

AN UNDERGRADUATE THESIS

**INCREASING THE STUDENTS' PROCEDURE TEXT WRITING ABILITY
THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH
AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 7 METRO**

Written By:

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English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1440 H/ 2018 M**

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AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 7 METRO**

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

By :

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APPROVAL PAGE

Title : INCREASING THE STUDENTS' PROCEDURE TEXT
WRITING ABILITY THROUGH CONTEXTUAL TEACHING
AND LEARNING (CTL) APPROACH AT THE EIGHTH
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Metro, September 2018

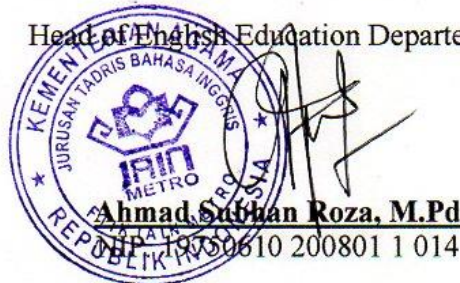
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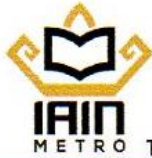
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Assalamu'alaikumWr.Wb.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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WRITING ABILITY THROUGH CONTEXTUAL
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: INCREASING THE STUDENTS' PROCEDURE TEXT WRITING ABILITY THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 7 METRO, written by Tia Eka Sari, student number 14122237, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, October 30th 2018 at 10.00-12.00 p.m.

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**INCREASING THE STUDENTS' PROCEDURE TEXT WRITING ABILITY
THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH
AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 7 METRO**

ABSTRACT

BY

TIA EKA SARI

The objective of the study is to find out whether the use of contextual teaching and learning approach will be able to improve the students writing ability in procedure text at the State Junior High School 7 Metro. Writing is the expression of language in the form of letters, symbols, and words. Through writing someone can share their knowledge, conveying idea, feeling and intention to the other people. In teaching learning process, the teacher should be able to create or choose the suitable and good approach. Contextual teaching and learning is one of the approach that can be applied in the teaching English, especially teaching writing ability in procedure text.

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

The result of this research shows that *contextual teaching and learning as a approach* has positive role in improving students' writing ability in procedure text at the eighth grade of State Junior High School 7 Metro. It can be proved by the students' average score from pre-test to post test. The average score in pre-test was 61,8, post-test 1 was 69 and post-test 2 was 77,2. It mean that the using of contextual teaching and learning approach as a approach could improve the student's writing ability in procedure text.

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

**PENINGKATKAN KEMAMPUAN MENULIS SISWA PADA TEKS PROSEDUR
MELALUI PENDEKATAN KONTEKSTUAL TEACHING DAN LEARNING
DI KELAS DELAPAN SMP NEGERI 7 METRO**

ABSTRAK

OLEH

TIA EKA SARI

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan dari pendekatan contextual teaching and learning akan dapat meningkatkan kemampuan menulis prosedur teks di SMP Negeri 7 Metro. Menulis adalah ungkapan bahasa dalam bentuk tulisan, simbol, dan kata-kata. Seseorang dapat berbagi pengetahuan, menyampaikan ide, perasaan dan perhatian kepada orang lain. Dalam proses belajar mengajar, guru harus bisa menciptakan atau memilih sebuah pendekatan yang baik dan sesuai dengan keadaan siswa. Contextual teaching and learning merupakan salah satu pendekatan yang biasa digunakan dalam pembelajaran bahasa Inggris khususnya mengajarkan kemampuan menulis siswa pada prosedur teks.

Penelitian ini menggunakan metode penelitian tindak kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah sebelas VIII A. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test 1 and post test 2), observasi dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa pendekatan Contextual teaching and learning sebagai pendekatan memiliki hasil positif dalam meningkatkan kemampuan menulis siswa di prosedur teks kelas delapan SMP Negeri 7 Metro. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 61,8, post-test 1 adalah 69 dan post-test 2 adalah 77,2. Ini berarti bahwa penggunaan pendekatan contextual teaching and learning sebagai pendekatan yang dapat meningkatkan kemampuan menulis siswa pada teks prosedur.

Kata kunci : *Menulis, Teks Prosedur, dan Contextual teaching and learning.*

STATEMENT OF RESEARCH ORIGINALITY

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

Metro, October 2018

The Researcher



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

Metro , 2018

Penulis



Tia Eka Sari
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

So verily, with the hardship, there is relief. Verily, with the hardship, there is relief.

(QS Al-Insyirah: 5-6)

DEDICATION PAGE

This piece of work is dedicated to:

1. My beloved family, especially my parent (Mr. Harun Usman and Mrs. Nur Imani), my brother (Hendra Gunawan, Dedi Irawan, Erfan Jaya) who always pray and support in their endless love.
2. My sponsor and Co-sponsor, thanks for guiding.
3. My beloved friends Cherrybelle, All stars, Sayidah, Nabilla, Fitri and so big thanks for your support and always accompany me.
4. My beloved Almamater of State Institute for Islamic Studies (IAIN) Metro

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this proposal entitles “INCREASING THE STUDENTS’ PROCEDURE TEXT WRITING ABILITY THROUGH CONTEXTUAL TEACHING AND LEARNING APPROACH AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 7 METRO”.

Regarding to the undergraduate thesis, the writer offers her big thank to the as Dr. Umi Yawisah, M.Hum the sponsor and to Trisna Dinillah Harya, M.Pd as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during the proposal writing process.

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

Metro, October 2018

The Researcher,

Tia Eka Sari

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TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTA DINAS	iv
RATIFICATION PAGE	vi
ABSTRACT	vii
STATEMENT OF ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
LIST OF APPENDICES	xix

CHAPTER I INTRODUCTION

A. Background of The Study	1
B. Problem Identification	5
C. Problem Limitation	6
D. Problem Formulation	6
E. Objective and Benefits of The Study	6
1. Objectives of the Research	6
2. Benefit of the Research	7

CHAPTER II THEORETICAL REVIEW

A. The Concept of Writing Ability	8
1. Definition of Writing	8
2. The process of Writing	9
3. The Concept of Writing Ability	11
B. The Concept of ProcedureText	12

1. Definition of Procedure Text.....	12
2. Social function of Procedure Text	13
3. Generic Structure of Procedure Text	13
4. Significant Lexicogrammatical Features of Procedure Text	14
C. The Concept of Contextual Teaching and Learning	15
1. Definition of Contextual Teaching and Learning	15
2. The Principles of Contextual Teaching and Learning..	17
3. The Advantages and Disadvantages of Contextual Teaching and Learning	20
D. The Procedures of Teaching procedure text writing ability through contextual teaching and learning	21
E. Action Hypothesis	23

CHAPTER III RESEARCH METHODOLOGY

A. Variable and Operational Definitions of Variables	24
1. Variable of Research	24
2. Operational Definition of Variable	25
a. Independent Variable.....	26
b. Dependent Variable	26
B. Setting of the Study	29
C. Subject of the Study	29
D. Research Procedure	30
1. Classroom Action Research	30
2. Action Plan	31
a. Cycle 1	31
b. Cycle 2	34
E. Data Collecting Technique	36
1. Test	36
a. Pre-test	36
b. Post-test	37
2. Observation	37
3. Documentation	37
F. Research Instrument	38
1. Test.....	38
2. Observation Guidance	38
3. Documentation Guidance	38
G. Data Analysis Technique	39
H. Indicators of Success	41

CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research	42
1. The Description of Research Location	42
a. The History of State Junior High School 7 Metro	42

b. The Condition of Teacher and Official Employees	43
c. The Number of Student's State Junior High School 7 Metro	44
d. The Condition of Building	44
e. The Organization Structure of State Junior High School 7 Metro	46
f. The Site Sketch of State Junior High School 7 Metro	47
2. Description of Research Result	48
a. Cycle 1	51
b. Cycle 2	59
B. Interpretation	67
1. The Learning Result Cycle 1	67
2. The Learning Result Cycle 2	68
3. The Comparison of Students' Score in Pre-test, Post-test 1 and Post- test 2	69
C. Discussion	71

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	73
B. Suggestions	74

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

1. The Pre-survey Data of Student's Writing Achievement at the Eighth Grade of State Junior High School 7 Metro	5
2. List of the Teacher of State Junior High School 7 Metro	43
3. List of Buildings in State Junior High School 7 Metro	45
4. The Result Score of Students' Writing Ability Pre-test	48
5. Frequency Distribution of Students' Writing Ability Score in Pre-test.....	50
6. The Result Score of Students' Writing Ability Post-test 1 in Cycle 1	53
7. Frequency Distribution of Students' Writing Ability Score in Post-test 1	54
8. The Students' Activities in Cycle 1	56
9. The Comparison Students' Writing Ability Score in Pre-test and Post-test 1	57
10. The Result Score of Students' Writing Ability Post-test 2 in Cycle 2	61
11. Frequency Distribution of Students' Writing Ability Score in Post-test 2	62
12. The Students' Activities in Cycle 2	64
13. The Comparison Students' Writing Ability Score in Post-test 1 and Post-test 2	64
14. The Comparison of Students Activity in Cycle 1 and Cycle 2.....	66
15. The Comparison Students' Writing Ability Score in Pre-test, Post-test 1 and Post-test 2.....	69

LIST OF FIGURES

1. Spiral Classroom Action Research	31
2. The Personnel Organization Structure	46
3. The School Map of State Junior High 7 Metro	47
4. Percentage of the Result Score of Students' Writing Ability in Pre-test.....	50
5. Percentage of the Result Score of Students' Writing Ability in Post-test 1	55
6. Percentage of the Result of Students' Writing Ability in Pre-test and Post-test 1	58
7. Percentage of the Result Score of Students' Writing Ability in Post-test 2	63
8. Percentage of the Result Score of Students' Writing Ability in Post-test 1 and Post-test 2	66
9. Percentage of the Result of Students' Activities in Cycle 1 and Cycle 2	67
10. Percentage of the Result Score of Students' Writing Ability in Pre-test, Post-test 1 and Post-test 2	71

LIST OF APPENDICES

1. Syllabus.....	78
2. Lesson Plan	83
3. The Observation Sheet of Teachers' Activity 1	97
4. The Observation Sheet of Teachers' Activity 2.....	98
5. The Observation Sheet of Students' Activity 1	99
6. The Observation Sheet of Students' Activity 2	101
7. The Result of Pre-Test	103
8. The Result of Post-test 1	104
9. The Result of Post-Test 2.....	105
10. Documentation.....	106
11. Letters.....	109

CHAPTER I

INTRODUCTION

A. Background of The Study

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

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

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

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

Many problems are found related to writing ability. Such as, the students have low mastery in writing procedure text. They got low interest in learning process, the technique which was used by teachers less interest, because the students fell afraid a new language. So, the teacher must use interesting technique.

The researcher chooses increasing the students' procedure text writing ability in the junior high school because teaching in the junior high school different from teaching English in elementary school. The researcher have to grow their motivation up in order to be happy to study. Increasing the students procedure text writing ability through contextual teaching and learning (CTL) can help the students understand the conditions in their around and can develop their ideas using contextual teaching and learning (CTL). By using this CTL the researcher assumes that the teaching learning process in the classroom can be interesting and enjoyable.

