

**IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING IN
TEACHING WRITING ESSAY AT THE SECOND YEAR STUDENTS OF
SMK DATOK SULAIMAN**



A THESIS

**Submitted to the English Language of S1 Tarbiyah Department
of State Collage for Islamic Studies of Palopo
in Partical Fulfillment of Requirement For
S.Pd. Degree in English Education**

By,

**INTAN PURNAMA RANTI
Reg. Num.09.16.3.0071**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLAGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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ABSTRACT

Intan Purnama Ranti, 2013. “The Implementation of Contextual Teaching And Learning In Teaching Writing Essay At The Second Year Students Of SMK Datuk Sulaiman”. Thesis of English Study Program of Education Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, Consultant (I) Dr. Jumharia Djamareng, M.Hum. and Consultant (II) Amir Faqihuddin Assafari, S.Ag., M.Pd.I

Key words : Implementation, Contextual Teaching And Learning, Writing Essay.

This thesis studies about teaching writing essay at the second year students of SMK Datuk Sulaiman through contextual teaching and learning. This thesis to find out the effective way in teaching writing essay by using contextual teaching and learning at the second year of SMK Datuk Sulaiman.

This research applied classroom action research and using writing essay test as the instrument in collecting data and the researched focused on the second year students of SMK Datuk Sulaiman, who were the academic year 2012/2013. The number of sample is 20 students. The researcher question were “what is effective way in teaching writing essay through contextual teaching and learning at the second year students of SMK Datuk Sulaiman? The researcher collects the data by using essay test.

Based on the finding and discussion of data analysis in previous chapter, the researcher describes the result of the research indicate that the score of the student’s understanding writing essay at the second year students of SMK Datuk Sulaiman through contextual teaching and learning, it is proved by calculating the different of both test (cycle I and cycle II). The score of the students’ in cycle I (58.59) and cycle II (76.7). It means that the use of contextual teaching and learning gives significant improvement to the students’ writing essay. In addition, the

researcher found almost all of the students gave positive responds toward contextual teaching and learning applied in learning writing essay.



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CHAPTER I INTRODUCTION

A. Background

English is an international language. It is spoken by many people all over the world either as a first or second language. It is a key to open the world of scientific and technical knowledge, which is needed for the economic and politics development of many countries and it is also as a top requirement of those seeking jobs applicants who master either active or passive English are more favorable than those who don't. From that fact, it is obvious that everybody needs to learn English.

As one of the four language skills, writing is an essential component in written communication. Someone can not express his or her ideas or opinion on a piece of paper if he or she does not have good writing ability. Therefore, if someone has a good ability, he or she will be able to share his or her information

Furthermore, writing is one way to express ideas, opinions, and feelings. When someone is difficult or shy to say his or her ideas, opinions, or feelings to other people, he or she can do it through writing. In writing, the writer express he or she mind freely, but writing is not an easy work because we have to pay attention to the language use, content, organization, vocabulary and mechanic. Lennon defines writing as conscious, deliberate process which is not resulted of

divine intervention, magic, miracles', or last minute inspiration.¹ Jeremy Harmer (1991) says that organizing idea into coherence piece of discourse in learning language; we do not only have to show how to say but also how to write into written form.²

There are some kinds of writing, one of them is essay. Essay is writing that explain what a term means. Some terms have definite concrete meanings, such as glass, book or tree. Terms such as honesty, honor, or love are abstract and depend more on person's point of view.

In SMK Datok Sulaiman, essay writing has been taught . But in fact, some students still face some difficulties in writing essay. They could not make good writing. Some students difficulties in content, organization, vocabulary, language use, and mechanics.

One way to teach writing is through Contextual Teaching and Learning . Contextual Teaching and Learning is the concept of learning that help teachers link between the materials taught with real-world situations of students and encourage students to make connections between the knowledge possessed by its application in their lives as family members and the community.

In addition, through contextual teaching and learning concept, it is expected that learning outcomes will be more meaningful for students. Learning process in the form of natural student activities and work experiences is more than

¹ David Nunan, *Language Teaching Methodology* (Sydney: Practice Hall, 1991), p. 88.

² Jeremy Harmer, *The practice of English Language Teaching*, Ed. 1 Edt. II; New York: Longman, 1991), P.162.

just transferring knowledge from teacher to student. It is also based on the students' experiences.

Therefore, through this research, the researcher tries to apply the contextual teaching and learning in teaching writing essay. Then, it will become a solution to solve the problem related to the writing skill.

Based on the statement above, the researcher is interested in conducting research with entitled "The Implementation of Contextual Teaching And Learning Teaching Writing Essay."

B. Problem Statement

Based on background above, the researcher formulated research questions as follows:

1. What is the effective way in teaching writing essay through contextual teaching and learning at the second year students of SMK Datok Sulaiman ?
2. How is the student's response toward the use of contextual teaching and learning in teaching writing essay at the second year students of SMK Datok Sulaiman ?

C. Objective of the research

Related to the problem statements above, the objective of the research is

1. To find out the effective way in teaching writing essay by using contextual teaching and learning at the second year of SMK Datok Sulaiman.

2. To find out the student's response toward the use of contextual teaching and learning in teaching writing essay at the second year students of SMK Datok Sulaiman ?

D. Significances of the research

The result of this research is expected to be useful for the :

1. Theoretically it would be expected to add the theories of ELT especially in teaching writing essay.

2. Practically, To give information for all English teachers in teaching English especially writing essay that contextual teaching and learning is one of alternative approach which can be applied and it can enhance students' understanding in learning writing. Finally, the researcher hopes that this thesis can be meaningful contribution for English teachers in SMK Datok Sulaiman as well as students.

E. Scope of the Research

The research was limited to improve the student skill in writing personal essay. In this case the research was focus on components of writing which consist of content, organization, vocabulary, language, use and mechanics in sentence construction.

F. Operational Definition

1. Writing is the way to express opinion, ideas, and feeling on a piece of paper, in order that we are not hesitant to say something.

2. Essay is a piece of writing that represents our feelings and thoughts about something.

3. Contextual Teaching and Learning is the concept of learning that help teachers link between the materials taught with real-world situations of students and encourage students to make connections between the knowledge possessed by its application in their lives as family members and the community.

4. Implementation is the act of accomplishing some aim or executing some order.



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CHAPTER II

REVIEW OF RELATED LITERATUR

A. Review of Related Literature

1. Previous Related Research Findings

Muchlis in her thesis entitled *The difficulties faced by the second year students of SMA Negeri 1 Sukamaju in Writing Paragraph* her research in SMA NEG. 1 Sukamaju has found some difficulties faced by students. Some of them don't mastery grammar and vocabulary, cannot insight in develop paragraph and translate Indonesia into English.¹

Riska in her thesis entitled *Improving Students' Writing Ability Through Free Writing*, her research in SMU Negeri 1 Walenrang found that the students' writing ability can be developed through free writing.²

Nur in her thesis entitled *the Ability of the Students of SMUN 1 Bulukumba to Write Free Composition*" her research in SMUN 1 Bulukumba found that the ability of the students is low.³

¹ Muchlis, Nurafni. 2005. *The difficulties faced by the second year students of SMA Negeri 1 Sukamaju in Writing Paragraph*. Thesis S1. Cokroaminoto University : Palopo.

² Riska. 2007. *Improving Students' Writing Ability Through Free Writing*. Thesis S1 Cokroaminoto University Palopo.

³ Nur Abidin. 1999. *The ability of students of SMUN 1 Bulukumba to Write Free Composition*. Thesis. S1 Cokromaminoto University Palopo.

Those three researchers above focused their research in senior high school and in this researcher, the writer also focused on getting information on student's difficulties in writing essay using contextual teaching and learning and focused the research in SMK Datok Sulaiman.

