar Lampung.

The reason why the researcher chose a native English teacher was because he has completed his Bachelor of Art (B.A.) in McGill University in Canada and listed as one of English teacher in English First (EF) Bandar Lampung. He also has experience in teaching English and can professionally rate the student's writing. This allows for a higher degree of accuracy in gauging the writing skill of those tested. Both of the raters worked collaboratively to score the result of the students writing. Before marking any papers, the two raters scanned a sample of papers to decide upon standards. They found, for example, a high, high-medium, low-medium, and low caliber papers to serve as models. Then, as they scored the papers, they returned occasionally to the models to ensure that their standards were not shifting.

F. Validity

Validity refers to the extent to which the test measures what is intended to measure. This means that it relates directly to the purpose of the test (Shohamy, 1985:74). There are four types of validity, and empirical validity or criterion-related validity, content validity, construct validity, and empirical validity or criterion-related validity. To measure whether the test has a good validity, the researcher used content validity and construct validity. Face validity only concerns with the layout of the test while the criterion-related validity is concerned with measuring the success in the future, as the replacement test, (hatch and Farhady, 1982:251). These two validities taken into consideration in this research can be illustrated as follow:

a. Content Validity

Content Validity is the extent to which the test measures a representative sample of the subject matter content. The focus of the content validity is adequacy of the sample and not simply on the appearance of the test (Hatch and Farhady, 1982:251). The assistance from rater's assessment was used to justify the content validity of the test

b. Construct Validity

Construct validity is concern with whether the test is actually in the line with the theory of what it means to know the language (Shohamy, 1985:74).

G. Reliability

Reliability refers to whether the test is consistent and its scoring and gives us an indication of how accurate the test score are (Shohamy, 1985:70). Reliability is a measure of accuracy, consistency, and fairness of the scores resulting from administration of particular examination.

To ensure the reliability of scores and to avoid the subjectivity of the researcher, inter rater reliability was applied in this research. Inter rater reliability is used when score of the test is independently estimated by two or more judges. Jacobs (1981), also mentions that the key to high reliability is evaluating students writing is using a focused evaluation guide, selecting and training reader, and obtaining multiple readings for each composition. To achieve such reliability, in judging the students' writing performance, the researcher:

1. Used a single standardized evaluation guide in evaluating each student's paragraph that is the ESL Composition Profile provided by Hartfiel, Hugney, Jacobs, Wormuth, Zinkgraf (1981:92-96).
2. Involved second experienced rater in using the profile to read and give judgment for each student's writing performance. The second rater was native English teacher. The reason why the researcher chose native English teacher was because he has completed his Bachelor of Art (B.A.) in McGill University in Canada and listed as one of English teacher in English First (EF) Bandar Lampung. He also has experience in teaching English and can professionally rate the student's writing. This was meant to provide a consistent and fair judgment.

Thus, to determine the level of reliability of the scoring system, the Spearman Rank Correlation was applied on the data. The formula of this is:

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Notes:

R : Reliability

N : Number of students

d : The different of rank correlation

1-6 : Constant number

(Sudijono, 2006:228)

The researcher considered it was reliable for the test if the test has reached range 0.60-0,79. The standard of reliability:

- | | |
|----------------------------|---------------------------|
| A. a very low reliability | ranges from 0.00 to 0.19 |
| B. a low reliability | ranges from 0.20 to 0.39 |
| C. an average reliability | ranges from 0.40 to 0.59 |
| D. a high reliability | ranges from 0.60 to 0.79 |
| E. a very high reliability | ranges from 0.80 to 0.100 |

Slameto (1998:147).

The researcher considered that both raters would achieve the reliability if the inter-rater reliability had reached range 0.60-0,79 (a high reliability).