In teaching English, the teacher also has to increase her teaching ability by CTL. It is be done because the teacher not use more technique or media in teaching procedure text writing. Beside that, the condition of

teaching learning process in there is still done passive. Teacher only gave the students explanation and gave the test. So the students feel bored, it is caused the students have not creativity and low motivation. By improving teacher's teaching skill, it is expected that the students writing in procedure text writing ability will increase.

Based on the pre-survey data that the researcher have done on November 4th 2017, the writer found that most of the eight grade students of State Junior High School 7 Metro have low in writing ability. The number of the students are 25 students. The students still have difficulties in their writing ability as described before. It can be seen from the average score of the students daily test that was less than 75. The data can be known as follow:

Table 1

The pre-survey data of the Students' Writing Achievement of the Eighth Grade of State Junior High School 7 Metro

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	3	12 %
2	< 75	Incomplete	22	88 %
Total			25	100 %

Source: November 04th, 2017.

From the result above, it can be seen from 25 students of one class, there were 22 got score that is below the specified standard that has been set. Because the English teacher said that the criteria of minimum mastery

(KKM) score for English subject at the school is 75. It means that they do not have good writing ability.

The students usually find some difficulties when they are learning about its writing. They cannot sit quietly and pay full attention during the lesson without doing anything, especially in procedure text. Because in this text type, the students are hoped can describe how something is accomplished through a sequence of actions or steps. So, it will be better if they can practice it, for example “how to make something”. But many students have difficulties in writing procedure text. In State Junior High School 7 Metro especially with students’ of eighth grade, the students have difficulties in writing procedure text because sometime the teacher only explains what are the social function, generic structure and the lexicogrammatical function. So, the students have difficulties when they must write a procedure text based on their imagination and experiences only. 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. It is a reason why I am interested in using Contextual Teaching and Learning (CTL) Approach.

Based on the explanation above, the writer tries to solve it by implementing the Contextual Teaching and Learning for teaching procedure text at the eighth grade of State Junior High School 7 Metro. According to Johnson, CTL is a process in teaching learning circumstances which proposes an idea that academic subject should relate to the of students real life situation; the context of their personal, social

and cultural circumstances, in order to seek the meaning of academic material.¹ Contextual teaching learning emerge because can be helpful for the students to learn the tense, the CTL gives a better way in learning English, that is by relating the material to the students' real-life experience, which will be meaningful to them.

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

B. Problem Identification

Based on the background above, the researcher identified the identifications of problem as follows:

1. The students' still have difficulties to express their idea to write procedure text.
2. The students' writing ability are low.
3. The students get bored while learning.
4. Some students knowledge in writing ability of procedure text is still less, but other students have enough knowledge.

¹ Eliana. B. johson, *Contextual Teaching and Learning: What It Is and Why It.s Here to Stay* (United States of America: Corwin Press, INC 2002), p.25

C. Problem Limitation

Based on the identification of problem above, the researcher limited the research on the students find difficulties in writing a procedure text.

D. Problem Formulation

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

Can Contextual Teaching and Learning (CTL) approach increase the students' procedure text writing ability at the eighth grade of State Junior High School 7 Metro?

E. Objectives and Benefits of the Study

1. Objectives of the Research

Based on the formulation of the problem above, the objective of the research is as follows:

To increase the students' procedure text writing ability at the eighth grade of State Junior High School 7 Metro.

2. Benefits of the Research

a. For the Student

As the motivation for the students in learning English, they are more interested in learning English by providing them with using contextual teaching and learning (CTL) in teaching procedure text

writing. Furthermore, they can increase from the material given by the teacher.

b. For the English Teacher

As the information for the teachers' about the importance of the using contextual teaching and learning (CTL) in teaching learning process. By doing this classroom action research, the result of this research is hoped able to increase the English teachers' ability in teaching learning process.

c. For the Headmaster

This research as an information and reference about the method on teaching english that can increase the students achievement especially in writing.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing

1. Definition of Writing

Hammond in Knapp and Watkins stated that in writing we arrange clauses into a sentence: the main idea becomes the main clause; subsidiary ideas become subordinate clauses and so on.² Writing is more than picking up a pen and putting words on paper. Writing requires thought and planning if it is to mean anything to the receiver who reads it. Beginning writers run into difficulties because they often consider only themselves when they write.³

Harmer said that writing is not time-bound in the way conversation is.⁴ Writing is also used in questionnaire-type activities. Once again, writing is used to help students perform a different kind of activity.⁵

Writing is re-writing; that re-vision-seeing with new eyes- has central role play in the act of creating text.⁶ Furthermore, Brown argues that writing is, in fact, a transaction with word where by you free yourself

²Peter Knapp and Megan Watkins, *Genre, Texts, Grammar : Technologies For Teaching and Assessing Writing*, (Australia: UNSW Press, 2005), p. 15.

³Winter, *Writing Paragraphs & The Writing Process*, (Bathurst: CASP, 1999), p.24.

⁴Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p. 31

⁵*Ibid.*, p.33

⁶Jeremy Harmer, *The Practice of English Language Teaching*, (Camberly: Longman, 2000), p. 258

from what you presently think, feel, and perceive.⁷ Also Ann Raimes said that the fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second language syllabus.⁸

From the definition above the writer can conclude that writing is a way to produce language that comes from our thought. Writing refers to the process of making words which has several supplies, kinds and the writing is one of the important skills in learning English. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on a paper or a computer screen. It is influenced both by the personal attitudes and social experience that the writer brings to write and the impacts of the particular political and institutional contexts.

2. The Process of Writing

When people write, they use graphic symbols, that is letter or combination of letter that relate to the sound they make when they speak. The written productive language is called writing. It is the skill of a writer to communicate information to a reader or group of readers.⁹

Generally the writing process is seen as consisting of five stages: Pre-writing, drafting/writing, revising, editing, and publishing. The five stages of the writing process are a framework for writing well and easily.

⁷H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p. 337

⁸Ann Raimes, *Techniques in Teaching Writing*, (New York NY 10016 USA: Oxford University press, 1983), p.3.

⁹Sanggam Siahian, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008) p. 2

Rather, writers constantly maneuver between these steps as their work progresses. The following is a brief description of each stage as follows:

a) Planning

According to Winter planning is “Arrange the ideas from your brainstorming in some order. If you are writing a paragraph to persuade someone, it is often a good idea to put the strongest reason last as the reader is usually most influenced by what he/she has read most recently.”¹⁰

When planning, the writer has to think about three main issues. *The first* is the purpose of the writing, it includes the type of the text the writer wants to produce, the language the writer uses, and the information the writer chooses. *The second* is the audience, who are the readers of the writing. So the writer must attend to the choice of the language informal or formal writing. *The last* is the content structure that is how the sequence of facts, ideas, or argumentation which the writer decided to include.¹¹

b) Drafting

“Drafting is a series of strategies designed to organize and develop a sustained piece of writing.”¹² The drafting is as the selection of a subject and organizing the information about the subject into meaningful clusters. Also it is finding the

¹⁰Winter, *Writing Paragraphs*, p.25.

¹¹Jeremy Harmer, *How To Teach Writing*, (England: Pearson Longman, 2007), p. 4-5.

¹²Ibid., p. 5

connection among those clusters and discovers the relationship that links the connection.

c) Revising

When you are ready to go on to the revising stage, reread the first draft. The revising stage of the writing means fine-tuning and organizing the content. This means making the ideas you want to communicate as effective as possible as well as adjusting them to meet the needs of a particular audience.¹³

3. The Concept of Writing Ability

Advanced writing ability are an important aspect of academic performance as well as subsequent work-related performance. However, students rarely attain advanced scores on assessments of writing ability. Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability.

Jeremy states the creative writing is one area (like painting and composing) where the imagination has a chance to run free. The world is full of people who achieve great personal satisfaction in this way.¹⁴ When thought is written down, ideas can be examined, considered, added to, rearranged, and changed. Likewise the term “writing” refers both to an act and the result of that act.

Writing ability are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. According to Heaton, the following

¹³Winter, *Writing Paragraphs.*, p.26.

¹⁴JeremyHermer, *How to Teach Writing*, (England: Longman, 2004), p.40.

analysis attempts to group the many and varied skills necessary for writing good prose into main areas:¹⁵

- a. Language use : the ability to write correct and appropriate sentences.
- b. Mechanical skill: the ability to use correctly those convention particular to the written language, e.g. punctuation, and spelling.
- c. Treatment of content: the ability to think creatively and develop thoughts, including all irrelevant information.
- d. Stylistic skills : the ability to manipulate sentences and paragraph, and use language effectively.
- e. Judgment skill : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to organize and order relevant information.

B. The Concept of Procedure Text

1. Definition of Procedure Text

We usually find many kinds of texts in our daily life. One of those text is procedure text which is an instructional text that describes how to make something or how a series of sequenced steps or phases. Mark and Kathy Anderson defined a procedure text as a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instructions for

¹⁵J. B. Heaton, *Writing English Language Test*, (Longman: Longman Group Limited, 1975), p.135

making something, doing something, or getting somewhere.¹⁶ In addition, procedure text has a social function to explain how something is done, in a series of sequenced steps. The examples of procedure text are directions, Instruction manual, receipes, and itineraries.

As it can be seen above, procedure text is defined as a text that explains, tells or shows someone how to do something, to make something and to get someplace, that have to be done in a series of sequenced steps.

2. Social Function of Procedure Text

Especially, the social function of Procedure Text is to tell someone how to do something or how to make something and how to operate something.

3. Generic Structure of Procedure Text

According to Swales, “structure of texts is a device that supports communicative purpose”¹⁷ Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an expectation of the general schematic structure of the text that is called generic structure of a text.

The generic structure of procedure text also called as constructing a procedure text. Constructing it self comes from the verb “construct”, which has meaning: to build something, to put or fit something together, to form

¹⁶Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan Education Ltd, 1998), p.28.

¹⁷J. Swales, *Genre Analysis*,(UK: Cambridge University Press,1990),p.42.

together.¹⁸ Both of them have same meaning, there are three generic structure of procedure text, they are¹⁹:

- 1) An Introductory statement that gives the aim or goal.
- 2) A list of the materials that will be needed for completing the procedure (no required for all procedural texts).
- 3) A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal.

from the explanation above, it can be concluded that here are three points of generic structure of procedure text which is crucial and it can be stated without ones. Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/ how to operate something.

4. Significant Lexicogrammatical Features of Procedure Text

Besides having social function and generic structure, procedure text also has significant lexicogrammatical features that support the form of a procedure text. They are:

- a. Simple Present Tense, especially imperative form

Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc.

¹⁸Oxford, op.cit p. 247.