2. Concept of writing

a. The Stages of Writing

According to Crimmon , before writing we have to know the stages of writing such as planning, drafting, and revising.⁴

1. Planning.

Planning is a state of strategies designed to find and produce information in writing when the people begin writing project, people have to discover what is possible. People need to locate and explore a variety of subjects.

2. Drafting

Drafting is a series of strategies designed to organize develop sustained place of writing. Drafting has enabled people to identify several subjects and encouraged people to gather information on these subjects from different perspective.

3. Revising

Revising is a series of strategies designed to examined and reevaluate the choices that have created a piece of writing. After people have completed their

⁴ Crimmon, James M. Mc. 1983. *Writing A Purpose*. New York: Bal State University.p10

luminary draft they need to stand back from their text and decide what action would be seen to be most productive.

b. The Components of Writing

Jacob et.al states that 5 the components of writing is divided into five, they are : content, organization, vocabulary, language use, and mechanics.⁵

1. Content.

There are four things that can be measured in connecting with content. The composition should content one central purpose only and should have unity, coherence, and continuity.

2. Organization

The purpose of organizing material in writing involves coherent, order of importance, general to specific, chronological order to pattern.

3. Vocabulary

The effective use of words will always result good writing in both specific and technical writing, vocabulary is one of components in writing. In expressing ideas, we always deal difficulties with vocabulary which makes us difficult to express idea.

4. Language use

Language use in writing describes correct language and point grammar.

5. Mechanics

⁵ Jacobs et al. 1981. *ESL*.p8.

Writing, like any other skill, has its ‘mechanical’ component. These include handwriting, spelling, punctuation, and the construction of well formed sentences, paragraph, and texts.

Based on the explanation above, the writer concludes that when we are writing, we have to pay attention to the five components of writing to make a perfect writing.

c. Four Important Elements of Writing

According to Ernest there are four important elements of writing:⁶

1. Topic

The topic is the “what” of the piece of writing. What is the writing about?

2. Purpose

Purpose refers to the “why”. Why you are writing this text? Perhaps you want to describe a place, to compare two friends, to argue for a particular opinion.

3. Audience

The audience of course is the reader. In a writing class the reader is usually the teacher, but sometimes the intended audience is someone in the writer’s mind. For example, a piece of writing arguing for a longer much period could be intended for the school principal.

⁶ Ernest Hal, Carrie. S.Y. Jung. 1998. *Reflecting on Writing*. New York : Longman. p8.

4. Format

“how” a piece of writing refers to its format, or how the information is represented. In the previous example, the piece of writing could be an editorial in the school principal, or it could be an editorial in the school newspaper.

3. Essay in Writing Task.

a. The Steps to Make an Effective Essay Writing

There are three steps to make an effective essay writing:

1. Tell readers what term is being defined.
2. Present clear and basic information.
3. Use facts, example, or anecdotes that readers will understand.

According to Mark Twain there are five steps in writing :⁷

1. For the introduction, write the thesis statement and give some background information.
2. Develop each supporting paragraph and make sure to follow the correct paragraph format.
3. Write clear and simple sentences to express your meaning.
4. Focus on the main idea of your essay.
5. Use a dictionary to help you find additional words to express your meaning.

Based on the explanations above, to make a good and effective essay writing, we have to know about the topic we want to write, focus on the main idea

⁷ Twain Mark. Writing Tips, http://www2.actden.com/writ_den/tips/essay.htm, 1999 (Accessed on June 23, 2013).

and present clear and basic information by using facts, example, or anecdotes that readers will understand.

b. The Organization Of Essay

1. Introduction.

The introduction of an essay proceeds from general to specific ideas.

Thesis statement is put in introduction.

2. Body paragraph.

The body gives support for the opinion or idea in thesis statement, consist of explanations, examples, statistics, and facts.

3. Conclusion.

A conclusion is necessary because it brings an essay to a close.

c. Definition of Personal Essay

Personal essay is often of free-wheeling device of self-expression. Personal essay asks the writer to explain what experience has taught them about them selves or speak from his or her own point of view about person, places, and events. Personal essay focuses on the action of the writer in relation to the self. What kind of decision has she or he made? Why are these decisions made? What was the impact on the personal development of the writer? How did the writer of play lessons from past decisions to the future personal events? These are types of questions that the reader will want to have answered in personal essay.

d. The Steps to Write Personal Essay

The steps to write personal essay:

1. Finding your subject.

Some questions that have to be answered in writing personal essay:

- a. What are you thinking about when you are not thinking?
- b. What makes you mad?
- c. What makes you happy?
- d. What past events were turning points in your life that you would like to understand?
- e. What do you know you should write about but have been afraid to?
- f. Discovering your story.

As you think about topics and begin to write, consider this comment from deft personal essayist “you can not write a personal column without going to some very deep place inside yourself, even if it is only for four hours. It is almost like psychotherapy, except you are doing it on your own. You have to pull something out of yourself and give away some important parts of yourself...it is a gift you have to give to the reader, even if it is the most like – hearted piece in the world.”⁸

1. Learning to self – edit :

- a. You write to discover what you want to say, “ Murray says. “ you write to discover what you have said and then rewrite to make it clear to other people.”
- b. Submit
- c. Do not give up.

Some tips for writing a personal essay:⁹

⁸ Jennifer Allen, the new york Times : 43 in Kiefer: 1996.

⁹ River, Jeff. Essay Writing Center, (online), <http://grammar.ccc.commnet.edu/GRAMMAR/composition/personal.htm>, 1999 (Accessed on June 23, 2013).

a. Start early.

Leave plenty of time to revise, record, and rewrite. You can improve on your presentation.

b. Read the directions carefully.

You will want to answer the question as direct and contextual teaching and learning as possible, and you'll want to answer the question as direct and contextual teaching and learning as possible, and you'll want to follow word limits contextual teaching and learning. Express yourself as briefly and as clearly as you can.

1. Tell the truth about yourself.
2. Focus on an aspect of yourself that will show your best side.
3. Feel comfortable in expressing anxieties.
4. Speak positively through your writing.
5. Write about your greatest assets and achievements.

Based on the explanations above, there are some steps that we can do in making personal essay writing.

4. Contextual Teaching and Learning Process and Procedure

The philosophy of Contextual Teaching and Learning was rooted from progressivisms of John Dewey. John Dewey, an expert of classical education proposed the theory of curriculum and teaching methodology related to the student's experience and interest. Principally, the students will learn effectively if they can make a connection between what they are learning with the experience

they had, and also they actively involve in learning process in the classroom. John Dewey, as quoted by Donald freeman, said that, what an individual has learned in the way of knowledge and skills in one situation becomes an instrument of understanding and dealing effectively with the situation which follows. The process goes on as long as life and learning continue.¹⁰

The theory of Cognitivism also influenced the philosophy of Contextual Teaching and Learning. The students will learn so well if they actively involve in the classroom activities and have a chance to inquiry it by their selves. Students will show their learning achievement through the real things that they can do. Learning is regarded as an effort or intellectual activity for developing their idea through introspection activity.

Based on two theories above, the Contextual Teaching and Learning philosophy was developed. Contextual Teaching and Learning is a proven concept that incorporates much of the most recent research in cognitive science. It is also a reaction to the essentially behaviorist theory that have dominated American education for many decades. Contextual Teaching and Learning is promoted as the alternative for the new learning strategy. Contextual Teaching and Learning emphasize the learning process through .constructing. not memorizing and teaching is interpreted as an activity of inquiring process not only transferring knowledge to the students. In Contextual Teaching and Learning, student are expected to develop their own understanding from their past experience or

¹⁰ Donald Freeman, *Changing Teaching: Insight Into Individual Development in the Contexts Of School*, On Christopher Ward and Willy Reynanda (Ed.), *Language Teaching, New Insights For The Language Teacher* (Singapore: SEAMEO Regional Language Center, 1999)

knowledge (assimilation). It is important because our brain or human mind functioned as the instrument for interpreting knowledge so that it will have a unique sense.

