

THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING
FOR TEACHING WRITING AT THE EIGHT GRADE OF MTs MA'ARIF
ANDONG IN 2022/2023 ACADEMIC YEAR

THESIS

Submitted as A Partial Requirements
For the Undergraduate degree in the English Language Education



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Assalamu 'alaikum Wr. Wb

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Thank you for the attention.

Wassalamu 'alaikum Wr. Wb.

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RATIFICATION

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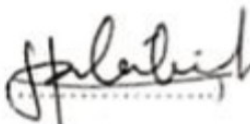
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DEDICATION

This thesis is dedicated to:

1. My beloved dad, Mr. Pujiyono and My beloved mom, mrs. Daliyem
2. My beloved husband and Son
3. My beloved friends in C English class
4. My beloved all of my friends who give me support and motivations in my study
5. My Almamater UIN Raden Mas Said Surakarta.

MOTTO

Maka sesungguhnya bersama kesulitan ada kemudahan, Sesungguhnya bersama kesulitan ada kemudahan” (QS. Al- Insyirah: 5-6)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled " *THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING FOR TEACHING WRITING AT THE EIGHT GRADE OF MTs MA'ARIF ANDONG IN 2022/2023 ACADEMIC YEAR*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, 19 Juni 2023

Stated by,



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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled " *THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING FOR TEACHING WRITING AT THE EIGHT GRADE OF MTs MA'ARIF ANDONG IN 2022/2023 ACADEMIC YEAR*" Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in

particular and the readers in general.

Sukoharjo, 19 Juni 2023

The researcher

A handwritten signature in black ink, consisting of several overlapping loops and lines, positioned above the printed name.

Erna Puji Rahayu

TABLE OF CONTENTS

COVER	i
ADVISOR SHEET	ii
RATIFICATION.....	iii
DEDICATION	iv
MOTTO	v
PRENOUNCEMENT	vi
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENT	ix
LIST OF APPENDIX	xi
ABSTRACT.....	xii
CHAPTER 1. INTRODUCTION	1
A. Background of Study	1
B. Identification of Study	5
C. Limitation of Study.....	5
D. Problem of Study	5
E. Research Objectives	6
F. Benefit of Study	6
H. Definition of Key Term	6
CHAPTER II. REVIEW ON RELATED STUDY	8
A. Definition of Teaching Writing	8
B. Mikro and Makro skill of Writing	12
C. Teaching Method	13
D. Contextual Teaching and Learning.....	15
E. Previous Study	22

CHAPTER III. RESEARCH METHODOLOGY	25
A. The Research Design	25
B. Data Resources	26
C. Research Setting and Subject.....	26
D. Techniques of Collecting Data	27
E. Trustworthlness	28
F. Data Analyze	29
CHAPTER IV. RESEARCH FINDING AND DISCUSSION.....	31
A. Research Finding	31
a. Observation.....	31
b. Interview	35
c. Lesson Plan.....	36
B. Discussion.....	36
CHAPTER V. CONCLUSION AND SUGESTION	38
A. Conclusion.....	38
A. Sugestion	38
BIBLIOGRAPHY	40
APPENDIX.....	42

LIST OF APPENDIX

Appendix 1.42
Appendix 2.43

ABSTRACT

Erna Puji Rahayu. 2023. The Implementation of Contextual Teaching And Learning For Teaching Writing at the Eight Grade of MTs Ma'arif Andong on 2022/2023 Academic Year

Advisor : Novianni Anggraini, M.Pd

Key Word : Contextual Teaching and Learning, Teaching, Writing

The objectives of this study are explain: Implementation of Contextual Teaching and Learning methods by teacher in the classroom.

The design of this research is descriptive qualitative research. The subject of this research was eight grade of MTs Ma'arif Andong. The data of this research were collected through observation, documentation and supported with interview. The Collected data were analyzed through Jhonson. Then, to point out the trustworthiness of the data, the research used methodological triangulation.

The finding of the research showed that in this study the teacher uses Contextual teaching and learning to teach writing skills. Teachers take advantage of the surrounding environment to connect with the material presented to students. With the method used, students are able to understand the material provided and are able to do assignments well. So, the application of CTL in the teaching process is very beneficial for students. In this application using the principles, among others, constructivism, inquiry, questioning, learning community, modeling, reflection, authentic materials.

CHAPTER I

INTRODUCTION

The first chapter discusses the introduction of the research. This chapter provides some information related to the background of the study. This chapter elaborates background of the study, identification of the problem, limitation of the problem, problem question, objectives of the study, and benefits of study.

A. Background of the study

In English it is known that there are four skills that we must master, namely listening, speaking, reading and writing. These four skills can be classified into receptive and productive skills. These four skills are important to learn and each skill has different difficulties and characteristics. One of them is writing. Mostly, people learn English in order to be able to communicate. Students prefer to learn speaking rather than writing. In fact, communication is not only spoken but also written. Brown (2004:218) that the ability to write has become an essential skill for attaining employment in human life. In other words, writing is one form of non-vocal verbal communication that is often used, for example in writing permits or examination. Besides, it is also useful to solve the problem for those who have problem in spoken language.

In learning writing skills we need a combination of all existing skills. It is stated by Hadfield (1990: 5). According to Spratt et al. (2005:37) writing is an activity in which people communicate a message by making signs in a page. It means that in a writing activity, people should express their messages or ideas which are represented by some signs such as letters and punctuation. These letters are combined into words, words into sentences, and sentences into paragraphs. In order to be able to write, people should think about what message that they want to express and to whom their messages are being communicated to. Therefore students often experience difficulty in writing skills. One student during an interview on 22 Desember 2022 said that English was a difficult subject to learn and understand. Especially when they are asked to write sentences in English.

Therefore a teacher is required to understand the character of their students, in order to be able to use appropriate learning methods or models for their class.

With differences in the characteristics of students, teachers need to master what teaching really means. Brown (2000:7) stated that teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. It means that teaching can make learner easy to learn because there are guides, facilitators and also learning is constructed by teaching styles, approaches, methods and classroom techniques which influence the teaching learning process very much. The function of the teaching method, among others, is to create learning conditions that allow students to find it easy to learn. Second, it serves to create and present teaching materials in the form of relevant media. Third, add insight for students about events or incidents that occur in their environment or the object being observed. Thus the learning objectives can be achieved well by students. In other words, the learning method is very important in the teaching and learning process. Students will not succeed if the learning method is not precise, because the different types of teach learning method in the classroom process will also give a different effect to the teacher and students behavior in the class. There are various learning methods, one of which is Contextual Teaching and Learning (CTL). Meanwhile, according to Elaine B. Jhonson in the translation of Contextual Teaching and Learning: Making Teaching and Learning Activities Fun and Meaningful (Ibnusetiawan. 2007: 67) contextual teaching and learning is an educational process that aims to help students see the meaning in the academic material they are learning by connecting academic subjects they are learning with the context of their personal, social and cultural circumstances.

