

**THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING (CTL)
ON STUDENTS' DESCRIPTIVE WRITING ACHIEVEMENT
OF THE 2016/2017 TENTH YEAR STUDENTS
OF SMK SWASTA MELATI**

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ABSTRACT

The research aims to find out the effect of Contextual Teaching and Learning (CTL) on students' descriptive writing achievement of the 2016/2017 tenth year students of SMK Swasta Melati. The problems that had been identified by the researchers are including that students were not interested in learning English especially in writing. This research uses descriptive writing in written test. The research deals with an experimental research design which seeks for the effect of Contextual Teaching and Learning (CTL) strategy on the students' writing descriptive text achievement. The populations of this research were students of the tenth grade students of SMK Swasta Melati. The sample of the research consisted of 40 students. The study was an experiment and control research, the experiment class is X-1 and the control class X-2. The writing test was used to obtain the data on the variable. The final data then was analyzed by using technique of *t*-test analysis. The result shows that coefficient of $t_{counted}$ (3.41) was greater than the t_{table} coefficient (1.68595). This means that there is any effect of Contextual Teaching and Learning (CTL) on the students' achievement in writing a descriptive text of the 2016/2017 tenth year students of SMK Swasta Melati. Therefore, the hypothesis of the study is accepted.

Keywords: CTL (Contextual Teaching and Learning), Descriptive Text, Writing, Achievement

I. INTRODUCTION

Language is a means of communication (Richards, Jack. C: 2005). Based on this statement, the writers conclude that language is a tool that everybody uses to take an interactional communication between two persons or among people. Therefore the mastering of English is something which is very essential for everybody who wants to increase his or her knowledge and technology. English is an international language, almost people from all over the world use English for their communication that is why English is very important language.

In Indonesia, English is the first foreign language which is taught as a compulsory subject in all schools, from Junior High School until university, even new days, most of the pre-elementary school use English as a second

language. At present, the method that is recommended in teaching English in Indonesia is communicative language teaching method which is involved the mastery of four language skills; listening, speaking, reading and writing. In communicative language teaching is means of both oral and written communication.

Indonesian students have to master English as an international language either for communicative purpose or for academic purpose. English is used for mastering science and technology. At the moment the ability of speaking English is really needed on many fields. In Indonesia, English his taught and learnt as a compulsory subject from Junior High School until university level. English is learnt in elementary school as a local content and it is also learning kindergarten as a favorite program. English is taught in kindergarten just introducing the children English as a foreign

language. Besides that, functions to give students basic knowledge of English so that they will do much better in elementary school.

Writing is the skill that will be discussed in this thesis; moreover one of the approaches which are able to overcome the complication of students' descriptive writing achievement is contextual teaching and learning approach (Jack. C. Richards, 2005: 24). A recent study developed a definition of CTL which is defined as a conception of teaching and learning that helps teacher relating the subject matter content to real world situation and motivate students to make connection between knowledge and its application to their lives as family members, citizen and workers and engage in the hard work that learning requires by involving seven main elements, namely: constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment.

As generally known, that writing is the most complex and difficult among the language skills. The descriptive is the most common writing work of the students because it is little easier than any other writing or paragraph. When the students write about their mind, they write a descriptive. "Descriptive is so simple to do by the students and also it is easy to understand by the readers" (Wright. Heaton, 2008: 135). Unfortunately, in class, students spent a great deal of time in copying models rather than expressing their own ideals creatively. It can be assumed that teachers have important role assist the students in overcoming the problem of students in descriptive writing achievement. Students need someone to encourage them, to support them during each phase of their writing, to read and respond to their writing and to provide direct instruction in the mechanics of writing. The best way to encourage students to become practiced writers is suggesting them to write often, especially for their experience by preparing for composing, actually composing and revising, students learn the phases of the writing process.

In this case, Contextual Teaching and Learning (CTL) approach has main goals which are expected to assist the students in arranging a framework of descriptive. The aims

of contextual teaching and learning approach are to practice and assist the students in telling or describing an event or their experience and then expressed it on descriptive paragraph. In addition, the writer adds some facts why the writers interest to do a research in this field that the writers were conducting their self-observation most of the students are not able to create descriptive writing themselves; they cannot shape their knowledge by themselves to arrange a descriptive without teacher assistance. The gain of process approach to descriptive writing can only be realized if teachers have an understanding of the various roles. They play in helping students become more proficient writers. The teacher is no longer simply a setter and corrector of assignment. The teacher is a writer along with the students, as well as an instructor, responder, coach and diagnostician.