Meanwhile, several attempts have been made to define the meaning of Contextual Teaching and Learning . In the process of searching the meaning of Contextual Teaching and Learning, writer has found several definitions about it from different resources.

Johnson defines contextual teaching and learning as follows:

“contextual teaching and learning is an educational process that aims to help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments”.

In addition, Berns and Erickson stated that,

“Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires”.¹¹

¹¹ Berns, R. G., & Erickson, P. M. *Contextual Teaching and Learning: Preparing Students for A New Economy*. Columbus, OH: National Dissemination Center for Career and Technical Education, (The Ohio State University, 2001).

Meanwhile, The Washington State Consortium for Contextual Teaching and Learning, formulate the definition of Contextual Teaching and Learning as follows, “Contextual teaching is teaching that enables students to reinforce, expand and apply their academic knowledge and skills in a variety of in-school and out-of school settings in order to solve the stimulated or real-world problems”.

Based on the previous four definitions, the writer concludes that Contextual Teaching and Learning is the way or the concept of teaching that help teacher and students to relate subject matter to the real life situation and motivate student to connect and apply all aspect of learning into their role in real life. When we talked about context, most people say that it related to their social life. In the classroom teaching, Contextual Teaching and Learning means teacher should present the student real world inside the classroom.

a. The Characteristics of Contextual Teaching And Learning

Johnson, as quoted by Nurhadi, characterizes contextual teaching and learning into eight important elements as follows:¹²

1. Making Meaningful Connections

Students can organize themselves as learners, who learn actively in improving their interest individually, person who can work individually or collectively in a group, and a person who can do learning by doing.

¹² Nurhadi, Dkk., (2004). Pembelajaran Kontextual dan Penerapannya in KBK. P. 8.

2. Doing Significant Work

Student can make relationship among schools and the various existing contexts in the real world as business maker and as a citizen.

3. Self-Regulated Learning

Students do the significant work; it has purpose, it has connection with others, it has connection with decision making and it has the concrete results or products.

4. Collaborating

Students are able to work together. The teacher helps students in order to work effectively in a group and teacher helps them to understand the way how to persuade and communicate each others.

5. Critical and Creative Thinking

Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.

6. Nurturing the Individual

Students carry on their selves, understand, give attention, possess high wishes, motivate and empower themselves. Students can not get the success without the support from adult people. Students should respect their companion and adult person.

7. Reaching High Standards

Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teacher shows to students how to reach what called excellent.

8. Using Authentic Assessments

Students use academic knowledge in the real world context to the meaningful purposes. For example, students may describe the academic information that have learnt in subject of science, health, education, math, and English subject by designing a car, planning the school menu, or making the serving of human emotion or telling their experience.

These eight characteristics make contextual teaching and learning different from other methods. These Characteristics became the main components in applying contextual teaching and learning method. It is also clearly seen that these eight characteristics asks the students for actively involving in classroom activity. Collaborating, nurturing the individual and creative and critical Thinking ask the students to responsible for their own learning. The role of teacher in contextual teaching and learning is to facilitate student to find the fact or the meaning, concept, or principles for their selves. Once these eight characteristics applied in classroom, it will help both student and teachers in creating a good atmosphere where the learners have a great responsibility in achieving their success in leaning.

b. The Principle of Contextual Teaching and Learning

1. Constructivism

Constructivism is the foundation of contextual teaching and learning. The basic premise is that an individual learner must actively build knowledge and skills. However, all advocates of constructivism agree that it is the individual processing of stimuli from the environment and the resulting cognitive structure that produce adaptive behavior rather than the stimuli themselves. In the classroom teaching learning process, the application of constructivism are applied in five step of learning that are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge and reflecting on knowledge. The constructivism paradigm has led us to understand how learning can be facilitated through certain types of engaging, constructive activities. This model of learning emphasizes meaning making through active participation in situated context socially, culturally, historically, and politically.

2. Inquiry

Basically, inquiry is a complex idea that means many things to many people in any contexts. Inquiry is asking, asking something valuable that related to the topic discussed. Inquiry is defined as .a seeking for truth, information or knowledge seeking information by questioning. In applying inquiry activity in the classroom teaching, there are several steps that should be followed that are formulating problem, collecting data through observation, analyzing and presenting data (through written form, picture, report and table) and finally,

communicating and presenting the result of data to the readers, classmates, and the other audients.

3. Questioning

Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and the important aspect of learning. Sadker , as quoted by Nurhadi, mentioned the important of questioning technique in classroom teaching. They said, to question well is to teach well. In the skillful use of the question more than anything else lies fine art of teaching; for in it we have the guide to clear and vivid ideas, and the quick spur of imagination, the stimulus to thought, the incentive to action. It is the way of evoking stimulating response or stultifying inquiry. It is in essence, the very core of teaching. The art of questioning is the art of guide learning. Sometimes, the teacher asks to the students before, during and after the 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 student attention, and refreshing students prior knowledge.

4. 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 follows:

- a. A group of learning which communicate to share the idea and experience,
Working together to solve the problem,
- b. The responsibility of each member of learning group. 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 or 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).

5. 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.

6. Reflections

Reflection is the ways of thinking about what the students have learned and thinking about what the students have done in the past. Reflection is figuration of activity and knowledge that just have received. Teacher need to do the reflections 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.

7. Authentic Assessment

Authentic assessment is a procedure of achievement in the contextual teaching and learning. Assessments of students' performance can come from the teacher and the students. Authentic assessment is the process of collecting the data that can give the description of 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, we can greatly enhance learning. Meanwhile, authentic assessment has some characteristics that are:

1. Involves real world experience,
2. Allows access to information,
3. Encourages the use of computer, dictionary and human resources,
4. Engages the students by relevance,
5. Uses open-ended format,
6. Includes self-assessment and reflection,
7. Warrant effort and practice,
8. Identifies strength to enable students to show what they can do and

9. Make assessment criteria clearer to students. Essentially, the question that needs to answer by authentic assessment is Does the students learn something? What have they already known? So, the students are assessed through many ways, not only assessed their examination test.

c. The Procedure of Contextual Teaching And Learning In Teaching Writing Essay

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

1. Improve the understanding that student will learn more effectively through self-learning, self-inquiring, and self-constructing using their own knowledge and experience.

First, Teacher need to encourage student to actively involve in learning process and use the student's idea and experience to conduct the learning and whole learning unit.

2. Do the inquiring activity to achieved desired competences in writing activity.

In this step, the teacher presents the writing material (e.g in the form of certain pictures or visual aid that describes some activities) in which the student need to analyze it by their self. Try to challenge the students with their own ideas and conceptions to interpret it. Allow them to present their own idea and

encourage them to apply their own ideas, experience and interest to direct learning process.

3. Create learning community or learning in groups.

This step will help student to improve their leadership and their cooperation among the student. In this step, the students discuss the material with their friends and then they present it in front of the class .To make the learning process more effective, teacher need to encourage the students to express their own ideas before the teacher did it.