Actually every method or model of learning is the same, depending on the character of the students. One learning model that can be used is the contextual teaching and learning (CTL) learning model. 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 knowledge and its

applications to the various contexts of their lives: as family members, as citizens, and as workers (Susan Sears, 2003:9). This understanding is in line with CTL according to Johnson (2002: 24) states that, "Contextual Teaching and Learning enables students to content of academic subjects with the immediate context of daily lives to discover meaning". The purpose of the quote is that contextual learning allows students to connect the contents of the material with the context of everyday life so that learning is more meaningful. To realize meaningful learning also needs to have characteristics, among others; the learning process must emphasize: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.

The learning model with the above characteristics is used by one of the English teachers in a eight class in one of the Tsanawiyah Madrasah in Boyolali district, precisely in the Tsanawiyah Ma'arif Andong Madrasah. Researcher on 22, 23, 24 Desember 2022 pre-observed and saw firsthand how the teaching and learning process in the class. In this class the researcher observed the learning process starting from the beginning of learning, until the end of learning for 40 minutes. On Desember 22, 2022, students learned about Descriptive text using environmental media. Students are asked to observe class conditions then students are asked to write down what has been passed in the class, after finishing writing students are asked to read in front of the class one by one which is then continued with evaluation by the teacher.

On Desember 23, 2022, students reviewed the material about descriptive text, and were given another assignment by the teacher to tell personal experiences they had experienced with their classmates. This assignment is used for the final evaluation of the descriptive material. Then on Desember 23, 2022, using internet media, students were asked to write down recent events that were around them in their own language. Students are asked to work in pairs. From these observations, it can be concluded that the teacher uses the principle of contextual teaching and learning in the teaching and learning process, where

students build their own knowledge through active involvement in the learning process by linking the material with the surrounding environment.

Not only observation, on Desember 22, 2022, researcher also conducted interviews with the eight class of English teachers. In the interview the interviewer asks about what learning model is used and why. He answered that he used the contextual teaching and learning learning model, the reason being that the model was the most suitable for his students. In addition, because the class he teaches is a passive class, so he chooses a learning model that makes his students more active and that model is also the learning he masters. The students' values are also better than other classes, even though the class memorizes the Qur'an. Nevertheless, the teacher still experiences obstacles in teaching the writing skill. The stages that have been applied in teaching writing using the CTL method are as follows, (1) developing students' thinking to make learning activities more meaningful, by working alone, discovering themselves, and constructing new knowledge and skills that must be possessed. (2) carry out inquiry activities for all topics taught. (3) develop students' curiosity through questions. (4) Creating learning communities, such as through group discussion activities, questions and answers, and so on. (5) Presenting models as examples of learning, can be through illustrations, models, and even the actual media. (6) Familiarize children to reflect on each learning activity that has been done. (7) Familiarize children to reflect on each learning activity that has been done. This will be discussed in this study.

The results of observations made in Desember 2022 are still in line with the results of observations made on January 13, 2023. The techniques used continue to use contextual teaching and learning and take advantage of the surrounding conditions in the teaching and learning process. The teacher takes advantage of the situation and conditions in the surrounding environment, such as the classroom environment, the school environment and what students have experienced. On March 13, 2023, students were asked to write down the environmental conditions due to the virus that was in Indonesia. Students are asked to describe the experience in their own language and using the appropriate tense.

Based on these observations and interviews, the researcher feels interested in the learning model used by the English teacher in that place, because the class is a place where the children memorizing the Koran have better English grades than the other classes. Also the author wants to know the constraints experienced by the teacher in the learning process.

The results of the pre-observation related with contextual teaching and learning for teaching writing in the classroom. Therefore, the writer gives the title "THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING FOR TEACHING WRITING AT THE EIGHTH GRADE OF MTs MA'ARIF ANDONG IN 2022/2023 ACADEMIC YEAR".

B. Identification of the problem

Based on background, the researcher would like to identify some problems as the following:

1. The lack of competence of students in mastering English in this modern era both in speaking, reading, writing and listening.
2. The use of appropriate learning methods or models is needed so that students' abilities are maximally honed.

C. Limitation of the Problem

In order to focus the study, the researcher limits the study on the implementation of contextual teaching and learning in teaching writing at the eighth grade of MTs Ma'arif Andong.

D. Problem Question

Based on the background of this study, researcher formulates the general question as follow:

How is the implementation of contextual teaching and learning writing in process at the eighth grade of MTs Ma'arif Andong in 2022/2023 academic year?

E. Research Objectives

In general, this study is to describe the implementation of contextual teaching and learning in the eight class of teaching writing in MTs Ma'arif Andong, Boyolali. Specifically, it is to:

To know implementation of contextual teaching and learning writing in process at the eight grade of MTs Ma'arif Andong in 2022/2023 academic year.

F. The Benefit of the Study

The research is expected to be able to give some benefits, such as the following:

1. Theoretically

The results of this study can be used as a reference in doing other research, especially research on teaching writing skills.

2. Practically

a. Benefits for students.

- 1) Students can learn better process of contextual teaching and learning.
- 2) Students can find new ways in learning writing.

b. Benefits for teachers

- 1) Teachers gain more concrete knowledge about the application of learning to write with a contextual approach.
- 2) Teachers can apply a contextual approach in learning especially learning to write.

G. Definition of Key Term

To avoid misunderstanding about the meaning of the study, the writer will give the definition of key term as follow:

1. Contextual teaching and learning

Elaine B. Jhonson in the translation of *Contextual Teaching and Learning: Making Teaching and Learning Activities Fun and Meaningful* (Ibnu setiawan, 2007: 67) contextual teaching and learning are: Contextual teaching

and learning (CTL) is an educational process that aims to help students see the meaning in the academic material they are learning by connecting academic subjects they are learning with the context of their personal, social and cultural circumstances. To find this goal, the system includes the following eight components: making meaningful connections, doing meaningful work, doing self-directed learning, collaborating, thinking critically and actively, helping individuals to grow and develop, achieving high standards, and using authentic assessment.

2. Teaching

Brown (2000:7) stated that teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. It means that teaching can make learner easy to learn because there are guides, facilitators and also learning in constructed by teaching styles, approaches, methods and classroom techniques which influence the teaching learning process very much.

