AN UNDERGRADUATED THESIS

INCREASING THE STUDENTS' DESCRIPTIVE TEXT WRITING
ABILITY THROUGH THE USE OF CONTEXTUAL TEACHING
LEARNING (CTL) APPROACH AT THE EIGHTH GRADE
OF STATE JUNIOR HIGH SCHOOL 2 RAMAN UTARA
EAST LAMPUNG

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STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
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PENINGKATAN KEMAMPUAN MENULIS DESKRIPTIF MELALUI PENGGUNAAN PENDEKATAN *CONTEXTUAL TEACHING LEARNING (CTL)* PADA SISWA KELAS VIII SMP NEGERI 2 RAMAN UTARA, LAMPUNG TIMUR

ABSTRAK

Oleh:
Defi Nofitasari

Menulis adalah salah satu dari empat ketrampilan bahasa yang berperan penting dalam konteks belajar mengajar dalam bahasa Inggris. Dalam penelitian ini, kemampuan siswa dalam menulis deskriptif pada siswa kelas delapan SMP N 2 Raman Utara, Lampung Timur Tahun pelajaran 2010/2011 menunjukkan bahwa sebagian siswa belum mencapai Standar Kelulusan Minimum (KKM). Untuk mengatasi hal tersebut, penulis menggunakan metode CTL dalam penulisan deskriptif. Masalah yang akan diteliti dalam penelitian ini adalah "dapatkan Pendekatan CTL meningkatkan kemampuan menulis deskriptif siswa pada kelas delapan SMP N 2 Raman Utara, Lampung Timur?"

Dalam penelitian ini, desain yang digunakan adalah penelitian kuantitatif jenis eksperimen untuk mengetahui hubungan antara dua faktor dengan menggunakan *pre-test* dan *post-test*. Sample dalam penelitian ini adalah 67 siswa yaitu siswa kelas delapan SMP N 2 Raman Utara, Lampung Timur Tahun pelajaran 2010/2011 yang terbagi dalam kelas eksperimen (34 Siswa) dan kelas kontrol (33 siswa). Data yang telah ada, dianalisis dengan menggunakan t_{test} untuk menuju perbedaan antara kelas eksperimental (kelas yang menggunakan metode CTL) dan kelas kontrol (kelas yang tidak menggunakan pendekatan CTL).

Dari data yang dianalisis dapat terlihat bahwa nilai t_{hitung} adalah 11,76, lebih tinggi daripada nilai t_{tabel}, 1,980 (5%), 2,638 (1%) dan 3,416 (0,1%). karena itu dapat disimpulkan bahwa Hi diterima. Ini berarti ada perbedaan yang positif dan signifikan antara kelas yang diberi pembelajaran dengan menggunakan pendekatan CTL dan kelas yang menggunakan tidak menggunakan pendekatan CTL pada siswa kelas delapan SMP N 2 Raman Utara, Lampung Timur Tahun pelajaran 2010/2011. Kesimpulan dalam penelitian ini adalah pendekatan CTL dapat berhasil meningkatkan kemampuan siswa dalam menulis deskriptif. Peningkatan tersebut dapat dilihat dari peningkatan nilai siswa dan keterlibatan siswa dalam belajar.

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RAMAN UTARA, EAST LAMPUNG**

ABSTRACT

By:
Defi Nofitasari

Writing is one of four language skills that are very important for students in learning English. From pre research, most of students at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011 did not get the minimum criteria (60). Therefore, by using the CTL the students' problems in learning descriptive text can be overcome. The problem discussed in this research was " Can the Contextual Teaching Learning (CTL) approach increase the students' descriptive writing ability at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011?"

The writer used the quantitative research, based on the experimental method, that was, to find out the casual relation between two factors by using pre-test and post-test. The samples of the research are 67 students of eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011 that are divided into two group, they are class B that consists of 34 students as the Experimental Class (EC) and class D that consists of 33 students as the Control Class (CC). After getting the means of pre test and post test, the data were analyzed by using t_{test} in order to know the significance of the treatments effect.

From the data analyzed, it can be known that $t_{observed}$ is 11,76, higher than t_{table}. 1,980 (5%), 2,638 (1%) and 3,416 (0,1%). Therefore, it can be inferred that Hi is accepted and Ho is rejected. It means that there is a positive and significant difference of student's achievement in learning descriptive writing between Experimental Class (EC) which is taught through CTL approach and Control Class (CC) which is taught without CTL approach or ordinary approach used by the teacher) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011.In conclusion, it can be said that teaching descriptive writing through Contextual Teaching Learning (CTL) approach is effective to increase the students' descriptive writing ability.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya

kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam

daftar pustaka.

Metro, 22 Januari 2012
Yang menyatakan

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STATEMENT OF RESEARCH ORIGINALITY

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

Metro, January 22, 2012
The Writer,

Defi Nofitasari

MOTTO:

… يَرْفَعِ اللهُ الَّذِينَ ءَامَنُوْا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ …

{المجادلة : 11}

Artinya :

> "*… Niscaya Allah akan meninggikan orang-orang yang beriman di antara kamu dan orang-orang yang berilmu beberapa derajat ….*".
>
> (Q.S Al-Mujaadalah: 11)[1]

DEDICATION PAGE

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[1] Departemen Agama RI, *Al-Qur'an dan Terjemahnya,* (Semarang,: Toha Putra 1989), h.al 520

I dedicate this simple work to:

❖ My beloved father and mother

❖ My Beloved Husband

❖ My Spirit of life, My Daughter

❖ My beloved sister and brother

❖ My Almamater

writer is very grateful for the chances He has given him to accomplish this undergraduate thesis.

The writer would like to extend his gratitude to the Sponsor Dr. Zainal Abidin, M.Ag And Co-sponsor Yusti Arini, who have constantly given their endorsement, time, guidance, suggestion, and guidance so that the writer could finish the thesis. There is nothing he could do to return their deeds. She would also like to thank the principal of State Islamic College (STAIN) of Jurai Siwo Metro, who has given support and approval in order that the writer was able to conduct the research.

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The writer could not endure the obstacles which arose during the process without her family support. She is grateful to her mother, father, brother and sisters, who have continuously provided encouragement for her to keep on going.

The writer her indebted to many people whom she cannot mention one by one. She realizes the imperfectness of this work; nevertheless, she hopes that this little piece of work can contribute something to the betterment of English teaching and learning in general.

It is Allah who bestows success and gratitude to the Right Path.

Metro, January 2012
The Writer,

Defi Nofitasari

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the languages which is used widely in all over the world. Moreover, English is one of the second or formal languages in many countries in the world and included in the part of countries in Asia. In this way, English becomes a key of knowledge because a big part of important literatures written in English. That is why it is called international language.

H. Douglas Brown states that English is not frequently learned as tool for understanding and teaching US or British cultural values. Instead, English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.[2]

In Indonesia, English is used as the first foreign language. It is taught formally at almost all schools from Elementary School to University. According to the 2004 English curriculum, there are four skills of language that should be taught to the students, they are listening, speaking, reading and writing. All of them are supported by the elements of linguistics, i.e. vocabulary and structure.

The objective of teaching English at schools is that the students are expected to be able to communicate both in written or spoken form. Writing and speaking are productive skills that are very important for students to learn. They are frequently used to convey the ideas in communicating with others.

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[2] H. Douglas Brown, *Teaching by Principle* (San Fransisco: San Fransisco State University, 2001), p. 118.

The goal of teaching learning at Junior High School is that the students must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level. They are expected to be able to communicate both in spoken and written form to solve problems in their daily lives. The statement clearly shows that the purpose of teaching English is to enable the students to master the four skills. Students who are taught with a strategy are more highly motivated that those who are not and can be lead to a more effective learning.[3]

In fact, this object is very hard to achieve. Most of the students' skill are far a way from their laerning target, because the students know or have the ideas what they are going to write but they do not know how to put them into words. Thay cannot build a good sentence. The following is the students' test result of descriptive text writing at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in Academic Year of 2010/2011

Table 1
Students' Writing Score of Descriptive Text.

No	Score	Category	Frequency	Percentage
1	90 - 100	Excellent	-	0,00%
2	70 – 89	Good	1	2,50%
3	60 - 69	Average	23	57,50%
4	30 - 59	Poor	16	40,00%
Total			**40**	**100%**

Based on the experience and the result of descriptive text writing test during teaching learning process happened at the eighth grade students of State Junior High School 2 Raman Utara, East Lampung, the writer identified that many students could not express their ideas in written form although they might

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[3] Sanggam Siahan, *Issues In Linguistics*, Graham Ilmu, Yogyakarta, 2008,p.221

know what would be written. They still could not understand or create a descriptive text although the teacher had explained it. There were still found some grammar mistakes or inappropriate vocabulary use. Most of the students were not able to construct sentences in present form. Furthermore, they were not active during teaching learning process. They seldom gave their opinions or questions about the material being taught so that the teacher did not know whether they had already understood about the material or not yet.

All these problems happened because the teacher did not use appropriate approach in teaching the material. The teacher usually taught the lesson by using way that is more conventional. She explained more the rule or formula of tenses (sometimes-applying Grammar Translation Method/GTM) than how and when to use it in reality of life. In addition, she gave them more exercise in students' work sheet/Lembar Kerja Siswa (LKS) than explanation to the material itself.

Considering the importance of descriptive text for the students to master, it is very important for the teacher to apply the best way to make the students aware on the use of the text in their daily lives. The teacher needs to employ appropriate approach and maintain the teaching learning process that builds the students' awareness on using the knowledge rather than knowing it. The teacher needs to apply an approach and technique that is not only improving students' writing ability but also teacher's performance and students' participation during teaching learning process. In addition, she should prepare lesson plan well and improve her ability in teaching the material to give effective feedback on the assignments. She also should reinforce the students to do more frequently practice in writing.

Based on the reason above, the researcher conducted a research with the CTL (Contextual Teaching & Learning) as the approach. The researcher taught descriptive text by using CTL. The researcher used the CTL because it is an approach that can help the students succeed in understanding or creating descriptive text in a long-range life. CTL is a concept of learning which helps teachers relate the materials being taught to the students' real world and encourage the students to relate their knowledge in their daily lives. The teacher can give an example about descriptive text that is related to the students' real world, e.g. teacher asks every student to describe one of their close friends. They can start to describe his/her appearance, behavior, hobby, favorite foods, etc. The learning environment is created naturally here.

