

IMPROVING WRITING SKILL OF THE TENTH GRADE STUDENTS OF SMA NEGERI 7 PALU BY USING CONTEXTUAL TEACHING AND LEARNING APPROACH

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Abstract

This study is aimed at proving whether or not Contextual Teaching and Learning Approach can improve students' writing skill in descriptive text. This study uses a quasi-experimental research design. It involves the tenth-grade students of SMA Negeri 7 Palu. In selecting the sample, the researcher uses a cluster random sampling, and the students selected as the sample were class X7 and X9. The data of this research is quantitative data. In collecting the data, it is collected through the writing test that consisted of pre-test and post-test. The data gathered is analyzed statistically to analyze the difference of students' score in experimental and control classes. The results of the data indicates that the mean score of the experimental class (62.05) was higher than the mean score of the control class (52.25). By applying a significance level of 0.05, it is found that the t-counted (6.16) was higher than the t-table (1.67). It means that the hypothesis of the research is accepted. Based on the result, it is concluded that the use of Contextual Teaching and Learning Approach (CTL) can improve the students' skill in writing descriptive text. The implication of the findings to the teaching of writing in the class is that the teacher needs contextual media to make the class more meaningful and real as well as make the students improve their writing.

Keywords: Improving; Writing Skill; Contextual Teaching and Learning.

INTRODUCTION

Writing is the most difficult skill besides listening, speaking and reading. Writing is about the process of expressing ideas, opinions and feelings into written form. The writing process is not an easy matter. This is because writing not only requires thought and knowledge, but also in translating ideas into readable text. In the writing process, several components that must be considered, such as vocabulary selection, grammar, mechanics and organization. By mastering the components, it makes it easier for readers to capture the message. Therefore, it is very important to learn how to write properly and correctly.

In addition, by looking at the context of education, writing is an important part of learning English in which there are several goals to be achieved. Harmer (2004) states, writing as one of the four basic language skills has always formed part of the syllabus in the teaching of English. The teaching of writing, aims to lead students in achieving some competencies that require them to be able to express their ideas in written forms. As one of the objectives in the teaching of writing in high school based on module of *Kurikulum Merdeka*, that students are expected to be able to compose short and simple oral and written descriptive texts by paying attention to social functions, general structures, and language features correctly according to the context (Sukhriani, 2020). In this case, the students are expected to be skilled in describing things and can develop their skills in writing paragraphs because it is very useful for developing knowledge and students' self-development. However, what happens in the fields is not the same as what is expected, students tend not to want to develop their abilities in writing paragraphs and they still have difficulty conveying ideas in written language for various reasons.

Based on the previous study, Yusuf et al. (2018) found that students in senior high school have a low ability to write descriptive text. The factors of the problem are: 1) students have less interest and motivation to write, 2) they are less practice in writing 3) they get confused to determine the topic, main idea, or the first sentence to be written, 4) they get difficulty to write the detail of the object, 5) and they difficulty to control the language skills, such as spelling and punctuation usage, the rules of writing, drafting clauses, and correct sentence structure.

In addition to Yusuf et al, Hakim and Sari (2022) found that the students' abilities in writing were varied. But in general there are some things that should be noted. First, some of the students still showed difficulties in making sentence structures in English. Besides the students still made errors in grammar, word choice, and spelling. Second, some students still showed difficulties to developing ideas in a paragraph form, especially in the body paragraph. Third, the students showed difficulties in understanding the explanation of grammar and sentence structure on editing activities.

Looking at the problems above, to enable students to master writing skills, students must practice and practice actively and teachers must create a good learning atmosphere and be able to describe real situations to stimulate students' knowledge. Therefore, researcher must use learning approach that help the students' to be able to develop writing skills.

In teaching and learning process, there are many ways that can be applied to overcome problems faced by students, just like the problems above. In this research, researcher tried to choose the Contextual Teaching and Learning approach as way to improve students' writing skills. Contextual Teaching and Learning is a teaching process that aims to help students connect the materials with the context of their daily live (Johnson, 2002). It can be stated that Contextual Teaching and Learning is the approach that helps students to link the real world with the learning material.

Contextual Teaching and Learning Approach has been widely used in previous study, one of which was written by Windi and Suryaman (2022), with the title "Improving Students' Ability in Writing Descriptive Text through Contextual Teaching and Learning Approach". The aims of their research was to find out the increase in student's ability to write descriptive texts through contextual teaching and learning and the advantages of using the Contextual Teaching and Learning approach. The result of their study showed that CTL can be used to improve student's writing skill in descriptive paragraph.