3. Writing

“Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing. Language that has been taught” (Harmer, 2004:31-32).

CHAPTER II

THEORETICAL REVIEW

In the research, it is important to describe the theories that related to this study in order to give relevant knowledge to the topic. This chapter reviews the related literature about the review about contextual teaching and learning and the review about teaching writing.

A. Teaching Writing

1. Definition of Teaching

Brown (2000:7) stated that teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. It means that teaching can make learner easy to learn because there are guides, facilitators and also learning in constructed by teaching styles, approaches, methods and classroom techniques which influence the teaching learning process very much.

Mulyasa (2006:100) explains that teaching is an interaction process done by students and the environment in order that the human/student behavior changes to be better. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1990:10).

From the definition above, it can concludes that teaching is interaction process of knowledge from the teacher to the students. The teacher as a facilitator and guiding them to learn. If they do not understand about the material. The important in teaching learning process are teaching style, approach, method, and classroom technique.

As an overall plan for the orderly presentation of language material which is based upon the selected approach, the method generalizes set of classroom specifications for accomplishing linguistics objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors and secondarily with such features as linguistic and subject matter objectives,

sequencing, and materials. The different types of teaching learning method in the classroom process will also give different effect to the teacher and students behaviors in the class.

2. Writing Skill

“Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing. Language that has been taught” (Harmer, 2004:31-32).

In other words, writing is a good way for students who learn English. They can put their idea on paper by paying attention on grammar rules and vocabulary. However, the teaching learning of writing skill in classroom has a little portion. In fact, writing has some important roles in human life, either in academic purposes or in other aspects of life.

There are many experts who give their views about the definition of writing, according to Spratt et al (2005:37), writing is an activity in which people communicate a message by making signs in a page. It means that in a writing activity, people should express their messages or idea which are represented by some signs such as letters and punctuation. These letters are combined into words, words into sentence, and sentence into paragraphs. In order to be able to write, people should think about what messages that they want to express and to whom their messages are being communicated to.

Furthermore, Palmer et al (1994:5) states that writing is a kind of thinking activity through written words. It requires complex thinking which is involved problem solving and decision making. It means that a good writing needs a careful thinking that can be represented in the form of generating the idea, choosing the suitable words or appropriate vocabulary and arranging those ideas into a good sequence.

In some ways, written language is different from spoken language. It make writing as the product of written language has some characteristics.

According to Brown (2001: 341) there are seven characteristics of written language. They are:

- 1) Permanence: once something is written down and delivered in its final form its intended audience, the writer gives up a certain power, the power to emend, to clarify, and to withdraw.
- 2) Production time: writer is given appropriate stretches time for developing efficient processes for achieving the final product.
- 3) Distance: concern with the audience, the writer must anticipate how specific words, phrases, sentence, and paragraph will be interpreted. A good writer can read their own writing from the perspective of the mind of the targeted audience.
- 4) Orthography: the ideas are captured through the manipulation of a few dozen letters and other written symbols.
- 5) Complexity: writer must learn how to remove redundancy, how to combine sentence, how to make references, how to create syntactic and lexical variety, and much more.
- 6) Vocabulary: written language places a heavier demand on vocabulary use than does speaking.
- 7) Formality: the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

In conclusion, there are many views on how to define the nature of writing. Overall, the viewpoint explains that writing as a product of written language has several characteristics that distinguish written language from spoken language. Besides writing is an action that not only involves deep thinking in organizing ideas and turning them into words and sentences, but also makes them suitable for the context, purpose, and audience.

Teaching writing skill is not simple as a teaching other language skills since it has conventional rules. By knowing the stages of writing, process, the students are demanded to get the knowledge of how to write well. When writing, Indonesian students who learned English as a foreign language need more time to think. Teacher asks students to focus on accurate language used

and what ideas they will write. Moreover, the students only have limited words or vocabulary. It can provoke their language development.

Teaching writing skill for Senior High School is not an easy job. There is another factor that makes writing is the most difficult subject. The other reason is that there are they are from elementary school, so they difficulty in compose the sentence to paragraph. Usually the students have limited words to write sentence in paragraph. Actually, the students have many ideas in writing but they have limited words to write sentence. They from elementary school so, they have limited word.

In teaching writing skill, the teachers are faced on difficulties related to make their students able to transfer their ideas. And one of the difficulties in teaching writing skill is about the low interest of students in learning writing. For this reason , it is very important to know how the teacher teaches writing skill. English is enjoyable and can make the students excited and more interested in learning writing.

3. Principle in Teaching Writing Skill

There are four important skills if we want to master English, namely listening, reading, speaking, and writing. The fourth and last of the communication skills we help develop in the students is that of writing. According to Widdowson (1996:61) “writing is a physic productive activity”. Productive activity here means producing marks that are perceived by the eye as a result of the movement of the arm and fingers. Studies in the teaching of writing have indentified that there are at least three paradigms of teaching writing, as explained by Fauziati (2010:46-53).

- a. The product approach:is a traditional approach of teaching writing in which students typically are provided with model and encouraged to imitate it in order to produce similar product.
- b. The process approach: it encourages the students to experimentwith ideas through writing and to share the writing and to opinion from several people to help them figure out what to say and how to say it.

- c. Genre-based approach: is a framework for language instruction based on examples of a particular genre.

From the explanation above, the researcher concludes that there are three principles of teaching writing. The first is product approach in which the students are provided with the model to follow and to produce as product. The second is process approach in which the students explain, to share their idea and focuses on the process in writing. The third is Genre-based approach is based instruction of particular genre for language in writing.

4. Microskills and Macroskills for Writing

In writing, there are some aspects that have to be considered. Brown (2004:221) has summarized all those aspects into two main skills; they are the micro skills and macro skills of writing. Later they can be used in teaching writing as well as assessing writing. Those skills are described as follows:

Micro skills:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macro skills:

- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings of writing.

- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In conclusion, we can say that the earlier micro skills apply more appropriately to imitative and intensive types of writing performance in which they tend to describe about the mechanical of writing and at the level of word, such as cohesive devices, past verb, etc. On the other hand, the macro skill covered wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc. thus, it is not only about a word but it is about the whole written text.

B. Teaching Method

The Teaching method is the strategy used to convey information for students to learn. Teaching methods can vary from illustration to illustration, but teachers are standard method used in classroom. The best method of teaching focuses on the best way to convey information for students of all different types. However, teachers are one of the more effective ways to do this because they allow instructors to use the best teaching method possible by covering a lot of ground for their lessons to be clearly understood.

