

THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING TO TEACH WRITING PROCEDURE TEXT

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Abstrak

Tujuan dari penelitian ini adalah (1) untuk mendeskripsikan pengimplementasian *contextual teaching and learning* untuk mengajar menulis teks prosedur, (2) untuk mendeskripsikan respon siswa setelah pengimplementasian *contextual teaching and learning* untuk mengajar menulis teks prosedur, (3) untuk mendeskripsikan tulisan teks prosedur siswa setelah pengimplementasian Contextual teaching and learning.

Model yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Penelitian ini dilakukan di kelas VII A di SMP N 40 Surabaya. Di kelas ini terdapat 37 siswa. Peneliti menggunakan lembar pengamatan, field note, questionnaire, dan tulisan teks prosedur siswa sebagai alat penelitian untuk mengumpulkan data.

Hasil dari penelitian ini menemukan bahwa pengimplementasian dari pendekatan CTL yang terjadi di dalam mengajar menulis teks prosedur adalah pengimplementasian dari pendekatan ini berhasil, dalam mengajarkan teks prosedur guru memberikan contoh yang sesuai dengan kehidupan nyata siswa. Contohnya guru menjadikan cara memasak mie instant sebagai contoh dari teks prosedur. Berdasarkan pada data observasi yang sudah diambil, guru telah menggunakan salah satu dari keenam pendekatan dari CTL yaitu *assessment asli*. Menurut pendapat siswa, pengimplementasian dari CTL pada pengajaran menulis prosedur teks adalah mudah untuk dipahami, jadi hal itu dapat membantu mereka untuk membuat teks prosedur sederhana. Hal tersebut juga dapat menarik siswa untuk mengikuti proses pembelajaran karena mereka merasa senang. Hasil dari tulisan teks prosedur siswa menjadi lebih baik setelah pengimplementasian dari pendekatan CTL.

Kata Kunci: Pendekatan CTL, menulis, teks prosedur.

Abstract

The purposes of this research are (1) to describe the implementation of contextual teaching and learning to teach writing procedure texts, (2) to describe the student's responses on the implementation of contextual teaching and learning approach to teach writing procedure, (3) to describe the students' writing procedure text after the implementation of contextual teaching and learning approach

The design used in this research was descriptive qualitative. This research was conducted in VII A classroom of SMP N 40 Surabaya. There are 37 students in this class. The researcher used observation checklist, field note, questionnaire and students' writing procedure text as research instrument in collecting the data. The result of this research found that the teacher and the students had implemented CTL approach in teaching and learning writing Procedure text appropriately. In explaining procedure text teacher gave example which is related to student real life activities that is how to make instant noodle. Based on the observation data that have taken, the teacher considers all of this aspect. In students point of view, the implementation of CTL to teach writing procedure text is easy to be understand, thus it can help them to make a simple procedure text. It also can attract them in the teaching learning process because they felt happy. Based on students' writing procedure text in the first and second task, it could be seen that the students' writing results were satisfying

Keywords: contextual teaching and learning, writing, procedure text.

INTRODUCTION

In learning English, it is known that there are four skills that we have to master. They are listening, speaking, reading and writing. Those four skills can be classified into receptive and productive skills. Listening and reading are classified into receptive skill, while productive skills consist of speaking and writing. Those four skills are important to be learned, but in this study the researcher intends to investigate the students writing only.

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. Written as well as spoken takes essential part in making good communication. For example, making job application letter to apply for a job and in school, students do writing task to make paper or to pass the examination. It is supported by Brown (2004:218) that the ability to write has become an essential skill for attaining employment in human life. Besides, it is also useful to solve the problem for those who have problem in spoken language. It can convey the meaning that they want to deliver. So, it is obvious that students need to master this skill.

However, learning writing is often more difficult than learning other skills. Writing is complex cognitive activity that needs to combine all skills. It is stated by Hadfield (1990:5)

Writing is indeed difficult, for several reasons. Firstly, the writer has to decide what information eventual reader needs, and how best to express this. Secondly, there is linguistic difficulty, in that language used in speech. Thirdly, there is cognitive difficulty, in that; students have to organize though on paper, for unknown reader, for reason that may not immediately be apparent.