Furthermore, using Contextual Teaching and Learning approach is that it makes learning more meaningful and real. As states by Indrilla (2018), Contextual teaching and learning approach encourages students to be active in learning, so that students can learn effectively and meaningfully. In addition, according to Komalasari (2012), Contextual Teaching and Learning provides facilities for student learning activities to search, manage, and find learning experiences that are more concrete and relate to students' real lives. This means that students are required to be able to understand a material by linking their real life, so that the material learned can be embedded in students' memory.

Based on the explanation above, the researcher is interested in conducting the research study. The researcher believes and hopes that this approach is the right learning approach to be applied to improve students' writing skills, especially in writing descriptive text. Therefore, the researcher conducted this research with the title, "Improving Writing Skill of the Tenth Grade Students of SMA Negeri 7 Palu by Using Contextual Teaching and Learning Approach".

In CTL learning activities, seven components are involved: 1) **Constructivism**, is the initial activity in CTL, where students are encouraged to build knowledge and understanding. Usually, this is based on prior knowledge and meaningful experiences. 2) **Inquiry**, is a discovery activities carried out by learners. It is the thinking process of students to discover facts that are acquired by learners. 3) **Questioning**, is an important part of learning. It is an activity where the teacher stimulates students to want to ask questions and find out to develop their abilities. 4) **Learning Community**, in Contextual learning, students are formed into groups to complete tasks. This aims to help each other. Students discuss with each other and share experiences. 5) **Modeling**, is a process where the teacher demonstrates and provides examples that can be followed by each student. 6) **Reflection**, in Contextual Teaching and Learning, reflection occurs at the end of the learning process. Here, the teacher provides an opportunity for students to digest the material that has been given and students are asked to provide conclusions about what they

have learned that day. 7) **Authentic Assessment**, is carried out to determine the extent to which students understand the material. This is also done to reduce students who only plagiarize their friends' work.

Based on the description above, the researcher formulates the hypothesis of the research as follow: "Using Contextual Teaching and Learning Approach can improve writing skill of the tenth grade students of SMA Negeri 7 Palu.

METHOD

In conducting this research, the researcher used quasi experimental research design with experimental class and control class. The experimental class was given a pre-test, treatment and post-test. While the control class was only given a pre-test and post-test, without treatment. The following research design is illustrated as proposed by Arikunto (2013):

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	O_1	X	O_2
Control Group	O_3	-	O_4

Where:

O_1 = Pretest of experimental Group

O_3 = Pretest of Control Group

O_2 = Posttest of Experimental Group

O_4 = Posttest of Control Group

X = Treatment

- = No Treatment

The population of this research was the tenth grade students of SMA Negeri 7 Palu. The total of number of the population is 355 divided into parallel classes X1, X2, X3, X4, X5, X6, X7, X8, X9, X10 and for each class consist of 35 up to 36 students. The population in this study was eighth-grade students at SMP Negeri 19 Palu.

In conducting this research, the researcher used cluster random sampling technique. The sample in this study was the tenth grade students X7 and X9. The researcher provided papers with the name of the classes and put them into box. She shook the box and take out two pieces of paper. The first paper grasped was the experimental class while the second was the control one. The researcher used two kinds of variable. They are dependent variable and independent variable. The dependent variable of this research was improving writing skill of the tenth grade students of SMA Negeri 7 Palu in writing descriptive text. The independent variable of this research was directed Contextual teaching and Learning Approach.

FINDINGS AND DISCUSSION

Findings

In these findings, the researchers present the result of the research and the analysis of the data. The data were collected from January 10th until February 28th, 2024. The analyzed data in this research were the results of written tests (pre-test and post-test) of experimental class and control class. After computing the mean score of both experimental and control classes, the researchers continued analyzing the data by finding out the data of deviation and the square deviation. The deviation and square deviation in the experimental group class as seen on the table below

Deviation of the Pre-test and Post-test of Experimental Class (X9)