A teaching method is a specific way in which teachers teach students. There are many different types and styles of education that teachers use when they interact with students. These methods may be used by either private or public school educators depending in their personal preference or state requirements for teacher certification. The type of education title you obtain will also depend upon your choice of educational style since there are several titles associated with each

particular method. However, there are certain vital things that you should consider before selecting your favorite technique for pedagogy, such as:

- What age group will be studying?
- What level of education dose everyone have?
- Are they beginners or experts in their field alredy?
- How much time do I have to work with them, and how long can may attention span last when working with individually or groups?

Types of Teaching Method

1. Problem Solving

The method of teaching involves having stud nets work on specific problem or challenges directly related to course content being taught in class.

2. Role Playing

This teaching method involves having students dress up as characters and act out different situations/ scenarios related to the material being taught at hand.

3. Group Work

Group work involves having students work with their classmates coorporatively on different assingment related to the material they are being taught at hand.

4. Student Center Learnin

In this environment, instructors are more hands-off during teachers, allowing students to discuss topics at hand.

5. Contextual Teaching and learning

There is another approach called contextual teaching and learning (CTL) is a learning model with the concept of connecting academic material obtained by students with real life, whether in personal, family, social or cultural life.

C. Contextual Teaching and Learning

1. Definition

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 knowledge and its applications to the various contexts of their lives: as family members, as citizens, and as workers (Susan Sears, 2003:9). It provides a conceptual framework for unifying a constellation of education theories and practices and represents one approach to improving teacher education. In another sense CTL is a learning concept that links material with the real world. CTL also motivates students to take responsibility with the knowledge they have and their applications in the context of life, both as family members or the environment..

CTL rest on the following assumptions:

-) Teaching and learning are interactional processes.
Individual learners must decide to learn and to engage in the attention, intellectual, and emotional processes needed to do so.
-) Teaching isn't happening if learning is not occurring
-) Learning is a developmental process that takes place across the life span.

In other words contextual learning can run well if done with the right strategy. Among other things know who is doing the learning, where the learning takes place and the last is how the learning takes place. Thus a teacher will more easily apply CTL.

Meanwhile, according to Elaine B. Jhonson in the translation of *Contextual Teaching and Learning: Making Teaching and Learning Activities Fun and Meaningful* (Ibnu setiawan, 2007: 67) contextual teaching and learning are: Contextual teaching and learning (CTL) is an educational process that aims to help students see the meaning in the academic material they are learning by connecting academic subjects they are learning with the context of their personal, social and cultural circumstances. To find this goal, the system includes the following eight components: making meaningful connections,

doing meaningful work, doing self-directed learning, collaborating, thinking critically and actively, helping individuals to grow and develop, achieving high standards, and using authentic assessment.

In other words contextual teaching and learning is an educational process that connects academic material with personal, social and cultural life. And to achieve these objectives, we must have the eight systems above..

It can be concluded that contextual teaching and learning (CTL) is a learning model with the concept of connecting academic material obtained by students with real life, whether in personal, family, social or cultural life. To achieve the goals of the CTL itself required components that must be fulfilled, including: making meaningful relationships, carrying out activities, self-regulated learning, thinking critically and creatively, nurturing or maintaining students' personalities, achieving high standards, and using authentic judgment.

2. Principle of Contextual Teaching and Learning

According to Eline B. Jonhson in the translation of the book *Contextual Teaching and Learning: Making Teaching and Learning Activities Fun and Meaningful* (Chaedar, 2014: 65), Contextual teaching and learning consist of some principles that must be conducted as the part of its application. There are seven principles of contextual teaching and learning:

a. Constructivism

From the history of contextual teaching and learning, constructivism is a theory that emphasizes the way how the student construct their own knowledge. It has five steps of learning. They are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting knowledge.

b. Inquiry

The principle shows how learning is conducted by including the process of discovery that need scritical thinking. In this case, knowledge as the part of learning does not get by considering a

number of acts but also from stimulating learning that allows the students to find their own material in the real context.

c. Questioning

Questioning is one of the parts in teaching learning process. The students' ask something because they want to know something that they do not know. They are curious to get the answer of their problem. That's why they ask to the teacher or others.

d. Learning Community

Contextual teaching and learning is conducted in group because its purpose is wants the students to have sharing and discussing section without the intimacy of others. The other purpose is the students can help the others who need their help in positive way.

e. Modeling

Modeling is derived from the word "model". Model means example. The component of modeling means the teacher gives example to the students if they find difficulties in real way. For example the English teacher gives the example to pronounce certain words.

f. Reflection

Reflection is Reflection is the ways of thinking about what the students have learned and thinking about what they have done in the past. In this case, the teacher can do about the information that acquired in the action.

g. Authentic Materials

It is important to have assessment for the teacher in order to check whether the students have learned the material or not. The assessment is done in authentic for order to reduce the students do copy paste to the other friends' work.

3. Components in Contextual Teaching and Learning

Component is each of two or more forces, velocities, or other vectors acting in different directions which are together equivalent to a given vector: he resolved the motion into horizontal and vertical components.

According to Eline B. Jonhson in the translation of the book *Contextual Teaching and Learning: Making Teaching and Learning Activities Fun and Meaningful* (Chaedar, 2014: 65), CTL has eight components including:

1. Making meaningful connections
2. Do meaningful work
3. Conduct self-regulated learning
4. Working together
5. Think critically and creatively
6. Helping individuals to grow and develop
7. Reach high standards
8. Use authentic judgment

CTL is a different approach from other approach. Other approaches only lead students only, while CTL leas students to practice in and outside the classroom (Elaine B. Johnson, 2002:65).

CTL, a different approach, does more than just guide students in combining academic subjects with the context of their own circumstances. CTL also involves students in searching for the meaning of "context" itself. CTL encourages them to see that humans themselves have the capacity and responsibility to influence and shape a range of contexts that include families, classes, clubs, communities, workplaces and neighborhoods, to the ecosystem. This is inseparable from the definition of CTL as follows: Contextual teaching and learning (CTL) is an educational process that aims to help students see the meaning in the academic material they are learning by connecting academic subjects they are learning with the context of their personal, social and cultural circumstances. To find this goal, the system includes the following eight components: making meaningful connections, doing meaningful work, doing

self-directed learning, collaborating, thinking critically and actively, helping individuals to grow and develop, achieving high standards, and using authentic assessment.

Based on the above understanding can be explained that the concept of contextual learning is learning practice the material studied by real situation of students. Students collectively form a system that lets them see the meaning in it. Though the integration of the material studied by students' everyday experience will produce the foundations of deep knowledge. Students will be able to use his knowledge to solve new problems that have never been faced with increased experience and knowledge.

