

**AN UNDERGRADUATE THESIS**

**IMPROVING THE STUDENTS' REPORT TEXT WRITING ABILITY  
THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH  
AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR  
CENTRAL LAMPUNG**

**By:  
SITI FATIMAH TUL JAHRO  
Student.Id: 13108447**

**Tarbiyah and Teacher Training Faculty  
English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1439 H/ 2018 M**

**IMPROVING THE STUDENTS' REPORT TEXT WRITING ABILITY  
THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH  
AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR  
CENTRAL LAMPUNG**

**Presented as a Partial Fulfillment of the Requirements  
for Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department**

**By :  
SITI FATIMAH TUL JAHRO  
STUDENT.ID 13108447**

**Tarbiyah and Teacher Training Faculty  
English Education Department**

**Sponsor : Dra. Umi Yawisah, M.Hum  
Co-Sponsor : Ahmad Subhan Roza, M.Pd**

**STATE ISLAMIC OF INSTITUTE  
(IAIN) OF METRO  
1439 H/ 2018 M**



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**APPROVAL PAGE**

Title : IMPROVING THE STUDENTS' REPORT TEXT WRITING ABILITY  
THROUGH CONTEXTUAL TEACHING AND LEARNING  
APPROACH AT THE TENTH GRADE OF SMK PGRI 1 PUNGGUR IN  
THE ACADEMIC YEAR OF 2017/2018

Name : Siti Fatimah Tul Jahro  
Students Number : 13108447  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be discussed in the proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Sponsor

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001

Metro, 11 September 2017  
Co-sponsor

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

The Head of English Education Department

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the seminar  
Of Siti Fatimah Tul Jahro**

To: The Honorable the  
Dean of Faculty of Tarbiyah and Teacher  
Training  
State Institute For Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Siti Fatimah Tul Jahro  
Student Number : 13108447  
Title : IMPROVING THE STUDENTS' REPORT TEXT WRITING  
ABILITY THROUGH CONTEXTUAL TEACHING AND  
LEARNING APPROACH AT THE TENTH GRADE OF SMK PGRI  
1 PUNGGUR IN THE ACADEMIC YEAR OF 2017/2018

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

*Wassalmu'alaikum Wr.Wb*

Sponsor

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001

Metro, 11 September 2017

Co-sponsor

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Mohon diseminarkan Proposal  
Saudari Siti Fatimah Tul Jahro**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamualaikum Wr.Wb.*

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

Nama : Siti Fatimah Tul Jahro

NPM : 13108447

Judul Proposal : IMPROVING THE STUDENTS' REPORT TEXT WRITING  
ABILITY THROUGH CONTEXTUAL TEACHING AND  
LEARNING APPROACH AT THE TENTH GRADE OF SMK PGRI  
1 PUNGGUR IN THE ACADEMIC YEAR OF 2017/2018

Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan, demikian harapan kami

atas perhatiannya kami ucapkan terima kasih.

Dosen Pembimbing I,

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001

Metro, 11 September 2017  
Dosen Pembimbing II,

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111  
Telp. (0725) 4157, Fax (0725) 47296 Email:stainmetro@yahoo.com website: www.stain\_metro.ac.id


**RATIFICATION PAGE**

No: B-0485/In-28-1/D/PP-00-9/01/2018

An undergraduate thesis entitled: IMPROVING THE STUDENTS' REPORT TEXT WRITING ABILITY THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG

Written by Siti Fatimah Tul Jahro student number. 13108447, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 24, 2018 at 13.00-15.00.

**BOARD OF EXAMINERS:**

Chairperson : Dra. Umi Yawisah, M.Hum .....  
Examiner I : Drs. Kuryani Utih, M.Pd .....  
Examiner II : Ahmad Subhan Roza, M.Pd. ....  
Secretary : Rika Dartiara, M.Pd .....  


The Dean of Tarbiyah  
and Teacher Training Faculty



**Dr. Akla, M.Pd.**

NIP. 19691008 200003 2 0054

**IMPROVING THE STUDENTS' REPORT TEXT WRITING ABILITY  
THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH  
AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR  
CENTRAL LAMPUNG**

**ABSTRACT**

**BY : SITI FATIMAH TUL JAHRO**

The objective of the study is to find out whether the use of *Contextual Teaching and Learning approach* can to improve the students writing ability in *report text* at the SMK PGRI 1 Punggur. Writing is the expression of language in the form of letters, symbols, and words. Through writing someone can share their knowledge, conveying idea, feeling and intention to the other people. In teaching learning process, the teacher should be able to create or choose the suitable and good approach. *Contextual Teaching and Learning* is one of the approaches that can be applied in the teaching English, especially teaching writing ability in *report text*.

The research uses classroom action research which was done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subject of this research is X AP class. In collecting the data the researcher used test ( pre test, post test 1 and post test 2 ), observation and documentation.

The result of this research showed that *Contextual Teaching and Learning an approach* had positive result in improving students' writing ability in *report text* at the tenth grade of SMK PGRI 1 Punggur. The average score in pre-test was 49, post-test 1 was 66,8 and post-test 2 was 73,8. It means that the use of *Contextual Teaching and Learning* approach could improve the student's writing ability in *report text*.

Keyword : *Writing, Report Text, and Contextual teaching and learning.*

**PENINGKATAN MENULIS TEKS REPORT  
MELALUI PENDEKATAN CONTEXTUAL TEACHING AND  
LEARNING  
PADA SISWA KELAS SEPULUH SMK PGRI 1 PUNGGUR  
LAMPUNG TENGAH**

**ABSTRAK**

**OLEH : SITI FATIMAH TUL JAHRO**

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan dari pendekatan *Contextual Teaching and Learning* dapat meningkatkan kemampuan menulis *teks report* di SMK PGRI 1 Punggur. Menulis adalah ungkapan bahasa dalam bentuk tulisan, simbol, dan kata-kata. Seseorang dapat berbagi pengetahuan, menyampaikan ide, perasaan dan perhatian kepada orang lain. Dalam proses belajar mengajar, guru harus bisa menciptakan atau memilih sebuah pendekatan yang baik dan sesuai dengan keadaan siswa. *Contextual teaching and learning* merupakan salah satu pendekatan yang biasa digunakan dalam pembelajaran bahasa Inggris khususnya mengajarkan kemampuan menulis *teks report* pada siswa.

Penelitian ini menggunakan metode Penelitian Tindak Kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah X AP. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test 1 and post test 2), observasi dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa pendekatan *Contextual Teaching and Learning* sebagai pendekatan yang memiliki hasil positif dalam meningkatkan kemampuan menulis siswa kelas sepuluh SMK PGRI 1 Punggur. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 49, post-test 1 adalah 66,8 dan post-test 2 adalah 73,8. Ini berarti bahwa penggunaan pendekatan *Contextual Teaching and Learning* dapat meningkatkan kemampuan menulis *teks report* pada siswa.

Kunci : Menulis, Teks Report, dan *Contextual teaching and learning*.



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Nama : Siti Fatimah Tul Jahro  
Student Id : 13108447  
Department : English Education Study Program ( TBI)  
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro , January 2018

The Researcher



Siti Fatimah Tul Jahro  
St. Number 13108447

## ORIGINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Siti Fatimah Tul Jahro  
NPM : 13108447  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian peneliti kecuali bagian-bagian tertentu yang dirujuk dalam daftar pustaka yang telah disebutkan.

Metro , Januari 2018

Penulis



Siti Fatimah Tul Jahro  
St. Number 13108447

## MOTTO

... قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ ۗ  
إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ (٩)

...Say: "Are those equal, those who know and those who do not know?"

It is those who are endowed with understanding that receive admonition.

(QS: Azzumar : 9)

## **DEDICATION PAGE**

*This Piece of work is dedicated to:*

*My beloved parents  
(Mr.Tarjono and Mrs. Toipah)*

*My beloved husband  
(Imam Safingi )*

*My beloved lectures of English Education Study Program  
of Institute Islamic College of Metro*

*My Best Friends  
(Aizul, Yanti, Desi, Wiji ,Via, Ana,Dian)*

*And E Class*

*My almamater*

## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this undergraduate thesis entitles “IMPROVING THE STUDENTS’ REPORT TEXT WRITING ABILITY THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG.”

Regarding to the undergraduate thesis , the writer offers her big thank to the as Dra. Umi Yawisah, M.Hum the sponsor and to Ahmad Subhan Roza, M.Pd as the co-sponsor . May allah SWT give them His better reward for their spending time to support and guide during the undergraduate thesis writing process.

As human being, the writer completely realize that this undergraduate thesis still has a plenty of weaknesses . The writer do apologizes for all mistake he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally .

Metro, ,January 2018

The Writer,

Siti Fatimah Tul Jahro

ST. N : 13108447

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>TITLE</b> .....	<b>ii</b>
<b>ABSTRACT</b> .....	<b>iii</b>
<b>ABSTRAK</b> .....	<b>iv</b>
<b>STATEMENT OF RESEARCH ORIGINALITY</b> .....	<b>v</b>
<b>ORISINILITAS PENELITIAN</b> .....	<b>vi</b>
<b>MOTTO</b> .....	<b>vii</b>
<b>DEDICATION PAGE</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>NOTA DINAS</b> .....	<b>x</b>
<b>NOTAFICATION LETTER</b> .....	<b>xi</b>
<b>APPROVAL PAGE</b> .....	<b>xii</b>
<b>TABLE OF CONTENTS</b> .....	<b>xiii</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>
<b>LIST OF PICTURES</b> .....	<b>xv</b>
<b>LIST OF APPENDICES</b> .....	<b>xvi</b>

### CHAPTER I INTRODUCTION

A. Background of the Study .....	1
B. Problem Identification .....	5
C. Problem Limitation .....	5
D. Problem Formulation .....	5
E. Objectives and Benefits of the Study .....	6

### CHAPTER II THEORETICAL REVIEW

A. The Concept of Writing .....	8
1. Definition of Writing .....	8
2. Concept of Writing .....	9
3. Writing Process .....	11
4. Aspect of Writing .....	12
5. Definition of Writing Ability .....	12
6. Concept of Report Text .....	14
7. The Generic Structure of Report Text .....	14
8. The Measurement of Writing Report Text Ability .....	16
B. The Concept Of Contextual Teaching Learning .....	17
1. The Concept of Contextual Teaching and Learning .....	17
2. The Components of Contextual Teaching Learning .....	19
3. Strategies in Contextual Teaching and Learning .....	21

4. The Advantages and Disadvantages of Contextual Teaching Learning And Learning .....	22
5. Procedure of using contextual teaching and learning .....	23
C. Action Hypothesis .....	25

### **CHAPTER III RESEARCH METHODOLOGY**

A. The Variable and Operational Definition of Variable .....	26
1. The Variable of Research .....	26
2. The Operational Definition of Variable .....	27
B. Setting of the Research .....	29
C. Subject of the Study .....	29
D. Research Procedure .....	29
E. Data Collecting Technique .....	36
F. Research Instrument .....	38
G. Data Analysis Technique .....	41
H. Indicators of Success .....	42

### **CHAPTER IV RESULT THE RESEARCH AND INTERPRETATION**

A. Result of the research .....	44
1. Description of Research Location .....	44
2. Description of The Research .....	53
1. Activity Action and Learning in cycle 1 .....	55
2. Action and Learning Activity in cycle 2 .....	63
B. Interpretation .....	73
C. Discussion .....	82

### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	84
B. Suggestion .....	85

### **BIBLIOGRAPHY**

### **APPENDICES**

### **CURRICULUM VITAE**

## LIST OF TABLES

Table	
Table 1. Students' Writing Score of Report Text .....	3
Table 2. The Criteria Of Score .....	3
Table 3. The Measurement of Writing Report Text Ability .....	16
Table 4. The Condition Of Teacher In SMK PGRI 1 Punggur.....	47
Table 5. The Students Quantity Of SMK PGRI 1 Punggur .....	49
Table 6. The Building in SMK PGRI 1 Punggur .....	49
Table 7. The Students' Pre-test Result of Writing Ability.....	53
Table 8. The Students' Scores of Pre-Test Writing Ability .....	54
Table 9. Table of Students' Score of students' writing post-test 1 .....	56
Table 10. The Students' Scores of Post-test 1 Writing Ability.....	59
Table 11. The Students' Activities In Cycle I .....	61
Table 12. Table of the result score of students' writing ability Post-test 2.....	62
Table 13. The Students' Scores of Post-test 2 Writing ability .....	67
Table 14. The Students' Activities Result In Cycle II .....	69
Table 15. The Result Mark of Students' Pre-test and Post-test 1 .....	70
Table 16. The Result Mark of Students' Post-test I and Post-test 2 .....	71
Table 17. The Result Mark of Students' Pre-Test, Post-test 1 and Post-test 2 ....	73
Table 18. The Result of the students' activity in Cycle I&II .....	74
Table 19. The Result Mark of Students' Post test 1 and Post-test 2 .....	75
Table 20. The Recapitulation of Students' Score of Post-test 1 and Post-test 2....	76
Table 21. The Result Mark of Students' Pre test, Post test 1 and Post-test 2 .....	77
Table 22. The Recapitulation of Students' Score of Post-test 1 and Post-test 2....	78
Table 23. The Result of The Students' Activity in Cycle I&II.....	79



# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Research**

Language was the most interesting in human life that was to help their communication for supported everything their doing. Everybody used language to express their idea or something which want to submit from their mind. In order to facilitated their effort to provided themselves with the necessities of life, human being have to cooperate with another, which can only be carried out in community.

Moreover, language was a unique human inheritance that played an important role in human's life, such as in thinking, communicating ideas, and negotiating with others. Language played an important role in human's activities, because communicating without language was impossible and everything was explained through the used of different languages based on the need in order to be understood.

Furthermore, there were four skills in English that must be taught, namely: listening, speaking, reading, and writing. It is considering the language components such as vocabulary, structure and grammar in situation where English is taught for general purposes these skills should be careful integrated and used to perform as many genuinely communicative test tasks as possible. Those skills were clustery related; they could not separate each other. Beside that, writing has an important role and one of skills that must be mastered by the students in

learning English. Writing ability can help the students have good reading, speaking, and listening. In the fact, students can not mastery in learning English, because they have problems in teaching and learning English. The students think that the learning English is difficult, because the meaning, spelling , and writing are not same. The students also have less motivation in learning English and low the writing ability.

The students have difficulties in writing at the tenth graders of SMK PGRI 1 Punggur, especially in report text. Most of students found difficulty to express their ideas into the text. The students were passive in learning process, the student seldom asked the question, gave comment or opinion and answerd questions. The students' still have difficulties to express their idea to write report text. Otherwise reseacher chooses improving students' report text writing ability through contextual teaching and learning in the senior high school. The reseacher must grow their motivation in order to be happy to study. Improving students' report text writing ability through contextual teaching and learning can help the students understand the conditions in their around and can develop their ideas. By using this technique the writer assumes that the teaching learning process in the classroom can be interesting and enjoyable.

Furthemore, in teaching English the teacher also has to increase her teaching ability by implementing suitable technique. It was be done because the teacher not used more media or approach in teaching report text. Beside that, the condition of teaching learning process in there is still done passive. Teacher only gave the students explanation and give the test. So the students feel bored, it is caused the

students have not creativity and low motivation. By improving teacher's teaching skill, it is expected that the students writing in report text writing ability will increase.

Below is the table of students' English Writing result of X SMK PGRI 1 Punggur at preliminary research which was done at October 24<sup>th</sup> 2016. The Minimum Mastery Criteria (MMC) is 70 point and the research target is 80% of students can achieved 70 or more. The following is students' test result of report text at class X AP SMK PGRI 1 Punggur.

