

AN UNDERGRADUATE THESIS
THE INFLUENCE OF USING
CONTEXTUAL TEACHING AND LEARNING APPROACH
ON THE STUDENTS WRITING SKILL
AT THE EIGHTH GRADE OF SMP N 1
BUMI AGUNG EAST LAMPUNG

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H / 2017 M

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Presented as a Partial Fulfillment of the Requirements
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in English Education Department

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1438 H / 2017 M



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APPROVAL PAGE

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NOTA DINAS

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Assalamu'alaikum, Wr. Wb

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka Skripsi penelitian yang disusun oleh:

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Sudah dapat kami setujui dan dapat diajukan untuk dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah & Teacher Training Faculty in order to be discussed on the munaqosah. Thank you very much .

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

No: ln . 28 / FTIK / D / S / 6078 / 2017

An Undergraduate thesis entitled: THE INFLUENCE OF USING CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH ON THE STUDENTS WRITING SKILL AT THE EIGHTH GRADE OF SMP N 1 BUMI AGUNG EAST LAMPUNG, written by WIDIAWATI, student number 13108747, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, July 6th, 2017 at 10.00-11.00 a.m.

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Chairperson	: Dra. Umi Yawisah, M.Hum	(.....)
Examiner I	: Dr. Widhiya Ninsiana, M.Hum	(.....)
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ABSTRACT

THE INFLUENCE OF USING CONTEXTUAL TEACHING AND LEARNING APPROACH ON THE STUDENTS WRITING SKILL AT THE EIGHTH GRADE OF SMP N 1 BUMI AGUNG EAST LAMPUNG

By:
WIDIAWATI

The objective of the research is to know the positive and significant influence of using Contextual Teaching and Learning Approach on the students writing skill at the eighth grade of SMP N 1 Bumi Agung East Lampung. The benefit of this research are as follows: 1) The students can participate fully in the class. So they will have more motivation in writing English paragraph. 2) The researcher hopes that this research will be positive inspiration for the teacher in teaching and learning process, especially in teaching writing that can implement Contextual Teaching and Learning (CTL) approach.

Moreover, the researcher used the true experimental design, by applying pre-test and post-test as the instrument. The data was analyzed by using *t-test* formula to investigate the differences between the experimental group, which received the treatment (Contextual Teaching and Learning Approach) and the control group which didn't receive the treatment. Beside that, the researcher also analyzed the data by using *Chi-Square* formula to investigate the significant differences of students pre-test and post-test score (before and after the treatment) in experimental class.

Finally, the result of data analysis from *t-test* formula illustrates that $t_{observed} = 4.441$ is higher than t_{table} with the significant level of 5% = 2.682 and 1% = 2.406. Thus, it can be inferred that there is a positive influence. Then, the result of data analysis from *Chi-Square* formula illustrates that $\chi^2_{observed} = 17.574$ is higher than χ^2_{table} with the significant level of 5% = 5.99 and 1% = 9.21. It means that there is a significant influence. Therefore, the Alternative Hypothesis (H_a) is accepted. With the result that there is a positive and significant influence of using Contextual Teaching and Learning (CTL) on the students writing skill at the eighth grade of SMP N 1 Bumi Agung East Lampung.

ABSTRAK

PENGARUH PENGGUNAAN PENDEKATAN PENGAJARAN DAN PEMBELAJARAN KONTEKSTUAL PADA KETERAMPILAN MENULIS SISWA KELAS VIII SMP N 1 BUMI AGUNG LAMPUNG TIMUR

Oleh:
WIDIAWATI

Tujuan dari penelitian adalah untuk mengetahui positif dan signifikan penggunaan pendekatan pengajaran dan pembelajaran kontekstual pada keterampilan menulis siswa kelas VIII SMP N 1 Bumi Agung Lampung Timur. Manfaat penelitian ini adalah sebagai berikut: 1) Siswa dapat ikut serta secara penuh di dalam kelas. Sehingga mereka akan memiliki motivasi lebih dalam menulis paragraf bahasa Inggris. 2) Peneliti berharap bahwa penelitian ini akan menjadi inspirasi positif bagi guru dalam proses pengajaran dan pembelajaran, terutama dalam pengajaran menulis yang dapat menerapkan pendekatan pengajaran dan pembelajaran kontekstual.

Peneliti menggunakan *True Experimental Design* (penelitian murni) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen. Data di analisis menggunakan rumus *t-test* untuk mengetahui perbedaan antara kelompok eksperimen, yaitu kelas yang mendapatkan perlakuan (pendekatan Contextual Teaching and Learning) dan kelompok kontrol yang tidak mendapatkan perlakuan. Disamping itu, peneliti juga menganalisa data menggunakan rumus *Chi-Square* untuk mengetahui perbedaan signifikan dari nilai *pre-test* dan *post-test* siswa (sebelum dan sesudah perlakuan) di kelas eksperimen.

Akhirnya, hasil analisa data dari rumus *t-test* menunjukkan bahwa $t_{\text{observasi}} = 4.441$ lebih tinggi dibandingkan dengan t_{table} dengan taraf signifikan 5% = 2.682 dan 1% = 2.406. Dengan demikian, dapat diartikan bahwa terdapat pengaruh positif. Kemudian, hasil analisa data dari rumus *Chi-Square* menunjukkan bahwa $\chi^2_{\text{observed}} = 17.574$ lebih besar dari pada χ^2_{table} dengan taraf signifikan 5% = 5.99 and 1% = 9.21. Dapat di artikan bahwa terdapat pengaruh signifikan. Oleh karena itu, Alternatif Hipotesis (H_a) diterima. Dengan hasil akhir bahwa ada pengaruh positif dan signifikan dari penggunaan Pendekatan Contextual Teaching and Learning(CTL) pada kemampuan menulis siswa di kelas VIII SMP N 1 Bumi Agung Lampung Timur.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, June 9th 2017



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, June 9th 2017



WIDIAWATI
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MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةَ
أَنْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in Power, full of Wisdom. (Q.S Luqman: 27)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. My great father and mother, Mr Buyung and Mrs Sutarti who always contribute their support, power and advice for my life and my study, thanks a lot for your everlasting love and incessant prayer. May allah SWT bless you.
2. My beloved brother and sister, Eko and Icha who have given the big support, I love you so much.
3. My Incredible lecturers, particularly my sponsor, Dra. Umi Yawisah, M.Hum and my co-sponsor, Mr. Ahmad Subhan Roza, M.Pd who always guiding and giving me awesome contribution in finishing my study.
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5. My beloved friends, Wiji and Nina.
6. My awesome friend and family, absolute class who always support me in every steps of my study, thanks for our togetherness and for everybody who had support me until I finished my study.
7. My beloved Almamater IAIN Metro, Lampung.

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Praise is only to Allah SWT, the Lord of the Universe, the inspiration of his life, that the researcher finally could complete this undergraduate thesis entitled “The Influence of Using Contextual Teaching and Learning (CTL) Approach on The Students Writing Skill at The Eighth Grade of SMP N 1 Bumi Agung East Lampung”. Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement his gratitude.

The researcher could not stand alone, there were many persons who contributed their meaningful hands in accomplishing his undergraduate thesis that the researcher could not mention one by one. Firstly, his big thanks to both of advisor, Dra. Umi Yawisah , M.Hum and Mr. Ahmad Subhan Roza, M. Pd. May Allah SWT gives them His better reward for their spending time to support and guide during the undergraduate thesis writing process. Secondly, his big thanks to Mr. Kusnari, S.Pd. as an English teacher who has been ready to be collaborator and Dra. Elvina Maya Puspa as a headmaster who has allowed the researcher conducted this research in SMP N 1 Bumi Agung. Thirdly, his big thanks for the students of SMP N 1 Bumi Agung who has been ready to spend their time for researcher.

Finally, his deepest gratitude goes to his parents and all family who are never tried to empower his spirit. Furthermore, the researcher also would like to

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Nobody is perfect. The researcher do apologizes for all mistakes that he has made in writing and presentation items. Hopefully, this thesis can be a meaningful benefit for the researcher especially and all readers generally.

Metro, June 8th 2017
The researcher,

Widiawati
St. ID. 13108747

TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTA DINAS.....	iv
RATIFICATION PAGE.....	v
ABSTRACT	vi
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	x
DEDICATION PAGE.....	xi
ACKNOWLEDGEMENT	xii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xvii
LIST OF FIGURES	xix
LIST OF APPENDIXES	xx
CHAPTER I INTRODUCTION.....	1
A. Background of the Research	1
B. Problem Identification	4
C. Problem Limitation	4
D. Problem Formulation	5
E. Objectives and Benefit of the Research	5
CHAPTER II REVIEW OF THE RELATED THEORIES	6
A. Theoretical Review	6
1. The Concept of Writing Skill.....	6

2. The Concept of Contextual Teaching and Learning	12
B. Theoretical Framework and Paradigm	26
C. Hypothesis	27
CHAPTER III RESEARCH METHODOLOGY	30
A. Research Design.....	30
B. Population, Sample and Sampling Technique	32
C. Operational Definition of Variables.....	35
D. Data Collecting Technique	37
E. Research Instrument.....	39
F. Data Analysis Technique	41
CHAPTER IV RESULT OF THE RESEARCH	44
A. Description of Data.....	44
1. Research Setting	44
2. Reserch Data	52
B. Hypothesis Testing	62
C. Interpretations	66
1. Interpretation of t_{observed}	67
2. Interpretation of χ^2_{observed}	69
D. Limitations	71

CHAPTER V CONCLUSION AND SUGGESTION	72
A. Conclusion	72
B. Suggestion.....	73
BIBLIOGRAPHY	75
APPENDIXES	77
CURRICULUM VITAE.....	110

LIST OF TABLES

1. The Standard Minimum Criteria of Writing	3
2. The True Experiment Design	31
3. The population of The Eighth Grade of SMP N 1 Bumi Agung	32
4. The Total Students Used in Sample	33
5. The Aspect of Scores to indicate the writing skill	40
6. The Condition of Teacher and Official Employers in SMP N 1 Bumi Agung East Lampung.....	47
7. The Quantity of Students in SMP N 1 Bumi Agung East Lampung	48
8. The result of Studenta Experimental Class Pre-Test at the Eighth Grade of SMP N 1 Bumi Agung East Lampung	52
9. Frequency Distribution as the Result of Experimental Class Pre-Test at the Eighth of SMP N 1 Bumi Agung East Lampung.....	54
10. The Result of Students Control Class Pre-Test at the Eighth Grade of SMP N 1 Bumi Agung East Lampung	54
11. Frequency Distribution as the Result of Control Class Pre-Test at the Eighth Grade of SMP N 1 Bumi Agung East Lampung	56
12. The Result of Students Control Class Post-Test at the Eighth Grade of SMP N 1 Bumi Agung East Lampung.....	57

13. Frequency Distribution as the Result of Control Class Post-Test at the Eighth Grade of SMP N 1 Bumi Agung East Lampung	58
14. The Result of Students Experimental Class Post-Test at the Eighth Grade of SMP N 1 Bumi Agung East Lampung	59
15. Frequency Distribution as the Result of Experimental Class Post-Test at the Eighth Grade of SMP N 1 Bumi Agung East Lampung	61
16. The Authentic Table of the Differences between Experimental Class and Control Class at the Eighth Grade of SMP N 1 Bumi Agung East Lampung.....	62
17. Distribution Frequency of Pre-Test and Post-Test in Experimental Class (8.1).....	65
18. Testing of The data.....	66
19. Critical Value of t_{table}	68
20. Critical Value of χ^2_{table}	70

LIST OF FIGURES

1. The Influence of Using Contextual Teaching and Learning
(CTL) approach toward the Students Writing Skill 27
2. The Influence of Using Contextual Teaching and Learning
(CTL) Approach in Experimental and Control Class 31
3. The Organization Structure of SMP N 1 Bumi Agung East
Lampung 49
4. The Location Sketch of SMP N 1 Bumi Agung East Lampung 50

LIST OF APPENDIXES

A. Research Instrument

1. Instrument
2. Lesson Plan
3. Instrument Pre Test
4. Instrument Post Test

B. Research Data

1. The result of Pre Test and Post Test
2. The photos of the Students activity in the class

C. Research Letter

1. The Pre Survey license letter
2. The assignment letter from chief of IAIN Metro
3. The research license letter
4. The assuignment from SMP N 1 Bumi Agung
5. The thesis guide letter

CHAPTER I

INTRODUCTION

A. Background of the Research

Language has an important function for human life in this world. Language is a system that operates in speech community or culture. The language is used by people to communicate with others. The people can express their ideas, emotion, and desires, and it is used as a medium to interact with one another, to fulfil their daily need.

English is an international language that has an important role in the world of knowledge, and it is used for human communication in the Indonesia and the other country. The people all over the world speak English when they meet one another in every international meeting, workshop, or conference.

There are four language skills in English. They are speaking, reading, listening and writing. The student should to know them and they could not understand the language well without mastering those skills.

In other hand, many students got difficulties in English, especially in writing skill. Writing is considered as one of the four language skills that has an important role in language point of view. Writing skill means the ability to express about the feeling to make a good communication in written to the others in the communities. The students not only need to learn the theory for writing but also they have to know how to control and develop idea in their writing. Beside that, the students' motivation also belongs to important aspect

in writing process because writing is also one of skill that is difficult enough to learn.

In learning writing skill, many students often find problems, especially students of SMP N 1 Bumi Agung. They are still confused in writing. A solution is needed to help the students to increase their skill in writing. In order that students have positive attitude and success in learning, teacher must use suitable techniques or suitable approach.