¹⁹Mark Anderson and Kathy Anderson, op.cit, p. 53

b. Connective of sequence

Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comparative sequence.

c. Numbering

The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

C. The Concept of Contextual Teaching and Learning

1. The Definition of Contextual Teaching and Learning

According to Elaine B. Johnson, Contextual Teaching and Learning (CTL) is a system that simulate the brain to weave patterns that express meaning. CTL is the brain- compatible system of instruction that generates meaning by linking academic content with the context of a student's daily life.²⁰ It can be concluded that the correlation between academic context and the context of a student's daily life can be generated by brain that use CTL system.

In addition, Contextual Teaching and Learning (CTL) enables students to connect the content of academic subjects with the immediate context of their daily lives to discover meaning.²¹ It means that CTL is a

²⁰Eliane B. Johnson, *Contextual Teaching and Learning: what it is and why it's here stay*, (United States of America: Corwin Press, INC, 2002), p. 16.

²¹*Ibid.*, p. 24.

manner that used by the teachers in their teaching that make their students able to connect their content of matter with the context of their daily lives.

Then, David said that because everyone's brain is unique and because people are smart in different ways, CTL encourages young people to make as many kinds of connections as possible.²² It means that CTL helps the people that have unique brain to make many connections in their life. It makes the people to have many possibilities that useful for them, such as in their working, society, and study.

Furthermore, Susan Sears argued that Contextual Teaching and Learning (CTL) is a concept that helps teachers relate subject matter to real world situations. CTL motivates learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives: as family members, as citizens, and as workers.²³

Beside that, Berns and Erickson said that CTL is a concept of teaching and learning that helps teachers relate subject matter content to real world situation and motivates students to make connections between knowledge and its applications to their lives as family members, citizens and workers.²⁴ It can be concluded that CTL can help the teachers in their teaching. Besides that, CTL gives the motivations to the students in their learning.

²²*Ibid.*, p. 48.

²³Susan Sears, *Introduction to Contextual Teaching and Learning*, (Phi DELTA Kappa Educational Foundation Bloomington, Indiana, 2003), p. 9.

²⁴Leigh Chiarelott, *Curriculum in Context: Designing Curriculum and Instruction for Teaching and Learning in Context*, (United of States America: Wadsworth, 2006), p. 5

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

2. The principles of Contextual Teaching and Learning

According to the Johnson there are some principle of the Contextual Teaching and Learning (CTL), they are as follows:

a. Questioning

Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and important aspect of learning. Sometimes, the teacher asks to the students before, during and after lesson. At other times, they are posed effectively by the students to focus their own lesson, keep them engaged and help them monitor their understanding of what was learned.in a productive teaching learning, questioning activity are useful for checking students comprehension, solving problem faced by students, stimulating responses to the students, measuring student's curiosity, focusing students attention, and refreshing students prior knowledge.

b. Learning Community

In learning community, the result of learning can be gotten from gathering others and also can be taken from sharing with friends, other groups, and between make out person and not. Actually, learning community has the meaning as follow: 1). Group of learning which communicate to share the idea and experience, 2). Working together to solve the problem and 3). The responsibility of each member of learning group.²⁵ It is sometimes forgotten that language classes operate as communities, each within its own collection of shared understandings that have been build up over time. The overall character of each language class is created, developed, and maintained by everyone in room. Each class member has a specific role to play, even those with ostensibly low profile such as ‘onlooker’ or ‘observer’ (noticing what is going on), ‘knower’ (being privy to shared class understanding) and follower (reacting in the same way as everyone else to certain teacher or student initiatives).

c. Modeling

Basically, modeling is verbalization of ideas, teacher demonstrates to students to study and acting what the teacher need to be implemented by students. Modeling activity can be summarized into demonstrates the teacher’s opinion and demonstrates how does the teacher want the student to learn.

²⁵ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2008), p. 267

d. Reflection

Reflection is the way of thinking about what has been taught or what has been done in the past. Reflection is figuration of activity and knowledge that just have received. Teacher needs to do thereflections in the end of teaching learning process. In the end of teaching learning process, teacher spends a little time and ask student to do the reflection. The realization of reflection can be done by giving direct statement about the information that acquired in the lesson, some notes or journal on student book, some impression and suggestion from students about the learning process and discussion.

e. Authentic Assessment

Authentic assessment is a procedure of achievement in the CTL. Assesment of students' performance can come from the teacher and the students. Authentic assessment is the process of collecting the data that can give the descriptionof student learning development. In the process of learning, not only the teacher that can be placed to provide accurate assessments of students' performance, but also students can be extremely effective at monitoring and judging their own language production.they frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness.

3. The Advantages and Disadvantages of Contextual Teaching and Learning

a. There are some advantage of Contextual Teaching and Learning

- 1) students are more responsive when using their knowledge and skills in real-world situations.
- 2) Students are more likely to engage in their own learning if it applies directly to their lives as family members, citizens, and present/future workers.
- 3) Parents, students, and community members can all use and relate to these ideas.
- 4) Contextual Teaching and Learning (CTL)” helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers”.

b. There is disadvantage of Contextual Teaching and Learning

The disadvantage of Contextual Teaching and Learning is must look at each child in the classroom expressly to understand that child’s emotional state, learning style, english speaking skills, cultural and financial circumstance.²⁶

²⁶Elaine B. Johnson, *Contextual Teaching and Learning*, p.13.

D. The Procedures of Teaching Procedure Text Writing Ability Through Contextual Teaching and Learning Approach

Feez and Joyce explain that there are four stages in teaching-learning cycle using the genre approach.²⁷

1. Building the context

In this stage, the teacher tries to develop students' prior knowledge of procedure text by doing brainstorming. Here, teacher asks some questions based on the topic which related to the procedure text. Furthermore, teacher gives contextual teaching and learning and asks some questions based on it. Contextual teaching and learning in this stage can enhance students' motivation and interest in writing. Moreover, it also can stimulate students' students to find what they going to write.

2. Modeling of the text

In this stage, teacher tries to develop students' understanding of procedure text from its feature and purpose. Here, teacher give the text based on contextual teaching and learning. Then, ask the students to read and explore a contextual teaching and learning. Finally, teacher an students try to analyze the structural pattern and language features of the model text. They will also try to compare the model text with other examples of the text-type.

²⁷Feez, S. and Joyce, H. *Text-based Syllabus design.*,(Sydney: Macquari University/AMES, 1998)

3. Joint construction of the text

In this third stage, teacher tries to develop students' writing ability to make procedure text. Students here start to have group discussion related to the text. Doing some activities such as matching the sentences to the suitable pictures, arranging the jumble sentences into a correct order and combining them into a good writing based on a contextual teaching and learning. Then, having discussion to find the right answer.

4. Independent construction of the text

The fourth stage lead students to have independent activities. They will construct (write) a text that is being studied independently, for example. Here, teacher tries to develop students' writing skill to produce procedure text individually.

E. Action Hypothesis

Based on the frame of theories and assumptions above, the researcher formulates the action hypothesis is as follows: by using contextual teaching and learning, the students' procedure text writing ability at the eighth grade of State Junior High School 7 Metro will increase.

CHAPTER III

RESEARCH METHODOLOGY

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

A. Variable and Operational Definitions of Variables

1. Variable of Research

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. They are key ideas that researchers seek to collect information on to address the purpose of their study.²⁸

Research often concerns relationships between two variables. An independent variables an attribute or characteristic that influences or affects an outcome or dependent variable.²⁹ Researchers study independent variables to see what effect or influence they have on the outcome. An independent variable is an input variable, that which causes in part or in total a particular outcome; it is a stimulus that influences a response or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome.

²⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson Education, 2012), Fourth Edition, p. 112.

²⁹ *Ibid.*, p. 116.

The dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variables.³⁰ On the other hand, a dependent variable is the outcome variable which is caused in total or part by the independent variable.

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

a) Independent variable

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

b) Dependent variable

Dependent variable of this research is literal procedure text writing abilities.

2. Operational Definition of Variable

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

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

³⁰ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE Publication, 2009), Third Edition, p. 157.

a. Independent Variable (X)

The independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, and measured by the researcher. Independent variable of this research is Contextual Teaching Learning one of way to give lesson plan used by the teacher in teaching-learning process. A way to measure this variable is using observation, the measuring instrument is an observation sheet, and for the score is start from 0-100 to assess and measures the students writing ability in produce recount text. The indicator of this variable is the students easier to produce procedure text using Contextual Teaching Learning (CTL).

b. Dependent Variable (Y)

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

The indicators of writing procedure text are:

	Random	General classification & description
C O N T E N T	27 – 30	Very good excellent: knowledgeable substantive relevant to the topic, provides details of the topic
	22 – 26	Average to good: some knowledge of the subject, mostly relevant to the topic but lack detail
	17 – 21	Poor to fair: limited knowledge of the subject, inadequate development of the topic
	13 – 16	Very poor: does not show knowledge, not pertinent to the 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 the generic structure
	15 – 17	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to the generic structure but sometimes using unclear sentences
	10 – 14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, a generic structure not clear
	7 – 9	Very poor: does not communicate, no organization, not enough to evaluate
V O C	18 – 20	Very good to excellent: sophisticated range, effective word or idiom choice, and usage, word form mastery, appropriate register
		Average to good: adequate range, occasional errors of

A	14 – 17	words/idiom, form, choice, usage, but meaning not obscured
B		
U	10 – 13	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
L		
A		Very poor: essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate
R	7 – 9	
Y		
G	22 – 25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
R	18 – 21	Average to good: effective but simple construction, a minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
A		
M	11 – 17	Poor to fair: a major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/or fragment, deletion, meaning confused or obscured
M		
A		
R	5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
M	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
E		
C	4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
H		
A		Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
N	3	
I		
C	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate ³¹

³¹ Joy M. Reid, *Teaching ESL Writing*, (New Jersey: Prentice Hall Regents. 1993), .p.236

B. Setting of the Study

The researcher will do this research in State Junior High School 7 Metro. It was located in Jln. stadion 24, kelurahan Tejosari, kecamatan Metro Timur, kota Metro. Telp.(0725)7020642 Email: smptujuhmetro@gmail.com.

C. Subject of the Study

The subject of this study is VIII students of State Junior High School 7 Metro. Actually in the eighth of State Junior High School 7 Metro there are eighth classes, but the researcher choose VIII A class, because their class have heterogen level of English. That is based on pre-survey and information with teacher of eighth grader. This class has 25 students consist of 14 male and 11 female.

D. Research Procedure

1. Classroom Action Research

The research is aimed to increase students' writing ability through contextual teaching learning, so the writer using classroom action research. Action research is different from quantitative and qualitative research, but has characteristics of both.