**Table 1: Students' writing score of report text.**

No.	NAME	MMC	SCORE
1	AN	70	65
2	AFF	70	85
3	AMA	70	75
4	ANR	70	75
5	AS	70	65
6	DT	70	55
7	DPNR	70	75
8	EN	70	65
9	FMK	70	55
10	FAM	70	65
11	GP	70	90
12	HNAR	70	65
13	KW	70	85
14	MR	70	50
15	NKA	70	85
16	NQAA	70	85
17	NFA	70	60
18	NA	70	55
19	NFF	70	65
20	PIAS	70	50
21	RP	70	45
22	RN	70	65
23	SA	70	50
24	SSAZ	70	50
25	TW	70	65

Source : English writing ability test at the class X AP (pra-survey on October, 24 2016)

**Table 2. The Criteria Of Score**

No	Score	Criteria	Total of Students	Prosentase(%)
1	71 – 100	Complete	8	24.96 %
2	0 – 70	Incomplete	17	75.04 %
TOTAL NUMBER			25	100 %

Source : Ledger of students, English writing score at the tenth graders of SMK PGRI 1 Punggur (pra-survey on October ,24 2016).

Based on the table above the students' writing result show that eight of the student who scored high score or can achieved (70.00), 17 students has low score. Furthermore the average score of students' writing result is 56. It means that only 24.96% can achieve Minimum Mastery Criteria (MMC), so far from the target.

In this case, the reseacher was interested in using an approach in teaching learning procces. Approached were broad in nature. Related to the approach there are some kinds of approach that can be used in teaching learning process such as Constructivism approach, inductive approach, deductive approach, Contextual Teaching and Learning approach etc.

Furthermore, the reseacher used Contextual Teaching and Learning (CTL) approach in teaching report text at the tenth graders of SMK PGRI 1 Punggur Central Lampung. CTL is a process in teaching learning circumstances which proposes an idea that academic subject should relate to the students real life situation; the context of their personal, social and cultural circumstances, in order to seek the meaning of academic material. The CTL gives a better way in learning English, that was by relating the material to the students real-life experince, which

will be meaningful to them. Report text is a piece of text that present information about a subject. For example, the students want to describe characteristics or to present information about a subject. The teacher will not give what language it is but use it in daily life. As a result it is a reason why I am interested to use Contextual Teaching and Learning (CTL ) Approach.

The reseacher assumes that by using contextual teaching learning approach in teaching Report Text, it can help the students to keep in mind the Report Text if it is taught through contextual teaching and learning approach since CTL's principle is to relate knowledge and real life. So that the students will not get bored in learning structure and hopefully they can understand better.

### **B. Problem Identification**

Based on the background of the study above, the reseacher indentifies some problem as followed:

1. Most of students found difficulty to express their ideas into the text,
- 2.The students were passive in learning process, the student seldom asked the question, gave comment or opinion and answerd question,
3. The students' still have difficulties to express their idea to write report text.

### **C. Problem Limitation**

In this research, the reseacher will focuses on the students' still have difficultiesto exspress their idea to write report text and they don't have adequate skill in composing report writing, the reseacher uses Contextual Teaching and Learning (CTL) approach to improve the students'writing ability

on report text at the tenth graders students of SMK PGRI 1 Punggur Central Lampung in the Academic Year of 2017/2018.

#### **D. Problem Formulation**

Concerning with the background of the reseacherabove, the researcher formulates the problem as follows:

Can Contextual Teaching and Learning (CTL) approach improve the students' report text writing ability atthe tenth gradersof SMK PGRI 1 Punggur Central Lampung?

#### **E. Objective and Benefit of the Research**

##### **1. The Objective of the Research**

The objective of this research was to know whether can improve the students' report text writing ability at the tenth graders of SMK PGRI 1 Punggur Central Lampung.

##### **2. Benefits of the Research**

###### **a) For the Students**

By the contextual teaching and learning can make the students more interest to study english well, the students can ellaborate their result with their classmate and by using contextual teaching and learning can improve the students' report text writing ability.

###### **b) For the English Teacher**

By doing this classroom action research, using contextual teaching and learning the researcher was to hope that it helps the English

teachers' ability in teaching learning process. The English teacher can be more creative using technique in the classroom so that the student did not feel bored to study English.

c) For Other researchers

To give input to the other researchers in order to conduct the research about teaching English better in the future, and we can know that advantage of using technique in teaching learning.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Writing

##### 1. Definition of Writing

Jeremy Harmer argue that writing refers to re-writing that considers revision in the process of making text.<sup>1</sup> Furthermore, Brown argues that writing is process of creating words where by someone free from what he think, feel, and perceive.<sup>2</sup> Oshima and Hogue explain about writing that writing is when someone stars writing, they have already considered what they are going to plan next to. So that writing can be known as a progressive activity.<sup>3</sup> Also Ann Raimes said that the fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second language syllabus.

There is an additional and very important reason writing helps our students learn.<sup>4</sup> And another explanation about writing by Stephen that writing is, most university and college students are assessed through the production of written assignment. Some of the terms used to describe different types of assignments can be confusing. In addition, students need to be clear about

---

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Camberley: Longman, 2000)p.258.

<sup>2</sup>H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Fransisco: Longman, 2001)p.337.

<sup>3</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 1997)p.2.

<sup>4</sup>Ann Raimes, *Techniques in Teaching Writing*, (New York NY 10016 USA: Oxford University press,1983)p.3.



the basic components of written text.<sup>5</sup> And the other statement writing is the activity or occupation of writing like a books, stories and articles.<sup>6</sup> From the explanation above, the writer concludes that writing refers to the process of making words which has several supplies, kinds and the writing is one of the important skills in learning English. Writing also the difficult subject than another subject.

## 2. Concept of Writing

Concept of writing is the planning when the people how to write something, they use graphic symbols, that is letter or combination of letter that relate to the sound they make when they speak. The written productive language is called writing. It is the skill of a writer to give an information to a reader or group of readers.<sup>7</sup> Writing can be said to be the act of forming these symbols. Writing is also used by their ability to apply the rules of the language to transfer the information to readers. Writing is the production of graphic symbols, just as speech is more than the production of sounds. The symbols are being arranged, according to certain conventions, to form words, and words are arranged to form sentences both grammatical or punctuation.

However, people do not write just one sentence or even a number of unrelated sentences. People produce a sequence of sentences arranged in a

---

<sup>5</sup> Stephen Bailey, *Academic Writing a handbook for International Students*, (London and New York : Routledge)p.3.

<sup>6</sup> AS Hornby, *Oxford Advanced Learner's Dictionary of current English* (New York: Oxford University press, 1995)p.1383.

<sup>7</sup>Sanggam Siahah, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008).p. 2.

particular order and linked together in certain ways. The sequence maybe very short, perhaps only two or three sentences. Because of the way the sentences have been put in order and linked together, they form a coherent whole. Writing is a thinking process. The process consists of some stages to reach the goal. The purpose of writing is to give information from the writer to the reader accurately and effectively. With writing a person can communicate a variety of messages to a close or distant, known or unknown reader or readers. It means that when someone wants to give information to another person, she or he must understand how to make a good procedure text, so the reader can understand.

Furthermore writing one of the productive skills is considered difficult. Writing is a complex process. When the students want to write something, they should have a lot of information or ideas so that they will be able to express them into sentences, paragraph, and an essay. Writing should be systematic and detailed. A knowledge or study about good writing or how to write composition is much needed. Writing cannot be produced instantly. It needs a process that is the stage a writer goes through in order to produce something in its final written form. This process may of course be affected by the content (subject matter) of the writing, the type of writing (shopping list, letters, essays, reports, or novels) and the medium (pen and paper, computer word files, or live chat).

### 3. Writing Process

Writing is a tool of thinking in which by writing we can tell about people, remember the facts and ideas. Writing is a recursive practice. As such, no writer moves lockstep through the stages, crossing them off a writing “to do” list. Rather, writers constantly maneuver between these steps as their work progresses. The following is a brief description of each stage as follows:

#### a. Pre-writing

Prewriting is the period where writers get ready to write gathering information, organizing ideas, identifying audience and purpose, and selecting genre.

#### b. Drafting

As the second stage in writing process is drafting. Drafting is the production stage of getting ideas down using complete sentences and reflecting the general conventions of writing. In this stage, you need to organize your information and you need to find connections among clusters and discover the relationship that the people can understand about your information.

#### c. Revising

The next stage is revising stage is the time when writers review their work, checking for clarity of message, word choice, and organization.

#### d. Editing

Editing is the final stage in writing process, editing is the process of checking written work for the conventions of writing and any lingering concerns with voice, tone, and style.<sup>8</sup>

So when we want to get the good writing we should follow the steps of the writing process like the explanation above.

#### 4. Aspect of Writing

According to Vicki through writing, students become active learners and are able to make connections to prior knowledge. Research indicates that the more writing involved in a task, the more content learning will result.<sup>9</sup> Eventually, the communicative perspective will become more central with writing activity. Based on the statements above, it can be concluded that writing is an activity which used for expressing ideas, facts, feeling, experience, and thought in written form. In writing, the aspects include the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. These aspects are important to master in order to be able to produce good writing.

#### 5. Definition of Writing Ability

The writing ability is the main activity of composition. The writing should be systematic and detailed. A knowledge or study about good writing or how to write composition is much needed. Writing is known as a

---

<sup>8</sup>Vicki Urquhart and Monette McIver, *Teaching Writing in The contents areas*, (Alexandria: Association for Supervision and Curriculum Development, 2005)p. 11.

<sup>9</sup>*Ibid*, p.28.

complex process, which allows writers to explore thoughts and ideas and to make them visible and concrete to be realized in a text. Jeremy states the creative writing is one area (like painting and composing) where the imagination has a chance to run free. The world is full of people who achieve great personal satisfaction in this way.<sup>10</sup> When thought is written down, ideas can be examined, considered, added to, rearranged, and changed. Likewise the term “writing” refers both to an act and the result of that act. Those immediately set up two possible perspectives in acquiring writing ability; learning the process of composing and the learning the form and organization the product.

Advanced writing ability are an important aspect of academic performance as well as subsequent work-related. However, students rarely attain advanced scores on assessments of writing ability. Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about substantive matters. From the statement above, students must understand that knowledge to make sure the students have good writing ability, to give the score of students ‘writing ability can use the scoring system. The aspects for parameter of good writing are content, vocabulary, language, grammatical, punctuation, and tenses.

---

<sup>10</sup> Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), p.40.

## 6. Concept of Report Text

Report text is a piece of text that present information about a subject. Report usually contain facts about a subject, a description and information on it's part, behaviour and qualities. It can be said that report tells about person, place or things in general based on people research. The social function of report is to describe the way things are, with reference to range of natural, man-made and social phenomena in our environment.<sup>11</sup>

The purpose of report is to and then describing their characteristics. Based on the statements above, it can be concluded that the purpose of report is to classify, describe or to present information about a subject.<sup>12</sup> Information reports are typically structured to move from the general to the specific, with paragraphing to focus on different aspects of the topic.

## 7. Generic Structure of Report Text

According to Gerot and Wignell (1994: 196) , generic structure of report includes: A report text has some elements, they are: Generic Structure and Significant lexicogrammatical features.

### Generic Structure of Report Text:

1. General Classification :tells what the phenomenon under discussion
2. Description :tells what the phenomenon under discussion is like in terms of :

---

<sup>11</sup>Linda Gerot and Wignell Peter M., *Making sense of functional grammar an introductory workbook* (Sydney:Antipodean Educational Enterprises, 1994).p.196.

<sup>12</sup> Graeme Kennedy,*Structure and Meaning in English : A Guide For Teacher* (London:Longman, 2003). P.351

a) Part (and their functions)

b) Qualities

**Significant lexicogrammatical features:**

1. Focus on generic participants
2. Use of relational process to state what is and that which it is. These relational processes have largely been written about abstractly and even metaphorically, however, rather than in terms of specific exchanges at the local level of the interaction, such as: be, feel, become, remain, turn into, grow into, seem, appear, look, measure, function as, mean, make, include, form, express, consider, have/has, need.
3. Use of simple present tense.<sup>13</sup>

The Example of Report Text :

TELEVISION

Television, or TV, is one of humanity's most important means of communication. It brings pictures and sounds from around the world into millions of homes.

People, with a television set in their houses, can sit and watch the president makes a speech or visits a foreign country. They can see a war being fought. Through television, viewers at home can see and learn about people, places, and things in a away lands.

Additionally, television brings its viewers a steady stream of programs that are designed to entertain. In fact, TV provides many more entertainment programs than any other kind of information media. The

---

<sup>13</sup>M.A.K.Hallidayand MatthiessenC.M.I.M., An introduction to functional grammar(London: Edward Arnold, 2004) .p.443.

programs include action-packed dramas, light comedies, soap operas, sports events, cartoons, quizzes, variety shows and motion pictures.

**Generic Structure analysis :**

<b>General Classification</b>	Television, or TV, is one of humanity's most important means of communication.
<b>Description</b>	<p>a. Through television, viewers at home can see and learn about people, places, and things in a away lands.</p> <p>b. Television brings its viewers a steady stream of programs.</p>

Based on the table above, we will be easy to study about report text, because we will understand the generic structure of report text.

**8. The Measurement of Writing Report Text Ability**

The indicators of evaluation of students' writing ability as follows<sup>14</sup>:

Table 3  
The Test proficiency of Writing ability Scores

No	Writing Ability Specification	Score	Standard
1	Content	0-24	thesis statement, related ideas, development of ideas though personal experience, illustration, fact, and opinion, use of description, cause/effect, comparison/contrast and consistant focus.
2	Organization	0-20	effectivenessof introduction, logical sequence of ideas, conclusion and appropriate lengh
3	Discourse	0-20	topic santence, peregraph unity, transition, discourse

<sup>14</sup>H Douglas Brown. *Teaching by Principle.*, p. 357-358



			markers,cohesion, rhetorical conventions,reference,fluency, economy and variation.
4	Syntax	0-12	effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
5	Vocabulary	0-12	effective word or idiom choice and usage, word form mastery, appropriate register
6	Mechanics	0-12	spelling, punctuation, citation of refences, neatness and appearance.
total score		100	

## B. Concept of Contextual Teaching and Learning

### 1. The Concept of Contextual Teaching and Learning (CTL)

Johnson stated that Contextual Teaching and Learning (CTL) is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is with the context of their personal, social, and cultural circumstances.<sup>15</sup>Contextualized Teaching and Learning (CTL) is identified as a promising strategy that actively engages students and promotes improved learning and skills development.<sup>16</sup>Contextual teaching is defined by office of vocational and adult education as teaching that enables learning in which students employ their academic understanding and abilities in a variety of in-and-out-of-school contexts to solve simulated or real-world problem, both alone and with others.

---

<sup>15</sup>Elaine B. Johnson, *Contextual Teaching and Learning: what it is and why it's here to stay* (United state of America: Corwin Press. Inc, 2002). p.25

<sup>16</sup>Baker Elaine Dellot, *Contextualized Teaching & Lraening A Faculty Primer*,(California : Calofornia Community Colleges, 2009). p. 6

Although, using contextual teaching strategies, teachers help students make connections with their roles and responsibilities as family members, citizens, students and workers. Contextual learning is characterized as problem based, self-regulated occurring in a variety of contexts, including the community and work sites, involving teams of learning groups, and responsive to a host of diverse learners' needs and interest.<sup>17</sup> contextual teaching and learning (CTL) is a concept that helps teachers relate subject matter to realworld situations.<sup>18</sup> According to Robert G Berns, Contextual teaching and learning is a conception of teaching and learning that 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 and engage in the hard work that learning requires.<sup>19</sup>

## **2. The Components of Contextual Teaching Learning**

Johnson stated that, the Contextual Teaching and Learning systemencompasses the following eight components:<sup>20</sup> they are as follows:

### **a. Making meaningful connections**

Connecting learning to one's life make students come alive. When learners can connect of an academic subject with their own experience.

---

<sup>17</sup> Reese susan, Contextual Teaching and Learning (Techniques: Proquest, 2002), p. 40.

<sup>18</sup> Sears Susan, Introduction to Contextual Teaching and Learning ( State University, 2003), p.7.