The majority of students in SMP N 1 Bumi Agung are unable to make connection between the content of academic subjects and their knowledge in daily lifes. This is because the way to process information and motivation for learning are not touched by the methods of classroom teaching. It can be seen on the pre survey on April 1st 2017, that is the students mostly have difficulties in writing and they have low score in writing. Among the noticeable problems are the students had low score in writing skill, most of the students had difficulties in writing English paragraph, the students had low confidence in writing English paragraph, the students had low motivation in writing English paragraph. The table below is the students writing score data.

Table 1
The Standard Minimum Criteria of Writing

No.	Score	Frequency	Percentage	Categories
1.	≥ 75	6	24%	High
2.	65-74	4	16%	Average
3.	55-64	15	60%	Low
Total		25	100%	

Source: The English teacher of SMP N 1 Bumi Agung

Based on the pre-survey data has done on 1st April 2017, there are 25 students at the Eight Grade of SMP N 1 Bumi Agung East Lampung. The English minimum passing grade in this school is 75. In other word, the students who gain the score under 75, they do not pass the examination. Practically, there are 6 students who got score ≥ 75 or 24%, 4 students got score 65-72 or 16%, and 15 students got score 55- 64 or 60%. Referring the data above, we can concluded that the students who have low score are dominate. The students have low in English lesson especially in writing skill.

To overcome the problem above, the writer will use contextual teaching and learning (CTL). Contextual Teaching and Learning (CTL) is a learning system that enables students to catch and understand the meaning of the material. It is a learning system which based on philosophy that the students will be able to understand the material and the meaning of their assignments if they are able to connect new information with their knowledge and experiences.

Based on the problem above the writer will conduct a research entitled “*The Influence Of Using Contextual Teaching And Learning (CTL) Approach On The Students Writing Skill At Eighth Grade Of SMP N 1 Bumi Agung East Lampung*”.

B. Problem Identification

Based on the background of the study above, the researcher identifies as follows:

1. The students have low score in writing skill.
2. Most of the students have difficulties in writing English Paragraph.
3. The students have low confidence in writing English Paragraph.
4. The students have low motivation in writing English Paragraph.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point of problem that will be analyzed. So in this case, the researcher limits the problems in the first problem that the students have low score in writing skill, especially on developing ideas. The writing that is discussed here is writing skill.

D. Problem Formulation

Based on the problem limitation above the researcher formulated the problem of the research as follows: is there any positive and significant

influence of using Contextual Teaching and Learning (CTL) approach on the students writing skill at the eighth grade of SMP N 1 Bumi Agung East Lampung?

E. Objective and Benefits of the Research

1. Objective of the Research

In line with the problems above, the objective of the research is to know the positive and significant influence of using CTL Approach on the students writing skill at the eighth grade of SMP N 1 Bumi Agung East Lampung.

2. Benefits of the Research

The benefits of the research are as follows:

a. For the students

The students can participate fully in the class. So they will have more motivation in writing English paragraph.

b. For the teacher

The researcher hopes that this research will be positive inspiration for the teacher in teaching and learning process, especially in teaching writing that can implement Contextual Teaching and Learning (CTL).

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Writing Skill

a. The Definition of Writing Skill

Writing is one of English skill defined as an activity that the writer intends to convey the ideas or information. Actually, there are many experts that have explained the definition of writing, as follow:

According to Steva Peha, writing is the communication of content for a purpose to an audience.¹ In addition, Parel's Theory explain that Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stag.²

Meanwhile, Brown said writing is a way to end up thinking something you can not have started out thinking.³ Based on Hammerly on his book, Means that writing is the idea that students write down on the paper in order the other people know what they want in their brain. Such writing is commonly about a certain topic in

¹ Steve Peha, *The Writing Teacher's Strategy Guide*, (United State of America: Teaching That Makes Sence, Inc. 1995.), p.58

² M.F. Parel & Praveen M. Jain, *English Language Teaching(Methods, tools and Techniques)*, (Vaishali Nagar: Sunrise Publisher and Distributor, 2008), p.125

³ H. Douglas Brown, *teaching by Principle: An interactive Approach to Language Pedagogy, second adition*, (Addison Wesley: Longman, 2001), p. 337

which the writers as first collect the data, and then elaborates the topic based on certain idea in order to answer question, or proves a statement, or describes an object, or exposes a new truth of a certain fact an object, or convinces the readers to believe or disbelieve a statement, or persuades those readers to take a certain course of action related to the believe or disbelieve”.⁴ It means that writing is activities which used by the writer to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the writer written.

According to Wallace, Writing is the final product of several action learning that are hugely challenging to learn simultaneously⁵. It is explain that writing is one of the learning result such as note-taking, identifying a central idea, outlining, drafting and editing. Beside that, Jeremy said writing as a tool to reflect and as a way to promote written fluency. It also a way that teachers and students can start to a new kind of dialogs in the classroom⁶.

The other definition about Writing is from Zemach, he said that becomes a difficult skill to master in both first language and second language⁷. In term of skill, producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in

⁴ Sanggam Siahian, *Issue in Linguistic*, (Graham Ilmu Yogyakarta 2008), p. 215

⁵ Trudy Wallace, et.al, *Teaching Speaking, Listening and Writing*, (International Bureau of education Journal, TYPHON Annecy, France, 2004), P.15

⁶ Jermy Harner, *How To Teach Writing*, (Pearson Longman, England, 2004), P.V

⁷ Dorothy E. Zemach & Carlos Islam, *Paragraph Writing from sentence to paragraph*, (Macmilan, 2005), p. iv

language. It defies that writing academic papers is particularly difficult. In the other hand Nathan said that Writing is a complex and cognitively demanding activity which is done by students in learning process⁸.

Actually, people have purposes when they are writing, Kate Grenville explains that any piece of writing will be trying to do at least one of the following things.⁹

- 1) To entertain, it means that writing doesn't necessarily make the readers laugh, but it at least engages their feelings in some way.
- 2) To inform, writing can tell the reader about something.
- 3) To persuade, it means that the writing tries to convince the reader of something.

Skill is used to direct to a performance level, in the sense of precision and speed in performing a certain task (skilled performance). Skilled performance has long been a subject of psychological studies, that consider both physical psychomotor abilities and mental cognitive abilities.¹⁰ So, skill is the output of abilities that involves the body and mind to apply knowledge and use know-how to complete tasks and solve problems.

⁸ Nathan L. Mertens, *Writing processes, tools and techniques*, (New York: Nova science publisher Inc, 2010), p. vii

⁹ Kate Grenville, *Writing from Start to Finish: A six-step Guide*, (Australia: Allen and Unwin, 2001), p. 1

¹⁰ Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 7

Related to the writing skill, it can be concluded that writing skill is the ability how to apply idea, information, and knowledge in written language. The task that is usually given by teacher to evaluate the students' writing skill such as making a paragraph or text. The students must be able to apply their grammar mastery, vocabulary mastery and background of information to do this task.

b. The Compositions of Writing

Furthermore, According to Brown H. Douglas, the upshot of the compositional nature of writing has produced writing pedagogy that standard of prescribed English rhetorical style , accurate grammar and organized in conformity with what the audience would consider to be conventional.¹¹

A good deal of attention was placed on “model” compositions that students would emulate and on how well a student's final product measured up against a list of criteria that include:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammmarr
- 5) Mechanical considerations (spelling and punctuation).¹²

¹¹ H. Douglas Brown, *Teaching by Principles.*, p.335

¹² *Ibid.*

Regarding on the statement above, it should be remembered that the process in writing is an important aspect that determine the result of writing itself. Beside that, the final product of writing also has to agree with several measurement criteria in writing compositions such as content, organization, vocabulary, grammar and mechanical consideration.

c. The Types of Writing

Wishon and M. Burks explain four types or forms of writing. the explanations of the types or forms of writing as follow:¹³

1) Naration

Naration is a type of writing that the writer tries to recount an event. It tells the readers what happened in the story according to natural time sequence.

2) Description

In a description type, uses a lot of visual words, such as the feel, sound,taste, and smell to help the readers see the person, a placeor thing that the writer is writing about. It tries to make the readers feel that they are there or can visualize in their mind what the writer is describing.

¹³ George E. Wishon & Julia M. Burks, *Lets write English*, (Canada: Van Nostrand Reinhold Ltd, 1980), p. 377

3) Argumentation

Argumentation is designed to convince or persuade somebody that something is true or should be done.

4) Exposition

In exposition writing, the writer intends to inform, explain, describe or define their subject in order for the readers to believe or disbelieve something.

Those were the types of writing which were usually used. Those types must be known and learned by students who were learning English. The students have to know what is the purpose and tense of the writing text.

d. The Process of Writing

According to Mc Crimmon, the writing process will be divided into three stages, as follows:

1) Planning

Planning is any orderly procedure used to bring about a desired result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing.

2) Drafting

Drafting is a procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of

strategies designed to organize and develop a sustained piece of writing.

3) Revising

Revising is a procedure for improving or correcting a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choice that has created a piece of writing.¹⁴

From those explanation, we can conclude that when we start to write, we must to know the good writing process. There are some stages in writing process, such as planning, drafting, and revising.

2. The Concept of Contextual Teaching and Learning

a. The Definition of Contextual Teaching and Learning

According to Elaine B. Johnson, Contextual Teaching and Learning (CTL) is a system that stimulate the brain to weave patterns that express meaning. CTL is the brain-compatible system of instruction that generates meaning by linking academic content with the context of a student's daily life.¹⁵ It can be conclude that the correlation between academic content and the contextt of a student's daily life can be generated by brain that use CTL system.

¹⁴ James M. McCrimmon, *Writing With a Purpose*, (New York: Houghton Mifflin, 1984), p. 119

¹⁵ Elaine B. Johnson, *Contextual Teaching and Learning: what it is and why it's here stay*, (United States of America: Corwin Press, INC, 2002), p. 16.

In Addition, Contextual Teaching and Learning (CTL) enables students to connect the content of academic subjects with the immediate context of their daily lives to discover meaning.¹⁶ It means that CTL is a manner that used by the teachers in their teaching that make their students able to connect their content of matter with the context of their daily lives.

Then, David said that because everyone's brain is unique and because people are smart in different ways, CTL encourages young people to make as many kinds of connections as possible.¹⁷ It means that CTL helps the people that have unique brain to make many connections in their life. It makes the people to have many possibilities that useful for them, such as in their working, society, and study.

Furthermore, Susan Sears argued that Contextual Teaching and Learning (CTL) is a concept that helps teachers relate subject matter to real world situations. 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.¹⁸

Beside that, Berns and Erickson said that CTL is a concept of teaching and learning that helps teachers relate subject matter content

¹⁶ *Ibid.*, p. 24.

¹⁷ *Ibid.*, p. 48.

¹⁸ Susan Sears, *Introduction to Contextual Teaching and Learning*, (Phi Delta Kappa Educational Foundation Bloomington, Indiana, 2003), p. 9.

to real world situation and motivates students to make connections between knowledge and its applications to their lives as family members, citizens and workers.¹⁹ It can be conclude that CTL is very important in the process of teaching and learning. CTL can help the teachers in their teaching. Beside that, CTL gives the motivations to the students in their learning.

Related to the Contextual Teaching and Learning (CTL), it can be concluded that CTL is a system or concept that connect the content of academic subject with the context of daily lives. CTL helps the teachers to relate the subject matter to real world situation and motivates the students to make connection between their knowledge to the various contexts of their lives : as family members, as citizens, and as workers. CTL as a concept that helps the teachers and students relates the meaning through prior and new knowledge to get new understanding.

b. The Principles of Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) as one of the approaches for teaching and learning has scientific principles. Quantum physicists, cosmologist, and biologist, working independently have identified three priciples that infuse everything. 20th-century technology made it possible for scientists to observe with

¹⁹Leigh Chiarelott, *Curriculum in Context: Designing Curriculum and Instruction for Teaching and Learning in Context*, (United of States America: Wadsworth, 2006), p. 5

great precision galaxies and atoms, planet and subatomic particles, microorganisms and brain cells. Their precise and detailed observation reveal that from electron to galaxy, the entire universe is sustained and ordered by three principles those of interdependence, differentiation, and self-organization.²⁰

Furthermore, Elaine B. Johnson said that not mere abstractions, these principles organize and sustain everything including all living system. Because human organizations such as the family, workplace, school, neighborhood are living systems, they certainly have the potential to embody the principles of interdependence, differentiation, self-organization.²¹

The principles of Contextual Teaching and Learning are as follows:

1) CTL reflects the principle of interdependence.

Interdependence is manifest, for instance, when students collaborate to solve problems and when teachers confer with colleagues. It is apparent when different subjects are linked, and when partnerships join schools with business and the community.

2) CTL reflects the principle of differentiation.

Differentiation is evident when CTL challenges students to respect one another's uniqueness, to respect differences, to be creative, to collaborate, to generate new and different ideas and

²⁰ Elaine B. Johnson, *CONTEXTUAL TEACHING.*, p. 26.

²¹ *Ibid.*

results, and to realize that diversity is a sign of robustness and strength.

3) CTL reflect the principle of self-organization.

Self-organization is apparent when the students explore and discover their own distinctive abilities and interest, benefit from the the feedback authentic assessment provides, review their own efforts in the light of clear objectives and specific standards, and participate in student-centered activities that make their hearts sing.²²

In addition, the principles of CTL application in language learning are as follows:

1) Objectives

Stated in terms of what learners should know and be able to do with the language.

2) Content/Culture

Interdisciplinary and cultural connections; integration of cultural and academic content; culture explored by means of products, practices, and perspectives.

3) Skills

Integrated practice of three modes of communication, which build on one another; tasks situated within larger communicative goals or topics.