No	Initials	Score Pretest	Score Posttest	Deviation	Square Deviation
1	AAM	41.18	69.12	27.94	780.64
2	AF	48.53	51.47	2.94	8.64
3	ANR	50.00	70.59	20.59	423.95
4	AS	50.00	82.35	32.35	1046.52
5	AZA	33.82	57.35	23.53	553.66
6	DE	29.41	64.71	35.3	1246.09
7	DF	42.65	67.65	25.00	625.00
8	DT	29.41	57.35	27.94	780.64
9	FA	33.82	41.18	7.36	54.17
10	FI	25.00	50.00	25.00	625.00
11	FM	25.00	48.53	23.53	553.66
12	FN	36.76	91.18	54.42	2961.54
13	GCE	50.00	69.12	19.12	365.57
14	IL	38.24	57.35	19.11	365.19
15	KI	41.18	50.00	8.82	77.79
16	MAB	36.76	41.18	4.42	19.54
17	MAR	33.82	48.53	14.71	216.38
18	MFF	50.00	72.06	22.06	486.64
19	MFZ	54.41	75.00	20.59	423.95
20	MR	44.12	67.65	23.53	553.66

21	MS	30.88	42.65	11.77	138.53
22	NAS	33.82	66.18	32.36	1047.17
23	NAZ	25.00	75.00	50.00	2500.00
24	NMGL	67.65	91.18	23.53	553.66
25	NTJ	41.18	50.00	8.82	77.79
26	PJ	30.88	60.29	29.41	864.95
27	RD	36.76	41.18	4.42	19.54
28	RF	41.18	57.35	16.17	261.47
29	RL	25.00	50.00	25.00	625.00
30	RN	25.00	50.00	25.00	625.00
31	SRA	54.41	82.35	27.94	780.64
32	SS	50.00	66.18	16.18	261.79
33	TJA	61.76	88.24	26.48	701.19
34	ZH	41.18	57.35	16.17	261.47
35	ZM	48.53	57.35	8.82	77.79
36	ZS	50.00	66.18	16.18	261.79
Sum Deviation ($\sum X$) =				776.51	21226.01

Deviation of the Pre-test and Post-test of Control Class (X7)

No	Initials	Score	Score	Deviation	Square
		Pretest	Posttest		Deviation
1	AL	29.41	45.59	16.18	261.79
2	AN	25.00	42.65	17.65	311.52
3	AO	25.00	35.29	10.29	105.88
4	AZ	57.35	69.12	11.77	138.53
5	DA	57.35	75.00	17.65	311.52
6	DAF	54.41	54.41	0.00	0.00
7	DF	75.00	55.88	-19.12	365.57
8	DH	66.18	73.53	7.35	54.02
9	FA	57.35	50.00	-7.35	54.02
10	FE	48.53	57.35	8.82	77.79
11	FF	64.71	48.53	-16.18	261.79
12	FI	51.47	61.76	10.29	105.88
13	KS	25.00	25.00	0.00	0.00
14	MA	41.18	50.00	8.82	77.79
15	MB	50.00	50.00	0.00	0.00
16	MR	48.53	50.00	1.47	2.16
17	MRA	50.00	57.35	7.35	54.02
18	MRF	51.47	54.41	2.94	8.64
19	MRI	66.18	75.00	8.82	77.79
20	MS	42.65	50.00	7.35	54.02
21	NA	25.00	41.18	16.18	261.79
22	NI	58.82	51.47	-7.35	54.02

23	NIN	50.00	35.29	-14.71	216.38
24	PA	39.71	50.00	10.29	105.88
25	RA	55.88	67.65	11.77	138.53
26	RAM	25.00	36.76	11.76	138.3
27	SAM	25.00	25.00	0.00	0.00
28	SH	66.18	66.18	0.00	0.00
29	TBS	66.18	73.53	7.35	54.02
30	TE	25.00	41.18	16.18	261.79
31	TH	41.18	61.76	20.58	423.54
32	VA	41.18	41.18	0.00	000
33	VE	50.00	54.41	4.41	19.45
34	ZZZ	33.82	50.00	16.18	261.79
Sum Deviation ($\sum X$)=				186.74	4258.22

After getting the deviation score of experimental class, the researcher found that the result of the deviation is 776.51 and the result of square deviation is 21226.01. While, the writer gets the mean score of deviation of the pretest and posttest in the experimental class which is 21.57 the mean deviation of control class is 5.49.

Testing Hypothesis

Testing hypothesis aims to find out whether Using Contextual Teaching and learning is effective to improve writing skill of the students or not. It also to know whether the hypothesis of this research is accepted or rejected. The criteria of testing hypothesis stated that if the $t_{counted}$ value was higher than t_{table} , value, it means that the hypothesis was accepted. In other words the using Contextual Teaching and Learning approach is effective to improve writing skill of the tenth grade students of SMA Negeri 7 Palu. In contrary, if the $t_{counted}$ is lower than t_{table} , it means that the hypothesis is rejected. To achieve the t_{table} , value, the researcher applied interpolation formula because the degree of freedom (df) $68 = N_x + N_y - 2$ with the level of significance 0.05 cannot be found in the t_{table} , list. After having obtained the critical t-value of df 68, the researcher found that the $t_{counted}$ (6.16) was higher than t_{table} , (1.67) by applying 0,05 of significance. It means that the hypothesis is accepted. In conclusion, using Contextual Teaching and Learning approach can improve writing skills of the tenth grade students of SMA Negeri 7 Palu.