4. Characteristics of CTL-Based Learning

Contextual learning has several distinctive characteristics that distinguish it from other learning approaches. Jhonson (2000: 65) identifies eight CTL characters, namely:

a. Making meaningful connections

The link that leads to meaning is the heart of contextual learning and teaching when students can relate the content of academic subjects, natural science, or history to their own experiences, they find meaning and meaning provides reasons for learning. Linking learning material with one's life makes the learning process more lively and this connection is the essence of CTL.

b. Do meaningful activities

This learning model emphasizes that all learning processes carried out in the classroom must have meaning for students so that they can relate subject matter to student life.

c. Self-regulated learning

Self-managed learning, which is active independent learning, involves activities linking the problems of science with everyday life in ways that are meaningful to students. Learning is organized by the students themselves, giving students the freedom to use their own learning styles.

d. Cooperate

The teacher helps students work effectively in groups, helps students work effectively in groups, helps them understand how the meanings influence each other and communicate with each other.

e. Critical and creative thinking

Contextual learning helps students not only develop intellectual abilities and skills, but also aspects of personality: personal integrity, attitudes, interests, responsibilities, discipline, achievement. The teacher in contextual learning also acts as a counselor, and mentor. Assignments and activities to be carried out by students must be in accordance with their interests, needs and abilities..

f. Reach high standards

Contextual learning is directed so that students develop optimally, achieving excellence (excellent). Each student can achieve excellence provided he is assisted by his teacher in discovering his potential and strengths.

g. Use authentic judgment

Authentic assessment challenges students to apply new academic information and skills in real situations for specific purposes. Authentic assessment is the antithesis of the standardized test, authentic assessment gives students the opportunity to show their best abilities to show what they have learned.

5. Steps of CTL

Table 1.1 Steps of CTL

NO	STEPS OF CTL	TEACHER ACTIVITIES	ELEMENT
1	Initial Activity	<p>) Present problem in the form of questions posed by students.</p> <p>) Facilitate</p>	<p>Questioning</p> <p>Learning community and Modelling</p>

		group work.	
2	Core Activities	<ul style="list-style-type: none">) Analyze or manage data to get to conclusions.) Reflect on the activities that have been carried out.. 	<p>Inquiry and constructivism</p> <p>Reflection</p>
3	Closing Activities	<ul style="list-style-type: none">) Do an evaluation 	<p>Aunthentic Assessment</p>

6. Factors that influence the success of CTL

According to TheNorthwesh Regional Education Laboratory USA identified that there are six things that can affect the successful implementation of contextual teaching and learning (CTL), including:

- a. Meaningful learning: relevant understanding and personal judgment are closely related to students' interests in learning the contents of learning material
- b. Application of knowledge: the ability of students to understand what is learned and applied in the order of life and function in the present or in the future.ws
- c. High-level thinking: students are required to utilize critical thinking and creative thinking in collecting data, understanding an issue and solving problems.
- d. Curriculum developed based on content standards: learning must be linked to loval, provincial, national standards, the development of science and technology and the world of work.
- e. Response to culture: The teacher must understand and appreciate values, beliefs in the habits of students, fellow educators and the community

where educators are. Different individuals and cultures can influence a teacher's teaching style. Four things to consider in contextual learning, namely classrooms, individual students, groups of students both in teams or as a whole, the order of the school and the order of the classroom communication.

- f. Authentic assessment: the use of various assessment strategies (eg structured assignments, student activities, use of portfolios, observation guidelines and so on) will reflect the actual results.

D. Previous Study

There are some researchers who have conducted the similar research that concern on contextual teaching and writing learning model to teaching writing. What are mentioned below explain about the finding of the conducted concerning on the contextual teaching and learning.

First, a study was made by Prahita Isnaini Ningtyas (2018) titled "Teaching Writing Using Contextual Teaching and Learning in 2nd Grade Junior High School at SMP N 1 Kalijambe, Sragen. The researcher used a contextual teaching and writing learning model. The result of the researcher as follow: the objective of using contextual teaching and learning in teaching writing is to make the students more interested in learning to write and so that students can easily write because the contextual teaching and learning are concerned with the daily life of students. The procedure of contextual teaching and learning in writing in the contextual teaching and learning procedure is opening and, main activity and closing, which are in accordance with the lesson plan. The teacher The teacher used the media around the school for example just UKS and scouts which are not always in line with the syllabus.

Second, the thesis was made by Intan Satriani, et al (2012) titled "Contextual Teaching and Learning Approach Teaching Writing". This research is about implementing a contextual teaching and learning approach to learning to write English for the second grade of a school in Bandung. This study is a qualitative study obtained from the instrument, in the form of classroom

observations, student interviews and student writing results that are analyzed using assessment criteria. The results of the findings of this study stated that the writing learning program succeeded in improving students' ability to write recount texts. The data in this study also shows the advantages of using CTL, among others, encouraging students to write, helping students develop their writing, helping students break down their problems and so on.

Third, the thesis was made by Tri Era Khoiriyah (2020) titled "Contextual Islamic Religious Education Learning at AlamBengawan Solo Elementary School, Klaten, 2019/2020 Academic Year ". In this research, it is written that the teaching and learning process uses the contextual teaching and learning method. Teachers Utilize nature to arouse students' enthusiasm for learning through nature. The technique collecting data used are observation, interview, and documentation. The results of this study are that students integrate with all subjects, are able to take advantage of nature, prioritize practice and experience, and habituation. What is common in this study is the use of contextual methods for student learning, namely by utilizing nature and practice for personal habituation. In addition, the authors also use the same data collection techniques, namely observation, interviews, and documentation.

Table 1.2 The difference study

Previous Study	Similarity	Difference
1. PrahitaIsnainiNingtyas (2018) titled "Teaching Writing Using Contextual Teaching and Learning in 2nd Grade Junior High School at SMP N 1 Kalijambe, Sragen	Both use the contextual teaching and learning to teach writing	the researcher wants to know how to apply the contextual teaching and learning method. In the previous study wants to know the purpose of why using the contextual teaching and learning method.

<p>2. IntanSatriani, et al (2012) titled “Contextual Teaching and Learning Approach Teaching Writing</p>	<p>The implementation of CTL models for students’ writing skills and benefits derived from the CTL learning.</p>	<p>The researcher Focus on narrative text, Daily Activity and descriptive material And this previous study focus on recout text material</p>
<p>3. Tri Era Khoiriyah (2020) titled “Contextual Islamic Religious Education Learning at AlamBengawan Solo Elementary School, Klaten, 2019/2020 Academic Year.</p>	<p>Using the Contextual Teaching and Learning to teaching and learning.</p>	<p>the implementation of contextual teaching and learning writing in method, material, process and evaluation. Focus in the application of the methods used in the learning material, namely the application in religious lessons with writing lessons in English</p>

CHAPTER III

RESEARCH METHODOLOGY

This chapter, the research reports the research procedure. The discussion in this chapter is divided into five subchapters. The first is research design, the second is subject of the research, the third is data resources, the fourth is technique of collecting data and the last is technique of analyzing data.

