

IMPROVING THE TENTH GRADE STUDENTS' WRITING ABILITY AND ACTIVE PARTICIPATION THROUGH CTL (CONTEXTUAL TEACHING AND LEARNING) AT SMK DARUL FALAH AJUNG JEMBER IN THE 2015/2016 ACADEMIC YEAR

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2016

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Keyword: Writing, CTL approach

Writing is one important skills to learn English and writing is often found as the most difficult skill of all the English skills, both as the first and second language. CTL Approach is an approach that have activities to directly interact with process writing by related with real life.

The problem that should be answered in this research is formulated as follows. "How can the use of Contextual Teaching and Learning (CTL) approach improve the writing ability of writing descriptive text at the Tenth grade of SMK DarulFalahJember, in the 2015/2016 academic year?" The research purpose is to know improve the writing ability of writing descriptive text by using Contextual Teaching and Learning (CTL) approach at the Tenth grade students' writing ability at SMK Darul Falah , Jember in 2015/2016 academic years. Based on the research problem and the related literature, the hypothesis of this research is described as follows: The use of CTL Approach can improve the tenth grade students' writing ability and active participation at SMK Darul Falah Ajung Jember.

The research design was Collaborative Action Research between the researcher and English teacher work together in designing the lesson plan, implementing the action, observing the action, and reflecting. The subject of the study was the X-A students of SMK DarulFalahin the 2015/2016 Academic Year, which involves 40 students. In this study, the researcher conducted two cycles that covered planning, implementation, observation, and reflection. Each cycle of this study considered three meetings. The first meeting was focused at the explanation stages, the students were given a descriptive text then the researcher guided the students to analyze the generic structure, language features and so on. Then, at the second meeting was asked the students wrote a descriptive text through group through the writing process. At the third meeting was writing test. The instruments of this research were questionnaire, interview guide, observation sheet and test. In this study, the collect data are in the form of sentences and numbers.

The result of the research showed that the mean score cycle1 was 69 and cycle2 was 73. And the result of students who got score ≥ 70 in cycle1 was 56% and cycle2 was 80%. Based on the result above it could be conclude that this approach was suitable to teach writing and it can improve students writing ability in writing descriptive text.

**MENINGKATKAN KEMAMPUAN MENULIS SISWA KELAS SEPULUH
MELALUI PENDEKATAN CTL DI SMK DARUL FALAH AJUNG JEMBER
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Kata kunci: Menulis, Pendekatan Berbasis Genre.

Menulis adalah salah satu kemampuan penting untuk dipelajari dalam pembelajaran bahasa Inggris dan menulis sering dianggap sebagai kemampuan tersulit dari semua kemampuan yang ada dalam pembelajaran bahasa Inggris, sebagai bahasa pertama ataupun bahasa kedua. Pendekatan CTL adalah pendekatan yang aktivitasnya melibatkan proses menulis berdasarkan kehidupan nyata.

Permasalahan yang perlu dijawab dalam penelitian ini adalah : bagaimana pendekatan CTL dapat meningkatkan kemampuan menulis teks deskriptif kelas sepuluh di SMK Darul Falah Jember tahun ajaran 2015/2016? Tujuan penelitian ini adalah untuk mengetahui peningkatan kemampuan menulis teks deskriptif dengan menggunakan pendekatan CTL di SMK Darul Falah Jember tahun ajaran 2015/2016. Berdasarkan dari permasalahan tersebut dapat disimpulkan bahwa : penggunaan pendekatan CTL dapat meningkatkan kemampuan menulis dan keaktifan siswa kelas sepuluh SMK Darul Falah Ajung Jember tahun pelajaran 2015/2016.

Penelitian ini menggunakan penelitian tindakan kelas yang berkolaborasi antara peneliti dan guru bahasa Inggris yang bekerja sama untuk merancang RPP, menerapkan, pengamatan, dan refleksi. Subjek yang diteliti adalah siswa kelas X A SMK Darul Falah tahun ajaran 2015/2016, yang terdiri dari 40 siswa. Dalam penelitian ini, peneliti memiliki dua siklus yang terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Setiap siklus terdiri dari 3 pertemuan. Pertemuan pertama fokus pada penjelasan, siswa diberikan deskripsi teks lalu peneliti membimbing siswa untuk menganalisis struktur umum, dan bahasa yang digunakan di dalamnya. Lalu, di pertemuan kedua, guru meminta siswa membuat teks deskriptif melalui kelompok dengan menggunakan proses menulis yang sudah ada. Dan di pertemuan ketiga adalah test menulis. Alat yang digunakan dalam penelitian ini adalah lembar observasi dan test menulis. Dalam penelitian ini, pengumpulan data melalui paragraf dan angka.

