I.   INTRODUCTION

This chapter discusses several points, namely introduction that deals with background of the problem, identification of research problem, limitation of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms. Classified like the followings.

1.1 Background of Problem

According to School Based Curriculum, students are expected to be able to communicate both in spoken and in written form to solve their problems in daily live. To achieve the objective of teaching English at school, the improvement of students' language skills are required. The language skills that the students need to master are listening, speaking, reading, and writing.

Reading is receptive skills which is very important for students to learn. The students are expected to be good at reading through which they are able to improve their knowledge. Besides that, students' learning activity will be easy if their reading skill is good. Reading aloud initially helps the students regarding with several aspects, i.e. sounds of symbols, chunking and phrasing. But it may be inefficient reading habits, because they may not understand the meaning. According to Willis (1996:72), reading for meaning should become a priority. In

general, the main objective of the teaching reading skill is to make the students able to understand the meaning of the text.

Furthermore, the English material is taught based on the text. There are some types of composition that should be learnt, one of them is narrative text. Students have been introduced with several types of stories, namely fables, myths, legends, folktales etc., since Elementary School. However, most students are still confused to get the meaning of the sentences. Without understanding the differences of literal and non-literal meaning in the narrative text, students are not able to find out what it really means. For example, the sentence "He can not give his hand to the victims" may be thought to have meaning as "He can not help the victims".

During pre-observation in the second grade of SMAN 3 Bandar Lampung, it was found that the students still have difficulties in identifying the non-literal meaning in narrative text. It could be seen from their daily score in reading. The average of their reading scores was 65, while the KKM was 70. When the teacher asked them to retell the story, they could not tell it well. They were wrong in interpreting some sentences containing metaphor.

It is very important for the teacher to apply the best way to build the students awareness on the importance of understanding the meaning of the text they read in daily live. The teacher needs to apply the appropriate technique that improves not only students' reading ability but also their knowledge and understanding of what they read. The teacher should improve her/ his ability in

selecting the material to improve students' participation during teaching and learning process.

In this research, the researcher used CTL (Contextual Teaching and Learning) as the method for teaching reading in the class, while narrative text as the media of CTL for developing students' reading. According to Department of National Education (2002), CTL is a concept of learning which helps teacher relates the material being taught to the students' real word and encourage the students to relate their knowledge in their daily lives. Therefore, the researcher expected CTL could help the students to know how to use their knowledge in real situation.

1.2 Identification of Research Problems

Based on the background above, the researcher identified the problems on SMAN 3 Bandar Lampung as follows:

1. The students got difficulties in finding the true meaning of the whole text.

2. The students got difficulties in identifying the meaning of sentences in non-literal forms.

3. The students got difficulties in catching the points from the text.

4. The teachers used inappropriate technique in teaching English.

1.3 Limitation of Problem

In line with the identification of the problems above, the researcher focused her study only on the students' difficulties in identifying the non-literal meaning of narrative text.

1.4 Formulation of Problem

In reference to the background, the problems could be formulated as follow: "Is there any improvement of the Second Grade of Senior High School students' ability in identifying the non-literal meaning of narrative text taught through contextual teaching learning (CTL)?"

1.5 Objective of the Research

The objective of the research was to find out whether there is improvement of the second year of Senior High School students' ability in identifying non-literal meaning of narrative text taught through contextual teaching learning (CTL).

1.6 Uses of the Research

The results of this research could have the following uses:

1. Practically, the results of the research are expected to:

   - Give contribution for the English teacher to improve their performance in teaching narrative text reading.

   - Develop students' ability in understanding the non-literal meaning of narrative text.

   - Give contribution to the English teacher about how the uses of CTL as a method in reading narrative text at senior high school.

2. Theoretically, the results of the research are expected to:

   - Support the previous theories dealing with the theories of Contextual Teaching Learning (CTL) and non-literal meaning.

   - Be used as the reference for the next similar research.

1.7 Scope of the Research

This research was conducted at SMAN 3 Bandar Lampung. The subject of this research was second grade students of the school. The sample was randomly chosen, since the researcher decided that second grade classes have the same appropriate materials related to the issue of this research. This research focused on students' activity in narrative text reading and the improvement of identifying non-literal meaning in the narrative text. The researcher used reading texts as teaching media of CTL to gain effective result. The texts were taken from students' English textbooks, short story collection books, and internet. The improvement of students' ability in identifying the non-literal meaning of narrative text was measured by a set of pre test and posttest in form of narrative text reading.

1.8 Definition of Terms

- **Non-literal meaning** is the meaning of words, phrases, sentences etc. in some way other than the main or usual meaning, to suggest a picture in the mind or make a comparison by using the figures of speech and more poetic sense.

- **Narrative text** deals with a problematic story that describes a sequence of fictional or non-fictional events to amuse or entertain the readers.

- **Contextual Teaching and Learning** is teaching that enables the students to reinforce, expand and apply their academic knowledge and skills in a variety of in-school and out-of-school settings in order to solve simulated or real-world problems.