Now, CTL has been developed in many schools in this country. The teachers use this approach in order the students can be active and creative in teaching and learning process. By this approach, the students are able to overcome their difficulties of descriptive writing achievement. Meanwhile, teachers' role is to organize learning strategy, aids them to relate the ancient knowledge and recent knowledge and facilitating. Based on the statement above the writer's interest to research titled "The Effect of Contextual Teaching and Learning (CTL) on Students' Descriptive Writing Achievement of the 2016/2017 Tenth Year Students of SMK Swasta Melati".

Contextual Teaching and Learning (CTL)

CTL is an educational process that aims to help students seeing the meaning in the academic material they are studying by connecting academic subject with the context of their daily lives that is the context of their personal, social and cultural circumstance.

Writing

Writing is one of the language skills that should be owned when learning a language. Furthermore, writing is a sophisticated process. It is said so because it is related to human

consciousness and writing is the ability to use the structure, lexical items and conventional representation in ordinary matter of facts of writing.

Descriptive

Descriptive is one of the writing types, besides narrative, argumentative, expository and persuasive. It is one of the major language functions. White adds that descriptive deals with something looks like, particular the importance of an object frequency in describing things, events, people, places and processes.

D'Angelo says that "the descriptive writing consists basically of sentences representing object arranged in space. In the simple form, the principle or organization is based on the way you perceive object in space, left to right, right to left, bottom to top and so forth". In writing descriptive, you can make scene easier to follow if you use a particular principle, personality, place, process, object and an event. Meanwhile, based on Hornby in Oxford Dictionary defines "descriptive as giving a picture in words, describing something, especially without expressing feeling or judging".

Story completion

According to Kayi (2006), Story Completion is a free-speaking activity for which students sit in a circle for this activity, a teacher starts to tell the story, but after a few sentences, he or she stops narrating. After that, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, description and so on. Ghiabi (2014: 23) said that stories can allow students to explore their own cultural roots, allow students to experience diverse cultures. Enable students to empathize with unfamiliar people, places, and situations, offer insights into different values and traditions, help students understand how common wisdom

is for all people or all cultures, provide insight into life experiences, help students allow new ideas and reveal differences and commonalties of cultures around the world.

Narrative Text

Peter Knapp and Megan Watkins (2005: 220) tell the genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. Story-writing therefore has been prominent as a means of naturally inducting students into the intricacies and idiosyncrasies of the English language.

The first point we would want to make, therefore, is that this genre, while being universally popular, is far from natural; nor is it easy to simply pick up for a significant number of students. Singular generic purpose as do some of the other genres. We cannot say that narrative is simply about entertaining a reading audience, although it generally always does so. Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs programs.

Djarmika & Wulandari (2013: 18-19) says narrative text has an organizational structure which includes orientation, complications and resolution. In addition, Djarmika and Wulandari (2013: 100), narrative text uses language features in sentences namely adverb, adverbial phrase, adverb of time, noun phrase, past tense, past perfect tense, direct

speech and direct speech. Generic Structure Narrative Text (Djarmika and Wulandari, 2013 in thesis Nurhasanah):

Orientation

Orientation is part of the opening story. It is very important to make an interesting story to make the reader interest to read. It should also explain the background of the story, such as sets setting, time, the main character, the relationship between the characters and other information to give the reader a starting point.

Complication

Complication is the main body of the story. This part is including an event that leads the characters into a complication when the normal events are upset by some forms of conflict. There may be more than one complication, and this serves to thwart the characters in their efforts to achieve what they want is to build tense feelings and anticipation for the reader.

Resolution

Resolution is the crisis resolved for the story. This part contains the ending of the characters problem and conflict. There are three ending resolutions, first the story will be ended with the happy ending, second the story will be ended by sad ending, and the last the writer allows the reader to guess the end of the story.

Speaking

Nunan in Kayi, (2006: 1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency.

Rebecca Hughes (2011: 6-9) says in her book about Teaching and Researching Speaking is not a discrete skill. One of the central difficulties inherent in the study of speaking is that it overlaps with a considerable number of other areas and disciplines. How far, for instance, is the structure of a conversation culturally determined, How far are the

grammar and vocabulary of speech different from other sorts of grammar, what are the critical factors in the stream of speech that make it intelligible. Speaking in its own right whilst relating it from time to time for clarity to these distinct areas: the global or discourse level, the structural level and the level of speech production; these three areas broadly relate to fairly stable areas of activity in linguistics of discourse, lexis and grammar, and phonology/phonetics and map on to, and overlap with, other threads of study in theoretical and applied linguistics.