In this research, it was found that the result of inter-reliability of pre-test was as follows:

Control group

Inter-rater Reliability in Pretest:

$$\begin{aligned}
 R &= 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)} \\
 &= 1 - \frac{6 \cdot (57)}{18 \cdot (18^2 - 1)} \\
 &= 1 - \frac{342}{5814} \\
 &= 1 - 0.058 \\
 &= 0.94
 \end{aligned}$$

It means that both raters have a very high reliability.

Inter-rater Reliability in Posttest:

$$\begin{aligned}
 R &= 1 - \frac{6 \cdot \sum d^2}{N (N^2 - 1)} \\
 &= 1 - \frac{6 \cdot (24)}{18 \cdot (18^2 - 1)} \\
 &= 1 - \frac{144}{5814} \\
 &= 1 - 0.024 \\
 &= 0.97
 \end{aligned}$$

It means that both raters have a very high reliability.

Experimental group

Inter-rater Reliability in Pretest:

$$\begin{aligned}
 R &= 1 - \frac{6 \cdot \sum d^2}{N (N^2 - 1)} \\
 &= 1 - \frac{6 \cdot (6)}{18 \cdot (18^2 - 1)} \\
 &= 1 - \frac{36}{5814} \\
 &= 1 - 0,006 \\
 &= 0.994
 \end{aligned}$$

It means that both raters have a very high reliability.

Inter-rater Reliability in Posttest:

$$R = 1 - \frac{6 \cdot \sum d^2}{N (N^2 - 1)}$$

$$= 1 - \frac{6 \cdot (9)}{18 \cdot (18^2 - 1)}$$

$$= 1 - \frac{54}{5814}$$

$$= 1 - 0,009$$

$$= 0.991$$

It means that both raters have a very high reliability.

H. Data Analysis

The result of students' writing ability in each test was evaluated based on content, organization, vocabulary, language use, and mechanism. The result of the students' performance in pre-test, then, compared with result of their performance in post test to the impact of the instruction in their writing performance. To analyze data gained from writing test, the researcher treated the data through the following steps:

1. *Sorting the data*

Each rater scored the students' writing of pre-test and post test of both groups. Then, the scores between two raters were taken the average to be the final score that would be analyzed statistically using *Repeated Measured T-Test (Paired sample T-Test)* that was to show the differences between pretest and posttest of experimental class for answering the hypothesis. In order to enhance the result, the researcher also compares the pretest and posttest of both groups using *Independent group T-Test* to draw the conclusion of the research. It was aimed to check whether the effect of the treatment was really because of the treatment or not. The data computed through SPSS version 13.0

2. Drawing conclusion

The scores of the pre test and post test of two groups was statistically analyzed using *Repeated Measured T-Test (Paired Sample T-Test) and Independent Group T-Test* to draw a conclusion. It was computed through the Statistical Package for Social Science version 13.0

I. Hypothesis Testing

The hypothesis is stated as follow:

H_0 : “There is no positive effect of Contextual Teaching and Learning in Improving Students’ Narrative Text in terms of: content, organization, vocabulary, language used, and mechanic”.

$$H_0: X_1 = X_2$$

H_1 : “There is positive effect of Contextual Teaching and Learning in Improving Students’ Narrative Text in terms of: content, organization, vocabulary, language used, and mechanic”.

$$H_1: X_1 \neq X_2$$

Repeated Measure T-test (Paired Sample T-test) and Independent group T-test was used to test the hypothesis. The analysis was computed using the SPSS version 13.0. The hypothesis was analyzed at the significant level of 0.05 ($p < 0.05$) in which H_0 was approved if $\text{Sign} > \alpha$. It means that the probability of error in the hypotheses was only about 5%.

IV. RESULT AND DISCUSSION

The aim of the research was to investigate the improvement of students' narrative writing taught through contextual teaching and learning. This chapter reports the results obtained by this study, which cover result of students' writing test in term of content, organization, vocabulary, language use, and mechanic.