Wallace explains that classroom action research is basically a way of reflecting on your teaching in the class by systematically

collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be.³²

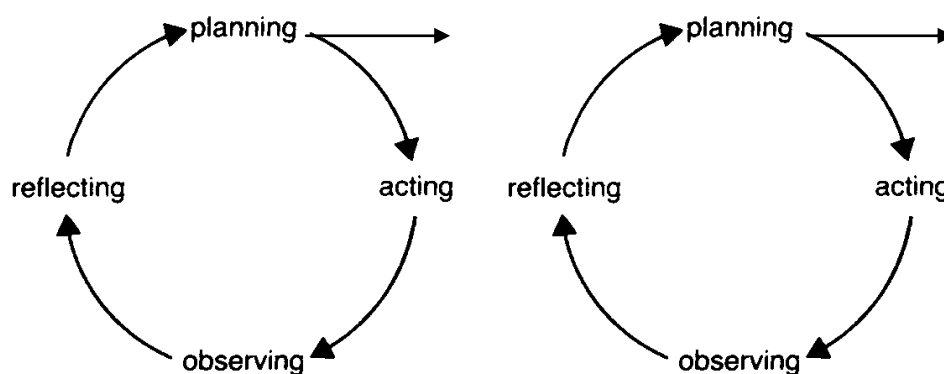
Based on the explanation above, the researcher conclude that action research in one of way research to increase or improve the teaching learning process.

In the classroom action research, the writer would like to hold the research in two cycles, Cycle 1 and Cycle II. Each cycle is consisting of four activities, they are: planning, acting, observing and reflecting.

Here is the Classroom Action Research (CAR) design proposed by McNiff Jean, and Whitehead Jack:³³

Figure 1

Spiral Classroom Action Research



McNiff Jean and Whitehead Jack Model

³² Alison Mackey, *Second Language Research*, (USA: Lawrence Erlbaum Associates, 2005), p. 216

³³ McNiff Jean, and Whitehead Jack, *Action Research: Principles and Practice Second Edition*, (New York: Routledge Falmer Taylor & Francis Group, 2002), p. 41.

2. Action Plan

Based on McNiff Jean, and Whitehead Jack research design, the steps of the research cover four phases in each cycle. They are the following:

a. Cycle 1

1) Planning

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

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

2) Acting

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

- a) Pre Teaching Activity

In this activity the teacher:

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

b) While Teaching Process

In this learning phase :

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

c) Post Teaching Activities

Before ending the classroom activities, the teacher should be do some steps as follow :

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

3) Teacher close the lesson by praying.

3) Observing

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

4) Reflecting

Reflecting is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving problem. In this phase the researcher investigate all action that happened in learning process. Based on the data has been collected furthermore do evaluation to perfect next action. The reflection include analysis, synthesis and evaluation to result of observation toward action that done. If the researcher met problems in reflection process so it will be done process investigation. The reflection would be stopped when the students has increase their scores. However if the student have not got increasing of the target the next cycle will be done until they get increasing in their score.

b. Cycle 2**1) Planning**

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

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

2) Acting

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

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

3) Observing

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

4) Reflecting

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

5) Fieldnotes

Field notes are the most common data collection strategy used in action research to provide a record of what is going on during an observation. Field notes can include descriptions of places (locations, physical layouts, etc.), people (individuals, types, positions, etc.), objects (buildings, furniture, equipment, materials, etc.), acts (single actions that people take), activities (sets of related acts), events (sets of related activities), purposes (what people are trying to accomplish), time (times, frequency,duration, sequencing, etc.), and feelings (emotional orientations and responses).³⁴

E. Data Collecting Technique

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

³⁴ Donald Ary, et.al, *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), Eighth Edition, p. 526.

1. Test

The writer will give the students test to know the improvement of their writing ability. The test is writing a simple procedure text. It is measure the students' ability in writing especially procedure text. There are tests used in this research. Those are pre-test and post-test.

a. Pre-test

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

b. Post-test

Post-test will be conducted in the last meeting after implementing the meaningful learning strategy, in order to know whether the implementing the meaningful learning strategy give contribution to be student writing ability at eighth grade of State Junior High School 7 Metro. The increasing could be know if the score of post-test was higher that pre-test and the score could achieve the passing grade.

2. Observation

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

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

3. Documentation

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

F. Research Instrument

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

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

1. Test

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

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

2. Observation Guidance

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

3. Documentation Guidance

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

- a. Documentation about historical background of State Junior High School 7 Metro.
- b. Documentation about structural organization of State Junior High School 7 Metro.
- c. Documentation about facilities of State Junior High School 7 Metro.
- d. Documentation about sketch of location State Junior High School 7 Metro.
- e. Documentation about condition of the teachers and official staff of State Junior High School 7 Metro.

- f. Documentation about students of State Junior High School
7 Metro.

G. Data Analysis Technique

Data analysis will be conducted by taking the average of score of the pre-test and post-test. Furthermore to know gain, the reseacher will compare between pre-test and post-test. Then the result will be matched by the minimum standard in this semester at least 75. If from cycle 1 there are some student not successful, so we would like conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the student were successful the cycle able to be stoped until cycle II.

The data analysis technique in classroom action reseacrh could be done by the qualitative and quantitative analysis. The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of pre-test and post-test were formulated as follow³⁵ :

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

Notes :

\bar{x} = Mean

Σ = Sum of Total Score

X = Raw Score

³⁵ Donald Ary, *Introdaction to Research*, p. 108-109.

N = Number of Classes

Σx = The Total Number of Student Score

In order to know the class percentage whether it passes the minimum mastery criteria (MMC) 75, this formula is used:

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

Notes :

P = Percentage

F = Total of Students

n = Number of The Students

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

H. Indicators of Success

The indicator of the success will be taken from the process and the result of the action research. This research is called success if 70% of minimum mastery criteria (MMC) is 75. In addition, there was increasing in study activities and learning result in the learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. The Description of Research Location

a. The History of State Junior High School 7 Metro

State Junior High School 7 Metro is located on Jl. Stadion 24, Tejosari, Metro Timur, Kota Metro. State Junior High School 7 Metro originated from the change of State Technical School (ST Negeri) Metro which was established in January 1963, at the beginning located on Jl. Kemiri 15a, Iringmulyo. In 1994 ST Negeri Metro became a Junior High School Skills Education Program (SMP Keterampilan), then in 1999 changed to State Junior High School 7 Metro.

In the academic year 1999/2000 State Junior High School 7 Metro has a permanent teacher of 21 people and administration of 3 people. As time went by State Junior High School 7 Metro began to clean up, both in the field of education personnel, educational staff and in facilities and infrastructure that support the teaching and learning process, and now State Junior High School 7 Metro has 45 educators.

School continued to strive to improve its quality through various activities in order to achieve the achievement. Students' achievements in academic got better both in quality and quantity, from city, provincial, and national level has been carved by students of State Junior High School 7 Metro. Schools will pursue Volley Ball's sporting

achievements to be the favored branch of the national champions. State Junior High School 7 Metro has experienced the replacement principal, as follows:

1. Drs. Zainal Jas, 1963 - 1988
2. Risik Hadi Siswoyo, 1988 – 1998
3. Drs. Kayadi, 1999 to 2001
4. Drs. Sriyono, 2002 – 2006
5. Drs. Edy Supriono, 2006 – 2009
6. Drs. Aprizal, 2009 – 2012
7. Joko Widodo, S.Pd., M.Pd, 2013 – 2017
8. Repiyati, S.Pd., 2017 until now

b. The Condition of Teacher and Official Employees

Table 2

List of the Teacher of State Junior High School 7 Metro

No.	Teachers' Name	No.	Teachers' Name
1	Repiyati, S.Pd	23	Rosnita, S.Pd
2	Tumbur S., S.Pd	24	Drs. Supriyanto
3	Woro, S.Pd	25	Yusnita, S.Pd
4	Rondang, S.Pd	26	Sugito
5	Maryani, S.Pd	27	Hanipah, S.Pd
6	Liana Riski Putri, S.Pd	28	Eliyati Astina, S.Pd
7	Nindya Hangesthi S.W., S.Pd	29	Unyah S., S.Pd
8	Subroto, S.Pd	30	Wagino, S.Pd
9	Dra. Atinawati	31	Ika Rokhmawati, S.Pd
10	Erma Noverda	32	Retno H.S., S.Pd M.Pd
11	Marsini, S.Pd	33	Yulia Budi S., S.Pd

12	Srining Ishak, S.Pd	34	Wiwi Novita Sari, S.Pd
13	Nova Santika, S.Pd	35	Mawan Imam G., S.Pd
14	Maryati, S.Pd	36	Agustina K
15	Dahmalia, S.Pd	37	Nara Huripma R., S.Sn
16	Dra. Montesori	38	Ashari
17	Eka Erita, S.Pd	39	Agus S., Amd
18	Nurbaity, S.Pd	40	Eva K., S.E
19	Ika Yunita F., S.Pd	41	Indra Yuniar, S.Kom
20	Febriyanti, S.Pd	42	Suhari, S.Pd
21	Dra. Efriani	43	Erni, S.Pd
22	Kusdarmaji, Amd	44	Yunita, S.Pd

c. The Number of Student's State Junior High School 7 Metro

The number of students in State Junior High School 7 Metro at each level is different. For class IX consists of 7 classes, while for class VIII and class VII each consists of 7 classes. The learning activities for all the students in State Junior High School 7 Metro from class IX, VIII, and VII begin at 07.15 until 02.00 pm.

d. The Condition of Building

From the results of observations that researchers have done, facilities and infrastructure that support in the learning process of students in State Junior High School 7 Metro is the permanent building and not terraced, with the number of buildings in the school are 21 buildings including offices, libraries, administrative room, classroom, UKS room, teacher room, Lab. Language, Lab. Science, Lab. Computer, BK room, mosque, school guard house, guard post, and equipped with canteen, student bicycle parking, as well as the toilet for

teachers and students. The condition of the building in State Junior High School 7 metro are all in good condition and comfortable to be used in the process of teaching and learning activities.