Hasil dari penelitian menunjukkan rata-rata skor siklus 1 adalah 69 dan siklus 2 adalah 73. dan hasil dari siswa yang mendapatkan skor ≥ 70 siklus 1 adalah 56% dan siklus 2 adalah 80%. Berdasarkan hasil di atas dapat disimpulkan bahwa pendekatan ini sesuai untuk mengajar menulis dan pendekatan ini dapat meningkatkan kemampuan menulis siswa dalam membuat text descriptive.

INTRODUCTION

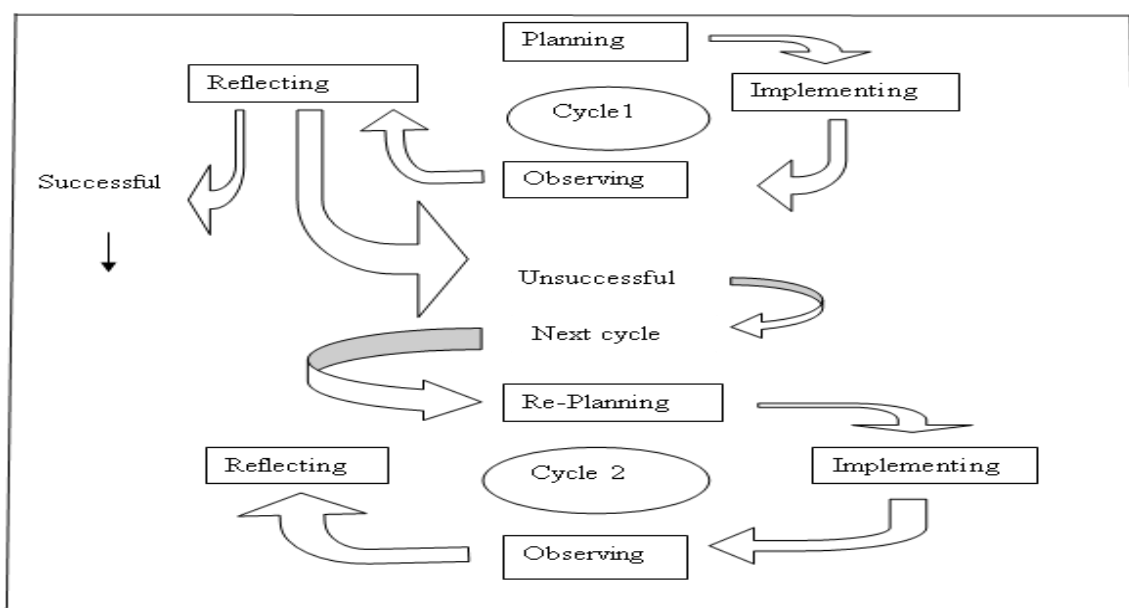
There are four skills in English language which should be mastered by students, they are reading, speaking, listening, and writing. Writing is the way communicate by expressing feelings or minds in written form for giving information to the reader. In writing skill, students must reach five indicators, there are: contents, form, grammar, style, and mechanics.

There are some problems which make students difficulties in writing ability. First, students are difficult to formulating, elaborate and explore their ideas. Writing is a difficult skill for many learners, even in their mother tongue. The writer has to know how to put a sentence together accurately, writing tends to be either more elaborate than speech with more lengthy construction. In overcoming these problems, the researcher proposed an approach of teaching writing which was more effective on students' writing process. The approach is CTL (Contextual Teaching and Learning). Sears (2003: 9) state that CTL is a concept that helps teachers relate subject matter to real world situation. CTL motivates learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives : as family members, as citizens, and as workers. Based on the problem above, it was taken a title of this research "Improving The Tenth Grade Students' Writing Ability Through CTL (Contextual Teaching and Learning) at SMK Darul Falah Ajung Jember in The 2015/2016 Academic Year".

RESEARCH METHOD

Kind of this research is Classroom Action Research (CAR). Action research has a purpose to develop new skill or new approach to solve problem in the field or the actual problems by using direct implementation. The function of an action research is basically as a tool to improve the quality of the teaching learning process and the efficiency of the application of the educational activity. Harmer (2007:414) states action research as a series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching, or, alternatively, because they wish to evaluate the success and/or appropriacy of certain activities and procedures. The research will be conducted at SMK Darul Falah Ajung Jember. This research uses class X A which consist of 40 students.