<sup>19</sup> Berns G Robbert, Contextual Teaching and Learning: Preparing Students for the New Economy (The nightlight Zone,2001). p.2

<sup>20</sup>Elaine B. Johnson, *Contextual Teaching and Learning: what it is and why it's here to stay* (United state of America: Corwin Press. Inc, 2002). p.25

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

b. Doing significant work

Doing significant work is another component of Contextual Teaching and Learning. It engages students actively and responsibility in learning activities. The students can relate what the materials have gained in the school and also in the various contexts that still exist in real world.

c. Self-regulated learning

Self-regulated learning appears to have both academic skills and skills in self-control that help them to learn more easily. Self-regulated learning is a learning process that engages students in independent regularity in order they can get the knowledge as much as possible action involving sometimes one person, usually a group. This independent action is designed to connect academic knowledge with the context of students lives in ways that achieve a meaningful purpose. Self-regulated learners need knowledge about themselves, the subject, the task at hand, learning strategies, and the contexts in which they will apply their learning.<sup>21</sup> The purpose of self-regulated learning is to create the students to have learning.

---

<sup>21</sup>Sears Susan, *Introduction to Contextual Teaching and Learning* ( State University, 2003), p. 9.

d. Collaborating

An essential part of Contextual Teaching and Learning system, plays a significant role in self regulated learning. Collaboration is derived from word “collaborate”. It means that the components of Contextual Teaching and Learning is to do the group discussion, to have sharing session what they have known with the other friends.

e. Critical and creative thinking

Thinking is an active, organized process that we use to make sense of the world. 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.

f. Nurturing the individual

Contextual Teaching and Learning asks teachers to nurture every students, in part because relationship weave a context for personal growth.

g. Reaching high standar

Contextual teaching and learning system is helping all students reach high academic standars.

h. Using authentic assessment

The using of authentic assessment is useful in order to get the meaningful purposes. Contextual Teaching and Learning asks students to exhibit their attainment of high standard by doing authentic

assessment tasks. These tasks challenge students to apply their knowledge and skills to real world situation for significant purposes.

### **3. Strategies in Contextual Teaching and Learning**

Contextual Teaching and Learning, like any approach to instruction, is characterized by the use of some learning strategies more than others.<sup>22</sup>

- a. 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”.
- b. 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.
- c. Cooperative learning. Students work together in small groups and focus on achieving a common goal through collaboration and with

---

<sup>22</sup>Yager E Robert, Exemplary Science Best Practices in Professional Development, (United States of America : NSTA, 2005), p.75

mutual respect. Each student within the group is viewed as making a significant contribution to the goal.

- d. Project-based learning. Students work independently or collaboratively on projects of personal interest. There is an emphasis on constructing realistic and valuable work products. When these projects benefit others, and have wider social relevance, they are often described as service learning.
- e. 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.

#### **4. The advantages and disadvantages of Contextual Teaching and Learning**

##### **a. There are some advantage of Contextual Teaching and Learning**

- 1) students are more responsive when using their knowledge and skills in real-world situations.
- 2) Students are more likely to engage in their own learning if it applies directly to their lives as family members, citizens, and present/future workers.
- 3) Parents, students, and community members can all use and relate to these ideas.

4) 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”.

**b. There is disadvantage of Contextual Teaching and Learning**

The disadvantage of Contextual Teaching and Learning is must look at each child in the classroom expressly to understand that child’s emotional state, learning style, english speaking skills, cultural and financial circumstance.<sup>23</sup>

**5. Prosedure of Using Contextual Teaching and Learning**

According to Pamela D Tucker, the application of contextual teaching and learning consist of nine steps as follows<sup>24</sup>:

- a. Define the sample of teaching and learning to be describe
- b. Identify learning outcomes to be accomplished within the work to be sampled
- c. Assess the learning status of students prior to instruction with respectto the postinstructional outcomes
- d. Align instruction and assessment with outcomes to be accomplished
- e. Describe the context in which teaching and learning are to occur

---

<sup>23</sup>Elaine B. Johnson,,*Contextual Teaching and Learning*, p.13.  
 Pamela D, Tucker and James H. Stronge, *Linking Teacher Evaluation and Student Learning*, (United States: ASCD, 2005), P.31.

- f. Adapt outcomes desired, and related plans for instruction and assessment, to accommodate the demands of the teaching-learning context
- g. Implement a developmentally and contextually appropriate instructional plan
- h. *Assess the postinstructional accomplishments of learners and calculate on a student-by-student basis the growth in learning achieved*
- i. Summarize, interpret, and reflect on student learning growth and other assessment information

The application of contextual teaching and learning in the classroom must be prepared before the researcher comes to teaches to the class. It is because the teaching content and process must be relavan with the context. It is impossible to know the students' context without having a good preparation before teaching.

#### **D. Action Hypothesis**

By using the Contextual Teaching and Learning Approach, the students will be able to improve thereport text writing ability at the tenth graders of SMK PGRI 1 Punggur in the Academic Year of 2017/2018.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discussed about the research methodology. The topics that were discussed in this chapter were setting, object of the study, action plan, data collection method, data analysis technique and indicator of succes.

#### **A. The Variable and Operational Definitions of Variables**

##### **1. The Variable of Research**

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. They are key ideas that researchers seek to collect information on to address the purpose of their study.<sup>25</sup>

Research often concerns relationships between two variables. An independent variables an attribute or characteristic that influences or affects an outcome or dependent variable.<sup>26</sup> Researchers study independent variables to see what effect or influence they have on the outcome. An independent variable is an input variable, that which causes in part or in total a particular outcome; it is a stimulus that influences a response or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome.

The dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent

---

<sup>25</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson Education, 2012), Fourth Edition, p. 112.

<sup>26</sup> *Ibid.*, p. 116.

treatment conditions and any other independent variables.<sup>27</sup> On the other hand, a dependent variable is the outcome variable which is caused in total or part by the independent variable.

Based on the quotation above, the variable of research as following:

a) Independent variable

Independent variable of this research is Contextual Teaching and Learning Approach one of way to give lesson plan used by the teacher in teaching-learning process.

b) Dependent variable

Dependent variable of this research is literal writing a report text.

## 2. The Operational Definition of Variable

Operational definition is the definition which based on characteristic of the things that will be defined and it can be observed. Meanwhile, a variable can be defined as an attribute of a person or of an object which “varies” from person to person or from object to object.

Based on the quotation above, the operational definition of variables as following:

### a. Independent Variable

The independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, an measured by the researcher. Independent variable

---

<sup>27</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE Publication, 2009), Third Edition, p. 157.

of this research is Contextual Teaching and Learning one of way to give lesson plan used by the teacher in teaching-learning process. A way to measure this variable is using observation, the measuring instrument is an observation sheet, and for the score is start from 0-100 to assess and measures the students writing ability in produce report text. The indicator of this variable is the students easier to produce report text using Contextual Teaching and Learning Approach.

#### **b. Dependent Variable**

The dependent variable is the variable which you observe and measure to determine the effect of the independent variable. Dependent variable of this research is literal writing a report text. A way to measure this variable is using test, the measuring instrument is an question test, and for the score is start from 0-100 to assess and measures the students writing ability in produce report text. The indicator of this variable is that the students can apply content, organization, discourse, syntax, vocabulary, and mechanics to produce a good report text.

### **B. Setting of the Study**

The researcher conducted at the tenth grade of SMK PGRI 1 Punggur. The location is in Pendidikan Street No.5, Tanggul Angin. In consists of 25 classes. The totals of teachers were 40 and 235 students.

### **C. Subject of the Study**

The subject of the study in classroom action research is twenty six students in class X AP of SMK PGRI 1 Punggur, in this class consist of 13 male and 12 female.

### **D. Research Procedure**

The researcher will focus this study by using classroom action research. Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment—that is, with the students and at the school in which the teacher works—on questions that deal with educational matters at hand. While people who call for greater professionalization say that teachers should be constantly researching and educating themselves about their area of expertise, this is different from the study of more educational questions that arise from the practice of teaching.

Implicit in the term action research is the idea that teachers will begin a cycle of posing questions, gathering data, reflection, and deciding on a course of action. When these decisions begin to change the school environment, a different set of circumstances appears with different problems posed, which

require a new look. Indeed, many action research projects are started with a particular problem to solve, whose solution leads into other areas of study. While a teacher may work alone on these studies, it is also common for a number of teachers to collaborate on a problem, as well as enlist support and guidance from administrators, university scholars, and others. At times, whole schools may decide to tackle a school-wide study to address a common issue, or join with others to look at district-wide issues.<sup>28</sup>

Based on the explanation above, the researcher conclude that action research in one of way research to increase or improve the teaching learning process. In action research there are four steps that have been apply in teaching.

### **1. Action Plan**

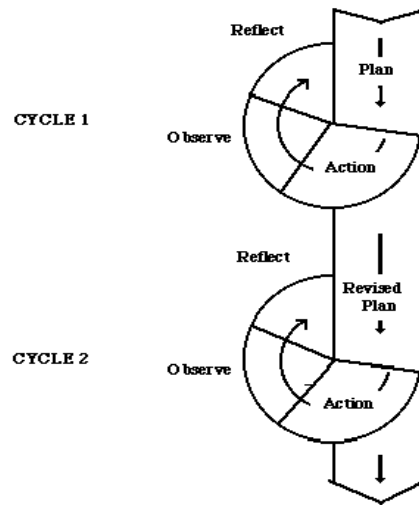
As articulated earlier, the purpose of action research is to learn through action leading to personal or professional development. Kemmis and McTaggart maintain that action research involves a spiral of self reflective spirals of :

Planning, acting and observing the process and consequences of the change, reflecting on these processes and consequences and then replanning, acting and observing, reflecting, and so on....

---

<sup>28</sup> Eileen Ferrance, *Theme in Education Action Research*, (New York: LAB at Brown University, 2000), p. 1-2.

### The Action research Spiral



urt<sup>29</sup>

lure that will

be conducted by the researcher in classroom action research.

#### a. Cycle 1

##### 1) Planning

Planning is the first steps in activity. Without planing the activity that the researcher does not focus. Here is step that the research can make in planning :

- a) the researcher will prepare the lesson plan.
- b) the researcher will prepare the subject material.
- c) the researcherwill prepare source learning.
- d) theresearcher will prepare observation sheet and list of student name.
- e) the researcher will prepare worksheets and answer sheets which will be learned by the student.

<sup>29</sup>Koshy Valsa. *Action Research for Improving Practice*. (London: Paul Champman Publishing, 2005), p. 4.

## 2) Acting

The second step in the activity is acting. It is the implementation of the planning that writer has made. In this action, the researcher will do the pre-test, treatment and post-test to the students. In this step the researcher acted as follows:

### a) Pre Teaching Activity

In this activity the teacher:

1. Greet the students
2. Checked the attendance list.
3. Asked the students condition.
4. Gives a brainstorming by:
  - a. Asking the students about their past experiences of events
  - b. Asking the students what they know about report text

### b) While Teaching Process

In this learning phase:

1. Teacher applied the lesson plan.
2. Teacher gives all the points about report text.
3. Teacher gives definition or purpose of report text.
4. Teacher explained about contextual teaching and learning and applied this approach to the students.

c) Post Teaching Activities

Before ending the classroom activities, the teacher:

- 1) Teacher gives reflection by asking the students “ well students. What we have learn today?”.
- 2) Teacher gives summarizes about the materials.
- 3) Teacher close the class.

**3) Observing**

In this step the researcher and teacher used test, observation and questioner to identify the activity of students and teacher, and also evaluation in writing report text through contextual teaching and learning approach in the class.

**4) Reflecting**

Reflecting is the proces of analyzing data to determine how far the data collected have shown the succes of the strategy in solving problem. In this phase the researcher and collaborator investigate all action that happened in learning proces. Based on the data has been collected furthermore do evaluation to perfect next action. The reflection include analysis, synthesis and evaluation to result of observation toward action that done. If the researcher met problems in reflection proces so it will be done proces investigation. The reflection would be stopped when the students has increase their scores.



However if the student have not got increasing of the target the next cycle will be done until they get increasing in their score.

## **b. Cycle 2**

### **1) Planning**

Planning is the first steps in teach activity. Without planning the activity, the researcher will not focus. Here are step that the researcher will make in planning :

- a) Studying the result of reflecting in cycle 1.
- b) Preparing the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for pre-test and post-test.

### **2) Acting**

The second steps is acting. It is the implementation about the planning. In this step the researcher will act as follow :

- a) The teacher gave the students motivation to study harder
- b) The teacher did the treatment by using Contextual teaching and learning
- c) The teacher gave post-test after the treatment

### **3) Observing**

In this step, the researcher will observe the process of teaching and learning activity by using observation sheet. The researcher will observe such as, the student activities, student communication, pronouncation, vocabulary and grammar when make a report text.

#### 4) Reflecting

The researcher will correct and analysis the result of the action. By reflecting, the reseacher will know the weakness and strength of the action. In the step the researcher will compare the score distributionof pre test and post test. The research review and reflect on the student's attitude whether it is positive and negative. So the researcher could be stoped this research until cycle 1.

#### 5) Fieldnotes

Field notes are the most common data collection strategy used in action research to provide a record of what is going on during an observation. Field notes can include descriptions of places (locations, physical layouts, etc.), people (individuals, types, positions, etc.), objects (buildings, furniture, equipment, materials, etc.), acts (single actions that people take), activities (sets of related acts), events (sets of related activities), purposes (what people are trying to accomplish), time (times, frequency,duration, sequencing, etc.), and feelings (emotional orientations and responses).<sup>30</sup>

### E. Data Collecting Technique

The research collects the data by using data collecting technique as follow:

---

<sup>30</sup>Donald Ary, et.al, *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), Eighth Edition, p. 526.

## 1. Test

According to Douglas Brown that test is a method of measuring a person's ability or knowledge in a given domain.<sup>31</sup> The result of the test will be analyzed to know students' writing ability control. The type of this test is subjective and using a written test. The research will use the test in from pre-test and post-test.

### a. Pre-test

Pre-test will be conducted in the first meeting before implementing the meaningful learning strategy, in order to know the level and ability of student writing ability before doing the action research.

### b. Post-test

Post-test will be conducted in the last meeting after implementing the meaningful learning strategy, in order to know whether the implementing the meaningful learning strategy give contribution to be student writing ability at tenth graders of SMK PGRI 1 Punggur. The increasing could be known if the score of post-test was higher than pre-test and the score could achieved the passing grade.

## 2. Observation

Observation is a data collection technique that the observer observes everything that is happening. Observation is the viewed tool cannot be divided from the acting in each cycle. In the research, the research will be

---

<sup>31</sup>H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), Second Edition, p. 384.

observe something that related to activities of teacher that appropriate with the problem. The term observation is being used in the sense of taking regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated. By observing, the researcher could observe the subject that would be researcher without other mediator.

### **3. Documentation**

Documentation is the instrument to collecting data about the event in past that had been recorded. In this research, the researcher took data from the documentation of school such as the total of students, teacher, and school history and the condition of the school (photo).

## **F. Research Instrument**

The researcher and the English teacher conducted class observations and interviewed with the research members and teachers to identify the problems. The researcher also gave a writing test to the students.

The researcher used three kinds of the instrument to collect the data, there were test, observation, documentation, and field note.

### **1. Test**

The researcher will use two kinds of test, there are pre-test and post-test. The pre-test instrument was different with the post-test instrument, but have the same difficulty level. In this research, the researcher will give a test which contained written text. The specific grills in this research as follows:

Indicators	Technique	Type	Example
1. The student are able to mention the generic structure of report text 2. The students are able to make sentences in simple present tense form. 3. The students are able to write the content of their report text by using appropriate vocabulary. 4. The student are able to produce report text	Written test	Individual	Make a report text from the teacher's and identify the parts of the text .

The pre-test will be done before implementing the teaching and learning process. It is to measure students' writing ability at first. Meanwhile, the post-test is implemented after doing Contextual Teaching and Learning Approach in teaching and learning process. In this comprehending of the text.

## 2. Observation Guidance

The researcher will use the observation guidance as the instrument for collecting the data. Therefore, the researcher makes the observation list to know the students' activity in the classroom directly. There were

some indicators of the observation instrument and it were the students' observation guidance as follows:

### Observation Sheet

#### The Students' Activity

Day/date : ..... Meeting : .....  
Class : ..... Cycle : .....