Since the establishment until now State Junior High School 7 metro is 18 years old and experiencing various physical development of facilities and infrastructure such as:

Table 3

List of Buildings in State Junior High School 7 Metro

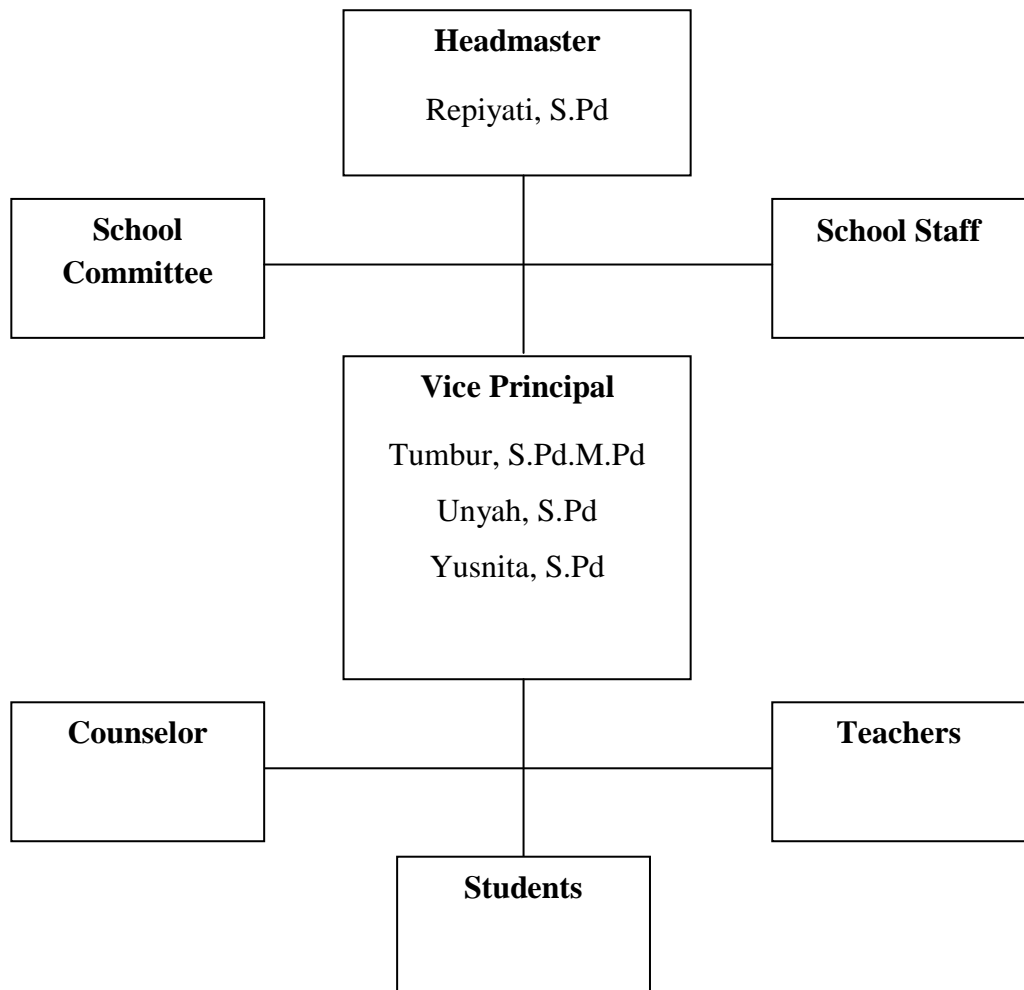
No.	Name	Number
1	Study Room	21 Local
2	Principal's Office	1 Local
3	Teacher's Room	1 Local
4	Staff Room	1 Local
5	Mosque	1 Local
6	Library	1 Local
7	BK Room	1 Local
8	Multimedia Room	1 Local
9	Science Laboratory	1 Local
10	UKS Room	1 Local
11	Cooperative Room	1 Local

e. The Organization Structure of State Junior High School 7 Metro

The personnel of the organization in State Junior High School 7

Metro are:

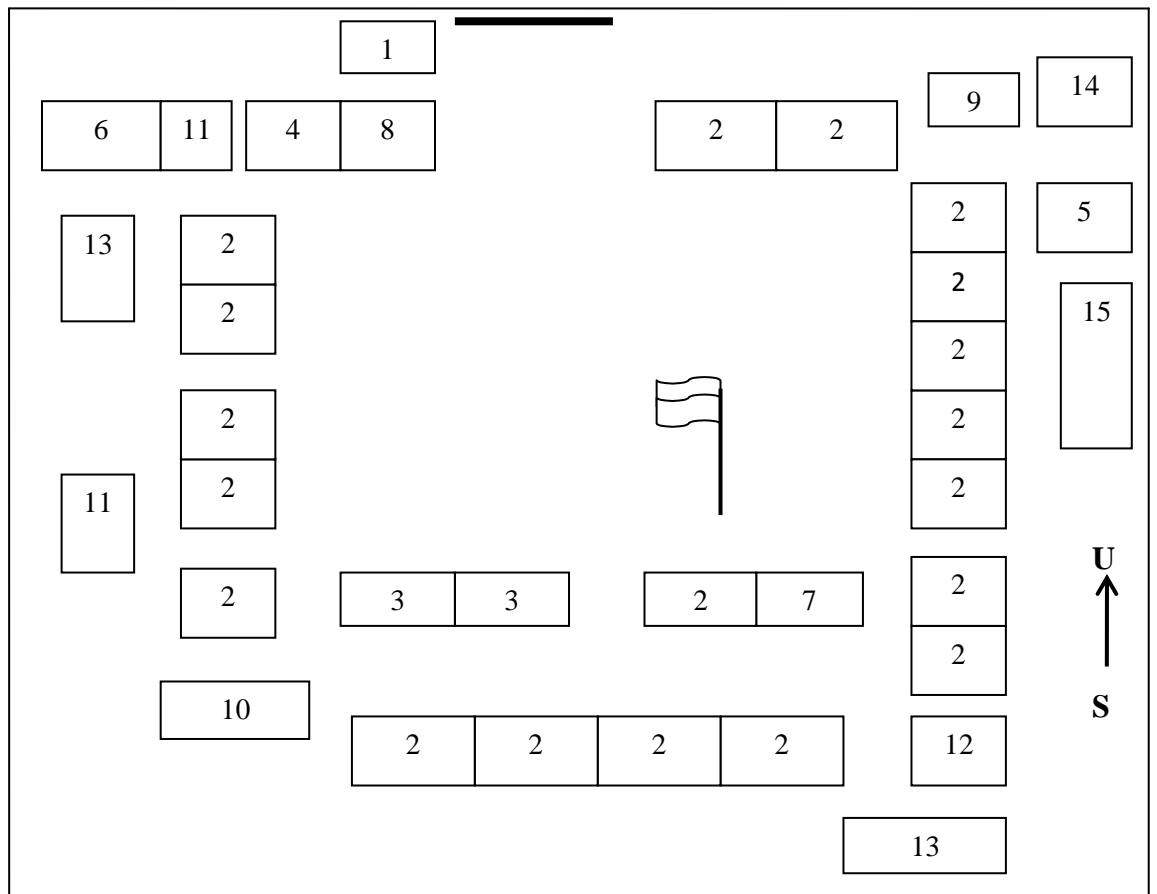
Figure 2
The Personnel Organization Structure



f. The Site Sketch of State Junior High School 7 Metro

Figure 3

The School Map of State Junior High 7 Metro



Notes:

- | | | |
|------------------------|-------------------------|------------------|
| 1. Security post | 8. Staff room | 15. Parking area |
| 2. Classroom | 9. Mosque | |
| 3. Language laboratory | 10. Science laboratory | |
| 4. Headmaster room | 11. Toilet | |
| 5. Counseling room | 12. Language laboratory | |
| 6. Library | 13. Canteen | |
| 7. Multimedia room | 14. School guard house | |

2. Description of Research Result

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about three meetings in each cycle and each meeting in these cycle took 2 x 45 minutes. As it was mentioned before, each cycle consists of planning, acting, observing and reflecting. In planning the researcher makes lesson plan and the researcher would teach the students by using the lesson plan. The material of this reasearch was about procedure text. The researcher also prepared observation sheet. This was done by collaborator to know the students and the teacher participation in learning process.

1. Pre- Test

The research conducted pre-test to know the students ability in writing procedure text before giving treatment and it used as the comparison score with post-test. The students were given task to write a procedure text. The pre-test was conduct on Wednesday, July 18th 2018. The result of the pre-test could be seen on the table below:

Table 4
The Result Score of Students' Writing Ability
Pre-test

No.	Name	Score	Criteria
1	AZA	70	Incomplete
2	ARA	60	Incomplete
3	ADK	40	Incomplete
4	AP	80	Complete
5	AMP	60	Incomplete
6	CA	60	Incomplete
7	CER	50	Incomplete

8	DR	60	Incomplete
9	DS	70	Incomplete
10	DN	75	Complete
11	DAW	55	Incomplete
12	EDA	65	Incomplete
13	EPH	65	Incomplete
14	FF	50	Incomplete
15	FSI	60	Incomplete
16	GP	60	Incomplete
17	INY	60	Incomplete
18	JAS	65	Incomplete
19	JRP	50	Incomplete
20	MFS	60	Incomplete
21	MRZ	65	Incomplete
22	MZR	55	Incomplete
23	MAA	65	Incomplete
24	MS	80	Complete
25	RDS	65	Incomplete
Total Score		1545	
Highest Score		80	
Average Score		61,8	
Lowest Score		40	

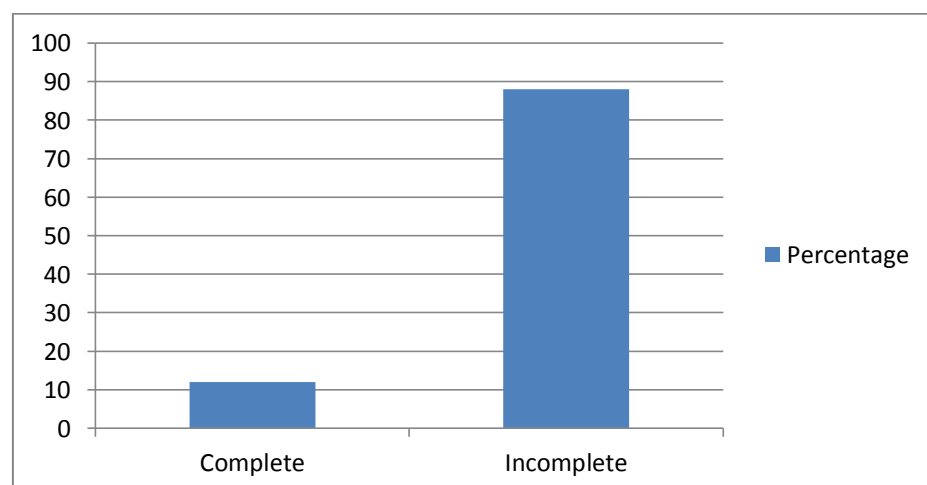
Based on the data above, the researcher measured the frequency of students' writing ability score at the pre-test could be seen as follow:

Table 5
Frequency Distribution of Students' Writing Ability Score
in Pre-test

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	3	12,00 %
2	< 75	Incomplete	22	88,00 %
Total			25	100 %

Then, the graph of percentage students' writing ability pre-test score could be seen as follow:

Figure 4
Percentage of the Result Score of Students' Writing Ability
in Pre-test



Based on the result, it could be analyzed that the level of the students writing ability were low. The students did not fulfill the minimum standard at the State Junior High School 7 Metro. The total subject of the research were 25 students, only 3 students with percentage 12,00 % were passed, and 22 students with percentage 88,00 % were

failed. So, it was the reason why the reasearcher used Procedure Text to improve the students' writing ability.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. After they finished the pre-test, the research asked them to study about the material more.

the following step of pre-test that was done by the researcher ;

1) Planning

The first meeting was done on Wednesday, July 18th 2018. It was opened by praying, greeting, checking the attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the english subject lesson plan, the material, media, work sheet, observation sheet and evaluation for the second meeting.

2) Acting

The second meeting was conducted on Thursday, July 19th 2018. The researcher started this meeting by praying, greeting, checking the students attendance list and asking the condition of the students.

Firstly, the researcher gave the material about procedure text. The researcher explained the generic structure, characteristics and the types of procedure text. Secondly, the researcher explained about the definition and characteristics of Contextual Teaching and Learning and how to apply this technique within the material.

In the end of meeting, the researcher gave a feedback to the students, gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the meeting by praying together.