Teaching speaking versus using speaking to teach; a key question to ask, therefore, is whether a teacher is engaged in teaching the spoken form of a language or teaching a language through speaking. This distinction is important, although it may seem trivial at first sight. Spoken forms of language have been under researched whether at the level of grammar or in broader genre based studies. I will be arguing that this is due, in part, to attitudes to language data in linguistic theory. A teacher or materials writer may feel some confidence in dealing with stable written forms and genres the essay, the business letter, or the laboratory report and have a genuine understanding of the language appropriate to newer discourses, such as e-mail, texts, or chat room etiquette. However, the notion of how spoken genres are structured, and what forms are most typical of them, is difficult to establish. I will also be suggesting that this means there is a great deal of speaking going on in classrooms, but that this may be different from the effective teaching of speaking as a holistic skill.

Teaching speaking is not easily, separated from other objectives when the spoken language is the focus of classroom activity there are often other aims which the teacher might have. For instance, a task may be carried out to help the student gain awareness

of, to practice, some aspect of linguistic knowledge whether a grammatical rule, or application of a phonemic regularity to which they have been introduced, to develop productive skills for example rhythm, intonation or vowel-to-vowel linking, and to raise awareness of some socio-linguistic or pragmatic point for instance how to interrupt politely, respond to a compliment appropriately, or show that one has understood.

Insight from speech corpora, a corpus in linguistic contexts is a collection of language samples. As such, a teacher's collection of photocopies of student essays might be regarded as a corpus. However, the term is strongly associated with the computer-aided analysis of language, and, in corpus linguistics, with the statistical analysis of word (and less often) structural frequencies. Just as the teacher might look through a collection of learners' essays before planning a class to see what common problems they were encountering, a corpus linguist can find patterns and frequencies in many million word samples of language. The collection of speech data for corpus design is a particular problem as large amounts of naturally occurring speech need to be both recorded and transcribed for the computer. This is a time-consuming and difficult to automate process and means that there has been a tendency for corpora to be biased in favor of the written mode.

The objectives in the speaking classroom may well change quite radically over the next ten years as insights emerging from corpora of natural speech and language processing combine to help us understand what speaking is actually like.

Bringing the facets of speaking together; the human voice and the faculty of speech are inherently bound up with the projection of the self into the world. As a second language learner acquires a living

language, a large number of aspects other than grammar and vocabulary also need to be acquired for successful communication to take place. These relate to culture, social interaction, and the politeness norms that exist in the target language. To learn to communicate expertly in another language a speaker must change and expand identity as he or she learns the cultural, social, and even political factors, which go into language choices needed to speak appropriately with a new voice.

According to Brown (2001: 406-407), the elements of speaking consist of fluency, comprehension, grammar, vocabulary, and pronunciation. Definitions from components are:

a) Fluency

Fluency is the speaker speaks to other people with good language and able to speak quickly and accurately.

b) Comprehension

Comprehension is the way we understand the content of speech or the purpose of speaking in a speech.

c) Grammar

Grammar is one of five elements, where grammar is a series of words that the speakers say or the form of sentences that the speaker says.

d) Vocabulary

Vocabulary is the basic of language. It means vocabulary is a word to form sentences which very important in language. When the speakers want to be fluent in speaking, the speaker must have a lot of vocabulary, especially in learning English. The speaker have a lot of vocabulary, the speaker are able to speak fluently.

e) Pronunciation

Pronunciation is very important component of language. If you say the word properly and correctly it will make people understand what you are talking about.

The researchers concluded that speaking is one of the skills in English, which means speaking is the ability to communicate to other in a direct way. Speaking can also express something with meaningful words and sentences. Speaking is a skill that is required to have components such as grammar, vocabulary, pronunciation, fluency and comprehension. Speaking is one of the skills that use an oral test. Speaking is different from reading, listening and writing.

II. RESEARCH METHODOLOGY

Research Design

In this research, the researchers used an experimental design. The research is quantitative research. The research has two variables. They are independent and dependent variable. In educational research methods book (Louis Cohen, Lawrence Manion, and Keith Morrison, 2018: 391) described that experimental research is that the researchers deliberately controlling and manipulating the conditions that determine the events, in which they are interested, introduce interventions and measure the difference was doing. An experiment to make changes in the value of the independent variables and observing the effect of those changes on other variables dependent variables; experimental research can be confirmatory, seeking to support or not to support a null hypothesis, or exploratory, discovering the effects of certain variables. In an experiment the post-test measures the dependent variable, and the independent variables are isolated and controlled carefully. In addition, According Sugiyono (2006:80), experiment research is a research which has the purpose to find the cause-effect relationship among a variable in a controlled condition.

