

Improving Students' Ability to Write Expository Text Through Contextual Teaching and Learning Approach

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ABSTRACT

This research aimed to find out improvement the students' ability in writing expository through contextual teaching and learning (CTL) approach at the second grade student of XI MIA 1 OF MA MADANI in academic year of 2018/2019. The method of this research was A Classroom Action Research that consisted of two cycles. One cycle consisted of three meetings. It means that there were six meetings for two cycles. This classroom action research was done at the second grade student of MA MADANI Gowa. The subject of this research was XI MIA 1 class in academic year of 2018/2019 by using contextual teaching and learning (CTL) approach. It consisted of 30 students. The findings of this research were the improvement of the students' in writing expository text through contextual teaching and learning (CTL) approach and the teacher activities in teaching and learning process. The mean scores of writing expository text in the first cycle was 61.5 and after revision in the second cycle, the mean scores became 76.36. The improvement of students' ability to write expository text through Contextual Teaching Learning (CTL) approach is presenting expository text material at XI MIA 1 class of MA MADANI Gowa, improves the students' ability significantly. The mean scores in cycle II is greater than the mean score of test in cycle I ($76.36 > 61.5$). The implementation of Contextual teaching and learning (CLT) approach can make the students more active and enthusiast in learning process.

Keywords: Students' ability, expository text, contextual teaching and learning approach.

INTRODUCTION

Language skills consist of productive and receptive skills. The first are speaking and writing while the second are listening and reading. Writing and speaking as one productive skills are quite important in developing the students' competence and performance of language. Writing is one of difficult skills to teach, because writing has to express ideas, feelings and experiences to the reader. In other words, writing can be said as a mean of communication between writer and reader. Writing skill is specified into the skill in organizing ideas (Rahmah in Nurjanah, 2012).

There are some kinds of writing text in senior high school, they are descriptive text, narrative text, report text, procedure text, recount text, and expository text. Writing is productive skill that is quite important in developing student's competence and language performance of senior high school level based on the curriculum today.

Based on the preliminary survey indicated that the teacher of XI MIA 1 MA MADANI gets some problems when she teaches. The most problems in teaching are caused by; firstly, the methods applied by the teacher do not appeal to the students which led to a lack of interaction in the classroom. Secondly, the teacher is confused to find suitable techniques that can be applied in teaching writing, especially in writing expository text.

Most of the students at XI MIA 1 MA MADANI still cannot use their English in writing because they considered that English subject is bored and

scary, they also have lack in vocabulary and seldom get practice activity in writing. In fact some of students are happy to write, while the other students still have some problems. They cannot express their own ideas due to the lack of minimum vocabularies. They feel anxious about the meaning, spelling and word choice. If the teacher tries to force them to write, they will feel bored. Therefore, writing is not interesting for some students.

Actually, those problems can be solved if the teacher could be more creative in teaching. In this case, teacher needs to motivate students and develop their enthusiasm to learn by creating a new atmosphere in the classroom to make students feel interested to write. Therefore, it is important for a teacher to deliver materials as fun as possible. Using inappropriate teaching materials makes learners face difficulties in learning writing. Learners need to be motivated to succeed in learning any language. Therefore, teaching materials must be motivating and raising learners' interest. If teaching materials are not interesting and motivating, learners will learn nothing. In order to help learners learn better, a lot of researchers suggest using Contextual teaching and learning approach.

This research was used contextual teaching learning approach to improve students' ability in writing expository text because some reasons, first is Contextual teaching and learning (CTL) approach will help the students more actively in writing expository text. Secondly, it can help students see meaning in writing expository text by connecting writing subject with the context of their daily life. The strategies in CTL consist of 6 items, namely 1) emphasizing the importance of problem solving, 2) considering the use of teaching learning

activity in various contexts, such as at home, society, and place of work, 3) teaching students by monitoring and guiding their learning in order to be independent learners, 4) emphasizing learning of the learner lives in different contexts, 5) encouraging students to learn from and with others 6) using the authentic assessment (Blanchard in Suyatno, 2002: 42).