NO	NAME	The Students' Activity				Total Score
		A	B	C	D	
1						
2						
3						

**Note : Give the thick sign (√) to the students' activity**

- a. The students pay attention of the teacher explanation
- b. The students asked/answered the question from the teacher
- c. The students were active in answered what the teacher ask.
- d. The students understand the writing ability by Contextual teaching and learning rules.

### 3. Documentation Guidance

The researcher will use the documentation guidance as the instrument for collecting the data. Instrument which would be used in documentation was documentation guidance, as follows:

- a. Documentation about historical background of SMK PGRI 1 Punggur.
- b. Documentation about structural organization of SMK PGRI 1 Punggur.
- c. Documentation about facilities of SMK PGRI 1 Punggur.

- d. Documentation about sketch of location SMK PGRI 1 Punggur.
- e. Documentation about condition of the teachers and official staff of SMK PGRI 1 Punggur.
- f. Documentation about students of SMK PGRI 1 Punggur.

### **G. Data Analysis Technique**

Data analysis will be conducted by taking the average of score of the pre-test and post-test. Furthermore to know gain, the researcher will compare between pre-test and post-test. Then the result will be matched by the minimum standard in this semester at least 70. If from cycle 1 there are some student not successful, so we would like conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the student were successful the cycle able to be stopped until cycle II.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of pre-test and post-test were formulated as follow<sup>32</sup> :

$$\bar{x} = \frac{\sum X}{n}$$

Notes :

$\bar{x}$  = Mean

$\Sigma$  = Sum of total score

$X$  = Raw Score

---

<sup>32</sup>Donald Ary, *Introduction to Research*, p. 108-109.

$N$  = Number Of Classes

$\Sigma x$  = The Total Number Of Student Score

In order to know the class percentage whether it passes the minimum mastery criteria (MMC) 72, this formula is used:

$$P = \frac{F}{n} \times 100\%$$

Notes :

P = Percentage

F = Total of Students

n = Number of The Students

To get total score and increased the student progress from the implemented treatments, the researcher compare the average of pre-test and post-test.

## **H. Indicator of Success**

The indicator of the success had taken from the process and the result of the action research. This research was called success if 70% of Minimum Mastery Criteria (MMC) 70. In addition, there was improving in study activities and learning result in the learning process.



## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

In this chapter, the researcher would be present the result of the research. It includes the documentation of SMK PGRI 1 Punggur, the result of the research and the interpretation of the research.

#### **A. Result of the Research**

In this chapter, the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at SMK PGRI 1 Punggur especially for the Tenth graders of student of SMK PGRI 1 Punggur in academic year of 2017/2018. The result of the result, as follows:

##### **1. Description of Research Location**

###### **a. Brief History of SMK PGRI 1 Punggur**

SMK PGRI 1 Punggur is the one of the vocational school in Punggur Central Lampung which is found under the private foundation. It is located on Education Street No 5 sub districtTanggulanginPunggur, Central Lampung. This school was fistly established in 1984 on 1<sup>st</sup> of July, which is engaged in education (vocational school).

Permission of establishment of school from Kanwil Depdikbud Province of Lampung Number: 1158 / 1.12.B1 / U / 1991 Date January 21, 1991. School Data Number (NDS): L 02164201  
Background of establishment SMK PGRI 1 Punggur:

- 1) Many junior high school graduates who want to continue to vocational school (SMK / SMEA) after graduating from school have knowledge and skills Receive employment as civil servant, private employee, self-employed or go to university.
- 2) Economic growth in Lampung Tengah and surrounding districts, especially in the industrial and trade sectors that require labor. With the establishment of SMK PGRI 1 Punggur is expected to meet the above needs.

Since SMK PGRI 1 Punggur was established, this school has been led by the following principals:

- |                                 |                 |
|---------------------------------|-----------------|
| 1) Mr. BayuSuprihyanto, B.Sc    | 1984 -1987      |
| 2) Mr. Drs. SujadiMargono       | 1987 - 1990     |
| 3) Mr. DwiSuhardiyono, S.Pd     | 1990 - 1993     |
| 4) Mr. BayuSuprihyanto, B.Sc    | 1993 - 1996     |
| 5) Mr. DwiSuhardiyono, S.Pd     | 1996 - 1999     |
| 6) Mr. Drs. SujadiMargono       | 1999 - 2002     |
| 7) Mr. DwiSuhardiyono, S.Pd     | 2002 - 2005     |
| 8) Mr. Mardiyono, HS, BA        | 2005 - 2008     |
| 9) Mr. Mardiyono, HS, S.Pd      | 2008 - 2011     |
| 10) Mr. Hi. Mardiyono, HS, S.Pd | 2011 - 2015     |
| 11) Mrs. Harnani, S.Pd          | 2015 until 2019 |

**b. The vision and mission of the SMK PGRI 1 Punggur as follow :**

1) Vision of the school :

“To create a Skilled graduates, Independent Personality, Competitive And Morality.”

2) Mission of the school :

“To prepare students into High-Level Skilled Workers, that Honest, Companions and Pious, to fill out existing jobs.”

3) Objectives

“Creating good quality, religious, and competitive graduates.”

**c. The Condition of Teacher and Official Employes at SMK PGRI 1 Punggur**

Condition of teacher and official employers in SMK PGRI 1 Punggur, the numbers of the teacher and official employers in SMK PGRI 1 Punggur in the academic year 2017/2018 that can be identified, as follows:

**Table 4**  
**The Condition of Teacher and Official Employees in SMK PGRI 1 Punggur**

No	Name	Occupation
1.	Harnani,S.Pd	Head Master
2.	Dra.Ernawati	Vice Principal of Curriculum
3.	Wahana Widjanarko, S.Pd	Vice Principal of Student
4.	Hi. Mardiyono,Hs,S.Pd	History Teacher
5.	Ir.Suyoto	English Teacher
6.	Drs. Cahyo Purwono	Sport Teacher
7.	Drs. Tugiman	Indonesia Teacher
8.	A.Agus Gunardiyanta,BA	PKN Teacher
9.	Drs. Tribono Budi Rumpoko	Marketing Teacher
10.	Dra. Rupiah	Indonesia Teacher

11	Dra. Masturyatun	PKN Teacher
12.	Dwi Suhardiyono, S.Pd	Akuntansi Teacher
13.	Dra. Ari Retnani	TKJ Teacher
14.	May Farida,S.Pd	Marketing Teacher
15.	Drs.Sungedi	Sport Teacher
16.	Suwito	Conselor Teacher
17.	Eni Purwito,BA	Art and Culture Teacher
18.	Indri Srimuryantini,SE.M.S,Ak	Akuntansi Teacher
19.	Drs. Salbiah	Islamic Teacher
20	Lusy Yusarniati, SE.	Marketing Teacher
21.	Dyah Ayu Novitasari,SE.	Produktif TKJ
22.	Sumartini, S.Pd	IPS Teacher
23.	Agung Tri Hardono	IPA Teacher
24.	Desi Anawati,S.Pd	Marketing Teacher
25.	Bekti Adarani,S.Pd	Made Product Teacher
26.	Willy Artanika Rikarda, ST	TKJ Teacher
27.	Rofita Handayani, S.Pd	Mathematics Teacher
28.	Nuari Anisa Sivi,S.Pd	Produktif TKJ
29.	Asri Puji Astuti,S.Pd	English Teacher
30.	A.Ali Hanafiah, S.Pd	Islamic Taecher
31.	Drs. Sudarminto	Mathematics Teacher
32.	Alggi Fani Rama Santi, S.Pd	Made Product Teacher
33.	Miftahudin	Islamic Taecher
34.	Supanto	Leader of Administration Staff
35.	Suhadi	Treasurer
36.	Suparjo	Administration staff
37.	Dwi Haryanti	Administration staff
38.	I Made Sugiarta	Administration staff
39.	Avfrillia Suzanty	Administration staff
40.	Neri Puspita Sari,S.Pd	Conselor

*Source : Documentation of SMK PGRI 1 Punggur*

#### **d.The quantity students of SMK PGRI 1 Punggur**

The quantity students of SMK PGRI 1 that can be identified, as follows:

**Table 5**  
**The Students Quantity of SMK PGRI 1 Punggur**  
**in the Academic year 2017/2018**

No	Class	Students
1.	X class	76 students
2.	XI class	73 students
3.	XII class	86 students
	Total	235 students

*Source : Documentation of SMK PGRI 1 Punggur*

**e. The Building of SMK PGRI 1 Punggur**

SMK PGRI 1 Punggur has some building as follow:

**Table 6**  
**The Building in SMK PGRI 1 Punggur**

No	Name of Building	Sum
1	School Yard	1
2	Classroom	12
3	Headmaster Room	1
4	Vice of Head Master Room	2
5	Head of Administrasi Room	1
6	Administrasi Room	1
7	Teacher Room	1
8	Counseling Room	1
9	Parking Area	1
10	Bendahara Room	1
11	OSIS Room	1
12	School Medical Room	1
13	Library Room	1
14	Store Room	1
15	Mushola	1
16	Teory Room	8

17	Computer Practice Room	1
18	Shop Practice Room	1
19	Mini Bank Practice Room	1
20	Sport Yard	1
21	A Public Toilet	8
22	Canteen	1
23	Teacher's Toilet	3
24	Kitchen	1
25	Sumur	2
26	Student's table	350
27	Student's Chair	350
28	Teacher and Staf Table	40
29	Teacher and Staf Chair	50
30	White Board	16
31	Machine of typing electronica	2
32	Register Cash electronica	2
33	Computer	12
34	Printer	4
35	Stensil Macines	2
36	Calculator Electronica	1

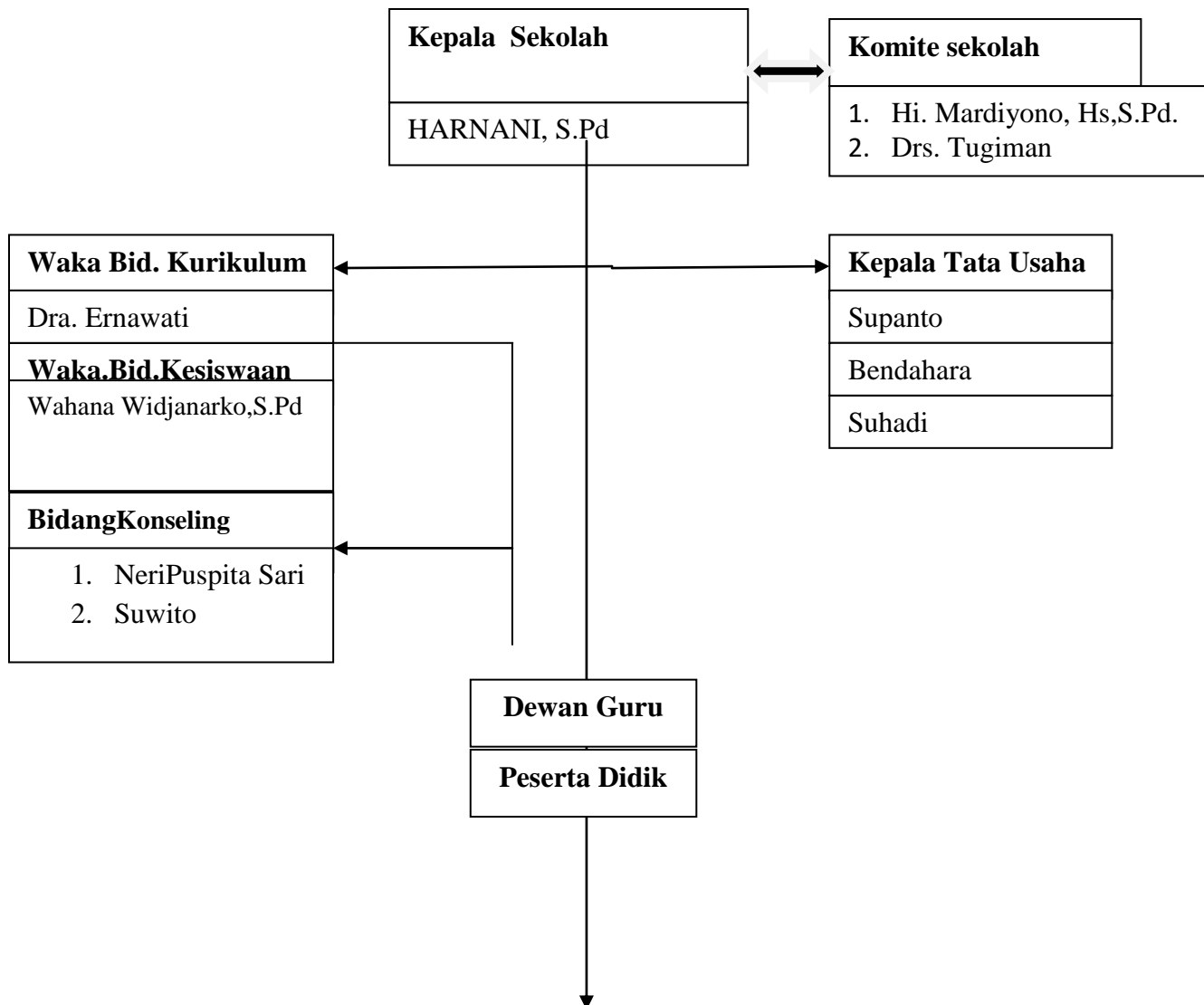
*Source : Documentation of SMK PGRI 1 Punggur*

#### **f. The Organization Structure of SMK PGRI 1 Punggur**

The Organization Structure of SMK PGRI 1 Punggur in the academic year of 2017/2018 can be shown in the following figure:

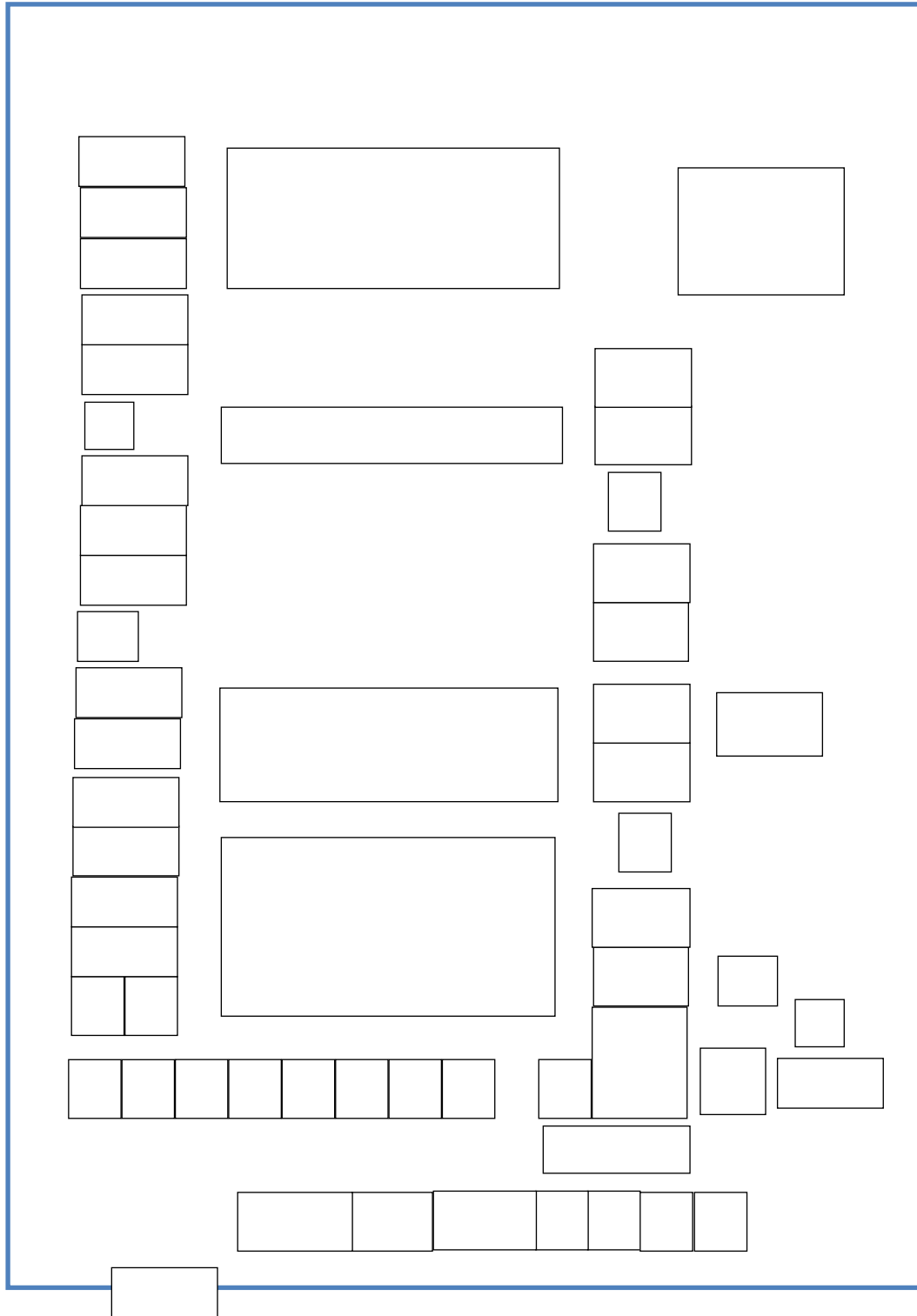
Figure1

## The Organization Structure of SMK PGRI 1 Punggur



**g. Location Sketch of SMK PGRI 1 Punggur**

**Figure 2**





Punggur. It was conducted in two cycles. The researcher used Contextual Teaching and Learning Approach to increase the students Writing Ability. In this research before the process of cycle one, the researcher conducted the pre-test on Monday, October 30<sup>th</sup> 2017. The researcher gave a pre-test for the students to see how far the students' writing ability before the treatment was given. In pre-test activity, the researcher gave a test. The researcher gave the questions that were consist of essays. Then the result of pre-test could be seen on the table below:

**Table 7**  
**The Students' Pre-test Result of Writing Ability**

<b>NO</b>	<b>NAME</b>	<b>PRE-TEST</b>	<b>NOTE</b>
1	AN	50	Incomplete
2	AFF	55	Incomplete
3	AMA	55	Incomplete
4	ANR	60	Incomplete
5	AS	80	Complete
6	DT	50	Incomplete
7	DPNR	60	Incomplete
8	EN	55	Incomplete
9	FMK	60	Incomplete
10	FAM	80	Complete
11	GP	45	Incomplete
12	HNAR	60	Incomplete
13	KW	60	Incomplete
14	MR	55	Incomplete
15	NKA	50	Incomplete
16	NQAA	60	Incomplete
17	NFA	40	Incomplete
18	NA	55	Incomplete
19	NFF	40	Incomplete
20	PIAS	80	Complete
21	RP	80	Complete
22	RN	65	Incomplete
23	SA	70	Complete
24	SSAZ	50	Incomplete
25	TW	65	Incomplete

<b>Total Score</b>	<b>1225</b>	
<b>Average</b>	<b>49</b>	
<b>Highest Score</b>	<b>80</b>	
<b>Lowest Score</b>	<b>25</b>	

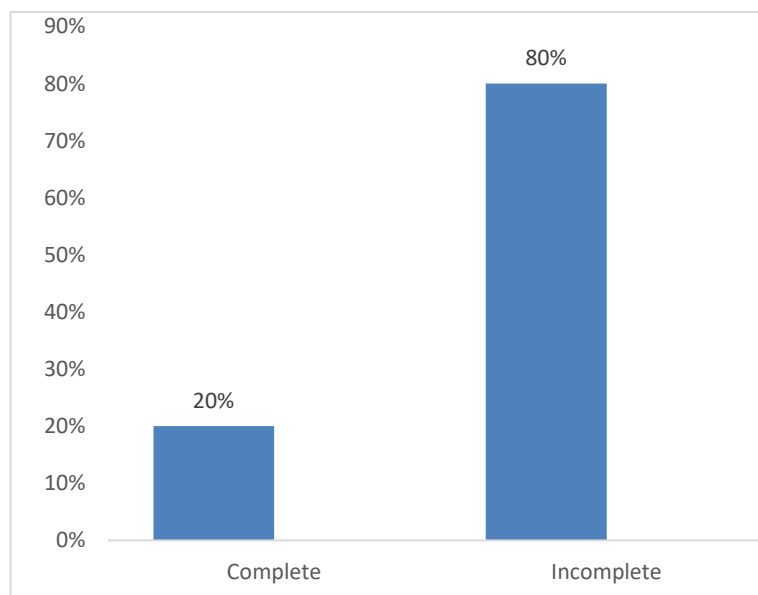
Source: The result of Pre-test on October, 30<sup>th</sup>2017

**Table 8**  
**The Students' Scores of Pre-test**  
**of Writing Ability**

<b>No</b>	<b>Scores</b>	<b>Frequency</b>	<b>Category</b>
1	$\geq 70$	5	Complete
2	$< 70$	20	Incomplete
<b>Total Students</b>		<b>25</b>	

Source: the result of pre test on October, 30<sup>th</sup>2017

**Graph 1**  
**The Percentage of the students' scores of Pre-test**



Based on table above, it can be seen just only 5 students got high mark and 20 students got low score. While standard minimum for English lesson in SMK PGRI 1 Punggur at least 70. So, the researcher

choose Contextual Teaching and Learning Approach to improve their writing ability in SMK PGRI 1 Punggur.

## **1. Action and Learning Activity in cycle I**

### **a. The First Meeting**

The first meeting was conducted on Tuesday, October 31 2017, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

#### **a) Planning**

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was report text. The material included the definition, the generic structure, the language features and the example of report text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

#### **b) Acting**

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

**Table 9**  
**The Schedule of Action in Cycle 1**

<b>Meeting</b>	<b>Day/Date</b>	<b>Time</b>
1 <sup>st</sup>	Tuesday, October 31 2017	10.50 – 12.20 p.m
2 <sup>nd</sup>	Saturday, November 4 <sup>th</sup> 2017	10.50 – 12.20 p.m

The first meeting was conducted on Tuesday, October 31 2017, for 2x40 minutes. The meeting was started by praying, at the beginning of teaching learning process, the researcher greeted students by saying “Assalamualaikumwr.wb and good morning” and all of students answered by saying “Walaikumsalamwr. Wb and good morning miss”. Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students’ effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students’ daily activity. After that, the researcher explained material about report text.

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them “do you understand about recount text? Is there any question?” there was no

comment of question from the students. Yes miss, the students answered. Then, the researcher asked students to read a text about “Television”, after it the researcher asked the student about the text. “dou you understand about the text?” There were some students understand about it. The researcher said “Let’s make a report text based on our context. You have only write notes, furthermore you rewrite into a unified text and become a report text.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some student difficult to understand and writing the text.

After 2 x 40 minutes the ball rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

#### c) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student’s activities.

**b. The Second Meeting**

The second meeting was conducted on Saturday, November 4<sup>th</sup> 2017, for 2x40 minutes. The steps of learning activity as follows:

- 1) Planning
  - a) Preparing the material of report text.
  - b) Preparing the lesson plan.
  - c) Making the learning media.
  - d) Making instruments of data collection that are the observation sheet of the teacher's activities and the students' activities.
- 2) Acting

The meeting was done on Saturday, November 4<sup>th</sup> 2017. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation about report text. Then, the researcher asked students to write a text about "Computer", after it the researcher asked the student about the text. "do you understand about the text?". Most of students did not understand. There were some students understand about it. The Teacher continued to explain about the structure in this text.

After finished to explain the material, the researcher asked to students to continued writing report text through Contextual Teachig and Learning in the class. The students were very enthusiast following the teachers' instructions. The researcher asked the students to write their life context. The researcher gave some Contextual Teachig and Learning to help students, such as;What is context about your course?, What description about it?, The students did it seriously. It seemed that the students' score will be increased.The score of post-test cycle 1 can be seen on the table below:

**Table 10**  
**Table of the result Score of Students' Writing Post-Test 1**

NO	NAME	POST-TEST I	NOTE
1	AN	65	Incomplete
2	AFF	65	Incomplete
3	AMA	70	Complete
4	ANR	70	Complete
5	AS	65	Incomplete
6	DT	60	Incomplete
7	DPNR	60	Incomplete
8	EN	50	Incomplete
9	FMK	60	Incomplete
10	FAM	80	Complete
11	GP	75	Complete
12	HNAR	55	Incomplete
13	KW	80	Complete
14	MR	65	Incomplete
15	NKA	65	Incomplete
16	NQAA	65	Incomplete
17	NFA	60	Incomplete
18	NA	50	Incomplete
19	NFF	70	Complete
20	PIAS	65	Incomplete

21	RP	75	Complete
22	RN	75	Complete
23	SA	70	Complete
24	SSAZ	70	Complete
25	TW	70	Complete
<b>Total Score</b>		<b>1670</b>	
<b>Average</b>		<b>66,8</b>	
<b>Highest Score</b>		<b>80</b>	
<b>Lowest Score</b>		<b>50</b>	

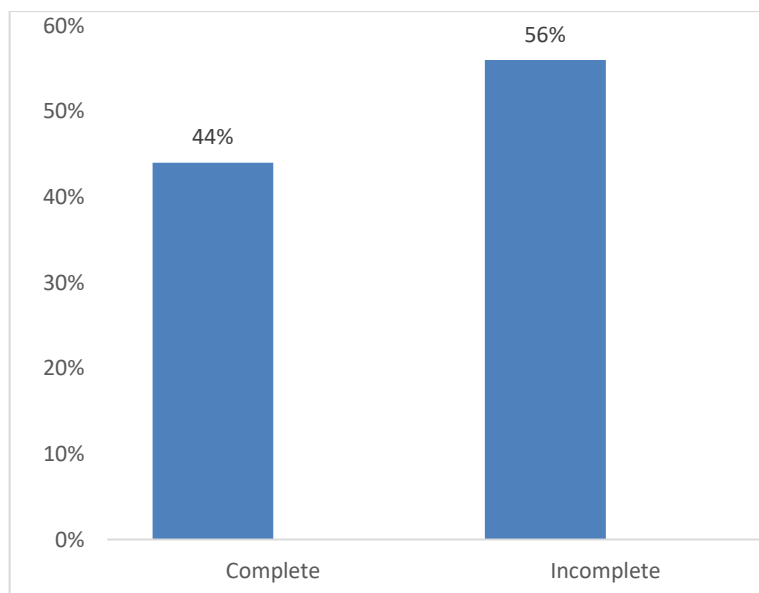
**Table 11**  
**The Students' Scores of Post-Test 1**  
**of Writing Ability**

No	Scores	Frequency	Percentage (%)	Category
1	$\geq 70$	11	44%	Complete
2	$< 70$	14	56%	Incomplete
<b>Total Students</b>		<b>25</b>		

Source: the result of post test 1 on November 4<sup>th</sup> 2017

**Graph 2**

The Percentage of the students' scores of Post-Test 1





Based on the data above can be seen that 14 students were not successful and 11 students were successful. The criterion of students who was succesful in mastering the material was the students who got minimum mark 70. Learning process is said success, when 70% got mark above 70. The fact showed that the result was unsatisfactory.

### 3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

**Table 12**  
**The Students' Activities in Cycle I**

<b>No</b>	<b>Aspect Of The Research</b>	<b>Frequency</b>	<b>Percentage</b>
1	Attention to teacher explanation	19	76%
2	Giving respond	12	48%
3	Making Notes	20	80%
4	Following Teacher Instruction	20	80%
5	Doing the task	25	100%
<b>Total</b>			384%
<b>Average</b>			77%

From table above, it was revealed that there were 19 students (76%) who paid attention to the teacher explanation, 12 students (48%) giving respond in learning process, 20 students (80%) made the notes from the material, 20 students (80%) Following Teacher Instruction and 25 students doing the task, the average from the cycle 1 77%

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some studentmade noisy and still confuse with the material was given.

#### 4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the minimum mastery criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

## **2. Action and Learning Activity in cycle II**

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

### **a. The First Meeting**

#### **1) Planning**

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was report text. The material included the definition, the generic structure, and the example of report text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

#### **2) Acting**

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Monday, November 6<sup>th</sup> 2017. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were in finding the generic structure of the text. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is report text and how to understand it. Then, the researcher gave an example of report text.

Next, the researcher gave a text about 'Laptop'. The student read the text, and then researcher asked student about the text. Most of student did not understand. The researcher said "The researcher said "Let's make a report text by Contextual Teaching and Learning. You have only write notes, furthermore you rewrite into a unified text and become a report text. Then the students following the instructor that given by the researcher. The reasearcher control the students until they have been finished. The students looked very enthusiastic to write the text. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about report text.

## **b. The Second Meeting**

In cycle II the meeting was conducted on Tuesday, november 7<sup>th</sup> 2017, for 2x40minutes. The steps of learning activity as follows:

### 1) Planning

In the planning of cycle II, the researcher and collaborator discussed about some of problems that found in cycle I. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was report text. The material included the definition, the generic structure, and the example of report text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

### 2) Acting

In this session, they were looked more enthusiasm and more active in following the learning process. It can be showed from the students answered when the researcher said their conditions; the students answered the researchers' questions together.

The researcher gave the stimulus to the students to explore more about report text. Teacher continued repeat

material that was given in the previous meeting to remember the students more. Then, the researcher asked students to read a text about “Printer”, after it the researcher explain about the structure in this text.

The researcher asked to the students what is they have difficulties when learning writing through Contextual Teaching and Learning. But all of students answered they didn't have difficult in learning writing through Contextual Teaching and Learning Approach, they more enjoyed with that study.

After finished to explain the material, the researcher asked the students to write what's the context related to the your course. The researcher ask to the students, “Did you see/know?”, all the students answer “Yes, I see”. The researcher asked one of the students to tell their context based on their course. She gave some contextual teaching and learning to help her . While the students did the task, the researcher went around the class to maintain its order and helped the students who were still having trouble with the material. In this cycle, the students wrote report text through Contextual Teaching and learning was be better than before.

After that, the researcher asked the students to revise their writing of report text in order to get better result. Then the researcher evaluated the task of students' writing report text.

the researcher gave the conclusion about the material that was given to the students. The score of post-test cycle II can be seen on the table below:

**Table 13**  
**Table of the result Score of Students' Writing Ability Post Test 2**

<b>NO</b>	<b>NAME</b>	<b>POST-TEST 2</b>	<b>NOTE</b>
1	AN	65	Incomplete
2	AFF	65	Incomplete
3	AMA	80	Complete
4	ANR	80	Complete
5	AS	70	Complete
6	DT	60	Incomplete
7	DPNR	65	Incomplete
8	EN	65	Incomplete
9	FMK	80	Complete
10	FAM	80	Complete
11	GP	80	Complete
12	HNAR	65	Incomplete
13	KW	85	Complete
14	MR	70	Complete
15	NKA	70	Complete
16	NQAA	85	Complete
17	NFA	80	Complete
18	NA	70	Complete
19	NFF	70	Complete
20	PIAS	70	Complete
21	RP	75	Complete
22	RN	80	Complete
23	SA	80	Complete

24	SSAZ	80	Complete
25	TW	75	Complete
<b>Total Score</b>		<b>1845</b>	
<b>Average</b>		<b>73,8</b>	
<b>Highest Score</b>		<b>85</b>	
<b>Lowest Score</b>		<b>60</b>	

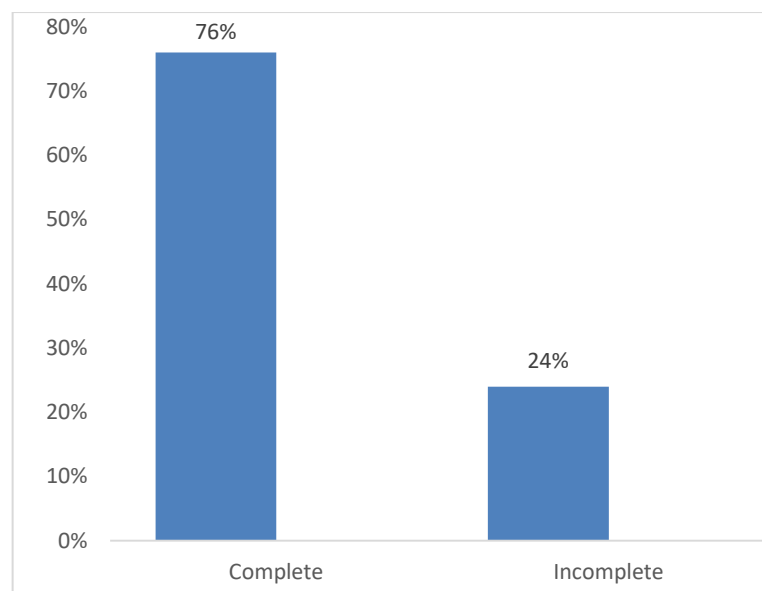
**Table 14**  
**The Students' Scores of Post-Test 2**  
**of Writing Ability**

No	Scores	Frequency	Percentage (%)	Category
1	$\geq 70$	19	76%	Complete
2	$< 70$	6	24%	Incomplete
<b>Total Students</b>		<b>25</b>		

Source: the result of post test 2 on December 14<sup>th</sup> 2017

**Graph3**

**The Percentage of The Students' Scores of Post-Test 2**



Based on the table above, it could be seen that the students' average score in post-test II was 73,8. The highest score was 85



and the lowest score was 60. According to minimum mastery criteria (MMC). There were 19 students (76%) whose the scores of post-test completed the minimum mastery criteria (MMC). Most of the students could improve their writing ability. It means that cycle II was successful.

