

**THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND
LEARNING (CTL) TO IMPROVE STUDENTS' WRITING SKILL
IN DESCRIPTIVE TEXTS**

*(An Experimental Study at the First Grades Students of SMAN 12 Banda Aceh in
Academic Year 2018/2019)*

THESIS

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by

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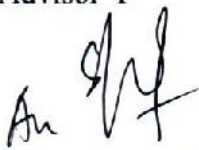
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APPROVAL I

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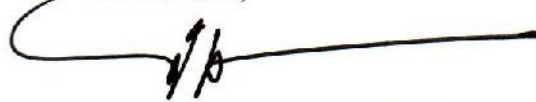
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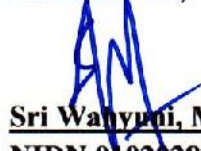
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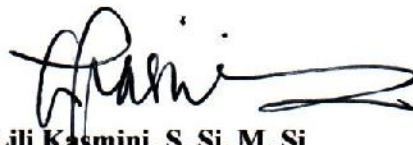
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CHAPTER I

INTRODUCTION

There are several points presented in this chapter related to the research. Those are included the background of the study, the problem of the study, the object of the study, significance of the study, the definition of key term, and hypothesis of the study.

1.1 Background Of Study

There are four important skills that need to be mastered by the students, listening, reading, writing and speaking. Those all skills are paramount enough for the students in mastering English Language. In fact second language learners are difficult to be a master of writing. In writing, the learners should not make some sentences only, but they also should use the subordinate idea in sentences (Linderman, 2004:30-32). Writing must be integral part of large activity where the focus is on something else such as language practice, acting out, or speaking. (Harmer, 2004:33). Afterward, writing is as a process to get product influenced by some elements such as the control of content, format, sentence, structure, vocabulary, punctuation, spelling and so forth. In learning writing English subject, students have to know and understand those elements (Daud, 2012:36).

There are several kinds of the genre in writing such as narrative text, descriptive text, procedure text, and recount text. This research focused on descriptive text, descriptive text is a kind of the text that presents the characteristic of something in order to make clear impression of person, place, object or event.

(Droga and Humphrey, 2005:14) state that descriptive text has certain generic structure and language features. The first is generic structure of descriptive text that focuses on specific participant. The second is descriptive text uses simple present tense. The last one is descriptive text which uses adjective and adverb in writing text.

Writing can be taught to students using a variety of methods. Because writing is an active process that requires students to be actively involved in the learning process. One of the methods that can be use in Active Learning . It is a learning activity involving students for activies such as writing, reading and discussion. Active learning is a learning model that involves more learners inaccessing the various information and knowledge to be discussed and learned inthe learning process, so thus, they gain plenty of experience that can improve their competence. Active learning is learning model that aims to improve the quality or quality of education by empowering students actively in the learning process, the assimilation of cognitive accommodation in the attainment of knowledge, action and direct feedback on writing skills and rewards and internalization and the establishment of attitudinal values.

Based on researcher's experience while conducting the Teaching Practice Program (PPL) at SMAN 12 Banda Aceh from August to December of 2018, the researcher observed the teacher on writing. The researcher did the observed in that class on writing subject, they did have any anthusism for learning, because it was really hard to them, and they did not understand how to write.

There are some factor that pushed the researcher to do this research. The first is, the students can not write some sentences by using good grammar like a simple sentences. The second is, the students do not have any vocabulary or lack vocabulary, so they think that writing is the hard activity. The third factor is the student frequently did not understand about the text that provided by the teacher. When the teacher gave the descriptive text to the students, many of them did not know the mean of that text.

To overcome the problems above, Contextual Teaching and Learning (CTL) method can be a solution to the students easy to understand and know how to write in good sentences, because this methode that used the treatment, which is explaining them to know the structure of the sentences based on their experiences. For example about the buildings around the students like Museum Tsunami, Mesjid Raya Biturrahman, and forth. The students will easy to describe it because they have already known and seen the building directly. They ever go to the buildings. It is different from the subject in the book which is the students never have experience about it, for example Candi Borobudur Building, Candi Prambanan, Monas and forth. It is hard for them to describe it because they never go to the building and see it directly.

In addition it is not only about the buildings, but also about their daily activity for example in the school, in their house, in their holiday and the other activities. In Contextual Teaching and Learning perspective which is used to deliver writing content to the learners for achieving effective instruction (Nazar, 2010:1). In this case, the use of Contextual Teaching and Learning in

teaching-learning process is needed to attract students' attention and to make writing subject to be more interesting and effective. Nevertheless, another research that delivered about Contextual Teaching and Learning is more effective to use based on (Effendy,2011:2) using the Contextual Teaching and Learning such way method as collecting, analyzing, synthesizing data have good influencing in writing subject concern on students' writing. Contextual Teaching and Learning include in teaching writing. The use of Contextual Teaching and Learning in this research can stimulate very positive associations to someone who study language in writing. Furthermore, Contextual Teaching and Learning makes students relax, fun and easy to write the paragraph in writing.

In the other researchers that explain about the effectiveness of Contextual Teaching and Learning are:

Gustiawan (2011:30), in her research with the title "Improving Students' Narrative Text Writing Through Contextual Teaching and Learning At the Second Year of SMA 9 Bandar Lampung" said that The implementation of Contextual Teaching and Learning in teaching writing could improve the students' ability in writing descriptive text. It indicates that Contextual Teaching and Learning improves students' descriptive text writing ability in the form of context, organization, vocabulary, language use and mechanic.

