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Research Article

The Effect of Contextual Teaching and Learning (CTL) Method in Writing Descriptive Text at Grade X of Madrasah Aliyah Negeri Limapuluh In Academic Year 2019/2020

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Abstract.

This study aims at investigating the effect of Contextual Teaching and Learning (CTL) Method in writing descriptive . This study was conducted by experimental research. The population of this study was the students at grade X IPA of Madrasah AliyahNegeri Lima Puluh. The total number of the population was one hundred sixty two students in four class. There were 32 students chosen as the sample by using random sampling technique. The sample was divided into two groups, namely control group and experimental group. The experimental group was taught by using CTL Method and control group was taught without using CTL Method. The instrument for collecting the data was writing test. The data was analyzed by using t-test formula. The result of the analysis shows that t-observed value is higher than t-table (2.34>2.00) at level of significance 0.05 with the degree of freedom 58. It means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Based on the findings of this study, it was found that there is a significant effect of Contextual Teaching and Learning (CTL) Method in writing descriptive text.

Keywords: CTL; Contextual Teaching; descriptive text

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1. Introduction

As generally, the language is so complex and difficult in learning the skill of language. English is well known international language, all people in the world compete to mastering English. Today, English is applied as one of the materials which are taught in every school leve.English has important roles in the world therefore, students need to be sufficiently equipped with English communicative skills, both oral and written.One of the ways that can be used is to create activities that attract students' interests or by giving gifts so that the learning atmosphere becomes enjoyable [1].

Commonly, English has four skills those are listening, speaking, reading and writing.Writing well is a major cognitive challenge, because itis at once a test of memory,

language, and thinking ability. It demands rapid retrieval of domain-specific knowledgeabout the topic from long-term memory. [2] In other words, writing is powerfull instrumentof thinking because it provide students with a way of gaining control over their thoughts. Writing shape their perception of themselves and surround them. It aids in their personal growth and in their effection change on the environment.[3] writing isthe learned process of shaping experiences into text, allowing the writer todiscover, develop, clarify and communicate thoughts and feelings[X]Writing with context can make students able to develop analysis when they write a reasonable paragraph and make the readers give their expectation easier. It means that the students know what to write. The descriptive is the most common writing work of the students because it is little easier than any other writing or paragraph. Descriptive is so simple to do by the students and also it is easy to understand by readers. Not only write, but also we can get pleasure activities such as write description about beloved friend, pet, situation, place, and etc.

In fact, based on my experience as long as I'm be a teacher in Madrasah Aliyah Negeri Lima Puluh, the research inventedthe crucial problem in class, the first, student spent a great deal of time in expressing their own ideas creatively in writing [1]. The second, students still have low knowledge about descriptive. The third, students do not really understand about language features of descriptive text. The last, students do not know generic structure of descriptive text. It can be assumed that teachers do not have important role in overcoming the problems of students.One of the approaches that emphasizes the process and content of writing, is a contextual approach.CTL is an educational process that aimsto help students see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, that is the context of their personal, social and cuturalcircumtances [4]. CTL strategy is a connection to the real world context where students are given the opportunity to search for learning content in the surrounding environment. The involvement of students in the learning process that uses content around them that they normally encounter makes students want to receive content and pay more attention to learning. [5] Contextual Teaching and Learning Approach of Mathemathics in Primary Schools International Conference on Mathematics and Science Eduction 895]Contextual Teaching and Learning Method has main goals which is expected to assist the students in arranging a framework of description. There are some teaching strategies associated with CTL approach namelyProblem based learning, cooperative learning, service learning, work based learning, project based learning, and react strategies [6]. The aims of Contextual Teaching and Learning method is to practice and assist the students in telling or

describing something or someone. When students write, they actually have a special or particular purpose to share or to inform to the readers why they write something. Most of the students are not able to write descriptive text, they cannot shape their knowledge by themselves to arrange a descriptive without teacher assistance. The gain of process method to descriptive writing can only be realize if teachers have an understanding of the various role. The teacher is no longer simply a setter and corrector assignment. The teacher is a writer along with the students, as well as an instructor responder, coach, diagnostician, and supporter.Futhermore, she will conduct a research at MAN LIMA PULUH to see the effect of Contextual Teaching and Learning method in writing descriptive text.