²² *Ibid.*, p.36

4) The Learner

Actively engaged in learning and constructing meaning; interacts with others who speak the TL; has opportunities to explore his/her own interests.

5) The Teacher

Facilitates instruction and guides student learning; designs opportunities for interactive learning; provides feedback and assistance; not the only audience for student work (includes peers and community also).

6) Materials

Textbook as one of many tools; others include authentic materials (tape recordings, videos, magazines, short stories, folklore), World Wide Web, visuals, realia.

7) Assessment

Purpose to assess progress in meeting standards, provide feedback to students, and improve instruction; assessments include open-ended formats; assessment strategies include integration of modes for meaningful purposes, exploration of content, completion of real-world tasks, self-assessment by learners.²³

From the explanation, it can be conclude that in contextual teaching and learning teacher is required to assist students in achieving its goals. The point is that teacher is more dealing with the

²³ Judith L. Shrum & Eileen W. Glisan, *Teacher's Handbook: Contextualized Language Instruction*, (Canada: Heinle Cengage Learning, 2010), *Fourth Edition*, p. 76.

strategy of the provided information. Here the teacher simply manages the class as a team that works together to find something new for students.

c. The Components of Contextual Teaching and Learning

The Contextual Teaching and Learning system encompasses the following eight components:

1) Making meaningful connection

It means that the students can learn the materials that make sense to them because the materials itself are gained based on their real life context

2) Doing significant work

It means that the students could relate what the materials have gained in the school and also in the various contexts that still exist in real world.

3) Self-regulated learning

It means that the purpose of self-regulated learning is to create the students to have learning regularly in order they can get the knowledge as much as possible. It is done because the role of the students in contextual teaching and learning is to find their own material when they are learning.

4) Collaborating

Collaborating is derived from the word “collaborate”. It means that the characteristic of contextual teaching and learning is to do the group discussion, to have sharing session what they have known with the other friends.

5) Critical and creative thinking

It stresses on how the students can think critically if they find problem in order to gain the best solution. Besides, they can be creative when there is task that needs creativity.

6) Nurturing the individual

It stresses that the students still need the help of the other such as from adult people who mostly have more experience than the young. So, the students should respect the adult people.

7) Reaching high standards

It means that by relating high standard as the characteristics of contextual teaching and learning, it can motivate the students to have more frequency of studying.

8) Using authentic assessment²⁴

It means that the using of authentic assessment is useful in order to get the meaningful purposes. The importance of it for contextualizing the meaningfulness of learning and promoting students’ motivation.

²⁴ Elaine B. Johnson, *CONTEXTUAL TEACHING.*, p.24

Related to the Components of CTL, it can be conclude that CTL consists of some components that must be conducted as the part of its application. The components are useful to gain success in applying it.

d. The Characteristics of Contextual Teaching and Learning

CTL does not represent a totally new approach to teaching and learning but rather a system that connects disparate but related approaches that emphasize the following characteristics:

- 1) Connecting content to learners' experiences
- 2) Engaging students in active learning
- 3) Enabling students to have some opportunities to direct their own learning
- 4) Encouraging the construction of personal meanings from individual and collective experiences
- 5) Assessing the attainment of outcomes within an authentic situation and allowing for the interpretation of multiple meanings from a single experience
- 6) Identifying contexts that are appropriate developmentally to the learner.²⁵

According to Bond Contextual teaching and learning differs from traditional, conceptual instruction in several ways. In general, CTL is characterized by:

²⁵ Leigh Chiarelott, *Curriculum in Context.*, p. 6

- 1) Centralization of pragmatic life/work issues
- 2) Integration of academics with real - life experiences
- 3) Personalization of instruction
- 4) Visualization of abstract ideas
- 5) Demonstration of utility.²⁶

In addition Sarah Calderon explained that CTL share several characteristics, as follows:

- 1) They restructure the nature of student/teacher interaction to include high expectations of student achievement, new learning structures, and collaborative work among students and between students and adults.
- 2) They restructure the curriculum, connecting subject matter to real-world applications.
- 3) They determine learning outcomes differently, aiming for attitudinal and behavioral changes as well as skill acquisition.
- 4) They strive for authentic assessment rather than paper-and-pencil tests.²⁷

Regarding on the statements above, It should be remember that there are many characteristics of CTL. CTL does not represent a totally new approach to teaching and learning but rather a system that

²⁶ Deborah Boroch, et.al, *Student Success In Comunity Colleges: A Practical Guide to Development Education*, (United of States America: Jossey-Bass, 2010), p. 76.

²⁷ Betsy Brand, *Essential of High School Reform: New Forms of Assessment and Contextual Teaching and Learning*, (USA: American Youth Policy Forum, 2003), p. 77.

connects disparate but related approaches. Beside that, Contextual Teaching and Learning (CTL) differs from traditional, conceptual instruction in several ways.

e. The Strategies of Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) Strategies of the Science Teacher Education Program at the University of Georgia as follow:

1) Inquiry learning

Students learn science in much the same way that science itself is carried out. Inquiry refers to those processes and skills used by scientists when they investigate natural phenomena. Inquiry involves an understanding of “how and why scientific knowledge changes in response to new evidence, logical analysis, and modified explanations debated within a community of scientists”.

2) Problem-based learning

Students are given either a real or simulated problem and must use critical-thinking skills to solve it. Ideally, they will need to draw information from a variety of disciplines. Problems that have some personal relevance to the students are often good choices because they encourage strong participation, learning, and perseverance.

3) Cooperative learning

Students work together in small groups and focus on achieving a common goal through collaboration and with mutual respect. Each student within the group is viewed as making a significant contribution to the goal.

4) Project-based learning

Students work independently or collaboratively on projects of personal interest. The projects often benefit others, have social relevance, and may be described as service learning. There is an emphasis on constructing realistic and valuable work products.

5) Authentic assessment

Students are evaluated by means of their performance on tasks that are representative of activities actually done in relevant, real-life settings, often associated with future careers. An example of an authentic assessment is a portfolio that is “a purposeful and representative collection of student work that conveys a story of progress, achievement and/or effort”.²⁸

Related to the strategies of CTL, it can be concluded that there are some strategies that have been applied at the University of Georgia. They are inquiry learning, problem-based learning, cooperative learning, project-based learning, authentic assessment.

²⁸ Robert E. Yager, *Exemplary Science: Best Practices in Professional Development*, (United States of America: National Science Teachers Association, 2005), p.78.

f. The Benefits of Contextual Teaching and Learning

There are some benefits of Contextual Teaching and Learning (CTL), such as :

- 1) Contextual teaching and learning (CTL) “ helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers”.
- 2) To facilitating constructed meaning from new knowledge, this method also enhances student motivation and helps to translate often abstract concepts into concrete examples.
- 3) CTL makes the knowledge to be mastered visible and presents it in a way that makes immediate sense to the learner.
- 4) CTL has been used to connect learning in academic subject areas with vocational training. Researchers have concluded that teaching academic applications in the career context is an effective way to engage hard to reach students and to motivate them in the areas of math, written and oral communication, critical-thinking skills, and problem solving.
- 5) Others have noted the affective benefits of increased learner confidence, development of enthusiasm and interest toward

students' longterm goals, and the education that is required to achieve them.²⁹

From the explanation, it can be concluded that Contextual Teaching and Learning motivates (CTL) the learner to take a charge of their own learning and to relate between knowledge and its application to the various contexts of their lives. CTL can strengthen students' memory and understanding of the concept because the students are learning through the material that has taken from their experience and new knowledge. In other words, they relate their prior and new knowledge to get new understanding. So, they will easily remember, recall, and comprehending the material.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

This research consist of two variables, they are independent variable (x) and dependent variable (y). The independent variable is the students use Contextual Teaching and Learning (x) and dependent variable is students writing skills (y) in this case, the writer assumes that there is hypothetical causality between students use Contextual Teaching and Learning (x) as independent variable and students writing skills (y) as independent variable, in order to answer tentative answer of the problem in the research.

²⁹ Deborah Boroch, et. al, *STUDENT SUCCES*., p. 76.

CTL is a system or concept that connect the content of academic subject (for the example writing subject) with the context of daily lives. It can be used to ask the students to write the text based the context of their daily lives.

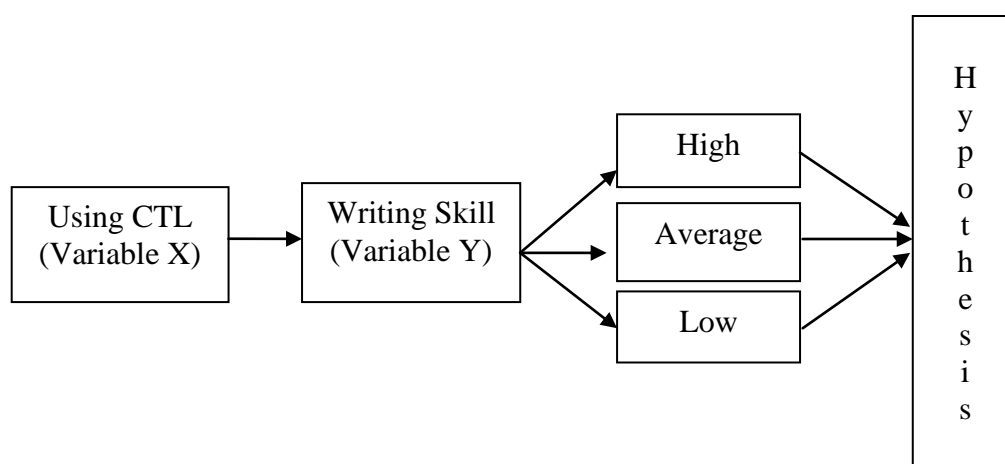
If Contextual Teaching and Learning (CTL) is implemented correctly therefore the students' writing skill will be high. If Contextual Teaching and Learning (CTL) is implemented incorrectly, the students' writing skill will be low.

2. Paradigm

Based on the theoretical framework above the writer describes the paradigm as follows:

Figure 1

The Influence of Using Contextual Teaching and Learning approach on the Students Writing Skill



Based on figure above, it can assume that the Contextual Teaching and Learning is a high, the students writing skill are also high. So there positive and significant of using Contextual Teaching and Learning (CTL) on the students writing skill. However, if the Contextual Teaching and Learning (CTL) is low, the students writing skill are also low. So there is no positive influence of using Contextual Teaching and Learning (CTL) on the students writing skill.

C. Hypothesis Formulation

1. Hypothesis Formulation

Hypothesis is attentive statement about the outcome of the research. John Cresswell explains that hypothesis is prediction the researcher makes about the expected relationship among variables in quantitative research.³⁰ There are two kinds of hypotheses, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this research can be formulated as follows:

a. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Contextual Teaching and Learning (CTL) approach on the students skill at the eighth grade of SMP N 1 Bumi Agung East Lampung.

b. Null Hypothesis (Ho)

³⁰ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

There is no a positive and significant influence of using Contextual Teaching and Learning on the students writing skill at the eighth grade of SMP N 1 Bumi Agung East Lampung.

2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that “A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non-directional form of hypothesis”.³¹This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

- a. If $t_o > t_{table}$ = H_a is accepted and H_o is rejected.
- b. If $t_o < t_{table}$ = H_a is rejected and H_o is accepted.

³¹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

CHAPTER III

RESEARCH METHOD

A. Research Design

Research methods in education (and the other social sciences) are often divided into two main types: quantitative and qualitative methods. The purpose of both quantitative and qualitative researches is to attain a more comprehensive understanding about how the world works. Both categories of research are significantly making use of visual tool as well. In this research, the writer will use quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (particular statistics).³²

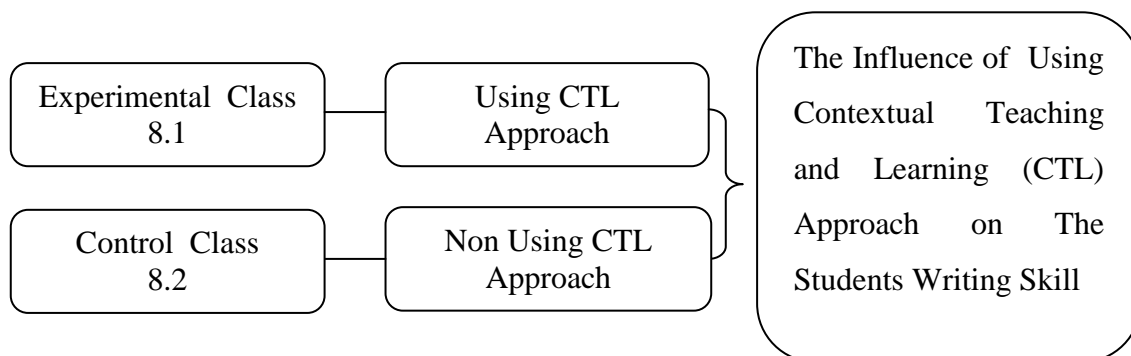
Furthermore, Daniel decided that there are two kinds of quantitative research design namely experimental design and non-experimental design. The experimental design is defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.³³

Therefore, the researcher conduct the experimental design that used two classes namely 8.2 as a control class that did not receive the treatment and 8.1 as an experimental class that received the treatment that teaching by using Contextual Teaching and Learning (CTL) approach. The design is follows:

³² Daniel Muijs, *doing quantitative research in education*, (sage publications London, Thousand Oaks. New Delhi), 2004. P.1

³³ *Ibid.*, P. 13

Figure 2
The Influence of Using Contextual Teaching and Learning (CTL) Approach
In Experimental and Control Class



Firstly, both of groups received the pre-test before doing a treatment. Secondly, the experimental class (8.1) got a treatment using Contextual Teaching and Learning (CTL) approach and the control class (8.2) did not get a treatment. Thirdly, both groups received the post-test with the same instrument in the pre-test. Finally, it could be found the influence of using Contextual Teaching and Learning (CTL) on the students writing skill.