Based on the statement above, the researcher introduced an approach that can be used by teachers to improve their teaching approach (in teaching English specially) and can help the students to have better understanding in learning English writing expository text. This research is expected to achieve the standard KKM target in writing subject by applying this approach. Referring to some previous explanations above, the researcher carries out the research under title “Improving Students’ Ability to Write Expository Text through Contextual Teaching and Learning Approach”

RELATED LITERATURE

There are some researchers who have conducted some studies using Contextual Teaching and Learning. They are as follows:

Intan Satriani (2012) in her research entitled *Contextual Teaching and Learning Approach to Teaching Writing*. Based on the data gained from the observation sheets and teacher field notes, which are conducted in seven meetings, the use of contextual teaching and learning approach in the writing activity provided six benefits. The benefits were engaging students in the writing activity, increasing students' motivation to participate actively in the writing class, helping students to construct their writing, helping students to solve their problems, providing ways for students to discuss or interact with their friends, and helping the students to summarize and reflect the lesson. Those benefits were similar to the statement proposed by Crawford (2001); Depdiknas (2002); Johnson (2002). To compare with my researcher, while Satriani used CTL to improve students' writing ability. Researcher will use CTL to improve students' ability in writing recount text. This is also closely related to the basic function of language itself, communication. Students need to be carried closer into the real world. Because in their daily lives, students will rarely talk about what is stated in the textbooks. It can conclude that using contextual teaching and learning approach is effective in teaching writing expository text.

Siti Sundari (2013) conducted a research entitled *Improving Students' Understanding in Using Indirect Speech of Yes-No Question Through Contextual Teaching Learning*. Related to the research conducted at the 8th grade students of

MTs Nurul Falah, She concludes that the implementation of Contextual Teaching and Learning in the teaching of Indirect speech of yes-no question can improved the second year students' ability in Learning of Indirect speech of yes-no at MTs Nurul Falah in academic year 2011/2012. It can be seen from the result of data gained from the quantitative study: tes result (pretest and posttest) and questionnaire result, and qualitative study: observation and interview result. The difference of this research with her studies is this research does a study about the use of Contextual Teaching Learning to improve writing ability, especially in expository text.

Zakia (2011) reported her research about *Improving Student's Reading Comprehension of Descriptive Text Through Contextual Teaching Learning (CTL) (Action Research at Second Grade of Bakti Mulya 400 Junior High School Jakarta)*. She found that the implimentation of contextual teaching learning can improve student's comprehension in understanding reading descriptive text. The improvement can be seen from the quantitative study ; test result (pre test and post test) and questionnaire result, and qualitative study; observation and interview result. The differences of this research with her studies are this research is a study about the use of contextual teaching learning to improve students' writing ability, especially in expository text. Researcher believes that contextual teaching and learning can improve overall students' writing ability.

Referring to previous findings above indicates that Contextual Teaching Learning will bring reality to the classroom and make interaction meaningful.

Therefore, the researcher decides to use Contextual Teaching Learning to improve students' ability in writing expository text.

RESEARCH METHOD

In conducting the research, the researcher used the procedure of classroom action research designed by Arikunto. According to him, the research procedure in a classroom action research consists of planning, implementing, observing and reflecting (2006:16). Therefore, this research was designed as follows:

1. Planning

The research was done until the minimum score of the writing text, that is 75, is reached by 80% of the students. The researcher prepared lesson plan in each cycle, selected materials from text book, and prepared writing test for the students and also the observation sheet that was filled out by collaborator when the researcher is teaching. In order to get the data, the researcher teaches the students, gets the collaborator to observe, and asks students to do writing task process of teaching including test taking took one meeting and the process of analyzing and discussing the result of the observation and the test took three days in each cycle.

2. Implementing

In this step, the researcher teaches the material by using *contextual teaching and learning approach* with the lesson plan and the materials which had been prepared.

