THE APPLICATION OF CONTEXTUAL TEACHING AND LEARNING APPROACH (CTL) TO ENHANCE THE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT

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ABSTRACT

The objective of the research was to find out the improvement of the students achievement in writing ability especially in writing descriptive text through Contextual Teaching and Learning Approach (CTL) in term of content and organization. The researcher used Classroom Action Research (CAR). This action research study consisted of two cycles. The population of this research is the second grade students of SMA Muhammadiyah 2 Makassar in the academic year 2017/2018. The sample of this research is the students in class XI IPS, the total number students of this class is 30 students, consists of 18 female and 12 male. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions by using field notes. And quantitative were obtained by giving tests to the students. The results of the research indicated that the used of Contextual Teaching and Learning Approach (CTL) improved the students' ability in writing descriptive text. The total mean score of the students' ability in writing descriptive text covering content and organization in diagnostic test was 57.23, cycle I was 68.66 and cycle II was 79.66, it improved 39.19%. Based on the result, it concluded that the use of Contextual Teaching and Learning Approach (CTL) was able to improve the students' ability in writing descriptive text and also improved interest, motivation, and attitudes toward the teaching and learning process.

Keywords: Writing Ability, Descriptive Text, Contextual Teaching

INTRODUCTION

Writing is one of the important skills in English. According to Anthony in (Saed and Al- Omari, 2014:90) writing is a powerful instrument of thinking because it helps us to have control over our thoughts and shapes, perceptions of ourselves, and the world around us. Writing makes our thoughts and experiences vivid and long lasting as well as helps us learn things in every subject area. In other words, writing is the way we make sense of our world. Furthermore, according to Richard and Renandya in (Hami, 2011:130 the process writing as a classroom activity incorporates the four basic stages. Such as planning (pre-writing), drafting, revising, and editing. These steps will help the students to make a good text.

As one of language skills that taught in senior high school, writing needs more attention because students get some difficulties in mastering it especially in

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writing descriptive text. According to Finoza in (Dalman, 2015:93) descriptive text is a form of writing that aims to expand the knowledge and experience of the reader by describe the true nature of the object. In fact, even after many years of study there are still many students who cannot write well especially in writing descriptive text.

Most of students in senior high school have a low ability to write descriptive text, the factors of it, such as: 1) students have less interesting and motivation to write, 2) students are less practice in writing 3) students are confused to determine the topic, main idea, or the first sentence to be written, 4) students are difficult to write the detail of the object, 5) students are difficult to control the language skills, such as spelling and punctuation usage, the rules of writing, drafting clauses, and correct sentence structure. To enable the students' master writing skill, the researcher use Contextual Teaching and Learning Approach (CTL).

According to Johnson in (Satriani, et al, 2012:11) contextual teaching and learning as a concept that helps teachers and students relate the meaning and real world situations with the subject matter in the right way. In addition, Nurhadi in (Kadir, 2011: 13) contextual teaching is teaching that enables students to reinforce, expand and apply their academic knowledge and skills in a variety of in school and out-of-school setting in order to solve simulated or real-word problem.

According to Rusman (2016:193)contextual teaching and learning (CTL) has seven main principles, such as 1) constructivism is the process of build or develops new knowledge in students' cognitive structure based on experience, 2) inquiry is the learning process based on a search and discovery through a process of thinking systematically, 3) questioning is basically asking and answering questions, 4) learning community means learning through study groups, 5) modeling is a learning process as an example to demonstrate something that can be emulated by every student, 6) reflection is the process of settling the experience has been learned, 7) Authentic assessment is the process by the teacher to gather information about the students learning progress.

Furthermore, there are five strategies proposed by Crawford in (Khaefiatunnisa, 2015:85), these strategies are relating, experiencing, applying, cooperating, and transferring (REACT). The REACT strategies are elaborated as follows:1) relating can help students to create their own knowledge by relating the topic discussed with their experience, 2) experiencing is useful for the students to lean the new concept, 3) applying motivates students to use the concept in solving the problems, 4) cooperating encourages students to develop their cooperative and communication skills and build their self-confidence, 5) transferring helps students to use the knowledge in a new context in their life.