4. Questioning as a learning tool. it is useful for improving student's Curiosity.

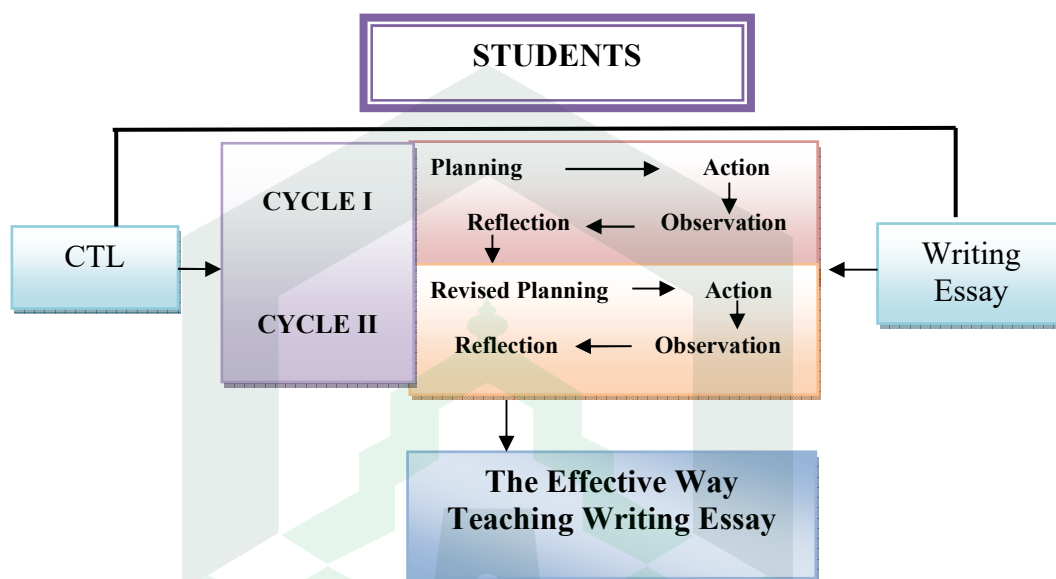
The teachers allow the students to ask something related to the material after the discussion and presentation session finished. It will give them more understanding in material discussed.

5. Do the reflection in the end of learning to make student feel that they have learned something.

Provide enough time to reflect, analyze, and respect all ideas that are express by all students. Teacher need to engage the students in searching the information that can be applied in solving the problem in their own life. So, the learning process will give them many benefits in their real life.

B. Conceptual framework

The focus of this research is to enhance students' understanding in learning writing essay by applying Contextual Teaching and Learning. The theoretical framework in this research is shown in the diagram below:



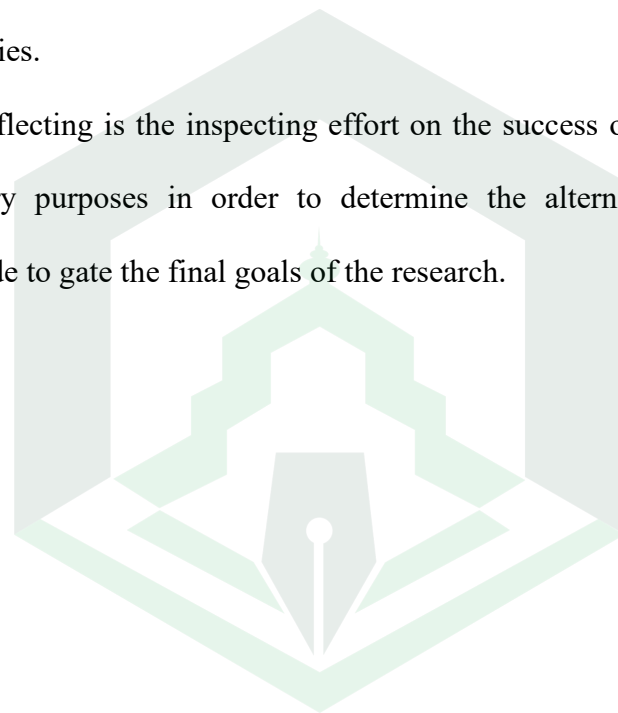
Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that will use in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials that needed in the learning process, and prepare checklist for observation and formative test.

This section discusses about the steps and activities that will be taken by the researcher. Researcher tries to take how much students' abilities to

understand in writing essay, give students treatment ways to remember every word in spelling and writing, give students assignments in individual, evaluate their mistakes and make summarize about materials.

In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and know their difficulties.

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.



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CHAPTER III

METHODO OF RESEARCH

A. Method

This research applied Classroom Action Research. It is planned that this action research was done in two cycles, where every cycle consists of: Planning, Action, Observation, and Reflection. The aim of this research is to find out the way to improve writing essay by using contextual teaching and learning.

B. Time and Location of the Research

The researcher did her research at SMK Datok Sulaiman in even semester on 20 November until 4 December 2013 ,total student's in first grade were 15 student's, second grade were 32 and third grade were 42. Total of student's were 88.total of teacher were 17 and English teacher in SMK Datok Sulaiman, she was Mujahidah. S.pd. SMK Datok Sulaiman was located on Dr. Ratulangi Street Balandai, Palopo city.

C. Object and Subject

1. Object

The population of this research was 32 students of the second year students of SMK Datok Sulaiman in the 2012/2013 academic year.

2. Subject

The researcher applied classroom action research and the researcher was determine 20 students as sample .

3. Collaborator

A classroom action research was done collaboratively. The researcher needs participation of other subject as partner to support the research. The collaborator in this classroom action research was person who helps the researcher to collect the data. The collaborator in this research was the English teacher who teaches English in SMK Datuk Sulaiman.

D. Instrument of the Research

The instruments that were used in collecting data in this classroom action research was writing test, in this case the researcher gave an essay writing test, the researcher present one topic, namely “unforgettable experience”. It was used to measure student’s improvement in every cycle. The student’s was write down about she/he experience.

E. Techniques of Collecting data

1. Observation

It was useful to observe the students’ participation during the implementation of Contextual Teaching and Learning method in teaching writing essay , and also as the main instrument in discussion part among the teacher and the collaborators as way to make reflection in each cycle.

To find out the students’ participation during the use of Contextual Teaching and Learning in teaching writing essay.

2. Interview

To find out the level of successful in implementing of contextual teaching and learning. In this case the researcher will interview to student.

F. Procedure of Cycle I and Cycle II

Cycle 1

The first cycle of this classroom action research consists of planning, acting, observing, and reflecting

a. Planning

1. Analyzing the curriculum especially the basic competence after doing the need analysis of the students at SMK Datok Sulaiman.

2. Made a lesson plan about the use of contextual teaching and learning in teaching writing essay

3. The writer was distribute the test to the students

4. The writer present one topic, namely: “unforgettable experience” “friendship.”

5. Then, the writer was ask the students to choose one interesting topic between two topics given, so that each student just worked out one topic. After choosing the topic, the students were given 60 minutes to complete the essay.

6. The writer was collect the students’ result.

b. Action

During the action:

1. Teacher explains how to make a good essay

2. The researcher give the context by using Pictures / short video

3. Discuss the context.

4. Students are guided to make essay based on the context given.

5. The students and the researcher was came to the discussion part, the students and teacher discuss about the errors they make, and their difficulties during the writing essay. Then the researcher gave the way to understand the material and suggest, motivate, encourage the students to be more spirit in learning writing essay

6. Finally the researcher gave the test to the students by asking them to write another essay.

c. Observation

1. The situation of learning and teaching process when students learning writing essay.
2. The students' participation in asking question during discussion time
3. The students' result in the essay test.

d. Reflection

This classroom action research is successful if some of the following requirements are fulfilled:

1. Most of the students (75%) have good participation during the acting
2. Most of the students have a good score in evaluation (75)

Cycle II

The second cycle of this classroom research action also consists of planning, acting, observing, and reflecting.

a. Planning

1. Made a lesson plan (RPP) about the use of contextual teaching and learning in teaching writing essay based on the reflection's result in cycle I.

2. Preparation was done based on the need in the cycle II

b. Action

In cycle II, the action was done based on the lesson plan in the planning at cycle II.

c. Observation

During the teaching and learning process at cycle II, the researcher observed the teaching and learning process. In this part, the writer was accompanied by partner or collaborator.

d. Reflecting

At the end of this cycle, the researcher also have a reflection like in cycle I in order to measure the success of the action II.

G. Techniques of Analyzing Data

The way of getting the score based on the given criteria of the sentence construction, which consist of content, organization language use, and mechanic.