2. Research Methods

2.1. Research Design

The research design used an experimental research. There were two groups, namely control group and experimental one. The control group was a group which would not receive treatment by using Contextual Teaching and Learning method, while The experimental group was a group which would receive treatment by using Contextual Teaching and Learning method. The design is as follow:

TABLE 1: Research Design.

Group	Types	Treatment	Types
Experimental Group	Pre-test	Contextual Teaching and Learning Method	Post-test
Control Group	Post-test	Without Contextual Teaching and Learning Method	Post-test

2.2. Location and Time of the Research

This research wasconducted at Madrasah AliyahNegeri Lima Puluh. This school was chosen because it was easy to access and work in this school. This research was started on February 7th until April 27th 2019.

2.3. Population and Sample

If the subject or population less than 100, it is better to researcher took all of the population and research called population research[. But if the number of population

more than 100, the research can take 10%-15% or 20%-25% based on the quality of the researcher, limitation of the time, personnel and fund, searching area.Population of this research was taken from the grade X IPA students at Madrasah AliyahNegeri Lima Puluh. There were four parallel class.

2.4. Sample

This research took the sample by using random sampling. It usedlottery. The number population of this research are 162 students. Based on theory of Arikunto, this research will take 20% of population as sample. So the number of sample are 32 students. 16 students as experimental group and 16 students as control group.

2.5. The Instrument of Collecting Data

The relevant instrument was needed in order to obtain the require data. This study did a test to collect the data by applying list of questions according to the topic to facilitate the students in writing descriptive paragraph.

2.6. Test

In order to measure the data, instrument wasneeded in this study. The instrument was in form of multiple choice and essay test. The procedure in administering the test can be shown below:

1. Pre – test : Multiple choice questions and Essay Test

2. Post – test : Essay Test

2.7. Research Procedure

Seven main components of CTL that explained above were the main requirements in classroom teaching learning process. Below were the procedures how to apply CTL, including writing class activity, in the classroom teaching learning process.

2.8. The Validity and Reliability of the Test

2.8.1. The Validity of The Test

A valid instrument had a high validity; otherwise, a less valid of the instrument has not a high validity.

The form:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\left\{ n \sum x^2 - (\sum x)^2 \left\{ n \sum y^2 - (\sum y)^2 \right\} \right\}}} (1)$$

Where:

r_{xy} : the correlation between two variables XY : sum of multiplication X and Y

N : total of the data X^2 : square of X

X : the mark in the pre-test Y^2 : square of Y

Y : the mark in the post-test

1. *The Reliability of the Test*

The reliability of the test concerns its precision as a measuring instrument or it could be said that reliability refers to consistency of the measurements.

The form:

$$r_{11} = \frac{2xr_1/21/2}{(1 + r_1/21/2)} (2)$$

Where:

R_{11} : the reliability

$R_1/21/2$: coefficient between the two test

The obtain the reliability of the test, firstly the mean (M) and the standard deviation (SD) should be counted. The value of the reliability as the following:

0,00-0,20 the reliability is very low 0,61-0,80 the reliability is high

0,21-0,40 the reliability is low 0,81-0,99 the reliability is very high

0,41-0,60 the reliability is fair

2.8.3 The Technique of Analyzing Data

To know the differences between the group which studying writing by using Contextual Teaching and Learning Approach and without it, t-test was used.

The formula is:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{X_2 + Y_2}{N_1 + N_2^{-2}} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}} (3)$$

Where:

Mx = The mean of experimental group Y_2 = The variance of control group

M_y = The mean of control group N_1 = The total sample of experimental group

X_2 = The variance of experimental group N_2 = The total sample of control group

3. Analysis and Result

3.1. Needs analysis

3.1.1. Description of the Data

The complete data of the students were presented in the table where the experimental group was the first group and then followed by the control group.

Explanation of the table 2 to find out the result of the data , we can get it from the data in the table above. We can take one of the students as a sample. For example is SyafiraNurAtikasyah, she got the score 60 in the pre – test, and her score in the post – test is 85. It happens because she get treatment by Contextual Teaching and Learning. The improving of Syafira's score is caused by effect of contextual teaching and learning method.

3.1.2. The Hypothesis Testing

To test the hypothesis, the formula of t – test and the distribution of t – table are applied the result show that t – critical must higher than t – table. The hypothesis testing is done in order to know whether is acceptable or rejected [7].