Discussion

Having analyzed the data, it shows that there is an improvement in students writing skill. It can be seen from the increasing of the students' scores on pre-test and post-test of the experimental group. Hence, using Contextual Teaching and Learning approach can improve writing skill of the tenth grade students of SMA Negeri 7 Palu. In other words, the result of this study has answered the research question and directly proportional to the hypothesis.

Using Contextual Teaching and Learning approach successfully facilitates the students' improvement, where the students' writing skill increases. The students' motivation increases to participate actively and helps students construct their writing and provides a way for students to discuss or interact with their friends because during the implementation of this learning, the students worked in groups.

Also, Contextual Teaching and Learning approach connects the material with the students' real life and their experiences to enhance simulation build students' creativity ideas. The students only need to write the information by seeing what happen in their live. Therefore, they will not get confused or worried about the content. Futhermore, Contextual Teaching and Learning approach motivated them to understand the meaning of the subject matter they learn by linking the material to the context of their daily lives, so the students found it easier to think about object to be developed, as the material relates to real life.

Nevertheless, using Contextual Teaching and Learning approach in teaching writing is not without problems. Contextual Teaching and Learning approach is always carried out with a learning community, while not every students easily adjusts and develops their abilities. To avoid being left behind, researcher form groups whose members are heterogeneous. Smart students teach the weak, those who already know tell those who don't know and so on. The second problem is to overcome the students' lack of vocabulary. The researchers suggested the students to look up their dictionary. The third problem is to reduce grammatical mistake from their writing. The teacher mentioned some adjective and action verbs used in writing descriptive text. The last problem is to generate organization of ideas. Some students found it difficult to get an idea to build sentence. Therefore, the researches asked them to write the text in Bahasa in the very beginning phase. Then, she asked them to translate the text they have composed into English.

Furthermore, the researcher suggest that the next researcher can use Contextual Teaching and Learning in teaching of other skills, such as speaking. Contextual Teaching and Learning allow the students to generate and organize their ideas well. In Contextual Teaching and Learning, the students were asked to talk based on reality or their own experiences. Thus, they already had the idea of the things they want to say and are capable to express their idea in a foreign language.

In conclusion, the result of this research helps grade tenth students of SMA Negeri 7 Palu in writing descriptive text. It is indeed due to benefits of the Contextual Teaching and Learning itself. Contextual Teaching and Learning approach make connections between the material and their experiences, which helps them to find content in writing. Thus, students will certainly be able to learn English easily and fun when they learn it with something that is close to their environment, close to their daily activities.

Based on the findings, the writer then connected this findings to the previous studies by Windi and Suryaman, (2022) and Sesar Tamala Yusuf et al., (2018). Both of those previous studies reported that using Contextual Teaching and Learning approach can improve the student's writing skill in writing descriptive text and also improve interest, motivation, and attitudes

toward the teaching and learning process. This research has also proven that using Contextual Teaching and Learning approach can improve writing skill of the tenth grade students of SMA Negeri 7 Palu. Regarding this, it concludes that Contextual Teaching and Learning is effective for teaching and learning process.

CONCLUSION

By seeing the result of data analysis in previous chapter, it can be concluded that using Contextual Teaching and Learning Approach can improve writing skill at the tenth grade students of SMA Negeri 7 Palu. It can be seen by the obtained score of t-counted was higher than t-table. It means that this writing was better taught by Contextual Teaching and Learning Approach, especially for the tenth-grade students of SMA Negeri 7 Palu.

SUGGESTION

After getting the result of the research, the researcher would like to convey some possible suggestions. First, the students should be more active in learning process. They should have many practices in order to make them good in writing. For the teacher in teaching and learning process of descriptive text, the teacher should be apply many ways to make the learning process interesting and effective. Assuming, by using Contextual Teaching and Learning approach, it can deliver and enjoyable teaching and learning process if the teacher guide and the use contextual media. It is extremely interesting and challenging because the students have to connect the materials that they are learning to the real conditions in their life. Finally, for the further researchers who will conduct similar research in the future, they can use Contextual Teaching and Learning approach in teaching of other skills.

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