After did a treatment, the researcher gave post-test 1 to the students. The post-test was conducted on Wednesday, July 25th 2018. The post test was done to know how the students' writing ability after a treatment. The researcher gave them some topics to be presented in front of the class.

The result of post-test in cycle 1 could be seen on the table, as follow:

Table 6
The Result Score of Students' Writing Ability
Post-test 1 in Cycle 1

No.	Name	Score	Criteria
1	AZA	70	Incomplete
2	ARA	65	Incomplete
3	ADK	65	Incomplete
4	AP	85	Complete
5	AMP	75	Complete
6	CA	60	Incomplete
7	CER	55	Incomplete
8	DR	65	Incomplete
9	DS	70	Incomplete
10	DN	75	Complete
11	DAW	65	Incomplete
12	EDA	65	Incomplete
13	EPH	75	Complete
14	FF	60	Incomplete
15	FSI	65	Incomplete
16	GP	65	Incomplete
17	INY	70	Incomplete
18	JAS	70	Incomplete
19	JRP	60	Incomplete
20	MFS	75	Complete
21	MRZ	65	Incomplete
22	MZR	70	Incomplete
23	MAA	70	Incomplete
24	MS	85	Complete
25	RDS	80	Complete
Total Score		1725	

Highest Score	85
Average Score	69
Lowest Score	55

From the table above, it could be analyzed that the students' average score was 69. The highest score was 85 and the lowest score was 55. Based on the minimum mastery criteria (KKM), there were 5 students that had complete on post-test 1 or got score ≥ 75 . It means that in cycle 1 the students' writing ability could improve enough, but it was not successful yet.

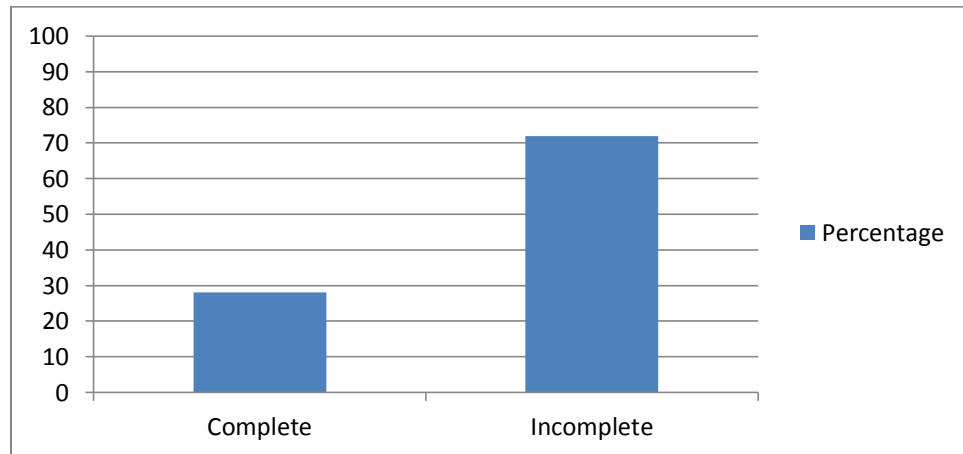
Table 7

**Frequency Distribution of Students' Writing Ability Score
in Post-test 1**

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	7	28,00 %
2	< 75	Incomplete	18	72,00 %
Total			25	100 %

Then, the graph of percentage students' writing ability post-test score could be seen as follow:

Figure 5
Percentage of the Result Score of Students' Writing Ability
in Post-test 1



According to the table 8 and figure 4, the students' score had improved than the pre-test before. There were 7 students who passed the test that before only 3 students. But, the improving in post-test 1 was not successful because the percentage of students that passed the test only 28,00 of 70 % as the minimum standard percentage.

3) Observing

In observation of the researcher has done, the collaborator observed the students' activities. The researcher as a teacher who gave the about procedure text by using Contextual Teaching and Learning.

In the learning process, there were five activities that used to know the students' activity in the class. Every student who was active in learning process got a tick in their observation sheet. Then, the students were not active in learning process. So, they let their

observation sheet empty. The indicators of the students' activities were:

- a) The students pay attention to the explanation from teacher
- b) Ask/ answer the question from the teacher
- c) Active in class
- d) Doing the task

The result of the students' learning activities could be seen as follow:

Table 8

The Students' Activities in Cycle 1

No.	Students Activities	Frequency	Percentage
1	The students pay attention to the explanation from teacher	18	72%
2	Ask/ answer the question from the teacher	11	44%
3	Active in class	17	68%
4	Doing the task	20	80%
Total		66	264 %
Average		17	66 %

Based on the result above, it could be inferred that the learning process of cycle 1 was not successful because there are not got percentage more than 70 %.

4) Reflecting

Based on the result of cycle 1, it could be seen that most of students got difficulty when they perform in front of the class. It happened because the students still affraid and did not confidence in writing english. Furthermore, the result of the learning process in cycle 1 before and after doing the treatment could be analyzed in the following table:

Table 9
The Comparison Students' Writing Ability Score
in Pre-test and Post-test 1

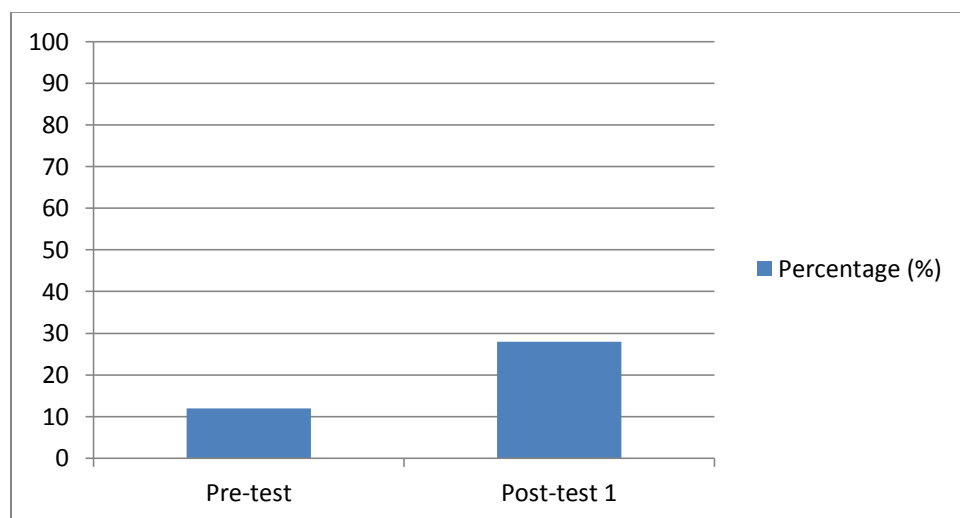
No.	Name	Pre-test	Post-test 1	Category
1	AZA	70	70	Constant
2	ARA	60	65	Increased
3	ADK	40	65	Increased
4	AP	80	85	Increased
5	AMP	60	75	Increased
6	CA	60	60	Constant
7	CER	50	55	Increased
8	DR	60	65	Inceased
9	DS	70	70	Constant
10	DN	75	75	Constant
11	DAW	55	65	Increased
12	EDA	65	65	Constant
13	EPH	65	75	Increased
14	FF	50	60	Constant
15	FSI	60	65	Constant
16	GP	60	65	Increased
17	INY	60	70	Increased

18	JAS	65	70	Increased
19	JRP	50	60	Increased
20	MFS	60	75	Increased
21	MRZ	65	65	Constant
22	MZR	55	70	Increased
23	MAA	65	70	Increased
24	MS	80	85	Increased
25	RDS	65	80	Increased
Total Score		1545	1725	
Average		61,8	69	

Then, the graph of percentage students' speaking performance score in pre-test and post-test 1 could be seen as follow:

Figure 6

**Percentage of the Result Score of Students' Writing Ability
in Pre-test and Post-test 1**



In this research, pre-test and post-test 1 had done individually. It was aimed to know the students' writing ability before and after the treatment. From the result of pre-test and post-test 1, we knew that there was an improvement from the students' result score. It could be seen from the average score in pre-test 61,8 and post-test 1 69. Although there was an improvement from the students' writing ability, cycle 1 was not successful yet because only 7 students (28,00%) who passed in post-test 1. It can be concluded that cycle 1 was not successful because the indicator of success was not reached and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in cycle 2.

b. Cycle 2

The cycle 2 was similar with cycle 1. It divided into planning, acting, observing and reflecting. It would be explained more as follow:

1) Planning

Based on the observation and reflection in cycle 1, the researcher and collaborator tried to revise the several problems that appeared in cycle 1 and arranged the planning for continuing in cycle 2. The researcher prepared the lesson plan, material, media, observation sheet and the task.

2) Acting

The description of teaching and learning process of cycle 2 was not different from previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings.

The treatment in cycle 2 was conducted on Thursday, July 26th 2018. It was started by praying, checking the students attendance list and asking about the students condition. The researcher as a teacher explained the material about procedure text to the students. The teacher gave more explanation about the procedure text and how to apply Contextual Teaching and Learning in the material. The teacher gave them an example of Contextual Teaching and Learning as well so the material could be more understood by the students.

In the end of meeting, the teacher closed the meeting by gave motivation to the students to study hard so they could got good score especially in English subject.

After giving the treatment in cycle 2, the researcher conducted the post-test 2 on Friday, July 27th 2018. It was the same type with the first cycle but had different levels of difficulty. The result of post-test 2 could be seen on the table below:

Table 10
The Result Score of Students' Writing Ability
Post-test 2 in Cycle 2

No.	Name	Score	Criteria
1	AZA	75	Complete
2	ARA	80	Complete
3	ADK	75	Complete
4	AP	85	Complete
5	AMP	80	Complete
6	CA	75	Complete
7	CER	65	Incomplete
8	DR	75	Complete
9	DS	80	Complete
10	DN	80	Complete
11	DAW	75	Complete
12	EDA	80	Complete
13	EPH	75	Complete
14	FF	70	Incomplete
15	FSI	75	Complete
16	GP	75	Complete
17	INY	80	Complete
18	JAS	75	Complete
19	JRP	70	Incomplete
20	MFS	85	Complete
21	MRZ	75	Complete
22	MZR	80	Complete
23	MAA	75	Complete
24	MS	90	Complete
25	RDS	80	Complete
Total Score		1930	

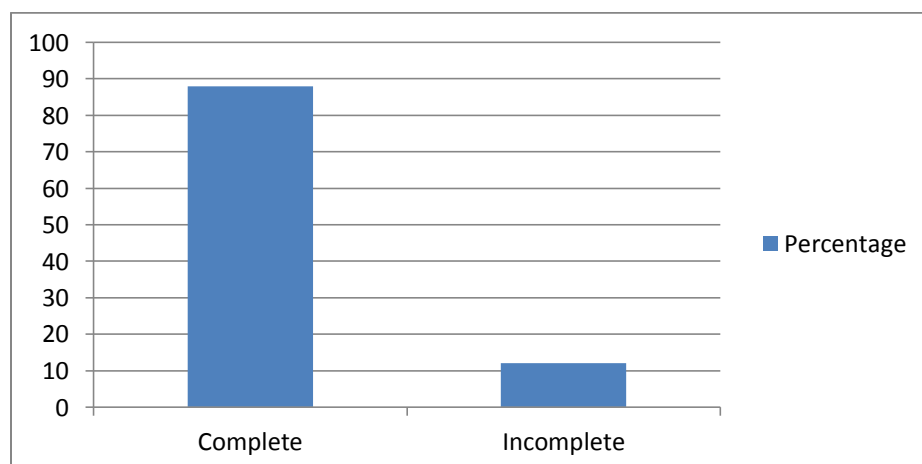
Highest Score	90
Average Score	77,2
Lowest Score	65

Based on the table above, it could be seen that the students' average score in post-test 2 was 77,2. The highest score was 90 and the lowest score was 60. It means that there were increasing score in post test 2.