### 3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting in cycle II. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

**Table 15**  
**The Students' Activities Result In Cycle II**

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	21	84%
2	Giving respond	14	56%
3	Making Notes	22	88%
4	Following Teacher Instruction	23	92%
5	Doing the task	25	100%
<b>Total</b>			420%
<b>Average</b>			84%

From table above, it was revealed that there were 21 students (84%) who paid attention to the teacher explanation, 14

students (56%) giving respond, 22 students (88%) made the notes from the material, 23 (92%) following Teacher Instruction and 25 students (100%) doing the task. Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle I and cycle II. It is from the average of the cycle I about 77% to be 84%,it could be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

Based on the result of students' activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was succesful. This table was made to describe the comparison of the students' activities in cycle I and cycle II.

**Table 16**

**The table of students' activities in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II	
		F	Percentage	F	Percentage
1	The students pay attention to the teacher explanation	19	76%	21	84 %
2	The Students giving respond from the teacher explanation	12	48%	14	56%
3	The students making notes	20	80%	22	88 %
4	The students are Following the teacher instruction	20	80%	23	92%
5	The students are able to do the task	25	100%	25	100 %

### 1) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to write the text. It happened because the student made a Contextual Teaching and Learning to get more idea or information. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and increased the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using Contextual Teaching and Learning Approach. The teacher help student to able write the text based on their context, so they was easy to understand and write a text. And their writing ability were improving.

## **B. Interpretation**

### **1. The Result of Pre Test**

To see the students' writing ability before implementing the treatment, the researcher conducted the pre-test. It carried out on Monday, October 30<sup>th</sup> 2017.

Based on the result of the students' pre-test, just 5 students passed the Minimum Mastery Criteria that was 70. In pre-test, the researcher found the students' problem such as they still confused to

write the text. The problem could be seen by the students' score in pre-test. There were 20 students who got score less than 70. It showed that the result of students' writing ability was still low. So, it needs improvement by using Contextual Teaching and Learning Approach.

## 2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average mark is low. Nevertheless, there was an improvement mark of the students post test 1 than pre-test mark. This is the illustration mark in cycle I.

**Table 17**  
**The Result Mark of Students' Pre-test and Post-test 1**

No	Student's Code	Students Result			Category
		Pre test	Post test 1	Improve	
1	AN	65	65	0	Constant
2	AFF	60	65	5	Improve
3	AMA	50	70	20	Improve
4	ANR	25	70	45	Improve
5	AS	40	65	25	Improve
6	DT	55	60	5	Improve
7	DPNR	55	60	5	Improve
8	EN	50	60	10	Improve
9	FMK	60	60	0	Constant
10	FAM	45	80	35	Improve
11	GP	75	80	5	Improve
12	HNAR	35	55	20	Improve
13	KW	80	80	0	Constant
14	MR	35	65	30	Improve
15	NKA	40	65	25	Improve
16	NQAA	45	65	20	Improve
17	NFA	50	60	10	Improve
18	NA	30	50	20	Improve
19	NFF	30	70	40	Improve

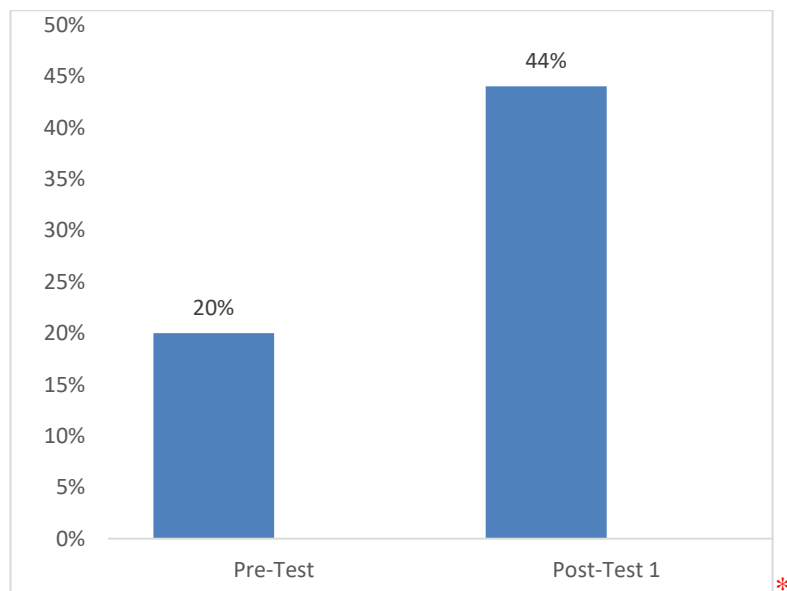
20	PIAS	40	65	25	Improve
21	RP	60	75	15	Improve
22	RN	40	75	35	Improve
23	SA	70	70	0	Constant
24	SSAZ	40	70	15	Improve
25	TW	50	70	30	Improve
Total		1225	1670		
Average		49	66,8		

Source: the result of pre test and post test 1

**Table 18**  
**The Recapitulation of Students' Complete Score of Pre-test and Post-test 1**

Mark	Pre-Test		Post-Test 1		Category
	F	%	F	%	
≥ 70	5	20%	11	44%	Complete
<b>Total Students</b>			<b>25</b>		
<b>Percentage</b>			<b>100%</b>		

**Graph 4**  
**The Complete Percentage of the Students' Mark on Pre-test and Post-test 1**



### 1. Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation.

The students mark was improve significantly and the condition in the class conducive.

**Table 19**  
**The Result Mark of Students' Post test 1 and Post-test 2**

NO	Student's Code	Students Result			Category
		Post test 1	Post test 2	Improve	
1	AN	65	65	0	Constant
2	AFF	65	65	0	Constant
3	AMA	70	80	10	Improve
4	ANR	70	80	10	Improve
5	AS	65	70	5	Improve
6	DT	60	60	0	Constant
7	DPNR	60	65	5	Improve
8	EN	60	65	5	Improve
9	FMK	60	80	20	Improve
10	FAM	80	80	0	Constant
11	GP	80	80	0	Constant
12	HNAR	55	65	10	Improve
13	KW	80	85	5	Improve
14	MR	65	70	5	Improve
15	NKA	65	70	5	Improve
16	NQAA	65	85	20	Improve
17	NFA	60	80	20	Improve
18	NA	50	70	20	Improve
19	NFF	70	70	0	Constant
20	PIAS	65	70	5	Improve
21	RP	75	75	0	Constant

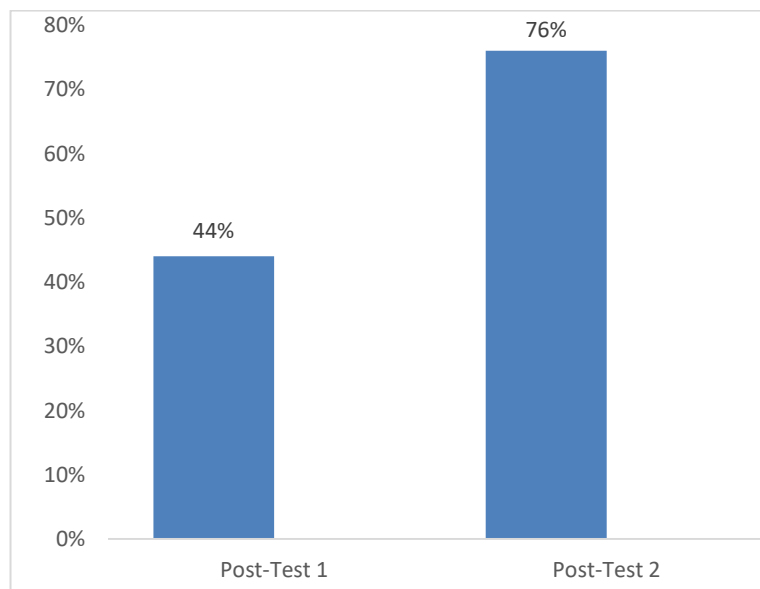
22	RN	75	80	5	Improve
23	SA	70	80	10	Improve
24	SSAZ	70	80	10	Improve
25	TW	70	75	5	Improve
Total		1670	1845		
Average		66,8	73,8		

Source: the result of post test 1 and post test 2

**Table 20**  
**The Recapitulation of Students' Complete Score of Post-test 1 and Post-test 2**

Mark	Post-Test 1		Post-Test 2		Category
	F	%	F	%	
≥ 70	11	44%	19	76%	Complete
Total Students			25		
Percentage			100%		

**Graph 5**  
**The Complete Percentage of the Students' Mark on Post-test 1 and Post-test 2**



**Table 21**  
**The Result Mark of Students' Pre test, Post test 1 and Post-test 2**

NO	Student's Code	Students Result			Category
		Pre test	Post test 1	Post test 2	
1	AN	65	65	65	Constant
2	AFF	60	65	65	Improve
3	AMA	50	70	80	Improve
4	ANR	25	70	80	Improve
5	AS	40	65	70	Improve
6	DT	55	60	60	Improve
7	DPNR	55	60	65	Improve
8	EN	50	60	65	Improve
9	FMK	60	60	80	Improve
10	FAM	45	80	80	Improve
11	GP	75	80	80	Improve
12	HNAR	35	55	65	Improve
13	KW	80	80	85	Improve
14	MR	35	65	70	Improve
15	NKA	40	65	70	Improve
16	NQAA	45	65	85	Improve
17	NFA	50	60	80	Improve
18	NA	30	50	70	Improve
19	NFF	30	70	70	Improve
20	PIAS	40	65	70	Improve
21	RP	60	75	75	Improve
22	RN	40	75	80	Improve
23	SA	70	70	80	Improve
24	SSAZ	40	70	80	Improve
25	TW	50	70	75	Improve
Total		1225	1670	1845	
Average		49	66,8	73,8	

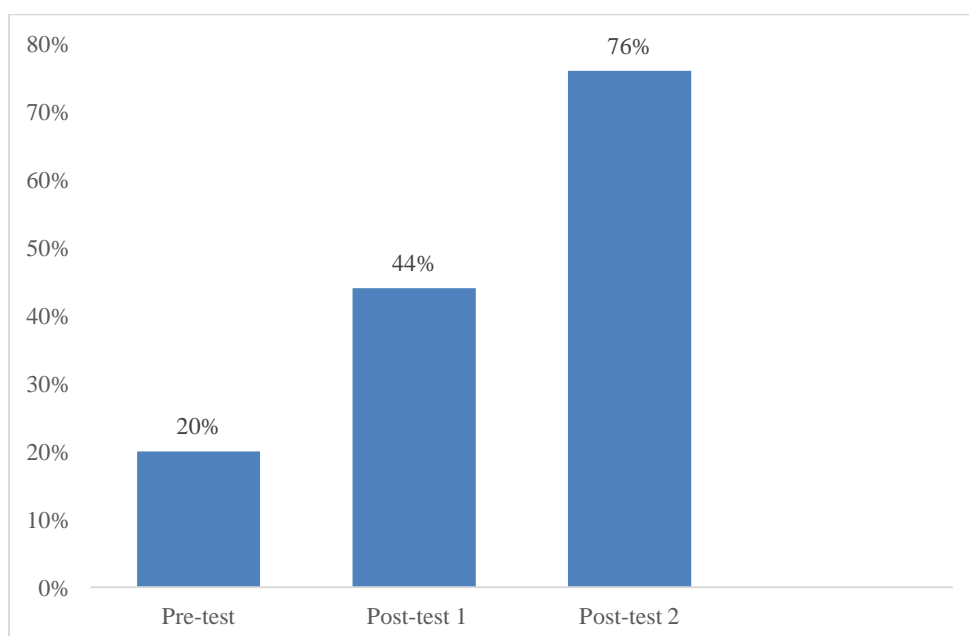
Source: the result of pretest, post test 1 and post test 2



**Table 22**  
**The Recapitulation of Students' Complete Score of Post-test 1 and Post-test 2**

Mark	Pre-Test		Post-Test 1		Post Test 2		Category
	F	%	F	%	F	%	
≥ 70	5	20%	11	44%	19	76%	Complete
Total Students			25				
Percentage			100%				

**Graph 6**  
**The Complete Percentage of the Students' Mark on Pre-test, Post-test 1, and Post-test 2**



Source: the result of pretest, post test 1 and post test 2

## 2. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

**Table 23**  
**The Result of The Students' Activity in Cycle I&II**

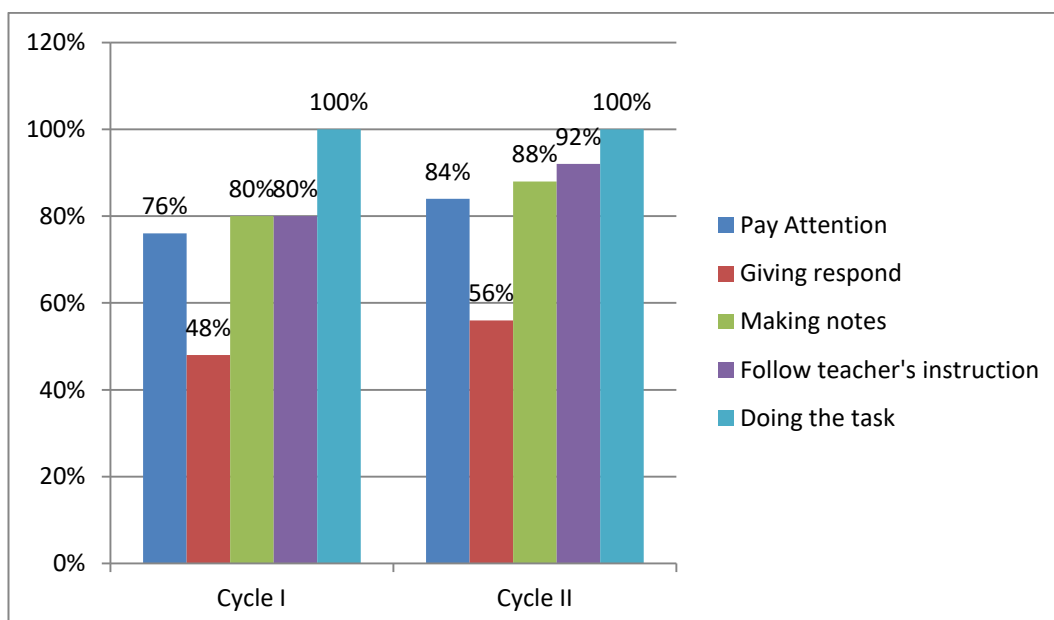
<b>No</b>	<b>Name</b>	<b>Cycle 1</b>	<b>Cycle II</b>
1	AN	3	3
2	AFF	4	4
3	AMA	4	4
4	ANR	4	4
5	AS	4	4
6	DT	3	4
7	DPNR	3	3
8	EN	4	5
9	FMK	4	4
10	FAM	3	5
11	GP	5	5
12	HNAR	3	3
13	KW	4	5
14	MR	4	4
15	NKA	4	4
16	NQAA	4	5
17	NFA	5	5
18	NA	5	5
19	NFF	4	4
20	PIAS	3	3
21	RP	4	5
22	RN	3	4
23	SA	3	4
24	SSAZ	4	5
25	TW	4	4
<b>Total</b>		<b>95</b>	<b>105</b>
<b>Average</b>		<b>3,8</b>	<b>4,2</b>

Source: the result of students' activities in cycle I and II

**Table 24**  
**The Percentage of Students' Result Activity in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	The students pay attention to the teacher explanation	19	76%	21	84 %	8 %
2	The Students giving respond from the teacher explanation	12	48%	14	56%	8%
3	The students making notes	20	80%	22	88 %	8 %
4	The students are Following the teacher instruction	20	80%	23	92%	12 %
5	The students are able to do the task	25	100%	25	100 %	0

**Graph 7**  
**The Comparison of Percentage Students' Activity in Cycle I and Cycle II**



Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process

of cycle I and cycle II through using contextual teaching and learning. It means that contextual teaching and learning approach had positive effect to improve the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum mark 70. Based on the result of this research was known that more than 70% from the students got minimum mark 70. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

### **C. Discussion**

In teaching writing at the graders of SMK PGRI 1 Punggur based on pre-survey there were some problems, such as some students' difficulties to understand about text in writing ability. The researcher choose contextual teaching and learning to improve the students' writing ability.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of contextual teaching and learning approach could improve the students' writing ability. There was a progress average score from pre-test was 49, post-test I was 66,8 and become 73,8 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students' writing ability, the researcher used contextual teaching and learning approach to teach the students' writing ability and made the students more understand report text in writing also interested in learning english writing. The students' score improved because the students' had learned by contextual teaching and learning approach. It is a approach for learning individual to make the students easier to explore their ideas, feeling and also their experience, so that the students got some ability and improved writing ability.