Furthermore, the CTL puts the students as the center of an active learning process. The students are supposed to be more active during teaching learning process of descriptive text. Therefore, by using the CTL the students' problems in learning descriptive text can be overcome. The students are able to increase their abilities in writing descriptive text. Furthermore, hopefully the CTL can help the teacher increase their performance while teaching descriptive text.

B. Problem Identification

Based on the background above, the writer identifies some problem as follows :

1. The students at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011 found difficulties in descriptive text writing

2. There is a possibility that English teacher applies unappropriate approach in the teaching descriptive text writing so it influences the students' in descriptive text writing ability

3. The Contextual Teaching Learning (CTL) is one of writing approach that can be applied in teaching descriptive text writing.

C. Problem Limitation

From the identification above, the writer would like to focus this research on :

1. The research was hold at the eight greades students of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011 in descriptive writing ability

2. The English teacher has to apply appropriate approach in the teaching descriptive text writing so it can influences the students' in descriptive text writing ability

3. There are several approaches that can be applied by teachers in the process of teaching learning, one of them is Contextual Teaching Learning (CTL) that applied to increase the students' descriptive text writing ability.

D. Problem Formulation

In reference to the background, the researcher comes to the question as follows: Is there any difference of students' achievement in descriptive

writing ability between student's who taught through CTL approach and without CTL approach CTL approach at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011?.

E. Objectives and Benefits of the Study

1. Objectives of the Study

   The objectives of the study is to find out the difference of students' achievement in descriptive writing ability between student's who taught through CTL approach and without CTL approach CTL approach at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011.

2. Benefits of the Study

   a. To motivate the students of State Junior High School 2 Raman Utara, East Lampung in studying English, especially in descriptive text writing.

   b. To give information to the English teacher of State Junior High School 2 Raman Utara, East Lampung about the correlation of teaching descriptive text writing through the CTL approach and the students' descriptive writing ability

   c. To encourage the students to learn English more seriously so that they can master English well.

CHAPTER II
REVIEW OF THE RELATED THEORY

A. Theoretical Review

1. The Concept of Writing and Writing Ability

Writing is a productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language. This happens because writing involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. Writing is an activity that has tremendous value in human life[4].

The terms of writing have several meanings. Many experts have proposed the definition and explanation of writing. Sanggam states that the written productive language skill is called writing[5].

Writing is a tool to communicate between writer and the reader, by writing the writer can tell the reader about information, situation, and many others[6]. Writing is an effort to create a dialogue with readers. And it involves exploring our relationship to our reader in much the same way that me explore our relationship to people we talk to. Through writing, we can make sense something such as experience, stories, text or events and many others. From writing, we can communicate each other, send a message and give information to other people.

Writing is the process of inscribing characters on a medium, with the intention of forming words and other larger language constructs[7].

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[4] Lasa Hs, *Gairah Menulis* (Yogyakarta, Alinea, 2005), p. 34
[5] Sanggam Siahaan, *The English Paragraph* (Yogyakarta, Graha Ilmu, 2008). P.2
[6] Eva Sholihah, *Teaching Descriptive Text Through English Movie*s in http://universityofibnkhaldunbogor-indonesia.blogspot.com/2011/02/teaching-descriptive-text-through.html
[7] http://www.wordiq.com/definition/Writing

Writing is a language skill that is used for indirect communication. The students can communicate their ideas and thought to others through a written form such as letter, message, or invitation for communication. Furthermore, writing is a process of communication using conventional graphic system to convey a message to the reader. Writing skills deal with the ability to arrange the graphic system such as letter, word, and sentences of a certain language being used in writing communication in order that the reader can understand the message or information[8].

Writing is not an easy work. Writing ability needs the study of linguistics and non-linguistics factor.The linguistics factors are vocabulary, grammar, structure, ortography, and so on. Non linguistics factors are reading habit, motivation, knowledge of the world, and learning strategies[9].

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. Writing has

In conclusion, it can be said that writing is an important means of indirect communication. Writing is one of language skills and indirect communication that conveys meaningful and expressive information from

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[8] Linderman, *A Rethoric for a Writing Teacher,*(New York, Oxford University Press, 1983)

[9]http://teachingenglishonline.net /a-study-on-sentence-problem-in-writing

the writer to the readers in form of written language. By writing, language learners can express their feelings, ideas, thoughts, emotions, attitudes, etc.

2. The Concept of Writing Ability

Writing is a skill in which we express the ideas, feeling, and thoughts arranged in the words, sentences, and paragraphs using eyes, brain and hand. Thus, writing is process of expressing the ideas and thoughts of the writer using knowledge of the structure and vocabulary to combine the writer's idea as a means of communication[10].

Writing is process of communication which uses a conventional graphics system to the readers. Furthermore, the form of communication use written language as words, sentences, punctuations and good structure. So that, the readers can understands the information easily

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

3. Descriptive Text

When we want to describe something, we must be able to make readers understand what we mean. Descriptive text is a strategy for presenting a verbal portrait of a person, place, or thing. Descriptive text

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[10] Raimes, *A Technique in Teaching Writing*, (New York: Oxford University Press,1983), p. 76.

is a text that is used to describe a particular thing, person, or place[11]. Descriptive text is strategy for presenting a verbal portrait of person, place, or thing. Descriptive text is a text that is used to describe a particular thing, person or place. It talks about one specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities.[12] The subject being described is explained as clearly as possible to make the readers or listeners able to see or imagine the subject in their mind clearly as the author sees in his/hers. For instance, a student wants to describe his sister to his new friend. In his mind, he has a very clear picture of his sister, including the pointed nose and the happy chuckle of her laugh. His friend, however, has no past image of his sister. He or she must rely on his words. His goal, then, is to use enough carefully chosen, specific details in his description so that his friend could pick his sister out of a group of people.

Social function or communicative approach of descriptive text is to describe a particular person, place, or thing in detail or clearly. To achieve its purpose, the descriptive text will move through a different set of stages:

a. General classification: introduces the topic

b. Description: provides details of the topic such as parts, quantities or qualities, characteristics, et

The stages above are the generic structure/text organization of the descriptive genre.

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[11] Depdiknas, *Kurikulum Tingkat Satuan pendidikan,* (Jakarta, Depdiknas, 2006),
[12] Depdiknas, *Kurikulum Tingkat Satuan Pendidikan* , Jakarta,2006

Beside generic structure, descriptive text also has language features (lexicon grammatical features). The following are the language features of descriptive text:

a. focus on specific participants: a particular class or thing, person, or place (e.g. Queen Elizabeth, *The Times,* bus) rather than generalized participants (e.g. the royal family, newspaper, public transportation).

b. use of attributive and identifying process: additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, and linking verbs such as *taste, smell, appear, look, is, am, are,* etc.)

c. use of simple present tense

d. frequent use of classifier in nominal group (e.g. one of ..., many of ..., etc)

The following is the example of descriptive text.

Text organization

General Classification :
Borobudur is a Hindu-Buddhist temple built in the 9th century under the Sailendra dynasty of Java. It is located near Magelang on the island of Java, Indonesia

Descriptions   :
Abandoned in the 11th century and partially excavated by archaeologists in the early 20th century, Borobudur temple is well known all over the world. Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight ste^{p}-like stone terraces. one of the other. The first five terraces are square and surrounded by walls domed with Buddhist sculpture in bas-relief. the upper three are circular. each with circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stuns at the centre of the top circle. The way to the summit extends through some 4.8 km of passages and stairways. The design of Borobudur. a temple mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur. rededicated as an Indonesian national monument in 1983, is a valuable treasure for Indonesian people.

From the example of the descriptive text, it can be seen that the organization of the text consists of two parts; they are general classification and descriptions. General classification or sometimes called as identification, introduces the topic being described *(Borobudur)*. In other hand, descriptions tell the *Borobudur* more clearly (such as parts and its characteristics).

4. Teaching Writing

Both writing and speaking are productive and active skills[13] However, teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the result can be evaluated directly by the reader. While in writing, the writer might have enough time to express the idea in written form.

Teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to build students' language skill[14]. Therefore, teacher should know the problems faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class.

There are five general coponents of writing to be analyzed, namely content(the substance of the writing or the ideas expressed), form (the organization of the content), grammar (the employment of grammatical form and syntactic patterns), style (the chooice of structures and lexical

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[13] Wishton and Burks, *Let's Write English,* (New York: pan American Copyright Convention, 1980), p.3

[14] *Op.cit,* Raimes, p.27

items to give particular tone or flavor to the writing) and mechanism (the use of English convention of the language)[15]. These elements cannot be separated each other. Teacher needs to take account into them while teaching writing. In other words, teaching writing guides the students not only to write sentences in paragraph but also to organize ideas in written form.

5. **Teaching Descriptive Text Writing**

The goal of teaching a foreign language is the ability to use it and to be able to understand the speech and its native target culture in terms of their meaning as well as their great ideas in achievement . It means that teaching a language is helping someone to learn how to use and understand the language being learnt.

In relation to teaching descriptive text writing, teacher should help students express anything in their mind about certain object or event into words and sentences. They should describe an object clearly in order to make the readers able to see the object in their minds as clearly as possible.

To achieve this goal needs teacher's helps. Teacher can start to help the students by asking them to describe a topic. They can start to describe the topic by explaining its habits, parts, characteristics, quantities, and qualities. For instance, the students have to describe "my cat", they can begin explain how it looks like, what its habits are, what its favorite foods

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[15] *Op.cit.* teachingenglishonline.net.

are, etc. if the students are able to describe them clearly, the purpose of descriptive text automatically can be achieved easily.

6. **Concept of the Contextual Teaching and Learning (CTL)**

The Contextual Teaching and Learning (CTL) is a learning approach that emphasizes the invelement of children in full process to be able to find material to learn and connect it with the real situation so as to encourage students to apply in their lives, and can learn the material through the events arround them[16]. In addition, the majority of the students are unable to make connections between what they are learning and how that knowledge will be used. This is because the way they process information and their motivation for learning are not taught by the traditional methods of classroom teaching.

CTL is a concept that helps teachers relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens[17]. CTL is a learning process that involves learner-centered and learning in context. Context means a condition that influences students' lives in learning. Its goals are to increase students' learning result and to make practical materials related to the school condition[18].