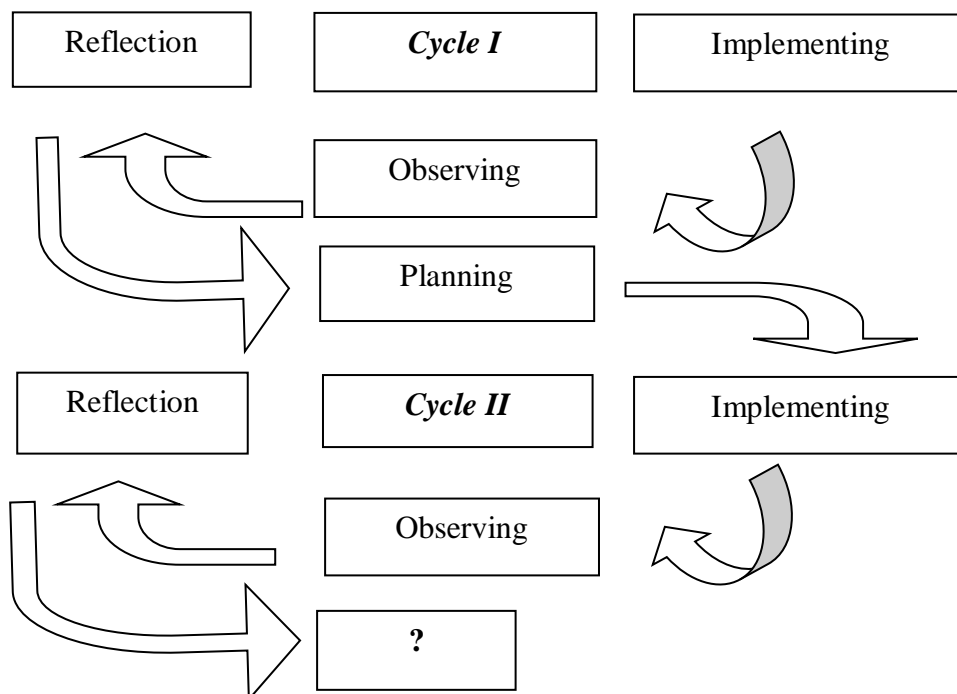
3. Observing

Observation is done by collaborator and the researcher during the teaching and learning process. The collaborator and the researcher observe the activities in

the class and then the result of the observation was filled out in the observation sheet.

4. Reflecting

Here, the observer and the researcher discussed about the strength and the weakness of a cycle to determine what to do in the next cycle and to determine whether or not the result of the cycle is satisfactory.



The cycle of Classroom Action Research (Arikunto, 2006. 6)

FINDINGS AND DISCUSSION

There was an indicator of successful students that had been determined by the researcher namely KKM. If 80 % of students have been success in their writing ability achievement, it can be said that contextual teaching and learning approach can improve the students' ability in writing. The description of the

successful teaching and learning process by contextual teaching and learning approach in order to improve students' achievement in writing expository text was shown in the following table.

Table 4.1 the Successful indicator in cycle 1

No	Score	Category	Frequency	Percentage (%)
1	76-100	above of achievement	7	23
2	75	Achievement	3	10
3	0-74	Under	20	67
	Total		30	100

From the table above, it shows that the successful indicator of this research which had to fulfilled by the students were not achieved yet in the first cycle. There were only 23% of students were classified above of achievement, 10% of students were classified achievement and there were 67% got under category

It means that the students' ability to write expository text was still low and the students had difficulties in writing expository text. The students still could not be active to share their opinion and to develop the idea in writing expository text. They have less vocabulary and have some grammatical correction. The researcher tried to correct and motivate them to progress their vocabulary. Therefore, the researcher tried contextual teaching and learning approach in teaching English especially writing expository text to overcome the students' problem and improve the students' ability in writing expository text.

The result of the test in this cycle showed that only ten students (33%) who had passed the target score of Minimum Passing grade Criteria (KKM). So, I still needed at least, fourteen students (47%) who could pass the KKM since the target of action success was 80% students passed the Minimum Passing grade Criteria (KKM).

The second cycle was done based on the result of the first cycle. The result showed that the quality of students' writing skill was still low, it was needed another action in order to make some improvement of students' writing skill. Second cycle was done on May, 16th 2019 until 23th2019.

The frequency and percentage achievement of students in writing expository text in the second cycle and the description of the successful teaching and learning process by contextual teaching and learning approach in order to improve students' achievement in writing expository text were shown in the following table.