The description of sequence is:

Table 2
The True Experiment Design

Group	1. Pre-test	2. Treatment	3. Post-test
Experimental group	X	X	X
Control group	X		X

Following the post-test, the analyses of statistical are carried out to see whether the treatment has had an effect for experimental group.³⁴

³⁴ *Ibid*, P. 18

B. Population and Sampling Technique

1. Population

The population is the group that want to generalize your discover.³⁵ Moreover John W. Creswell said that opulation is the group of individuals having one characteristic that distinguishes them from other groups.³⁶ It means that the population is all subject which will be presumed in this research.

Furthermore, The population of this research is all of the students at eighth grade of SMP N 1 Bumi Agung East Lampung. It was illustrated in pattern bellow:

Table 3
The Population of The Eighth Grade
of SMP N 1 Bumi Agung East Lampung

No	Grade	Numbers
1.	8.1	25
2.	8.2	25
3.	8.3	30
4.	8.4	30
Total Numbers		110

Source: The School Archives, taken on April 1st 2017.

From the table above, the population consists of 4 classes where the total number of the eighth graders are 110 students.

³⁵Muijs, Daniel. *Doing Quantitative Research.*, P. 37.

³⁶John W. Creswell, "*Educational Research Planning, Conducting and Evaluating Quantitative and Quaitative Research*", (United States of America:Pearson, 2012), Fourth Edition, P 381.

2. Sample

Sample is “the part of population that will be researched.”³⁷ It means that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.

Therefore, the researcher used cluster purposive sampling to take the sample. This technique required the researcher to choose the sample based on some reasons or some purposes. On the other hand, it was done by the research purposely.

Based on the definition of research method above, this research was used the quantitative research. In this research used experimental research. And the total of students was presented bellow:

Table 4
The Total Students used in Sample

NO.	Class	Total
1	8.1 (Experimental Class)	25
2	8.2 (Control Class)	25

There was two classes as the sample, class 8.1 which consist of 25 students as experimental class and class 8.2 which consist of 25 students as control class. Experiment class as the class that used CTL approach in writing skill and control class as the class that did not use CTL approach

³⁷L.R. Gay, *Educational Research-Competencies for Analysis and Application*, (New York: Mc millan publishing company,1990), Second Edition, p. 102

in writing skill and all of this action was to know whether CTL approach had some influences on the students writing skill.

3. Sampling Technique

Sampling is the part of population that will be researched. To make easy the writer used systematic sampling, this is type of probability sampling technique. Cluster sampling is a technique to determine sample based on the same of characteristics from the cluster. This technique is not about personal but about the group or class. This kind of probability sampling is referred to as cluster sampling because the unit chosen is not an individual but, rather, a group of individuals who are naturally together.³⁸ The scale is submitted, even though it accur taken ten percent of the population.

The researcher used probability sampling technique namely Cluster Purposive Sampling. It was the technique that determine the sample that had the same characteristic. This taking technique was not about personal but about the group or class. This technique required the writer to choose the sample based on some reasons or some purposes. On the other hand, it had been done by the writer purposely. The class was chosen the 8.1 as the experimental class that consist of 25 students and the 8.2 as the control class that consist of 25 students.

³⁸ Donald Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), Eight Edition, p.154

C. The Operational Definition of Variables

John W. Creswell said that a variable refers to a characteristic attribute of individual or an organization that can be measured or observed and that varies among the people or organization being studied.³⁹ There were two variables in this research which consist of using Contextual Teaching and Learning (CTL) and writing skill. The operational definition of variables in this research as follows:

1. Independent Variable

Independent variable is the element that the researcher believes may in some way relate to, or influence, the dependent variable.⁴⁰ It means that the independent variable is the mind variable that selected, manipulated, and measured by the writer.

Independent variable of this research is Contextual Teaching and Learning (CTL) approach as the variable (X). CTL is a approach that has a goal to improve writing skill.

The researcher used observation list to know about the use of CTL approach on the writing skill includes in the high score (75-100). Furthermore, in the average category (65-74), low category (<65). How to know that CTL approach is influence or not influence use in students writing skill, the researcher used observation method to observe that CTL approach effective or not effective.

³⁹ John W. Creswell, *Research Design* (Los Angeles : Sage,2009) p.235.

⁴⁰ Graeme Keith Porte, *Appraising Research in Second Language Learning (A oractical approach to critical analysis of quantitative research*, (Amsterdam: John Benjamin Publishing Company, 2002), P 23

There were some indicators that indicate the students be able to master the objective of this approach example as follows:

- a. The students are able to be confidence to develop their paragraph in writing.
- b. The students can express the ideas in their paragraph easily by connecting their content of matter with the context of their daily lives.
- c. The students are able to memory and understanding of the concept because the students are learning through the material that has taken from their experience and new knowledge.

Based on explanation above, in this measurement the writer knew the user performance in applying Contextual Teaching and Learning (CTL) approach in writing skill at the eighth grade of SMP N 1 Bumi Agung East Lampung.

2. Dependent Variable

The dependent variable is the major variable that will be measured or observed to determine how, and if, it is affected by the presence of the independent variable.⁴¹ Dependent Variable of this research is Students writing skill (variable Y). Variable Y or dependent variable is measured by a test. The form of test is written test.

The indicator of dependent variable (Y) are:

- a. The students are able to understand content of the paragraph.
- b. The students are able to organize the paragraph.

⁴¹ Ibid. P 23

- c. The students are able to enrich their vocabulary,
- d. The students can be good in structure and grammar.
- e. The students can be good in mechanical considerations (spelling and punctuation).

D. Data Collection Technique

The writer used some technique to obtain the accurate data at SMP N 1 Bumi Agung East Lampung. In collecting the data, the writer used the technique such as:

1. Test

According to Donald Ary, a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.⁴² Test is a way that is used to measure a person ability or knowledge in a given domain.

a. Pre-test

To know students writing skill before treatment, researcher used pre-test to get an information or data. The pre-test was given to the students in the first meeting in order to find out students skill in the beginning before using Contextual Teaching and Learning (CTL) in their writing activity.

⁴²Donald Ary, *Introduction to Research*, P. 67

b. Post-test

The post-test was given in the last meeting after treatment in order to find out whether the statement give any contribution to the students' achievement in the class or is there any significant different between the experimental class and the control class scores.

2. Observation

Jhon W.Creswell explained that “observations”, in which the researcher took field notes on the behavior or activities of individuals at the research site.⁴³ Observation is a data collection tool that will be done by observing and recording systematically. This method is hoped that to get information about the learning process, the facilities of there and the other. The writer used the method to get the data about the student activities such as students writing activity and students good participation. The teacher and the students activities was be observed and noted by the observer.

3. Documentation

Documentation as the method which is used to get information from written language of document (for example: books, magazine, rule, note and others). The writer used English teacher's documentation who competences to collect the data and to get detail information about students English result in writing skill at the eighth grade of SMP N 1 Bumi Agung East Lampung.

⁴³ John W. Creswell, *Educational Research.*, p.410

E. Research Instrument

Instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.⁴⁴ It means that the instrument is the device for assessment based on the theory which use to measuring phenomena.

The research instrument in this research held the test which had explained as follows:

1. Instrument Blueprint

The indicator of using Contextual Teaching and Learning (X) is the students are able to find ideas to their writing and able to be confidence to develop their text and express their ideas in writing. The indicator of students writing skill (Y) is the students can be a good writer in content, organization, vocabulary, structure and grammar, mechanical considerations (spelling and punctuation).

In order to know students writing skill, the researcher measured the students writing skill by asking them to make recount text. The researcher instructed the students to make a simple composition which was determined. The composition was analyzed and scored by this way:

a. The criteria of writing compositions

To make writing assessment used these criteria:

- 1) Content
- 2) Organization

⁴⁴ David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), p.5.

3) Vocabulary

4) Grammar

5) Mechanic

b. Assessment Indicators

Based on the criteria above, the researcher used the assessment indicators that is integrated with the standard scores that has been tasted its validity and reability to measure students writing skill. The standard scores that was used are as follows:

Table 5

The Aspect of Scores to indicate the writing skill⁴⁵

NO	Aspect	Score
1	Content	0-24
2	Organization	0-20
3	Discourse	0-20
4	Syntax	0-12
5	Vocabulary	0-12
6	Mechanics	0-12
Total		100

⁴⁵ H. Douglas Brown, *teaching by Principle: An interactive Approach to Language Pedagogy, second adition*, (Addison Wesley: Longman, 2001), p. 358

Moreover, the researcher used Pre-test and Post-test instrument for the experimental class and the control class. Because of the research about writing, so the research instrument which is used in present research is in the form of writing test.

2. Instrument Calibration

Instrument calibration is used to know the validity. In that case validity has three distinct aspects, they are content validity, criterion validity and construct validity. Content validity refers to whether or not the content of the manifest variable is right to measure the talent concept that the writer tries measure.⁴⁶

The researcher used content validity in order the instrument has a good quality and the instrument was be relevant to the focus of the research. Therefore, the researcher used content validity based on the syllabus and materials at the eight grade of SMP N 1 Bumi Agung East Lampung.

F. Data analysis Technique

In data analysis technique, the researcher used two formulas. Firstly, to investigate whether there were any positive influence of using CTL approach on the students writing skill at the eighth grade of SMP N 1 Bumi Agung, the researcher used the true experiment in the form of paired

⁴⁶ Daniel Muijs, *Doing Quantitative Research.*, P.66.

t-test by using control group pretest-posttest design. The formulate of t-test:⁴⁷

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right) \left(\frac{1}{N_X} + \frac{1}{N_Y} \right)}}$$

Where:

M : The Mean of score each group

N : Subjects in the sample

X : Deviation of each X2 and X1

Y : Deviation of each grade Y2 and Y1¹

Secondly, to investigate whether there was any significant influence of using CTL approach on the students writing skill at the eighth graders of SMP N 1 Bumi Agung East Lampung, the researcher used the Chi-Square formula.

According to Donal Ary, when dealing with nominal data, the most widely used tests of significance are the Chi-Square tests. They compare observed frequencies and expected frequencies. It is used to examine the significant differences between observed frequencies and expected

⁴⁷ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

frequencies in this research, the researcher uses Chi-Square formula. The formula of Chi-Square:⁴⁸

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Where:

χ^2 : Chi-Square obtained

f_o : observed frequency

f_h : expected frequency

⁴⁸ Donal Ary, *Introduction to Research*, p. 188

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Short Story About the Establishment of SMP N 1 Bumi Agung

SMP N 1 Bumi Agung East Lampung is the only one state junior high school in Bumi Agung East Lampung, which was builded in 2003 based on the regent decree of East Lampung Number: 503/647/39/19 SK/2003. This school is the pride school for Bumi Agung society.

The location is in Jl. PT-Srikaloko, Donomulyo, Bumi Agung, East Lampung, Lampung. Postcode is 34182. The contact number is 082372619052. This school was builded on the donated land from Srikaloko society 8.450 m² area that was donated 2003.

The condition of SMP N 1 Bumi Agung East Lampung was growing, the number of students was increasing from year to year, and the number of teachers was increasing as needed. Also, facilities and infrastructures were more sufficient. The establishment and development of SMP N 1 Bumi Agung East Lampung could not be separated from all of principals that had led this school. The principals that had been led this school are:

- 1) Suroso, S.Pd (2003 – 2007)

- 2) Sutarjo S.Pd (2007 – 2009)
 - 3) Sunaryo, S.Ag (2009 – 2011)
 - 4) Dra. Sri Yatiningsih (2011 – 2013)
 - 5) Arief Setiyadi, S.Pd (2013 – 2015)
 - 6) Ahmad Junaidi, S.Pd.I (2015 – 2017)
 - 7) Dra. Elvina Maya Puspa (Present)
- b. Vision, Mission, and Purpose of SMP N 1 Bumi Agung East Lampung
- 1) Vision

To make a quality Senior High School became achievers, active, innovative, responsible and grounded by faith.
 - 2) Mission
 - Causing and improving the whole student to be diligent, disciplined, and active.
 - Causing and increasing the interest of the entire students to read and learn.
 - Cultivating the consciousness of the whole student to the necessity of hard work or the process of the pursuit of ideals.
 - Creating awareness throughout the tireless students give up and keep trying to be smart and savvy.
 - Building those characters in accordance with the ideology of pancasila.

- Building characters successor Nations and ready to fight the international arena.
- Causing and increasing the interest of the entire students to love the environment.
- Causing and raising awareness throughout the students to always clean living.

c. School Identity of SMP N 1 Bumi Agung East Lampung

Name of School	: SMP N 1 Bumi Agung
Adress	: Jl.PT-Srikaloko, Donomulyo, Bumi Agung, East Lampung, Lampung
Postal Code	: 34182
Phone	: 082372619052
Status	: Accreditation B

d. The Conditions of SMP N 1 Bumi Agung East Lampung

1) Buildings of SMP N 1 Bumi Agung East Lampung

This school has following buildings: 1 Principal's room, 1 Vice Principal's room, 1 Teacher's room, 1 Administration's room, 1 Living room, 10 Classroom, 1 Library, 3 Laboratory, 1 School health service room, 1 Counselor room, 1 Multi Media room, 1 Mosque, 9 Toilet, 4 Canteen, and 2 parking area.