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[16] http://www.go-learning.org/go-article/140-the-concept-and-approach-of-contextual-teaching-and-learning-ctl.html

[17] Nurhadi et.al, *Pembelajaran Kontekstual (Contextal teaching and learning/CTL) dan Penerapan dalam KBK* (Malang, Universitas Negeri Malang,2004), p. 4

[18] I Wayan Legawa, *Contextual Teaching learning,: Sebuah Model Pembelajaran,* (Malang, Universitas Negeri Malang, 2002)

CTL enables students to reinforce, expand, and apply their academic knowledge and skills in a variety of schools and out school setting in order to solve simulated or real-world problems. In CTL, the knowledge that the students got before can be reinforced. They have a chance to construct their mind and relate what they have got to the new materials[19]. Thus, the teaching learning process at schools should always involve students' real world and experience to make them aware of the benefits of their learning. For instance, in teaching descriptive text, teacher gives a topic to be discussed that related to the students' environment, e.g. describing their parents, sisters, brothers, friends, etc.

The Contextual Teaching and Learning CTL has seven main components, they are contructivism, questioning, inquiry, learning community, modeling, reflection and authentic assessment[20].

a. Constructivism

Constructivism is the philosophical base of contextual approach that means that learners increase knowledge little by little since the knowledge is not a set of facts, concepts, or rules that come accidentally. It has to be constructed by learners through real experience. In this stage, learners are actively involved in learning process based on the previous knowledge or entry behavior. For

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[19] Thomas Owen, *Definition and Key Elements of Contextual teaching learning, (*Teachnet, Cew.wisc,edu/teachnet/ctl/ctl.gift)

[20] *Op.cit.* Nurhadi et.al

instance, before going to the main topic of the material (descriptive text), teacher asks students whether they have ever described something, and how they described it. From the students' answers, teacher can correlate to the material that will be discussed. . Therefore, to achieve the learning goal, they will use their prior knowledge and their own styles. Usually, the teacher does not give all of his knowledge to learners. The learners build their own understanding by a becoming a part of teaching learning process. Therefore, the role of the teacher is only as a facilitator or motivator.

b. Inquiry

Inquiry is the basic part of CTL. The key word for inquiry is the learners seek the truth information or knowledge by themselves. For example, the students ask how to make a good descriptive text. The teacher explains how to make it by giving some examples. From this explanation, students then know how to make it.

It is the process of inquiry. Observing, questioning, investigating, analyzing, and concluding are the cycling process in inquiry. The learners have a chance to serve phenomena. They try to explain and describe the phenomena being observed. They will ask when they find something outlandish and they make their own hypothesis based on the answers of their questions. Finally, based on the observation, they make conclusion.

c. Questioning

Questioning emerges because of someone's curiosity. Curiosity is the basic Critical thinking. Someone is curious in something because he/she wants to know about it. When learners find something peculiar, they will ask why it becomes like that. Questioning can be implemented between learner-to-learner, learner to teacher to learner, learner to others who come to the class, and so on. Therefore, they can ask questions to their friends or the teacher when they do not know about something. In order to encourage the students to make questions, the teacher should provide or create a situation that makes the students to have university. If the students are curious in something, automatically they will ask more about it to the teacher and the teaching learning process will be alive.

In conclusion, questioning has some advantages such as to find out information, to check the understanding of the learners, to measure how far the curiosity of the learners to refresh the learners' competence, etc.

d. Learning Community

Learning community is a group of people who share they knowledge in learning. the principle of learning community is that learning in-group will give better result then learning alone. In learning community, student will share their knowledge. By sharing knowledge, the learners who know will tell others who do not know or the learners who do not know will ask the learners who know. In other

words, the students in the group will be involved in the activity. They will ask, answer, or even share their ideas since they have the same goal that is doing the tasks given by the teacher. Cooperation is encouraged here.

e. Modeling

Modeling or giving example plays an important role in teaching learning process. It helps the students to understand the material faster. In this scope, the learners are supposed to perform some activities that the model does. In teaching learning process of descriptive text, for example, teacher can give some examples of descriptive text. Based on the example given then the students are asked to make descriptive text by themselves. In this scope, either the teacher or students can give modeling. It means that the teacher is not the only person who responsible in giving modeling or example. By listening or seeking the other in demonstrating how to do something, the learners will know and they can utilize it by themselves.

f. Reflection

Reflection is the way of thinking about what has been taught or what has been done in the past. The students and teacher review and respond the events, activities, and experiences they have done. In other words, reflection is a respond toward events, activities, and the latest information. For example, the students pronounce the word "abuse" incorrectly and the teacher corrects it by demonstrating. From the

model given by the teacher, the students realize that what they have done is wrong and try to pronounce it correctly by imitating what the teacher has done. At the end of teaching learning process, teacher should give time for the students to think and do such reflection; it can be in the shape of direct statement from the students about what they have learned on that day.

g. Authentic Assessment

Authentic assessment is a process of gathering the data that can give information about the students' development. Its aim is to evaluate students' abilities in real world context. It is used to describe students' real competence to the subject matter. In other words, the aim of authentic assessment is to provide valid and accurate information about students' progress and what they really know and are able to do.

Assessment can be done during or after the teaching learning process. During the teaching learning process, teacher can assess his/her students' activities in class by ticking names of students who are actively involved in the teaching learning process (such as answering questions, giving questions, and participating in group) in his/her data paper. The data can be used as information for the teacher in order to make the students more active. Moreover, teacher can assess the students, through test held after process of treatment.

7. **Teaching Descriptive Text Writing through the Contextual Teaching and Learning (CTL) Approach**

In teaching learning process of CTL, a teacher is expected to apply seven components of CTL, as mentioned before, in unity. The material should be related to the students' real world situation. The students have to be motivated to make connection between knowledge and its application on their daily lives. In this context, the students have to understand what the meaning of learning is, what the benefits are, and how to reach it. They know what they are learning is useful for their future.

In order to be successful in writing, an English teacher should guide his students on writing, in which the material presented are relevant to their interests, needs, capacities, and age until they are able to make a composition with few or even no error. In writing a descriptive text, students have to describe specific thing, person, or place in details and clearly. They can start describe a topic by explaining its parts, habit, characteristics, quantities, or qualities. For instance, they have to describe "my cat", they can describe how it looks like, what its habit, etc. They express anything in their mind about certain object or event. Therefore, it is very important for the teacher to provide material that are appropriate to the students' and needs in writing since it will help the students to describe something easily.

To express an idea about something in writing form is not an easy problem. It does not come directly in the students' mind. They should construct their own mind based on their prior knowledge. In this case, the teacher has to help them by building constructivism. By constructivism,

the students can build their own understanding based on the previous knowledge by becoming a part of teaching learning process. It will help them to remind vocabularies that they ever have and to get ideas about certain object in writing. Thus, the students other information related to things that will be written.

Besides, building constructivism, the teacher has also to support the students to involve activities. He/she has to design activities that refer to inquiry. The step of inquiry involve observation, questioning, hypothesis, data gathering, making conclusion.. Every step in inquiry process helps the students to develop their texts easily because they find the information of thing by themselves.

When the students find something outlandish, they will ask why it becomes like that. The students are curious in something because they want to know about it. It is one of questioning. By asking question, the students can find out new information especially about writing. Thus, in order to encourage the students to make questions, teacher should create or provide situation that can make them to have curiosity. If this situation happens, the teaching learning process will be alive.

In order to make a good descriptive text, the students need some examples from their teacher. The teacher must give examples of good descriptive text before he/she asks his students to write. For example, teacher explains that descriptive text should be arranged based on its generic structure that consists of two parts; they are general classification

(introduces the topic) and descriptions (provides detail of the topic such as parts, characteristics, quantities, or qualities). After they know it, it is expected that they can utilize it themselves.

After the teacher gave some examples of good descriptive text, the students can reflect their text. Reflection can be said as a respond toward events, activities, and the latest information. By doing such reflection, the students are able to think about what they have learned, what they have done, and whether it is wrong or right in order to make their descriptive text better.

In CTL class, the teacher is suggested to make heterogeneous learning class. The students who know are expected to tell the other who do not know. In this context, the teacher should divide the students into some groups in doing tasks. In a group, they can share their ideas, information, and knowledge to the others.

To get description of students' development or ability in writing descriptive text, the teacher needs to assess the students. Assessment is important to measure the students' knowledge and skill. Therefore, the teacher needs an authentic assessment, which can be done during the process or after the process of teaching learning activities. He/she can assess the students based on their activities in the class. While at the end of the class, he/she can assess their writing results. Based on the assessment above, the teacher can get valid and accurate information about the students' progress.

In conclusion, the seven components of CTL should be applied during teaching learning process of descriptive text writing since they are the core of CTL. They are the characteristics of CTL. They can be applied by the teacher in order or randomly.

8. English Syllabus for Eight Grade of Junior High School

Syllabus is a more particularized document that addresses a specific audience of learners and teacher, a particular course of study or a particular series of textbooks. Ideally in this sense, a curriculum should be implemented through a variety of syllabuses and each of these syllabuses should be compatible with the overall curriculum.

In School-based Curriculum (KTSP), syllabus development can be created by teachers, stand alone or in group, in one or in some schools , Lesson Teacher Board, and Education Office teachers.

The Syllabus is arranged based on the Content Standard; it contains Lesson Identity, Competence Standard and Basic Competence, Learning Material, Learning Activities, Indicator, Assessment, Time Allocation and Sources. Therefore the Syllabus , basically answers problems as follows (the explanation of each number of the columns in the syllabus) :

1) What competencies should be achieved by students according to The Content Standard (Competence Standard and Basic Competence)

2)   What Learning material should be discussed and learned by the students to achieve the Content Standard .

3) What learning activities should be created by the teacher to enable the

students interact with learning sources

4) What indicators should be formulated to know the target achievement of the Competence Standard and the Basic Competence .

5) How to know the competence achievement based on the indicator, which is as the guidance in determining kind and aspect that will be assessed

6) How long does it take to achieve the Content Standard

7) What sources can be used to achieve certain competence

English learning in Junior High School has target so that the students can achieve the Functional level, meaning that they can communicate in both spoken and written language in daily context.

According to the Content Standard, the written competencies that should be acquired by the students of Junior High School cover Short Functional Text, the Genres of Descriptive, Procedure, Recount, Narrative and Report

So, one of the material that has to be taught to the student in eight grade of junior high school is descriptive text. It can be applied in both of spoken and written form..

