

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusions and suggestions based on the results and discussions of this research.

5.1 Conclusions

After conducting the research at SMAN 3 Bandar Lampung, the researcher concluded several points as follows:

1. There is a significant improvement of students' ability in identifying non-literal meaning of narrative text after being taught through CTL at SMA Negeri 3 Bandar Lampung. It can be seen from the result of students' pre-test and post-test in experimental class. The mean score of pretest has increased from 57.78 up to 85.83 in the posttest and the gain is 28.05. It shows that the hypothesis is accepted ($p < 0.05$, $p = 0.000$). There is a significant increase of students' achievement.
2. CTL can help the students to relate the material of non-literal meaning to their real-life. For example, when they get some non-literal sentences in a novel, they can understand the meaning of the sentences.
3. CTL can help students to be more active and involved directly in teaching and learning activity.

4. CTL encourages students' curiosity to the learning matter and builds up students' cooperation to each other.

5.2 Suggestions

The researcher would like to propose several suggestions based on the conclusions as follows:

1. CTL can be implemented into reading class. It may give important contribution to develop students' reading comprehension, especially students' ability in identifying the non-literal meaning of narrative text. CTL is able to help the teacher to relate the subject matter to real life situations.
2. In applying CTL and narrative text, the teacher should guide the students to make them easier to understand the meaning of the text.
3. It is also suggested for English teachers to apply CTL not only in teaching reading, but also in teaching writing, speaking, and listening. From some previous researches, it can be seen that CTL is applicable in teaching speaking, writing recount text, and teaching listening.