This scoring used ELS composition profile of Heaton JB as follows:¹

Criteria	Score	Level
Content	30 – 27	Excellent to very good Knowledgeable, substantive, through development of the thesis, relevant to assigned topic.

¹ Heaton J.B. *Writing English Language Testing*. New York: (Longman Company Inc, 1998) .p146.

Organization	26 – 22	<p>Good to average</p> <p>Some knowledge of subject adequacy range, limited to development of the thesis mostly relevant to topic, but lack detail.</p>
	21 – 17	<p>Fair to poor</p> <p>Limited knowledge to subject little substance, inadequate development of topic.</p>
	16 – 13	<p>Very poor</p> <p>Does not show knowledge of subject on substantive not pertinent, or not enough to be evaluated</p>
	20 - 18	<p>Excellent to very good</p> <p>Fluent expression ideas clearly stated / supported, sufficiency, well organized, logical sequencing,</p>
	17 - 14	<p>Good to average</p> <p>Some what copy, closely organized but main ideas stand limited support, logical but incomplete sequencing.</p>
	13 – 10	<p>Fair to poor</p> <p>Non fluent confused or disconnected ideas, lack of logical sequencing and development.</p>
	9 – 7	<p>Very poor</p>

Vocabulary	20- 18	<p>Non communicative, no organization, not enough evaluating from mastery appropriate register.</p> <p>Excellent to very good</p> <p>Sophisticated range, effective word / idiom chose and usage word.</p>
Language use	17 – 14	<p>Good to average</p> <p>Adequate range, occasional errors of word / idioms from choice usage but meaning not obscured</p>
	13 – 10	<p>Fair to poor</p> <p>Limited range frequent errors of word / idioms from choice usage, meaning confused or obscured.</p>
	9 – 7	<p>Very poor</p> <p>Essentially translation. Lack knowledge of English vocabulary, idioms, word form or to enough evaluating.</p>
	25 – 22	<p>Excellent to very good</p> <p>Effective but simple construction, few errors of agreement, tense number, word order / function, articles, pronouns, preposition.</p>
	21 – 18	<p>Good to average</p> <p>Effective but simple / construction minor problem</p>

Mechanics	17 – 11	<p>in complex construction, article, pronouns, preposition but meaning seldom obscured.</p> <p>Fair to Poor</p> <p>Major problem in simple / complex construction frequent error of negation, agreement, tense number, word order / function, article, pronouns, preposition and/or fragment, run-ones, deletion, meaning confused or obscured.</p>
	5	<p>Excellent to Very Good</p> <p>Demonstrates master of convection, few errors of spelling punctuation, capitalization, paragraph, but meaning not obscured.</p>
	4	<p>Good to Average</p> <p>Occasional errors of spelling punctuation, capitalization, paragraphing but meaning not obscured.</p>
	3	<p>Fair to Poor</p> <p>Frequent error or spelling punctuation, capitalization, paragraphing but meaning not obscured.</p>
	2	<p>Very Poor</p> <p>No mastery of convention dominated by error or</p>

		spelling punctuation, capitalization, paragraphing but meaning not obscured.
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1. Analyzing the students' result in writing essay

Scoring the students' result.

$$\text{Score} = \frac{X_1 + X_2 + X_3 + X_4 + X_5}{100} \times 100$$

$$\text{Score} = \frac{\text{Content} + \text{Organization} + \text{Vocabulary} + \text{Language Use} + \text{Mechanic}}{100} \times 100$$

2. To analyze the objective test from the students, the writer used the formula for getting the mean score as follows:²

$$X = \frac{\Sigma x}{N}$$

In which :

X = Mean Score

ΣX = Total raw score

N = The total number of the student

3. Classifying the difficulties faced by the student into five categories namely content, organization, vocabulary, language use, and mechanics. From the mean score of the student's achievement, it was classified as follow :³

² Gay, L. R. *Education Research Competencies for Analysis and Application*. (Second Edition USA, 1984).

- a. 96 – 100 Excellent
- b. 86 – 95 Very Good
- c. 76 – 85 Good
- d. 66 – 75 Average
- e. 56 – 65 Fair
- f. 36 – 55 Poor
- g. 0 – 35 Very Poor

4. Classifying the factors which influence the student's difficulties in writing essay.

From questionnaires, the data is tabulated and analyzed into percentage, by using formula as follow :

$$P = \frac{Fq}{N} \times 100$$

In which :

P = Rate Percentage

Fq = Frequency

N = Total Sample

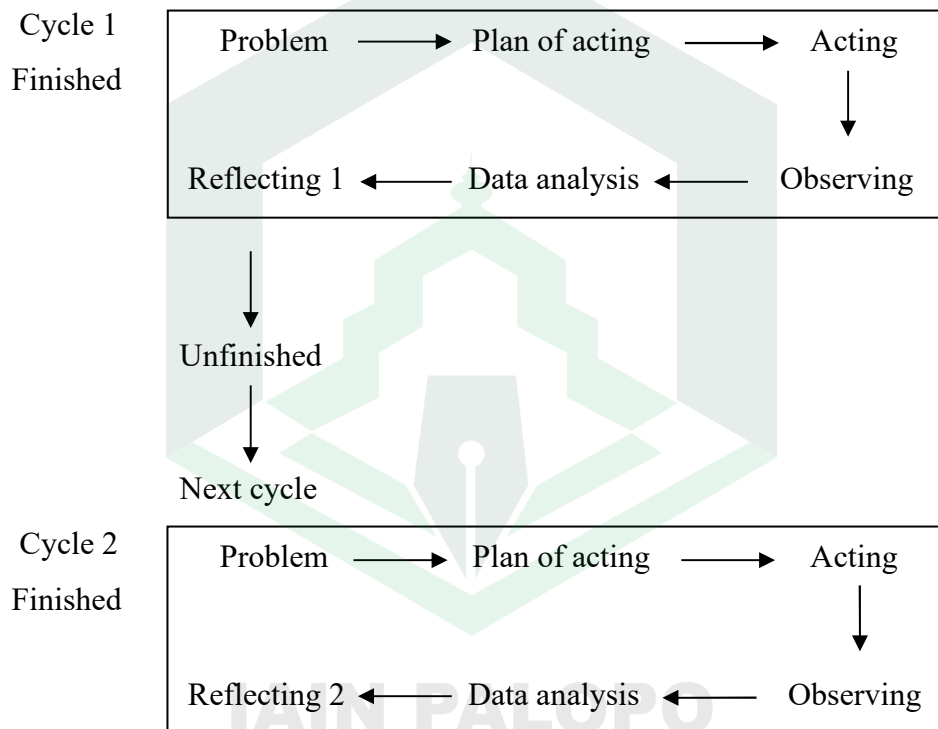
³ Tambing, Devi Darnita. *The Difficulties Faced by the Second Year Students of SMP PMDS Putri Palopo in Writing Paragraph*. A Thesis S1, English Education Study Program, Cokroaminoto University Palopo, 2007)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of the research explain the cycles of learning and teaching process of this current research. In this case, there were two cycles; it could be seen in general through the following chart:



B. Procedure of Cycle I and Cycle II

1. Cycle I

a. Planning

To carry out the action class is requires different tools that had been created and developed previously namely:

1. Lesson plan about the implementation of contextual teaching and learning in teaching writing essay in this case researcher made two lesson plan in cycle I and she gave one topic to student's namely unforgettable experience. The supported instruments were observation sheets, writing essay test in this case essay test and questionnaire.

2. To make the good management in the classroom in this case she made chairs and tables in classroom like circle, the researcher took 20 students to be the sample in order the English teaching method got useful significance for the English teacher and the students.

b. Acting

In this action, the activity was divided into three components namely pre activity, whilst activity, and post activity based on the lesson plan.