2) Conditions of Teachers and Official Employers in SMP N 1 Bumi Agung East Lampung

Conditions of teacher and official employers in SMP N 1 Bumi Agung East Lampung have been good enough for learning process. The numbers of teacher and official employers in SMP N 1 Bumi Agung can be identified as follows:

Table 6
The Condition of Teacher and Official Employers in
SMP N 1 Bumi Agung East Lampung

No	Name	Sex	occupation
1	Dra. Elvina Maya Puspa	Female	Principal
2	Kusnari, S.Pd	Male	Teacher
3	Tin Indria Ch., S.P	Female	Teacher
4	Drs. Suradi	Male	Teacher
5	Endah Kurniawati, S.Pd	Female	Teacher
6	Moh Samsul Hani, S.Ag	Male	Techer
7	Sutikno, S.Pd.I	Male	Teacher
8	Drs. Muhbakir	Male	Teacher
9	Drs. Hi.Moch. Sofyan. MM	Male	Teacher
10	Solekhan S.Ag	Male	Teacher
11	Endang Martilawati S.Pd	Female	Teacher
12	Subandi, SE	Male	Teacher
13	Siti Haryani S.Pd	Female	Teacher
14	Sumardiyah S.Pd	Female	Teacher
15	Drs Prayitno	Male	Teacher
16	Wiwik Fitri Handayani, S.Pd	Female	Teacher
17	Fitri Astuti, S.Pd	Female	Teacher
18	Zaenal Arifin, S.Pd	Male	Teacher
19	Heroyogi Sulaindra, S.Kom	Male	Teacher
20	Susi Harnani, S.Si	Female	Teacher
21	Andra Rotama, S.Pd. M.Pd	Male	Teacher
22	Didik Fitri Cahyono, S.Si	Male	Teacher
23	Eko marsono, S.Pd	Male	Teacher
24	Mugiasih, S.Pd	Female	Teacher
25	Syarifah Handayani, S.Pd.I	Female	Teacher
26	Johan Dwi Wibowo	Male	Official Employe
27	Nurkholis	Male	Official Employe
28	Winarsih	Female	Official Employe
29	Warna Sari	Female	Official Employe
30	Tabah Erma	Female	Official Employe
31	Imelda Savitri	Female	Official Employe
33	Laila Rahmawati	Female	Official Employe

Source: Documentation of SMP N 1 Bumi Agung East Lampung was taken on May 13th, 2017.

3) Quantity of SMP N 1 Bumi Agung Lampung's students

The quantities of the students in SMP N 1 Bumi Agung East Lampung are 372 students that can be identified as follows:

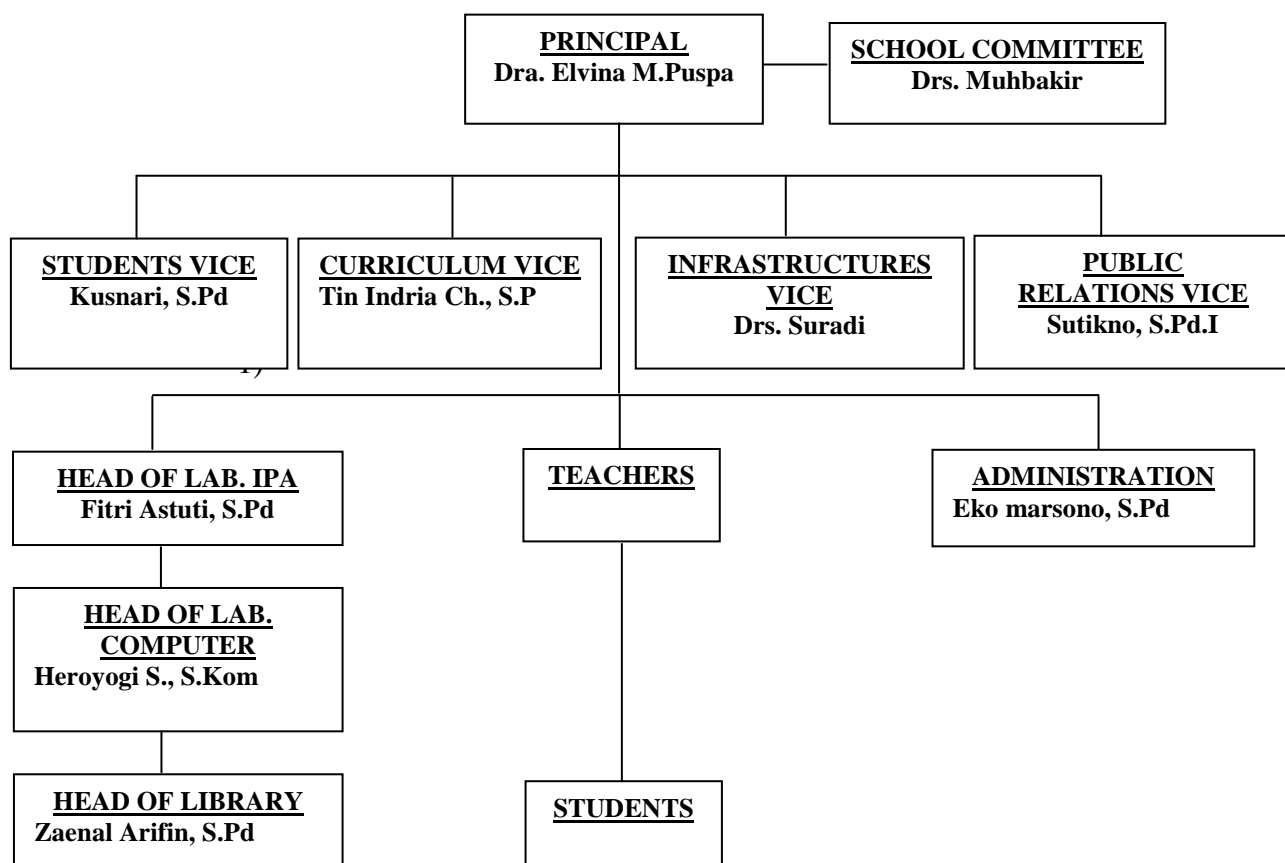
Table 7
The Quantity of Students in SMP N 1
Bumi Agung East Lampung

No	Class	Male	Female	Amount
1	VII	76	59	135
2	VIII	47	63	110
3	IX	60	67	127
Total		183	189	372

Source: Documentation of Absence Class SMP N 1 Bumi Agung East Lampung was taken on May 13th, 2017.

e. Organization Structure of SMP N 1 Bumi Agung East Lampung

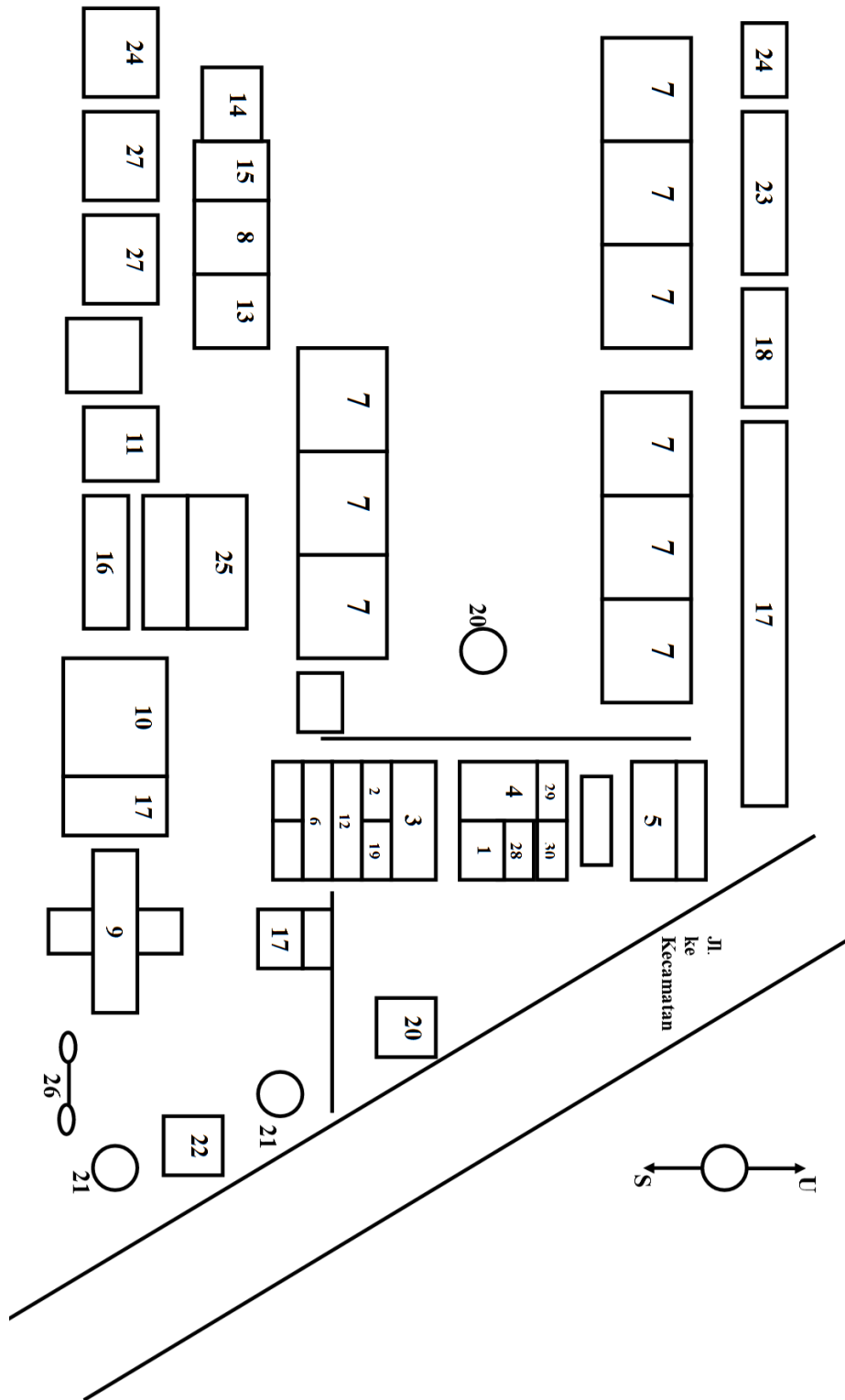
Figure 3
The Organization Structure of
SMP N 1 Bumi Agung East Lampung



Source: Documentation of SMP N 1 Bumi Agung East Lampung was taken on May 13th, 2017.

Location Sketch of SMP N 1 Bumi Agung East Lampung
Figure 4

The Location Sketch of SMP N 1 Bumi Agung East Lampung



Description:

- | | |
|---|----------------------|
| 1. The principal Space | 25. Well Bore |
| 2. Space time School | 26. Multimedia Labs. |
| 3. Office space Teachers | 27. The cafeteria |
| 4. Space TU | 28. Principal Toilet |
| 5. Laboratory | 29. Kitchen |
| 6. Library | 30. Computer Room |
| 7. Classrooms | |
| 8. Skills Space | |
| 9. Small mosque | |
| 10. Home Office Principal | |
| 11. Home Guard | |
| 12. UKS home | |
| 13. BP space | |
| 14. Computer Labs | |
| 15. Students' Toilet | |
| 16. Teachers' parking | |
| 17. Students' parking | |
| 18. The flagpole | |
| 19. Teachers' Toilet | |
| 20. The OSIS room | |
| 21. Garden Island of Childrend Learning | |
| 22. Fish Pond | |
| 23. Tub Of Tras | |

2. Research Data

a. The Result of the Students' Pre-Test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The pre-test in this research is writing test. The Result of Students Experimental Class Pre-Test can be identified as follows:

Table 8
The Result of Students Experimental Class Pre-Test at the Eighth Grade
of SMP N 1 Bumi Agung East Lampung

NO	SUBJECT	CO	OR	DI	SY	VO	ME	SCORE
1	AK	16	13	12	8	8	6	63
2	ADO	18	16	16	8	6	8	72
3	BNS	16	13	12	8	8	6	63
4	BT	16	12	12	4	6	6	56
5	DA	14	10	12	4	4	4	48
6	DP	16	10	10	6	4	6	52
7	DS	18	13	14	4	6	8	63
8	EV	18	16	14	6	6	8	68
9	ER	18	13	12	6	8	6	63
10	FNF	18	16	14	6	8	6	68
11	IK	22	16	16	6	4	8	72
12	KN	14	10	10	6	4	4	48
13	LS	20	16	14	8	6	8	72
14	MK	20	14	16	6	8	8	72
15	NN	18	16	14	6	8	6	68
16	OH	16	12	12	6	4	6	56
17	RA	16	12	12	4	6	6	56
18	RAY	22	16	14	8	6	6	72
19	RD	18	14	14	8	8	6	68
20	SM	22	14	12	6	10	8	72
21	SW	18	14	12	8	8	8	68
22	SS	22	16	12	8	8	6	72
23	TWS	18	14	12	8	8	8	68
24	WB	20	16	16	8	8	6	74

25	ZA	18	14	12	8	8	8	68
Total								1622
Average								64.88
The highest score								74
The lowest								48
The number of the students who got 75 or more								0

Source: The Result of Students Experimental Class Pre-Test on June 5th, 2017.