B. Theoretical Framework and Paradigm

1. Theoretical Framework

Suharmi Arikunto explains that theoretical framework is the concept of the content causal connecting between independent variable

and dependent variable to give the while answer towards of the problems.[21]

So the independent variable (X) is Contextual Teaching Learning (CTL) and the dependent variable (Y) is descriptive writing ability.

Teacher has to know many kinds of teaching technique, method or media in the class. They have to able to choose the appropriate technique or media that can be use in delivering the lesson. They should also able to use various techniques, methods and media to make their students are not getting bored in studying English, one of the media that can be used in teaching and learning process, especially in teaching descriptive writing by using contextual teaching learning. So the theoretical framework in this research if use the contextual teaching learning (CTL) is good, so will get descriptive text writing ability is also good. However, if use the contextual teaching learning (CTL) is bad so it will influence the descriptive text writing ability is also bad.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as following:

Figure 1 : Paradigm of the research

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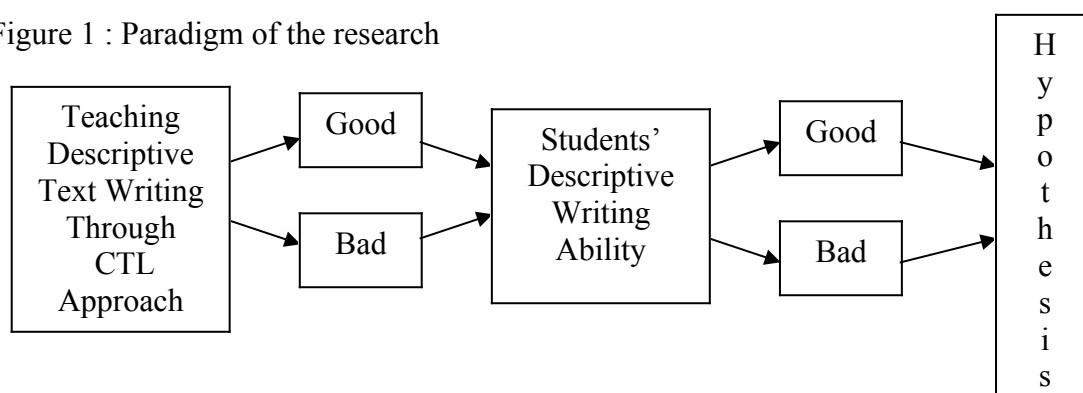
[21] Suharmi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Bumi Aksara, 1987), p. 131

From the thinking framework above it can be described that the Contextual Teaching Learning (CTL) approach will increase the students' descriptive writing ability. The increasing of the students' descriptive writing ability through the Contextual Teaching Learning (CTL) approach will be good, average or bad depends on the way of this approach applied. So, the result of using this approach will come to the hypothesis. If there is a positive and significant increasing of the Contextual Teaching Learning (CTL) approach towards the students' descriptive writing ability at the eighth grade of SMP N 2 Raman Utara, East Lampung so this technique is good and accepted. But, if there is not any positive and increasing (not any progression or negative) of the Contextual Teaching Learning (CTL) approach towards students' descriptive writing ability at the eighth grade of SMP N 2 Raman Utara, East Lampung so this approach is bad and rejected

C. Hypothesis Formulation

Based on the theoretical framework and paradigm above, the writer would like to propose the hypothesis that: Contextual Teaching Learning (CTL) approach can increase the students' descriptive text writing ability at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The writer used the quantitative research, based on the experimental method, that was, to find out the casual relation between two factors. They are Independent Variable (X) and dependent Variable (Y) because this research was intended to investigate whether there was any positive and significance correlation between teaching descriptive text writing through CTL and students' descriptive text writing ability.

The design of the research is as follows:

G1   =   *T1 X1 T2*

G2   =   *T1 X2 T2*

Note :

G1=   Experimental Class

G2=   Control Class

T1 =   Pre-test, It was given to know the students' descriptive text writing ability before they were given special treatment

T2 =   Post-test, It was given to know the student's descriptive text writing ability before they were given special treatment

X1   = Treatment, It was given to apply the material, that was a teaching descriptive text writing through CTL approach

X2   = Teaching descriptive writing without CTL approach[22]

B. Population and Sampling Technique

1. Population

   Suharmi Arikunto states that population as "the whole subjects which are complete and clear and will be the object in the research". The population of this research was the students at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011. There are 4 classes in the eight grade which consists of 135 students.

2. Sampling Technique

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[22] Evelyn Hatch and Farhady. *Research Design and Statistics for Applied Linguistics.* (Newbury House Publisher. Rowley), 1982, p.20.

Edi Kusnadi explain sample is "the part of population that wiil be researched".[23]

Based on the number of class, the researcher took one class as the sample. The researcher chose the cluster random sampling.

The sample of the research was class B that consists of 33 students as the Experimental Class (EC) and class D that consists of 34 students as the Control Class (CC)

C. **The Operational Definitions of Variables**

Operational definition is the definition which based on characteristic of the things that will be defined and it can be observed.[24] 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.[25]

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

1. Independent Variable (X)

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 of this research (X) was teaching descriptive text writing through CTL (Contextual teaching learning) approach as one way to give lesson plan that is used by the teacher in teaching-learning process. CTL is a concept of learning which helps teachers relate the materials being taught to the students' real world and

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[23] Edi Kusnadi. *Metode penelitian* (Bandar Lampung: Gunung Pesagi, 2002), p. 84.
[24] Sumadi Suryabrata, *Metode Penelitian* (Jakarta: Rajawali, 1985), p. 76.
[25] *Op.cit.* Hacth and Farhady. p. 12.

encourage the students to relate their knowledge in their daily lives. This approach consists of constructivism, inquiry, questioning, learning community, modelling, reflection and authentic assessment.

2. Dependent Variable (Y)

The dependent variable is the variable which you observe and measure to determine the effect of thr independent variable.[26] Dependent variable of this research (Y) was decsriptive text writing ability. Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. It can be defined as be able to write a paragraph related to the content, organization, vocabulary, language use, mechanism of the writing text.

D. Data Collection Method

This is the most appropriate instrument for collecting the data in this research because the data inform of achievement that is a result of learning.

The data collecting method that were used are:

1. Test

Winarno Surahmad defines that most of reseach uses test as the main tool to measure the aspect.[27] In collecting the data, the researcher administered a pre-test, treatments, and post-test. Therefore to collect the required data, pre-test and post-test had to be carried out.

a. Pre-test

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[26] *Ibid.*, p. 15.
[27] Winarno Surahmad, *Pengantar Penelitian Ilmiah* (Bandung: Tarsito, 1990), p. 23.

This test gave in order to know far the students ability of descriptive text writing before treatment to determine the readiness of the instructional program, and to diagnose individuals specific strengths and weaknesses in ability of descriptive text writing.

b. **Post-test**

After conducted the teaching and learning process using CTL approach, the writer administered a post-test to the class. It is done in order to know the students descriptive text writing achievement after having treatment.

2. **Documentation**

Edi Kusnadi states documentation as the method which is used to get information from written language or documentation (for example: books, magazines, rule, note, and other).[28]

The writer used the documentation method to get imformation about the students descriptive text writing ability, the school history, and also the teacher and the students condition.

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[28] Edi Kusnadi, *op. cit*., p. 108.

E. Research Instrument

Research instruments used in this research were:

1. **Instrument Bluprint**

   To obtain the data related the research problem, the writer used two kinds of instruments, those are 1) instrument for the treatment, and 2) Pre test and post test instrument.

   The instruments which used for were :.

   a. Instrument for the Treatment

   The instrument used in this research was in form of exercises. The exercises were designed for both experimental and control class. While, CTL was designed for experimental class only

   b. Pre-test and Post-test Instrument

   The instruments which used for was the letter that consist of the students' descriptive text writing.

   There were two kinds of test, the writer gave pre-test and then post-test to classes in order to find the differences between the techniques of teaching using CTL. As Hacth and Farhady explains that a pretest is given before instruction (or treatment) begins.[29] Writer gave the test of essay after giving the treatment of descriptive writing ability by using CTL approach.

2. **Instrument Calibration**

   Instrument calibration is the score of measure met which used to decide the action of calibration.[30] In this research, the writer used logical validity in the form of content validity. Content validity is the extant to which a

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[29] Hacth and Farhady, *op. cit.*, p. 20.
[30] *Ibid*

test measures a representative sample of the subject matter content. The writer composed the test instrument based on the subject matter content of syllabus in that school.

F. Data Analysis Technique

To gain the data in this research, a set of writing test was administered. The following criteria are used to evaluate the students writing:

1. Content   : The substance of writing, the idea expressed (unity).

2. Organization : The employment of grammatical forms and synthetic patterns.

3. Vocabulary   : The selection of the words that is suitable with the contents.

4. Language use : The conventional device s used to clarify the meaning

5. Mechanism   : The using of spelling, punctuation, capitalism etc[31].

To investigate whether there is any positive and significant correlation between teaching descriptive text writing through the CTL approach and students' descriptive text writing ability at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011, the students' scores were computed by doing three activities:

a. Scoring the pre-test and the post-test

The students' writing text were scored based on 5 components, they were: content, organization, vocabulary, language use and mechanism.

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[31] Joy M. Reid, *Teaching ESl Writing*, (US :Prentice Hall Regent, 1993), h. 236

Because the maximum score is 100 so the students' writing text were

scored based on the criteria calculation[32] bellow:

Table 2
The Scoring Criteria

	Random	General classification & description
C O N T E N T	27 – 30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic
	22 – 26	Average to good: some knowledge of subject, mostly relevant to the topic but lack detail
	17 – 21	Poor to fair: limited knowledge of subject, inadequate development of topic
	13 – 16	Very poor: does not show knowledge, not pertinent to topic
O R G A N I Z A T I O N	18 – 20	Very good excellent: ideas clearly stated, well organized, logical sequencing and relevant to generic structure
	15 – 17	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
	10 – 14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear
	7 – 9	Very poor: does not communicate, no organization, not enough to evaluate
V O C A B U L A R Y	18 – 20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	14 – 17	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
	10 – 13	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
	7 – 9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word from, or not enough to evaluate
G R A M M A	22 – 25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
	18 – 21	Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
	11 – 17	Poor to fair: major problem in complex/simple

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[32] *Ibid*

R		construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
	5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
M E C H A N I C	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate[33]

b. Tabulating the result of the test, and finding the mean of the pre test and the post test. The mean was calculated by applying the following formula:

$$\overline{X} = \frac{\sum X}{N}$$

Notes:

$\overline{X}$ = mean

$\sum X$ = the total number of students scores

N   = number of students

c. Drawing conclusion from the tabulated results of the tests given, that was, by comparing the means of the pre-test and the post-test.