A. The Research Design

Research design is very important to the research to conduct the study in appropriate way. In this study includes in qualitative research to answer the question of the study. According to Sugiyono (2015:1) that qualitative research is research methodology which is used in natural object, where the researcher is as the key instrument, technique of collection data is done with triangulation (combination)

The method used which is used to analyze the research is descriptive method. Bramble and Mason (1997:37) state that the term descriptive method is used to represent a board spectrum of research activities having the common purpose of describing situations, events, or phenomena.

Brumfit and Mitchell (1995:11) stated the aim of this research at providing as accurate an account as possible of what curret practice is, how learners learn, how teachers teach, what classroom look like, at a particular moment in a particular place. Similary, Suryabrata (1983:18) defined descriptive strategy as a strategy intended to make description about situations or events. This descriptive study was chosen because the writer will describe how the teaching and learning process uses a contextual teaching and learning approach, especially in teaching writing of the English material at MTs Ma'arif Andong.

In conclusion, it can be seen that the descriptive study research describes about population and phenomenon that happened in real. The researcher tries to describe how the process of contextual teaching and learning in teaching

writing in MTs Ma'arif Andong, especially related to the procedure, the objectives, the material and the teacher problem.

B. The Data and Data Resources

1. Data

The data in this research from observasion, interview, and documentation.

2. Data Resources

Moleong (1995:112) stated that the main source of the data in qualitative research is word and the actions, and other things are as the additional data like documents and many others.

The main source of the data is taken from the resource through the direct observation and it can be words and the actions during observation.

There are two source of main data:

1. Informant

Informant will be the eight grade of MTs Ma'arif Andong and the English teachers. The researcher will do the interview for five students as representative to get more information about learning process about contextual teaching and learning to teaching writing at the eight grade of MTs Ma'arif Andong.

2. Events

The event is in the form of instructional process that happened in the eight grade of MTs Ma'arif and other activities which is related to the research. The student's activities of English lesson happen in the eight class. The researcher observed the contextual teaching and learning used by the teacher to teach writing skill in eight class.

C. The Research Setting and Subject

1. The Research Setting

a. Place

The researcher observe the teaching writing model in MTs Ma'arif Andong. There is contextual teaching and learning model. The

research conducted in MTs Ma'arif, the classes in this school divide into two classes. There are takasus class and regular class. The subject of this research is the eight grade students in takasus class.

b. Time

The research conducted in second semesters of MTs Ma'arif Andong in academic year 2022/2023 on February.

No	Time	activity
1	19 Februari 2020	Title Submission
2	19 Februari 2020 – 5 Januari 2022	Creat Proposal
3	22 – 24 Desember 2022	Pre- Observation
4	13 January 2023	Pre- Observation
5	20 February 2023	Proposal Examination
6	21 – 18 June 2023	Arrange thesis
7	19 June 2023	Munaqasyah

D. The Techniques of Collecting Data

The techniques of collecting the data used by the researcher are interview, observation, documentation.

1. Interview

Denzin (1994:26) quotes that interview ia a conversation with certain purposes which is done by two side as the interviewer and the interviewee (2002:135). In addition, Sugiyono (2006:35) says that the interview is a face situation in which the researcher set out the elicit information or opinion form a subject. It means that,to get real and objectives information, every interviewer must be able to build a good relation with the respondent. Sugiyono (2015:195) state that there are two type of interview. Structured interview and unstructured interview. Structured interview is used as the collecting data if the researcher has known about the information will be gotten. While the unstructured interview is free interview from respondents. It means that the answer is

not limited by the respondents. In this study, the researcher uses unstructured interview because the researcher asks the respondents by giving opinion.

By this technique, the researcher made an interview with the teacher of English and the students of eight grade of MTs Ma'arif Andong. The topic of interview is about the teaching writing with contextual teaching and learning. Previously, the researcher makes an interview guide line to make questions in interview.

2. Observation

Sugiyono (1996:26) says that observation is observing and recording of events or circumstances in which the writer is present. The researcher conducted the observation to the eight grade class in MTs Ma'arif Andong. The researcher observed the process of contextual teaching and learning in teaching writing.

3. Document

According to Sutopo (2002:69) written documents are sources of research. Which are often having important role in qualitative research. Further, he explains that documents are used in research because of some reasons: documents are source of research, which is stable, rich and supported; it is as evidence to a testing and it has natural characteristics appropriate to qualitative research. Documents are the material or other, which add and enrich the data in the implementation of contextual teaching and learning in teaching writing at the eight grade class in MTs Ma'arif Andong. The researcher gathers information or documents, such as lesson plan.

E. Trustworthiness

To determine the validity (trustworthiness) of the data required inspection techniques. The inspection technique is based on a number of specific criteria. There are four criteria used, namely: degree of trust (credibility), transferability, dependability, and confirmability. (Moleong, 2017: 324).

Checking the validity of this data is done by triangulation. Triangulation technique is a data checking technique that utilizes something other than the data itself for checking or as a comparison of that data.

In this study using source and method triangulation technique that is comparing and checking both the degree of trust of information obtained through time and different tools in qualitative methods ie this technique is carried out by comparing one data with another data source, such as the comparison of observations with results interviews, and with the results of documentation.

F. Data Analysis

Data analysis is very important in a study. To analyze the data that has been obtained from the results of research that is using techniques by analyzing all data, reducing data, compiling in units, categorizing, checking the validity of data and interpreting data (Moleong, 2017: 247).

In this study the authors used an interactive analysis model. Milles and Huberman (2014: 20) suggest that the main activities of interactive model analysis include: data collection, data reduction, data presentation, drawing conclusions (verification). The details of the model can be described as follows:

1. Data Collection

Namely collecting data at the research location by conducting observations, interviews with research subjects and informants, and recording related documents using data collection strategies deemed appropriate, determining the focus and deepening of the data in the next data collection process. In the process of collecting data through interviews, researchers try to establish good communication with the subjects and research informants, so that the data mining process can run smoothly. All interview results were recorded using a voice recorder on a cellphone. After all interviews are carried out, the data recorded on the cell phone is translated into interview transcripts.

