

IMPROVING STUDENTS' ABILITY IN IDENTIFYING NONLITERAL MEANING OF NARRATIVE TEXT THROUGH CONTEXTUAL TEACHING LEARNING

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Abstract: 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 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. 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.

Keywords: contextual teaching learning, improvement, narrative text, non-literal meaning

**MENINGKATKAN KEMAMPUAN SISWA DALAM
MENGIDENTIFIKASI MAKNA NON LITERAL PADA TEKS NARATIF
MELALUI PENDEKATAN KONTEKSTUAL**

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah terdapat peningkatan pada kemampuan siswa dalam mengidentifikasi makna non-literal pada teks naratif setelah diajar melalui pendekatan kontekstual. Populasi dalam penelitian ini adalah siswa kelas dua SMA Negeri 3 Bandar Lampung. Terdapat tujuh kelas dari kelas dua dan masing-masing kelas terdiri dari 30 siswa. Peneliti memilih kelas XI IPS 3 sebagai kelas percobaan. Penelitian ini menggunakan pre-test dan post-test satu kelompok dan para siswa diajar sebanyak tiga kali. Peneliti menganalisa data menggunakan t-test pengukuran berulang. Nilai rata-rata pre-tes meningkat dari 57.58 menjadi 85.83 pada post-tes, dan nilai peningkatan adalah sebesar 28.05. Hasil t-test mengindikasikan nilai signifikan (2-tailed) sebesar 0.000 ($p < 0.05$, $p = 0.000$). Hasil uji hipotesa menunjukkan bahwa t-ratio (18.449) lebih tinggi dari t-table (2.042). Dapat disimpulkan bahwa adanya peningkatan yang signifikan pada kemampuan siswa dalam mengidentifikasi makna non-literal pada teks naratif setelah diajar melalui pendekatan kontekstual.

Kata kunci: makna non-literal, pendekatan kontekstual, peningkatan, teks naratif

Introduction

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. Villamin (1984:3) defines reading as the key that unlock the door of the world of enlightenment and enjoyment. Dallman (1982) says that reading is more than knowing what each letter of alphabet stands for; reading involves more than words recognition, and comprehension is an essential of reading that without comprehension, no reading takes place. Reading aloud initially helps the students with relating sounds of symbols, chunking and phrasing. However, 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. Larson (1984:366) states that narrative text is an account of event, which is written mainly for entertainment. It means that narrative text is one that contains a series of events. In line with the statement, Derewianka (1990) argues that a "narrative"

is a story or part of story. It may be spoken, written or imagined, and it will have one or more points of view representing some or all of the participants or observers. 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 text. Many analyses of language divide linguistic expression into literal and non-literal meaning. People write literally to make the readers get the points and will not be misunderstanding of the true meaning. On the other hand, writer or speaker does not always write or speak literally or means what the words true mean. When the writer writes non-literally or means something different from what the words mean, it is called non-literal meaning. Non-literal meaning paints word pictures and allows us to 'see' a point.

Leech (1981) explained eight types of non-literal meaning, namely metaphor, simile, hyperbole, metonymy, litotes, personification, oxymoron and irony. Without understanding the non-literal meaning in narrative text, students are not able to find out what it really means. Understanding the meaning of each word, each phrase and each sentence in the texts is important to make the students get the point of the texts.

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. 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. 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 (Department of National Education, 2002). In this regard, Legawa (2004) states that contextual teaching and learning (CTL) is a learning process that involved learner-centered and learning in context. The context here means the condition that influences the students' lives in learning. The students' will learn well by studying the material that related to students' real world and experiences. It makes the students aware of the benefits of their learning and be interested of the material.

Johnson (2002) defines contextual teaching learning is teaching that enables students to reinforce, expand and apply their academic knowledge and skills in a variety in-school and out-of school settings in order to solve simulated or real-world problems. This assumption clarifies that the knowledge on the material that the students got before could be reinforced in contextual teaching since 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.

According to Depdiknas (2002), CTL has seven components; they are constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. Therefore, the researcher expected CTL could help the students to know how to use their knowledge in real situation.

Method

In this research, the researcher intended to find out the significant improving of students' ability in identifying the non-literal meaning of narrative text in the implementation of Contextual Teaching Learning approach. The researcher only took one class as experimental class, which got treatment through CTL. In this quantitative research, the researcher applied experiment design; *one group pre-test and post-test design*.