3.1 The Design of Classroom Action Research



Adapted from Kemmis and Mc Taggart in Arikunto, 2010:137)

THE RESULT OF THE RESEARCH

The writing test in cycle 1 conducted on 11th June 2016 at 08.30 until 09.30. The writing test was conducted to measure the students ability in grammar, vocabulary, mechanics, and organization and there were 23 students who got ≥ 70 in writing test. (see appendix 13).

Table 4.1 The result of writing test cycle 1

Score	Total	Percent (%)
≥ 70	23	56 %
≤ 70	18	44 %
Total	41	100 %

Based on the result of writing test, it was found that the percentage of the students writing skill by using CTL approach in cycle 1 was 56 % as mentioned before, the cycle of this research was considered to be successful if the main score of the students writing test had reached 75 and it was achieved by least 75% of total students. It means that the target percentage requirment in this research had not been achieved yet.

The Result of Writing Test Cycle 2

The test was held on 15th June 2016 at 08.30 until 09.45 . In this test the researcher asked to describe favorite places. Based on the test result, we found 33 students with score ≥ 75 students who got ≥ 70 in writing achievement and the result of the second cycle test will be mentioned in appendix 15.

Table 4.2 The result of writing test cycle 2

Score	Total	Percent (%)
≥ 70	33	80%
≤ 70	8	20 %
Total	41	100 %

Based on the result of writing test, it was found that percentage score of the students writing by using CTL approach in cycle 2 who got ≥ 70 was 80 % it means that the target percentage requirment in this research had already achieved.

DISCUSSION

Based on the reflection in cycle I and cycle II, the percentages of the students who got scores ≥ 70 were improved from cycle I to cycle II. It had improved from 56% in cycle I up to 80% in cycle II. In the first cycle, the action was carried out by teaching writing through CTL approach to improve the students' writing ability. The results of observation and writing test in first cycle and the second cycle indicated that CTL approach could be used as one of the effective approach in teaching writing. It could be said that the result of this classroom action research supported the result of the previous research that was the using of CTL approach able to improve students writing ability. As a conclusion, the use of CTL approach could improve class X-A students ability in writing a descriptive text at SMK Darul Falah.

CONCLUSION

Considering the result, it can be concluded that the use of CTL approach could improve class X-A students' writing descriptive text at SMK Darul Falah in the 2015/2016 academic year. The using CTL approach can improve the students' active participation in the classroom during the teaching learning process. Beside that, using CTL approach can helping students to construct their writing, and engaging students in writing activity at SMK Darul Falah in the 2015/2016 academic year.

SUGGESTION

By considering the results above, some suggestions are given to the following people:

1. The English Teacher

It is also suggested that the English teacher should use CTL approach as an alternative technique in teaching writing not only for descriptive text but also other genres of text, explain how to use the CTL approach clearly, and pay attention more to the students who are the low achievers. It is due to the fact that the CTL approach can improve the students' writing ability and their confidence in learning English.

2. The Students

The students are suggested to use CTL approach as the technique in writing since it can be used as a guide to generate and organize their ideas in writing a text. In addition, CTL approach gives them a chance to develop their ideas and feelings in increasing their motivation to write.

3. The Future Researchers

Because of the limited time for conducting the action research, the future researchers are suggested to give more attention to the students who are the low achievers and use the results of this research as a reference to conduct a further research with the same research design to develop the students' writing skill.

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**MENINGKATKAN KEMAMPUAN MENULIS SISWA KELAS SEPULUH
MELALUI PENDEKATAN CTL DI SMKN DARUL FALAH AJUNG JEMBER
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Kata kunci: Menulis, Pendekatan CTL.

Menulis adalah salah satu kemampuan penting untuk dipelajari dalam pembelajaran bahasa inggris dan menulis sering dianggap sebagai kemampuan tersulit dari semua kemampuan yang ada dalam pembelajaran bahasa inggris, sebagai bahasa pertama ataupun bahasa kedua. Pendekatan Berbasis CTL adalah pendekatan yang aktivitasnya melibatkan proses menulis berdasarkan konteks.

Masalah yang harus dijawab pada penelitian ini adalah “Bagaimana Pendekatan Berbasis Genre dapat meningkatkan kemampuan menulis siswa kelas sepuluh di SMKN 1 Tamanan Bondowoso tahun ajaran 2015/2016?”. Tujuan dari penelitian ini adalah untuk mengetahui apakah Pendekatan Berbasis Genre dapat meningkatkan kemampuan menulis siswa kelas sepuluh di SMKN 1 Tamanan Bondowoso tahun ajaran 2015/2016?. Dari permasalahan yang ada, dapat disimpulkan bahwa hipotesis penelitian ini adalah “Penggunaan Pendekatan Berbasis Genre dapat meningkatkan kemampuan siswa kelas sepuluh di SMKN 1 Tamanan Bondowoso tahun ajaran 2015/2016”.