Moreover, the researcher used the contextual teaching and learning approach which could be improve the students' writing ability. The researcher gave more question about their context based on their course which contained of report text. All of students made a text from the question based on their experince. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' writing ability improve because the researcher used contextual teaching and learning approach.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Considering all data gathered from this classroom action research, the researcher has drawn up some conclusion of the research and some suggestion that support the research result.

#### **A. CONCLUSION**

Based on the result of the use of the Contextual Teaching and Learning Approach in writing ability. It can be concluded that there was improvement the students' of writing ability in report text by using contextual teaching and learning approach at the tenth grade of SMK PGRI 1 Punggur. Therefore, the contextual teaching and learning approach could be an effective approach in writing ability and it could be used as an alternative choice in learning activity because this approach is so easy to be implemented in writing ability and could be used to improve the students' writing ability in report text.

It is supported by the improvement of the students' average score from pre test 49 to post test I 66,8 became 73,8 in post test II. In cycle 1, there were 11 students passed the test. Moreover, in cycle II there were 19 students who got score  $\geq 70$ . It means that the result of cycle II had already reached the indicator of success that was  $>75\%$  students fulfill the minimum mastery criteria (MMC). It was clear that Contextual Teaching and Learning Approach could be used to improve the students' writing ability.

## **B. SUGGESTION**

Referring to the data and the documentation in the previous chapter, the researcher finally comes the following suggestion:

a. For the students

The students are hoped to be more active of writing ability in learning English the students can understand and comprehend the material which the teacher has given and improve their knowlegde especially in writing ability so that the students writing ability will improve.

b. For the teacher

The teacher are suggested to encourage their students' to produce better writing by giving much exercise to write a report text. Researcher should always remember that only by practicing make students' writing well.

c. For the Headmaster

The headmaster should support the English learning process by the preparing the facilitation and instrument completely. This research is recomanded to make the further research about developing the students' writing ability.

## BIBLIOGRAPHY

- Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, New York: Longman, 1997.
- Ann Raime,, *Techniques in Teaching Writing*, New York: Oxford University press.1983.
- Arthur Conan Doyle, *Understandable Statistics:Averages and Variation*.
- AS Hornby, *Oxford Advanced Learner's Dictionary of current English*, New York: Oxford University press, 1995.
- Berns G Robbert, *Contextual Teaching and Learning: Preparing Students for the New Economy The nightlight Zone*,2001.
- Baker Dellot Elaine , *Contextualized Teaching & Lraening A Faculty Primer*,California : Calofornia Community Colleges, 2009.
- Donald Ary. *Introduction to Research in Education*. USA: Wadsworth, 2010.
- Elaine B. Johnson, *Contextual Teaching and Learning: what it is and why it's here to stay*,United state of America: Corwin Press. Inc, 2002.
- Eileen Ferrance. *Theme in Education Action Research*. New York: LAB at Brow University. Eighth Edition, 2000.
- H. Brown Douglas, *Teacing by Principles an Interactive Approach to Language Pedaogy*, San Fransisco: Longman, 2001.
- Jeremy Harmer,*How to Teach Writing*, England: Longman, 2004.
- Jeremy Harmer, *The Practice of English Language Teaching*, Camberley: Longman, 2000.
- John W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, USA: SAGE Publication, Third Edition, 2009.
- John W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. USA: Pearson Education, Fourth Edition, 2012.



- Kennedy Graeme, *Structure and Meaning in English : A Guide For Teacher* London:Longman, 2003.
- Koshy Valsa. *Action Research for Improving Practice*. London: Paul Champman Publishing, 2005.
- Linda Gerot and Wignell Peter M., *Making sense of functional grammar an introductory workbook*, Sydney:Antipodean Educational Enterprises, 1994.
- M.A.K. Halliday and Matthiessen C.M.I.M., *An introduction to functional grammar*(London: Edward Arnold, 2004) .p.443.
- Oshima,Alice and Hogue Ann, *Introduction to Academic Writing*, New York: Longman. 1997.
- Sanggam Siahaan, *The English Paragraph*, Yogyakarta: GrahaIlmu, 2008.
- Stephen Bailey, *Academic Writing a handbook for International Students*, London and New York :Routledge, 2008.
- Susan Reese, *Contextual Teaching and Learning Techniques*: Proquest, 2002.
- Susan Sears, *Introduction to Contextual Teaching and Learning*, State University, 2003.
- Vicki Urquhart and McIver Monette, *Teaching Writing in The contents areas*, Alexandria: Association for Supervision and Curriculum Development.2005.
- Yager E Robert, *Exemplary Science Best Practices in Professional Development*, United States of America : NSTA, 2005.

# APPENDIXES

## SILABUS

**Sekolah : SMK PGRI 1 PUNGGUR**

**Kelas : X ( Sepuluh )**

**Mata Pelajaran : BAHASA INGGRIS**

**Semester : 1 (Satu)**

Standard Kompetensi: 12.Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana b  
*report* untuk berinteraksi dalam konteks kehidupan sehari-hari

SK NO.	KOMPETENSI DASAR	MATERI POKOK	KEGIATAN PEMBELAJARAN	INDIKATOR	PENILAIAN	
					TEKNIK	BENTUK INSTRUMENTASI
	12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan	1. Read the following text, then answer the questions completely.	<ul style="list-style-type: none"> <li>- Menulis dengan bantuan gambar.</li> <li>- Menjawab pertanyaan faktual</li> <li>- Membak makna kata, frasa yang belum dikenal.</li> </ul>	Siswa dapat membuat langkah retorika dalam esei pendek sederhana dengan menggunakan	Tes Tulis	Esai bebas.

	<p>dalam konteks sehari-hari dalam teks berbentuk naratif dan report</p>	<p>more than six sentences. The Naughter Brothers <i>Kim and Sandra were doing their homework from school. They had to make a cloth puppet and a paper house</i> At noon Kim and Sandra left their room to have lunch in the dining room</p>				
--	--	--	--	--	--	--

	<p><i>Tim and Alex, sneaked into the bedroom. They took the puppets and hid them behind the wardrobe. After lunch, Kim and Sandra could not find the puppets anywhere. They searched everywhere, but still the puppets were missing. Meanwhile,</i></p>				
--	---	--	--	--	--

	<p><i>would not be able to hand in their puppets the next day. In the morning, Tim remembered that they had not returned them to the girls. "Here are the puppets. I'm sorry we hid them yesterday," Tim said. Grandma was very angry, "Don'</i></p>				
--	--	--	--	--	--

*teacher, and  
they got very  
good marks.*

*1. What did  
Kim and  
Sandra  
do  
yesterday  
?*

*2. Where did  
their  
brothers  
hide the  
puppets?*

*3. How was  
the  
grandma  
?*

--	--	--	--	--	--	--

Mengetahui,  
Guru Mata Pelajaran

( Asri Puji Astuti, S.Pd )

( Siti F  
NPM :

**Kepala sekolah**  
**SMK PGRI 1 Punggur**



## Rencana Pelaksanaan Pembelajaran I (RPP)

**Satuan Pendidikan** : SMK PGRI 1 Punggur

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : X/1

**Standar Kompetensi** : 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

**Kompetensi Dasar** : 12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks sehari-hari dalam teks berbentuk naratif dan report

**Indikator** : Siswa dapat memahami tentang teks report dan membuat esei pendek sederhana dengan menggunakan ragam bahasa tulis dalam teks berbentuk report

**Jenis Teks** : Fungsional dan esei pendek

**Aspek / Skill** : Menulis

**Alokasi Waktu** : 2 x 40 menit

### 1. Tujuan Pembelajaran

- a. Siswa dapat memahami tentang teks report
- b. Siswa dapat membuat esei pendek sederhana dengan menggunakan ragam bahasa tulis dalam teks berbentuk report.

### 2. Materi Pembelajaran

#### TELEVISION

Television, or TV, is one of humanity's most important means of communication. It brings pictures and sounds from around the world into millions of homes.

People, with a television set in their houses, can sit and watch the president makes a speech or visits a foreign country. They can see a war

being fought. Through television, viewers at home can see and learn about people, places, and things in a away lands.

Additionally, television brings its viewers a steady stream of programs that are designed to entertain. In fact, TV provides many more entertainment programs than any other kind of information media. The programs include action-packed dramas, light comedies, soap operas, sports events, cartoons, quizzes, variety shows and motion pictures.

**1.General Classification:** The first information on what the essay about :

Television, or TV, is one of humanity's most important means of communication.

**2. Descriptions:** Detail features are explained to show how the product is as it is.

- a. Through television, viewers at home can see and learn about people, places, and things in a away lands.
- b. Television brings its viewers a steady stream of programs.

**3. Metode Pembelajaran / Pendekatan** : *Contextual Teaching and Learning Approach*

**4. Langkah-langkah Kegiatan**

**a. Kegiatan Pendahuluan**

- a. Guru mengawali proses pembelajaran dengan salam.
- b. Guru meminta ketua kelas untuk memimpin doa sebelum proses pembelajaran dimulai.
- c. Guru menanyakan kabar siswa.
- d. Guru memeriksa absen para siswa.

**b. Kegiatan Inti**

**1. Eksplorasi**

- Menjelaskan materi terkait topik.
- Memfasilitasi gambar untuk siswa.

- Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain.

## **2. Elaborasi**

- Guru membuat kelompok siswa terdiri dari 5 siswa di setiap kelompok
- Guru memberikan materi/ teks dengan menggunakan pendekatan contextual teaching and learning
- Guru memberikan petunjuk dan bantuan kepada siswa pada proses pembelajaran
- Guru memberikan apresiasi kepada siswa atas pencapaian siswa
- Guru memberikan pre-test kepada siswa

## **3. Konfirmasi**

- Menanyakan kesulitan siswa selama pembelajaran.
- Menyimpulkan materi pembelajaran

### **c. Kegiatan Penutup**

- Siswa mendapatkan feedback dari guru dan mereview materi yang diberikan guru
- Guru menutup kegiatan pembelajaran dengan salam

## **5. Sumber Belajar**

- a. Buku teks yang relevan

Buku I Get Along with English for Vocational School Novice

## **6. Penilaian**

- a. Instrument

*1. Please write a report text based on the topic below. Choose one of the topic!*

*-Laptop*

*-Computer*

*2. Identify the general classification based on your text!*

Mengetahui,  
Guru Mata Pelajaran

Peneliti

**( Asri Puji Astuti, S.Pd )**

**( Siti Fatimah Tul Jahro )**  
NPM : 13108447

**Kepala sekolah  
SMK PGRI 1 Punggur**

**(HARNANI, S.Pd)**  
NIP: 197307162005022002

## Rencana Pelaksanaan Pembelajaran II (RPP)

**Satuan Pendidikan** : SMK PGRI 1 Punggur

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : X/1

**Standar Kompetensi** : 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

**Kompetensi Dasar** : 12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks sehari-hari dalam teks berbentuk naratif dan report

**Indikator** : Siswa dapat memahami tentang teks report dan membuat esei pendek sederhana dengan menggunakan ragam bahasa tulis dalam teks berbentuk report

**Jenis Teks** : Fungsional dan esei pendek

**Aspek / Skill** : Menulis

**Alokasi Waktu** : 2 x 40 menit

### 1. Tujuan Pembelajaran

- a. Siswa dapat memahami tentang teks report
- b. Siswa dapat membuat esei pendek sederhana dengan menggunakan ragam bahasa tulis dalam teks berbentuk report.

### 2. Materi Pembelajaran

#### LAPTOP

A laptop is a computer which is easy to carry around. Its user can fold the laptop along its hinge for carrying. The laptop was created mainly for this particular reason. Computer parts were scaled to smaller size so this could happen.

The first laptop was invented in 1979 by British Designer Bill Moggridge. In 1982, two computer designers from Microsoft, Kazuhiko Nishi and Bill Gates, started their discussion concerning a new portable computer. The main thing about the computer was a new LCD technology. A year later the company launched its TRS-80 Model 100, which was a computer that looked pretty much like the laptops we know today.

The development of laptops continued with various upgrades and additional functions added. Laptops have a lot of advantages like:

- People can carry them anywhere, whether office or home.
- They can be used in a smaller space than an ordinary personal computer.

At the same time portable computers have several negative points like:

- Price is higher
- Computer thefts became easier.
- While used in the car they can cause car accidents.
- They break more easily than desktop computers.

### **1.General Classification:**

A laptop is a computer which is easy to carry around. Its user can fold the laptop along its hinge for carrying. The laptop was created mainly for this particular reason. Computer parts were scaled to smaller size so this could happen.

### **2. Descriptions:**

The development of laptops continued with various upgrades and additional functions added. Laptops have a lot of advantages like:

- People can carry them anywhere, whether office or home.
- They can be used in a smaller space than an ordinary personal computer.

At the same time portable computers have several negative points like:

- Price is higher
- Computer thefts became easier.
- While used in the car they can cause car accidents.
- They break more easily than desktop computers.

**3. Metode Pembelajaran / Pendekatan : *Contextual Teaching and Learning Approach***

**4. Langkah-langkah Kegiatan**

**a. Kegiatan Pendahuluan**

- a. Guru mengawali proses pembelajaran dengan salam.
- b. Guru meminta ketua kelas untuk memimpin doa sebelum proses pembelajaran dimulai.
- c. Guru menanyakan kabar siswa.
- d. Guru memeriksa absen para siswa.

**b. Kegiatan Inti**

**1. Eksplorasi**

- Menjelaskan materi terkait topik.
- Memfasilitasi gambar untuk siswa.
- Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain.