2. Data Reduction

Milles and Huberman (2014: 16) suggest that data reduction is a form of analysis that sharpen, classify, direct, discard unnecessary and organize data in such a way that the final conclusions can be drawn and verified.

In data reduction activities, researchers review all records obtained through observations, interviews and documentation. So the data obtained is really valid and accurate.

3. Data Presentation

Presentation of data that is often used in qualitative research is a form of narrative text. In the process of presenting data, the data that has been selected through data reduction is then presented in the form of written and verbal systematically, making it easier to conclude (Milles and Huberman, 2014: 17).

4. Conclusion Withdrawal

Milles and Huberman (2014: 19) suggest that drawing conclusions or verification of data is an examination of whether or not the results of research reports. The conclusion is a review of the field notes as the meaning that emerges and the data that must be tested for validity.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains the result of data analysis which the procedures has been reported in the previous chapter. This chapter is divided into two parts. First, the description of the research finding and the second, discussion. The description of those parts are explained, as follow:

1. Research Finding

This Chapter presents the research finding. The purpose is to answer the research problems in the first chapter. There is the implementation of the contextual teaching and learning for teaching writing at the eight grade of MTs Ma'arif Andong.

a. Observation

The first observation on December 22, 2022, is the first hour of the lesson, so the first thing the teacher does is do the opening greeting, then convey material about descriptive text. The teacher gives instructions to the students to understand the material, then forms groups to work on the narrative text task. The assignments are themed "menulis narrative tentang cerita legenda bebas". Students seemed enthusiastic to do the task even though they complained that it was difficult to write it in English.

The second observation, the teacher provides material about daily activities. The teacher gives assignments to students to write about their daily life. Students seem interested in the material.

The third observation, the researcher saw the teacher delivering material about descriptive text. In this material the teacher explains the meaning of descriptive text, how to give examples of descriptive text sentences by describing pictures of presidents in their class. After the teacher finished explaining the material, students were given the task of describing things around them, such as describing their

classmates/classmates, describing the state of the class or describing the school or those around them.

In this study the researchers discovered the principles that exist in CTL. According to Eline B. Jonhson in the translation of the book *Contextual Teaching and Learning: Making Teaching and Learning Activities Fun and Meaningful* (Chaedar, 2014: 65), Contextual teaching and learning consists of some principles that must be conducted as the part of its application. There are seven principles of contextual teaching and learning:

1. Initial Activity

- a) Questioning

In the first observation, students asked what narrative text was, then the teacher explained about narrative text and gave examples. Question “Narrative text itu apa bu?” then the teacher explains the meaning of narrative text, “Narrative text adalah a text that tells about sequence of events in the past” *“Sebuah teks yang menceritakan tentang urutan peristiwa di masa lalu.”*

In the second observation, students asked about daily activities. “Daily activity itu seperti apa bu?” and the teacher explains *“daily activity adalah menjelaskan tentang keseharian/kebiasaanmu setiap hari ngapain aja. Biasanya menggunakan simple present tense.”*

The third observation, some students also asked about the material presented by the teacher. The material in the third observation is about descriptive text. “descriptive text itu kaya apa bu?” the teacher explained about descriptive text as well as gave an example. “descriptive text is a text which says what a person or thing is like. It’s purpose is to describe and reveal a particular person, place, or thing.” *“Teks deskriptif adalah teks yang mengatakan seperti apa seseorang atau sesuatu hal.*

Tujuannya adalah untuk menggambarkan dan mengungkapkan orang, tempat, atau benda.”

b) Learning community

After explaining the material, the teacher gave instructions to the students to make a study group consisting of 5 students. In this class there are 34 students formed in 7 groups. Six groups consist of 5 students and one group consists of 4 students. The purpose of the study group is for students to work together and exchange opinions in understanding the material. Not only that, the learning grub also makes it easier for students to do the assignments given by the teacher.

In the first observation, the students were given the task of making a fictional story around them, at least 2 sheets of folio paper. Then in the third meeting, students were asked to describe each other's friends in their respective groups.

c) Modeling

In every meeting the teacher always gives an example to his students by using the media that is in the classroom or around us. For example, when explaining about narrative text, the teacher gives examples of stories about the origins of the formation of the Bade reservoir. Then in giving examples of descriptive text, the teacher asks one child to come forward. Incidentally the student who was appointed was named Bilal, “Bilal ayo maju, kita sekarang akan mendeskripsikan tentang Bilal”. “He is handsome, he has white skin, his hair is black, he is so tall.”

2. Core Activities

d) Inquiry and Constructivism

After the delivery of the material is accompanied by clear examples, students can analyze what the material conveyed by the teacher likes. Then students can draw conclusions and be

able to do the assignments given by the teacher both individually and in previously formed study groups.

e) Reflection

In this case the teacher can see from the questions that the teacher gives at the next meeting without providing prior information to students. If students are able to answer, then what is conveyed by the teacher can be said to be successful. In the second meeting, students were asked questions by the teacher in the form of "what is a narrative text?" then one of the students named Devina raised her hand and answered "*narrative text adalah sebuah teks yang menceritakan tentang urutan kejadian masa lalu*", "Ada yang bisa member contoh?" one of the students named Afifah explained about the formation of Prambanan.

Then in the fourth meeting the teacher asked about descriptive text, "*Apa itu descriptive text?*" the student named Bilal answered "*Deskriptive text adalah sebuah teks tentang mendeskripsikan sesuatu*" the teacher asked to give an example Bilal also gave an example of a prayer describing his girlfriend "*she is ugly, her hair is curly, she has a black eyes, she is short, her skin is brown.*"

3. Closing Activities

f) Aunthentic Assessment

The teacher gives spontaneous questions to students at the beginning of learning. Questions reviewing the material of the previous meeting added points to students who were able to answer. Then daily tests are also one way for teachers to assess students' abilities and finally with the end of semester assessment.

From the description above it can be concluded in the following table: Table 4.1 Steps of CTL

NO	STEPS OF CTL	TEACHER ACTIVITIES	ELEMENT
1	Initial Activity	<ul style="list-style-type: none">) Present problem in the form of questions posed by students.) Facilitate group work. 	Questioning Learning community and Modelling
2	Core Activities	<ul style="list-style-type: none">) Analyze or manage data to get to conclusions.) Reflect on the activities that have been carried out.. 	Inquiry and constructivism Reflection
3	Closing Activities	<ul style="list-style-type: none">) Do an evaluation 	Aunthentic Assessment

b. Interview

Based on the interview, the teacher explained that he was using the Contextual Teaching and learning method. the teacher believes that this method really helps him in understanding the material to students. besides that students enjoy it more because students can connect what is around them to learn.