Table 11
Frequency Distribution of Students' Writing Ability Score
in Post-test 2

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	22	88,00 %
2	< 75	Incomplete	3	12,00 %
Total			25	100 %

Figure 7
Percentage of the Result Score of Students' Writing Ability
in Post-test 2



From the table and figure above, it can be seen that there was an increasing score from post-test 1 and post-test 2. There were 88,00 % or 22 students who passed the minimum mastery score. It means that post-test 2 was successful because the indicator of success was achieve.

3) Observing

In this step, the researcher presented the material by using Contextual Teaching and Learning. In learning process, there were also five indicators used to know the students' activities like in the learning process previously.

Based on the result of the observation sheet in cycle 2, the researcher indicated that learning process in cycle 2 was successful. The result of students' learning activities observation as follow:

Table 12

The Students' Activities in Cycle 2

No.	Students Activities	Frequency	Percentage
1	The students pay attention to the explanation from teacher	22	88%
2	Ask/answer the question from the teacher	17	68%
3	Active in class	19	76%
4	Doing the task	24	96%
Total		80	328%
Average		20	82%

Based on the result of the research in cycle 2, it could be inferred that cycle 2 was successful. The researcher felt satisfied about the result of the research. There were >70 % of students passed the test and active in learning process.

4) Reflecting

At the end of this cycle, it could be analyzed the comparison score between students post-test 1 and post-test 2 that could be seen on the following table:

Table 13
The Comparison Students' Writing Ability Score
in Post-test 1 and Post-test 2

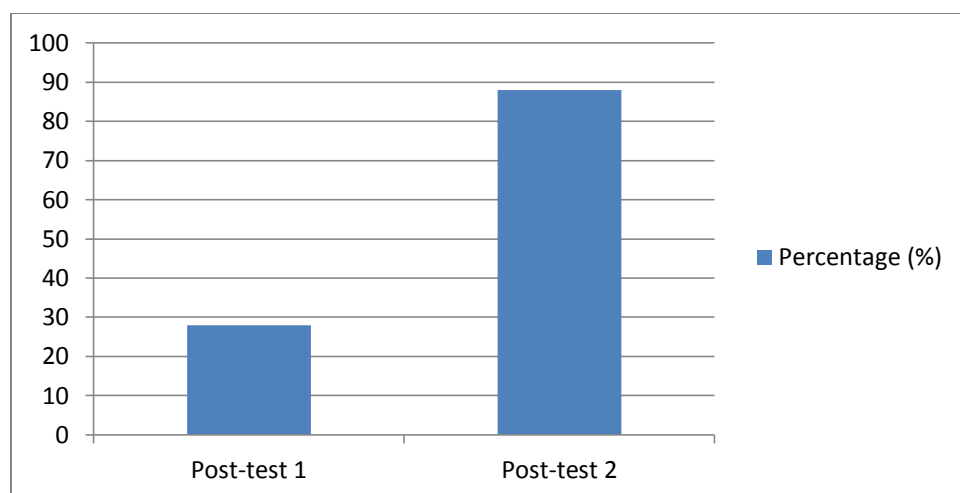
No.	Name	Post-test 1	Post-test 2	Category
1	AZA	70	75	Increased
2	ARA	65	80	Increased
3	ADK	65	75	Increased
4	AP	85	85	Constant
5	AMP	75	80	Increased
6	CA	60	75	Increased
7	CER	55	65	Increased
8	DR	65	75	Increased
9	DS	70	80	Increased
10	DN	75	80	Increased
11	DAW	65	75	Increased
12	EDA	65	80	Increased
13	EPH	75	75	Constant
14	FF	60	70	Increased
15	FSI	65	75	Increased
16	GP	65	75	Increased

17	INY	70	80	Increased
18	JAS	70	75	Increased
19	JRP	60	70	Increased
20	MFS	75	85	Increased
21	MRZ	65	75	Increased
22	MZR	70	80	Increased
23	MAA	70	75	Increased
24	MS	85	90	Increased
25	RDS	80	80	Constant
Total Score		1725	1930	
Average		69	77,2	

Then, the graph of percentage students' speaking performance score in pre-test and post-test 1 could be seen as follow:

Figure 8

**Percentage of the Result Score of Students' Writing Ability
in Post-test 1 and Post-test 2**



The result score of cycle 2 was better than cycle 1. There was significant improvement in this cycle. The average score in the post-test 1 was increased from 69 became 77,2 in the post-test 2.

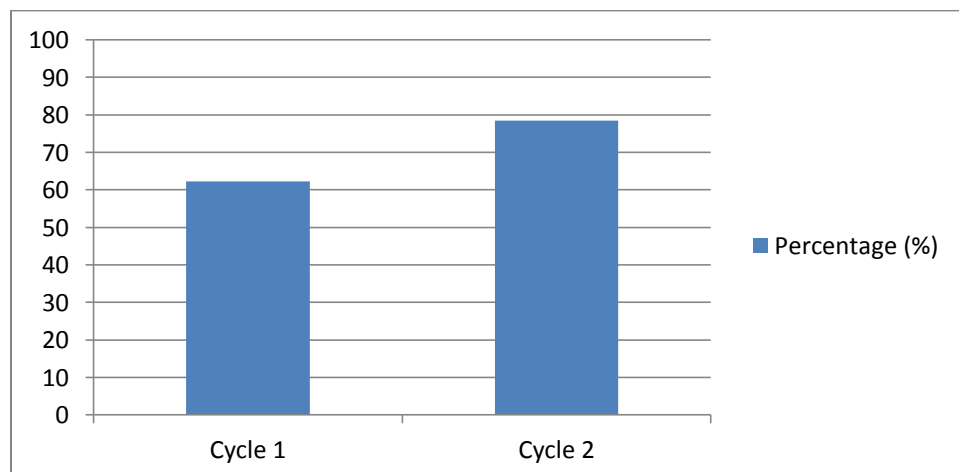
Table 14

The Comparison of Students Activities in Cycle 1 and Cycle 2

No.	Students' Activities	Cycle 1		Cycle 2		Category
		F	Percentage	F	Percentage	
1	The students pay attention to the explanation from teacher	18	72%	22	88%	Increased
2	Ask/answer the question from the teacher	11	44%	17	68%	Increased
3	Active in class	17	68%	19	76%	Increased
4	Doing the task	20	80%	24	96%	Increased
Total		66	264 %	80	328%	
Average		17	66 %	20	82%	

Figure 9

**Percentage of the Result of Students' Activities
in Cycle 1 and Cycle 2**



From the table 14 and figure 7, it could be seen that there was an increasing frequency and percentage of the student's activities from the cycle 1 and cycle 2. The condition of the class was getting better than before and the students became more active in the class during the teaching learning process.

B. Interpretation

1. The Learning Result Cycle 1

In this research, a researcher gave the students pre-test individually for the purpose to know the students' writing ability before giving a treatment. In the pre-test, there were only 3 students (12,00 %) who passed the pre-test and 22 students (88,00 %) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 40 and the highest score was 80.

After did the pre-test, the researcher gave the treatment to the students in cycle 1. The treatment was conducted by teaching the students using Contextual Teaching and Learning. Then, the researcher gave the post-test in the next meeting and the post-test was named post-test 1.

Afterwards, by analyzing the result of post-test 1, the researcher concluded that there were 7 students (28,00 %) who passed the post-test 1. The lowest score was 55, the highest score was 85 and the average score was 69.

From the result of students' score in pre-test and post-test 1, there was an improving from the students' result score. It could be seen from the

average score in pre-test 61,8 and post-test 1 69. Although there was improving for the students achievement, cycle 1 was not successful yet because only 7 students (28,00 %) who passed the post-test 1. It means that in the cycle 1, the students' achievement could increase but the indicator of success was not reached.

2. The Learning Result Cycle 2

After analyzing the students' score in the post test of cycle 1, the researcher had to conduct the next cycle. In the next cycle, the researcher gave post test 2. Furthermore, the researcher analyzed the result of post-test 2 and concluded that there were 22 students (88,00 %) who passed the test. In this post-test, the lowest score was 60, the highest score was 90 and the average score was 77,2.

From the result of the students' score from post-test 2, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in post-test 1 was 69 then increased to 77,2 in the post-test 2. In the pre-test, post-test 1 and post-test 2 the total students who got score ≥ 75 were 3, 7 and 22 students. Because the achievement of students had increased and the indicator of success was reached, the researcher was successful and could be stopped in cycle 2.

3. The Comparison of Students' Score in Pre-test, Post-test 1 and Post-test 2

English learning process was successful in cycle 1 but the students' average score was low. While, the score of the students in post-test 1 was higher than pre-test. Moreover, in cycle 2 students' average score was

higher than cycle 1. The following score in cycle 1 and cycle 2 was illustrated as follow:

Table 15
The Comparison Students' Writing Ability Score
in Pre-test, Post-test 1 and Post-test 2

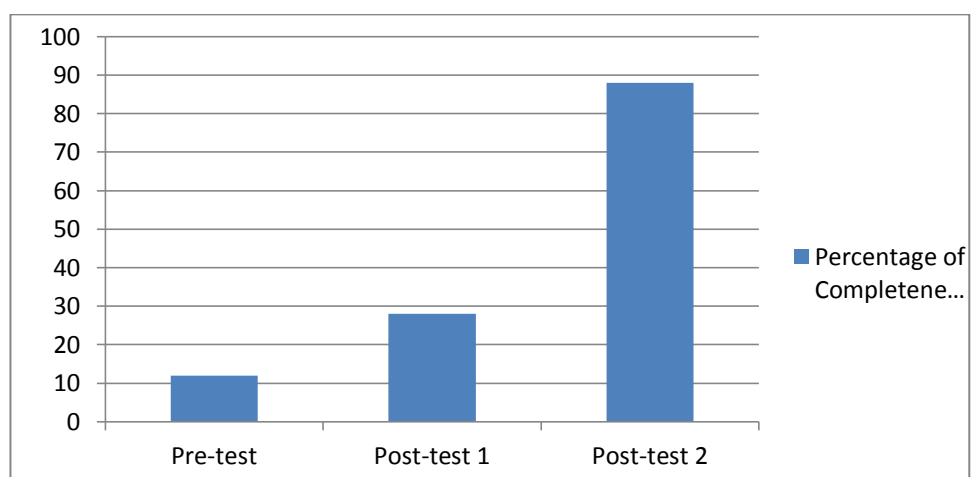
No.	Name	Pre-test	Post-test 1	Post-test 2
1	AZA	70	70	75
2	ARA	60	65	80
3	ADK	40	65	75
4	AP	80	85	85
5	AMP	60	75	80
6	CA	60	60	75
7	CER	50	55	65
8	DR	60	65	75
9	DS	70	70	80
10	DN	75	75	80
11	DAW	55	65	75
12	EDA	65	65	80
13	EPH	65	75	75
14	FF	50	60	70
15	FSI	60	65	75
16	GP	60	65	75
17	INY	60	70	80
18	JAS	65	70	75
19	JRP	50	60	70
20	MFS	60	75	85
21	MRZ	65	65	75
22	MZR	55	70	80
23	MAA	65	70	75
24	MS	80	85	90

25	RDS	65	80	80
Total Score		1545	1725	1930
Average		61,8	69	77,2

Based on the result of pre-test, post-test 1 and post-test 2, it was known that there was a positive significant improving of the students' score. It could be seen from the average score 61,8 to 69 became 77,2. Therefore, the researcher concluded that the research was successful because the indicator of success whether the students' score and the activeness of the students in learning process of this research had been achieved.