Metode penelitian ini adalah penelitian tindakan kelas. Design penelitian ini adalah penelitian kolaborasi antara peneliti dan guru bahasa inggris, yang berkolaborasi dalam membuat rencana pembelajaran, pelaksanaan, pengamatan, dan refleksi. Subjek dalam penelitian ini adalah siswa kelas sepuluh SMKN 1 Tamanan Bondowoso tahun ajaran 2015/2016, yang berjumlah 20 siswa. Dalam penelitian ini peneliti mengadakan dua siklus yang mencakup perencanaan, pelaksanaan, pengamatan, dan refleksi. Dalam setiap siklus

terdiri dari 3 pertemuan. Pertemuan pertama fokus pada BKoF (Membangun Kemampuan Dasar) dan MoT (Memberikan contoh Teks). Lalu yang kedua adalah JCoT (Bekerja Kelompok) dan ICoT (Individual). Di pertemuan ke tiga adalah tes menulis, siswa membuat teks recount secara individual. Untuk mendapatkan data, peneliti menggunakan tes menulis dan observation Check-list. Untuk menganalisis data dari nilai menulis siswa digunakan alpha formula.

Hasil dari penelitian menunjukkan rata-rata skor pre-writing tes adalah 63.35, siklus 1 adalah 76.15 dan siklus 2 adalah 78.6. dan hasil dari siswa yang mendapatkan skor ≥ 75 dalam pre-writing adalah 45%, siklus 1 adalah 60% dan siklus 2 adalah 80%. Berdasarkan hasil diatas dapat disimpulkan bahwa pendekatan ini sesuai untuk mengajar menulis dan pendekatan ini dapat meningkatkan kemampuan menulis siswa dalam membuat recount text.

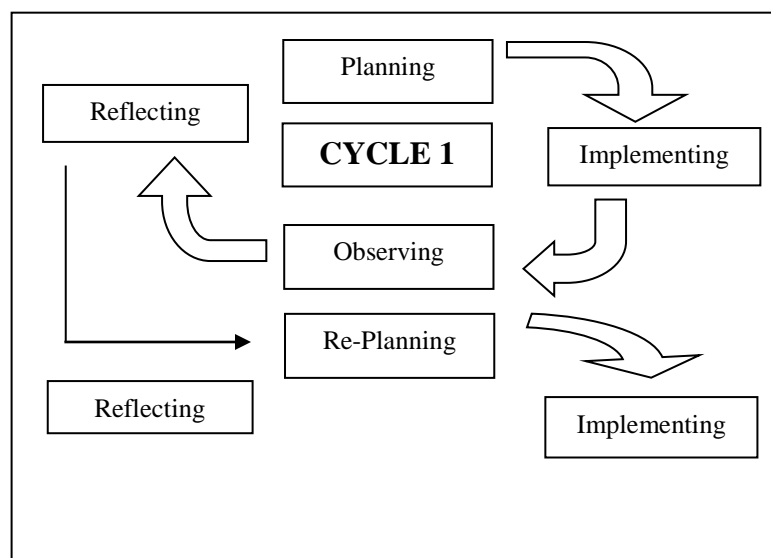
INTRODUCTION

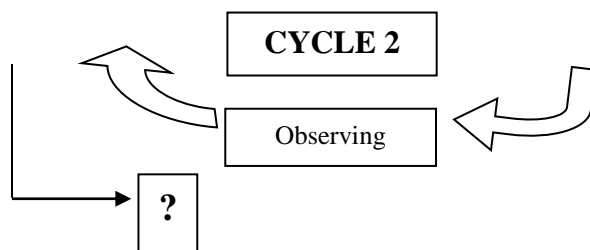
In learning English there are four skills that must be mastered by students, they are listening, speaking, reading and writing. Writing is one of the important skills to learn English and writing is often found as the most difficult skill of all the English skills, both as the first and second language. According to Richard and Renandyain Tuan Trong(2011:121), the difficulties include those in (1) generating and organizing ideas using an appropriate choice of vocabulary and (2) putting such ideas into an intelligible text. In overcoming these problems, the researcher proposed an approach of teaching writing which was more effective on students' writing process. The approach is Process-Genre Based Approach. Process-Genre Based Approach is an alternative approach that teachers can apply in writing classroom. A genre-based approach placed great emphasis on the relationship between text-genres and their contexts (Hyon, cited in Trong, 2011:123). Based on the problem above, it was taken a title of this research "Improving The Tenth Grade Students' Writing Ability Through Process-Genre Based Approach at SMKN 1 Tamanan Bondowosoin The 2015/2016 Academic Year".