Pre activity was also called as introduction and connection. Introduction discussed about the material that would be studied. In this case the researcher instructed students to get ready either physically or psychologically by expressing greeting, calling the roll, and motivating them to join in learning process and then the researcher explained the purpose of the learning process and also the basic competence that would be achieved after that the researcher delivers the scope of the learning material and gives little bit explanation about it that would be studied

Whilst activity was also called as application. It divided into three parts namely exploration, elaboration and confirmation. In exploration, the researcher involved students to construct their common sense concerned the learning material learnt in this case the teacher ask to student about what is writing and writing essay then ask to student's about their unforgettable moment and then the

researcher involved students to seek and find out by themselves about the learning material learnt. It aim to stimulant students for more active in learning process after that , the researcher explained clearly the learning material about writing essay by applying contextual teaching and learning in this case the teacher explained how to make a writing and gave sample and after explaining the learning material clearly, the researcher discussed with students. In this step, she presents the writing material in which the student's need to analyze it by their self. Try to challenge the students with their own ideas and conceptions to interpret it and. Allow them to present their own idea and encourage them to apply their own ideas, experience and interest to direct learning process.

In confirmation, the researcher gave feed back related to the result of students' exploration and elaboration about writing essay material, Some students are low in content, organization and error grammar. The content of the paragraph is not focus and clear, the reader can not follow what is being said, it has poor organized and also found error grammar and then the researcher gave some corrections about the mistakes/errors they had made, and also helped them solving their difficulties about the exercises

Thus the researcher helped and encouraged students who still did not participate yet during learning process by giving them some positive suggestions and then researcher with students made conclusion about the learning material that had been studied. In reflection, the researcher asked again the difficulties that the students got during learning and teaching process. Meanwhile, extension was also

called as reinforcement. In reinforcement, the researcher told the students about the learning material that would be studied in the next meeting.

c. Observing

based on researcher observation, the condition of the class was little bit noisy when the researcher gave explanation. In this case, most of the students did not listen carefully the researcher's explanations during learning and teaching process and based on observation sheet in cycle I most of the students didn't really participate in learning and teaching process and the students' attitude in learning and teaching process was not good in this case, most of the students did not pay attention the researcher's explanations during learning and teaching process and some students playing game in the class.

Evaluation the student's understanding in learning writing essay showed that students' mastery in learning writing essay were mostly in low scores. The mean score was only 58.95

Table 4.1

The mean score of students' understanding in Cycle 1 was only 58.38

The raw score of student's writing in Cycle 1

Respondents	Content	Organization	Writing	Language use	Mechanic	Total (X)
001	17	10	13	11	2	53
002	22	14	14	18	3	71
003	20	12	13	12	2	59
004	20	15	15	18	3	71
005	17	10	12	13	2	54
006	16	10	12	11	2	51

007	20	14	15	19	3	71
008	20	13	13	17	2	65
009	17	10	10	11	1	49
010	17	11	10	11	1	50
011	20	16	15	13	3	71
012	20	14	14	15	2	65
013	16	10	12	12	2	52
014	15	10	12	11	1	49
015	16	12	13	11	2	54
016	20	14	13	17	2	66
017	16	11	11	13	1	52
018	17	10	10	13	2	55
019	18	13	13	16	2	62
020	17	12	12	16	2	59
Total	361	241	252	282	40	1179
Mean score	18.05	12.05	12.6	14.1	2	58.95

- Mean Score of Content :

$$X = \frac{\sum x}{N} = \frac{361}{20} = 18.05$$

- Mean Score of Organization :

$$X = \frac{\sum x}{N} = \frac{241}{20} = 12.05$$

- : Mean Score of Writing

$$X = \frac{\sum x}{N} = \frac{252}{20} = 12.6$$

- Mean Score of Language Use :

$$X = \frac{\sum x}{N} = \frac{282}{20} = 14.1$$

- Mean Score of Mechanic :

$$X = \frac{\sum x}{N} = \frac{40}{20} = 2$$

- The mean score of all components in cycle 1 :

$$X = \frac{\sum x}{N} = \frac{1179}{20} = 58.95$$

Table 4.2
Classification of the students writing score in cycle 1

Classification	score	Frequency	Percentage
Excellent	96 - 100		
Very Good	86 - 95		
Good	76 - 85		
Average	66 - 75	5	25%
Fair	56 - 65	5	25%
Poor	36 - 55	10	50%
Very Poor	0 - 35		
TOTAL		20	100%

The table above showed that answering writing essay test by using contextual teaching and learning in cycle 1, there were 5 (25%) students got

average category, there were 5 (25%) students got fair category, and there were 10 (50%) students got poor category.

The result of observation on students' activities during the learning and teaching process. The mean score was 51.25%. It could be seen in the table below:

Table 4.3
Observation Sheet Cycle I

NO	STUDENTS NAME	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	001		√		
2	002			√	
3	003		√		
4	004			√	
5	005		√		
6	006	√			
7	007			√	
8	008		√		
9	009	√			
10	010		√		
11	011			√	
12	012		√		
13	013	√			
14	014	√			
15	015		√		

16	016			√	
17	017	√			
18	018		√		
19	019			√	
20	020		√		
Total		5	9	6	0
Percentage		25%	45%	30%	0%

d. Reflecting

There were still some weaknesses in the Cycle I most of the students still were not familiar with the use of contextual teaching and learning in improving writing essay because the students never hear about it before. The students' participation in this cycle I was only 51.25% and then the other weakness was most of the students had a bad score in evaluation. In this case, the evaluation mean score was only 58.95. And the last , in the discussion there were only some students active in learning. It showed us that, this cycle 1 was not successful.

2. Cycle II

a. Planning

In order to improve the weaknesses and keep the successful of the first cycle, so the second cycle was planned, the researcher giving more motivation and positive suggestions to the students in order to be more active in learning and teaching process more explanations and intensive guidance to the students who got difficulties when learning and teaching process. Thereby, all of the students were able to understand the learning material well and easily after that the

researcher giving more chances to the students who got good score to share their knowledge to the others in learning and teaching process. It could give some chances to students to be more confident in learning and teaching process.

b. Acting

Like in the first cycle, in this action the activity was divided into three components again namely pre activity, whilst activity, and post activity based on the lesson plan.

This second cycle, the researcher gave explanations in understanding writing essay well and easily by applying contextual teaching and learning and gave more guidance to them how to understand it well and easily in this case the researcher gave more another sample and she gave explanations to the students in this case how to make a good writing and gave the best tips to understand it well and easily and then, the researcher gave some chances to the students to ask if there was something they still did not understand. After that, when she saw no more students did not understand, so she gave them exercises related to the material learnt after that she with the students made conclusion about the learning material that had been studied then, she asked again the difficulties that the students got during learning and teaching process after that, she gave some positive suggestions to students again such as by encouraging, motivating, and giving them spirit before ending the meeting.

c. Observing

The condition of the class was so different with in the first cycle. In this case, most of the students listened carefully the researcher's explanations during learning and teaching process. The students' participation in learning writing

essay by applying contextual teaching and learning was wonderful and outstanding. Because most of the students had participated in asking, answering and responding some questions that the researcher given. The students' attitude in learning writing essay by applying contextual teaching and learning was good. Because most of the students listened the learning material carefully and also their attention was excellent.

The evaluation on student's understanding in learning writing essay showed that in this second cycle, the students got better score than in the first cycle. The mean score was 76.7. It could be seen in the table below.