In order to know whether the students got any progress, the following formula was used:

$$I = \overline{X2} - \overline{X1}$$

Notes:

I   = The increase of students ability

$\overline{X}_2$ = The average score of post-test

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[33] Soenardi, djiwandoro, *Tes Bahasa Dalam Pengajaran*, ITB, Bandung, 1996,

$\overline{X}_1$ = The average score of pre-test

　　　After getting the means of pre-test and post-test, the data were

analyzed by using Matched t $_{test}$ in order to know the significant of

the treatments effect. The formula is:

$$T = \frac{Mx - My}{\sqrt{\left(\dfrac{\sum x2 + y2}{Nx + Ny - 2}\right)\left(\dfrac{1}{Nx} + \dfrac{1}{Ny}\right)}}$$

Where =

M　　　　　= average score of each group

N　　　　　= Number of students

X　　　　　= Deviation of each X_2 and X_1

Y　　　　　= Deviation of each y_2 and y_1 [34]

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[34] Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek, (*Jakarta, Renika Cipta, 2006), p. 280

CHAPTER IV
RESULT AND DISCUSSION

A. General Description of Research Location

1. The History of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011

Since 1993 State Junior High School 2 Raman Utara has been being active in the education process in East Lampung. To catch the goals, it needs high dedication of all elements such as: the headmaster, teachers, administration officers, students' parent and the society.

The headmaster of State Junior High School 2 Raman Utara, East Lampung since 1993 until now are :

1. Drs. Supriadi   1993 – 1997

2. Drs. Silan   1997 - 2001

3. Sarikun, B.A   2001 – 2004

4. Sugeng, S.Pd   2004 – 2007

5. Sukisno, S.Pd   2007 – 2010

6. I Nyoman Sutama, S.Pd   2010 - Now

Figure 2: The Map of State Junior High School 2 Raman Utara, East Lampung

27	(30)	3	28
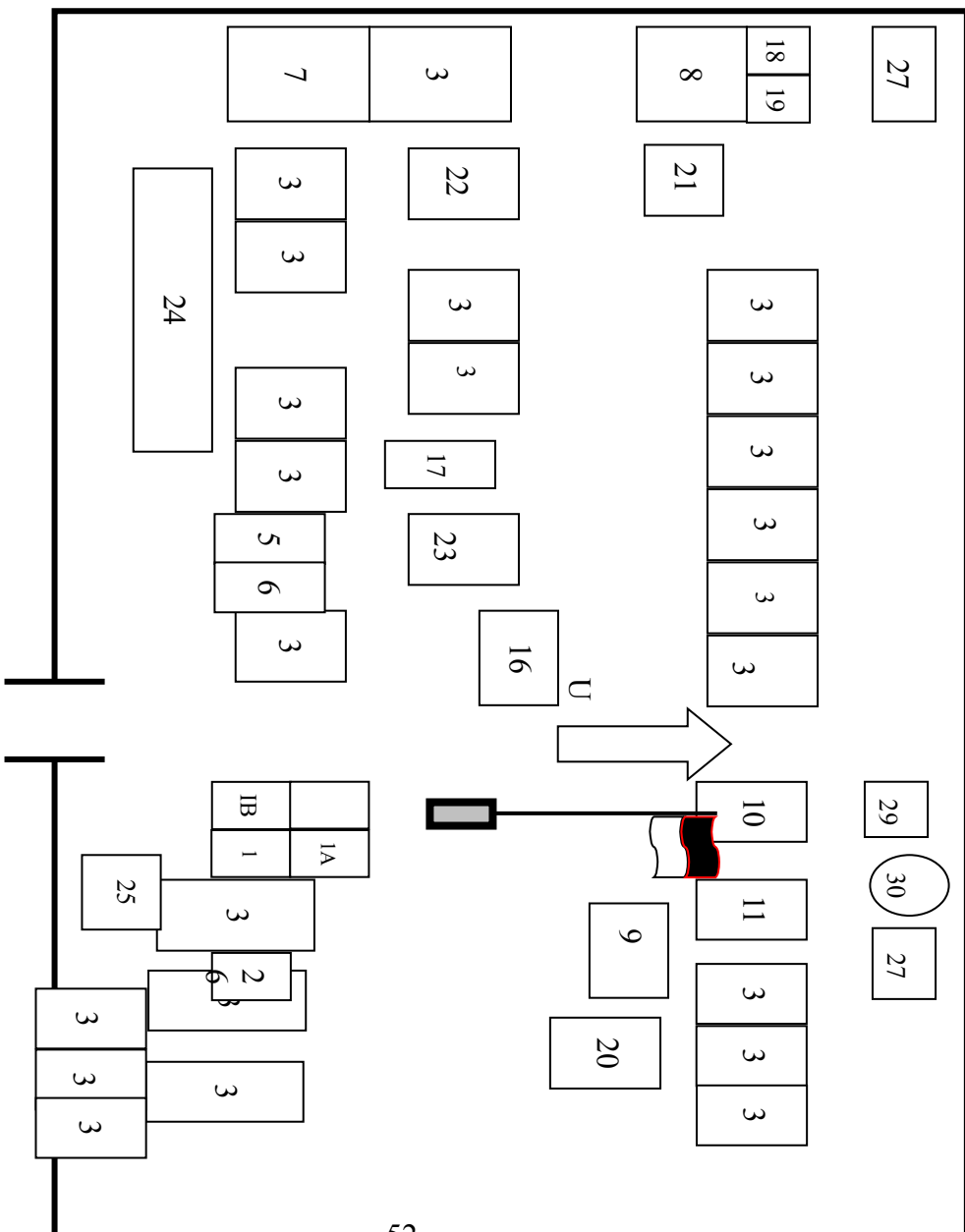
Keterangan :

1. Headmaster room	8. Computer lab	17. OSIS
A. Vice headmaster	9. Volley Ball field	18. Grand House
B. Waiting room	10. Science Lab	19. Teacher's Toilet
2. Teacher room	11. Mosque	20. Students' Toilet
3. Classes	12. Multimedia room	21. Canteen
4. Admin	13. Walfare	
5. Consultation	14. Parking area	
6. Healty Centre	15. Scout	
7. hall	16. Library	

2. The Condition of Teachers and Official Employees in State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011

Based on the latest data, State Junior High School 2 Raman Utara, East Lampung has 28 teachers and 5 official employees. The condition of Teachers and Official Employees in State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011 can be seen in table below:

Table 3

The Condition of Teachers and Official Employees in State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011

No	Name	Position
1	I Nyoman Sutaa, S,Pd	Head Master
2	Drs. Mujito	Vice Head Master
3	Drs. Sumanto	Teacher
4	Lamidi, S.Pd.I	Teacher
5	Suyatno, S.Pd	Teacher
6	Subardo	Teacher
7	Wayan Suarni, S.Pd	Teacher
8	Subroto	Vice Head Master
9	Kasir	Teacher
10	Karmin	Teacher
11	Suswanto, S.Pd	Teacher
12	Juwarni, S.Pd	Teacher
13	I Made Supriyanto, S.Pd	Teacher
14	Muryani	Teacher

15	Bambang Suyanto, S.Pd	Teacher
16	Sri Murni	Teacher
17	Umi Kulsum, S.Pd.I	Teacher
18	Suparno, S.Pd., M.Pd	Teacher
19	I Gede Ketut Arya S.Pd	Teacher
20	Supardiyono, S.Ag	Teacher
21	Ni Ketut Manik S, S.Pd.H	Teacher
22	Jumiati, S.Si	Teacher
23	Ni Wayan Rai Sari, S.Pd	Teacher
24	Iin Widiyanti, S.Pd	Teacher
25	Diana Maya Sari, S.Pd	Teacher
26	A. Mauladi	Teacher
27	Muhakikin	Teacher
28	Enika Sulatri, S.S	Teacher
29	Ni Ketut Surirani	Head Official Emp
30	Darno, S.Pd	Official Employee
31	Karjiman	Official Employee
32	Siti Fatimah	Official Employee
33	Sugito	Official Employee

Source: The School archives, taken on 16th March 2011

3. **The Students Condition of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011**

In the even semester of 2010/2011, State Junior High School State Junior High School 2 Raman Utara, East Lampung has 371 students in which 215 are male and 156 are female divided into 12 classes. It can be shown in the table bellow

Table 4

Number of Students at State Junior High School 2 Raman Utara, East Lampung in The Academic Year of 2010/2011

No	Class	SEX		Total
		Male	Female	
1	VII - A	18	12	30
2	VII -.B	20	12	32
3	VII -.C	16	14	30
4	VII – D	18	13	31
5	VIII – A	20	14	34

6	VIII – B	20	12	32
7	VIII – C	19	14	33
8	VIII – D	16	14	30
9	IX – A	16	13	29
7	IX – B	20	12	32
8	IX – C	19	12	31
9	IX – D	16	14	30
Total		**215**	**156**	**371**

Source: The School archives, taken on 16th March 2011

B. The Result of the Research

As stated in the first chapter, the objectives of this research to find out the difference of students' achievement in descriptive writing ability between student's of were taught through CTL approach and without CTL approach CTL approach at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/201.

The research was conducted in almost a month, including the observation. Starting from observation and discussion about the schedule of the research on March 14th 2011, then the writer with the teacher's agreement got the research schedule for doing the pre test, treatments (applying Contextual Teaching Learning (CTL) approach in teaching descriptive writing), and post test. The research schedule which enlisted all research activities (pretest, treatments, and posttest) can be seen in appendix 1.

The research was conducted at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011.To know the significant differences between the class that given the treatment and was not give the treatment. So the writer took 2 classes. The data were taken from the eighth grade B consists of 34 students as the experimental class that taught

through CTL approach and the eighth grade D which consists of 33 students taught through ordinary approach that teacher usually gives to them.