A. Result of Students' Writing Test

In order to establish the homogeneity of the samples in term of their writing ability, independent group T-test was conducted to examine the difference between writing ability of both groups on writing test before treatment. The mean score for the experimental group was 69.83 and for the control group was 68.55. The result also showed that there was no significant difference between the mean scores of the samples in the experimental and control groups. Two tail significance showed that $p > 0.05$ ($p = 73$). It indicates that the writing ability of groups was homogenous at the beginning of the research. It was no doubt since the researcher had selected the samples randomly.

At the end of the research, after three meeting treatments, the mean score of the pretest and posttest for experimental group was 75.05. A 5.22 gain was shown after three meeting treatments. Even though the gain of the increase was only 5.22 point from the pre test but the statistical analysis using Repeated Measured T-test

showed that the result from the pretest to posttest of experimental class increased significantly ($p < 0.05$; $p = 0.01$). So, it was no doubt to confirm that the hypothesis was approved. And when it was referred back to control class, the Independent Group T-test was also employed to see whether the increase was really because of the treatment or not. The result showed that there was significant difference between experimental and control class ($p < 0.05$; $p = 0.00$). It was so because the mean score of experimental class in posttest was 9.44 point higher than the control group. It can be said that the mean score of experimental group surpassed the control group. Actually, it happened since the score of the control group was 65.61. In other words, there was no improvement of this group instead of the decrease from the pretest (gain = -2.94). However, the hypothesis of this research was approved since the result showed that the mean score of experimental class increased significantly from pretest to posttest ($p < 0.05$; $p = 0.01$). The results are presented in the following tables.

Table 1. Result of Students' Writing Test of the Experimental Class (Pretest to Posttest)

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Posttest	75.05	18	8.94	2.10	0.001
Pretest	69.83	18	11.01	2.59	

Table 2. Result of The Students' Writing Test in Pretest for the Experimental and Control Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	69.83	18	11.01	2.59	.73
Control	68.55	18	10.99	2.59	-.73

Table 3. Result of The Students' Writing Test in Posttest for the Experimental and Control Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	75.05	18	8.94	2.10	.00
Control	65.61	18	4.80	1.13	.00

B. Result of Students' Writing Test for Five Aspects of Writing

After seeing the result of the statistical of students' writing test for the whole aspects of writing, in this part the result of the statistical calculation of each aspect of writing was also described obviously. As stated in the formulation of the problems, the research question of this research was aimed at investigating the improvement of students' narrative text writing taught through contextual teaching and learning in terms of content, organization, language-use, and mechanic. There was no difficulty to present the result of writing test for each aspect of writing since the analytical scoring procedure was applied in scoring the writing test.

Table 4: Result of Students' Writing Test for Five Aspects of Writing in Pretest of Both Groups

Writing aspect		Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Content	Experimental	21.55	18	2.99	.70	.23
	Control	20.25	18	3.42	.80	.23
Organization	Experimental	15.36	18	2.46	.57	.97
	Control	15.33	18	2.39	.56	.97
Vocabulary	Experimental	14.63	18	2.48	.58	.50
	Control	14.11	18	2.17	.51	.50
Language use	Experimental	14.75	18	3.14	.74	.61
	Control	15.30	18	3.40	.80	.61
Mechanic	Experimental	3.52	18	.58	.13	.88
	Control	3.50	18	.51	.12	.88

Table 5: Result of Students' Writing Test for Five Aspects of Writing in Posttest of Both Groups

Writing aspect		Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Content	Experimental	22.38	18	2.35	.55	.00
	Control	19.75	18	1.79	.42	.00
Organization	Experimental	15.97	18	2.05	.48	.00
	Control	13.91	18	1.16	.27	.00
Vocabulary	Experimental	15.91	18	1.87	.44	.00
	Control	13.91	18	1.03	.24	.00
Language use	Experimental	16.94	18	3.17	.74	.01
	Control	14.75	18	1.69	.40	.01
Mechanic	Experimental	3.86	18	.33	.07	.00
	Control	3.22	18	.35	.08	.00