Note:

CO : Content

OR : Organization

DI : Discourse

SY : Syntax

VO : Vocabulary

ME : Mechanic

Based on the table above, the researcher measured the class interval

using formula as follows:

$R = \text{the highest score} - \text{the lowest score}$

$$= 74 - 48$$

$$= 26$$

$K = 1 + 3.3 \log n$

$$= 1 + 4.613 = 5.613$$

$$= 6$$

$P = \frac{R}{K}$

$$= \frac{26}{6}$$

$$= 4$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 9
Frequency Distribution as the Result of Experimental Class Pre-Test
at the Eighth Grade of SMP N 1 Bumi Agung East Lampung

Interval	Frequency	Category	Percentages %
48-51	2	Low	8%
52-55	1	Low	4%
56-59	3	Low	12%
60-63	4	Low	16%
64-67	-	Low	0%
68-71	7	Average	28%
72-75	8	Average	32%
	25		100%

Based on the table of frequency distribution above, it can be inferred that no one students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students writing skill is very low.

Furthermore, The Result of Students Control Class Pre-Test can be identified as follows:

Table 10
The Result of Students Control Class Pre-Test at the Eighth Grade
of SMP N 1 Bumi Agung East Lampung

NO	SUBJECT	CON	ORG	DIS	SYN	VOC	MEC	SCORE
1	AV	16	14	12	4	6	4	56
2	AK	16	14	12	7	8	6	63
3	AE	16	14	12	4	6	4	56
4	DR	14	12	14	4	4	4	52
5	DS	20	16	16	8	8	8	76
6	EN	16	14	16	8	8	6	68
7	FA	18	14	16	8	6	6	68
8	IS	16	14	16	5	6	6	63
9	MA	18	16	16	8	8	6	72
10	MS	16	12	12	4	4	4	52
11	NF	18	16	18	6	8	6	72
12	NB	20	18	16	8	8	6	76

13	RCS	16	12	12	6	6	4	56
14	RA	20	16	14	8	8	6	72
15	RNH	20	16	16	10	8	6	76
16	RP	16	12	12	8	4	4	56
17	SNA	18	18	14	8	8	6	72
18	SN	18	16	16	8	10	8	76
19	TA	16	16	14	10	6	6	68
20	TAP	20	18	16	8	8	6	76
21	UYS	16	12	12	6	6	4	56
22	VDA	16	14	14	5	8	6	63
23	WR	16	12	12	4	4	4	52
24	Y	18	16	16	8	8	6	72
25	YSA	18	18	14	8	10	6	74
Total								1643
Average								65.72
The highest score								76
The lowest								52
The number of the students who got 75 or more								5

Source: The Result of Students Control Class Pre-Test on June 5th, 2017.

Based on the table above, the researcher then measured the class

interval using formula as follows:

$R = \text{the highest score} - \text{the lowest score}$

$$= 76 - 52$$

$$= 24$$

$K = 1 + 3.3 \log n$

$$= 1 + 4.613 = 5.613$$

$$= 6$$

$$P = \frac{R}{K}$$

$$= \frac{24}{6}$$

$$= 4$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 11
Frequency Distribution as the Result of Control Class Pre-Test at the Eighth Grade of SMP N 1 Bumi Agung East Lampung

Interval	Frequency	Category	Percentages %
52-55	3	Low	12%
56-59	5	Low	20%
60-63	3	Low	12%
64-67	-	Low	0%
68-71	3	Average	12%
72-75	6	Average	24%
76-79	5	High	20%
	25		100%

Based on the table of frequency distribution above, it can be inferred that there were only 5 (20%) students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be inferred that the students writing skill is low.

b. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students writing skill before and after a treatment was given. And the data of post-test score at the control class as follows:

Table 12
The Result of Students Control Class Post-Test at the Eighth Grade
of SMP N 1 Bumi Agung East Lampung

NO	SUBJECT	CON	ORG	DIS	SYN	VOC	MEC	SCORE
1	AV	18	14	14	4	6	7	63
2	AK	18	14	12	9	8	6	67
3	AE	16	12	14	6	6	6	60
4	DR	16	12	12	4	6	6	56
5	DS	18	16	16	6	8	8	72
6	EN	20	18	16	8	8	6	76
7	FA	18	16	16	8	8	6	72
8	IS	16	15	16	6	8	6	67
9	MA	18	16	14	8	8	8	72
10	MS	14	12	14	6	6	4	56
11	NF	16	14	16	10	8	8	72
12	NB	20	14	16	8	6	8	72
13	RCS	16	16	14	6	8	6	66
14	RA	18	16	16	8	8	6	72
15	RNH	22	18	18	8	6	6	78
16	RP	16	14	14	6	6	4	60
17	SNA	20	16	16	8	6	6	72
18	SN	22	16	16	10	8	6	78
19	TA	18	16	12	8	8	6	68
20	TAP	18	18	14	8	10	8	76
21	UYS	14	12	12	6	6	6	56
22	VDA	16	16	12	9	8	6	67
23	WR	14	14	12	6	6	4	56
24	Y	16	16	16	8	8	8	72
25	YSA	20	16	14	8	6	6	70
Total								1696
Average								67.84
The highest score								78
The lowest								56
The number of the students who got 75 or more								4

Source: The Result of Students' Control Class Post-Test on June 5th, 2017.

Based on the table above, the researcher then measured the class interval using formula as follows:

R = the highest score – the lowest score

$$= 78-56$$

$$= 22$$

$K = 1+3.3 \log n$

$$= 1+4.613 = 5.613$$

$$= 6$$

$P = \frac{R}{K}$

$$= \frac{22}{6}$$

$$= 3.7 = 4$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 13
Frequency Distribution as the Result of Control Class Post-Test at the Eighth Grade of SMP N 1 Bumi Agung East Lampung

Interval	Frequency	Category	Percentages %
56-59	4	Low	16%
60-63	3	Low	12%
64-67	4	Average	16%
68-71	2	Average	8%
72-75	8	Average	32%
76-79	4	High	16%
	25		100%

Based on the table of frequency distribution above, it can be inferred that there were only 4 (16%) students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students writing skill is still low.

The researcher also conducted post-test for the experimental class. The result of the students post-test at the experimental class can be identified as follows:

Table 14
The Result of Students Experimental Class Post-Test at the Eighth Grade of SMP N 1 Bumi Agung East Lampung

NO	SUBJECT	CO	OR	DI	SY	VO	ME	SCORE
1	AK	22	18	16	9	10	6	81
2	ADO	24	18	18	10	10	8	88
3	BNS	18	16	16	8	8	6	72
4	BT	18	14	14	7	6	4	63
5	DA	16	14	12	4	6	4	56
6	DP	18	16	14	8	8	4	68
7	DS	20	16	14	8	8	6	72
8	EV	24	18	18	10	10	8	88
9	ER	22	16	16	8	8	6	76
10	FNF	18	16	14	8	6	6	68
11	IK	20	16	16	8	8	8	76
12	KN	18	14	12	7	6	4	61
13	LS	24	18	16	9	10	8	85
14	MK	22	16	16	9	8	6	77
15	NN	20	16	16	8	8	8	76
16	OH	20	16	14	8	8	6	72
17	RA	18	14	12	7	6	4	61
18	RAY	20	18	16	10	9	8	81
19	RD	18	14	14	7	6	4	63
20	SM	20	16	16	8	6	6	72
21	SW	22	18	16	8	9	8	81
22	SS	20	18	16	8	10	6	78
23	TWS	18	14	14	8	8	6	68

24	WB	20	18	16	8	8	6	76
25	ZA	20	18	16	8	9	6	77
Total								1836
Average								73.44
The highest score								88
The lowest								56
The number of the students who got 75 or more								13

Source: The Result of Students' Experimental Class Post-Test on June 5th, 2017.

Based on the table above, the researcher then measured the class interval using formula as follows:

$R = \text{the highest score} - \text{the lowest score}$

$$= 88 - 56$$

$$= 32$$

$K = 1 + 3.3 \log n$

$$= 1 + 3.3 \log 13 = 5.613$$

$$= 6$$

$P = \frac{R}{K}$

$$= \frac{32}{6}$$

$$= 5.33 = 5$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

Table 15
Frequency Distribution as the Result of Experimental Class Post-Test at
the Eighth Grade of SMP N 1 Bumi Agung East Lampung

Interval	Frequency	Category	Percentages %
56-60	1	Low	4%
61-65	4	Low	16%
66-70	3	Average	12%
71-75	4	Average	16%
76-80	7	High	28%
81-85	4	High	16%
86-90	2	High	8%
	25		100 %

Based on the table of frequency distribution above, it can be inferred that there were 13 (52%) students passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students writing skill in post test was increased or high.

B. Hypothesis Testing

After applying the method, the researcher analyzed the data by using two formulas, as follows:

1. Analyzing the data by using t-test

The researcher used t-test in order to prove whether there is any positive influence between experimental class which received the treatment using Contextual Teaching and Learning (CTL) approach and control class which didn't receive treatment using Contextual Teaching and Learning (CTL) approach at the Eighth Grade of SMP N 1 Bumi Agung East Lampung, as follows:

- a. Preparing the table in order to investigate the differences between experimental class and control class.

Table 16
The Authentic Table of the Differences between Experimental Class
and Control Class at the Eleventh Grade of SMA N 1 Trimurjo
Central Lampung

NO	Control Class				NO	Experimental Class			
	Subject	Pre-Test (X1)	Post-Test (X2)	Difference (X)		Subject	Pre-Test (Y1)	Post-Test (Y2)	Difference (Y)
1.	AV	56	63	7	1.	AK	63	81	18
2.	AK	63	67	4	2.	ADO	72	88	16
3.	AE	56	60	4	3.	BNS	63	72	9
4.	DR	52	56	4	4.	BT	56	63	7
5.	DS	76	72	-4	5.	DA	48	56	8
6.	EN	68	76	8	6.	DP	52	68	16
7.	FA	68	72	4	7.	DS	63	72	9
8.	IS	63	67	4	8.	EV	68	88	20
9.	MA	72	72	0	9.	ER	63	78	15
10.	MS	52	56	4	10.	FNF	68	68	0
11.	NF	72	72	0	11.	IK	72	76	4
12.	NB	76	72	-4	12.	KN	48	61	13
13.	RCS	56	60	4	13.	LS	72	85	13
14.	RA	72	72	0	14.	MK	72	77	5
15.	RNH	76	78	2	15.	NN	68	76	8
16.	RP	56	60	4	16.	OH	56	72	16
17.	SNA	72	72	0	17.	RA	56	61	5
18.	SN	76	78	2	18.	RAY	72	81	9
19.	TA	68	68	0	19.	RD	68	63	-5
20.	TAP	76	76	0	20.	SM	72	72	0
21.	UYS	56	56	0	21.	SW	68	81	13
22.	VDA	63	67	4	22.	SS	72	78	2
23.	WR	52	56	4	23.	TWS	68	68	0
24.	Y	72	72	0	24.	WB	74	76	2
25.	YSA	74	70	2	25.	ZA	68	77	9
The Result		1643	1690	$\sum X= 53$	The Result		1622	1838	$\sum Y= 212$

b. Putting the data into t-test formula in order to get t_{observed} :

$$M_x = \frac{53}{25} = 2.12$$

$$M_y = \frac{212}{25} = 8.48$$

$$\begin{aligned}\sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N} \\ &= 317 - \frac{(53)^2}{25} \\ &= 317 - \frac{2809}{25} \\ &= 317 - 112.36\end{aligned}$$

$$\begin{aligned}\sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\ &= 2824 - \frac{(212)^2}{25} \\ &= 2824 - \frac{44.944}{25} \\ &= 2824 - 1797.76\end{aligned}$$

$$\sum x^2 = 204.4$$

$$\sum y^2 = 1026.24$$

Therefore the researcher counted by using the formula of t-test as follow:

$$\begin{aligned}t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{2.12 - 8.48}{\sqrt{\left(\frac{204.4 + 1026.24}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}} \\ &= \frac{-6.36}{\sqrt{\left(\frac{1230.64}{48}\right)\left(\frac{2}{25}\right)}} \\ &= \frac{-6.36}{\sqrt{(25.638 \times 0.08)}} \\ &= \frac{6.36}{\sqrt{2.05104}} = \frac{6.36}{1.432} = 4.441\end{aligned}$$

Moreover, after putting the data above into formula t-test, the researcher got t_{observed} is 4.441.

1. Analyzing the data by using chi-square test

The researcher used chi-square test to prove whether there is any significant influence of using Contextual Teaching and Learning (CTL) approach in at the Eighth Grade of SMP N 1 Bumi Agung East Lampung, as follows:

- a. Preparing the table distribution frequency of pre-test and post-test in experimental class (8.1)

Table 17
Distribution Frequency of Pre-Test And Post-Test
In Experimental Class (8.1)

Variables	Category			Total
	High	Fair	Low	
Pre-Test	0	15	10	25
Post-Test	13	7	5	25
Total	13	22	15	50

- b. Putting the data into Chi-Square analysis technique in order to get

χ^2 observed.

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Table 18
Testing of The Data

Sel:	f_o	$f_h = \frac{C_n \times R_n}{N}$	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
1	0	6.5	-6.5	42.25	6.5
2	15	11	4	16	1.454
3	10	7.5	2.5	6.25	0.833
4	13	6.5	6.5	42.25	6.5
5	7	11	-4	16	1.454
6	5	7.5	-2.5	6.25	0.833
Σ	50	50	0	129	17.574

Moreover, after putting the data above into Chi-Square analysis, the researcher got χ^2_{observed} is 17.574

C. Interpretations

Honestly, the researcher has formulated the alternative hypothesis (Ha) and null hypothesis (Ho) are as follows:

1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Contextual Teaching and Learning (CTL) approach on the students writing skill at the eighth grade of SMP N 1 Bumi Agung East Lampung.

2. Null Hypothesis (Ho)

There is no a positive and significant influence of using Contextual Teaching and Learning (CTL) approach on the students writing skill at the eighth grade of SMP N 1 Bumi Agung East Lampung.