Both of the classes have four hours that hold in 2 meetings in a week. In each meeting consisted of 80 minutes. In this case, the teacher took 10 minutes to explain the rule, 50 minutes for presenting the material and applying the approach in teaching descriptive writing, then asked the students to make a composition for 20 minutes.

The research administered pre-test and post-test as instrument for collecting data. They were administered to both of the two classes; Experimental Class (EC) which was taught through CTL approach, and Control Class (CC), which was taught through ordinary approach.

1. **The Result of the Pre-test**

The pre-test was administered in order to find out the student's ability in descriptive writing ability and to know whether the two classes were equal or not in term of their writing achievement before the treatment was given. The research administered of pre-test to collect data .

The result of pre test of Experimental Class can be seen in table below:

Table 5

The Result of Pre-test of Experimental Class (EC) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011

No	Students' Code	Score
1	AA	60
2	AB	36
3	AC	40

4	AD	53
5	AE	46
6	AF	63
7	AG	60
8	AH	60
9	AI	46
10	AJ	50
11	AK	40
12	AL	40
13	AM	60
14	AN	56
15	AO	46
16	AP	46
17	AQ	46
18	AR	36
19	AS	65
20	AT	56
21	AU	60
22	AV	35
23	AW	66
24	AX	40
25	AY	40
26	AZ	60
27	AA1	40
28	AB2	34
29	AC3	40
30	AD3	46
31	AF4	34
32	AG5	36
33	AH6	65
34	AI7	40
$\sum$ Score		1641
Average		47.67
Minimum Score		34
Maximum Score		66

Before the writer measured the interval, the writer classified the students' score based o the the minimum mastery criteria (60).

Table 6

Students' Score Classification

No	Score	Frequency	Percentage	Criteria
1	< 60	24	7,06%	Fail
2	> 60	10	29,4%	Pass
	Total	**34**	**100%**	

From the table above, it can be seen that most of students of Experimental Class (EC) got the score under the minimum mastery criteria/KKM (60). There are 24 (70,6%) students got the score < 60 and the rest, 10 students (29,4%) student that passed or got the score > 60. So it can be inferred that the students' descriptive writing ability in the Experimental Class is low and most of student in this class did not pass and have to be treated using a new kind of approach that can help them to be able to write descriptive well.

To know the class interval, the writer calculated the data using the formula below:

R = the highest score - the lowest score

R = 66 – 30

R = 36

K = 1 + 33 Log n

K = 1 + 33 Log 34

K = 1 + 5,05

K = 6,05

K = **6**

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

$$P = \frac{36}{6}$$

$$P = 6$$

Having known the class interval, then the writer analyzed and put the result of pre-test of Experimental Class (EC) at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011 into the frequency score distribution table.

Table 7

Frequency Distribution of the Result of Pre test of Experimental Class (EC) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011

Class Interval	Frequency	Percentage %
30 - 35	5	14.70
26 - 41	8	23.52
42 - 47	5	14.70
48 - 53	3	8.82
54 - 59	3	8.82
60 - 65	7	20.58
66 - 71	3	8.82
Total	34	100

From the table above, it can be seen that most of students of experimental class got the score under the minimum mastery criteria (60). There are 24 (70,6%) students got the score < 60 and only 10 (29,4%) student that passed or got the score > 60. So it can be said that, the students' descriptive writing ability need to be improved.

The writer also conducted the pre-test in Control Class (CC). The question and also the directions for the students of Control Class were same.

Table 8

The Result of Pre-test of Control Class at the Eighth Grade of State Junior
High School 2 Raman Utara, East Lampung

No	Students' Code	Score
1	BA	40
2	BB	46
3	BC	50
4	BD	60
5	BE	40
6	BF	56
7	BG	35
8	BH	66
9	BI	66
10	BJ	46
11	BK	53
12	BL	35
13	BM	50
14	BN	40
15	BO	56
16	BP	50
17	BQ	60
18	BR	40
19	BS	36
20	BT	40
21	BU	50
22	BV	60
23	BW	60
24	BX	37
25	BY	36
26	BZ	46
27	BA1	36
28	BB2	50
29	BC3	60
30	BD3	57
31	BF4	50
32	BG5	50
33	BH6	40
∑ Score		1574
Average		47.69
Minimum Score		35
Maximum Score		66

Before the writer measured the interval, the writer classified the
students' score based o the the minimum mastery criteria (60).

Table 9

Students' Score Classification

No	Score	Frequency	Percentage	Criteria
1	< 60	26	78,8%	Fail
2	> 60	7	21,2%	Pass
	Total	**33**	**100%**	

From the table above, it can be seen that most of students of control class got the score under the minimum mastery criteria (60). There are 26 (78,8%) students got the score < 60 and only 7 (21,2%) student that passed or got the score > 60. So it can be said that, the students' descriptive writing ability need to be improved.

To measure the class interval, the writer used the formula below:

R   = the highest score -   the lowest score

R   = 66 – 30

R   = 36

K   = 1 + 33 Log n

K   = 1 + 33 Log 33

K   = 1 + 5,11

K   = 6,11

K   = 6

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

$$P = \frac{36}{6}$$

$$P = 6$$

Having known the class interval, then the writer analyzed and put the result of pre-test of control class at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011 into the frequency score distribution table.

Table 10

Frequency Distribution of the Result of Pre-test of Control Class (CC) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011

Class Interval	Frequency	Percentage %
30 - 35	8	24.24
26 - 41	8	24.24
42 - 47	3	9.09
48 - 53	6	18.18
54 - 59	2	6.06
60 - 65	5	15.15
66 - 71	1	3.30
Total	33	100

2. The Result of Post-test

To know the student's improvement in writing achievement, the researcher administered post-test after conducting the treatment on both EC and CC.

The result of pos-test of Experimental Class can be seen in table below:

Table 11

The Result of Post-test of Experimental Class (EC) at the Eighth Grade of

State Junior High School 2 Raman Utara, East Lampung

No	Students' Code	Score
1	AA	93
2	AB	70
3	AC	72
4	AD	86
5	AE	80
6	AF	93
7	AG	62
8	AH	66
9	AI	73
10	AJ	*46*
11	AK	*50*
12	AL	*56*
13	AM	86
14	AN	92
15	AO	66
16	AP	80
17	AQ	76
18	AR	83
19	AS	86
20	AT	73
21	AU	*50*
22	AV	*50*
23	AW	73
24	AX	70
25	AY	80
26	AZ	76
27	AA1	90
28	AB2	93
29	AC3	*50*
30	AD3	*50*
31	AF4	*40*
32	AG5	*40*
33	AH6	70
34	AI7	60
$\sum$ Score		2381
Average		70.03
Minimum Score		40
Maximum Score		93

Before the writer measured the interval, the writer classified the students' score based o the minimum mastery criteria (60).

Table 12

Students' Score Classification

No	Score	Frequency	Percentage	Criteria
1	< 60	9	26,5%	Fail
2	> 60	25	73,5%	Pass
	Total	**34**	**100%**	

Based on the table above, it can be seen that the students' writing ability in the experimental class was increased. It is indicated by the students' who got the score > 60 or passed the minimum mastery criteria were increased from 10 students to be 25 students.

Having classified the score, then the writer measured the class interval using the formula below:

R   = the highest score -   the lowest score

R   = 93 – 40

R   = 53

K   = 1 + 33 Log n

K   = 1 + 33 Log 34

K   = 1 + 5,05

K   = 6,05

K   = 6

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

$$P = \frac{53}{6}$$

P = 8,83

P = 9

Having known the class interval, then the writer analyzed and put the result of pos-test of Experimental Class (EC) at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011 into the frequency score distribution table.

Table 13

Frequency Distribution of the Result of Post-test of Experimental Class (EC) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011

Class Interval	Frequency	Percentage %
85 - 93	8	23.82
76 – 84	6	17.64
67 - 75	7	20.58
58 - 66	4	11.76
49 - 57	6	17.64
40 - 48	3	8.28
Total	**34**	**100**

While the score of post test of Control class can be seen in the table below:

Table 14

The Result of Post-test of Control class (CC) at the Eighth Grade of

State Junior High School 2 Raman Utara, East Lampung

in the Academic Year of 2010/2011

No	Students' Code	Score
1	BA	50
2	BB	50
3	BC	56
4	BD	60
5	BE	66
6	BF	60
7	BG	70
8	BH	73
9	BI	70
10	BJ	56
11	BK	60
12	BL	60
13	BM	60
14	BN	46
15	BO	60
16	BP	76
17	BQ	66
18	BR	56
19	BS	73
20	BT	50
21	BU	53
22	BV	66

23	BW	70
24	BX	73
25	BY	50
26	BZ	66
27	BA1	50
28	BB2	73
29	BC3	60
30	BD3	60
31	BF4	50
32	BG5	57
33	BH6	50
$\sum$ Score		1889
Average		57.24
Minimum Score		35
Maximum Score		76

Before the writer measured the interval, the writer classified the students' score based o the the minimum mastery criteria (60).

Table 15

Students' Score Classification

No	Score	Frequency	Percentage	Criteria
1	< 60	20	60,6%	Fail
2	> 60	13	39,4%	Pass
	Total	**33**	**100%**	

Based on the table above, it can be seen that the students' writing ability in the experimental class was increased. It is indicated by the students' who got the score > 60 or passed of the minimum mastery criteria (KKM) were increased from 7 students to be 13 students.

After classified the score, then the writer measured the data into the class interval using the formula below:

R   = the highest score -   the lowest score

R   = 76 – 30

R   = 46

K   = 1 + 33 Log n

K   = 1 + 33 Log 33

K   = 1 + 5,11

K   = 6,05

K   = 6

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

P $= \dfrac{46}{6}$

P   = 7,67

P   = 8

Having known the class interval, then the writer analyzed and put the result of pos-test of Control Class at the eighth grade of State Junior High School 2 Raman Utara, East Lampung in the academic year of 2010/2011 into the frequency score distribution table.

Table 16

Frequency Distribution of the Result of Post-test of Control Class (CC) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011

Class Interval	Frequency	Percentage %
69 - 76	8	23.82
62 - 68	6	17.64
54 - 61	7	20.58
46 – 53	4	11.76
38 – 45	6	17.64
30 – 37	3	8.28

	Total	34	100	

Having classified and then calculated the data, it can be seen that the increasing

score between two classes (Experimental class and Control Class) are different.