In addition, Heaton (1975:138) states that writing skill is more complex and more difficult than other skills to teach because it is not only requiring mastery on grammatically and rhetorical devices but also on conceptual and judgment devices.

Writing can be more concise but it must be fully explicit, whereas spoken communication can often be sketchy and leave things to be clarified later in replay in a question (Abbot, 1981:141). We can deliver our thought directly by spoken so that other person easily to understand. However writing is different, we have to deliver our thought or idea and compose it into written form. According to John Wiley and Sons (2006:5), they stated that writing is no longer only about putting pen to paper. It is not only collecting of some words, but also the content must be coherence and cohesive so it can be understandable to be read for another person. It also does not come automatically, it takes long time. Young and Savage (1982: 135) state that writing is not coming automatically; it requires some experiences, talent, and lots of regular trainings. Writing is a process which needs our brain to think more, find the appropriate word to present the idea so that it can be expressed into a good

language. For those reason many students do not like if they asked to write a text or an essay.

In order to increase students motivation in writing there are a lot of technique, method, media and also approach which can be used. Unfortunately, there are a lot of English teacher still uses conventional learning system that only tapping on the transfer of knowledge which focus on learning in the classroom and textbook or classes that focus on the teacher as the main knowledge so that students get knowledge only from teacher and text book. So it makes students' prior knowledge often overlooked. For that reason, we need an approach that empowers students in teaching learning process. One of appropriate approach which empowers students in teaching learning process is Contextual Teaching and Learning (CTL) approach. Contextual teaching and learning is defined as a concept that helps teachers and students relate the meaning and real world situations with the subject matter in the right way (Jhonson,2005). It means that during the teaching and learning process, teacher relates the materials with real life situation. Here the two best texts reflection of CTL from four texts which must be taught to the seventh grade students of junior high school are procedure text and recount text because both of the texts reflection of real life activities. In this study the researcher only focused on procedure text. Anderson & Kathy (1998:2) explained that a procedure is a piece of text that tells the reader or listener how to do something. It describes how to do something, make or operate something through the steps. Moreover, Derewianka(2004: 23-27) stated that procedure text is already familiar with people's daily life, for example in giving instructions to make something, in games rules, in recipes, manual steps, directions of destination. It is obvious that this text is reflection of real life activities so CTL approach can be implemented in this text.

In addition, Bern and Ericson (2001:1) added that contextual teaching and learning as an innovative instructional process that helps student connect the content they are learning to the real life content. This approach encourages students to find correlation between materials which they are learned with real life that oriented on the students' experiences. It is very useful to help students in composing procedure text. Students often feel confused about what they will write. CTL approach gives them some ideas in writing, because what they have to write is related to their experiences. So they already knew what they have to write about.

RESEARCH METHODOLOGY

Research Design

This study used Descriptive qualitative Research design since this study was conducted to describe the implementation of CTL approach in teaching writing procedure text. It is a line with the statement state by Krathwohl (1993:740) in William (1995:12), he said that a qualitative research is a research that describes the phenomena in words instead of number or measures. The aim is to illustrate 'what exists' with respect to variables

or conditions in a situation (Ary, 1990:322). In contrast to quantitative research which attempting to know "to what extent" or "how well" something is done, qualitative study tries to obtain more complete explanation and description of the occurrence.

In this study, the researcher conducted an observation to obtain data needed. The observations were conducted three times. The researcher did not involve directly in the teaching learning process. The researcher only observed and reported anything happened during the teaching-learning process when the approach was applied to teach writing procedure text. The subjects were the teacher and the students class VII-A and this study conducted in SMP N 40 Surabaya. The researcher used four instruments to collect the data; *observation checklist*, *field note*, *questionnaire* and *students' writing procedure task*. The data collecting technique itself were observation, Questionnaire and students' writing procedure text. After all of the data were collected, the next step was analysis data. In this part, the result described and explained in form of words.

RESULT

The Implementation of CTL Approach to Teach Writing Procedure Text.