After analyzing the data into t – test, it was score that t – score was 3,63, if this consulted to critical score product moment degree of freedom (df) N1 + N2 – 2 or 32 + 32 – 2 = 62. So, the critical score of t – table with the significant 0,05 was 2,00. So, the writer concludes that t – score > t – table.

So, the researcher had been successfully, Ha is accepted and it revealed that hypothesis using Contextual Teaching and Learning Method in writing descriptive text is effective because writing descriptive text using Contextual Teaching and Learning Method get higher scores than without using contextual teaching and learning method.

Table 2: Score of Pre –Test and Post - Test of Experimental Group.

	Name	Pre--Test (X)	Post--Test (Y)	X^2	Y^2	XY
1	AS	70	80	4900	6400	5600
2	AF	70	80	4900	6400	5600
3	ADS	65	80	4225	6400	5200
4	AY	75	85	5625	7225	6375
5	ASJ	70	85	4900	7225	5950
6	ASF	60	80	3600	6400	4800
7	AST	65	70	4225	6400	5200
8	BG	70	80	4900	6400	5600
9	FN	60	80	3600	6400	4800
10	JS	70	85	4900	7225	5950
11	KH	70	80	4900	6400	5600
12	LH	65	80	4225	6400	5200
13	MZ	60	80	3600	6400	4800
14	MI	70	83	4900	6889	5810
15	MS	75	80	5625	6400	6000
16	NMS	60	85	3600	7225	5100
17	NS	70	85	4900	7225	5950
18	NH	70	80	4900	6400	5600
19	NNZ	70	80	4900	6400	5600
20	PM	60	75	3600	5625	4500
21	RR	75	84	5625	7056	6300
22	RG	70	83	4900	6889	5810
23	RRD	70	82	4900	6724	5740
24	RKH	65	85	4225	7225	5525
25	SHA	70	80	4900	6400	5600
26	SDCN	60	75	3600	5625	4500
27	SL	65	80	4225	6400	5200
28	SDK	70	80	4900	6400	5600
29	SA	70	80	4900	6400	5600
30	SNA	60	85	3600	7225	5100
31	TNF	70	75	4900	4900	5250
32	WS	70	75	4900	5625	5250
	Total	**∑X=2160**	**∑Y=2593**	**∑X²=146500**	**∑Y²=209734**	**∑XY=175280**

4. Discussion

Based on the table 4.1 and 4.2 above, so it can analyze on the scores to find out the differences score between pre – test and post – test in experimental and control group, the students' score in the post – test is higher than the students' score in Pre – test. It

means that the student's ability in writing descriptive text by using contextual teaching and learning method is effective. Meanwhile, the mean of differences score between pre – test and post – test experiment group is 407.Contextual Teaching and Learning (CTL) approach has positive impact on students' achievement. [8] [9] It means that the contextual teaching and learning is effect of writing ability of students.

The students score in post – test is higher than the students' score in the pre – test but there is no significant effect to the students' score. Meanwhile, the differences score between pre – test and post – test of control group is 282 [10]. It means that the difference of the students' ability in experimental and control group was higher than before.[1]

TABLE 3: Evaluation Criteria.

Criteria	Score
Coherence	40
Structure is good	30
Tense is good	30

After the researcher calculated the data, the score of experimental group was higher than control group, 86% of the students have ability to write a descriptive text, with knowing language features of descriptive text and generic structure of descriptive text are good [6]. It means that the contextual teaching and learning method is effective to students' writing descriptive text. There are several affected the successful of students as following below: (1) The students was given treatment by CTL method, (2) The high motivation of students to study, (3) The students diligent comes to school, (4) The students interactive in the class, (5) The students always re – study at home, (6) The students give attention and listen the advice from the teacher.

After the researcher got the result, there are around 4% in experimental group can't answer the question well. It caused they got the lower score. It caused the following below: (1) The students was not given treatment by CTL method, (2) The students don't have motivation to study, (3) The students never re-study at home, (4) The students do not interact in the class, (5) The students get boring when they was studying English

5. Conclusion

After analyzing the data, so can get the conclusion as the following: The students can be able in writing descriptive text by using the generic structure of descriptive text. The students have known the language features and what kinds of descriptive are.

The students are active and creative while learning process because the students get treatment by contextual teaching and learning method.

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