Population, Sampling, Sample

The population of this research was taken from the Eleventh Grade Students of SMK SWASTA YPIS MAJU BINJAI in academic year 2019/2020. The total numbers of population were 102 students from five classes.

Ary et al (2006: 149) states there exist two main types of sampling procedures are sampling probability and non-probability sampling. Probability sampling involves the selection of samples in which the elements are selected through the procedure by chance. While non-probability sampling includes methods of selection in which elements are not chosen by chance procedure it success depends on the knowledge, expertise and judgment of the research. This research used probability simple random sampling. The sample of this research was taken two classes, one as the experimental class and one as control class. The sample of the research was taken two classes as XI-TKJ the experiment class and XI-AKL control class.

Technique of Data Analysis

In technique of data analysis, the researchers used an oral form to know the students' in speaking after teaching Story Completion technique. The researchers were collected the data by test (pre-test and post-test) on 22 September 2020.

III. RESEARCH FINDING AND DISCUSSION

Finding

The data has been taken by the researcher from sequence of data analysis collected. The test consisted of 5 (pronunciation, grammar, fluency, vocabulary and comprehension) components. Each correct answer was given 60 score low score and the highest score was 90.

From the data that has been collected from 42 students as research subjects, there are two classes that were sampled in the research, namely XI TKJ class as an experiment class used story completion techniques with narrative text in speaking skill, while the XI AKL as a control class who did not use these techniques. The control class only used narrative text in learning speaking. From the calculation results, the pre-test experiment value was 1785 and the pre-test of control class was 1195. The post-test experiment class was 1983 and the control class was 1335 it can be seen from the pre-test and post-test that the experiment class was higher scores using the technique story completion instead of the control class. After that, the mean score of experiment class was 8, 4 and the standard deviation of experiment class was 2, 81, and the mean score of control class was 8, 23 and the standard deviation of control was 2, 45. It can be concluded from both of the tests; the experiment class obtained a greater mean score than the control group. The significant score between experiment and control class can be determined by using t-test. After being calculated using t-test that the hypothesis has been answered, namely that t-test is greater than the t-table, and then the hypothesis was accepted. The researcher concluded that, t-test value was higher than t-table ($11,797 > 2,021$). If t-table value is higher than t-test at the level of significance $\alpha 0.05$ and $df (n-2) = (42-2) = 40$. It can be concluded from the calculated results that there is an effect of using story completion in speaking skill. In other word, H_0 was accepted.

Discussion

The problems of students are afraid, shy speaking in front of the class, learning English is not fun, English is not easy, less motivation, and not confident. Teacher must have precise strategy when teaching in the classroom so

students enjoy the lesson such as story completion techniques. This technique is able to make students become active in learning process. The story completion is not only active, but this technique increase creativity and insight in a connecting a story.

According to Ur (2009: 121), there are four problems with speaking activities:

First, inhibition unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom worried about making mistakes, fearful of criticism or losing face, simply shy of attention that their speech attracts.

Second, nobody says. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

Third, uneven participation only one participant can talk at a time if they are to be heard and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.

Fourth, mother-tongue in classes where all or a number of learners share the same mother tongue, they may tend to use it, because it is easier, because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

Penny Ur (2009: 120) says that there are four characteristics of a successful speaking activity as follows:

- a. Learners talk a lot. As much as possible of period of time allotted to the activity in fact occupied by learner. This may seem

obvious, but often most the time is taken up with teacher talk or pause.

- b. Participation in the classroom. Discussion is not dominated by a minority of active speech participants all get chance to speak and contributions are fairly evenly distributed.
- c. More interest. Learners are eager to speak because they are interested in the topic and have a new to say about something or they went to contribute to achieving and ask objective.
- d. Language is an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to other and an acceptable level of language accuracy.

In addition Littlewood in Al Hosni (2014:24), motivation is important force which determines whether a learner embarks in a task at all.

IV. CONCLUSION

After analyzing the data, conclusions are following:

Students are more effective, interested, fun, enjoy, and not afraid of mistake speaking in speaking and learning through story completion in English speaking students. That t_{value} was 11,797. Then, after looking of distribution table value in certain degree of freedom, the calculating showed that the degree of freedom was 42 ($n - 2 = 42 - 2 = 40$). The value of table in line 40 was 2,021 at level significance 0, 05. This remarked that t_{value} was higher than t_{table} ($11,797 > 2,021$). The hypothesis was accepted, there is effect of using story completion significantly affect narrative text speaking skill to eleventh grade students' of SMK Swasta YPIS MAJU BINJAI at academic year 2020/2021.

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