Furthermore, after Ha and Ho has formulated, the researcher consulted t_{observed} to t_{table} and f_o to f_h as follows:

If $t_{\text{observed}} > t_{\text{table}}$ and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, So H_a is accepted and H_o is rejected.

If $t_{\text{observed}} < t_{\text{table}}$ and $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, So H_a is rejected and H_o is accepted.

It means that if the t_{observed} is higher than t_{table} (there is a positive influence) and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ (there is a significant influence), H_a is accepted and H_o is rejected. On the other way, if the t_{observed} is smaller than t_{table} (there is no a positive influence) and $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ (there is no a significant influence), H_a is rejected and H_o is accepted.

1. Interpretation of t_{observed}

After analyzing the data in hypothesis testing, the researcher found that the critical value of t_{observed} is 4.441. If the researcher interprets it base on the concept above. It can be infered that there is a positive influence of using Contextual Teaching and Learning (CTL) approach on the students writing skill at the Eighth Grade of SMP N 1 Bumi Agung East Lampung.

a. Statistical Significance

The hypothesis applied in this present research is there is a positive influence of using Contextual Teaching and Learning (CTL) approach the students writing skill at the eighth grade of SMP N 1 Bumi Agung East Lampung.

To know the critical value of t_{table} , the researcher firstly counted degrees of freedom (d.f), as follows:

$$d.f = N_x + N_y - 2.$$

$$d.f = N_x + N_y - 2$$

$$= 25 + 25 - 2$$

$$= 48$$

The degrees of freedom (d.f) was 48, the researcher was able to find it in t-table. So, it is not done interpolation.

Table 19
Critical Value of t_{table}

	5%	1%
d.f 48	2.682	2.406

From all data analysis above, it can be known that:

$$t_{observed} = 4.441$$

$$t_{table} = 2.682 (5\%) \text{ and } 2.406 (1\%)$$

Furthermore, the data confirm that $t_{observed}$ is higher than t_{table} , or it can be written as $2.682 < 4.441 > 2.406$. It means that there is a positive influence of using Contextual Teaching and Learning (CTL) approach on the students writing skill at the Eighth Grade of SMP N 1 Bumi Agung East Lampung.

2. Interpretation of $\chi^2_{observed}$

After analyzing the data in hypothesis testing, the researcher found that the critical value of $\chi^2_{observed}$ is 17.574. If the researcher

interprets it base on the concept of hypothesis. It can be infered that there is a significant influence of using Contextual Teaching and Learning (CTL) on the students writing skill at the Eighth Grade of SMP N 1 Bumi Agung East Lampung.

a. Statistical Significance

The hypothesis applied in this present research is there is a significant influence of using Contextual Teaching and Learning (CTL) approach on the students writing skill at the eighth grade of SMP N 1 Bumi Agung East Lampung.

To know the critical value of χ^2_{table} , the researcher firstly counted degree of freedom (d.f), as follows:

$$d.f = (\text{Column} - 1) (\text{Row} - 1)$$

$$d.f = (3 - 1) (2 - 1)$$

$$d.f = (2) (1) = 2$$

The degrees of freedom (d.f) was 2, the researcher was able to find it in χ^2_{table} .

Table 20
Critical Value of χ^2_{table}

	5%	1%
d.f 2	5.99	9.21

From all data analysis above, it can be known that:

$$\chi^2_{observed} = 17.574$$

$$\chi^2_{table} = 5.99 (5\%) \text{ and } 9.21 (1\%)$$

Furthermore, the data confirm that $\chi^2_{observed}$ is higher than χ^2_{table} or it can be written as $5.99 < 17.574 > 9.21$. There are high or

significant difference between χ^2_{observed} and χ^2_{table} . It means that there is a significant influence of using Contextual Teaching and Learning (CTL) approach the students writing skill at the Eighth Grade of SMP N 1 Bumi Agung East Lampung.

Regarding to the all the finding above, the data confirm that t_{observed} is higher than t_{table} (there is a positive influence) and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ (there is a significant influence). It means that H_a is accepted and H_o is rejected. On the other word, there is a positive and significant influence of using Contextual Teaching and Learning (CTL) approach on the students writing skill at the eighth grade of SMP N 1 Bumi Agung East Lampung.

D. Limitations

However, after conducting the research and gaining the data from test and documentation, the researcher found some problems and limitations are as follows:

1. Problem in applying CTL approach

In the first activity of the treatment, the researcher did not face difficulty to manage the class. Most of students are able to be active and participate fully during the lesson. However, in the end activity of the treatment, the researcher faced difficulty to manage the class because the students have losed their concentration or their focus. Also, the class was a little noisy.

2. Students' problem in writing class

Some students did not care more about grammar. So, they have some errors in their writing. Moreover, there were some students write a half of vocabulary in Indonesian translating. Though they had been finished to open a dictionary and tense of past tense, they still confuse to put the words.

3. This research was conducted at the Eighth Grade of SMP N 1 Bumi Agung East Lampung, so the result was limited only to this grade in this school. Moreover, this research was held in academic year 2016/2017, and then the result of this research is only for that year. It means this research is not generally accepted

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data by using t-test formula, the researcher found that the critical value of t_{observed} is 4.441. Then, considering the t_{table} by using df.48, the researcher found it in the table. So it's not done interpolation, and as the result, from df 48, it can be known that the critical value of t_{table} for the 5% level is 2.682 and for the 1% level is 2.406. Beside that, after analyzing the data by using Chi-Square formula, the researcher found that the critical value of χ^2_{observed} is 17.574. Then, considering the χ^2_{table} by using df.2, the researcher found it in the table. The critical value of χ^2_{table} for the (5%) level is 5.99 and for the (1%) level is 9.21.

From those all of the data analysis, it can be seen that t_{observed} (4.441) is higher than t_{table} (5%=2.682, 1%=2.406), or it can be written as (2.682 < 4.441 < 2.406). It means there is a positive influence. Beside that, the data confirm that χ^2_{observed} is higher than χ^2_{table} or it can be written as 5.99 < 17.574 < 9.21. There are high or significant difference between χ^2_{observed} and χ^2_{table} . It means that there is a significant influence.

Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is a positive and significant influence of using Contextual Teaching and Learning (CTL) approach on the students writing skill at the Eighth Grade of SMP N 1 Bumi Agung East Lampung.

B. Suggestion

Based on the explanation above, the writer suggests some points as follows:

1. For the Teachers

The teacher should choose a great approach in teaching English especially in writing class in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great approach in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

2. For The Students

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about vocabulary and Grammar in their writing.
- c. The students are suggested to improve their writing skill.

3. For The School

- a. The researcher greatly expects that this study can give contribution for the school, such as a good inspiration for further studies in learning writing.

- b. The school is recommended to make the further study in applying Contextual Teaching and Learning (CTL) approach which is done by the teacher in learning writing.

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SILABUS PEMBELAJARAN

Sekolah : SMP N 1 Bumi Agung
Kelas : VIII (Delapan)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (Dua)
Standar Kompetensi : Menulis

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			A W	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan	1. Teks fungsional : - Notices - iklan 2. Tata bahasa - Imperratives - Getting attention - Comparison 3. Kosa kata Kata terkait	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk - memberi himbauan / peringatan - mengiklan-kan	Menulis teks fungsional pendek berbentuk : - Notices - Iklan	Tes tulis Product	Essay Completion Penugasan	2. <i>Write sentences based on the situation given.</i> 3. <i>Complete the text using suitable word/words.</i> 4. <i>Write notices related to</i>	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			A W	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lingkungan sekitar	tema dan jenis teks	sesuatu 3. Melengkapi teks fungsional pendek 4. Menulis teks fungsional pendek				<i>certain places</i> 5. <i>Write an advertisement promoting a certain product.</i>		
12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan	4. Tanda baca, Spelling 1. Teks Essai <i>narrative / recount</i> 2. Ciri kebahasaan teks <i>narrative / recount</i> 3. Langkah retorika teks <i>narrative / recount</i> 4. Tatabahasa - Simple	1. Review ciri kebahasaan teks <i>narrative / recount</i> 2. Membuat kalimat sederhana terkait teks <i>narrative / recount</i> 3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i> 4. Membuat draft	Menulis teks pendek dan sederhana dalam bentuk <i>recount / narrative</i> dengan langkah retorika yang benar	Tes tertulis	Uraian	<i>Write a short recount/narrative text based on:</i> <i>a. Your experience happend to you</i> <i>b. The story You have ever read</i> <i>c. Series of pictures given.</i>	8 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita
				Proyek	Penugasan			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			A W	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	<ul style="list-style-type: none"> - past continuous 5. Kosakata <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks 6. Tandabaca, spelling 	<ul style="list-style-type: none"> teks <i>recount</i> dan <i>narrative</i> 5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding 				<p><i>Find 5 short texts of recount or narratives and expose them.</i></p>		
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)</p>								

**Mengetahui;
Guru Mata Pelajaran**

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NIP. 19720306 200604 1 015**

**Kepala
SMP N 1 Bumi Agung**

**Dra. Elvina Maya Puspa
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**Bumi Agung, 28 Mei 2017
Peneliti,**

**(Widiawati)
NPM. 13108747**

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP) 1**

Nama Sekolah : SMP N 1 BUMI AGUNG
Kelas/Semester : 8.1 / 2
Mata Pelajaran : Bahasa Inggris
Topik Pembelajaran : Recount Text
Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi**Menulis**

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menulis teks pendek dan sederhana dalam bentuk *recount* / *narrative* dengan langkah retorika yang benar.

D. Materi Ajar**Definition:**

Recount text is a text that telling the reader about a story, action, or activity in the past. Its purpose is either to inform or entertain the reader. (*Recount text* adalah sebuah teks yang

menceritakan sebuah cerita, aksi ataupun aktifitas yang sudah terjadi/di masa lampau. Tujuan recount text adalah untuk menginformasikan atau menghibur pembaca)

Generic Structure of Recount Text:

- **Orientation** tells who was involved, what happened, where the events took place, and when it happened. (“Orientation” menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, dimana tempat peristiwa terjadi, dan kapan terjadi peristiwanya.)
- **Events** tells what happened and in what sequence. (“Events” menceritakan apa yang terjadi (lagi) dan menceritakan urutan ceritanya.)
- **Reorientation** consist of optional-closure of events/ending. (“Reorientation” berisi penutup cerita/akhir cerita.)

Language Features of Recount Text:

- Past tense
- Action verb (killed, drunk, went, bought, etc)
- Adverbs add adverbial phrase (Yesterday, Last Year, at school, quickly, etc)
- Conjunction and time connectives (but, and, after that etc)

Example of Recount Text:

My Holiday In Jakarta

Orientation

Last holiday, my family went to Jakarta. We visited many places there.

Events

First, we visited Ragunan Zoo. We saw many kinds of animals there such as lion, birds, deers, etc. After that, we visited Ancol Beach. The sun shone brightly and the scenery was very beautiful there. Then, we felt hungry, so we went to a restaurant. After we finished our eating, we decided to go home.

Reorientation

For me, that was a good moment because I could spend my time with my family. We really enjoyed it.

E. Metode/Pendekatan Pembelajaran : Contextual Teaching and Learning (CTL) Approach

F. Langkah-langkah Kegiatan Pembelajaran

a. Kegiatan Pendahuluan

1. Guru member salam.
2. Guru dan peserta didik membuka pelajaran dengan membaca doa.
3. Guru mengecek daftar hadir peserta didik.
4. Apersepsi; *Ice breaking*
5. Guru memotivasi peserta didik untuk siap belajar.
6. Mengajukan pertanyaan apa yang dilakukan siswa tadi pagi, tadi malam, kemarin, bulan lalu, liburan lalu.
7. Guru menyampaikan kompetensi yang akan dikuasai oleh peserta didik.

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

1. Menjelaskan tentang teks recount dan ciri kebahasaannya.
2. Mengidentifikasi generic structure dari teks berbentuk recount.
3. Memberikan sebuah contoh teks recount.
4. Mengajukan pertanyaan kepada peserta didik tentang pengalaman yang pernah mereka alami.
5. Meminta peserta didik untuk mengaitkan pengalaman yang pernah mereka alami dengan materi recount text

Elaborasi

Dalam kegiatan elaborasi, guru:

1. Menugaskan siswa secara individu untuk menulis sebuah paragraph recount sederhana berdasarkan pengalaman yang mereka alami pada saat study tour di Museum Lampung liburan kemarin.
2. Mengamati setiap pekerjaan siswa.
3. Mengumpulkan hasil pekerjaan siswa.

Konfirmasi

Dalam kegiatan konfirmasi:

1. Siswa dan guru bertanya jawab tentang materi yang belum dimengerti.
2. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

c. Kegiatan Penutup

Dalam kegiatan penutup:

1. Sebelum KBM selesai, guru membuat kesimpulan dari materi yang telah dipelajari.
2. Membuat semacam *guessing* quiz yang masih berkaitan dengan recount text untuk mengecek ulang pemahaman siswa.
3. Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan siswa.
4. Memberi kesempatan siswa untuk bertanya sebelum KBM berakhir.

G. Alat dan Sumber Belajar :

Media : Teks.

Alat : White Board, Marker.

Sumber Belajar : LKS Bahasa Inggris Kelas VIII

<http://www.englishdirection.com/2012/05/example-of-recounttext-king.html>.

