ABSTRACT

IMPROVING STUDENTS' ABILITY IN IDENTIFYING NONLITERAL MEANING OF NARRATIVE TEXT THROUGH CONTEXTUAL TEACHING LEARNING AT SECOND GRADE OF SMAN 3 BANDAR LAMPUNG

By

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Narrative text is a story or part of story that describes a sequence of fictional or non-fictional events. In narrative text, the writer often writes in non-literal form to paint word pictures and allow the reader to see a point. Based on the researcher's experience at second grade of SMAN 3 Bandar Lampung, it is found out that students still have difficulties in identifying the non-literal meaning in narrative text. Therefore, the researcher used CTL as the method in this research since it is a concept of teaching and learning that helps teachers to relate subject matter content to real world situations and motivate students to make connections between knowledge and its application to their daily lives. The process of studying underlying the implementation of CTL gives many chances for students to construct their mind and relate the material with their own life problems. The objective of this research is to find out whether there is an improvement of the students' ability in identifying non-literal meaning of narrative text after being taught through CTL.

The population of this research was the second grade of SMA Negeri 3 Bandar Lampung. There were seven classes of the second grade and each class consisted about 30 students. The researcher took class XI science 3 as the try-out class and XI social 3 as the experimental class. The study employed one group pretest and posttest design and the students were given three treatments. The researcher analyzed the data using repeated measure t-test.

Based on calculation of t-test, the result shows that the total score of pretest increases from 2080 up to 3090 in the posttest. The mean score of pretest increases from 57.78 up to 85.83 in the posttest, and the gain score is 28.05. The result of t-test indicates that the significant (2-tailed) value is 0.000 ($p<0.05$, $p=0.000$). The result of hypothesis testing shows that t-ratio (18.449) is higher than t-table (2.042). It can be concluded that there is a significant increase of students' ability in identifying non-literal meaning of narrative text after being taught through CTL.