MATERIALS AND METHODS

This research will adapt a classroom action research (CAR) model by Kemmis and McTaggart. According to Kemmis and McTaggart in (Burns,

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2014:25) classroom action research is a study carried out in the classroom to identify the problems and solving the problem during teaching and learning process. The researcher conducts two cycles. There were four main stages in each cycle they were planning, action, observation, and reflection.

The population of this research is the second grade students of SMA Muhammadiyah 2 Makassar in the academic year 2017/2018. The sample of this research is the students in class XI IPS, the total number students of this class is 30 students, consists of 18 female and 12 male.

The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions by using field notes. And quantitative data were obtained by giving tests to measure the improvement of the students' writing ability in descriptive text. The instrument for assessing students' writing ability is paragraph essay.

Table 1. The Rubric's Score of Content and Organization

	Score	Classification	Indicators
C O N T E N T	90-100	Excellent	The ideas are about the topic selected, clearly stated, clearly supported, comprehensible, well developed, presented in fluently expressed, and relevant.
	80-89	Very Good	The ideas are about the topic selected, clearly stated, clearly supported, quite comprehensible, well developed, adequate relevant, and presented in adequately expressed.
	70-79	Good	The ideas are about the topic selected, rather clearly stated, enough supported, quite comprehensible, generally developed, quite relevant, and presented in sufficiently expressed
	60-69	Average	The ideas are about the topic selected, not clearly stated, limit to support, not comprehensible, lack of developing, not quite relevant, and presented in non-fluent expressed.
	50-59	Poor	The ideas are about the topic selected, not clearly stated, not clearly supported, incomprehensible, poor development, irrelevant, and not communicative.
O R G A N I	90-100	Excellent	The ideas are-well organized, cohesion, coherent, and presented in logical sequencing.
	80-89	Very Good	The organization is adequate concise and the ideas are adequate organized, adequate cohesion, adequate coherence, relevant to outline, and sufficient sequencing.
	70-79	Good	The organization is quite concise and the ideas are generally organized, generally coherent, mostly relevant, presented in some logical sequencing, and

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Z			few ideas are break out cohesion.
A	60-69	Average	The organization is not concise and the ideas are almost loosely organized, inadequate cohesion, inadequate coherent, and lack of logical sequencing.
T			
I			
O	50-59	Poor	The organization is not concise, the organizations are loosely organized and the ideas are confused, disconnected and not presented in logical sequencing.
N			

(Glencoe, 2000:118)

To classify the students' score, there are five standard categories of evaluation as follow:

Table 2. Standard Categories of Evaluation

No.	Score	Criteria
1	90-100	Classified as excellent
2	80-89	Classified as very good
3	70-79	Classified as good
4	60-69	Classified as average
5	50-59	Classified as poor

(Jacobs in Hami, 2011:36)

In knowing the mean of the students' score in writing test, the researcher uses the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: $\bar{X}$ = Mean score for sample
$\sum X$ = Total score of students
N = Total number of students

(Arikunto, 2007:264)

To calculate percentage students' achievement in writing descriptive text, the researcher uses this formula:

$$P = \frac{F}{N} x\ 100$$

Where: P = Percentage
F = Frequency
N = Total number of students

(Sudjana, 1990:193)

RESULTS

The result of the students' writing ability in descriptive text after the implementation Contextual Teaching and Learning Approach (CTL) at the second grade students of SMA Muhammadiyah 2 Makassar, described as follow:

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Table 3. The Mean Score of the Students' Ability in Writing Descriptive Text

Writing Ability	
Cycle	Mean Score
D-Test	57.23
Cycle I	68.66
Cycle II	79.66

The mean score of the students' ability in writing descriptive text in term of content and organization in diagnostic test before applied Contextual Teaching and Learning Approach (CTL) was 57.23, but after applied Contextual Teaching and Learning Approach (CTL) in the first cycle the students' mean score improved to 68.66. The researcher organized and continued to the cycle II, which the result of students' mean score was 79.66. Based on the result, there had a significant improvement of the students' mean score from diagnostic test to the cycle II.