The increasing of both classes can be seen in the table below:

Table 17

The Increasing Score

Class	Resume	Pre test	Post test	Increasing
	The highest score	65	93	28
	The lowest score	30	40	10
	Mean	47.67	70.03	22.36
	Pass the KKM	10	25	15
	The highest score	66	76	10
	The lowest score	30	30	0
	Mean	47.69	57.24	9.55
	Pass the KKM	7	13	6

Based on the table above, it can be inferred that students' descriptive

writing ability taught through CTL approach (Experimental Class) is higher than

students' descriptive writing ability taught through without CTL approach

(Control Class).

In the Experimental Class, the highest score of post-test is better than the

pre-test. To know the improvement of both the score is by comparing the pre test

and post-test score (93 – 65 =28) So it can be said that the improvement is 28 %

($\frac{28}{100}$ x 100% = 28%). And also in post lowest score, the lowest score of the

post-test is better than the pre-test. The comparison of the lowest score between

post-test and pre-test score is 40 – 30=10. So it can be said that the improvement

is 10% ($\frac{10}{100}$ x 100% = 10%). In line with the highest and the lowest score, in the average score between the post-test and pre test can be seen that the average score of post-test is higher than the pre-test. The comparison of the average score between post-test and   pretest score is 70.03 – 47.67= 22.36. So it can be said that

the improvement is 10.85% ($\frac{22.36}{100}$ x 100% = 22.36%).   And also the total students who got the score more than the minimum mastery criteria (KKM) is increase. There are 25 student or 82,5 % of students of Experimental Class who passed the criteria.

While in the Control class, the highest score of post-test is better than the pre-test. To know the improvement of both the score is by comparing the pre test and post test score (76 – 66 =10) So it can be said that the improvement is 10 %

($\frac{10}{100}$ x 100% = 10%). And also in post lowest score, the lowest score of the post-test is same as the pre-test. The comparison of the lowest score between post test and pretest score is 30 – 30=0. So it can be said that the improvement is 0% (

$\frac{0}{100}$ x 100% = 0%). In line with the highest and the lowest score, in the average score between the post-test and pre test can be seen that the average score of post-test is higher than the pre-test. The comparison of the average score between post-test and   pre-test score is 57.24– 47.69= 9.55. So it can be said that the

improvement is 10.85% ($\dfrac{9.55}{100}$ x 100% = 9.55%). And also the total students

who got the score more than the minimum mastery criteria (KKM) is increase. There are 13 student or 38,2 % of students of Control Class who passed the criteria.

C. Hypothesis Test

After applying test method and at the end of the research, the writer came to the testing of the hypothesis. The main purpose of this test was to find out whether there is a significant difference of student's achievement in learning descriptive writing between Experimental Class (EC) which is taught through CTL approach and Control Class (CC) which is taught without CTL approach or ordinary approach used by the teacher) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011.

The procedure in its hyphesis testing are:

1. Preparing the table in order to prove whether there is only there is a significant difference of student's achievement in learning descriptive writing between Experimental Class (EC) and Control Class (CC) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011.

Table 18

The Table as the Authentication of difference between Experimental Class and Control Class (CC) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011

Experimental Class	Control Class

Subjetc	Pretest	Posttest	X1	X2	Subjetc	Pretest	Posttest	Y1	Y2
AA	60	93	33	1089	BA	40	50	10	100
AB	36	70	30	900	BB	46	50	4	16
AC	40	72	32	1024	BC	50	56	6	36
AD	53	86	40	1600	BD	60	60	0	0
AE	46	80	34	1156	BE	40	66	26	676
AF	63	93	33	1089	BF	56	60	4	16
AG	60	62	2	4	BG	35	70	35	1225
AH	60	66	20	400	BH	66	73	7	49
AI	46	73	27	729	BI	66	70	4	16
AJ	50	*46*	6	36	BJ	46	56	10	100
AK	40	*50*	10	100	BK	53	60	7	49
AL	40	*56*	16	256	BL	35	60	25	625
AM	60	86	26	676	BM	50	60	10	100
AN	56	92	46	2116	BN	40	46	6	36
AO	46	66	20	400	BO	56	60	4	16
AP	46	80	34	1156	BP	50	76	26	676
AQ	46	76	30	900	BQ	60	66	6	36
AR	36	83	18	324	BR	40	56	16	256
AS	65	86	21	441	BS	36	73	37	1369
AT	56	73	13	169	BT	40	50	10	100
AU	60	*50*	-10	100	BU	50	53	3	9
AV	35	*50*	15	225	BV	60	66	6	36
AW	66	73	7	49	BW	60	70	10	100
AX	40	70	30	900	BX	37	73	36	1296
AY	40	80	40	1600	BY	36	50	14	196
AZ	60	76	36	1296	BZ	46	66	20	400
AA1	40	90	50	2500	BA1	36	50	14	196
AB2	34	93	53	2809	BB2	50	73	23	529
AC3	40	*50*	10	100	BC3	60	60	0	0
AD3	46	*50*	16	256	BD4	57	60	3	9
AF4	34	*40*	6	36	BF5	50	50	0	0
AG5	36	*40*	4	16	BG6	50	57	7	49
AH6	65	70	5	25	BH7	40	50	10	100
AI7	40	60	20	400					
Σ x	1641	2381	773	24877	Σ y	1597	1996	399	8417

2. Putting the data above into t_{test} formula to get $t_{observed}$

$$\sum X2 = \sum X2 - \left(\frac{\sum x}{N} \right) \qquad \sum y2 = \sum y2 - \left(\frac{\sum y}{N} \right)$$

$$= 24877 - \left(\frac{773}{34} \right) \qquad\qquad = 8417 - \left(\frac{399}{33} \right)$$

$$= 24877 - 22{,}74 \qquad\qquad = 6417 - 12{,}1$$

$$= 24852 \qquad\qquad\qquad = 6405$$

Furthermore, the writer counted by using t_{test} formula as follow:

$$t = \frac{Mx - My}{\sqrt{\left(\dfrac{\sum x2 + y2}{Nx + Ny - 2} \right)\left(\dfrac{1}{Nx} + \dfrac{1}{Ny} \right)}}$$

$$t = \frac{773 - 399}{\sqrt{\left(\dfrac{\sum 24852 + 6405}{34 + 33 - 2} \right)\left(\dfrac{1}{34} + \dfrac{1}{33} \right)}}$$

$$t = \frac{374}{\sqrt{\left(\dfrac{31257}{65} \right)\left(\dfrac{2}{67} \right)}}$$

$$t = \frac{374}{\sqrt{(39295{,}03)(0{,}030769)}}$$

$$t = \frac{374}{\sqrt{1209{,}078}}$$

$$t = \frac{374}{31{,}8}$$

$$t = 11{,}76$$

Therefore, $t_{observed}$ is 11,76 based on the computation above.

C. Interpretation

1. Interpretation of $t_{observed}$

   If $t_{observed} > t_{table}$ Hi is accepted and Ho is rejected

If t $_{observed}$ < t $_{table}$ Hi is accepted and Ho is accepted

The critical value t $_{observed}$ is 11,76 based on the computation above, it can be infered that there is a significant difference of student's achievement in learning descriptive writing between Experimental Class (EC) and Control Class (CC) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011.

3. Statistical Significant

The hyphotesis apllied in this research is the alternative hyphotesis (Hi) is there is a positive and significant difference of student's achievement in learning descriptive writing between Experimental Class (EC) which is taught through CTL approach and Control Class (CC) which is taught without CTL approach or ordinary approach used by the teacher) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011.

To know the critical value of t $_{test}$, the writer firstly counted df, degree of freedom. The formula of df is df = px +.py-2

df   = Px + Py - 2

= 34 + 33 − 2

= 65

After considering the t_{test} table by using df 69, the writer did not find it in t_{table}. So, it's done interpolation because 65 is higher than 60 and smaller tahn 120.

Table 18

Critical Value of t_{table}.

	5%	1 %	0,1 %
Df 60	2,000	2,660	3,460
DF 120	1,980	2,617	373[35]

Table 19

Interpolation

	5%	1 %	0,1 %
df 60 + dF 120/2	2,000+1,980/2	2,660+2,617/2	3,460+373/2
	1,980	2,638	3,416

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

$t_{observed}$ = 11,76

t_{table}. = 1,980 (5%), 2,638 (1%) and 3,416 (0,1%).

The data confirmed that $t_{observed}$ is higher than t_{table}. . Therefore, it can be inferred that Hi is accepted and Ho is rejected. It means that there is a positive and significant difference of student's achievement in learning descriptive writing between Experimental Class (EC) which is taught through CTL approach and Control Class (CC) which is taught without CTL approach or

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[35] Sugiyono, *Metode Penelitian Pendidikan,* (Alfabeta, Bandung, 2008). p. 454

ordinary approach used by the teacher) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011.

D. Discussion of the Finding

The teaching learning of writing needs a right approach to be used in order to make it successful.   Therefore, the teacher must be able to choose the best approach for a certain situation.   In this case, the teacher should be creative to encourage the student's to learn writing by using the right approach.

CTL is a concept of learning which helps teachers relate the materials being taught to the students' real world and encourage the students to relate their knowledge in their daily lives. Furthermore, the CTL puts the students as the centre of an active learning process. The students are supposed to be more active during teaching learning process of descriptive text. Therefore, by using the CTL the students' problems in learning descriptive text can be overcome. The students are able to increase their abilities in writing descriptive text.

The result indicated that CTL can be used in teaching writing, the students' descriptive writing ability is increased. The students who were taught through CTL approach got higher score than those who were taught through ordinary approach (without CTL approach).   It is proved by the average score in EC which is higher than average score in CC. The average score of pre test in the Experimental Class increased from 47,67 before treatment up to 70,03 after

the treatment and from the statistical significant, it's known that t $_{observed}$ is higher than t $_{table.}$ (11,76> 1,980 (5%), 2,638 (1%) and 3,416 (0,1%). Therefore the hypothesis is accepted which suggest that It means that there is a positive and significant difference of student's achievement in learning descriptive writing between Experimental Class (EC) which is taught through CTL approach and Control Class (CC) which is taught without CTL approach or ordinary approach used by the teacher) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011.

So it can be concluded that the teaching applied in EC (CTL approach) is more effective than teaching applied in CC (without CTL approach) in term of student's descriptive writing achievement.