What method did Mrs. Nabila use? The the teacher answer “a method that relates material to the environment around students?. The name is Contextual Teaching and Learning”. besides that in the lesson plan it is also explained that the teacher uses Contextual Teaching and Learning.

The learning process in the class includes, opening by inviting students to ask questions to the teacher, the teacher gives examples directly to students, then the teacher forms groups to work on the assignments to be given, then the core part, students analyze/interpret the material that has been given, the carry out an evaluation of whether students really understand the material, the closing is that the teacher assesses it by giving questions/ quizzes.

c. Lesson Plan

Apart from observation and interviews, data collection also uses data from lesson plan. In the lesson plan it is explained that the teaching and learning process uses the contextual teaching and learning method. This is in line with the results of interviews conducted by the author with the teacher , also in line with the results of pre-observation and observation.

2. Discussion

Based on the research findings, the researcher discusses the finding of research. The discussion contains the implentaion of the Contextual Teaching and Learning for teaching writing at the eight grade of MTs Ma’arif, Andong. In this discussion explains how teacher teach using the CTL method. In the discussion section, the researcher tried to make the description of the research finding with the relevant references.

Based on the observation in eight class of MTs Ma’arif Andong, it showed that the teacher teach the students use contextual teaching and learning method. Students are able to make assignments based on the material presented by the teacher. Students' proficiency in

writing can be seen from the assignments given by the teacher and they are able to do it well.

In the teaching and learning process, the teacher is able to understand students with the Contextual Teaching and Learning method. The principles used in accordance with chapter 2 include: (1) Initial activity includes questioning, learning community and modelling. (2) Core activity includes inquiry, constructivism, and reflection. (3) Closing Activities includes authentic assessment.

Questioning is present problem in the form of questions posed by students, learning community is facilitate group work, inquiry and constructivism is analyze or manage data to get to conclusions, reflection is reflect on the activities that have been carried out, and than authentic assessment is do an evaluation.

In this research, the researcher finds that teachers apply contextual teaching and learning to teach writing skills. This can be proven from the results of observations, interviews and documentation which explain that teachers apply CTL in the learning process. This really helps students in understanding the material that has been given by the teacher, because students can take examples from the surrounding environment. This is in line with the previous study was made by Intan Satriani, et al (2012) titled "Contextual Teaching and Learning Approach Teaching writing". In the research is about implementing a contextual teaching and learning approach to learning to write English. The data collecting uses documentation, interviews and observation. The results of the findings of this study stated that the writing learning program succeeded in improving students' ability to write.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents about conclusion towards the result of the research, implication and suggestion.

A. Conclusion

Referring to the data analysis in the previous chapter which research finding and discussion, the researcher draws some conclusion. In this study the teacher uses Contextual teaching and learning to teach writing skills. Teachers take advantage of the surrounding environment to connect with the material presented to students. With the method used, students are able to understand the material provided and are able to do assignments well. So, the application of CTL in the teaching process is very beneficial for students. In this application using the seven principles, among others, constructivism, inquiry, questioning, learning community, modeling, reflection, authentic materials.

B. Suggestion

Based on the research, the researcher in this opportunity would like to give some recommendation will be useful for the teacher, students, and researcher.

1. For the teacher

It is suggested to the English teacher, especially in the writing activities to build a comfortable atmosphere and encourage the students to learn writing skill. the teacher also prepares a way to make students more confident about what has been written. For example, motivating students by playing a motivational video about someone's struggle to master English well. especially in terms of writing.

2. For the students

Students are expected to be able to master English, because in this modern era English is very much needed. students can use their smartphones to listen to English music, or write down vocab a little every day so they can master English more easily.

3. For the researcher

The other researcher is suggested to use a better method to collect data of their research. He/she should present the findings better and more systematically, so that it can be understood well, and have more benefit to the reader. Furthermore, the other researcher is also suggested to not only concern in sentence structure, but also he/she should add other aspect of writing that can be analyzed

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TRANSKIP WAWANCARA (22 Desember)

Penulis : Assalamualaikum bu? Saya Erna Puji rahayu mahasiswa lain Surakarta. Ijin mengajukan beberapa pertanyaan.

Guru : waalaikumsalam.. silahkan mbk

Penulis : jumlah siswa kelas 8f berapa nggeh?

Guru : 34 siswa mbk.. 20 perempuan dan 14 laki-laki.

Penulis : bagaimana semangat siswa dalam mengikuti pelajaran bahasa inggris bu?

Guru : ada yang semangat ada yang tidak mbk.. maklum bahasa inggris kan di anggap sulit sma siswa.

Pelulis : lantas bagaimana njenengan selaku guru mengatasi hal tersebut bu? Mungkin methode apa yang njengan gunakan?

Guru : kebetulan saya menggunakan metode yang berhubungan dengan mereka mbk.. yang berhubungan dengan lingkungan di sekitar mereka. Fenomena-fenomena yang ada di sekitar mereka.

Penulis : kalau boleh di perjelas.. nama metode tersebut apa nggih?

Guru : Contextual Teaching and learning. CTL mbk.

Penulis : apakah sudah cocok di gunakan untuk para siswa bu?

Guru : sejauh ini masih aman. Siswa bisa mengikuti pembelajaran dengan baik. Karena kan dalam setiap materi di berikan contoh dengan kongkret serta menggunakan bahasa yang mudah mereka pahami.

Penulis : baik. Terimakasih atas waktu yang telah di berikan kepada saya bu.

Guru : sama-sama mbk.

Naskah Observasi (22/12/22)

Guru : Assalamualaikum students

Siswa : waalaikumsalam wr.wb

Guru : hari ini kita akan belajar tentang descriptive text. ada yang tau tentang deskriptive text?

Siswa : tidak bu....

Guru: descriptive text adalah suatu kegiatan berupa mendeskripsikan sesuatu benda, orang atau hewan. Contohnya: she is tall, she has a curly hair, her skin is brown. (sambil menunjuk salah satu siswa untuk maju)

Guru : itu adalah contoh kalimat descriptive.ada yang di tanyakan?

Siswa : tidak bu.....

Guru: sekarang silahkan membuat kelompok dengan satu meja, silahkan mendeskripsikan satu dengan yang lain. Waktunya adalah 15 menit.

Siswa: baik bu...

Guru : sekarang sudah 15 menit silahkan salah satu untuk maju ke depan. (kemudian salah satu ada yang maju)

Siswa : (siswa mempresentasikan hasil tugasnya)

Guru: bagus.. berate anak anak sekalian faham ya tentang descriptive text?

Siswa: sudah buu....