Table 4.2 the Successful indicator in cycle 2

No	Score	Category	Frequency	Percentage (%)
1	76-100	above of achievement	17	56
2	75	Achievement	8	27
3	0-74	Under	5	17
	Total		30	100

The table above showed that the score of the students increased. From 30 students who followed the test, there were 17 (56%) got above of achievement category, 8 (27%) students got achievement and there were only 5 (17%) students got under category. It means that considered a good improvement of the students' achievement due to 25 (83%) students.

On the other side, there is an indicator of successful students that has been determined by the researcher namely: if 80 % of students had been success in their writing ability achievement, it can be said that using contextual teaching and learning approach can improve the students' ability in writing.

Based on the successful indicator table above, it could be concluded that the successful criteria in the second cycle had been achieved. There were 83 % of students had reached the successful criteria. That means using contextual teaching and learning approach can improve the students' ability in writing in the second cycle.

By the result offive components of writing in each cycle, it described that the five components automatically improved, the researcher calculated the percentage of the score and classified in each cycle. The result was below:

Table 4.5 The Improvement of five components of Writing.

No	Five Component of Writing	Cycle I	Cycle II	Improvement
1.	Content	18.8	22.1	17.6
2.	Organization	13.6	16.5	21.3

3.	Vocabulary	12.6	16.7	32.5
4.	Language Use	13.4	17.6	31.3
5.	Mechanic	3.16	3.46	9.4

From the table above, it showed the improvement of each component from the first cycle to the second cycle. the improvement of content is 17.6, organization is 21.3, the vocabulary is 32.5, the language use is 31.3, and the mechanic is 9.4

The less mean score of the fifth component is mechanic that was only 3.16 in the first cycle to 3.46 in the second cycle and the higher mean score is vocabulary that was 12.6 in the first cycle to 16.7 in the second cycle.

. Based on the result above, the researcher found that of the five components of writing, the most component that significantly improved by using contextual teaching and learning approach is vocabulary.

CONCLUSION AND SUGGESTION

In writing, the students need to be creative enough to generate ideas and goal directed enough to organize those ideas into meaningful text in writing. So, there most of students think that writing is difficult subject. Contextual teaching and learning approach in teaching writing especially Expository text was used in this research to help students to solve its difficulties in generating their ideas into meaningful text in written form.

The statistical analysis from the result of the students' skill in writing Expository text of this research showed that the students' mastery before teaching

using contextual teaching and learning approach was rather low. It was approved by the result of teacher explain. There were 33% students obtained successes from 30 students.

However, after using contextual teaching and learning approach, had showed good improvement which in the first cycle 7 (23%) students were classified as above of achievement indicator, 3 (10%) students got achievement and 20 (67%) got under.

In the second cycle 17 (56%) students were classified as above of achievement, 8 (27%) students got achievement and there were only 5 (17%) got under. Above of achievement indicators increased rapidly in the second cycle than in first cycle (56% > 23%).

Based on the findings above it can be concluded that, using contextual teaching and learning approach to improve the students' ability in writing Expository text of XI MIA 1 of MA MADANI was effective.

The students' mastery in writing before using contextual teaching and learning approach is very poor. It is different from the students' mastery after using contextual teaching and learning approach in learning writing Expository text. It was found that the result from the first cycle to the second cycle which proved that the used of contextual teaching and learning approach in learning activity contributed to the students' more effective in teaching writing Expository text.

Accordingly, contextual teaching and learning approach can increase the students' writing ability. Therefore, contextual teaching and learning is helpful to

activate the students' background knowledge that is very important to help students practice their skill of writing and their comprehension.

Based on the conclusion above, the researcher proposes the following suggestions:

1. Contextual teaching and learning approach which contributes to increase the students writing ability because CTL approach makes the students see meaning in writing Expository text by connecting writing subject with the context of their daily life. Therefore, the English teacher is recommended to teach them by applying CTL approach for writing Expository text in the class.
2. The teacher in every meeting should give vocabulary list suitable with the material. Because vocabulary list in every meeting is essential part in reinforcement of students' vocabulary.
3. Classroom Action Research is very good for the lecturers or teachers. It is a research method conducted by the lecturers who want to help students master the material. The main purpose of Classroom Action Research is to identify and to solve the students' problem in the class and improve their achievements. It is very helpful for the educators and students. Therefore the teachers or the lecturers are suggested to conduct classroom action research if their students have problems in the teaching and learning process.

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