E. Limitation

However after conducting the research and getting the data from documentation and test, the writer found some problems faced by the students. They are :

1. Problem in interpretating the CTL appraoch

   a. In the first treatment, the writer faced the difficulties in managing the class for example when dividing the class into groups; most of students seemed to be very bussy with them. Hence, the class was so noisy.

   b. The passive students were under pressure to follow the class when it was divided into groups and then each group presented their finding infront of the class. Based on the writer observation during the learning process, it

can be seen that some students only watched their friends and had no idea

or comments.

2. Problem in building the writing

The problem face by student in building the writing was some students were

confused how to statrt their writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the discussion elaborated previously, the writer would like to

conclude that:

This research was used the quantitative research, based on the

experimental method, that was, to find out the casual relation between two factors

by using pre-test and post-test. The samples of the research are 67 students of

eighth grade of State Junior High School 2 Raman Utara, East Lampung in the

academic year of 2010/2011 that are divided into two group, they are class B that

consists of 34 students as the Experimental Class (EC) and class D that consists of 33 students as the Control Class (CC). After getting the means of pre test and post test, the data were analyzed by using t $_{test}$ in order to know the significance of the treatments effect.

After considering the t $_{test}$ table by using df 63, the writer did not find it in the table. So, it's done interpolation because 63 is higher than 60 and smaller tahn 120. The critical value of t $_{table}$ for 5% level is 1,990, the critical value of t $_{table}$ for 1% level is 2,638 and the critical value of t $_{table}$ for 0,1% level is 3,416. From all the data analysis, it can be seen that t $_{observed}$ = 11,76, while t $_{table.}$ = 1,980 (5%), 2,638 (1%) and 3,416 (0,1%).

The data confirmed that t $_{observed}$ is higher than t $_{table.}$. Therefore, it can be inferred that Hi is accepted and Ho is rejected. It means that there is a positive and significant difference of student's achievement in learning descriptive writing between Experimental Class (EC) which is taught through CTL approach and Control Class (CC) which is taught without CTL approach or ordinary approach used by the teacher) at the Eighth Grade of State Junior High School 2 Raman Utara, East Lampung in the Academic Year of 2010/2011.

In other words, it can be said that teaching descriptive writing through Contextual Teaching Learning (CTL) approach is effective to increase the students' descriptive writing ability.

B. Suggestion

Based on the result and conclusions previously presented, the researcher would like to propose some suggestions as follow:

1 . For the Students

a. The students should enrich their vocabulary to help them in writing their own idea.

b. The students are suggested to increase their writing ability

c. The students are recommended that they should improve their language component ability (structure and grammar mastery)

2. For the English Teacher

a. The teacher should come to the students and help them if they find difficulties in getting the meaning of the sentences.   Also, support the inferior students to express their ability in writing.

b. Teacher should give key-vocabularies and key-term vocabularies to motivate and help the students in transferring the content into descriptive form.

c. Teacher should find suitable material based on the student's level and background.

d. The English teachers are recommended that they should try to collaborate the use of CTL approach not only in teaching descriptive writing but also for another language skill, such as speaking, reading and ect.

2. For Further Research

a. In further research various sample is suggested. This approach is not only used in junior high school, but also it can be used in senior or in elementary too.

b. Choose the appropriate topics of dialogue texts that are suitable for the student's need, age and interest.

c. Give the clear model how to describe thing or person.

d. Give the opportunity to the students to share their ideas by asking some questions among the students.

e. Make the students get the knowledge by themselves; do not give them the knowledge directly.

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APPENDIX 1
The Schedule of treatment

No	Date	Activity
1	Maret 14, 2011	Pre test for both of classes (Experimental and Control Class)
2	Maret 17, 2011	Treatment 1 for Experimal Class
3	Maret 21, 2011	Treatment 1 for Control class
4	Maret 24, 2011	Treatment 2 for Experimal Class
5	Maret 28, 2011	Treatment 2 for Control class
6	April 4, 2011	Post Test for both of classes (Experimental and Control Class)

APPENDIX 2
LEVEL OF DIFFICULTY OF TRY OUT TEST

Number of Item	Correct Answer (U)	Correct Answer (L)	Total U+L	Computation	Criterion	Decision
1	19	8	27	0.675	Satisfactory	
2	16	9	25	0.625	Satisfactory	
3	20	10	30	0.75	Easy	Dropped
4	18	6	24	0.6	Satisfactory	
5	16	7	23	0.575	Satisfactory	
6	14	4	18	0.45	Satisfactory	
7	19	8	27	0.675	Satisfactory	
8	16	10	26	0.65	Satisfactory	
9	15	6	21	0.525	Satisfactory	
10	11	5	16	0.4	Satisfactory	
11	17	8	25	0.625	Satisfactory	
12	17	7	24	0.6	Satisfactory	
13	16	7	23	0.575	Satisfactory	
14	16	9	25	0.625	Satisfactory	
15	20	9	29	0.725	Easy	Dropped
16	15	7	22	0.55	Satisfactory	
17	21	5	26	0.65	Satisfactory	
18	21	7	28	0.7	Satisfactory	
19	14	8	22	0.55	Satisfactory	
20	17	9	26	0.65	Satisfactory	
21	17	7	24	0.6	Satisfactory	
22	17	7	24	0.6	Satisfactory	
23	21	6	27	0.675	Satisfactory	
24	18	6	24	0.6	Satisfactory	
25	17	6	23	0.575	Satisfactory	
26	23	8	31	0.775	Easy	Dropped

27	22	7	29	0.725	Easy	Dropped
28	17	5	22	0.55	Satisfactory	
29	21	8	29	0.725	Easy	Dropped
30	21	6	27	0.675	Satisfactory	
31	17	6	23	0.575	Satisfactory	
32	18	6	24	0.6	Satisfactory	
33	19	7	26	0.65	Satisfactory	
34	20	6	26	0.65	Satisfactory	
35	18	4	22	0.55	Satisfactory	
36	18	3	21	0.525	Satisfactory	
37	18	7	25	0.625	Satisfactory	
38	13	4	17	0.425	Satisfactory	
39	15	2	17	0.425	Satisfactory	
40	13	3	16	0.4	Satisfactory	

Note :

Difficulty level
0.00 - 0.30 = Difficult
0.30 - 0.70 = Satisfactory
0.70 - 1.00 =
Easy

(Adapter from: Dasar-dasar Evaluasi Pendidikan by Suharsimi Arikunto, 1987:212)

APPENDIX 3
Discrimination Power of Try Out

Number of Item	Correct Answer	Correct Answer	Total (U - L)	Comp.	Criterion	Decision

	(U)	(L)				
1	19	8	11	0.55	Good	
2	16	9	7	0.35	Satisfactory	
3	20	10	10	0.5	Good	
4	18	6	12	0.6	Good	
5	16	7	9	0.45	Good	
6	14	4	10	0.5	Good	
7	19	8	11	0.55	Good	
8	16	10	6	0.3	Satisfactory	
9	15	6	9	0.45	Good	
10	11	5	6	0.3	Satisfactory	
11	17	8	9	0.45	Good	
12	17	7	10	0.5	Good	
13	16	7	9	0.45	Good	
14	16	9	7	0.35	Satisfactory	
15	20	9	11	0.55	Good	
16	15	7	8	0.4	Good	
17	21	5	16	0.8	Excellent	
18	21	7	14	0.7	Excellent	
19	14	8	6	0.3	Satisfactory	
20	17	9	8	0.4	Good	
21	17	7	10	0.5	Good	
22	17	7	10	0.5	Good	
23	21	6	15	0.75	Excellent	
24	18	6	12	0.6	Good	
25	17	6	11	0.55	Good	
26	23	8	15	0.75	Excellent	
27	22	7	15	0.75	Excellent	
28	17	5	12	0.6	Good	
29	21	8	13	0.65	Good	
30	21	6	15	0.75	Excellent	
31	17	6	11	0.55	Good	
32	18	6	12	0.6	Good	
33	19	7	12	0.6	Good	
34	20	6	14	0.7	Excellent	
35	18	4	14	0.7	Excellent	
36	18	3	15	0.75	Excellent	
37	18	7	11	0.55	Good	
38	13	4	9	0.45	Good	
39	15	2	13	0.65	Good	
40	13	3	10	0.5	Good	

APPENDIX 4

THE RELIABILITY OF VOCABULARY TRY OUT TEST

No	Students Code	Odd (X)	Even (Y)	Total	X^2	Y^2	X.Y
1	AA	11	14	25	121	196	154
2	BB	10	14	24	100	196	140
3	CC	15	15	30	225	225	225

4	DD	16	12	28	256	144	192
5	EE	16	15	31	256	225	240
6	FF	13	12	25	169	144	156
7	GG	14	13	27	196	169	182
8	HH	16	12	28	256	144	192
9	II	13	12	25	169	144	156
10	JJ	13	14	27	169	196	182
11	KK	14	11	25	196	121	154
12	LL	11	13	24	121	169	143
13	MM	14	14	28	196	196	196
14	NN	12	14	26	144	196	168
15	OO	17	12	29	289	144	204
16	PP	17	11	28	289	121	187
17	QQ	14	14	28	196	196	196
18	RR	15	11	26	225	121	165
19	SS	15	13	28	225	169	195
20	TT	12	12	24	144	144	144
21	UU	13	11	24	169	121	143
22	VV	15	11	26	225	121	165
23	WW	16	13	29	256	169	208
24	XX	14	16	30	196	256	224
25	YY	15	17	32	225	289	255
26	ZZ	11	13	24	121	169	143
27	AB	9	8	17	81	64	72
28	AC	12	11	23	144	121	132
29	AD	7	10	17	49	100	70
30	AE	9	8	17	81	64	72
31	AF	5	9	14	25	81	45
32	AG	8	8	16	64	64	64
33	AH	9	9	18	81	81	81
34	AI	12	8	20	144	64	96
35	AJ	11	11	22	121	121	121
36	AK	7	10	17	49	100	70
37	AL	12	6	18	144	36	72
38	AM	11	9	20	121	81	99
39	AN	13	10	23	169	100	130
40	AO	11	10	21	121	100	110
	Jumlah	**498**	**466**	**964**	**6528**	**5662**	**5943**

Note:

N = 40 (26 from upper group, and 14 from lower group)

X = Total Score of odd numbers

Y = Total Score of even numbers

X^2 = Square of X

Y^2 = Square of Y