Table 6: Result of Students' Writing Test of the Experimental Class for Five Aspects of Writing (Pretest to Posttest)

Writing aspect		Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Content	Posttest	22.38	18	2.35	.55	0.02
	Pretest	21.55	18	2.99	.70	
Organization	Posttest	15.97	18	2.05	.48	0.02
	Pretest	15.36	18	2.46	.57	
Vocabulary	Posttest	15.91	18	1.87	.44	0.00
	Pretest	14.63	18	2.48	.58	
Language use	Posttest	16.94	18	3.17	.74	0.00
	Pretest	14.75	18	3.14	.74	
Mechanic	Posttest	3.86	18	.33	.07	0.04
	Pretest	3.52	18	.58	.13	

Here are the descriptions of the result of the five writing aspects:

1. Content

The mean score of content in the pretest for the experimental group was 21.55 and for the control group was 20.25. The result of Independent Group T-Test also showed that there was no difficulty difference between the mean scores of content of the samples in the experimental and control groups. Two tailed significant showed that $p > 0.05$ ($p = .23$). It indicates that the writing ability of group was homogenous of the beginning of the research seen from the content aspect. At the end of the research, after three meeting treatments. the mean score of content in the post test for the experimental group was 22.38. A 0.83 gain was shown after three meetings. Even though the gain or the increase was only 0.83 point but the

statistical analysis using paired sample T-test showed that it increased significantly from the pre-test to post test of the experimental class ($p < 0.05$; $p = 0.02$). It means the hypothesis of this research was approved since the results of the post test of experimental class increased significantly from pre-test ($p < 0.05$; $p = 0.02$). The results are presented in the following tables.

Table 7. Result of Students' Writing Test of the Experimental Class for Content (Pretest to Posttest)

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Posttest	22.38	18	2.35	.55	0.02
Pretest	21.55	18	2.99	.70	

Table 8. Result of Students' Writing Test for Content in Pretest of Both Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	21.55	18	2.99	.70	.23
Control	20.25	18	3.42	.80	.23

Table 9. Result of Students' Writing Test for Content in Posttest of Both Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	22.38	18	2.35	.55	.00
Control	19.75	18	1.79	.42	.00

2. Organization

The mean score of content in the pretest for the experimental group was 15.36 and for the control group was 15.33. The result of Independent Group T-Test also showed that there was no difficulty difference between the mean scores of organization of the samples in the experimental and control groups. Two tailed

significant showed that $p > 0.05$ ($p = .97$). It indicates that the writing ability of group was homogenous of the beginning of the research seen from the organization aspect. At the end of the research, after three meeting treatments. the mean score of organization in the post test for the experimental group was 15.97 A 0.61 gain was shown after three meetings. Even though the gain or the increase was only 0.61 point but the statistical analysis using paired sample T-test showed that it increased significantly from the pre-test to post test of the experimental class ($p < 0.05$; $p = 0.02$). It means the hypothesis of this research was approved since the results of the post test of experimental class increased significantly from pre-test ($p < 0.05$; $p = 0.02$). The results are presented in the following tables.

Table 10. Result of Students' Writing Test of the Experimental Class for Organization (Pretest to Posttest)

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Posttest	15.97	18	2.05	.48	0.02
Pretest	15.36	18	2.46	.57	

Table 11. Result of Students' Writing Test for Organization in Pretest of Both Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	15.36	18	2.46	.57	.97
Control	15.33	18	2.39	.56	.97

Table 12. Result of Students' Writing Test for Organization in Posttest of Both Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	15.97	18	2.05	.48	.00
Control	13.91	18	1.16	.27	.00