Table 4.4

The mean score of student's understanding in Cycle 2 had achieved the ideal score. It was 76.7

The raw score of student's writing in Cycle 2

Respondents	Content	Organization	Writing	Language use	Mechanic	Total (X)
001	19	13	16	16	3	67
002	25	17	17	20	4	83
003	22	16	16	17	3	74
004	24	17	18	19	4	82
005	24	17	17	17	4	79
006	19	15	17	15	3	69
007	22	19	18	21	4	84
008	22	17	17	18	3	77
009	24	18	18	20	4	84
010	23	18	16	18	4	79
011	24	19	18	19	4	84

012	23	18	17	20	4	82
013	19	14	16	15	3	67
014	21	17	17	17	4	76
015	21	16	17	17	4	75
016	24	18	18	19	4	83
017	20	14	16	16	3	69
018	21	16	16	17	3	73
019	20	17	17	18	2	75
020	21	15	16	17	3	72
Total	438	331	338	356	71	1534
Mean Score	21.9	16.55	16.9	17.8	3.55	76.7

- Mean Score of Content :

$$X = \frac{\sum x}{N} = \frac{438}{20} = 21.9$$

- Mean Score of Organization :

$$X = \frac{\sum x}{N} = \frac{331}{20} = 16.55$$

- Mean Score of Writing :

$$X = \frac{\sum x}{N} = \frac{338}{20} = 16.9$$

- Mean Score of Language Use :

$$X = \frac{\sum x}{N} = \frac{356}{20} = 17.8$$

- Mean Score of Mechanic :

$$X = \frac{\sum x}{N} = \frac{71}{20} = 3.55$$

- The mean score of all components in cycle 2 :

$$X = \frac{\sum x}{N} = \frac{1534}{20} = 76.7$$

Table 4.5**Classification of the students writing score in cycle 2**

Classification	score	Frequency	Percentage
Excellent	96 - 100		
Very Good	86 - 95		
Good	76 - 85	11	55%
Average	66 - 75	9	45%
Fair	56 - 65		
Poor	36 - 55		
Very Poor	0 - 35		
TOTAL		20	100%

The table above showed that answering writing essay test by using contextual teaching and learning in cycle 2, there were 11 (55%) students got good category and there were 9 (45%) students got average category.

Table 4.6
Observation Sheet Cycle 2

The result of observation on students' activities during the learning and teaching process. The mean score was 77.5%. It could be seen in the table below:

NO	STUDENTS NAME	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	001			√	
2	002				√
3	003			√	
4	004				√
5	005			√	
6	006		√		
7	007			√	
8	008			√	
9	009				√
10	010			√	
11	011				√
12	012			√	
13	013		√		
14	014			√	
15	015			√	
16	016				√
17	017		√		
18	018			√	
19	019			√	

20	020			√	
Total		0	3	12	5
Percentage		0%	15%	60%	25%

d. Reflecting

This action research was success because there were some successful points got in the Cycle II namely, most of the students were familiar with the use of contextual teaching and learning in improving writing essay , because the students had got it in the first cycle and also the researcher had explained it clearly. In this case, it was supported that most of the students had a good participation in learning process. The student's participation in this cycle 1 was achieved the ideal score that was 77.5% and the other successful point was most of the student had a good score in evaluation. In this case, the evaluation mean score was achieved the ideal score that was 76.7. and the last or third, in the discussion most of the students more active in learning process. It showed us that, this cycle 2 was successful.

3 Questionnaires Analysis

The questionnaires related to contextual teaching and learning in improving students writing essay showed at the following table:

Table 1

Study writing is very important

No	Item of choice	Frequency	Percentage
1	Strongly agree	16	80%
	Agree	4	20%
	Uncertain		
	Disagree		
	Strongly disagree		
	Total	20	100%

The sample table of indicates that, there were 16 students (60%) chose strongly agree and there were 4 students (20%) chose agree. It means that most of students chose strongly agree that study writing is very important.

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Table 2

Writing is a key element in the English language

No	Item of choice	Frequency	Percentage
2	Strongly agree	11	55%
	Agree	9	45%
	Uncertain		
	Disagree		
	Strongly disagree		
	Total	20	100%

The sample table of indicates that, there were 11 students (55%) chose strongly agree and there were 9 students (45%) chose agree. It means mean most of students choose strongly agree that writing is a key element in English language

Table 3

The use of contextual teaching and learning in learning writing is very fun

No	Item of choice	Frequency	Percentage
3	Strongly agree	2	10%
	Agree	13	65%
	Uncertain	3	15%
	Disagree	2	10%
	Strongly disagree		

	Total	20	100%
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Based on table indicates that, there were 2 students (10%) chose strongly agree, there were 13 students (65%) chose agree, there were 3 students (15%) chose uncertain and there were 2 students (10%) chose disagree. It means that most students choose agree that learning writing trough contextual teaching and learning is very fun.

Table 4
The use of contextual teaching and learning is helpful in improving writing

No	Item of choice	Frequency	Percentage
4	Strongly agree	7	35%
	Agree	12	60%
	Uncertain	1	5%
	Disagree		
	Strongly disagree		
	Total	20	100%

Based on table show that, there were 7 students (35%) chose strongly agree, there were 12 students (60%) chose agree and there was 1 student (5%) chose uncertain. It means that most students choose agree that the use of contextual teaching and learning is helpful in improving writing skill.

Table 5

Do you agree that teacher always give you time to ask the things that are less obvious in the study of writing

No	Item of choice	Frequency	Percentage
5	Strongly agree	7	35%
	Agree	8	40%
	Uncertain	2	10%
	Disagree	2	10%
	Strongly disagree	1	5%
	Total	20	100%

Based on table above show that, there were 7 students (35%) chose strongly agree, there were 8 students (40%) chose agree, there were 2 student (10%) chose uncertain, there were 2 students (10%) chose disagree and there was 1 student (5%) chose strongly disagree. It means that most students agree that the teacher always giving times to aks the things that are less abvious in the study of writing.

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Table 6

The use of contextual teaching and learning can't improve my writing skill

No	Item of choice	Frequency	Percentage
6	Strongly agree		
	Agree		
	Uncertain	1	5%
	Disagree	9	45%
	Strongly disagree	10	50%
	Total	20	100%

Based on table above show that, there was 1 student (5%) chose uncertain, there were 9 students (45%) chose disagree and there were 10 students (50%) chose strongly agree. It means most of students disagree about statement that writing is very boring lesson. It means most students strongly disagree that the use of contextual teaching and learning can't improve their writing skill.

Table 7

. The use of contextual teaching and learning can't practice my writing skill

No	Item of choice	Frequency	Percentage
7	Strongly agree		
	Agree	1	5%
	Uncertain	3	15%
	Disagree	13	65%
	Strongly disagree	3	15%
	Total	20	100%

Based on table above show that, there was 1 student (5%) chose agree, there were 3 students (15%) chose uncertain, there were students 13 (65%) chose disagree and there were 3 students (15%) chose strongly agree . It means most of students disagree that contextual teaching learning can't practice their writing skill

Table 8

I am not easy to learn English writing trough contextual teaching and learning

No	Item of choice	Frequency	Percentage
8	Strongly agree	12	60%
	Agree		
	Uncertain		
	Disagree		
	Strongly disagree		
	Total	20	100%

Based on table above show that, there were 12 students (60%) chose agree, there were 5 students (25%) chose uncertain and there were 3 students (15%) chose disagree. It means most students choose agree that there are not easy to learn writing English trough contextual teaching and learning.

Table 9

I am not encourage study English writing through contextual teaching learning

No	Item of choice	Frequency	Percentage
9	Strongly agree		
	Agree	8	40%
	Uncertain	6	30%
	Disagree	6	30%
	Strongly disagree		
	Total	20	100%

Based on table above show that, there were 8 students (40%) chose agree, there were 6 students (30%) chose uncertain, and there were 6 students (30%) chose disagree. It means most student choose agree that the use of contextual teaching and learning can't encourage students writing skill.