Ningtyas (2018:59), in her research with the title "Teaching Writing Contextual and Learning in second junior high school at SMP 1 Kalijame, Sragen" said that the objective of using Contextual Teaching and Learning in

teaching writing is to make the students more interested in learning to write and so that students can more easily in writing because the contextual teaching and learning concerned in the daily life of students, not in accordance with the lesson plan.

The use of contextual teaching and learning in this research is in accordance with Sagala (2003:88-94) and Sitinjak (2002:3-8) theories, namely the inquiry, questening, contructicism, modeling, learning, community, authentic assegment, reflection. Based on researcher done, the teacher has not fulfilled 7 aspects that must be fulfilled in learning contextual teaching and learning. In the aspect of constructivism the teacher invites the students to leave the class and find the topic of their own discussion so the students are invited to ask question to the teacher. For example, the teacher does not tell the student the text to be made. In the aspect of inquiry the teacher only asks the students to present only in front of the class. For modeling the teacher give example to the students one form of description. The students are invited to makes group outside the classroom to be more able to explore including aspects of learning writing. For authentic assigment the teacher is not so concerned withthe reflection.

The reseracher relates the finding with the previous ones use several studies. *“The use of Diary Writing in the Teaching of Writing Recount Text”* (An Experimental Study at the Eight Grade Students of SMP Nurul Islami Mijen Semarang in the Academic Year of 2009/2010) written by I’in Ainatuz Zahiroh, (English Language Education of Walisongo State Institute for Islamic Studies, Semarang, 2010:180) the main objective of this study is to find out the

effectiveness of the teaching of writing with the use of diary writing. “The use of Contextual Teaching and Learning in Writing Subjects: A Case Study of The Second Year Students at SDN 3 Bareng Lor Klaten in 2013/2014” by Lisrosli Irawati (2013:78). The researcher can found that with Contextual Teaching and Learning the students got more interest in the teaching and learning process and did not easily get bored. Improving Students’ Descriptive Text Writing through Contextual Teaching and Learning gave improvement on the students’ ability in writing descriptive text.

Thereby, those explanations above are the factors that the researcher wants to conduct this thesis by the title **”THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND LEARNING TO IMPROVE STUDENTS’ WRITING SKILL IN DESCRIPTIVE TEXT”**.

1.2 Research Problem

In this research, the researcher intended to find the answer of the questions;

1. Does the contextual teaching and learning effective in improving the student’s writing skill in descriptive?

1.3 The Aims of Study

In relation to the research question, object of study in this research that the researchers:

1. To know the effectiveness of contextual teaching and learning to improving student's writing skill in descriptive text.

1.4 Scope of Research

The scope of the study, the researcher limits this study as follows:

1. The topic is limited to the implementation of contextual teaching and learning to improve writing skill in descriptive text.
2. The study is an experimental study.
3. The population is limited to the first grade of SMA 12 Banda Aceh in the academic year of 2019/2020.

1.5 Significances of Study

The goal of this study is to give some positive contributions to the English language learning context and will be beneficial for many sides such as for; students, teachers, school, readers and researcher

1. For the students

The result of this study may help the students to improve their skill in writing descriptive text. Besides that, it may help them to disappear their bored in learning. They interest in learning English writing since they serve a lot of pleasure. In fact, they will be motivated in English as foreign language through this research.

2. For the teacher

The teachers may apply as a media to improve student's skill in writing descriptive text and the teachers would be creative more in teaching learning process. Then, students don't feel bored but more interested. So that, it builds up good condition during the teaching and learning activities. In the begin, the teachers knows beneficial of using Contextual Teaching and Learning in learning process.

3. For the school

This research can make a right decision to use some media for support teaching and learning process. Hence, the students will read this research to improve their knowledge in writing skill and give inspiration and motivation. The other word, the contextual teaching and learning also as media that can be explored various idea base on kind of text that using in curriculum.

4. For the readers

They will get more information and experience from this research. Besides, it can find contribute the knowledge.

5. For the researcher

The researcher will get new knowledge and experience in teaching writing descriptive text. After that, the researcher can use this learning to improve writing skill through contextual teaching and learning. In fact, it is appropriate and effective in teaching writing skill.

1.6 Key Term of Definiton

1.6.1 Contextual Teaching And Learning

Contextual teaching and learning is the methode which used by the expert to improve writing skill. In this research the researcher used contextual teaching and learning for first grade in SMAN 12 Banda Aceh, due to some factors that occured in there, so the researcher did that methode focuse on student's skill in SMAN 12 Banda Aceh.

1.6.2 Descriptive Text

Descriptive text a genre which has social function to describe a particular person, place or thing. Oshima and Hogue (2002:61) says "descriptive writing appeals to the senses, so it tells how something looks, feels, tastes and/or sound. It is in line with (Meyers, 2005:60) who says that a description of a scene allows your readers to see, hear, or even feel the subject matter clearly.

Descriptive text that provided to this researcher are the text about museum tsunami, because they already know about it. In this activity the researcher ask them to write with the generic structure. The students are expected to be able to express how to describe someone. For instance, The language feature that use in writing descriptive text such as using simple present, adjective and adverbial in sentences. It describes through the characteristic someone like habits, uses and appearances.

1.7 Hypothesis of Study Alternative Hypothesis

Ha : The Effectiveness of contextual teaching learning can improve students' writing skill in descriptive text at first grade of SMAN 12 Banda Aceh

Ho : The Effectiveness of contextual teaching learning cannot improve students' writing skill in descriptive text at second grade of SMAN 12 Banda Aceh.