This section focused on the data collected from three observations at class VII A through observation checklist and field note. In this case, the researcher would describe the activities which happened in the classroom. In this study, the researcher was non-participant. So here, the researcher did not involve in the teaching-learning processes. The researcher would describe the data which were obtained from three observations in once description.

In first observation, the teacher introduced the new material that was going to learn. The material was about composing a procedure text. Here the approaches of CTL which teacher applied was authentic assessment. To start the lesson, the teacher gave some questions related to procedure text. She wanted to know how far the students knew about procedure text. The students just stayed quiet and looked confused. It was because the students had never studied about procedure text before. Later, the teacher took an instant noodle and showed it to the students. The teacher explained procedure text using instant noodle as the example of procedure text. She used instant noodle as the example because the students were familiar with it and also knew how to make it. She started from the component of procedure text; goal, materials and steps. First of all she explained about the goal. She explained that the goal is the title that was how to make an instant noodle. The next were materials, the teacher asked the students what were the ingredients needed to make a noodle instants except the seasoning. Then, she asked about the tools which needed to make instant noodle. The teacher asked two students to come forward and read the instruction how to cook that noodle instant. The first student read the English instruction and second students read the Indonesian instruction. In the steps, the teacher told that the students had to use

transition signal such as first, second, after that, then, next, finally and etc. Therefore, in the steps the students also had to mention imperative sentence. The teacher told that imperative sentence was the same as command. The teacher asked the students whether they remembered or not about command. The students forgot about command. Then the teacher reminded them and gave them an example 'close the door'. After that, the teacher pointed some of the students and asked them to write an imperative sentence on the white board one by one. After the teacher thought that the students understood and could make imperative sentence, she continued to the next activity. The next activity was the teacher pointed four students to write the steps how to make a noodle instant on the whiteboard. Each student had to write one step. After they finished wrote on the whiteboard, the teacher discussed and corrected each step.

In second meeting, The teacher asked to the students about the task that they had. It was brought a picture or photo what they usually make or do at home. Then all of students showed their picture or photo to the teacher. The teacher told the students what they were going to do. They were going to compose a procedure text. She asked them to compose a procedure text which related to the picture or photo that they were brought in a piece of paper after that they have to submitted it. She gave twenty minute to compose it. The students had to compose at least 5 sentences. The teacher reminded that do not forget to use transition signal and imperative sentence, also they had to compose it by their own word. In this observation, the approaches' of CTL which the researcher found was authentic assessment. Require students to organize synthesis, interpret, explain, or evaluate complex information, needed when students composed procedure text by themselves. Twenty minutes had passed, the teacher asked the student to stop their writing and asked some of the students to come forward and read their own procedure text. While one student read his own text, the other students have to pay attention at him after that they had to retell the information that they heard.

In third meeting, the teacher instructed them to compose procedure text individually which had different topic at previous meeting. In this observation the researcher also found that authentic assessment was the approaches' of CTL that teacher used. Teacher asked students to compose procedure text which was included in require students to organize, synthesize, interpret, explain, or evaluate complex information. The teacher explained procedure text which told about how to do something or how operate something. She explained that if they want to write procedure text which told about how to do something or how to operate something, they do not needed materials. They could directly write the steps. The teacher gave the example how to operate new mobile phone. When the students were finished with their writing, teacher corrected the writing together and explained the mistake done by the students. Finally,

because of limitation of the time, the teacher asked them to submit the whole assignment they had already done on teacher desk.

The Students' Response towards the implementation of CTL to Teach Writing Procedure Text.

In order to find out the student's responses, the researcher gave the questionnaire to the students at the end of the lessons. She asked them to complete the questionnaire which contains of fifteen questions. The questionnaire was written in Indonesian so that the students completed the questionnaire easily. In general, the questionnaire consists of three major parts, there were opinion about English, writing in English, contextual teaching and learning, and the implementation of contextual teaching and learning to teach writing procedure text.

From the first question, twenty seven students said that they liked learning English and ten students did not like learning English. For the second question, there were fifteen students said that English lesson is easy for them. However, twenty two students said that English lesson is difficult to learn. When the students were questioned whether or not they feel happy when they are asked to write in English in the class, there were seventeen students said that they liked it. However, twenty students said that they did not like it.