Table 4. The Classifications of the Students' Ability in Writing Descriptive Text

No.	Cycle	Score	Mean Score	Classifications
1	D-Test	1717	57.23	Poor
2	Cycle I	2060	68.66	Average
3	Cycle II	2390	79.66	Good

Table 4 showed that the students' mean score in diagnostic test was 1717 and the mean score was 57.23 and it classified as Poor. The students' total score in cycle I was 2060, it meant that the mean score of cycle I improved to 68.66 and classified as average. And it continued to the cycle II, the students' total score in cycle II was 2390 and the mean score was 79.66 and it classified as good.

Table 5. The Total Improvement of the students Writing Ability

Writing Ability	
Cycle	Mean Score
D-Test	57.23
Cycle I	68.66
Cycle II	79.66
Improvement	39.19%

Based on the table 5 above, it indicated and proved that the used of Contextual Teaching and Learning Approach (CTL) improved the students ability in writing descriptive text. The students score in diagnostic test improved after conducted action and evaluation in cycle I and cycle II which the students' achievement in cycle II was greater that cycle I and d-test

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(79.66>68.66>57.23). So, the total significant improvement of students' writing ability in descriptive text was 39.19 %.

Table 6. The Improvement of the Students' Writing Ability in Term of Content and Organization

No	Indicators	D-Test	Cycle I	Cycle II	Improvement (%)
1	Content	37.93	44.83	49.76	31.18%
2	Organization	19.23	23.83	29.9	55.48%

Based on Table 6 showed that the improvement in term of content was 31.18% and organization was 55.48%, which is the mean score of content in d-test (37.93), cycle I (44.83), and cycle II (49.76). And the mean score of organization in d-test (19.23), cycle I (23.83), and cycle II (29.9).

Based on the result, it indicated and proved that the used of Contextual Teaching and Learning Approach (CTL) improved the students ability in writing descriptive text.
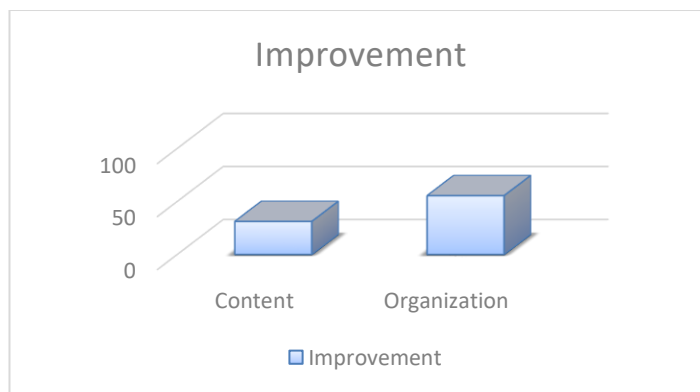

Figure 1. The Improvement of Students in Writing Descriptive Text

DISCUSSION

Based on the result of finding that before used Contextual Teaching and Learning Approach (CTL), the students' mean score in writing ability was categorized poor in d-test but after implementation of Contextual Teaching and Learning Approach (CTL), it categorized average in cycle I and categorized good in cycle II. The improvement was 39.19% from the mean score in d-test (57.23), cycle I (68.66) and cycle II (79.66). It indicates that the mean score of the students' writing ability in cycle II is higher than cycle I and d-test. Therefore, Contextual Teaching and Learning Approach (CTL) is able to improve the students' ability in writing descriptive text at the Second Grade students of SMA Muhammadiyah 2 Makassar.

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Based on discussion above, it can be concluded that using Contextual Teaching and Learning Approach (CTL) is one of method that can improve the students' writing ability especially in writing descriptive text at the Second Grade students of SMA Muhammadiyah 2 Makassar.

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