3. Vocabulary

The mean score of content in the pretest for the experimental group was 14.63 and for the control group was 14.11. The result of Independent Group T-Test also showed that there was no difficulty difference between the mean scores of vocabulary of the samples in the experimental and control groups. Two tailed significant showed that $p > 0.05$ ($p = .50$). It indicates that the writing ability of group was homogenous of the beginning of the research seen from the vocabulary aspect. At the end of the research, after three meeting treatments. the mean score of vocabulary in the post test for the experimental group was 15.91. A 0.61 gain was shown after three meetings. Even though the gain or the increase was only 0.61 point but the statistical analysis using paired sample T-test showed that it increase significantly from the pre-test to post test of the experimental class ($p < 0.05$; $p = 0.00$). It means the hypothesis of this research was approved since the results of the post test of experimental class increased significantly from pre-test ($p < 0.05$; $p = 0.00$). The results are presented in the following tables.

Table 13. Result of Students' Writing Test of the Experimental Class for Vocabulary (Pretest to Posttest)

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Posttest	15.91	18	1.87	.44	0.00
Pretest	14.63	18	2.48	.58	

Table 14. Result of Students' Writing Test for Vocabulary in Pretest of Both Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	14.63	18	2.48	.58	.50
Control	14.11	18	2.17	.51	.50

Table 15. Result of Students' Writing Test for Vocabulary in Posttest of Both Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	15.91	18	1.87	.44	.00
Control	13.91	18	1.03	.24	.00

4. Language-Use

The mean score of content in the pretest for the experimental group was 14.75 and for the control group was 15.30. The result of Independent Group T-Test also showed that there was no difficulty difference between the mean scores of language-used of the samples in the experimental and control groups. Two tailed significant showed that $p > 0.05$ ($p = .61$). It indicates that the writing ability of group was homogenous of the beginning of the research seen from the language-used aspect. At the end of the research, after three meeting treatments. the mean score of language-used in the post test for the experimental group was 16.94. A 2.19 gain was shown after three meetings. Even though the gain or the increase was only 2.19 point but the statistical analysis using paired sample T-test showed that it increase significantly from the pre-test to post test of the experimental class ($p < 0.05$; $p = 0.00$). It means the hypothesis of this research was approved since the results of the post test of experimental class increased significantly from pre-test ($p < 0.05$; $p = 0.00$). The results are presented in the following tables.

Table 16. Result of Students' Writing Test of the Experimental Class for Language-used (Pretest to Posttest)

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Posttest	16.94	18	3.17	.74	0.00
Pretest	14.75	18	3.14	.74	

Table 17. Result of Students' Writing Test for Language-used in Pretest of Both Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	14.75	18	3.14	.74	.61
Control	15.30	18	3.40	.80	.61

Table 18. Result of Students' Writing Test for Language-used in Posttest of Both Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	16.94	18	3.17	.74	.01
Control	14.75	18	1.69	.40	.01

5. Mechanic

The mean score of content in the pretest for the experimental group was 3.52 and for the control group was 3.50. The result of Independent Group T-Test also showed that there was no difficulty difference between the mean scores of mechanic of the samples in the experimental and control groups. Two tailed significant showed that $p > 0.05$ ($p = .88$). It indicates that the writing ability of group was homogenous of the beginning of the research seen from the mechanic aspect. At the end of the research, after three meeting treatments. the mean score of mechanic in the post test for the experimental group was 3.86. A 0.34 gain was shown after three meetings. Even though the gain or the increase was only 0.34 point but the statistical analysis using paired sample T-test showed that it increased significantly from the pre-test to post test of the experimental class ($p < 0.05$; $p = 0.04$). It means the hypothesis of this research was approved since the results of the post test of experimental class increased significantly from pre-test ($p < 0.05$; $p = 0.04$). The results are presented in the following tables.