The fourth question asked whether or not the students could express their thought into a written, six students said yes and thirty one students said not. The next question, writing is the skill that they like most in English, seventeen students said that they liked writing most and twenty of them said that writing is not the skill they liked most.

When they were asked about an optimal effort that they always did in order they could write in English well, twenty nine students said that they always did an optimal effort to learn made a good writing. Three students said that they never did an optimal effort to learn writing. Meanwhile, many kinds of effort that students did in order they could write in English well, those are eight students always open dictionary; three students said that they asked to the teacher and friends; and the rest students learnt said by practicing every day.

The seventh question asked whether grammar was the main cause that made students reluctant to write in English, twenty four students said yes, it means that grammar and was the main cause to make students reluctant to write in English. Thirteen students said that grammar was not the main cause. Ten students had difficulty in memorizing vocabulary; and three students said that tenses were the main cause.

When the students were asked whether they had apply the lesson in their daily life activity or not, twenty students said that they were apply it. Meanwhile, 18 students said that they did not apply.

For the tenth question, they were asked whether they happy or not learn procedure text by using

contextual teaching and learning approach, thirty one students said that they happy using CTL approach in learning writing procedure text. However, seven students said that they do not happy.

The ninth question stated that twenty five students were motivated when they were asked to write in English by using contextual teaching and learning. However, thirteen students said that they were unhappy when they were asked to write in English by using that approach.

When they were asked whether writing by contextual teaching and learning approach was helpful to make learning procedure text became easier or not, twenty six students said that it was more helpful. However, eleven students said that the approach not helpful. The last question asked whether or not CTL approach is appropriate to learn procedure text. Twenty three students said that it was appropriate; fifteen students said that it was not appropriate, and one student said that it could be appropriate to learn procedure text.

Based on the data result above, it shows that the CTL approach was the suitable approach to teach writing procedure text. Most of the students felt happy and motivated when they were learned writing procedure text using CTL approach. This approach was helpful to make learning procedure text became easier for students.

Discussion

The discussion explains the result of the implementation of contextual teaching and learning approach to teach writing procedure text, the students' responses after the implementation of contextual teaching and learning to teach writing procedure text, and the result of students' writing procedure text.

1. The implementation of CTL to teach writing procedure text.

Based on the result of three meetings on September 25th, 26th, and October 2nd 2014, the implementation of CTL approach can help students to understand the materials; in this case procedure text and help them in composing their writing. As state by Jhonson (2002:25), contextual teaching and learning as a concept that helps teachers and students relate the meaning and the real world situation with the subject matter in the right way. This approach help ease the students to understand procedure text, because they already familiar with the examples that teacher given. In the first meeting on September 25th 2014, the teacher firstly gave task to the students to answer several questions based on the procedure text. Then she showed noodle instant and used it to help teacher explained the generic structure of procedure text. The way how to make noodle instant was already familiar with the students, so it help them to answer the question that teacher given about the generic structure of procedure text. In explaining steps which was one of the components of procedure text, the teacher asked two students to come forward and read the step how to make an instant noodle. After that, teacher asked four others students to come forward and wrote the steps (one step one person) used

their own word. After the students have already understood about procedure text well, the teacher gave them task to bring a picture or photo something that they usually make for the next meeting.

In the second meeting on September 26th 2014, the teacher firstly reviewed the previous material which was about procedure text. After the students remembered the generic structured of it, teacher asked students to compose a procedure text which appropriate with picture that they brought. Teacher remanded that they have to used their own word. They were given twenty minutes to compose the text.

In third meeting on 2nd October 2014, the teacher firstly explained about procedure text how to do something and how to play something. At that section she told to students that they did not need materials or ingredient. She used how to turn on new cell phone as the example. After all of students already understood, then they given task to compose procedure text again. The teacher gave some topics to students and they had to choose one of them. After students done, the teacher asked them to discuss it altogether.