H. Penilaian Proses dan Hasil Belajar

I. Indikator, Teknik, Bentuk, dan Contoh.

No	Indikator	Teknik	Bentuk	Contoh
1.	Menulis teks pendek dan sederhana dalam bentuk recount / narrative dengan langkah retorika yang benar	Tes tertulis	Uraian	<p><i>Write a short recount/narrative text based on:</i></p> <p><i>d. Your experience happend to you</i></p> <p><i>e. The story You have ever read</i></p> <p><i>f. Series of pictures given.</i></p>
		Proyek	Penugasan	<p><i>Find 5 short texts of recount or narratives and expose them.</i></p>

II. Instrumen Penilaian

- Write down a recount paragraph based on the topic “Study Tour in Museum Lampung”!

III. Penilaian

The Standard Score

NO	Aspect	Score
1	Content	0-24
2	Organization	0-20
3	Discourse	0-20
4	Syntax	0-12
5	Vocabulary	0-12
6	Mechanics	0-12
Total		100

Score	Category
75-100	Good
65-74	Fair
55-64	Bad

Bumi Agung, 28 Mei 2017

Mengetahui;
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The Result of Students' Control Class Pre-Test at the Eighth Grade
of SMP N 1 Bumi Agung East Lampung

NO	SUBJECT	CON	ORG	DIS	SYN	VOC	MEC	SCORE
1	Ade Vernando	16	14	12	4	6	4	56
2	Ajay Kurniawan	16	14	12	7	8	6	63
3	Argi Elanto	16	14	12	4	6	4	56
4	Devi Ratnasari	14	12	14	4	4	4	52
5	Diki Setiawan	20	16	16	8	8	8	76
6	Ela Nuraini	16	14	16	8	8	6	68
7	Figo Aditia	18	14	16	8	6	6	68
8	Intan Safitri	16	14	16	5	6	6	63
9	M. Arifin	18	16	16	8	8	6	72
10	Masdika Setiawan	16	12	12	4	4	4	52
11	Niki Febriansah	18	16	18	6	8	6	72
12	Ningrat Balqisyanti	20	18	16	8	8	6	76
13	Rama Candra Saputra	16	12	12	6	6	4	56
14	Rifan Ardiansyah	20	16	14	8	8	6	72
15	Riska Nur Halipah	20	16	16	10	8	6	76
16	Rosi Pratiwi	16	12	12	8	4	4	56
17	Septiana Nur Azizah	18	18	14	8	8	6	72
18	Suryaningsih	18	16	16	8	10	8	76
19	Tesya Agustin	16	16	14	10	6	6	68
20	Tomi Aji Pratama	20	18	16	8	8	6	76
21	Ulfa Yuliana Sari	16	12	12	6	6	4	56
22	Viki Dea Anggraini	16	14	14	5	8	6	63
23	Wahid Ramadhan	16	12	12	4	4	4	52
24	Yogi	18	16	16	8	8	6	72
25	Yuda S.A.M.Atmaja	18	18	14	8	10	6	74
Total								1643
Average								65.72

The highest score	76
The lowest	52
The number of the students who got 75 or more	5

Bumi Agung, 5 Juni 2017

English Teacher

Researcher,

Kusnari, S.Pd
NIP. 19720306 200604 1 015

Widiawati
NPM. 13108747

The Result of Students' Control Class Post-Test at the Eighth Grade of SMP N 1
Bumi Agung East Lampung

NO	SUBJECT	CON	ORG	DIS	SYN	VOC	MEC	SCORE
1	Ade Vernando	18	14	14	4	6	7	63
2	Ajay Kurniawan	18	14	12	9	8	6	67
3	Argi Elanto	16	12	14	6	6	6	60
4	Devi Ratnasari	16	12	12	4	6	6	56
5	Diki Setiawan	18	16	16	6	8	8	72
6	Ela Nuraini	20	18	16	8	8	6	76
7	Figo Aditia	18	16	16	8	8	6	72
8	Intan Safitri	16	15	16	6	8	6	67
9	M. Arifin	18	16	14	8	8	8	72
10	Masdika Setiawan	14	12	14	6	6	4	56
11	Niki Febriansah	16	14	16	10	8	8	72
12	Ningrat Balqisyanti	20	14	16	8	6	8	72
13	Rama Candra Saputra	16	16	14	6	8	6	66
14	Rifan Ardiansyah	18	16	16	8	8	6	72
15	Riska Nur Halipah	22	18	18	8	6	6	78
16	Rosi Pratiwi	16	14	14	6	6	4	60
17	Septiana Nur Azizah	20	16	16	8	6	6	72
18	Suryaningsih	22	16	16	10	8	6	78
19	Tesya Agustin	18	16	12	8	8	6	68
20	Tomi Aji Pratama	18	18	14	8	10	8	76
21	Ulfa Yuliana Sari	14	12	12	6	6	6	56
22	Viki Dea Anggraini	16	16	12	9	8	6	67
23	Wahid Ramadhan	14	14	12	6	6	4	56
24	Yogi	16	16	16	8	8	8	72
25	Yuda S.A.M.Atmaja	20	16	14	8	6	6	70
Total								1696
Average								67.84

The highest score	78
The lowest	56
The number of the students who got 75 or more	4

Bumi Agung, 5 Juni 2017

English Teacher

Researcher,

Kusnari, S.Pd
NIP. 19720306 200604 1 015

Widiawati
NPM. 13108747

Appendix

Learning Process







PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN 1 BUMI AGUNG

Alamat: Srikaloko, Donomulyo Kecamatan Bumi Agung Lampung Timur 34182

Nomor :
 Lamp : 1 Exemplar
 Hal : **Surat Balasan Izin Research/Penelitian**

Kepada
 Yth : Dekan IAIN Metro
 Di
 Metro

Assalamualaikum Wr. Wb.

Menanggapi surat Izin Research/Penelitian Nomor: B-2531/In.28/R.1/TL.00/05/2017,
 pada tanggal 12 Mei 2017 atas nama saudara:

Nama : WIDIAWATI
 N P M : 13108747
 Semester : VIII (Delapan)
 Program Study : Tadris Bahasa Inggris (S1) (TBI)

Bahwa pada dasarnya kami selaku pihak sekolah tidak keberatan menerima mahasiswa tersebut diatas untuk melakukan research penelitian di SMP N 1 Bumi Agung Lampung Timur.

Demikian surat keterangan ini disampaikan agar dapat digunakan sebagaimana mestinya.

Wassalamualaikum Wr. Wb.

Bumi Agung, 13 Mei 2017

Kepala SMPN I Bumi Agung



Dra. ELVINA MAYA PUSPA
NIP. 19650405 199003 1009



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN 1 BUMI AGUNG

Alamat: Srikaloko, Donomulyo Kecamatan Bumi Agung Lampung Timur 34182

Nomor :
 Lamp : 1 Exemplar
 Hal : **Surat Balasan Izin Research/Penelitian**

Kepada
 Yth : Dekan IAIN Metro
 Di
 Metro

Assalamualaikum Wr. Wb.

Menanggapi surat Izin Research/Penelitian Nomor: B-2531/In.28/R.1/TL.00/05/2017, pada tanggal 12 Mei 2017 atas nama saudara:

Nama : WIDIAWATI
 N P M : 13108747
 Semester : VIII (Delapan)
 Program Study : Tadris Bahasa Inggris (S1) (TBI)

Kami menerangkan bahwa mahasiswa tersebut telah melakukan research/penelitian dimulai pada tanggal 31 Mei 2017 s/d 3 Juni 2017 di SMP N 1 Bumi Agung, Lampung Timur.

Demikian surat keterangan ini disampaikan agar dapat digunakan sebagaimana mestinya.

Wassalamualaikum Wr. Wb.

Bumi Agung, 5 Juni 2017
 Kepala SMPN 1 Bumi Agung



Dra. ELVINA MAYA PUSPA
NIP 19650405 199003 1009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2530/In.28/R/TL.01/05/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : **WIDIAWATI**
NPM : 13108747
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 1 BUMI AGUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH ON THE STUDENTS WRITING SKILL AT THE EIGHTH GRADERS OF SMPN 1 BUMI AGUNG EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 12 Mei 2017

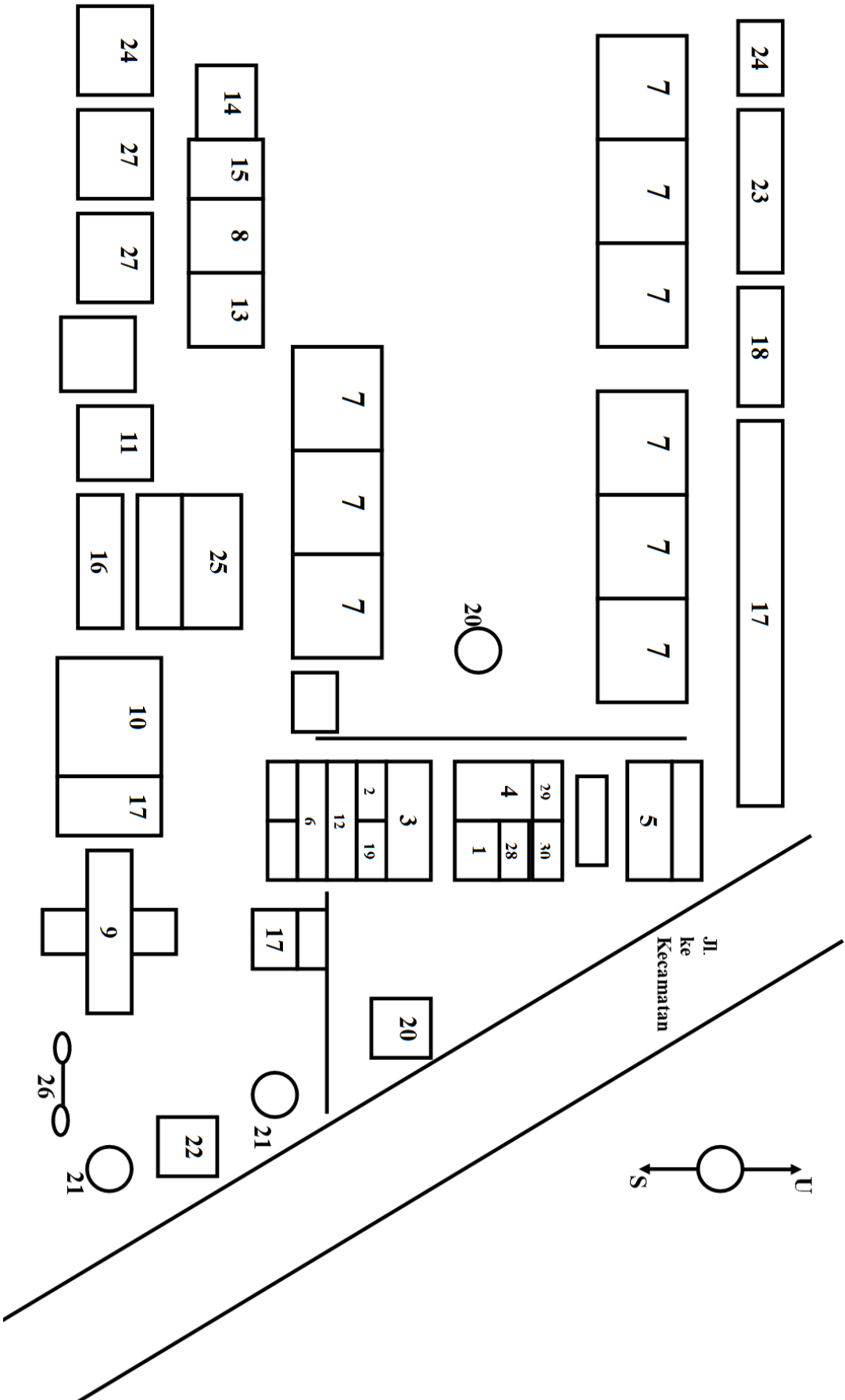
Mengetahui,
Pejabat Setempat


Dra. Elnina Maya Puspa
NIP: 19650405 199003 1009

an Rector
Wakil Rector Bidang Akademik,


Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003

DENAH LOKASI SMPN 1 BUMI AGUNG



Keterangan :

- | | |
|---------------------------------------|-------------------------------|
| 1. Ruang Kepala Sekolah | 11. Rumah Jaga |
| 2. Ruang Waktu Sekolah | 21. Taman Belajar |
| 3. Ruang Kantor Guru | 12. Rumah UKS |
| 4. Ruang TU | 22. Taman Pulau |
| 5. Laboratorium | 13. Ruang BP |
| 6. Perpustakaan | 23. Kolam Ikan |
| 7. Ruang Kelas | 14. LAB. Komputer |
| 8. Ruang Keterampilan | 24. Bak Sampah |
| 9. Mushola | 15. Ruang OSIS |
| 10. Rumah Dinas Kepala Sekolah | 25. LAB. Multimedia |
| | 16. Parkir Guru dan TU |
| | 26. Sumur Bor |
| | 17. Parkir Siswa |
| | 27. Kantin |
| | 18. WC Siswa |
| | 28. WC Kepala Sekolah |
| | 19. WC Guru |
| | 29. Dapur |
| | 20. Tiang Bendera |
| | 30. Ruang Komputerk |

CURRICULUM VITAE



The name of writer is Widiawati. She was born on August 14th, 1995. She comes from simple and harmonic family. She is the second daughter from Buyung and Sutarti. Her brother's name is Eko and her sister's name is Icha.

She took elementary school at SDN 4 Donomulyo, and took her junior high school at SMP N 1 Bumi Agung for three years. Then, having graduated from junior high school, she continued her study in MA Ma'arif NU 05 Sekampung. After graduated from senior high school, she continued her study in STAIN Jurai Siwo Metro with English Education Department. While she was a student in STAIN, she joined in the JSEC (Jurai Siwo English Club).