Table 19. Result of Students' Writing Test of the Experimental Class for Mechanic (Pretest to Posttest)

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Posttest	3.86	18	.33	.07	0.04
Pretest	3.52	18	.58	.13	

Table 20. Result of Students' Writing Test for Mechanic in Pretest of Both Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	3.52	18	.58	.13	.88
Control	3.50	18	.51	.12	.88

Table 21. Result of Students' Writing Test for Mechanic in Posttest of Both Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	3.86	18	.33	.07	.00
Control	3.22	18	.35	.08	.00

C. Discussion of the Result

The finding that contextual teaching and learning has positive effects on improving students' narrative text can be seen within the samples conducted during the period of this research (experimental class). After only three meetings that implemented the concepts of contextual teaching and learning, advancements in the writing ability of students (in a narrative format) could be seen. This supports Owen's theory (2002) that CTL enables students to process, expand, and apply their academic knowledge and skills in a variety of academic and non-academic settings in order to solve simulated or real-world problems.

The implementation of CTL will create a catalyst that allows students' minds to broaden and can improve their abilities in relating class material to other experiences.

It is evident, when viewing the results, that the students' abilities in writing narrative texts during the experimental classes were significantly different from those of the control class conducted post-test. We know that during the pretest phase their abilities were relatively similar. However, after the students followed the treatment in the experimental classes, there were obvious differences in their ability in writing and developing narrative text. This can be seen from the increase of the students' mean score from the pre-test to post-test phase. An independent T-test was also conducted to see the difference between the post-test score of the experimental and control groups to highlight whether or not the increase from the pre-test to post-test phase in the experimental class was a result of the treatment. It can also be seen separately in their methods of developing narrative text within the five aspects of writing and generic structures, as well as within the language features of narrative texts that were evaluated in the post-test stage.

It is indisputable that the results of this research encourage Legawa 's theory (2004), which states that CTL is a learning process that involved learner-centered growth and learning in context. Context, in this medium, means a condition that influences students' lives in learning. Its goals are to increase the range of students' learning and to create practical materials related to the condition of the school. CTL is also suitable for developing students' ability in writing narrative text which is related to the seven components of CTL (Department of National

Education/Depdiknas. 2002). They are: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessments that are adequately suitable to develop aspects of writing (content, organization, vocabulary, language use and mechanic).

Sure enough, after three meetings the students were involved in group work where they could develop and share their ideas in a group, ultimately making their ability to write narrative text smoother. This may be because in those three meeting treatments they were accustomed to do feedback task during their group discussion where the group were asked to make possible main idea of each picture provided. It was aimed to make the students individually focus on some aspect of writing but still in a form of group discussion. They are content and organization. In this way, the researcher asked the students about the main idea and asked the students to make the beginning, conflict and ending of the story of the pictures provided. The point is the students can create and develop the story based on the generic structure of the narrative text. While for the three other aspects of writing: language use, vocabulary, and mechanic. The students might learn subconsciously through the process of reading of narrative sample given. It was true that from three meeting treatments, the hypotheses of this research could be proved.

The success of this research was also supported by the important roles of picture-sequences that were used as the media of the treatment. Since the picture-sequences are part of narrative text and picture-sequences were believed can enrich and help students in developing their idea into real world situation through writing. Picture-sequences can give imaginative features for the students where

they can freely develop their idea with the effective theme line of the story.

Additionally, picture sequences that were used in this research chosen by considering the students' interest that fulfilled mood and closed to their life. E.g. The story about Friendship, Mystery, Family, and Love.

As presented in the result, those five aspects of writing in experimental class increased significantly from pretest to posttest. The statistical calculation was also enhanced by the analysis of statistical calculation of posttest between experimental class and control class. Unfortunately, it was clear enough, at glance it can be seen that the mean scores of those five aspects of writing in control class were no any increase. In other words, the students' mean scores were getting lower from pretest to posttest.