Table 10

Do you agree that teacher only explain the material without doing writing practice

No	Item of choice	Frequency	Percentage
10	Strongly agree		
	Agree		
	Uncertain		
	Disagree	9	45%
	Strongly disagree	11	55%
	Total	20	100%

Based on table above show that, there were 9 students (45%) chose disagree and there were 11 students (55%) chose strongly disagree. It means most students strongly disagree that teacher only explain the material without doing writing practice.

C. Discussion

Looking at the finding, the researcher presented the discussion of students' data. The section presented the result of data analysis. It aimed to describe the student's enhancement in learning writing essay by applying Contextual Teaching and Learning method.

In this case the writer divides discussion into two parts: (1) discussion about data analysis, which is intended to find out the effective way in teaching writing essay through contextual teaching and learning at the second year student of SMK Datok Sulaiman, it can be identified through the result of cycle I and cycle II. (2) the discussion about the student response toward the use of Contextual teaching and learning in writing essay that can be analyzed from the result of questionnaire.

To know the effective way in teaching writing essay through contextual teaching and learning can be proved from the improvement of the result from the cycle I to cycle II.

1. The first cycle

Based on the analysis from the students' test in cycle I the mean score in the first cycle is 58,95 or the percentage (25%), it means under law the score

standard. Based on observation activities made by researcher in first cycle she found some weakness teaching English writing by using contextual teaching and learning. They are (a) the condition class was noising when the researcher gave instruction to students in classroom. (b) the students seemed not be discipline. (c) the students still lake active. (d) learning process not interest because some students just silent although the confused or they did not understand the material.

The students response toward the use of contextual teaching and learning relating to the data analysis based on questionnaire, the researcher present the students response in learning writing trough contextual teaching in learning in cycle I is low interest.

2. The second cycle

The means score of the students test in second cycle is 76,7 or the percentage (55%), the mean score improved at the second cycle. The student have better achievement and the researcher has known the application of appropriate way teaching writing the students attention was focused in learning and the students were easy to understand the lesson.

The students response in learning writing trough contextual teaching and learning improve the second cycle.

Based on the result of data analysis, the result conclude that the second years students of SMK Datok Sulaiman in learning English writing have good respons in learning writing after the application of contextual teaching and learning. Therefore, the teacher can apply contextual teaching and learning in teaching English especially in writing English in teaching learning process.

According to the Indian Cartoonist S. Jithesh, a contextual teaching and learning is the satirical illustration of a person or a thing, but a cartoon is the satirical illustration of an idea.

Contextual teaching and learning can be insulting or complimentary and can serve a political purpose or be drawn solely for entertainment. Contextual teaching and learning of politicians are commonly used in editorial cartoons, while contextual teaching and learning of movie stars are often found in entertainment magazines.

According to Christopher Ward Contextual teaching and learning are effective tools which enable students to focus on the topic and participate actively in class discussions. This active participation can influence students' approach to lesson positively.

Stephenson and Warwick (2002) gave examples for contextual teaching and learning in their studies on analysis of contextual teaching and learning use in constructivist education and reached the conclusion that contextual teaching and learning helped them understand the topic better. As this study show, the subjects which are assisted with contextual teaching and learning can be taught to the target group in permanent way.

Thereby, the description of data collected through writing test as explained in the previous section showed that the students' understanding in learning writing essay enhanced significantly. Furthermore, it could be concluded that teaching writing essay by applying contextual teaching and learning was one of the effective method that was able to enhance the students' understanding well

and easily. It was supported by the achievement of the ideal score in the second cycle. In this case, the mean score in the first cycle was only 58.59 while in the second cycle the mean score was very good 76.7. That mean, the mean score in the second cycle was higher than the mean score in the first cycle. It means that, the students had a good understanding in learning writing essay by applying contextual teaching and learning method. Meanwhile, the result of observation, student's participation in the second cycle was more active 77.5% than in the first cycle 51.25%. That mean, the students had a good participation in learning writing essay. So, it could be concluded that the Implementation of Contextual Teaching and Learning Method in Teaching Writing Essay effective in enhancing student's understanding.

Based on result of questionnaire most of student's show positive interest towards the every item which gives or display positive statements. The reason most of students why their chose agree statement because by using contextual teaching and learning the student's more active in learning process, because the student's write about their experience or their real life moment in the past beside that the student's learn so well if they actively involve in the classroom activities and have a chance to inquiry it by their selves.

Finally from the discussion above, it can be concluded clearly that Contextual teaching and learning method is able to enhance students' understanding in learning writing essay.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and some suggestion based on the findings, discussion of the findings, and application of the research.

A. Conclusions

Teaching writing essay by using contextual teaching and learning is one of effective way can be applied. The result of the research suggest that the implementation of contextual teaching and learning could make the students enjoy and more active in learning process and the effective way implementation of contextual teaching and learning are using the student's idea and experience to conduct the learning and whole learning unit and create learning community or learning in groups in this case the researcher divided the students into 5 groups, each group consisting of 4 students. It intended to improve their leadership and their cooperation among the student. Try to challenge the students with their own ideas and conceptions to interpret it and allow them to present their own idea and encourage them to apply their own ideas, experience and interest to direct learning process and the last, giving chance to the students who got good score to share their knowledge to other friends.

B. Suggestions

Based on the conclusions above, the researcher would like to put forward some suggestions as follows:

1. An English teacher should apply the contextual teaching and learning in teaching writing essay because the students will learn so well if they actively involve in the classroom activities and have a chance to inquiry it by their selves. Students will show their learning achievement through the real things that they can do. Learning is regarded as an effort or intellectual activity for developing their idea through introspection activity

2. In teaching writing essay to students, teacher who applies contextual teaching and learning should make good relation to students.



IAIN PALOPO

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LESSON PLAN

Unit : SMK Datok Sulaiman Palopo
 Subject : English
 Grade / Semester :
 Program :
 Duration : 2 x 45 minutes

I. Teaching and Learning Process

No	Aspect	Activities	Time Minutes
1	Pre Activity	<p style="text-align: center;">A. INTRODUCTION</p> <p>a. Teacher instructs students to get ready either physically or psychologically by expressing greeting, calling the roll, and motivating students to join in learning process.</p> <p>b. Teacher explains the purpose of the learning process and explain the basic competence that will be achieved.</p> <p>c. Teacher delivers the scope of the learning material and gives little bit explanation about it that will be studied</p> <p style="text-align: center;">B. CONNECTION</p> <p>d. Apperception. Teacher asks short questions to students to connect their previous knowledge with the material that will be studied.</p>	15
	Whilst Activity	<p style="text-align: center;">C. APPLICATION</p> <p style="text-align: center;">EXPLORATION</p> <p>a. Teacher involves students to construct their common sense concerned the learning material learnt.</p> <p>b. Teacher involves students to seek and find out by themselves about the learning material learnt.</p> <p>c. Teacher involves students to be active during learning process Melibatkan peserta didik secara aktif dalam PBM</p> <p style="text-align: center;">ELABORATION</p>	65

		<p>a. Teacher explains clearly the learning material about Writing essay by applying Contextual Learning and Teaching.</p> <p>b. After explaining the learning material clearly, teacher discusses with students, asking their difficulties about the learning material learnt.</p> <p>c. Finally, teacher gives some exercises concerning the learning material that has just been studied.</p> <p>CONFIRMATION (Konfirmasi)</p> <p>a. Teacher gives confirmation/feed back related to the result of students' exploration and elaboration about the material.</p> <p>b. Teacher gives some corrections about the mistakes/errors they have just made, and also their difficulties about the exercises.</p> <p>c. Teacher helps and encourages students that still do not participate yet during learning process</p>	
	Post Activity	<p>a. Teacher with students make conclusion about the learning material that has just been studied</p> <p>D. REFLECTION</p> <p>a. Teacher asks again the difficulties that students get during teaching and learning process</p> <p>E. EXTENSION</p> <p>a. Reinforcement. Teacher tells the students about the learning material that will be studied in the next meeting.</p>	10