The design of the research is presented as follow:

T1 X T2

Where:

T1 = Pre-test

X = Treatments (Contextual Teaching and Learning)

T2 = Post-test

(Hatch and Farhady, 1982: 24)

Population of this research was the second grade of SMA Negeri 3 Bandar Lampung since they had learnt narrative text at the first semester. There were seven classes of the second grade. Each class consisted of about 30 students. By using lottery drawing, XI Social 3 was chosen as the experimental class.

To gain accurate data, the researcher employed an observation and tests (pre-test and post-test) as the instruments. Before giving the pre-test, the researcher took a try-out test at class XI Science 3. The try out was given to the students in order to

know the quality of the test as the instrument of the research. It was conducted to know the Reliability, Level of difficulty, and Discrimination Power of the test. The result of the try out test would be analyzed in order to know which items are good to be used in the pre-test.

Result and Discussion

Try-out test was administered to the students in order to know whether the test was appropriate to be used in as an instrument for collecting the data of the research. There were 30 multiple-choice items with the option a, b, c, d. From the computation of the level of difficulty, it was found out that there are 14 difficult items, 8 average items and 8 easy items. From the computation of discrimination power, there are 4 poor items, 6 bad items, 11 satisfactory items, 8 good items and 1 excellent item.

The pretest was administered in order to know the students ability in identifying the non-literal meaning of narrative text before treatments were given. The test was a multiple-choice test consisting of 20 items with the option a b c d. The researcher used Statistical Computation with *SPSS 16.0 for Windows* to analyze the scores on the pre-test in the experimental class. The total score of the pre-test is 2080. The mean of the pre-test is 57.78; the highest score is 75; the lowest score is 20; the median is 60; and the mode is 60.

The frequency of students who got the lowest score (20.00) was 1 student; the highest score (84.00) was 1 student. The frequency of students who got score higher than 70.00 was only 3 students (8.4%), and the frequency of students who got score lower than 70.00 was 33 students (91.6%). It means that most of

students have low ability in identifying non-literal meaning of narrative text before the treatments were given.

Furthermore, the post-test was administered in order to know whether there was a significant difference of students' score after being taught through CTL method. The post-test was similar to the pretest but in random order. The total scores of the post-test is 3090; the mean score is 85.83; the highest score is 100; the lowest score is 65; the median is 85; and the mode is 80.

The frequency of students who got the lowest score (65.00) was 2 student; the highest score (100.00) was 5 student. The frequency of students who got score higher than 70.00 was 34 students (94.4%), and the frequency of students who got score lower than 70.00 was only 2 students (5.6%). The result indicates that there is significant improvement of students' ability in identifying non-literal meaning of narrative text after being taught through CTL.

Moreover, the researcher tested the hypothesis to prove whether the hypothesis proposed is accepted or not. The hypothesis in this research is 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. The researcher has tested the hypothesis by using *Repeated Measures T-test Formula*. The hypothesis is analyzed at significant level of 0.05 in which the hypothesis is approved if $\text{Sig} < \alpha$.

From the result of computation by using *SPSS 16.00 for Windows*, it has been found that t-ratio is -18.449 and t-table is 2.042. The two-tailed significant shows that $p < 0.05$ ($p = 0.000$). Since the value of t-ratio is higher than t-table

(18.449>2.042) and the significant is lower than 0.05 (0.000<0.05), then H_0 is accepted and H_1 is rejected. It can be concluded that there is a significant improvement of the students' score on the pretest and the posttest after being taught through CTL.

Based on the result of the research, the researcher finds out that there is an improvement of students' ability in identifying non-literal meaning of narrative text after being taught through CTL. By applying CTL as the method of teaching reading, the researcher has proved that CTL is applicable to encourage students' enthusiasms in reading narrative text. The method gives better result with the two-tailed significant $p<0.05$ ($p=0.000$). Because the value of t-ratio is higher than t-table (18449>2.042) and the significant level is lower than 0.05 (0.000<0.05).

Furthermore, the researcher has concluded that CTL is applicable to build students' motivation in learning and helps them to make connections between their knowledge to their real lives. Referring to Sabriani (2011), learning community was enjoyed more by students because they could share and discuss with others. Therefore, the class interaction could be active. Referring to researcher experience during the treatments, all the seven components of CTL have encouraged students to be more active.

Conclusions and Suggestions

Based on the result and discussions of this research, the researcher has concluded several points as follow:

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 score is 28.05.

2. CTL can help the teacher to relate the material to the students' real-life situation.
3. CTL can help students to be more active and involve directly in teaching and learning activity.
4. CTL can encourage students' curiosity to the learning matter and builds up students' cooperation to each other.

Based on the conclusions stated above, the researcher would like to propose several suggestions as follows:

1. It is suggested to English teacher to implement CTL 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.

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