From the three meetings of observation, the researcher found that the teaching strategies of CTL which teacher used was authentic assessment. As stated in review of related literature, Bern and Ericson (2001) stated characteristic of authentic assessment. First, require students to organize, synthesize, interpret, explain, or evaluate complex information. Second, address disciplinary content and standards. Third, involve elaborated communication. Fourth, cause students to perform before an authentic audience. The last, contains some procedure to assure validity. When teacher teach procedure text to the students, teacher tend to asked students to demonstrate the steps how to make something or to operate something rather than only explained the theories. Teacher gave students more chance to ask and to do something rather than they had to only listened to the teacher's explanation. So it makes class become active and communicative.

2. Students' Responses

Based on the questionnaire result, it could be concluded that the students were happy while learning English, although English is difficult subject for them to learn. However, many students were reluctant to write in English in class, although they actually liked writing. It was caused by some factors, such as they had difficulty in tenses, word choice, and limited vocabulary. Therefore, they did an optimal effort in order they could write well, for example, they enriched their vocabulary; open dictionary; asked to teacher, asked to friends and practiced every day.

When the teacher gave example that they usually do in their daily activities they were enthusiastic in join the class. They realized that contextual teaching and learning approach could help them to. Moreover, they thought through this approach they can apply in their daily life. At last, more than half students stated that contextual teaching and learning was appropriate for learning writing procedure text.

3. Students' Writing Procedure

In score students' writing, the researcher used rubric of writing composition scoring guide by Jacob. Based on Jacob's rubric of writing composition scoring guide, there are two aspects that are assessed; language feature and generic structures. Language feature consist of spelling, word choice, and tenses while generic structure consist of goal, material and steps. In term of steps, content, transition signal, and the use of imperative sentence are included. Based on the students' writing composition text, it could be seen that for very good group there was no mistake in language feature and also generic structure. In good group, over all were good except in word choice, there were some mistake in word choice such as input, and close the cup. Fair group, mistaken occur in both language feature and generic structure. The most mistakes in language feature was in word choice such as amposable, in take input while in generic structure students did not state materials and also tools. In second writing there was no poor group.

CLOSING

Conclusion

After the result was obtained from conducting the research and analyzing the data, it can be concluded some conclusion:

1. The Implementation of Contextual Teaching and Learning to Teach Writing Procedure Text.

Based on the result of the data, the researcher found that overall the implementation of CTL approach applied by the teacher during the three times of observation were suitable and appropriate in teaching writing procedure text. This approach helped students in understanding the materials, in this case procedure text. It also can create the conducive atmosphere for the students to practice writing in the class. They not only can practice it in the class but also they can use it in their daily activities. For example they can make wall magazine which contain the direction of how make something or do something in English form and put it on wall in the class or in their home.

2. The Students' Responses toward the Implementation of CTL Approach

Based on the result of questionnaire, most students felt happy while learning procedure text by using CTL approach. It was because CTL approach could make the students motivated in learning writing procedure text. Moreover, it could make them express their feeling and become active in the class.

3. The Students' Writing Procedure Text

The use of contextual teaching and approach could help the seventh grade students of SMPN 40 Surabaya in learning writing procedure text. It is showed by the result of the students' writing procedure text from second and third observation. In the first task, the students were asked to bring a picture or photo and then compose procedure text which related with the picture they brought. Firstly, eleven students still confused about the generic structure of procedure text. However, for the next meeting, after teacher discuss the students' error in writing together in the class. Moreover, students' writing becomes better than before.

Suggestion

According to the result of the research, the writer will give several suggestion which are should be considered by the English teacher. Those suggestions are:

1. Teacher can use Contextual Teaching and Learning Approach as alternative way in teaching writing especially in procedure text.
2. Creating a conducive atmosphere on the class can encourage motivation for the students to learn English. The students can easily grasp the lessons when they are learning on the interesting atmosphere.
3. The English teachers must be creative in teaching and learning process especially in teaching writing, because many students are reluctant in learning writing in English. Most of them do not like learning writing because difficult to express their though in written form and they do not know what to write. Therefore, the teacher must find the appropriate method or material that can make the students be active in the class.
4. For other researcher who would like to conduct the similar study in order this study gets improved, such as using the same field but different subjects and material. It means that they can use other subjects and materials.

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