In this case, the students in control class might be lack of idea in developing their writing since they did not get any treatments. The possibilities that they might learn from other sources by themselves could not be surpassed the lack of their writing idea. Their idea might have been elaborated maximally for their pretest. Different from the experimental class knowing that the test still belonged to the same story (orientation) they were still eager to develop their study. And astonishingly, most of them develop their writing creatively. It means that they had many creative ideas to develop their narrative text. Before they started to develop their idea, they collaboratively found the possible idea for each pictures provided, and tried to discuss with their group what story might come on the picture. They started to make the outline of the narrative text and each of students came with some ideas. In that way they could imagine what would the next story

to be and tried to give a feedback to other students in order to make their story have rich ideas. And the story became various in plots especially in complication part. They made miserable, mysterious, or even frightening crisis/conflict. And they made happy, sad, or even miserable part for the resolution.

This view proves that the contextual teaching and learning has advantages on enriching students' idea in developing their narrative text. CTL gives a chance for the students to work collaboratively in group and makes the classroom activities more alive since most of the students give their idea in group and the teaching and learning process works effectively.

To highlight the statement above, it is beneficial to relate the finding of the research to the curriculum at school. Based on the aims of 2006 English curriculum (KTSP) students nowadays are asked to have real context in learning. The finding of this research supports the idea. The students are taught through the real live context, where they usually see some pictures through comic, TV and advertisement billboard in their daily live. And they definitely try to figure out what the story behind the pictures. But they don't have media to develop and put them in story.

By implementing contextual teaching and learning in the classroom activities especially in developing narrative text, student has a media to work effectively and share their ideas with others. The result of this research can be promoted as one of ways to fulfill the demands of curriculum 2006.

Ultimately, the finding that contextual teaching and learning has positive effect on students' ability in writing narrative text also supports Senia Rika's conclusion to her study (2004:43) that there was effect of Contextual Teaching and Learning towards students' ability in simple past tense. She conducted her research at the SLTP Nusantara Bandar Lampung. As the result of her research, she found that there is a positive effect of Contextual Teaching and Learning towards students' ability in past tense. She began her research by bringing seven main components of CTL; they are constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. She said that those seven main components could be implemented and had close relationship towards students' real life activities. It was proved that Contextual Teaching and Learning not only can be implemented in writing narrative text, but also can be implemented in other language skills and components.

V. CONCLUSION AND SUGGESTION

In the line with the result and discussion presented in the previous chapter, the conclusion can be drawn as follows:

A. Conclusion

1. Contextual teaching and learning gives improvement on the students' ability in writing narrative text. It indicates that CTL improves students' narrative text writing ability in the form of content, organization, vocabulary, language use and mechanic.
2. Contextual Teaching and Learning (CTL) contributes a positive effect on students' participation in class because the process of CTL can arise students' curiosity. They were enthusiastic to response, observe and discuss the topic and the materials given.
3. Contextual Teaching and Learning can be promoted as one of ways to fulfill the demands of 2006 curriculum in developing the students' ability in writing narrative text. The teacher can relate the material to their real life experiences by giving the model of real situation of life. Such as the story about friendship, family, love and mystery.

B. Suggestion.

Based on the conclusion, the researcher puts the following recommendation:

1. Contextual Teaching and Learning is suggested to be promoted and to be used as an alternative way to develop students' ability in writing narrative text. It is because Contextual Teaching and Learning is believed as one of the ways to fulfill the demands of 2006 curriculum in developing the students' ability in writing narrative text. In additional the picture-sequences can be used as the sources of learning narrative text at school since it is believed can develop and gives students a chance to make variety story.
2. It is suggested for the teacher to choose the materials carefully, it is inevitable that picture-sequences as a part of narrative text hold an important role in this research. Picture-sequences given to the students should be suitable to the students' level and interest. Level here deals with the age of the students and also the theme of the stories. While interest here deals with the students' mood that can be fulfilled by choosing the topic of the story that close to their daily life.
3. For the further researchers, the researcher suggests to try to find the effect of Contextual Teaching and Learning on other language skills and components in English. In this research, he found that Contextual teaching and Learning gives improvement on students' ability in writing narrative text, It was also proved on the previous CTL research. It was true that Contextual Teaching and learning can determine the development of language skills and components of English.

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