Improving Students' Ability In Writing Recount Text Through Contextual Teaching And Learning (Ctl) Approach At The Second Grade Student Of SMA DHI MAPILLI.

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Article Info

ABSTRACT

This research aimed to find out improvement the students' ability in wiriting recount text through contextual teaching and learning (CTL) approach at the second grade student of XI Social Science 1 of SMA DHI MAPILLI in academic year of 2018/2019.   The mean scores in cycle II is greater than the mean score of test in cycle I (75.83>64.13). the implementation of Contextual Rteachinghat there were six meetings for two cycles. This classroom action research was done at the second grade student of SMA DHI MAPILLI. The subject of this research was XI Socisl Science 1 class in academic year of 2018/2019 by using contextual teaching and learning (CTL) approach. It consisted of 30 students. The implementiation of this research was giving the improvement for the result of the students' ability in writing recount text through contextual teaching and learning (CTL) approach and the teacher activities in teaching and learning process. The mean scores of writing recount text in the first cycle was 64.13, and after revision in the second cycle, the mean scores became 75.83. the improvement of students' ability to write recount text through Contextual Teaching and learning (CTL) approach is presenting recount text material at XI Social Science 1 class of SMA DHI MAPILLI. Improves the students' ability significantly. The mean scores in cycle II is greater than the mean score of test in cycle I (75.83>64.13). the implementation of Contextual Rteaching and Learning (CTL) approach can make the students more active and enthusiast in learning process.

INTRUDUCTION

English language has four skills; they are writing, listening, reading and speaking. There are two kinds of language, receptive and productive language, listening and reading are receptive language while writing and speaking are productive language. Writing and speaking as productive language are quite important to develop students' competence of language. Writing is one of difficult skill to have, because it consists of expressing ideas, feelings and experiences to the reader. It can be said as a link of communication between writer and reader.

There are many types of text in senior high school, they are descriptive text, narrative text , report text, procedure text and recount text. Writing skill as a

productive skill is really important in developing students' competence and language performance of senior high school level based on the curriculum today.

Some teachers of SMA DHI MAPILLI get some problems when they teach. The most problems in teaching are caused by : Firsly, the method applied by the teacher isn't fit with with this skill which need a lot interaction in the classroom. Secondly, the teachers are still confused to find technique which is fit with this skill, especially in writing recount text.

Recount can be considered as one of the easiest types of text that can be written by students. This might be the reason why the text is learned in both junior and senior high school level (Mustika Cakrawati 2018) but most of the students at the second grade of XI Social Science 1 SMA DHI MAPILLI still can not use their english in writing due to the lack of vocabulary, they seldom practice activity in writing, some of them are also not interested in English, morever they think that it's impossible to be good in English especially in wiriting because it seems very scary for them. So their scores in writing are low, where the students' value average still got score 55, while the passing grade criteria in the school is 75.

Some students still have problems in writing while the other are happy to write but they still feel anxious in writing due to the lack vocabulary and grammar. Actually those problems can be solved if the teacher could be more creative in teaching English. In this case, teacher should motivate, encourage and the teacher should create a new atmosphere in the classroom by using suitable technique to make the students more focus and more interested in writing skill. Therefore, it's important for a teacher to deliver materials as soon as possible.

We use Contextual Teaching Learning approach to improve students' ability in writing recount text due to some reasons; first of all, Contextual Teaching and Learning (CTL) approach will make the students more active in writing recount text. Second of all, it can help students to interpret the meaning in writing recount text by connecting the writing subject with the context of their daily life.

RESEARCH METHODS

The writer applied action research in conducting this research. LouiKemmisn et al in (Nurbaya and Rufinus 2014) stated that action research is powerful method to change and to improve at the local level. The research started with identification of problem areas, collection and organization of the data, interpretation of data, action based on data, and reflection. It also focuses on solving specific classroom or school problem, improving practice, correcting instructional strategies and selecting the appropriate material.

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. We know a great deal about good teaching in general (e.g. McKeachie, 1999; Chickering and Gamson, 1987; Weimer, 1996), but every teaching situation is unique in terms of content, level, student skills and learning styles, teacher skills and teaching styles, and many other factors. To maximize student learning, a teacher must find out what works best in a particular situation (Mettetal 2001).

The population of this research is the second grade of social science I in senior high school DHI Mapilli in the academic year of 2018/2019 which consists of 30 students.

Classroom Action Research activities involve repeated cycles, each consisting of planning, acting, observing, and reflecting. The result of one cycle

is used to determine the need for the following cycle, until the problems get solved by the strategy. Kemmis & McTaggert in (Latief 2009) See Figure 1

Figure 1
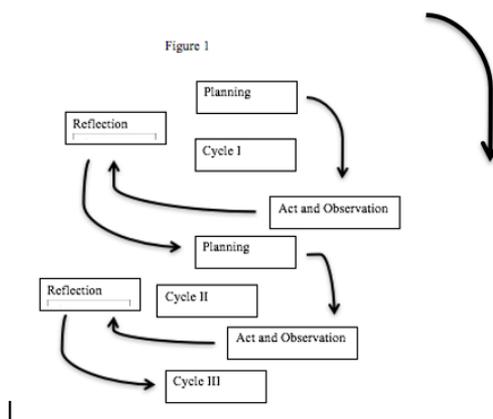
Kemmis, S., McTaggert, R. in (Latief 2009)

The research findings were discussed based on the result of research which was conducted in two cycles.

RESULT AND DISCUSSION

The problems of students in the second grade of social science senior high school DHI Mapilli were dug up through observation. The first is writing skill problem and the uneffectivenesshe first is writing skill problem and the uneffectiveness of teaching and learning.

Succesful indicator in cycle 1

No	Score	Category	Frequency	Percentage (%)
1	76-100	Above of achievement	2	6
2	75	Achievement	10	34
3	0-74	Under	18	60
	Total		30	100

From the table above, it showed that the successful indicator of this research which had to be fulfilled by the students were not achieved yet in the first cycle. There were only 6% of students were classified above of achievement, 34% of students were classified achievement and there were 60% got under category.

It means that the students' ability to write recount text was still low and the students had difficulties in writing recount text. The students still could not be active to share their opinion and to develope the ide in writing recount text.

They have less vocabulary and have some grammatical correction. The researcher tried to correct and motivate them to progress their vocabulary. Therefore, the researcher tried contextual teaching and learning approach in teaching English especially writing recount text to overcome the students' problem and improve the students' ability in writing recount text.

Successful indicator in cycle II

No	Score	Category	Frequency	Percentage (%)
1	76-100	Above of achievement	7	23
2	75	Achievement	18	60
3	0-74	Under	5	17
	Total		30	100

The table above showed that the score of the students increased. From 30 students who followed the test, there were 7 (23%) got above achievement category, 18 (60%) students got achievement and there were only 5 (17%) students got under category. It means that considered a good improvement of the students' achievement due to 25 (83%) students.

On the other side, there is an indicator of successful students that has been determined by the researcher namely: if 80 % of students had been success in their writing ability achievement, it can be said that using contextual teaching and learning approach can improve the students' ability in writing.

CONCLUSION

From the discussion in the previous chapter, it can be concluded that using contextual teaching and learnin approach can increase the students' ability in writing recount text. The students' mastery in writing before using contextual teaching and learning approach is very poor. It is different from the students' mastery after using contextual teaching and learning approach in learning writing recount text. It was found in students result from the first cycle to the second cycle which proved that used of contextual teaching and learning approach in learning activity contributed to the students' more effective in teaching writing recount text.

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