**2. Elaborasi**

- Guru memberikan materi/ teks dengan menggunakan pendekatan contextual teaching and learning
- Guru memberikan petunjuk dan bantuan kepada siswa pada proses pembelajaran
- Guru memberikan apresiasi kepada siswa atas pencapaian siswa
- Guru memberikan post-test kepada siswa

**3. Konfirmasi**

- Menanyakan kesulitan siswa selama pembelajaran.
- Menyimpulkan materi pembelajaran

**d. Kegiatan Penutup**

- Siswa mendapatkan feedback dari guru dan mereview materi yang diberikan guru
- Guru menutup kegiatan pembelajaran dengan salam

**5. Sumber Belajar**

- a. Buku teks yang relevan

Buku I Get Along with English for Vocational School Novice

**6. Penilaian**

- a. Instrument

*1. Please write a report text based on the topic below. Choose one of the topic!*

*-Computer*

*-Bicycles*

*-Printer*

*2. Identify the general classification based on your text !*

Mengetahui,  
Guru Mata Pelajaran

Peneliti

**( Asri Puji Astuti, S.Pd )**

**( Siti Fatimah Tul Jahro )**  
NPM : 13108447

**Kepala sekolah  
SMK PGRI 1 Punggur**

**(HARNANI, S.Pd)**  
NIP : 197307162005022002



Name :

Class :

### PRE-TEST FOR REPORT TEXT

**Direction:**

- 1. Write your name on your answer sheet!**
  - 2. Answer the question carefully!**
  - 3. You may not cheat with your friends!**
  - 4. Check your answer before submitting!**
- 

*1. Please write a report text based on the topic below. Choose one of the topic!*

*-Television*

*-Laptop*

*2. Identify the generic structure based on your text !*

Name :

Class :

### POST-TEST I FOR REPORT TEXT

**Direction:**

- 1. Write your name on your answer sheet!**
  - 2. Answer the question carefully!**
  - 3. You may not cheat with your friends!**
  - 4. Check your answer before submitting!**
- 

*1. Please write a report text based on the topic below. Choose one of the topic!*

*-Handphone*

*-Radio*

*-Motorcycle*

*2. Identify the generic structure based on your text !*

Name :

Class :

### POST-TEST II FOR REPORT TEXT

**Direction:**

- 1. Write your name on your answer sheet!**
  - 2. Answer the question carefully!**
  - 3. You may not cheat with your friends!**
  - 4. Check your answer before submitting!**
- 

*1. Please write a report text based on the topic below. Choose one of the topic!*

*-Computer*

*-Bicycles*

*-Printer*

*2. Identify the general classification based on your text !*

**OBSERVATION SHEET  
THE STUDENTS' ACTIVITY**

Day/date : Meeting :  
Class : Cycle :

NO	NAME	The Students' Activity				Total Score
		a	b	c	d	
1	Adelia Pariska					
2	Andi Sofyan					
3	Andika Pratama					
4	Andri Saputra					
5	Angga Setiaawan					
6	Ani Riana Dewi					
7	Anto Wijaya					
8	Arla Aelani					
9	Ari Wibowo					
10	Bagus Rimba P.					
11	Dita Putri Mayvina					
12	Edi Musayanto					
13	Eva Rizki Mulyasari					
14	Hendri Ferdian					
15	Heni Fatimah					
16	Heri Setiawan					
17	Heti Rosita					
18	Kusuma Wardani					
19	Michael Septa Pratama					
20	Puji Kurniawati					
21	Rama Ardiansyah					
22	Resti Aprilia					
23	Sevia Permatasari					
24	Tesya Lonika Andaresta					
25	Veni Novita Sari					

26	Yoga Egi Wijaya					
	Total					
	Precentage					

**OBSERVATION SHEET  
THE STUDENTS' ACTIVITY**

Day/date : ..... Meeting :

.....  
Class : ..... Cycle :

NO	NAME	The Students' Activity				Total Score
		a	b	c	d	
1	Adelia Pariska					
2	Andi Sofyan					
3	Andika Pratama					
4	Andri Saputra					
5	Angga Setiaawan					
6	Ani Riana Dewi					
7	Anto Wijaya					
8	Arla Aelani					
9	Ari Wibowo					
10	Bagus Rimba P.					
11	Dita Putri Mayvina					
12	Edi Musayanto					
13	Eva Rizki Mulyasari					
14	Hendri Ferdian					
15	Heni Fatimah					
16	Heri Setiawan					
17	Heti Rosita					
18	Kusuma Wardani					
19	Michael Septa Pratama					
20	Puji Kurniawati					
21	Rama Ardiansyah					
22	Resti Aprilia					
23	Sevia Permatasari					
24	Tesya Lonika Andaresta					

25	Veni Novita Sari					
26	Yoga Egi Wijaya					
	Total					
	Precentage					



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBIYAH**

*Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507*

Nomor : Sti.06/JST/PP.00.9/2348/2016 Metro, 24 Oktober 2016  
Lamp : -  
Hal : **IZIN PRA SURVEY**

*Kepada Yth.,*  
Kepala Sekolah SMK PGRI Punggur  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Siti Fatimah Tul Jahro  
NPM : 13108447  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : Improving Students' Report Text Writing Ability Through Contextual Teaching and Learning at the Tenth Grade of SMK PGRI Punggur in the Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di SMK PGRI Punggur.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan

Dr. A. M. I.  
NIP. 196910082000032005 *24*





YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA ( YPLP-PGRI )  
PROPINSI LAMPUNG

SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN  
SMK PGRI 1 PUNGGUR  
STATUS : TER-AKREDITASI

Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah  
Telp. (0725) 7522069 Kode POS 34152 Email : [smkpgri1punggur@yahoo.com](mailto:smkpgri1punggur@yahoo.com)

Nomor : 420/051/O.5/C.7/D.1/2016  
Lampiran : -,-  
Perihal : Izin Pra Survey

Kepada  
Yth. : Bapak Ketua Jurusan  
Sekolah Tinggi Agama Islam Negeri ( STAIN )  
Jurai Siwo Metro Jurusan Tarbiyah  
di- Metro

Dengan hormat;  
Menjawab surat Bapak Ketua Jurusan Sekolah Tinggi Agama Islam Negeri ( STAIN )  
Metro No. : Sti.06/JST/PP.00.9/2348/2016, tanggal, 24 Oktober 2016 tentang Izin Pra  
Survey, pada dasarnya kami selaku Kepala SMK PGRI 1 Punggur memberikan izin  
kepada mahasiswa tersebut dibawah ini untuk melakukan Pra Survey di- SMK PGRI 1  
Punggur Lampung Tengah.  
Adapun nama mahasiswa dimaksud :

Nama : SITI FATIMAH TUL JAHRO  
NPM : 13108447  
Jurusan : Tarbiyah  
Program Studi : P B I  
Fakultas : Sekolah Tinggi Agama Islam Negeri ( STAIN ) Metro  
Judul : " Improving Students ' Text Writing Ability Through Contextual  
Teaching and Learning at the tenth Grade Of SMK PGRI  
Punggur in the Academic Year 2016/2017 "

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan  
terimakasih.



Punggur, 23 Nopember 2016  
Kepala SMK PGRI 1 Punggur

*Harnani*  
HARNANI, S.Pd  
NIP. 19730716 200502 2 002



YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA ( YPLP-PGRI )  
PROPINSI LAMPUNG  
SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN  
SMK PGRI 1 PUNGGUR  
STATUS : TER-AKREDITASI

Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah  
Telp. (0725) 7855415 Kode POS 34152 Email: [smkpgri1punggur@yahoo.com](mailto:smkpgri1punggur@yahoo.com)

Nomor : 420/020/O.5/C.7/D.1/2017

Lampiran : -,-

Perihal : IZIN RESEARCH

Kepada

Yth. : Bapak Wakil Dekan I  
Institut Agama Islam Negeri Metro ( IAIN )  
Fakultas Tarbiyah dan Ilmu Keguruan  
Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur  
Kota Metro  
di- Metro

Dengan hormat;

Menjawab surat Bapak Wakil Dekan I Kementrian Agama Republik Indonesia Institut Agama Islam Negeri Metro ( IAIN ) Nomor : B 1962/In.28/D.1/TL.00/2017, tanggal, 13 Oktober 2017, bahwa :

**Nama** : SITI FATIMAH TUL JAHRO  
**NPM** : 13108447  
**Semester** : 9 ( Sembilan )  
**Jurusan** : Pendidikan Bahasa Inggris

Pada dasarnya kami selaku Kepala SMK PGRI 1 Punggur Lampung Tengah tidak keberatan dan memberikan izin kepada mahasiswa tersebut diatas untuk mengadakan research di -SMK PGRI 1 Punggur dengan Judul Skripsi :

“ IMPROVING THE STUDENTS REPORT TEXT WRITING ABILITY THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018 “

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan terimakasih.



Punggur, 16 Oktober 2017  
Kepala SMK PGRI 1 Punggur

HARNANI, S.Pd  
NIP. 19730716 200502 2 002



YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA ( YPLP-PGRI )  
PROPINSI LAMPUNG

SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN  
SMK PGRI 1 PUNGGUR  
STATUS : TER-AKREDITASI

Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah  
Telp. (0725) 7855415 Kode POS 34152 Email : [smkpgri1punggur@yahoo.com](mailto:smkpgri1punggur@yahoo.com)

Nomor : 420/021/O.5/C.7/D.1/2017

Lampiran : -,-

Perihal : RESEARCH

Kepada

Yth. : Bapak Wakil Dekan I  
Institut Agama Islam Negeri Metro ( IAIN )  
Fakultas Tarbiyah dan Ilmu Keguruan  
Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur  
Kota Metro  
di- Metro

Kepala Sekolah Menengah Kejuruan Kelompok Bisnis dan Manajemen Persatuan Guru Republik Indonesia ( SMK PGRI ) 1 Punggur, Lampung Tengah menerangkan bahwa :

**Nama** : SITI FATIMAH TUL JAHRO  
**NPM** : 13108447  
**Semester** : 9 ( Sembilan )  
**Jurusan** : Pendidikan Bahasa Inggris

Telah mengadakan Research di SMK PGRI 1 Punggur, Kabupaten Lampung Tengah dengan Judul Skripsi :

“ IMPROVING THE STUDENTS REPORT TEXT WRITING ABILITY THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018 “

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan terimakasih.



Punggur, 30 Oktober 2017

Kepala SMK PGRI 1 Punggur

HANNANI, S.Pd

NIP. 19730716 200502 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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

**SURAT TUGAS**

Nomor: B-1961/In.28/D.1/TL.01/10/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
 menugaskan kepada saudara:

Nama : SITI FATIMAH TUL JAHRO  
 NPM : 13108447  
 Semester : 9 (Sembilan)  
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK PGRI 1 PUMGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' REPORT TEXT WRITING ABILITY THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018".
  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 : 13 Oktober 2017

Mengetahui,  
 Pejabat Setempat





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B\_1919/In.28.1/J/PP.00.9/10/2017

12 Oktober 2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dra Umi Yawisah, M.Hum
2. Ahmad Subhan Roza, M.Pd.

Dosen Pembimbing Skripsi

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Siti Fatimah Tul Jahro  
NPM : 13108447  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan ± 1/6 bagian
  - b. Isi ± 2/3 bagian
  - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Siti Fatimah Tul Jahro  
NPM : 13108447

Jurusan : TBI  
Semester : IX

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	SENIN 15 MEI 2017		✓	Revise Table of Content Revise Table of prasuvey Revise cover Revise page layout	
2	JUM'AT 19 MEI 2017			Revise Chapter I-III	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Siti Fatimah Tul Jahro  
NPM : 13108447

Jurusan : TBI  
Semester : IX

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	RABU 24 MEI 2017	✓		Revise Cover Revise chapter I-III	
2.	SENIN 29 MEI 2017	✓		Revise Cover Revise chapter I-III Revise Bibliography	
✓	13/6-17	✓		acc for seminar	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001




**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Siti Fatimah Tul Jahro  
NPM : 13108447

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	JUM'AT 27 Oktober 2017			✓ Pa 1-3 ✓ Pa instrumen	

Mengetahui  
Ketua Jurusan TBI



**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II



**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.a

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO**

Nama : Siti Fatimah Tul Jahro  
 NPM : 13108447

Jurusan : TBI  
 Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	27/12/20	✓		acc for instrument	

Mengetahui  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dra. Umi Yawisah, M.Hum**  
 NIP. 19620424 199903 2 001




**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Siti Fatimah Tul Jahro  
NPM : 13108447

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	CENIN 15 JANUARI 2018			1. Revise cover 2. Revise Abstrack 3. Dedication page 4. Table of content 5. List of Appendices 6. <del>Revise</del> add procedure 7. Subject of the research 8.  acc for munazasyah	

Mengetahui  
Ketua Jurusan TBI



**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I



**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Siti Fatimah Tul Jahro  
NPM : 13108447

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 27 Desember 2017		✓		
			✓		

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Mohon dimunaqosyahkan Skripsi**  
**Saudara Siti Fatimah Tul jahro**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamualaikum Wr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name : Siti Fatimah Tul Jahro  
Students Number : 13108447  
Judul Skripsi : IMPROVING THE STUDENTS' REPORT TEXT WRITING ABILITY THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG IN ACADEMIC YEAR 2017/2018

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001

Metro, Januari 2018  
Co-sponsor

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 01



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the munaqosyah  
of Siti Fatimah Tul Jahro**

To: The Honorable the  
Dean of Faculty of Tarbiyah and Teacher  
Training  
State Islamic Institute of Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Siti Fatimah Tul jahro

Students Number : 13108447

Title : IMPROVING THE STUDENTS' REPORT TEXT WRITING ABILITY  
THROUGH CONTEXTUAL TEACHING AND LEARNING  
APPROACH AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR  
CENTRAL LAMPUNG IN ACADEMIC YEAR 2017/2018

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

*Wassalmu'alaikum Wr.Wb*

Sponsor

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001

Metro, January 2018

Co-sponsor

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 01



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**APPROVAL PAGE**

Title : IMPROVING THE STUDENTS' REPORT TEXT WRITING ABILITY  
THROUGH CONTEXTUAL TEACHING AND LEARNING  
APPROACH AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR  
CENTRAL LAMPUNG IN ACADEMIC YEAR 2017/2018

Name : Siti Fatimah Tul Jahro  
Students Number : 13108447  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Sponsor

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001

Metro, January 2018  
Co-sponsor

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 01

The Head of English Education Department

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 01

## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : SITI FATIMAH TUL JAHRO


NPM : 13108447

Fakultas : TARBIYAH

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul RELIGIUS STUDIES

Metro,  
 Ketua Jurusan TBI  
  
 Ahmad Subhan Roza, M.Pd  
 NIP. 197506102008011014

## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : SITI FATIMAH TUL JAHRO

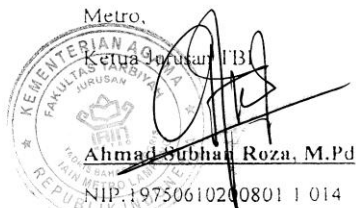
NPM : 13108447

Fakultas : TARBIYAH

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul RELIGIUS STUDIES

Metro,  
 Ketua Jurusan TBI  
  
 Ahmad Subhan Roza, M.Pd  
 NIP. 197506102008011014



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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1188/In.28/S/OT.01/11/2017**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : SITI FATIMAHTUL JAHRO  
NPM : 13108447  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13108447.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 November 2017  
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.  
NIP. 195808311981031001



## DOCUMENTATION

### 1. PRE-TEST (Monday, October,30<sup>th</sup> 2017)



### 3. TREATMENT I (Tuesday, October 31<sup>th</sup> 2017)



### 4. POST TEST I (Saturday, November 4<sup>th</sup> 2017)





### 5. TREATMENT II (Monday, November 6<sup>th</sup> 2017)



## 6. POST TEST II (Tuesday, November 7<sup>th</sup> 2017)



## CURRICULUM VITAE



The name of writer is Siti Fatimah Tul Jahro she was born in Surabaya Ilir, on October 26<sup>th</sup>, 1993. She is the first child of happy couple, Tarjono and Toipah.

In 2006, she graduated from SDN 01 Surabaya Ilir, Central Lampung. At the time 2009, she graduated from MTs N Bandar Surabaya. Then, she continued her study to SMK N 1 Seputih Surabaya and graduated in 2013. I the same year, she entered S1 English Education Program of states islamic studies of Metro (IAIN Metro).