RESEARCH METHOD

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3.1 The Design of Classroom Action Research





Kemmis and Mc Taggart in Arikunto, (2010:137)

THE RESULT OF THE RESEARCH

The Result of Writing Test Cycle 1

The writing test in cycle 1 conducted on June 11, 2016 at 07.00-08.30 a.m. the writing test was conducted to measure the students ability in grammar, vocabulary, mechanism, and organization and there were 12 students who got ≥ 75 . (see appendix 17)

Table 4.1 The result of writing test cycle 1

Score	Total	Percent (%)
≥ 75	12	60%
≤ 75	8	40%
Total	20	100%

Based on the result of writing test, it was found that the percentage of the students writing skill through process genre based approach in cycle 1 was 60% as mentioned before, the cycle of this research was considered to be successful if the main score of the students writing tests had reached ≥ 75 and it was achieved by least 75% of the total students. It means that the target percentage requirement in this research had not been achieved yet.

The Result of Writing Test Cycle 2

The test was held on June 18, 2016 at 07.00-08.30 a.m, in this test the researcher asked the students to answer the writing test. Based on the result, the researcher found that 16 students got score ≥ 75 and only 4 students who got score ≤ 75 in writing achievement and the result of the second cycle test will be mentioned in appendix 20.

Table 4.2 The result of writing test cycle 2

Score	Total	Percent (%)
≥ 75	16	80%
≤ 75	4	20%
Total	20	100%

Based on the result of writing test, it was found that percentage score of the students writing through process genre based approach in cycle 2 who got score ≥ 75 was 80% and students who got score ≤ 75 was 20%, it means that the target percentage requirement in this research had already achieved.

DISCUSSION

Based on the reflection in cycle I and cycle II, the percentages of the students who got score ≥ 75 were improved from cycle I to cycle II. It had improve from 60% in cycle I up to

80% in cycle II. In the first cycle, the actions was carried out by teaching writing through process genre based approach to improve the students' ability in writing. On preliminary study only 9 students passed the minimal standard score. It means that 55% from 20 students had low ability on writing. Then on cycle 1, there were 12 students were successful on writing test, 60% of all students could pass the writing test and 40% students were failed. The researcher conducted the next cycle because it has not reached the criteria of success that 75% should passed the test. In the cycle 2, there were 16 students could pass the standard score. It means that 80% of all students passed the test and only 20% students was failed. From this study, the researcher found that the research was successfully. The implementation of process genre based approach as proposed by Hyland (2003:18), and Harmer (2004:86) was able to make the students more confidently.

CONCLUSION

Considering the result, it can be concluded that The use of process genre based approach could improve the tenth grade students' ability in writing recount text at SMKN 1 TAMANAN in the 2015/2016 academic year. The reason is because the process-genre based approach dealing with a process writing by using genre. In the process of writing, the researcher starting from prewriting, drafting, proofreading, revising, editing and publishing both cooperative and independently. Those activities have made more confident in producing a piece of writing because they have known what to write and how to write it well.

SUGGESTION

This suggestion are given to the implementation of using directed activities related to texts (DARTs) method to students, teacher and future researcher.

1. The English Teacher

In order to make students enjoy and interest in the teaching and learning process, the teacher must be more creative to find alternative ways in teaching and learning process. In writing, the English teacher is suggested to apply process writing, such as prewriting, drafting, editing, revising, and publishing. It is suitable in teaching learning writing and it had been proved that writing recount text through process-genre based approach as the strategy can help students improve their writing ability.

2. The English Teacher

The students are suggested to use process genre based approach in writing since it can be used as a guide to generate and organize their ideas in writing a text. In addition, process genre base approach gives them a chance to develop their ideas, increasing their motivation and courage them to write and express their ideas. Moreover, the students are suggested to improve their writing ability through practice writing. Besides, the students need to improve their writing understanding, especially in using suitable words to develop their ability in writing recount text.

3. Future researcher

Because of the limited time for conducting the action research, the future researchers are suggested to give more attention to the students who are the low achievers and use the results of this research as a reference to conduct a further research with the same research design to develop the students' writing ability.

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