Figure 10

**Percentage of the Result Score of Students' Writing Ability
in Pre-test, Post-test 1 and Post-test 2**



Based on the figure above, it can be inferred that Contextual Teaching and Learning could improve the students' writing ability. It is supported by improving score of the students from pre-test to post-test 1 and form post-test 1 to post-test 2.

C. Discussion

Researcher observed about the studying of students in class VIII at the State Junior High School 7 Metro especially in teaching learning English. Researcher found some problems faced by the students in learning process one of them was writing english. Researcher observed why the students find it difficult to learn to write because most students could not express their idea and it was difficult to remember what they want to say in English. Furthermore, researcher improve the students' procedure text writing ability through contextual teaching and learning. The researcher used this technique to help the students with their writing ability and made them more active and creative in learning process.

Based on the result of the research in cycle 1 and cycle 2, it could be concluded that the use of contextual teaching and learning can improve the students' writing ability. There were improving average score from pre-test that was 61,8, post-test 1 that was 69 and post-test 2 that was 77,2.

So, in teaching English especially in writing subject, the teacher have to gave some techniques to make the students interest and pay attention in order they did not bored to catch the material. After the students was interested, the material that given by the teacher would be understand by the students more easily.

Based on the discussion above, we could take a conclusion that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when contextual

teaching and learning was applied in the learning process from cycle 1 up to cycle 2.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

Based on the result of the use of the contextual teaching and learning approach in writing ability. It can be concluded that there was improvement the students' of writing ability in procedure text by using contextual teaching and learning approach at the eighth grade of State Junior High School 7 Metro.

Therefore, the contextual teaching and learning approach could be an effective approach in writing ability and it could be used as an alternative choice in learning activity because this approach is so easy to be implemented in writing ability and could be used to improve the students' writing ability in procedure text.

And then, the result can be seen the average score of the students' writing ability before and after being given the treatment. The average score of the post-test is higher than pre-test. The average score of pre-test is (61,8), the average score of post-test 1 is (69), and then the average score of post-test 2 is (77,2). So there is progress from the pre-test and the post-test. It was clear that the contextual teaching and learning approach will be able to improve the students' writing ability.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in writing english.
2. The English teacher are suggested to use contextual teaching and learning because this technique is effective to improve the students' procedure text writing ability in learning process.
3. The principle is supposed to give more motivation to the students in order to make the students more excite in English learning.

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APPENDICES



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
(0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2233/In.28.1/J/TL.00/10/2017 24 Oktober 2017
Lamp : -
Hal : **IZIN PRA-SURVEY**

Kepada Yth.,
Kepala SMP N 7 Metro
Di –
Tempat

Assalamu'alaikum Wr. Wb.

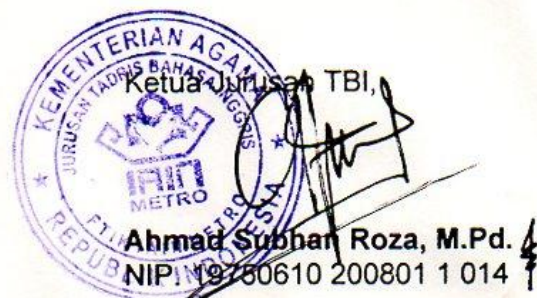
Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Tia Eka Sari
NPM : 14122237
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : Increasing the Students' Procedure Text Writing Ability Through Contextual Teaching at the Eight Grade of SMP N 7 Metro

Untuk melakukan *pra-survey* di SMP N 7 Metro

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

Wassalamu'alaikum Wr. Wb.





PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 7 METRO
Alamat: Jalan Stadion Tejosari 24, Metro Timur



SURAT KETERANGAN
NO. 237 / I.12.3/SMP N.7 /KP/2017

Yang bertanda tangan dibawah ini kepala sekolah SMP Negeri 7 Metro menerangkan bahwa:

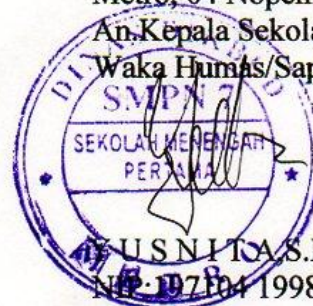
N0	Nama	NPM	Program Study
1.	TIA EKA SARI	14122237	Pendidikan Bahasa Inggris

Telah melaksanakan Pra Survey di SMP Negeri 7 Metro pada hari Sabtu tanggal 04 Nopember 2017.

Demikian surat keterangan ini di buat dengan sebenarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 04 Nopember 2017

An. Kepala Sekolah
Waka Humas/Sapras



USNITA S.Pd.

NP. 197104 199802 2 003



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : 1733 /ln.28.1/J/PP.00.9/5/2018

18 Mei 2018

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Umi Yasiwah, M.Hum
2. Trisna Dinillah Harya, M.Pd

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

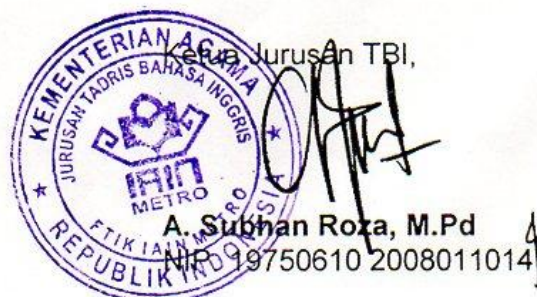
Nama : Tia Eka Sari
NPM : 14122237
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Increasing The Students Procedure Text Writing Ability Through Contextual Teaching and Learning (CTL) Approach at the Eighth Grade of SMP Negeri 7 Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





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

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

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

SURAT TUGAS

Nomor: B-1947/In.28/D.1/TL.01/06/2018

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

Nama : **TIA EKA SARI**
 NPM : 14122237
 Semester : 8 (Delapan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 7 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' PROCEDURE TEXT WRITING ABILITY THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH AT THE EIGHTH GRADE OF SMP NEGERI 7 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
 Pada Tanggal : 05 Juni 2018





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

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

Nomor : B-1948/In.28/D.1/TL.00/06/2018
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA SMP NEGERI 7 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1947/In.28/D.1/TL.01/06/2018, tanggal 05 Juni 2018 atas nama saudara:

Nama : **TIA EKA SARI**
 NPM : 14122237
 Semester : 8 (Delapan)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 7 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' PROCEDURE TEXT WRITING ABILITY THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH AT THE EIGHTH GRADE OF SMP NEGERI 7 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Juni 2018
 Wakil Dekan I,

 Dra Istifatonah MA
 NIP. 19670531 199303 2 003





PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 7 METRO
Alamat: Jalan Stadion Tejosari 24, Metro Timur



Nomor : 207 /I.12.3/SMP N.7/KP/2018
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.
Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Agama Islam Negeri (IAIN) Metro
Di

Tempat

Dengan hormat,
Sehubungan dengan surat saudara Nomor.B-1948/In 28/D.I/TL 00/06/2018 tanggal 05 Juni
2018, tentang permohonan izin Research atas nama:

Nama : Tia Eka Sari
NPM : 14122237
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)
Judul Skripsi : "INCREASING THE STUDENTS PROCEDURE TEXT
WRITING ABILITY THROUGH CONTEXTUAL
TEACHING AND LEARNING (CTL) APPROACH AT
THE EIGHTH GRADE OF SMP NEGERI 7 METRO"

Pada dasarnya kami tidak keberatan memberikan Izin Research dengan ketentuan tidak mengganggu kegiatan belajar mengajar di sekolah kami.
Demikian surat keterangan ini di buat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya

Metro, 12 Juli 2018
Kepala Sekolah,

R. P. I. S. Pd.
NIP. 19640511 198412 2 002





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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0558/In.28/S/OT.01/07/2018**

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

Nama : Tia Eka Sari
NPM : 14122237
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 14122237.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 Juli 2018
Kepala Perpustakaan,

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





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tia Eka Sari
NPM : 14122237

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 25/4-18	✓		Revise - ch - I ch II ch III	
2.	Jumat 27/4-18	✓		acc for seminar	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

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

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

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

Nama : Tia Eka Sari
NPM : 14122237

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 12/9-18	✓		- Revise cover - " - Abstrac - " - Table of contain - " - Table I - " - Bibliography	
2.	Jum'at 14/9-18	✓		- Revision is ok - acc for munagasyah	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tia Eka Sari
NPM : 14122237

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 09/11-17		✓	Insert the problem on Background of study!	
2.	Kamis 23/11-17		✓	Acc ch. I Continue to ch. II	
3.	Kamis 30/11-17		✓	Write down the definition about Writing Ability.	
4.	Kamis 21/12-17		✓	Acc ch. II continue to ch. III	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harsa, M.Pd.
NIP. 19830511 200912 2 004



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

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

Nama : Tia Eka Sari
NPM : 14122237

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
9.	Rabu / 11 / 2018 /4		✓ -	Revise grammar - Revise Figure 1.	
10.	18/4-2018		✓	Ace ch. III Continue to 1st Adviser.	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



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

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

Nama : Tia Eka Sari
NPM : 14122237

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 30/7-18		✓	Revise table II	
	Senin. 13/8-18		✓	Please check more about grammar! Please write in Past Tense.	
	Senin 10/9-18		✓	Ace ch. 1 & 2	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

Pre-test

The teacher gave the material for the students



The students read procedure text



Post-test 1

The teacher gave the material for the students



The students did the task



Post-test 2

The teacher gave the material for the students



The students did the task



CURRICULUM VITAE



The name of the researcher is Tia Eka Sari. She was born on August, 15th 1996 at Sukadana, Lampung Timur. She is the youngest child of Mr. Harun Usman and Mrs. Nur Imani. She has a brother. His name is Hendra Gunawan, Dedi Irawan, Erfan Jaya.

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